

## Whitley Village School

### History Curriculum

**Intent:** At Whitley Village School, our history curriculum is designed to ignite children’s curiosity about the past. We are determined that, alongside historical knowledge, there will be a high focus on the development of specific historical skills. We believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils to know more about the past and how it has shaped their present day lives. Teaching should 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.

Key Skills	Vocabulary
<ul style="list-style-type: none"> <li>Recognise that some objects belonged to the past</li> <li>Ask questions about old and new objects</li> <li>Answer simple historical questions</li> <li>Recognise similarities and differences such as here/there and then/now involving situations and other sources</li> <li>Draw some simple conclusions about sources such as what an artefact was used for</li> <li>Understand that the people and events I study fit within a chronological timeline</li> <li>Know some ways in which we find out about the past and identify different ways in which the past is represented.</li> <li>Recount the life of someone significant who lived in the past, explaining how they had an impact on others lives</li> <li>Compare aspects of life from two periods of time</li> <li>Describe an historical place, event or person from my own locality</li> <li>Understand and discuss changes within living memory</li> </ul>	<p>A long time ago, before I was born, last week, when I was younger, yesterday, new, old, object, photograph, before, after, next, now, past, present, during, modern, recent, diary, event, museum, timeline.</p>

Year 1		
Autumn	Spring	Summer
<p style="text-align: center;"><u>Remembrance</u></p> <p>In this unit the children will learn about Remembrance and its importance to our lives today.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>- Understand why people wear poppies.</li> <li>- Know what a soldier is.</li> <li>- Know who we are remembering on remembrance Sunday.</li> <li>- Know how people should act on remembrance Sunday.</li> <li>- Describe some of the features of a WW1 memorial.</li> <li>- Explain why it is important to remember the people who died in WW1.</li> </ul>	<p style="text-align: center;"><u>Grace O’Malley – The first female pirate.</u></p> <p>In this unit the children will learn about Grace O’Malley.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>- Know what a pirate is.</li> <li>- Know the main events of Grace O’Malley’s life.</li> <li>- Place Grace’s life into chronological order.</li> <li>- Know what happened when Grace met Queen Elizabeth 1.</li> <li>- Know what it was like to live at the time of Grace O’Malley.</li> </ul>	<p style="text-align: center;"><u>Mary Seacole</u></p> <p>In this unit the children will learn about Mary Seacole and her life.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>- Identify some key events in Mary Seacole’s life and order them chronologically.</li> <li>- Understand why Mary Seacole became famous.</li> <li>- Explain how Mary Seacole helped soldiers.</li> <li>- Explore how Mary Seacole improved nursing.</li> </ul> <p><b>Links:</b> Science – Growing up Y2 / SRE</p> <p><b>Revisit/Comparison:</b> Compare how Grace O’Malley’s life to Mary</p>

<p><b>Links:</b></p> <p><b>Revisit/Comparison:</b></p> <p><b>Trip:</b> War Memorial, Whitley</p>	<p><b>Links:</b></p> <p><b>Revisit/Comparison:</b></p> <p><b>Trip:</b> Liverpool Docks – Pirate Ship</p>	<p>Seacole's life. What was the same/different? Did their lives impact others/ours? How?</p> <p><b>Trip:</b> Nurse visit</p>
<p><b>Previous Knowledge Recap...</b></p> <p>N/A</p>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>• Remembrance key facts</li> <li>• Key vocabulary linked to remembrance</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>• Recall some key events of Grace O'Malley's life</li> <li>• Recall what life was like at the time Grace O'Malley was alive.</li> </ul>
<p><b>Year 2/3/4</b></p>		
<p><b>Autumn</b></p>	<p><b>Spring</b></p>	<p><b>Summer</b></p>
<p style="text-align: center;"><u>Explorers</u></p> <p>In this unit the children will learn about and compare the lives of two famous explorers: Christopher Columbus and Neil Armstrong.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>- Explain what an explorer is and name some important qualities and equipment</li> <li>- Understand and recall the main events in Ernest Shackleton's expedition</li> <li>- Understand what went wrong on Shackleton's expedition</li> <li>- Know about the recent discovery of Shackleton's ship in the Antarctic</li> <li>- Understand the comparisons between different types of explorers</li> </ul> <p><b>Links:</b> English</p> <p><b>Revisit/Comparison:</b> Compare the lives of the famous explorers studied to the lives of Grace O'Malley/Mary Seacole. How do their lives compare? Did the explorers have an impact like these women? How? Why?</p> <p><b>Trip:</b> Jodrell Bank (Tim Peake)</p>	<p style="text-align: center;"><u>Local History Study - Dunham Massey</u></p> <p>In this unit the children will learn about a historical, local property and its history.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>- Describe a locality and its significance.</li> <li>- Describe how physical features change over time.</li> <li>- Understand the how the purpose of the building has changes over time.</li> <li>- Understand the importance of preserving and sharing our local history.</li> </ul> <p><b>Links:</b> Remembrance</p> <p><b>Revisit/Comparison:</b></p> <p><b>Trip:</b> Dunham Massey</p>	<p style="text-align: center;"><u>Great Fire of London</u></p> <p>In this unit the children will learn about the Great Fire of London and the life of Samuel Pepys.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>- Know the main events of The Great Fire of London</li> <li>- Know what London looked like in 1666</li> <li>- Know the causes of the fire and why it spread</li> <li>- Know the positive and negative consequences the fire had. (What did London look like after the fire?)</li> <li>- Know significant figures associated with the fire</li> </ul> <p><b>Links:</b> English</p> <p><b>Revisit/Comparison:</b></p> <p><b>Trip:</b> Weaver Hall Museum, GFOL Package</p>

<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>• Remembrance key facts</li> <li>• Key vocabulary linked to remembrance</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>• Recall key facts about Dunham Massey</li> <li>• Identify several ways DM has changed over time</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>• Identify key facts about Columbus and Armstrong</li> <li>• Identify key events in both their lives</li> <li>• Discuss the impact their lives had on our lives today</li> </ul>
<p style="text-align: center;"><b>Key Skills</b></p>		<p style="text-align: center;"><b>Vocabulary</b></p>
<ul style="list-style-type: none"> <li>• Use a timeline within a specific period of history to set out the order that things may have happened</li> <li>• Plot events on a timeline covering the periods studied</li> <li>• Describe events from the past using dates when things happened</li> <li>• Explain some of the times when Britain has been invaded</li> <li>• Draw information from different sources to find similarities and differences between two or more periods of history</li> <li>• Use research skills to answer specific historical questions</li> <li>• Compare modern day Britain to the past making connections and comparisons</li> <li>• Explain how historic items and artefacts can be used to help build up a picture of life in the past</li> <li>• Explain how an event from the past has shaped our life today.</li> </ul>		<p>Ancient, BC/AD, century, era, decade, chronology/chronologically, archaeology/archaeologist, architecture, evidence, artefact, source, civilisation, empire, conquest, enemies, invade, settle, enquiry, evaluate and conclusion.</p>
<p style="text-align: center;"><b>Year 2/3/4</b></p>		
<p style="text-align: center;"><b>Autumn</b></p>	<p style="text-align: center;"><b>Spring</b></p>	<p style="text-align: center;"><b>Summer</b></p>
<p style="text-align: center;"><u>Rosa Parks</u></p> <p>In this unit the children will learn about the life of Rosa Parks.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>- Understand what life was like for black people during this period in history.</li> <li>- Know how to compose and answer simple historical questions</li> <li>- Know events in history have different durations.</li> <li>- Understand how the bus boycott and the civil rights movement changed lives?</li> </ul> <p><b>Links:</b> No Outsiders</p> <p><b>Revisit/Comparison:</b> As a female, challenging the expectations and 'rules' at the time, how does Rosa Parks compare to Grace O'Malley/Mary Seacole?</p> <p><b>Trip:</b></p>	<p style="text-align: center;"><u>Titanic</u></p> <p>In this unit the children will learn about the journey of the Titanic.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>- Know aspects of life from two periods of time/understand and discuss changes within living memory</li> <li>- Know some ways in which we find out about the past and identify different ways in which the past is represented: artefacts</li> <li>- Understand about sources such as what an artefact was used for</li> <li>- Know some ways in which we find out about the past and identify different ways in which the past is represented: Information in books</li> </ul> <p><b>Links:</b></p> <p><b>Revisit/Comparison:</b> Link to last year's history unit on Explorers – How did the Titanic compare as an 'Explorer' of the ocean? Where the first passengers 'explorers'? Why?</p> <p><b>Trip:</b> Titanic Museum, Liverpool</p>	<p style="text-align: center;"><u>Romans</u></p> <p>In this unit the children will learn about the Roman invasion.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>- Know where the Roman Empire started and who the Romans where</li> <li>- Know about Roman Soldier's equipment</li> <li>- Know who lead the Roman Invasions and why they invited Britain</li> <li>- Know who Boudicca is and judge her significance</li> <li>- Understand what the Roman's most significant impact on modern Britain</li> </ul> <p><b>Links:</b></p> <p><b>Revisit/Comparison:</b></p> <p><b>Trip:</b> Chester Grosvenor Museum, Roman Package</p>

<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>Recap the key events that led up to the fire</li> <li>Recap key events during the fire – how was it tackled?</li> <li>Who was Samuel Pepys?</li> <li>What changes were made after the fire?</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>Recap who Rosa Parks was</li> <li>Why was Rosa Parks famous</li> <li>Identify the impact she had on peoples lives today</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>Identify key facts about the Titanic and the voyage it took</li> </ul>
<p><b>Year 2/3/4    Year 4/5/6</b></p>		
<p><b>Autumn</b></p>	<p><b>Autumn</b></p>	<p><b>Autumn</b></p>
<p style="text-align: center;"><u>Stone Age to Iron Age</u></p> <p>In this unit the children will learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>Understand that people have been living in Britain for a very long time.</li> <li>Learn about the changes that occurred between the middle Stone Age (Mesolithic Times) to the Iron Age.</li> <li>Explore change in houses, housebuilding or settlement size</li> <li>Understand the importance of archaeological discoveries.</li> <li>Investigate issues and solve valid historical questions using a range of reliable sources.</li> </ul> <p><b>Links:</b> Geography – Settlements</p> <p><b>Revisit/Comparison:</b> Compare the settles during this time to those used by the Anglo-Saxons.</p> <p><b>Trip:</b> Beeston – Round House</p>	<p style="text-align: center;"><u>Egyptians</u></p> <p>In this unit the children will learn about the achievements of the earliest civilizations.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>Know various artefacts and explain what they were used for</li> <li>Understand what life was like as an Ancient Egyptian</li> <li>Know the process of mummification</li> <li>Know who Tutankhamun and Cleopatra were</li> <li>Understand the reasons for building Hadrian’s Wall and the pyramids</li> </ul> <p><b>Links:</b> Geography – The Nile</p> <p><b>Revisit/Comparison:</b> How does Egyptian life compare with Anglo-Saxons/Stone/Iron Age? How do their achievements compare?</p> <p><b>Trip:</b> Liverpool World Museum</p>	<p style="text-align: center;"><u>Vikings</u></p> <p>In this unit the children will learn about the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>Know who the Vikings were and when they lived</li> <li>Understand that there were invasions.</li> <li>Know about the resistance by Alfred the Great and Athelstan, first king of England.</li> <li>Compare our lives today and living during the Viking period.</li> <li>Find out about Viking homes, clothes, jewellery, beliefs and gods.</li> </ul> <p><b>Links:</b> Geography – Journey across the seas</p> <p><b>Revisit/Comparison:</b> How does Viking life compare with Anglo-Saxons/Stone/Iron Age/Egyptian/Mayan? How do their achievements compare?</p> <p><b>Trip:</b> Jorvik Centre – York / Viking Actor School Visit</p>
<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>Identify causes of the Roman Invasion</li> <li>Who was Julius Caesar?</li> <li>Why was the Roman Army so strong?</li> <li>How did Boudicca try to defend Britain?</li> <li>What did the Romans bring to Britain?</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>Identify the changes that occurred between the middle Stone Age (Mesolithic Times) to the Iron Age.</li> <li>Recap change in houses, housebuilding or settlement size</li> <li>Explain the importance of archaeological discoveries.</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>Identify Ancient Egyptian beliefs.</li> <li>Explain how religion effected life in Ancient Egypt.</li> <li>Identify ways the Egyptians became ‘civilised’</li> </ul>

Key Skills		Vocabulary
<ul style="list-style-type: none"> <li>Identify and explain differences, similarities and changes between different periods in history</li> <li>Construct a timeline with different historical periods showing key historical events and lives of significant people</li> <li>Research two versions of an event and explain how it can differ</li> <li>Detect change and continuity and comment on these</li> <li>Describe the social, ethnic, cultural or religious diversity of past society</li> <li>Explain how parliament affects decision making in England and compare it to a past society.</li> <li>Use sources to form an argument and justify my conclusions about life in a past society.</li> <li>Use original ways to present information and ideas</li> <li>Summarise how Britain has had a major influence on the world</li> <li>Summarise how Britain may have learned from other countries and civilisations</li> <li>Place features of historical events and people from the past societies and periods in a chronological framework</li> <li>Summarise the main events from a period in history, explaining the order of events and what happened.</li> <li>Identify and explain propaganda</li> <li>Describe the features of historical events and way of life from periods I have studied; presenting to an audience</li> </ul>		Change, period, citizen, continuity, cultural, legacy, monarchy, peasantry, social, democracy, government, parliament, political, excavate, interpretation, reliability, immigration, perspective, propaganda, analyse, hypotheses.
Year 4/5/6		
Autumn	Spring	Summer
<p style="text-align: center;"><u>World War 2</u></p> <p>In this unit the children will learn about an aspect British history (WWII) that extends pupils' chronological knowledge beyond 1066.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>Understand the significance of the Blitz</li> <li>Research life as an evacuee</li> <li>Compare the differing experiences of evacuees</li> <li>Explore the impact of the war on women.</li> <li>Explore what happened to men during WWII.</li> <li>Reflect on the impact of the war on our lives today.</li> <li>Understand the events that led up to World War II</li> <li>Identify several key events that occurred from 1939 – 1945 and the impact they had on the people of Britain (link to D.T Rationing unit)</li> <li>Understand the term 'Propaganda' and its use during the war</li> <li>Explore the use of entertainment during WW2 and its importance to the war effort (Music)</li> </ul> <p><b>Links:</b></p> <p>D.T - Rationing Unit: Come dine with me</p>	<p style="text-align: center;"><u>Anglo-Saxons</u></p> <p>In this unit the children will learn about Britain's settlement by the Anglo-Saxons and Scots.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>Understand, order and compare settlements in Britain.</li> <li>Research and identify reasons for settlements in Britain (Geography link)</li> <li>Identify and explore tensions involved in settlements as well as ways of life.</li> <li>Understand and research how a range of settlers influenced the culture and ways of life in the country.</li> <li>Understand that the Anglo-Saxons did not exist in isolation but interacted with others around the world.</li> <li>Understand who were the Anglo-Saxons why did they invade and settle in Britain.</li> <li>Find out how well did the Anglo-Saxons get on with other settlers.</li> <li>Explore what was life really like in Anglo-Saxon Britain.</li> <li>Investigate what impact the Anglo-Saxons had on Britain today.</li> </ul> <p><b>Links:</b></p>	<p style="text-align: center;"><u>Local History Study – SALT</u></p> <p>In this unit the children will learn about the history of salt and the impact it had on our local area.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>Explore the history of Salt in our local area</li> <li>Identify the impact it had on the local area</li> <li>Learn about Brunner Mond – Link to WW2</li> <li>Use a range of historical sources to investigate the impact salt had on the local area</li> </ul> <p><b>Links:</b> Geography – Transportation via river/rail</p> <p><b>Revisit/Comparison:</b></p> <p><b>Trip:</b> The Lion Saltworks Museum, Anderton Boat Lift</p>

<p>Music – Music of WW2</p> <p>Art – Drawing and sketching: WW2 Aircraft</p> <p><b>Revisit/Comparison:</b> Remembrance</p> <p><b>Trip:</b> Stockport Aid Raid Shelter or Tatton Park Evacuee Experience</p>	<p><b>Revisit/Comparison:</b> How does life in the Anglo-Saxon times compare with the Greek and Mayan civilisation? How do their inventions and settlements compare? Who was more advanced? Why? How?</p> <p><b>Trip:</b> Beeston</p>	
<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>Recall where the Vikings came from</li> <li>Explain why the Vikings invaded Britain</li> <li>Compare Viking life with life today</li> <li>Discuss Viking daily life</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>Identify key events during WW2</li> <li>Identify the causes of WW2</li> <li>Identify key impacts of WW2 on men, women and children</li> <li>Explain what happened during the blitz</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>Understand and compare settlements in Britain.</li> <li>Identify reasons for settlements in Britain (</li> <li>Identify and explore tensions involved in settlements as well as ways of life.</li> <li>Explain how settlers influenced the culture and ways of life in the country.</li> <li>Explain what was life was like in Anglo-Saxon Britain.</li> </ul>
<b>Year 4/5/6</b>		
<b>Autumn</b>	<b>Autumn</b>	<b>Autumn</b>
<p style="text-align: center;"><u>Greeks</u></p> <p>In this unit the children will learn about an aspect of Greek life and achievements and their influence on the western world.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>Find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs and culture.</li> <li>Explore Greek mythology and some of the key events and individuals from this period.</li> <li>Explore their influence on education, language, architecture, government and the Olympic Games and compare this information to our lives today.</li> <li>Identify links with other ancient civilisations and societies they have studied.</li> <li>Compare and contract ancient civilisations/societies</li> </ul>	<p style="text-align: center;"><u>Mayans</u></p> <p>In this unit the children will learn about a non-European society that provides contrasts with British history.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>Learn about the Maya perspective of time, the calendar system, writing, maths and the environment.</li> <li>Compare and contrast life now and then.</li> <li>Investigate where and when did the Maya live.</li> <li>Explore and evaluate sources that help us to know about the Maya way of life.</li> </ul> <p><b>Links:</b></p> <p><b>Revisit/Comparison:</b> How does the Egyptian/Greek civilisation/ beliefs compare? Why?</p>	<p style="text-align: center;"><u>Victorians</u></p> <p>In this unit the children will learn about life in Britain during the Victorian era.</p> <p>The children will...</p> <ul style="list-style-type: none"> <li>Key events that occurred during the Victorian era</li> <li>Explore historical sources to investigate what life was like during that time</li> <li>Explore, compare and contrast day-to-day life in Victorian England</li> <li>How did the Victorians help (or hinder) us?</li> <li>Research famous Victorians</li> <li>Compare and contrast Victorian education to today's education</li> <li>Learn about how Victorian Britain was ruled – was it fair?</li> </ul> <p><b>Links:</b> Geography – Climate Change/ English / Children's rights</p> <p><b>Revisit/Comparison:</b> Was the industrial revolution worth the risk to our climate? Geography Link.</p>

<p><b>Links:</b> English – Myths</p> <p><b>Revisit/Comparison:</b> How does the Egyptian civilisation compare?</p> <p><b>Trip:</b> World Museum – Liverpool</p>	<p><b>Trip:</b> Maya Archaeologist Visit Experience</p>	<p><b>Trip:</b> Weaver Hall Museum – Victorian Package, Museum of Science and Industry, Manchester</p>
<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>• Explain the history of Salt in our local area</li> <li>• Outline the impact it had on the local area</li> <li>• Who was Brunner Mond?</li> <li>• How do historical sources help us investigate the past?</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>• Identify and compare Ancient Greek city states.</li> <li>• Identify the influence Greeks had on today's society</li> <li>• Explain Greek beliefs</li> </ul>	<p><b>Previous Knowledge Recap...</b></p> <ul style="list-style-type: none"> <li>• Identify where and when did the Maya live.</li> <li>• Explain how we know about the Maya way of life</li> <li>• Identify the impact the Maya had on our lives today (inventions)</li> </ul>