



# History Curriculum Framework

|           | Autumn  | Spring   | Summer   |  |
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| Nursery   | <p>Begin to make sense of their own life-story and family's history. Talk about photos and memories. Talk about their life-story and family.</p> <p>Continue to develop positive attitudes about the difference between people. Show interest in different occupations.</p>   |  |  |  |
| Reception | <p><b>How have I changed since I was a baby?</b></p> <p>What is a timeline? (<i>then, before, now, next, soon.</i>)</p> <p>How have I changed since I was baby?</p> <p>What did our parents/carers look like when they were babies?</p>   | <p><b><u>Focus visited throughout the year (to keep it relevant to the yearly timeline)</u></b></p> <p><b>Why do we wear different clothes at different times of the year?</b></p> <p>What do we wear in the spring and summer? What do we wear in the autumn and winter?</p> <p>What do we wear at different times of the day?</p> <p><b>What are our favourite celebrations each year?</b></p> <p>Which celebrations do we enjoy in our setting? Which festivals do we enjoy celebrating with our families at home?</p> <p>What did we do last term? When are our birthdays?</p> |  |  |
| Year 1    | <p><b>Which Queen Rules?</b><br/><b>Famous people.</b></p> <p>To know who Queen Elizabeth II was and her reign.</p> <p>To use secondary sources (photos) to find out about the past.</p> <p>To place significant events in QE II life on a timeline. To place events in chronological order.</p> <p>Who was Queen Victoria and when was her reign.</p> <p>To know how Queen Elizabeth and Queen Victoria's lives were different</p> <p>To be able to recognise and explain how things were different in the past.</p> | <p><b>Significant Historical Events in Stapeley</b><br/><b>Locality Study</b></p> <p>To understand what the word 'significant' means.</p> <p>To know when our school was built and explain how it has changed.</p> <p>To find out about the history of significant places and routes where they live today.</p> <p>To find out about local significant events in our area.</p> <p>To find out what a 'Blue Plaque' is and if anyone has one locally.</p>   | <p><b>Would Grandma and Grandad like my toys?</b><br/><b>(Changes within living memory</b><br/><b>Continuity and change, cause and effect)</b></p> <p>I know what toys are like today and who plays with them.</p> <p>I can identify toys from the past from pictures and objects.</p> <p>I can identify toys from the past from pictures and objects.</p> <p>I know what my Grandparents' toys were like</p> <p>I can use words to describe the passing of time old, new, a long time ago, past, present.</p> |  |

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| <p><b>Year 2</b></p> | <p><b>Significant Events beyond living memory</b></p> <p>I can use a source to find out about the Gunpowder plot.</p> <p>I can recall the events of The Gunpowder plot in order.</p> <p>I can explain why we have Remembrance Day</p> <p>I can learn about an event from a picture.</p> <p>I can use a range of sources to find out more about the Great Fire of London.</p> <p>I can use an interactive game to understand more and place the events in order.</p> <p>I can apply learning to justify answers.</p>  | <p><b>Significant Historical Events in Nantwich</b></p> <p>I can talk about the Fire of Nanwich.</p> <p>I can use a range of sources to find out about the Fire of Nantwich.</p> <p>I know which material is best for a water bucket.</p> <p>I can talk about how Nantwich was re-built.</p>  | <p><b>Significant Historical People - Explorers</b></p> <p>I know who Ibn Battuta was and why he was a significant explorer.</p> <p>I can say if Ibn Battuta would have met the same challenges if he travelled today.</p> <p>I know and can explain how Christopher Columbus' 'discoveries' have impacted our lives.</p> <p>I can explain what life was like during the time of Christopher Columbus.</p> <p>I know who Ernest Shackleton was and can explain why he was a significant explorer.</p> <p>I can explain why all the famous explorers studied so far, are male.</p> <p>I know who Neil Armstrong and Sunita Williams are, and I can explain why they are significant explorers.</p>   |
| <p><b>Year 3</b></p> | <p><b>Changes In Britain From The Stone Age To The Iron Age</b></p> <p>I know what life was like for the earliest people.</p> <p>I know about the changes to life during the Stone Age.</p> <p>I know how archaeologists have found out about life during the Stone Age.</p> <p>I know how we know about the Stone Age.</p> <p>I know how life changed in the Bronze Age.</p> <p>I know how the Iron Age was different to the Stone Age and Bronze Age.</p> <p>I know what stayed the same and what was different from the start of the Stone Age to the Iron Age.</p> | <p><b>The Roman Empire And Its Impact On Britain</b></p> <p>I can show events on a chronological Timeline relating to my past understanding of historical periods.</p> <p>I can say what Britain was like in 55 B.C. and why the Romans wanted to invade Britain.</p> <p>I understand what changed between the Roman invasions in 55-54 BC and 43 AD.</p> <p>I can say whether it was easy for the Romans to invade and explain the reasons, using evidence. To begin to understand disciplinary knowledge.</p> <p>I can use sources of information to investigate Hadrian's Wall and say why the Roman Empire stopped here.</p> <p>I can say what impact the Romans had on the</p> | <p><b>Britain's Settlements By Anglo-Saxons, Scots And Vikings Viking And Anglo-Saxon Struggle For The Kingdom Of England</b></p> <p>Roman withdrawal from Britain in c.AD 410 and fall of the western Roman Empire.</p> <p>I can describe why, where and when the Anglo-Saxons invaded Britain and explain what the seven Anglo-Saxon kingdoms were.</p> <p>I can describe a typical Anglo-Saxon village and explain what jobs the people did.</p> <p>To use historical evidence to draw some conclusions about the person in the Sutton Hoo burial. To examine objects from the burial in detail. To begin realise the limitations of evidence from artefacts.</p> <p>I can explain when and where the Vikings came from and why they raided Britain.</p> |

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|  |  | way Britons lived. | <p>I can understand how evidence, arguments and interpretations can change as new evidence becomes available.</p> <p>I can explain the similarities and difference between Anglo Saxons and Vikings.</p> |
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|  | <b>THEMES IN BRITISH HISTORY - LOCAL HISTORY STUDY</b> |  |  |

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| <p style="text-align: center;"><b>Year 4</b></p> | <p style="text-align: center;"><b>Tudors &amp; Stuarts to include The Battle of Nantwich</b></p> <p>I can identify the Stuart monarchs of England and who came before them.</p> <p>I can describe what was life like for a person in Stuart Times.</p> <p>I can identify The Gunpowder Plot and say if it was a success.</p> <p>I can identify how and why did the English Civil War started.</p> <p>I can describe what the Battle of Nantwich was and when it took place.</p> <p>I can use evidence to say how I know that Nantwich was around in the Stuart period.</p> | <p style="text-align: center;"><b>The Victorians to include canals and the arrival of the railway</b></p> <p>I can describe the growth of the canal system.</p> <p>I can identify when the first locomotive engine was invented and identify the location of the first railway line in Britain.</p> <p>I can identify how the railway system grew in Britain.</p> <p>I can identify significant events that took place (Industrial Revolution).</p> <p>I can identify how Crewe changed during the Industrial Revolution.</p> <p>I can identify how Ironbridge affected by the Industrial Revolution.</p> | <p style="text-align: center;"><b>World War 2 to include the impact on the North West</b></p> <p>I can describe how WW2 started.</p> <p>I can understand what it was like to be evacuated in WW2.</p> <p>I can describe what the Blitz was and what Air Raid Precautions were.</p> <p>I can describe how the Blitz had an effect on our local area?</p> <p>I can understand what it was like to live with Rationing.</p> <p>I can describe what can we learn about our families who took part in WW2.</p> |
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| <p style="text-align: center;"><b>Year 5</b></p> | <p style="text-align: center;"><b>Ancient Greece</b></p> <p>To understand how the geography of Ancient Greece helped them to influence the Western world.</p> <p>To understand the meaning and importance of the word democracy.</p> <p>To consider what historical artefacts can tell us about life in Ancient Greece.</p> <p>To consider what ancient Greek architecture can tell us and what impact it has today.</p> <p>To consider the impact of the ancient Greek Olympic games on the Western world</p> <p>To understand the influence of the Greeks on a range of aspects of modern life.</p> <p>To write a persuasive speech about the most important ancient Greek influence.</p> | <p style="text-align: center;"><b>The Mayan Civilisation<br/>(a non-European Contrasting Society)</b></p> <p>I understand the chronology of the Maya Civilization and how it fitted in to a wider chronological pattern of other civilisations and periods.</p> <p>I can describe historical connections, contrasts and trends between societies.</p> <p>I can explain how the Maya managed to become so important.</p> <p>I understand that life was hierarchical in both the Maya Civilization and Britain 900 AD.</p> <p>I understand the similarities and differences between the Maya writing system and ours.</p> <p>I understand how important trade was to the Maya.</p>  | <p style="text-align: center;"><b>The Mayan Civilisation Continued<br/>(a non-European Contrasting Society)</b></p>   |
| <p style="text-align: center;"><b>Year 6</b></p> | <p style="text-align: center;"><b>Geography taught this half term.</b></p>  | <p style="text-align: center;"><b>The Achievements of the Early Civilisations<br/>Ancient Egypt, Ancient Sumer, Indus Valley and Shang Dynasty<br/>Including an in-depth study of Ancient Egypt</b></p> <p>I understand that different civilizations were developing at the same time.</p> <p>When were the first cities built?</p> <p>I can identify the major achievements of the Ancient Civilizations.</p> <p>I can use images of artefacts.<br/>(What can I learn about the ancient civilisations from pictures of significant artefacts in the British Museum?)</p> <p>I can identify the significant achievements of three of the Ancient Civilizations.</p> <p>I can say how pyramids could have been built using evidence.</p> | <p style="text-align: center;"><b>Migration – to include a study of The Titanic<br/>(A Study Of An Aspect Or Theme In British History That Extends Pupils' Chronological Knowledge Beyond 1066)</b></p> <p>I can begin to understand what migration is.</p> <p>I can investigate what has 'pushed' migrants to come to Britain.</p> <p>I can investigate what has 'pulled' migrants to come to Britain.</p> <p>I can discuss why the Romans, Saxons and Vikings invade England.</p> <p>What can we learn from the individual stories of different migrants</p> <p>I can sequence events on a timeline</p> |

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|  |  | <p>(What were the specific achievements of one of the Ancient Civilizations – Ancient Egypt?)</p> <p>I can say what was the same and what was different about two societies.</p> <p>How similar and how different were the Ancient Egyptians to the people living in Stone Age Britain?</p> <p>I can explain the greatest achievements of the Ancient Egyptians.</p> |  |
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