**History Curriculum Plan**

By the end of studying History at Beechwood Primary School, children will be able to answer questions such as:

* Can you place the time periods studied in chronological order?
* How has power and privilege influenced a time period that you have studied?
* How have beliefs or democracy influenced a time period that you have studied?
* What has been the cause and effect of a period of history?
* Can you compare the similarities and differences of an aspect of history?
* What enquiry skills can you use to find out about an aspect of history?

Units and End Points

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|  | Autumn | Spring | | Summer |
| EYFS  (Knowledge and understanding of the world) | History of Me  Significant Person: Themselves and their family  History of me  How have I changed?  Special events in my own memory | | Family  Significant Person: King Charles  Family timeline  How were my families lives different/similar to mine? | |
| Year 1 | Changes within Living Memory: Toys and Technology  Significant Person: Frank Hornby, Ruth Handler  Do you play with the same toys as your parents and grandparents did?  How has technology in the home changed since 1950? | Changes within Living Memory/Events beyond Living Memory/significant individuals: Royalty  Significant Person: King Charles, Queen Elizabeth II  What is a monarch?  Who is our monarch?  Who are the other members of the Royal family?  What is a coronation? | | Local History/Changes within Living Memory: Transport  Significant Person: Francis Egerton  Why was the Silver Jubilee bridge opened?  What modes of transport are used to cross the River Mersey?  How has transport changed over time in Runcorn? |
| Year 2 | Events beyond Living Memory/significant individuals: Transport  Significant Person: Bessie Colman/Amelia Earheart/ Neil Armstrong/Mae Jameison  How has transport changed over time? | Events beyond Living Memory: **The Great Fire of London**  Significant Person: Samuel Pepys  What caused the Great Fire of London to spread so quickly?  What impact did the Great Fire of London have on housing?  How has firefighting changed over time? | | Significant People/Changes within Living Memory: Nurses  **Significant Person: Florence Nightingale, Mary Seacole & Edith Cavell**  What is significant about Florence Nightingale, Mary Seacole  How have hospitals changed since the war?  When did the NHS start? |
| Year 3, 4, 5  Cycle A | Changes in Britain from the Stone Age to Iron Age: **Stone Age to Iron Age**  How and why did settlements change during this time?  Is there any evidence of Stone age/Iron age settlements in England?   * Skara Brae, Early farming | Ancient Greece – a study of Greek life and achievements and their influence on the western world: **Ancient Greece/Ancient Civilisations**  **Significant Person: Variety of old and new Olympians**  Why was life different for Athenian and Spartan children?  Which of our British Values did the Ancient Greeks influence?  How did the Greeks sporting achievements influence the world? | | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: **King Alfred//Monarchy**  **Significant Person:** **Alfred the Great ,**  **Ethelfleda Lady of Mercia- Local Link**  Where did the Anglo Saxons come from?  Why did the Vikings invade England?  Why was King Alfred called Alfred the Great?  What happened in 1066? |
| Year 3, 4, 5  Cycle B | The Roman Empire and its impact on Britain/Local History: **The Romans/Transport**  **Significant Person: Boudica**  How did Britain become part of the Roman Empire?  What legacy did the Romans leave in Britain? (focus on towns and roads)  What is special about Chester?  Hadrian’s wall, Boudica | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Monarchy: **The Tudors/Monarchy**  **Significant Person: Henry VIII and his wives**  Who were the Tudor Monarchs?  Why did Henry V111 form The Church of England?  What were the reasons behind Henry V111 having 6 wives?  What were the significant changes during the Tudor Rule? | | The achievements of the earliest civilizations:  **Ancient Egyptians/Ancient**  What did the Ancient Egyptians believe in and how did it impact their daily lives?  How did the Egyptians influence the world?  Irrigation  mummification |
| Year 3, 4, 5  Cycle C | Britain’s settlement by Anglo-Saxons and Scots: **Anglo-Saxons and Scots**  Is there any evidence that the Anglo Saxons settled in this area?  What impact have they had on our lives today? | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: **Monarchy/Transport - Queen Victoria**  **Significant Person: Queen Victoria/ Francis Egerton**  What influence did Queen Victoria have on the world?  Why do you have to go to school?  What change did the invention of the railway bring about on the UK?- To include Francis Egerton | | A non-European society that provides contrasts with British history: **Mayan Civilisation/Ancient Civilisations**  How was Mayan civilisation different to other civilisations?  Where are the Mayans now? |
| Year 6 | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066/Local History: **World War 1 and World War 2**  **Significant Person: Winston Churchill**  What were the causes of WWI and WWII?  How was trench warfare used in WWI?  What impact did both World Wars have on modern day Britain?  Why was it necessary for the children of Liverpool to be evacuated during WW2? | A study over time tracing how several aspects of national history are reflected in the locality.: **Windrush**  **Significant Person: Windrush Pioneers**  Who were the Windrush generation?  What was life like for the Windrush generation?  What impact has the Windrush generation had on Modern Britain?  Is there any data of settlers in Liverpool/Runcorn/surrounding areas? | | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066/Local History: **Dissolution of the Monasteries**  **Significant Person: Henry VIII**  Why did Henry VIII split from Rome?  Was the dissolution of the monasteries for financial or spiritual reasons?  How did Henry VIII’s actions impact the local area? |