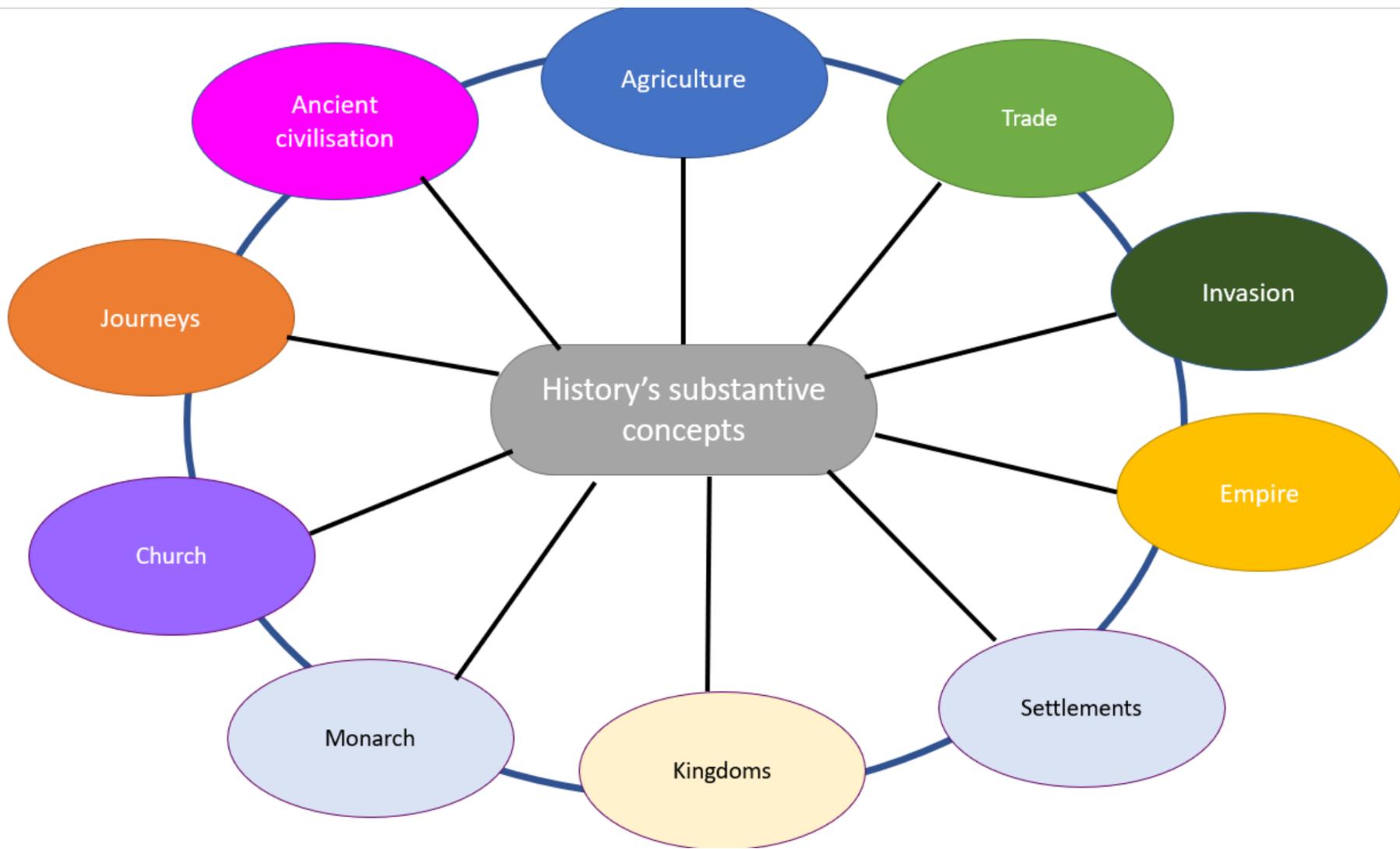


# HISTORY CURRICULUM



National Curriculum

Substantive knowledge  
knowledge about the past

Key Stage 3

History Substantive Knowledge Pathway

Victorian Age – Golden age or Dark age?

How did the Victorians change the way we care for the poor?

What were the main changes in transport and did everyone benefit?

How did town life compare to life in the countryside at this time?

Why is it so difficult to find out what factory conditions were really like?

What were the main changes that took place during Victorian period?

*Victorian era – success or failure?*

Spring 2 & Summer 1 Victorious Victorians

How did Shrewsbury change during the Industrial Revolution?

How Shrewsbury changed from World War 2 till now?

How did the Tudor times influence the development of Shrewsbury?

How did the town develop under Norman conquest and rule?

How did the early present day Shrewsbury change following invasion?

Why was present-day Shrewsbury chosen as an important place of settlement?

*How has Shrewsbury changed over time?*

Spring 1 Local History – Sensational Shrewsbury

Autumn South America

Year 6

Why was Athens able to be so strong at this time?

What was so special about life in 5th Century BC Athens?

What can we learn about the Ancient Greeks from a study of their Olympics?

What is the legacy of the Ancient Greeks?

What can be learnt about everyday life in Ancient Athens from the pottery evidence that remains?

How can we learn about the Ancient Greeks from over 2500 years ago?

*What impact had Ancient Greeks in influencing the world?*

Summer The Greatest Greeks

Give an opinion on whether the Vikings were raiders or settlers?

Where the Vikings settled and how we know?

How recent excavations changed our view of the Vikings?

How did the Saxon king Alfred come out on top against the Viking Guthrum?

How were the Saxons able to see of the Viking threat?

Spring 2 Vicious Vikings or perhaps not?

*What made the Vikings successful?*

What image do the Vikings have and why have they got a bad reputation?

Observe precise detail about Viking ships

How lives changed when Christianity came to Britain?

How can historical sources be used to make inferences about the Sutton Hoo burial?

Why the Anglo Saxons invaded England?

*How did the Anglo-Saxons shape Britain and interact with the Vikings?*

Spring 1 Raiders, Traders and Invaders: Anglo-Saxons

Autumn Forces of Nature

Science focus

Year 5

UKS2

# History Substantive Knowledge Pathway

Why the Mayan empire ended so quickly?

Why Mayans believe in human sacrifice?

How can we possibly know what it was like in Mayan jungle 1,000 years ago?

What was life like at the height of the Mayan civilization?

How did the Maya thrive in the jungle?

Why do you think we study the Mayan empire in school?

*What can we discover about the mysteries of the Mayan civilization?*

What is the Roman legacy in Britain?

Summer Rainforests

Summer Mystical Mayans

Why the Roman Empire collapsed?

How the Romans were able to control a vast empire?

To what extent did the Roman invasion impact upon and change Britain?

Why the Romans left Italy to invade Britain?

Where the Roman invasion of Britain fits into a historical timeline.?

*How did the Roman invasion change Britain and what is their legacy today?*

Spring Remarkable Romans:

Autumn Volts & Vibrations

Year 4

How can we discover what Ancient Egypt was like over 5,000 years ago?

What does the evidence tells us about everyday life for men, women and children?

What sources of evidence have survived and how were they discovered?

What did Ancient Egypt have in common with other civilizations from that time?

What did the Ancient Egyptians believe about life after death?

What can we quickly add to what we already know about Ancient Egypt?

*What secrets of Ancient Egypt can we uncover from the evidence left behind?*

Summer Exciting Egyptians

Summer River Deep

How life changed during the Iron Age?

What do we know about the skeletons found at Maiden Castle?

What was the impact of farming on Stone Age life?

What was the role of the Stone Age man?

How was the life in the Stone Age from a study of Skara Brae?

How was the life in the Stone Age from a study of Skara Brae?

Why Stonehenge was built?

*How did people adapt to their environment from the Stone Age to the Iron Age?*

Spring Changes in Britain from the Stone Age to the Iron Age.

Autumn Light & Dark

Year 3

# History Substantive Knowledge Pathway

Key Stage 2

Summer  
Habitats & Living  
Things

How was London rebuilt after the Great Fire?

Why did the Great Fire burn down so many buildings?

Could more have been done to stop the Fire?

How did people manage to live through the Great Fire?

What actually happened during the Great Fire of London?

How can we work out why the Great Fire started?

*How did the Great Fire of London start, spread, and change the city?*

Spring  
The Great Fire of London

How we can compare Christopher Columbus and Robert Scott?

How do we know what happened on Scott's last journey?

Why did Christopher Columbus want to go on a big journey?

What was life like on board a ship during Columbus exploration?

How did Scott get to the Antarctic and why he risked his life?

Who was Scott of the Antarctic?

*What makes someone a great explorer?*

Autumn  
The lives of significant individuals

Autumn  
Journeys

Year 2

# History Substantive Knowledge Pathway

Year 2

## Changes within Living Memory



Saltburn seafront

In the Victorian times, lots of seaside towns built piers out into the sea

People enjoyed strolling along them to breathe in the fresh, healthy sea air. Other popular forms of entertainment included: watching Punch and Judy puppet shows; eating an ice cream (sometimes called a hokey pokey); riding on donkeys; building sandcastles on the beach with a bucket and spade; eating fish and chips; watching variety acts at a music hall such as: singers, dancers or comedians.

## Summer 1 Under the Sea

In the past children played with different games and toys depending on whether they were a girl or boy/ rich or poor.

## Changes within Living Memory



Toys

In the past, games and toys that children played with were spinning top, dolls, cars, marbles, tiddlywinks, wind up toys.

Understand how toys today comparison with toys in the past. Some of the similarity and difference are colour, shape and material.

How to put the events in the correct order of when they happened?

How to put the events in the correct order of when they happened?

## Spring Toy Story

*How has our local area changed throughout the years?*

What are some of the main differences and changes between past and present photos of our school?

Who was Erick Lock?

How can I use my own knowledge to help me learn about the past?

Our local area - significant historical events, people and places in their own locality

Year 1

ELG - Past & present linked through growth & life cycles.

ELG - Talk about lives of 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.

Wonderful Weather  
Summer holidays past and present.  
People enjoyed watching Punch and Judy  
Lives of people and role in society. Changes from the past.

## Summer 2 Wonderful Weather

African Safari  
Environment changes past and present

Caterpillars life cycle..  
Easter traditions past and present.

## Summer 1 African Safari

## Spring 1 People Who Help Us

People Who Help Us  
Know some of the roles people around them have in society and how they have changed over time. How they impact on our lives. How we can support them.

## Spring 2 Spring Into Life

Once Upon a Time  
Understand the past through settings, characters and events encountered in books read in class and storytelling.  
Know there are real events from the past

All About Me  
Sharing information about themselves.  
Growth and development from being a baby.  
Talks about past and present events in their own life and the lives of family members.

## Autumn 2 Once Upon a Time

## Autumn 1 All About Me

Reception - Compare & contrast characters from stories, including figures from the past.  
ELG - 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.

UTW 3&4yrs - Begin to make sense of their own life-story and family's history.  
Reception - Comment on images of familiar situations in the past.

EYFS:  
Reception & Nursery