



History Curriculum

EYFS			
	Term 1	Term 2	Term 3
EYFS			



History Curriculum

Y1 – Living History			
	Term 1	Term 2	Term 3
Year One	Personal family history – who are you?	Comparison – own history with monarchy.	Toys – comparison of toys past and present
NC Obj.	<ul style="list-style-type: none"> • changes within living memory • significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements 	<ul style="list-style-type: none"> • changes within living memory
Key Learning / concepts / People	<ul style="list-style-type: none"> • Local history – mining (do they have links within their family?) • How has the life of their family changed during living memory? Make reference to mining where possible. 	<ul style="list-style-type: none"> • Monarchy • King James I (link to Bonfire night unit) • Queen Elizabeth I • England and Scotland become allies – beginning of the formation of Britain. 	<ul style="list-style-type: none"> • Historical enquiry • How do we use artefacts to learn about history and changes over time.
Key Vocabulary	<ul style="list-style-type: none"> • History • Past • Present • Today • Tomorrow • Yesterday • Significant • Local • National • Mining • Coal • Community • Family tree 	<ul style="list-style-type: none"> • Crown • Royal • Reign • King James I • Queen Elizabeth I • Monarch • Kingdom • Britain • England • Scotland 	<ul style="list-style-type: none"> • Change • Artefact • Object • Compare • Similar • Different • Material • Old • New • Toy • Decade • Century
Lesson Objectives (six lessons per unit)	<ol style="list-style-type: none"> 1. Who am I and who is in my family? 2. What was life like when I was a baby, and how have I changed? 3. How was life different for my parents or grandparents when they were children? 4. Did anyone in my family work in a mine or do important jobs in our area? 5. What is special about where we live, and how has it changed? 6. How do we keep memories of special people, places, and events? 	<ol style="list-style-type: none"> 1. What is a king or queen, and what do they do? 2. Why do people still remember Queen Elizabeth I today? 3. What made King James I an important king? 4. What happened when King James became king of both England and Scotland? 5. How is a royal child's life different from mine? 6. How is my life the same or different to life in the time of kings and queens? 	<ol style="list-style-type: none"> 1. What is history, and how can we be history detectives? 2. What are my favourite toys, and what are they made from? 3. What toys did people in my family play with long ago? 4. How can we use old toys to learn about how life has changed? 5. What is the same and what is different about toys now and in the past? 6. How can I show what I know about toys past and present?
End of unit assessment	What have I learned about my family, my local area, and how life has changed over time?	What have I learned about kings and queens, and how is my life different from theirs?	What can toys tell us about how life has changed over time?



History Curriculum

Y2 Theme – Significant History			
	Term 1	Term 2	Term 3
Year Two	Guy Fawkes and Bonfire Night	George Stephenson and the invention of the railways	First aeroplane flight
NC Obj.	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements
Key Learning / concepts / People	<ul style="list-style-type: none"> Democracy Parliament Treason 	<ul style="list-style-type: none"> George Stephenson Railways Mining 	<ul style="list-style-type: none"> Development and changes in transport – links to previous unit on the railways
Key Vocabulary	<ul style="list-style-type: none"> Parliament Democracy British/Britain Guy Fawkes Bonfire Night Anniversary King James I Monarch Plot Treason 	<ul style="list-style-type: none"> George Stephenson Invention Changes Railway Mining Coal Transport National Engineer Famous 	<ul style="list-style-type: none"> Transport Aeroplane Invention Wright Brothers Amelia Earhart Travel Hot air balloon Flight
Lesson Objectives (six lessons per unit)	<ol style="list-style-type: none"> Who was Guy Fawkes and what did he try to do? Why do we remember the 5th of November? What is parliament and why do we have it? What is democracy and how do we make fair choices together? How do we celebrate bonfire night today and in the past? Why do we learn about people and events from the past? 	<ol style="list-style-type: none"> Who was George Stephenson, and how did he help change how people travel? How did people and goods travel before the railways were invented? What changed when trains and railways were invented? Why were railways so important for coal mining? What can we find out about the railways and mines in our own town? How do we remember railways from the past, and why is it important? 	<ol style="list-style-type: none"> How did people travel before aeroplanes were invented? Who were the Wright Brothers and how did they build the first flying machine. The first aeroplane flight. Who was Amelia Earhart and what did she do? How air travel has changed over time. Why we remember these people and their flights.
End of unit assessment	Can you explain why we still remember Guy Fawkes and Bonfire Night, and what it teaches us about rules and fairness today?	Why was George Stephenson important, and how did the railways change our country—and our town?	What happened during the first aeroplane flight, and why was it important? Who were the people involved?



History Curriculum

Y3 Theme – Ancient History

Y3 Theme – Ancient History			
	Term 1	Term 2	Term 3
Year Three	Robin Hood & Sherwood Forest	Stone Age to Iron Age	Ancient Egypt
NC Obj.	<ul style="list-style-type: none"> Local history study a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> the achievements of the earliest civilizations – Ancient Egypt
Key Learning / concepts / People	<ul style="list-style-type: none"> Robin Hood Monarchy History of Sherwood Forest. (Aim 5 from NC) 	<ul style="list-style-type: none"> Settlements Civilisation Development of travel and technology 	<ul style="list-style-type: none"> Civilisation Historical Enquiry Key achievements of the Egyptians.
Key Vocabulary	<ul style="list-style-type: none"> Robin Hood Monarch Sherwood Forest Legend Primary evidence Secondary Evidence Sources Links Peasant Monk 	<ul style="list-style-type: none"> Settlement Civilisation Hunter gatherer Stone Age Bronze Age Iron Age Timeline Kingdom Archaeology Farming Culture 	<ul style="list-style-type: none"> Civilisation Archaeology Primary Evidence Secondary Evidence Source Artefact Farming Pyramid Sphinx Gods/Goddesses Beliefs Culture Ancient
Lesson Objectives (six lessons per unit)	<ol style="list-style-type: none"> 1. Was Robin Hood a real person or just a legend? 2. What was life like when Robin Hood was said to live? 3. What can Sherwood Forest tell us about the past? 4. Who were the kings of England in the time of Robin Hood—and were they fair? 5. Why has the story of Robin Hood lasted for so long? 6. Why is Robin Hood important to our local history—and what can we learn from him today? 	<ol style="list-style-type: none"> 1. How did early humans survive in the Stone Age? 2. Why did early people stop moving and start building homes? 3. What made the Bronze Age different from the Stone Age? 4. How did people travel and trade in the Bronze and Iron Ages? 5. How did Iron Age people live, and what made them strong? 6. What changed—and what stayed the same—from the Stone Age to the Iron Age? 	<ol style="list-style-type: none"> 1. Who were the Ancient Egyptians and when did they live? 2. What makes a group of people a civilisation? How was Ancient Egypt a civilisation? 3. What amazing things did the Ancient Egyptians build or create? 4. How do we know about Ancient Egypt today? 5. What can Ancient Egyptian clothes, food, and homes tell us about their lives? 6. Why do you think Ancient Egypt’s achievements are still important?
End of unit assessment	What can the story of Robin Hood and Sherwood Forest teach us about the past—and why does it still matter today?	How did life in Britain change from the Stone Age to the Iron Age—and why were these changes important?	Use these words - civilisation, artefact, gods, pyramid, farming to show your learning about Ancient Egypt?



History Curriculum

Y4 Theme – Invaders			
	Term 1	Term 2	Term 3
Year Four	Romans	Eyam & the Black Death	Anglo-Saxons & the Scots followed by the Vikings
NC Obj.	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> Local history study 	<ul style="list-style-type: none"> 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
Key Learning / concepts / People	<ul style="list-style-type: none"> Democracy Empire Infrastructure of a society 	<ul style="list-style-type: none"> Aim 3 and 4 of NC. Cause and Effect – opening of trade across the world lead to the plague entering Britain. Link to Covid pandemic. 	<ul style="list-style-type: none"> Settlement Roman withdrawal from Britain Resistance by Alfred the Great and Athelstan. Anglo-Saxon laws and justice (link democracy)
Key Vocabulary	<ul style="list-style-type: none"> Roman Aqueducts Roads Sanitation Hadrian's Wall Latin Democracy Empire Religion Farming Invasion 	<ul style="list-style-type: none"> Eyam Plague Black Death Cause Consequence Primary Evidence Secondary Evidence Isolation Disease Similarity and Difference. 	<ul style="list-style-type: none"> Settlement Anglo-Saxon Scots Vikings Invasion Monarchy Laws and justice Culture
Lesson Objectives (six lessons per unit)	<ol style="list-style-type: none"> What was the Roman Empire—and how did it become so powerful? Who were the Romans and how did they organise life in their empire? What was the eruption of Vesuvius—and why is Pompeii so important? How did roads, towns, and aqueducts help the Roman Empire run smoothly? How did Roman rule change everyday life in Britain? What did the Romans leave behind—and why does it matter today? 	<ol style="list-style-type: none"> What was the Black Death and how did it arrive in Britain? What was life like in the village of Eyam during the plague? What does 'isolation' mean and how did the people of Eyam use it to help others? What are some causes and consequences of the Black Death? How do historians use primary and secondary evidence to learn about Eyam and the Black Death? Can you find similarities and differences between the Black Death and the Covid pandemic? 	<ol style="list-style-type: none"> Why did the Romans leave—and what was left behind? Why did the Anglo-Saxons and Scots come to Britain—and what did they do here? What were the rules in Anglo-Saxon times—and were they fair? Why did the Vikings come to Britain—and what did they want? What did King Alfred and King Athelstan do to stop the Vikings? How can we still see the Anglo-Saxons and Vikings today?
End of unit assessment	What impact did the Roman Empire have on Britain—and how do we still see it today?	Can you explain what the Black Death was, how it spread to Britain, and how the people of Eyam helped stop it from spreading?	How did the Anglo-Saxons and Vikings change Britain?



History Curriculum

Y5 Theme – Local History			
	Term 1	Term 2	Term 3
Year Five	Tudors (Hardwick Hall)	Local History – Victorians and Mining	Changes in modern Britain
NC Obj.	<ul style="list-style-type: none"> A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> Local history study 	<ul style="list-style-type: none"> A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066.
Key Learning / concepts / People	<ul style="list-style-type: none"> The changing power of monarchs referring to Henry VIII and Elizabeth I. Hardwick Hall 	<ul style="list-style-type: none"> Shirebrook colliery. Victorian era Queen Victoria Industrial revolution (links to railways in Y2) 	<ul style="list-style-type: none"> Household technology in post-war Britain – TV, gaming and the internet. Tim-Berners Lee
Key Vocabulary	<ul style="list-style-type: none"> Tudor Monarch Reformation Church of England Wealth Power Divorce Dissolution Tyrannical 	<ul style="list-style-type: none"> Victorian era Empire Monarchy Industrial Revolution Coal Mining Colliery Railway 	<ul style="list-style-type: none"> Technology Television Appliance Gaming Computer Internet Inventor Video
Lesson Objectives (six lessons per unit)	<ol style="list-style-type: none"> Who were the Tudors and can you place their reign on a historical timeline. Why did Henry VIII break from the Catholic Church and create the Church of England? What was the Dissolution of the Monasteries and what impact did it have on Tudor England? How did the power of the monarchy change from Henry VIII to Elizabeth I? What can Hardwick Hall tell us about wealth and power in Tudor times? Was Henry VIII a strong leader or a tyrannical monarch? 	<ol style="list-style-type: none"> Who was Queen Victoria and what was life like during the Victorian era in Britain and our area? What was the Industrial Revolution and how did it change towns like Shirebrook? What was it like to work in local mines such as Shirebrook Coll., and why was mining important to local communities? How did coal and mining support the growth of railways and industry during Victorian times? How did the railways help people and goods travel to and from our mining towns in the Victorian era? What was the British Empire during Queen Victoria's reign, and how did it connect to our local mining industry? 	<ol style="list-style-type: none"> What was life like in the 1950s—and how was it different from today? How did television change the way people lived and learned? How did home computing and video games change children's lives? Who invented the internet—and how did it change everything? What do old computers and games tell us about the past? How has modern technology changed life in Britain?
End of unit assessment	How did power and religion change during Tudor times, and what does Hardwick Hall show us about status in that period?	How did life in Shirebrook, change during Queen Victoria's time, and why was mining and railways so important to our community and Britain?	How has technology changed daily life in Britain since 1945—and why does it matter today?



History Curriculum

Y6 Theme - Democracy			
	Term 1	Term 2	Term 3
Year Six	Ancient Greece	WW2	Ancient Maya
NC Obj.	<ul style="list-style-type: none"> • Ancient Greece – A study of Greek life and achievements and their influence on the western world. 	<ul style="list-style-type: none"> • A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> • A non-European society that provides contrasts with British history – Mayan civilisation c. AD900.
Key Learning / concepts / People	<ul style="list-style-type: none"> • Democracy • The development of early forms of government / parliament. • Key achievements of the ancient Greeks and their impact on the western world. • The development of the Olympic Games. 	<ul style="list-style-type: none"> • How did the events of WW1 lead to WW2? • How did the Second World War impact on the lives of people in Britain? • The Blitz • The evacuation of towns and cities. • Rationing. 	<ul style="list-style-type: none"> • Compare and contrast the ancient Maya with Anglo-Saxons in Britain during a similar period in history. • Aim 2 of the NC aims.
Key Vocabulary	<ul style="list-style-type: none"> • Democracy • Parliament • Government • Olympics • Alexander the Great. • Athens • Gymnasium. 	<ul style="list-style-type: none"> • The Blitz • Evacuation • Rationing • Appeasement • Treaty of Versailles • Churchill • Chamberlain • Hitler • Tyrant • Nazi • Holocaust • Persecution 	<ul style="list-style-type: none"> • Civilisation • Settlement • Ancient • City state • Pok-a-tok • Chichen Itza • Yucatan Peninsula • Pyramid • Glyph
Lesson Objectives (six lessons per unit)	<ol style="list-style-type: none"> 1. Where and when was Ancient Greece, and why should we study it today? 2. How was Ancient Greece governed, and why were there so many different types of rule? 3. How did democracy develop in Athens, and how is it similar to decision making today? 4. How did the Ancient Olympic Games begin, and why do we still celebrate them today? 5. What amazing things did the Ancient Greeks achieve, and how do we still use their ideas? 6. How has Ancient Greece shaped the way we live and think today? 	<ol style="list-style-type: none"> 1. Why did World War Two begin and how is the start of WW2 linked to WW1? 2. What was the Blitz and what effect did it have in Britain? 3. Why were children evacuated to the countryside? 4. How did Evacuees adjust to life in the countryside? 5. What was rationing and why was it necessary? 6. How did World War Two change Britain and what can we learn from it today? 	<ol style="list-style-type: none"> 1. Where and when did the Maya live—and what can we learn from the rainforest they lived in? 2. What did the Maya eat, wear, and believe—and how did their lives compare to Anglo-Saxons? 3. How did the Maya use writing and numbers—and what makes them unique? 4. What did the Maya believe about the world and the gods? 5. What happened to the Maya cities—and how do we know what they were like? 6. How do the Maya compare with the Anglo-Saxons?
End of unit assessment	What lasting impact has Ancient Greece had on our lives today—and why is it still important to learn about this civilisation?	How did the second world war affect the lives of people living in Britain?	What can the Maya civilisation teach us about how people lived in different parts of the world at the same time in history?



History Curriculum