Deer Park Primary School
HISTORY CURRICULUM

Our Ultimate End Goal:

What will our historians be able to do when they leave Deer Park?

- **By the end of their time at Deer Park Primary School our Year 6 historians will have developed a deep and broad knowledge of local, British and world history.**
- **The children will be equipped with the skills that will enable them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.**
- **The children will understand the historical concepts of chronology, change, cause and consequence, similarity, difference and the significance of events and their impact on the future.**
- **The children will be able to use historical terms and vocabulary accurately and effectively. They will know how to use a wide range of historical sources to enable them to research their own lines of enquiry.**
- **The children will show curiosity to know more about the past and display a positive attitude to learning.**
- **They will take away with them a respect for diversity, social responsibility and an understanding of how events from the past have shaped their future.**

Curriculum Coverage What are the most basic requirements from the National Curriculum?		
Early Years	**Key Stage 1**	**Key Stage 2**
• Talk about what I can see, using a wide vocabulary. • Talk about changes I notice. • Remember and talk about significant events in my own experience. • Talk about my own family history. • Identify myself from the past and how I have grown. • Compare and contrast characters from stories, including figures from the past. • Comment on images of familiar situations in the past. • 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.	• 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.	• 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 1066The 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.

Chronological Overview

Cycle A			
Reception	**Year 1 and Year 2**	**Year 3 and Year 4**	**Year 5 and Year 6**
Understanding of the world **Past and Present:** Talking about the lives of people around them and their roles in society. Knowing similarities and differences between things in the past and now.	Family History	Ancient Greeks	Vikings and Saxons
	The Great Fire of London		The Tudors
	Florence Nightingale and Mary Seacole	Stone Age to Iron Age	The Hunlokes (Local study)

Cycle B			
Reception	**Year 1 and Year 2**	**Year 3 and Year 4**	**Year 5 and Year 6**
Understanding of the world **Past and Present:** Talking about the lives of people around them and their roles in society. Knowing similarities and differences between things in the past and now.	Wingerworth (Local Study)	The Romans	Victorians Richard Arkwright (Local study)
	Queens of the past		World War 11 and the Battle of Britain
	Significant individuals: George Stevenson (Local Study)	Ancient Egyptians	The Mayans

Our curriculum - We have designed our curriculum to cover key concepts and common connections. These are outlined in the tables below:

Our Key Concepts – Cycle A				
	Cause and consequence	**Continuity and change**	**Similarity and difference**	**Historical significance**
Year 1 & 2	Great Fire of London	Queens of the past		Heroines: Florence Nightingale and Mary Seacole
Year 3 & 4		Stone Age to Iron Roman Britain		Roman Britain
Year 5 & 6	Viking conflict with Anglo-Saxons culminating in 1066. Local Study: The Hunlokes	Tudor Britain	Victorians Richard Arkwright (Local study)	Local Study: The Hunlokes

Our Key Concepts – Cycle B				
	Cause and consequence	**Continuity and change**	**Similarity and difference**	**Historical significance**
Year 1 & 2		Past and Present: George Stevenson Wingerworth	Local Study - Wingerworth	Local Study: George Stevenson Queens of the past
Year 3 & 4		Ancient Greeks	Ancient Egypt	Ancient Greece
Year 5 & 6	World War 11 and the Battle of Britain	Victorian Britain – Richard Arkwright	Mayans	World War 11 and the Battle of Britain

Our Common connections – Cycle A						
	Trade and commerce	**Invasion**	**Monarchy**	**Religion/ Afterlife**	**Civilisation**	**Technological advancement**
Year 1 & 2	How could we prevent the Great Fire of London?		What differences and similarities are there between the two Queens?		What changes did the Great Fire of London bring? How did this make living accommodation safer for people? What were the similarities and differences between Mary Seacole and Florence Nightingale?	What changes did the Great Fire of London bring?
Year 3 & 4	Stone Age to Iron Age: Which Prehistorical period would you want to live in? What impact did the Olympic Games have?			What was it like to live by the Nile in Ancient Egypt? How did the Gods influence how people lived their lives?	Stone Age to Iron Age: Which Prehistorical period would you want to live in? What was the impact of Ancient Greece on the modern world?	Stone Age to Iron Age: Which Prehistorical period would you want to live in? What was the impact of Ancient Greece on the modern world?
Year 5 & 6		How did the Anglo- Saxon invasion compare to the Romans? What was the historical impact of the Viking's conflict with the Anglo-Saxons? How did the Vikings and Saxons change British history?	How did the Anglo- Saxon invasion compare to the Romans? What was the historical impact of the Viking's conflict with the Anglo-Saxons? Tudor Britain: Why is this such a significant period in British history?	What was the historical impact of the Viking's conflict with the Anglo-Saxons? Tudor Britain: What impact did religion play during this time and what changes did it bring?	Stuarts: Was the English Civil war preventable? What was the impact of the Hunlokes on Wingerworth?	Stuarts: Was the English Civil war preventable?

Our Common connections – Cycle B						
	Trade and commerce	**Invasion**	**Monarchy**	**Religion/ Afterlife**	**Civilisation**	**Technological advancement**
Year 1 & 2				What impact did George Stephenson have?	What impact did George Stevenson have? What has changed about exploration?	What has changed about exploration?
Year 3 & 4	What was the legacy of the Roman invasion of Britain?	What was the legacy of the Roman invasion of Britain?		What was the legacy of the Roman invasion of Britain?	What was the legacy of the Roman invasion of Britain?	What was the legacy of the Roman invasion of Britain?
Year 5 & 6	Victorian: Britain: Why is this such a significant period in British history? How do the Maya compare with Stone-Age Britain or Ancient Egypt?	What was experience of being an Evacuee like? What was the Battle of Britain important for the outcomes of World War II?	What changed and what stayed the same during Queen Victoria's reign?	Why do we remember the Mayans?	Victorian: What impact did the Victorians have on Chesterfield? What impact did World War II have on people?	Victorian Britain: Why is this such a significant period in British history? What impact did Richard Arkwright have on Derbyshire?

PROVISION AND ADAPTATIONS FOR SEND LEARNERS

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Ability of children to access learning of their year group	Pre-teaching (parent or TA). Using social stories to understand different contexts	Lessons where children are required to take part in discussions/expression their views- children with communication difficulties may struggle to access	Embed ground rules to develop clear understanding of boundaries Picture cards to express likes and dislikes
Difficulty transferring information to real or own life	1:1 or small group support		
Events too far back in history for the child to make any connections with	Child to work within living memory	Those who struggle to process language may struggle in History lessons where there is lots of written or spoken language	Children to have a partner to practise answers with first. Provide children with opportunities to express their views or contribute to the discussion in different ways e.g., drawing, writing, recording answer on an iPad.
Cognitive processes and overload	Instruction broken down in to small steps		
Ability to follow multi-step processes	Visual cues and check lists	Interpreting social cues and working as a group	Use of dual coding and visuals to support understanding
Ability to complete large amounts written work	Alternative methods of recording		Carefully thought-out groupings Scaffolding through careful questioning Use of simple instructions. Careful and appropriate modelling to support understanding

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Children with visual impairment may not be able to access their learning or resources available	Provide alternative resources e.g. in large print. 1:1 adult support when using sharp equipment e.g., woodwork tools	Children with SEMH needs may struggle with heightened anxieties/triggering in History when they feel upset, excited or frustrated etc.	Regular sessions, establish clear routines expectations/boundaries for the start and end of every session when equipment is being used – children know what to expect.
Recording information may be difficult Fine motor control may be less developed	Provide additional ways to record information (video/ICT etc.) Provide large equipment e.g., large paint brushes, large scale etc		Feeling cards to support understanding of emotions. Talking to children on 1-1 basis rather than a large group. Opportunities to work in smaller groups.

Accessibility to equipment or resources – physical disabilities. .	Consider seating plan, Use buddies. Working in groups to support Use of ICT to support access. Consider how children with support equipment e.g., walker can be part of physical lessons Consider what additional support may be required for the child. Pre teach so the child knows what to expect. Offer alternative resources and/or materials Communication with home	Children with SEMH needs may struggle with group work/paired activities	Use of stories. Provide appropriate sensory resources so that children can access the lesson, focus and have sensory breaks when required Providing a safe space for the children within the lesson if needed. Option to work alone Careful group consideration

PROCEDURAL KNOWLEDGE - What skills do we want our historians to have? Analyse, evaluate and solve problems-How will these skills build on what went before and help prepare our children for what is coming next?

EYFS	YEAR 1 & 2	YEAR 3 & 4	YEAR 5 & 6
Beginning to: develop a chronological understanding. (Long ago and now). Understand that things change over time. Look at differences between objects from the past and now. Show an interest in the past. Use common words and phrases related to the passing of time.	**Continue to:** **Chronology** develop a secure chronological understanding of people and events studied and how they fit on a timeline. **Concepts** identify similarities and differences between different periods of time. **Interpretation** develop an awareness of the past and begin to comment on how they found things out. **Enquiry** develop the skills to study history by asking and answering questions and using historical artefacts and other sources. **Communication** use a wide range of vocabulary and historical terms through recounts, oral and written	**Have developed/developing:** **Chronology** an understanding that the past is divided into different time periods and can order events and people on a timeline. **Concepts** can find similarities and differences between different time periods covered, begin to make connections and contrasts between change, cause and significance. **Interpretation** an understanding of how the past can be represented and/or interpreted in different ways. **Enquiry** can answer and devise historically valid questions and use sources to help answer question about the past. **Communication** use of historical terms and vocabulary to recall selected information to describe main events, people and changes through written narratives.	**Can/have/know:** **Chronology** a chronically secure knowledge and understanding of local, national and global history. **Concepts** devise questions about change, cause, similarity, difference and significance of people and events in a wider context. **Interpretation** there are different views about people and events and are beginning to evaluate and carefully select a range of historical sources to gather information. **Enquiry** can answer and devise historically valid questions. Know how our knowledge of the past is gathered from a range of historical sources and can organise relevant historical information using the sources. **Communication** use key historical terms confidently and accurately to construct informed responses, including written narratives and analyses.

Propositional knowledge:
What lines of enquiry do we want our historians to follow?
What experiences do we want our historians to have had?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
INCREDIBLE ME! **CONTINUITY AND CHANGE** **Lines of enquiry** How have I changed since I was a baby?' What could I do when I was a baby? What can I do now? **TOYS (AND CELEBRATIONS)** **SIMILARITY AND DIFFERENCE** **Lines of enquiry** 'How have toys changed?' 'Would you rather be a child now or in the past?' 'What is special about your toy?' **CELEBRATIONS** **HISTORICAL SIGNIFICANCE** **Lines of enquiry** Why do people celebrate Christmas, Bonfire night, Diwali, Easter? Does everyone celebrate something special in the same way?	**FAMILY** **SIMILARITY AND DIFFERENCE** **Lines of enquiry** 'Who is in my family?' 'Are all families the same?' 'What could be different or the same about families?' **EVENTS BEYOND LIVING MEMORY – THE GREAT FIRE OF LONDON** **TECHNOLOGICAL ADVANCEMENT** **CAUSE AND CONSEQUENCE** **TRADE AND COMMERCE** **CIVILISATION** **Lines of enquiry** 'What happened on the night of the 2nd September 1666?' 'Was it a mistake that started the Fire of London?' 'Why did the Fire of London spread so quickly?' 'How has the Fire Service Changed?' 'What are the differences between the fire service in 1666 and present day?' **SIGNIFICANT PEOPLE/HEROINES –**	**CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE** **CONTINUITY AND CHANGE** **TRADE AND COMMERCE** **CIVILISATION** **TECHNOLOGICAL ADVANCEMENT** **Lines of enquiry** 'What was new about the Stone Age?' 'Did Stone Age Man wear animal furs and carry a club?' 'Which is better bronze or iron?' When do you think it was better to live, the Stone-Age, Bronze-Age or Iron-Age?' **THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN** **TRADE AND COMMERCE** **INVASION** **RELIGION/AFTERLIFE** **CIVILISATION** **TECHNOLOGICAL ADVANCEMENT** **Lines of enquiry** What was life like in Celtic Britain before the Romans invaded? 'If you were Julius Caesar, would you have tried to invade Britain?' What was it like to be a Roman	**THE VIKING AND ANGLO-SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND TO THE TIME OF EDWARD THE CONFESSOR** **CAUSE AND CONSEQUENCE** **INVASION** **MONARCHY** **RELIGION/AFTERLIFE** **Lines of enquiry** 'How well did the Anglo Saxons and Vikings get on?' 'Was life better in Anglo-Saxon or Viking Britain?' 'Who were the Anglo-Saxons and Vikings?' 'Why did they come to Britain?' Why leave where they were born?' 'What challenges faced the Vikings, Anglo-Saxons and Scot when they settled in Britain?' **LIFE IN TUDOR BRITAIN** **CONTINUITY AND CHANGE** **MONARCHY** **RELIGION/AFTERLIFE** **CIVILISATION** **TECHNOLOGICAL ADVANCEMENT** **Lines of enquiry**

AROUND THE WORLD **SIMILARITY AND DIFFERENCE** **Lines of enquiry** How is the seaside different to how it was in the past? What has stayed the same?	**FLORENCE NIGHTINGALE AND MARY SEACOLE (A COMPARISON)** **HISTORICAL SIGNIFICANCE** **CIVILISATION** **TECHNOLOGICAL ADVANCEMENT** **Lines of enquiry** 'What impact did Florence Nightingale have on nursing today?' 'Why do we remember Florence Nightingale and Mary Seacole?' 'How were the experiences of Mary Seacole and Florence Nightingale different?' 'What obstacles did they have to overcome?' **THE VICTORIANS; SIGNIFICANT PEOPLE: GEORGE STEPHENSON** **HISTORICAL SIGNIFICANCE** **CONTINUITY AND CHANGE** **RELIGION/AFTERLIFE** **CIVILISATION** **TECHNOLOGICAL ADVANCEMENT** **Lines of enquiry** 'Why did George Stephenson experience difficultly with his early inventions?' 'What impact did George Stevenson have on the development of the railway in Britain?' 'What was life like for children during the Victorian times?'	soldier? 'Why do we remember Boudicca?' 'What was life like in Roman Britain?' Rich/ poor/ slaves Entertainment Food and drink Clothes Houses Baths roads **ACHIEVEMENTS OF THE EARLIEST CIVILIZATIONS: ANCIENT EGYPT** **SIMILARITY AND DIFFERENCE** **RELIGION/AFTERLIFE** **Lines of enquiry** 'What were the earliest civilizations?' 'What can we find out about the Ancient world?' 'Was everyone an Ancient Egyptian?' 'Why build the pyramids?' 'What did the Ancient Egyptians believe in?' 'Is the Egyptian creation story the same as ours?' **ANCIENT GREECE – A STUDY OF GREEK LIFE AND ACHIEVEMENTS AND THEIR INFLUENCE ON THE WESTERN WORLD**	'Why did Henry VIII elect to marry a total of 6 times?' 'How did the Tudors come to power?' 'Why did Henry VIII have difficulties with the church?' 'What was different about all of Henry VIII's children?' 'How did faith in Britain change during the Tudor Period?' **LOCAL STUDY: THE HUNLOKES** **CIVILISATION** **HISTORICAL SIGNIFICANCE** **Lines of enquiry** 'Who were the Hunlokes?' 'What impact did the Hunlokes have on Wingerworth?' 'What historical significance does Wingerworth have?' **VICTORIAN BRITAIN** **CONTINUITY AND CHANGE** **TRADE AND COMMERCE** **MONARCHY** **CIVILISATION** **TECHNOLOGICAL ADVANCEMENT** **Lines of enquiry** 'What impact did the Victorians have on Chesterfield?'

	'Did the workhouses really benefit the people that worked there?' 'How were the lives of children changed during this period of history?' 'Was this change for the better?' **QUEENS OF THE PAST** **HISTORICAL SIGNIFICANCE** **MONARCHY** **Lines of enquiry** 'Which Queen is the most recent in history and why?' 'What are the main events in Queen Elizabeth's life?' 'How did her reign impact Britain? ' 'What are the main events in Queen Victoria's life? ' 'How did her reign impact Britain? ' 'What differences and similarities are there between the two Queens?' **LOCAL STUDY: HOW HAS WINGERWORTH CHANGED?** **CONTINUITY AND CHANGE** **Lines of enquiry** 'What similarities and difference are there between Wingerworth now and Wingerworth 60-100 years ago?' 'What was life like in Wingerworth 60-	**CONTINUITY AND CHANGE** **TRADE AND COMMERCE** **TECHNOLOGICAL ADVANCEMENT** **Lines of enquiry** 'Who were the Ancient Greeks?' 'Can we learn anything from Greek myths and legends?' 'Can we thank the Ancient Greeks for anything in our lives today?' 'What part did the Greeks play in the democratic society of modern Britain?'	'What were some of the main advancements of the Victorian era?' 'Why was the Industrial Revolution so important?' 'Was class important in Victorian Britain?' 'Would you like to live in Victorian Britain?' 'How does this period fit into our timeline?' 'How does the start of the Victorian period compare to the start?' 'Who was Richard Arkwright? ' 'How did his life impact our local area/Derbyshire?' 'How did the Victorian period impact his success?' **WORLD WAR II AND THE BATTLE OF BRITAIN** **CAUSE AND CONSEQUENCE** **HISTORICAL SIGNIFICANCE** **INVASION** **CIVILISATION** **Lines of enquiry** 'Has it ever been right to fight?' 'How have wars changed over time?' 'Which wars have affected Britain?'

	100 years ago?' 'Would you rather live in the village now or 60/100 years ago?' 'What is the oldest building in Wingerworth?'		'What was the impact of some of Britain's wars on our local area?' **NON-EUROPEAN SOCIETY: THE MAYANS** **TRADE AND COMMERCE** **RELIGION/AFTERLIFE** **Lines of enquiry** 'Who were the Maya?' 'What comparisons can be made between the Maya and the Stone-Age or Ancient Egypt?' 'What did the Mayans give to the world?' 'How did the Maya fit into the climate of the area they lived in?'

What experiences do we want our historians to have?			
EYFS	**YEAR 1 AND YEAR 2**	**YEAR 3 AND YEAR 4**	**YEAR 5 AND YEAR 6**
ALL ABOUT ME Classroom photo gallery **TOYS PAST AND PRESENT** Opportunities to explore toys from the past Children will bring in their favourite toy and have the opportunity to talk about it. Game afternoon with parents	**MY FAMILY** Family tree display Invite family members in **EVENTS BEYOND LIVING MEMORY – THE GREAT FIRE OF LONDON.** Visit from the fire service with fire engine/visit to fire station Foie safety talk **SIGNIFICANT PEOPLE/HEROINES – FLORENCE NIGHTINGALE AND MARY SEACOLE (A COMPARISON)** **THE VICTORIANS; SIGNIFICANT PEOPLE: GEORGE STEPHENSON** Victorian dress up day and school day experience **QUEENS OF THE PAST** **LOCAL STUDY: HOW HAS WINGERWORTH CHANGED?** Walk around the village	**CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE** **THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN** Visit to Creswell Craggs Visit to the Urban Study Centre in Chesterfield **ACHIEVEMENTS OF THE EARLIEST CIVILIZATIONS: ANCIENT EGYPT** **ANCIENT GREECE – A STUDY OF GREEK LIFE AND ACHIEVEMENTS AND THEIR INFLUENCE ON THE WESTERN WORLD**	**THE VIKING AND ANGLO-SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND TO THE TIME OF EDWARD THE CONFESSOR** Visit to York, Jorvik Centre **LIFE IN TUDOR BRITAIN** **LOCAL STUDY: THE HUNLOKES** **VICTORIAN BRITAIN** Visit Arkwright Mill **WORLD WAR II AND THE BATTLE OF BRITAIN** Visit Beaumanor Hall or Eden War Camp. Dress as an evacuee **NON-EUROPEAN SOCIETY: THE MAYANS**

What key vocabulary will our historians need?

Vocabulary will be continually revisited throughout all year groups

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
Key Historical Vocabulary **A long time ago,** **then, now, next, past,** **same,** **different, change,** **yesterday,** **discuss, question, find out,** **order, compare,** **modern, old, new**	**Key Historical Vocabulary** history, **significant,** **order, compare**, **similar**/different, **fact/opinion,** **artefact**, event, **source, evidence**, question, **cause, consequence**, reason, connections, **century/decade**, time period. **timeline**, living memory, invention, changes	**Key Historical Vocabulary** **chronological,** **chronology,** **comparison,** **millennium,** century/ decade **BC/ BCE AD/ CE**, **era,** time period, similarities differences, **prehistoric** evidence, **primary/secondary sources**, **ancient**, modern, **archaeology, archaeologist,** **contrasts** trends over time, **influence**, significant, **impact** **valid** **represent,** **interpret** **significance**	**Key Historical Vocabulary** **cause and effect,** **propaganda,** **bias,** **society,** **empire,** point of view, **objectivity, subjectivity**, consequences, **legacy,** modern British Values, laws, **deduction,** **inference,** organising information, observation, discussion, research, **reflection,** **interpretation**, investigate, forming conclusions, making links.
Content specific vocabulary **INCREDIBLE ME** **baby, child, toddler, adult,** **parents, grandparents,** **growing up,** **special,** **tall, short, small, big** **change, grow, old, young** **TOYS PAST AND PRESENT:** **old/new, same, different,** **fragile, past, now**	**Content specific vocabulary** **MY FAMILY** **family, family tree,** **relative, relation, relationship,** brother, sister, **cousin, auntie, uncle,** grandparents, **step family** **EVENTS BEYOND LIVING MEMORY – THE GREAT FIRE OF LONDON.** 2nd September **1666**, **London**,	**Content specific vocabulary** **CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE** **Stone Age,** **Iron Age,** **Bronze Age,** temporary/ permanent, hunter-gatherers, **Paleolithic,** **Mesolithic,** **Neolithic,** early farmers/ farming,	**Content specific vocabulary** **THE VIKING AND ANGLO-SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND TO THE TIME OF EDWARD THE CONFESSOR** **Anglo Saxons,** **Vikings,** **settlements,** farmers, **raids,** battles, conquest,

wood, plastic, metal, **worn,** **old fashioned,** **games,** **electronic,** **battery,** **special,** **AROUND THE WORLD:** **then/ now** **different/ same** **seaside** **sea** **beach** **sand** **old/ new past**	**Great Fire of London,** **Pudding Lane,** **Samuel Pepys,** **bakery,** *fire engine*, *fire* **brigade**, wooden houses, **terrace,** **diary** **SIGNIFICANT PEOPLE/HEROINES – FLORENCE NIGHTINGALE AND MARY SEACOLE (A COMPARISON)** **Florence Nightingale,** **Mary Seacole,** **Crimean War, Crimea,** **War,** Nurse, doctor, **Solider, wounded/wound,** **caregiver**, lamp. lady, **prejudice,** **role model,** **medical, medicine**, hospital **empire,** **herbal,** **Jamaica, racism,** **impact,** **pestle and mortar,** **remedies,** **1800's,** **Lord,** **Queen Victoria,** **pioneer** **THE VICTORIANS; SIGNIFICANT PEOPLE: GEORGE STEPHENSON** **George Stephenson,**	**deforestation,** **Skara Brae**, **Stonehenge,** **forts,** **tribal kingdoms**, **caves,** **cave paintings,** **fur/skins,** **weapons,** **shelter,** **primitive** **THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN** **legacy** **Julius Caesar,** **Boudicca,** **Claudius,** **Invade/ invasion** **conquest, conquered** **resistance,** **gladiator,** **coliseum,** **Hadrian's wall,** **settlements,** **empire,** **senate** slave, citizen, plebian, freeman enslaved republic dictator ancient culture consuls scholar trade amphitheatre	invasion, tradesman, **shield maidens,** **warriors,** **long boats,** resistance, Danegeld, **Alfred the Great,** **Athelstan,** **Edward the Confessor,** gods, **pagan,** **Norway,** **Scandinavia,** **Germany/Germanic** **LIFE IN TUDOR BRITAIN** **Henry VIII** **elect,** church **Protestant,** **Catholic,** **Tudor,** London, **Tower of London,** Impact, **divorced,** **execution,** **beheaded,** monarch, **dynasty**, **successor,** **reformation,** **dispensation,** **monastery**, Queen, King, **Armada,** empire, navy,

	inventions, innovation, **gauge,** **steam locomotive,** **coal,** **tracks,** **slum,** impact, **development,** **railway,** **Victorian,** **Workhouses, workers,** **technological,** **constable,** **cane,** **national life,** parents, grandparents, great grandparents, lifetimes, way of life, home life, transport, materials, **leisure** **viaduct/aqueduct,** **QUEENS OF THE PAST** **Queen,** **recent,** **Queen Elizabeth,** **Queen Victoria,** **reign,** impact, **throne,** **crown,** **monarchy/monarch,** **royal,** **contribution,** **national,**	aqueduct sanitation sewers tribes architecture hill forts celts **ACHIEVEMENTS OF THE EARLIEST CIVILIZATIONS: ANCIENT EGYPT** **civilization,** **Ancient world/ancient,** **Egyptian, Egypt,** **pyramids,** slaves, **Cleopatra,** Gods, temple, **mummy/mumification,** **sacred,** **embalm, embalming,** **sphinx,** **Pharaoh,iza,** **Obelisk,** **Papyrus,** **Sarcophagus,** **Valley of the Kings,** **Tutankhamun,** artefact, **Cairo,** **Nile River,** **tomb,** **scarab,** **hieroglyph,** **archaeologist,** **Ramses the Great**	**Stuarts** **Catherine Parr,** **Catherin Howard,** **Anne of Cleves,** **Anne Boleyn,** **Catherine of Aragon,** **Jane Seymour,** **LOCAL STUDY: THE HUNLOKES** **Hunlokes/Hunloke** Wingerworth, Deer Park, **Domesday Book,** Angelo-Saxon, Lords, **Middle ages** Wingerworth Hall, **Roundheads** **Garrison** **parish** **coat of arms** **VICTORIAN BRITAIN** **Victorians,** Chesterfield, era, **advancements,** inventions, **industrial revolution,** **class,** Queen Victoria, **Richard Arkwright, Cromford,** **cotton mill,** **workhouse,** British Empire, **emigration,** **malting,**

	international, **achievements,** **coronation** **LOCAL STUDY: HOW HAS WINGERWORTH CHANGED** **Wingerworth, Wingerworth Hall** **similarities/differences,** **village,** church, park, **historical,** development, **infrastructure,** transport, **route,** **congestion,** **traffic** compare,	**ANCIENT GREECE – A STUDY OF GREEK LIFE AND ACHIEVEMENTS AND THEIR INFLUENCE ON THE WESTERN WORLD** **Ancient Greeks,** **Greece/Greek,** **myths, legends,** **Olympic Games**, torch, **Athens,** **Pythagoras,** **Tunic,** **nobleman,** **Plato,** **Hypocrites,** slave, vase, soldier, **western world,** **democracy,** **philosophy,** **Parthenon,** **Acropolis**	**poor law,** **model town,** **ragged schools,** **reformer,** **Empress,** Monarchy. **shilling,** **WORLD WAR II AND THE BATTLE OF BRITAIN** **War, fight, solider,** **Battle of Britain,** **trenches,** **evacuees,** **remembrance,** poppies, **Flanders Fields,** **D-Day, Armistice Day,** **Parade,** Germany, **Hitler,** **Prisoner of War, concentration camp,** **captive,** **Battlefields,** **Western front,** **truce, treaty,** **air raid shelter, bomb,** **spitfire, warplanes,** **rations,** military, army, navy, **commandant,** **Gestapo,** **Allies,** **Nazi,** prejudice, **persecution.** **No man's land,** **triple Alliance,** **triple Entante,**

			Franz Ferdinand, **propaganda** **memorial** **NON-EUROPEAN SOCIETY: THE MAYANS** **Maya, Mayan,** **comparisons,** climate, **Mayan** civilization, **Mesoamerica,** **Codex,** **Chichen Itza,** **Ahau/Ahaw,** **Cenote,** **City state,** **Pre Class period – 2000 BC to 250AD.** **Classic period, 250AD to 900AD,** **Post Classic period- 900 AD to 1500 AD,** **Haab',** **Huipil,** **Itzamna,** **Lintel,** **Nacom,** Pyramid, **Tikal,** **Yucatan Peninsula**

Year 1 and Year 2		
George Stephenson **Curriculum links:** The knowledge learnt here can be brought up later in Y5/Y6's topic on the Victorian era in relation to Stevenson's role in the Industrial Revolution. **Local links:** Clay Cross Company - George Stephenson set it up - built lots of the building seen in modern Clay Cross. Grave is at Holy Trinity Church in Chesterfield.	**Heroines** **Curriculum links:** The Crimean War took place during the Victorian period which is looked at again during Y5/Y6 Queen Victoria's reign is also part of Y1/2's Queens of the past topic and they can use the children's knowledge of these two ladies and their achievements when discussing Victoria's reign. **Local links:** Florence Nightingale lived for a while in Lea and they had a family home there.	**Great Fire of London** **Curriculum links:** Both these events can be used during Y5/Y6's look at the Stuarts. **Local Links:** Revolution House in Chesterfield
Queens of the past **Curriculum links:** The Crimea war took place during the Victorian era and the achievements of Mary Seacole and Florence Nightingale can be used to help place Victoria's reign in a familiar time period. Queen Elizabeth I will be looked at again during Y5/Y6's topic on the Tudors. Queen Victoria will be looked at again during Y5/Y6's topic on the Victorians.		
Year 3 and Year 4		
Stone Age- Iron Age **Curriculum links:** This time period hasn't been looked at by any year group thus far in their journey- however try to focus on getting across how far into the past these events took place as this unit serves as the foundation which most following unit build upon.	**Roman Britain** **Curriculum Links:** This follows on directly from the previous History topic in Y3/Y4- reiterate the point of the Iron age ending due to the Roman invasion (In southern Britain). The Romans will need explaining regarding their	**Ancient Egypt** **Curriculum Links:** If you focus on Egypt in the Golden Age (1613-1494 BC)- you can compare this to Stone Age-Iron Age Britain topic as this is during the Neolithic period in Britain. You can accentuate the prosperity of Egypt and

An idea on how to get across the scale of time the children are going back might be to make it as visual a representation as possible as dates and times are quite abstract concepts for the children to hear/understand and then place accurately on a timeline. Focussing on how these people lived-building materials, lifestyle, tools used, quality of life, living standards etc.- will help with the later unit 'Ancient Egypt' as you can make direct comparisons between the two civilisations. This period will also come up later in Y5/Y6's look at the Mayan's and again in the Y3/4 Ancient Greece Topic, therefore these year groups can also make comparisons to the way of life in Britain at the time to help contextualise their topics. **Local links:** Fin cop Hill fort- example of Iron age fort. Ball Cross Hill fort Derby Museum- has a stone age exhibit. Creswell Craggs https://www.peakvenues.co.uk/blog/stone-circles-of-derbyshire/- location and description of stone circles in Derbyshire.	rise to power and overall expansion across Europe and W. Asia/ N. Africa to help the children grasp their importance. When teaching the topic Ancient Egypt, ensure that children understand that eventually, Egypt became part of the Roman Empire. However, try to focus most of the unit's attention on Roman Britain- the children need to understand the progression the Romans brought with them and the development that took place under their rule. This then allows them to explain the Dark Ages (Early Middle age) as they can refer to the technological advancement of the Romans and showcase just by looking at something such as building materials/ techniques that the Anglo-Saxons used to show they were not as advanced in many ways as the Romans were, hence the 'Dark ages.' **Local links:** High st in Clay Cross is built over a pre-existing Roman road- presumed to be Rykneild street which was a Roman road linking Chester to Derby. Chesterfield began as a Roman fort.	gulf in development of the two civilisations. It is quite a hard time period due to its geography and it taking place so long ago, thus making this link will help the children to place it in a familiar setting within our timeline and to help them grasp how advanced the Egyptians were by comparing them to how people in Britain were living at the time. You can also link to the Roman Britain unit- talk briefly about the fall of Ptolemaic Egypt to Rome in 30 BCE and it becoming part of the Roman Empire.
Ancient Greeks **Curriculum links:** The main link is the previous Y3/4 unit on Romans- show the fall of Ancient Greece to the Roman Empire. The main focus with this unit is the aspects of Ancient Greek life that still has an impact on the modern world i.e., democracy. We can then talk about this being mirrored in Rome with the initial		

Roman Republic. If you like you can also discuss the Ancient Egyptians being conquered by Alexander the Great and then later his General Ptolemy (hence Ptolemaic Egypt which was then conquered by Rome- this has been pointed out in Y3/4). You can also link back to the way of life in Britain at the time- linking back to Y3/4's Topic Stone age-Iron age.		
Year 5 and Year 6		
Anglo-Saxons **Curriculum Links:** This unit follows on from the Y3/4 topic of Stone Age- Iron Age Britain and Roman Britain. Link back to these units as much as you can. The children will have a grasp of Britain up to 400AD- with the Roman retreat to mainland Europe and the migration of Anglo-Saxons to Britain. To answer the Overarching question, focus on the difference between the Roman invasion and the Anglo-Saxon migration - even the words tell us part of the story. The Anglo-Saxons came as settlers whereas the Romans came as conquerors. You can also link to the Romans by exploring how the Anglo-Saxon chiefs would use old Roman buildings/ forts because their stone walls offered better protection. This helps you describe the 'Dark age' (Early Middle Ages), as it was seen as a period where civilisation didn't catch up to the previous achievements of the Romans (The Anglo-Saxon buildings were built out of wood instead of the Roman's brick building). **Local links:** The name Chesterfield comes from the Anglo- Saxon name for a Roman fort 'caester' (which the Romans had built where Chesterfield is currently) and their	**Vikings-1066** **Curriculum links:** Linked directly to Anglo-Saxon Britain. We can again link back to comparisons of invasions (Roman's conquering, Anglo-Saxon's migration, and the Viking's attempted settlement). When explaining who the Normans were at the end of the unit in relation to 1066- explain the Normans were, a now French, but previously Viking civilisation (Normans= 'Northmen'-Vikings raided from Scandinavia and thus invaded from the north). **Local links:** Vikings took over Derby for a while. Burial ground near Repton which is the only example of Scandinavian burial mound cremation sites in the UK.	

name for a place to graze animals; 'field'- hence Chesterfield or Caesterfield. Part of Mercia- Mercian Kings are buried in Repton		
Tudors **Curriculum links:** Elizabeth the I's rule was covered in the Y1/2 Topic Queens of the past- reminding the children will help them contextualise and place the Tudors chronologically with pre-existing knowledge. **Local links:** Chatsworth house and Hardwick Hall both examples of Elizabethan great houses- Chatsworth house was used as a prison for Mary Queen of Scots.	**Stuarts** **Curriculum links** Elizabeth I death and lack of successors resulted in James I being crowned King. Link back to the previous units in EYFS and Year 1/2 on the Gunpowder plot and Fire of London. This will help place the events of the civil war within a timeline the children have knowledge of- also you can link the Gun Powder plot into the religious aspect of the civil war. **Local links:** Derbyshire was Royalist during the war Eyam- famous plague town.	**Mayans** **Curriculum links:** Link this unit back to the Stone Age- Iron Age and Ancient Egyptian units in Y3/4. You can also talk about the Ancient Greeks as this is during the Archaic period in Ancient Greece.
Victorian era and Richard Arkwright **Curriculum links:** Chesterfield, Clay Cross and Cromford (Matlock) massive history with the Industrial revolution and coal trade. Y1/2- George Stevenson- Pre-Victorian era but big part of Industrial revolution and can be used in unit to make links to previous learning in school. Y1/2- Heroines- Mary Seacole and Florence Nightingale looked at as well as the Crimea war which all took place in this time period. Y1/2- Reign of Queen Victoria examined. **Local links:** Arkwright Mill – Cromford Mill, the world's first	**WW2** **Curriculum links:** No links in the curriculum for this unit but ideas of democracy can be brought up linking back to Ancient Greek unit. **Local links:** WW2 war memorials - Wingerworth, Clay Cross, Tupton, North Wingfield	

successful water powered cotton spinning mill, was built in 1771 by Sir Richard Arkwright. Belper Mills - It was in Belper that the world's second water-powered cotton-spinning mill was built by Jedediah Strutt, following his work with Arkwright at Cromford. Useful links: https://www.cromfordmills.org.uk/learning/mill-history/ http://www.derwentvalleymills.org/visit/where-to-visit-in-the-derwent-valley/attractions-in-the-derwent-valley/visit-belper-mills/		

End Points:

What key learning to we want our children to know and remember by the end of each unit?
What will we assess our children against?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
INCREDIBLE ME! **SIMILARITY AND DIFFERENCE** How have I changed since I was a baby? **TOYS PAST AND PRESENT** **SIMILARITY AND DIFFERENCE** How have toys changed? **CELBRATIONS**	**MY FAMILY** **SIMILARITY AND DIFFERENCE** Who is in my family? Are all families the same? What could be different or the same about families? **EVENTS BEYOND LIVING MEMORY – THE GREAT FIRE OF LONDON**	**CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE** **CONTINUITY AND CHANGE** **TRADE AND COMMERCE** **CIVILISATION** **TECHNOLOGICAL ADVANCEMENT** 'What was life like in the Stone Age?' When do you think it was better to live, the Stone-Age, Bronze-Age or Iron-Age?	**THE VIKING AND ANGLO-SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND TO THE TIME OF EDWARD THE CONFESSOR** **CAUSE AND CONSEQUENCE** **INVASION** **MONARCHY** **RELIGION/AFTERLIFE** Was life better in Anglo-Saxon or Viking Britain?

HISTORICAL SIGNIFICANCE Why do people celebrate Christmas, Bonfire Night, Diwali, Easter? Does everyone celebrate something special in the same way? SEASIDE	**TECHNOLOGICAL ADVANCEMENT** **CAUSE AND CONSEQUENCE** **TRADE AND COMMERCE** **CIVILISATION** What started the Great Fire of London? Why did the Fire of London spread so quickly? How has the fire service changed since 1666? **SIGNIFICANT PEOPLE/HEROINES – FLORENCE NIGHTINGALE AND MARY SEACOLE (A COMPARISON)** **HISTORICAL SIGNIFICANCE** **CIVILISATION** **TECHNOLOGICAL ADVANCEMENT** What impact did Florence Nightingale and Mary Seacole have on nursing today? How were the experiences of Mary Seacole and Florence Nightingale different? What did Mary Seacole and Florence Nightingale do that means we still remember them today? **THE VICTORIANS; SIGNIFICANT PEOPLE: GEORGE STEPHENSON** **HISTORICAL SIGNIFICANCE** **CONTINUITY AND CHANGE** **RELIGION/AFTERLIFE** **CIVILISATION**	**THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN** **TRADE AND COMMERCE** **INVASION** **RELIGION/AFTERLIFE** **CIVILISATION** **TECHNOLOGICAL ADVANCEMENT** Why did the Romans invade Britain? If you were Julius Caesar, would you have tried to invade Britain? What was life like in Roman Britain? **ACHIEVEMENTS OF THE EARLIEST CIVILIZATIONS: ANCIENT EGYPT** **SIMILARITY AND DIFFERENCE** **RELIGION/AFTERLIFE** What do you know about the earliest civilisations? Why did the Ancient Egyptians build the pyramids? What did the Ancient Egyptians believe in? **ANCIENT GREECE – A STUDY OF GREEK LIFE AND ACHIEVEMENTS AND THEIR INFLUENCE ON THE WESTERN WORLD** **CONTINUITY AND CHANGE** **TRADE AND COMMERCE** **TECHNOLOGICAL ADVANCEMENT**	Who were the Anglo-Saxons and Vikings? Why did they come to Britain? **LIFE IN TUDOR BRITAIN** **CONTINUITY AND CHANGE** **MONARCHY** **RELIGION/AFTERLIFE** **CIVILISATION** **TECHNOLOGICAL ADVANCEMENT** Why did Henry VIII elect to marry a total of 6 times? Why did Henry VIII have difficulties with the church? How did faith in Britain change during the Tudor Period? **LOCAL STUDY: THE HUNLOKES** **CIVILISATION** **HISTORICAL SIGNIFICANCE** 'Who were the Hunlokes?' 'What impact did the Hunlokes have on Wingerworth?' **VICTORIAN BRITAIN** **CONTINUITY AND CHANGE** **TRADE AND COMMERCE** **MONARCHY** **CIVILISATION** **TECHNOLOGICAL ADVANCEMENT** What impact did the Victorians have on

	TECHNOLOGICAL ADVANCEMENT What impact did George Stevenson have on the development of the railway in Britain? What was life like for children during the Victorian times? Recall some changes during this period? **QUEENS OF THE PAST** **HISTORICAL SIGNIFICANCE** **MONARCHY** What are the main events in Queen Elizabeth's and Queen Victoria's life? 'How did their reigns impact Britain? What differences and similarities are there between the two Queens? **LOCAL STUDY: HOW HAS WINGERWORTH CHANGED?** **CONTINUITY AND CHANGE** What similarities and difference are there between Wingerworth now and Wingerworth 60 – 100 years ago? '	Who were the Ancient Greeks?' How did the Ancient Greeks impact on our lives today? What part did the Greeks play in the democratic society of modern Britain?	Chesterfield? What were some of the main advancements of the Victorian era? Why was the Industrial Revolution so important? Who was Richard Arkwright? **WORLD WAR II AND THE BATTLE OF BRITAIN** **CAUSE AND CONSEQUENCE** **HISTORICAL SIGNIFICANCE** **INVASION** **CIVILISATION** How have wars changed over time? 'Which wars have affected Britain and why? What was the impact of the Battle Britain on our local area? **NON-EUROPEAN SOCIETY: THE MAYANS** **TRADE AND COMMERCE** **RELIGION/AFTERLIFE** Who were the Maya? What comparisons can be made between the Maya and the Stone-Age or Ancient Egypt? What did the Mayans give to the world?