

# WCPS History Curriculum Overview 2025-2026

## WCPS Curriculum Intent for History

History helps children to develop their own sense of identity and enables them to consider how past events and significant people have shaped the world we live in today. Our high-quality history education will help our pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past. Our teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## EYFS Statutory Framework History Related Objectives

### Past and present

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

## EYFS History Curriculum

### Core Knowledge

1. Pupils will know some events which have happened in their past
2. Pupils will know who Guy Fawkes is and why we celebrate bonfire night
3. Pupils will know some of their own family traditions from past celebrations such as Christmas and Easter
4. Pupils will know about farming in the past and life in a farmhouse in the past
5. Pupils will know that older members of their family had different experiences to them
6. Pupils will know why we celebrate Remembrance Day

### Hinterland Knowledge

# WCPS History Curriculum: EYFS – Year 6

- Pupils will experience life working on a farm
- Pupils will see pictures of Guy Fawkes and watch and listen to firework sounds
- Pupils will look at photos of older family members and artefacts
- Pupils will hear about experiences from older members of their community

## Skills

- Pupils will develop being able to share their own experiences from the past
- Pupils will develop being able to talk about past experiences at Christmas and Easter and what their family do
- Pupils will develop being able to describe how many children lived and worked in the past
- Pupils will develop being able to explain what the poppy represents on remembrance day

## Wonder

- I wonder how old the oldest person is I know...
- I wonder what Guy Fawkes was plotting to do...
- I wonder if every child had to work on the farm...
- I wonder what the poppy means...

## Experiences & Provocations

- Pupils will experience the curriculum by:
  - Visiting Gressenhall and experiencing farming life in the past
  - Talking to older members of the community and seeing old photographs
  - Looking at books such as 'Each Peach Pear Plum' and 'Peepo'

## Vocabulary - Tier 3 Subject Specific

old fashioned, past, present, history, museum, farm, farmhouse, difference

# WCPS History Curriculum: EYFS – Year 6

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

## Year 1 History Curriculum

| Autumn Term 2                                                                                                                                                                                                                                                                                                 | Spring Term                                                                                                                                                                                                                                                                                                    | Summer Term 1                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Who is the greatest history maker?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know <i>what it means for someone to 'make history'</i>.</li> <li>2. Pupils will know why Guy Fawkes is commemorated on the 5<sup>th</sup> of November in the UK every year.</li> </ol> | <p>What does it take to be a great explorer?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know the achievements of Ranulph Fiennes, the greatest living explorer.</li> <li>2. Pupils will know the accomplishments of Amy Johnson and give reasons which suggest</li> </ol> | <p>How do our favourite toys and games compare with those of children in the 1960s?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know why it is important for historians to divide up time.</li> </ol> |

# WCPS History Curriculum: EYFS – Year 6

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>Pupils will know what Marie Curie achieved in her life and why she is a history maker.</li> <li>Pupils will know what Wilma Rudolph achieved in her life and why she is a history maker.</li> <li>Pupils will know what Malala has achieved so far in her life and why she is a history maker.</li> <li>Pupils will know what perspective means when it comes to judging people and events.</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>Pupils will know why we use fireworks to celebrate Guy Fawkes Night.</li> <li>Pupils will know how and why Malala won the Noble Peace Prize.</li> <li>Pupils will know that every person can have a different perspective.</li> <li>Pupils will know everyone has the potential to become a history maker.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>Pupils will develop being able to identify</li> <li>Pupils will develop being able to recognise</li> <li>Pupils will develop being able to compare &amp; contrast</li> <li>Pupils will develop being able to summarise</li> <li>Pupils will develop being able to explain</li> </ul> | <p>why she can be considered remarkable given the role of women in society at the time.</p> <ol style="list-style-type: none"> <li>Pupils will know the main motives and achievements of explorer Christopher Columbus.</li> <li>Pupils will know the significance of Neil Armstrong's triumph for mankind.</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>Pupils will know how women's role in society has developed over time.</li> <li>Pupils will know how people explored before there were aeroplanes.</li> <li>Pupils will know why going on holiday abroad was so unusual in history.</li> <li>Pupils will know about the planets in our solar system.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>Pupils will develop being able to observe</li> <li>Pupils will develop being able to interpret</li> <li>Pupils will develop being able to recognise</li> <li>Pupils will develop being able to describe</li> </ul> <p>Wonder</p> | <ol style="list-style-type: none"> <li>Pupils will know what significant things people remember from the 1960s.</li> <li>Pupils will know how toys and games from the 1960s compare with those of today.</li> <li>Pupils will know why there were no smart toys and games in the 1960's.</li> <li>Pupils will know how and when the internet was invented.</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>Pupils will know how people lived without smartphones.</li> <li>Pupils will know how people found information without the internet.</li> <li>Pupils will know what materials toys were made from in the 1960's.</li> <li>Pupils will know why they play with different toys when they are a baby as they grow.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>Pupils will develop being able to identify</li> <li>Pupils will develop being able to describe</li> <li>Pupils will develop being able to compare</li> <li>Pupils will develop being able to observe</li> <li>Pupils will develop being able to infer</li> </ul> <p>Wonder</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# WCPS History Curriculum: EYFS – Year 6

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder what I could do to become a history maker...</i></li> <li>• <i>I wonder how many other history makers I can think of...</i></li> </ul> <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Role playing/hot seating historical figures.</li> <li>○ Read Little People, Big Dreams: Marie Curie.</li> </ul> </li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>Guy Fawkes night, commemorate, Bonfire Night, annual, King James I, parliament, house of lords, cellar, gunpowder, plot, timeline, Scotland, Ireland, Poland, France, Ancient Egypt, United Kingdom, country, city, valley, childhood, president, elected, prime minister, pharaoh, soldier</p> | <ul style="list-style-type: none"> <li>• <i>I wonder how long it takes to sail around the world on a boat...</i></li> <li>• <i>I wonder if there are any places on Earth we haven't found yet...</i></li> </ul> <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Looking at non-fiction photographs and videos of historical events and being given the chance to analyse these.</li> <li>○ Miss Sharp to do Year One assembly on climbing a mountain. Meet an explorer!</li> </ul> </li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>explorer, expedition, continent, ocean, North Pole, South Pole, Antarctica, mountain, Mount Everest, polar, United Kingdom, aeroplane, transport, pioneer, compass, voyage, crew, inform, NASA, Columbus, rocket, aircraft, space, astronaut, universe, mankind, planet, mission, United States, Jupiter, Saturn, Uranus, sun, moon, Mercury, Venus, Mars</p> | <ul style="list-style-type: none"> <li>• <i>I wonder what the most popular toy was in the 1960s...</i></li> <li>• <i>I wonder if I know anyone who played with any 1960s toys...</i></li> </ul> <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Visiting Strangers Hall in Norwich and engaging in a workshop surrounding toys from the past with a member of their team.</li> <li>○ Meeting some people who experienced the 1960s first hand to discuss what it was like.</li> <li>○ See and have the chance to use 1960 toys first hand.</li> </ul> </li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>Historian, time, BCE, AD, order, years, Jesus, recent, timeline, chronological, age, Britain, village, manufacture, coins, money, decade, century, millennium, sequence, change, shilling, cashpoint, computer, internet, CD, DVD, Wi-Fi, smartphone, social networking, website</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## KS1 National Curriculum

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

## Year 2 History Curriculum

Autumn Term 1

Autumn Term 2

Spring 2

# WCPS History Curriculum: EYFS – Year 6

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What was the cause and effect of the Great Fire of London?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know about the key events of The Great Fire of London.</li> <li>2. Pupils will develop a sense of chronology.</li> <li>3. Pupils will be able to explain what happened and place events in the correct order.</li> <li>4. Pupils will know the main actions that were taken to control the fire.</li> <li>4. Pupils will be able to recognise the changes that happened as a result of the fire.</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know about events beyond living memory.</li> <li>• Pupils will know about the lives of significant individuals in the past (Samuel Pepys, King Charles II)</li> <li>• Pupils will know about different materials: buildings and firefighting equipment.</li> <li>• Pupils will study a range of paintings and artwork depicting the fire from the time.</li> <li>• Children will know about the features of diary writing.</li> </ul> | <p>Who was Edith Cavell and why was she an important person?</p> <p>Local study – nurses (Edith Cavell &amp; Sister Poppy on the frontline / Remembrance Day)</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know who Edith Cavell was and why she was important (historically significant person)</li> <li>2. Pupils will know about the important role Edith Cavell paid in WW1 (historically significant event)</li> <li>3. Pupils will know about how important nurses are during wars</li> <li>4. Pupils will look at how nursing has changed over time</li> <li>5. Pupils will know about other nurses throughout history, such as Mary Seacole and Florence Nightingale</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know about some of the people whose names are used for the Houses at Wymondham College and the Prep and learn about why they are important.</li> <li>• Pupils will know about what Wymondham was like during the time of Edith Cavell</li> </ul> | <p>How can animals help humans? Animals used in war</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know when the First World War happened and where the Western Front was.</li> <li>2. Pupils will know some of the ways life changed for people living in Britain during the war.</li> <li>3. Pupils will know how people communicated during the First World War.</li> <li>4. Pupils will know why horses were so important during the Second World War.</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know the countries that made up the allies.</li> <li>• Pupils will know the countries that made up the Central Powers.</li> <li>• Pupils will know how other animals contributed during the second world war.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to describe the variety of ways in which animals were used during the First World War and explain why their use was so important to the war effort;</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# WCPS History Curriculum: EYFS – Year 6

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to use a range of primary and secondary sources to find out about the past.</li> <li>Pupils will be able to locate London on a map.</li> <li>Pupils will know how life was different 300 – 400 years ago.</li> <li>Pupils will know why the TGFoL started and how it spread.</li> <li>Pupils will know how TGFoL changed London?</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li><i>I wonder if anyone was to blame for TGFoL?</i></li> <li><i>I wonder what living conditions were like in 1666?</i></li> <li><i>I wonder what help there was for people after the fire?</i></li> <li><i>I wonder if any other disasters have affected London?</i></li> <li><i>I wonder what I should do if I see a fire?</i></li> <li><i>I wonder what the fire safety procedures are at our school?</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by:</li> </ul> | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will develop being able to describe the work of a nurse in WW1</li> <li>Pupils will develop being able to compare how nurses have changed since WW1</li> <li>Pupils will develop being able to describe the events of different historically significant people and explain why they are important.</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li><i>I wonder what it was like in Wymondham during the time of Edith Cavell?</i></li> <li><i>I wonder what it was like being a nurse in WW1?</i></li> <li><i>I wonder why people become nurses?</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>Nurse visitor</li> <li>Visit the Edith Cavell memorial at Norwich Cathedral</li> </ul> </li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>Medicine, hospital, nurse, midwife, war, Crimea, Belgium, patient, soldiers, memorial, cathedral</p> | <ul style="list-style-type: none"> <li>Pupils will offer reasons for the causes of some of the changes in ways of life they have identified;</li> <li>Pupils will develop being able to compare and contrast the way of life during the Second World War to Britain today.</li> <li>Pupils will develop being able to empathise with others.</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li><i>I wonder why the Second World War started?</i></li> <li><i>I wonder why messages were sent in code?</i></li> <li><i>I wonder what other ways people communicated before telephones?</i></li> <li><i>I wonder what ways animals are used in Britain today e.g. search and rescue.</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>Photographs</li> <li>Articles</li> <li>Records</li> <li>Racing pigeon visit</li> </ul> </li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>Change, sources, chronology, empathy, invasion, conflict, monarch, prison, enemy, army, pacifist, deserter, front line; trench; fine, government,</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# WCPS History Curriculum: EYFS – Year 6

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>o Photographs, etchings, artwork from the period</li> <li>o Fire Engine visit</li> <li>o Creating their own artwork</li> <li>o Designing and making fire trucks</li> <li>o Writing diaries</li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>Extinguish, firebreak, reconstruct, militia, inflammable, fire hook, Thomas Farrinor, baker, Pudding Lane, 1666, smoke, fire, flames, escape. Samuel Pepys, burning, wooden buildings, Lord Mayor, River Thames, diary, rebuild, reconstruct, cause, effect, change.</p> |  | <p>communication, telegraph, message, code, anagram, rationing, memorial, honour</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------|

## KS2 National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

## Year 3 History Curriculum

| Autumn Term                                                                                                                                       | Spring Term                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Stone Age, Bronze Age, Iron Age</i></p> <p>How do we know about the past?<br/>(Historical evidence and artefacts)</p> <p>Core Knowledge</p> | <p><i>Romans and Pompeii</i></p> <p>How did the arrival of the Romans change Britain?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know what an empire is.</li> <li>2. Pupils will know which modern day countries were once part of the Roman Empire.</li> </ol> |

1. Pupils will know how time is divided into 'history', 'prehistory' and 'deep time' and know why the Stone, Bronze and Iron Age is part of 'prehistory'.
2. Pupils will know how archaeologists use artefacts to understand how life changed for people in Prehistoric Britain.

## Stone Age

3. Pupils will know why most Ancient Britons were hunter gatherers.
4. Pupils will know why in the New Stone Age Ancient Britons began to build permanent settlements.

## Bronze Age

5. Pupils will know how bronze was made from smelting copper and tin
6. Pupils will know the ways in which the invention of bronze changed the lives of people.

## Iron Age

7. Pupils will know how iron was smelted and made into tools and weapons and was much more useful than bronze.
8. Pupils will know the purpose and features of Iron Age hill forts and why so many hill forts were built in Britain during the Iron Age.
9. Pupils will know how the Iron Age followed the Bronze Age.
10. Pupils will know how iron was smelted and made into tools and weapons and was much more useful than bronze.
11. Pupils will know what an Iron Age tribe was.
12. Pupils will know why Iron Age Britain was often a violent time.
13. Pupils will know the purpose and features of Iron Age hill forts and why so many hill forts were built in Britain during the Iron Age.
14. Pupils will know the features of a typical Iron Age roundhouse.
15. Pupils will know the significance of artefacts discovered in roundhouses and hill forts.

3. Pupils will know why Claudius invaded Britain in AD 43.
4. Pupils will know who Boudica was and why she was such a threat to the Roman settlement of Britain.
5. Pupils will know how and why the Romans designed and built many towns in Britain.
6. Pupils will know why most Romans eventually left Britain and returned to Rome.

## Hinterland Knowledge

- Pupils will know the lifestyle of many high-status Romans living in Britain.
- Pupils will know why the Romans constructed Hadrian's Wall in AD122.
- Pupils will know what a gladiator was and why gladiatorial games were organised in Britain.
- Pupils will know why so much evidence remains today in Britain of the Roman occupation.

## Skills

- Pupils will develop being able to explain what an empire is.
- Pupils will develop being able to identify and locate those modern-day countries that were once part of the Roman Empire.
- Pupils will develop being able to understand why Claudius invaded Britain in AD 43.
- Pupils will develop being able to describe who Boudica was and explain why she was such a threat to the Roman settlement of Britain.

## Wonder

- *I wonder why Claudius invaded Britain.*

## Hinterland Knowledge

- Pupils will know the difference between Stone Age winter and summer camps.
- Pupils will know how art and painting was used as a form of communication
- Pupils will know that the construction of Stonehenge began in the Neolithic era of the Stone Age.
- Pupils will know the significance of the artefacts buried with the 'Amesbury Archer'.
- Pupils will know why the 'Amesbury Archer' was given the richest burial known in Bronze Age Britain.
- Pupils will know what a votive offering is.
- Pupils will know why Iron Age tribes may have made so many votive offerings.
- Pupils will know about different tools that were made during the Iron Age and what their uses were.
- Pupils will know where the Iron Age period fits into history and follows the Stone and Bronze Age

## Skills

- Pupils will develop being able to identify and describe period of time in chronological order
- Pupils will develop being able to describe and explain how archaeologists use artefacts to understand life in Stone Age Britain.

- *I wonder why so many countries were part of the Roman Empire.*
- *I wonder why the Romans left Britain and went back to Rome.*
- *I wonder how much Britain changed during the Roman times.*

## Experiences & Provocations

- Pupils will experience the curriculum by:
  - Handling artefacts (primary sources)
  - Exploring secondary sources such as accounts, books and art.
  - Visiting local heritage sites (e.g. Burgh Castle)

## Vocabulary - Tier 3 Subject Specific

Invade, chronology, fort, empire, conflict, threat, settlement, evidence, sources, settlement, Roman occupation, occupied, uprising

# WCPS History Curriculum: EYFS – Year 6

- Pupils will develop being able to compare and contrast the difference between Stone Age winter and summer camps.
- Pupils will develop being able to understand how and why life for Ancient Britons changed from the Old to New Stone Age.
- Pupils will develop being able to understand that the Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age.
- Pupils will develop being able to describe and explain how bronze was made from smelting copper and tin.
- Pupils will develop being able to understand why metal workers who could smelt bronze had such high status in Bronze Age society.
- Pupils will develop being able to describe and explain what a monument is.
- Pupils will develop being able to describe and explain how iron was smelted and made into tools and weapons.
- Pupils will develop being able to understand why Iron Age Britain was often a violent time.
- Pupils will develop being able to identify, describe and explain the purpose and features of Iron Age hill forts.
- Pupils will develop being able to identify, describe and explain the features of a typical Iron Age roundhouse.
- Pupils will develop being able to compare and contrast the similarities and differences between different the Stone Age, Bronze Age and Iron Age.

## Wonder

- *I wonder what peoples' houses looked like during the Stone Age.*

# WCPS History Curriculum: EYFS – Year 6

- *I wonder whether people in the Stone Age lived around the time of dinosaurs.*
- *I wonder what people ate during the Stone Age*
- *I wonder what evidence of the Stone Age still exists today*
- *I wonder what peoples' houses looked like during the Bronze Age.*
- *I wonder how the Bronze Age compares to the Stone Age*
- *I wonder what evidence of the Bronze Age still exists today*
- *I wonder what a hillfort was why it was important*
- *I wonder who the Celts were*
- *I wonder what life was like for people during the Iron Age*
- *I wonder how the Iron Age differs from the Stone Age and Bronze Age*
- *I wonder what evidence of the Iron Age still exists today*

## Experiences & Provocations

- Pupils will experience the curriculum by:
  - Handling artefacts (primary sources)
  - Exploring secondary sources such as accounts, books and art.
  - Visiting local heritage sites and/or museums

## Vocabulary - Tier 3 Subject Specific

History, prehistory, deep time, prehistoric, Palaeolithic, Mesolithic and Neolithic, hunter gatherer, chronology, archaeology, primary and secondary source, timeline, artefacts, chronology, archaeology, primary and secondary source, timeline, artefacts, status, monument, smelting, alloy, ceremony, archer, cist, capstone, sources, Hillfort, chronology, defence, rampart, smelting, Celts, tribe, trade, settlement, roundhouse, timeline, war, conflict, sources, hoard, inscription, votive

## KS2 National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

## Year 4 History Curriculum

Spring Term 1

Spring Term 2

Summer Term 2

# WCPS History Curriculum: EYFS – Year 6

| Anglo-Saxons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Vikings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Bronze Age – Sea Henge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why have humans always felt the need to invade and settle in places and continue to do so today?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Why have humans always felt the need to invade and settle in places and continue to do so today?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | What can historical evidence tell us about who we are?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know what happened in Rome in AD 410 that convinced the Romans to leave Britain.</li> <li>2. Pupils will know who the Anglo Saxons and where they came from.</li> <li>3. Pupils will know why the Anglo Saxons settled in England after the Romans began to leave.</li> <li>4. Pupils will know why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans.</li> <li>5. Pupils will know why England began to convert to Christianity after the arrival of Constantine in AD 597.</li> <li>6. Pupils will know how ordinary people were affected by England's conversion to Christianity.</li> </ol> | <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know who the so called 'Vikings' were and where their original homelands can be found today.</li> <li>2. Pupils will know the significance of the Viking attack on Lindisfarne in 793.</li> <li>3. Pupils will know how England in Anglo Saxon times was made up of several separate kingdoms.</li> <li>4. Pupils will know that the area of modern-day Britain was once occupied and settled by Norsemen. Pupils will know how the Anglo Saxons resisted invasion and occupation by Norsemen.</li> <li>5. Pupils will know why King Alfred of Wessex has the title 'Great'.</li> <li>6. Pupils will know why William of Normandy invaded England in 1066 ending the Anglo-Saxon period.</li> </ol> | <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know where the Bronze Age fits into history (recap from Y3)</li> <li>2. Pupils will know why metal workers who could smelt bronze had such high status in Bronze Age society.</li> <li>3. Pupils will know what a monument is and why it is important</li> <li>4. Pupils will know why Bronze Age people may have built so many circle monuments (henges).</li> <li>5. Pupils will know about Sea Henge and why it is importance to our local area</li> <li>6. Pupils will know how and why archaeologists removed and preserved Sea Henge</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know why some people don't like removing historical artefacts from where they are found</li> </ul> |
| Hinterland Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Hinterland Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

# WCPS History Curriculum: EYFS – Year 6

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Pupils will know why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain.</li> <li>• Pupils will know why the Anglo Saxons were referred to as 'pagan'.</li> <li>• Pupils will know how place names in the UK today have roots from Anglo-Saxon words (e.g. Norfolk = North Folk; Suffolk = South Folk)</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to explain what happened in Rome in AD 410 that convinced the Romans to leave Britain.</li> <li>• Pupils will develop being able to describe and explain why the Anglo Saxons settled in England after the Romans began to leave.</li> <li>• Pupils will develop being able to explain why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans.</li> <li>• Pupils will develop being able to explain and reach a judgement regarding how ordinary people were affected by England's conversion to Christianity.</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder why England converted to Christianity</i></li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will know the difference between a myth and legend</li> <li>• Pupils will know the motives of the Norsemen who invaded Britain in the eighth and ninth centuries.</li> <li>• Pupils will know how Norse settlements compared with traditional Anglo-Saxon homes.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to explain who the so called 'Vikings' actually were and where their original homelands can be found today.</li> <li>• Pupils will develop being able to identify, locate and describe how England in Anglo Saxon times was made up of several separate kingdoms.</li> <li>• Pupils will develop being able to reach a judgement as to why King Alfred of Wessex has the title 'Great'.</li> <li>• Pupils will develop being able to explain why William of Normandy invaded England in 1066 ending the Anglo Saxon period.</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder why Britain was invaded</i></li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will know about other Bronze Age circle monuments and explore how these compare to Sea Henge</li> <li>• Pupils will compare life in the Bronze Age to the Stone and Iron Age.</li> <li>• Pupils will know why the Bronze Age ended and the Iron Age started.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to understand that the Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age.</li> <li>• Pupils will develop being able to describe and explain what a monument is.</li> <li>• Pupils will develop being able to justify why some people like to remove artefacts and preserve them and why other people don't.</li> <li>• Pupils will be able to compare the Bronze Age to other periods of prehistory</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder why the Bronze Age people decided to build Sea Henge</i></li> <li>• <i>I wonder how long it took to build Sea Henge</i></li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# WCPS History Curriculum: EYFS – Year 6

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <i>I wonder what Anglo Saxon means</i></li> <li>• <i>I wonder how the Romans left Britian</i></li> </ul> <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Handling artefacts (primary sources)</li> <li>○ Exploring secondary sources such as accounts, books and art.</li> <li>○ Visiting local heritage sites and museums (e.g. West Stow)</li> </ul> </li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>Conversion, settlers, Christianity, Nomadic, knapping, domesticate, excavation, prehistory, reconstruction, artefact, hunter-gatherer, flint, archaeologist, agriculture, subsistence, migration</p> | <ul style="list-style-type: none"> <li>• <i>I wonder what life was like before the invasion</i></li> <li>• <i>I wonder what it would be like to today if there hadn't been an invasion.</i></li> </ul> <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Handling artefacts (primary sources)</li> <li>○ Exploring secondary sources such as accounts, books and art.</li> <li>○ Visiting local heritage sites and museums (e.g. Norwich Castle Museum)</li> </ul> </li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>Invasion, Scandinavia, Norseman, Longship, Witan, settlers, occupy, legacy, settlement, society, chronicle, chronology, timeline, sources, connection, kingdoms</p> | <ul style="list-style-type: none"> <li>• <i>I wonder what Sea Henge was used for.</i></li> </ul> <p>Experiences &amp; Provocations</p> <p>Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>○ Handling artefacts (primary sources)</li> <li>○ Exploring secondary sources such as accounts, books and art.</li> <li>○ Visiting local heritage sites and/or museums (e.g. Lynn Museum – Sea Henge)</li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>chronology, archaeology, source, timeline, artefacts, status, monument, smelting, alloy, ceremony, henge, preserve</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## KS2 National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical

terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

## Year 5 History Curriculum

| Autumn Term 1                                                                       | Autumn Term 2                                                                                                 | Spring Term 2                                                        |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| How do significant historical events impact people and the world around them? (WW2) | How do significant historical events impact people and the world around them?<br>(The Space Race – the 1960s) | How do we affect nature and how does it affect us?<br>(Ancient Maya) |
| Core Knowledge                                                                      | Core knowledge                                                                                                | Why did the ancient Maya change the way they lived?                  |

# WCPS History Curriculum: EYFS – Year 6

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Pupils will know about the events that started WW2</li> <li>2. Pupils will know which countries were allies and axes of Britain in the war</li> <li>3. Pupils will know about the important jobs that people did in WW2 in Great Britain (The Home Guard, ARP wardens, Land Army, Code Breakers)</li> <li>4. Pupils will know what it was like for children living in WW2</li> <li>5. Pupils will know about significant events that took place throughout WW2 (e.g. The Blitz and The Battle of Britain)</li> <li>6. Pupils will know how WW2 ended</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know other victories within World War 2, such as the code breakers at Bletchley Park and the work of Alan Turing</li> <li>• The achievements of those in Britain, such as the Land Army and Home Guard</li> <li>• Pupils will know why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion</li> <li>• Pupils will know why Nazi Germany invaded and occupied most of Western Europe by 1940</li> </ul> | <ol style="list-style-type: none"> <li>1. Pupils will know about the moon landing that took place in 1969.</li> <li>2. Pupils will know the timeline of space travel and technology within the 20th and 21st century.</li> <li>3. Pupils will know about the space race between the US and USSR in the late 1950s and 1960s.</li> <li>4. Pupils will know about some of the influential people in space exploration</li> <li>5. Pupils will know how the Space Race has impacted our lives today</li> </ol> <p>Hinterland:</p> <ul style="list-style-type: none"> <li>• Pupils will start to understand the concept of legacy through the events of the Space Race in the 1960s</li> <li>• Pupils will understand how the space race between the USSR and USA was part of the Cold War.</li> <li>• Pupils will know how the space race was documented through the media in the 1960s</li> <li>• Pupils will know about the technology used during the 1960s Space Race.</li> <li>• Pupils will know what it was like being a child growing up during the Space Race in the 1960s</li> </ul> | <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know the location of the countries and cities of the modern-day region of Central America</li> <li>2. Pupils will know who the ancient Maya were and some of their achievements</li> <li>3. Pupils will know the features and purpose of the structures of the ruined Maya city of Chichen Itza</li> <li>4. Pupils will know the purpose of a range of ancient Maya artefacts from the city</li> <li>5. Pupils will know how the ancient Maya farmed using mountain terraces</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know the natural features of the environment and climate of Central America</li> <li>• Pupils will know the way of life of the modern Maya people of Central America</li> <li>• Pupils will know how the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to evaluate some of the achievements of the Maya people</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# WCPS History Curriculum: EYFS – Year 6

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Pupils will know the main events of the Battle of Britain</li> <li>• Pupils will know what it was like for other people in Europe and the rest of the world at the time of WW2</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify and explain which countries were allies of Britain in WW2</li> <li>• Pupils will develop being able to evaluate a range of evidence to conclude how and why Britain defeated Nazi Germany.</li> <li>• Pupils will be able to summarise and describe the events of the Battle of Britain</li> <li>• Pupils will be able compare their lives to the lives of children in WW2</li> <li>• Children will be able to describe different jobs that people did throughout WW2.</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder what it was like to fly in the Battle of Britain</i></li> <li>• <i>I wonder how it felt to be a child during WW2</i></li> <li>• <i>I wonder what it was like living in Nazi Germany during WW2?</i></li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will explore and celebrate diversity within the Space Race.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to identify key events throughout the history of space travel, science and technology</li> <li>• Pupils will develop being able to recall the key events of the space race</li> <li>• Pupils will develop being able to describe the events of the moon landing</li> <li>• Pupils will develop being able to compare the space race in different countries</li> <li>• Pupils will develop being able to explain the importance of key people involved in the Space Race</li> <li>• Pupils will develop being able to recognise the impact that the Space Race has had on today's society.</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder what it was like on the moon</i></li> <li>• <i>I wonder what it was like to be a child in the 1960s</i></li> <li>• <i>I wonder what different jobs people did during the Space Race</i></li> </ul> | <ul style="list-style-type: none"> <li>• Hypothesise about the purpose of ancient Maya artefacts and justify their views</li> <li>• Pupils will develop being able to explain how the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time</li> </ul> <p>Wonder</p> <ul style="list-style-type: none"> <li>• <i>I wonder what archaeologists found out about Maya?</i></li> <li>• <i>I wonder why the Maya people left their cities</i></li> <li>• <i>I wonder how Maya farmers grew their food?</i></li> </ul> <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Exploring ancient artefacts such as sketches, sculptures, figurines and hieroglyphics</li> <li>○ Using journal entries</li> <li>○ Using maps</li> </ul> </li> </ul> <p>Vocabulary - Tier 3 Subject Specific</p> <p>Reconstruct, conquest, ceremonial, city-state, abandon, erosion, tropical, rainforest, expedition, rediscover, famine, priest, eclipse, deforestation, water cycle, restore, timeline, flash flood</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# WCPS History Curriculum: EYFS – Year 6

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>• <i>I wonder how difficult it was to keep secrets at Bletchley Park</i></li> <li>• <i>I wonder what it was like after the war ended</i></li> <li>• Experiences &amp; Provocations</li> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Exploring texts and stories, both fictional and factual, to find out more about the significant events of WW2</li> <li>○ Using maps to locate where events took place</li> <li>○ Using photographs and artefacts</li> </ul> </li> <li>• Vocabulary - Tier 3 Subject Specific</li> <li>• Allies, axes, ARP warden, Battle of Britain, Blitz, chronology, codebreaking, combat, conflict, democracy, evacuation, evacuee, Home Guard, invasion, Land Army, Nazi, propaganda, RADAR, RAF, rationing</li> </ul> | <p>Experiences &amp; Provocations</p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Space Day – external visitor</li> <li>○ Videos</li> <li>○ Photographs</li> <li>○ Drama</li> </ul> </li> </ul> <p>Vocabulary - Tier 3 Subject Specific<br/>Apollo 11, astronaut, cosmonaut, aeronautics, NASA, USSR, USA, technology, satellite, shuttle, space station, spacewalk, orbit, rivalry, legacy, American, Soviet, allies, superpowers, cold war, conflict</p> |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## KS2 National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:  
Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that prov
- ides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

## Year 6 History Curriculum

# WCPS History Curriculum: EYFS – Year 6

| Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Why and how do places change?</b><br/><i>(British Empire: The industrial revolution in the Victorian era)</i></p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know what life was like in Britain before the industrial revolution.</li> <li>2. Pupils will know how life changed due to the Industrial Revolution.</li> <li>3. Pupils will know how technology improved during the Industrial Revolution.</li> <li>4. Pupils will know the social impact of the Industrial Revolution.</li> <li>5. Pupils will know the economical impact of the Industrial Revolution.</li> </ol> <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know the differences between life as a child in the Industrial Revolution and their lives now.</li> <li>• Pupils will know how the slave trade affected the Industrial Revolution and discuss the negative implications of this.</li> <li>• Pupils will know some of the inventions that were created during the Industrial Revolution.</li> <li>•</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to describe the changes to Britain due to the Industrial Revolution.</li> <li>• Pupils will develop being able to reason/speculate about the positive and negative changes during the Industrial Revolution.</li> </ul> | <p><b>Who, why and what leaves a lasting legacy?</b><br/><i>(Ancient Greece)</i></p> <p>Core Knowledge</p> <ol style="list-style-type: none"> <li>1. Pupils will know the main events, people of significance, artefacts and dates of the Ancient Greek period.</li> <li>2. Pupils will know how Ancient Greek society was organised.</li> <li>3. Pupils will know about key battles that took place in the Ancient Greek period.</li> <li>4. Pupils will know about the Greek system of writing.</li> <li>5. Pupils will know about the culture in Ancient Greece including achievements and advancements in art, writing, culture etc.</li> <li>6. Pupils will know about the development of democracy.</li> </ol> <p>Hinterland knowledge</p> <ul style="list-style-type: none"> <li>• Pupils will know some key Ancient Greek myths.</li> <li>• Pupils will look at Greek artefacts and sources of evidence to find out about the period of history.</li> <li>• Pupils will learn about the development of the Olympics.</li> <li>• Pupils will know about the different Greek Gods.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to identify key events that took place in the Ancient Greek period of history.</li> <li>• Pupils will develop being able to describe how the Ancient Greeks have influenced our lives today.</li> </ul> |

# WCPS History Curriculum: EYFS – Year 6

- Pupils will be able to explain the changes that took place during the Industrial Revolution.
- Pupils will be able to empathise with people living during the Industrial Revolution.

## Wonder

- *I wonder what it was like to be a child during the Industrial Revolution.*
- *I wonder how people's lives changed because of the Industrial Revolution.*
- *I wonder whether everyone thought the Industrial Revolution was a good thing.*

•

## Experiences & Provocations

- Pupils will experience the curriculum by:
  - Trip to a Victorian school
  - Class book – Street Child and Cogheart
  - Drama
  - Written accounts
  - Artefacts and photographs

## Vocabulary - Tier 3 Subject Specific

industrial, factories, workers, labour, systems, unions, rural, towns, cities, manufacturing, electricity, front runners, inventors, production, population, growth, transport, canals, movement, migration, poverty, slums, construction, Cotton, mills, spinning, invention, steam, engine, power, railway, coal, fuel, slavery, landowners, slaves

- Pupils will develop being able to explain some key changes during the period of history.

## Wonder

- *I wonder how Ancient Greeks created the Olympic games.*
- *I wonder why they had so many Gods.*
- *I wonder why Ancient Greece is so important to the way we live our lives.*

## Experiences & Provocations

- Pupils will experience the curriculum by:
  - Using photos
  - Using artefacts
  - Reading stories and accounts
  - Having discussions
  - Drawing and sketching

## Vocabulary - Tier 3 Subject Specific

AD Acropolis Alphabet Ancient civilisations Archaeology  
Architecture Artefact BC Causation Century Change  
Chronology City-state Continuity Decade Democracy Demos  
Empire Government Greece Mount Olympus Museum  
Myths and legends Olympia Olympic games Ruler Sacrifice  
Theatre Titans