



# History at Beechwood Primary School

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?

Key Themes Covering the Concepts	Year Group Covered						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Monarchy							
Transport							
Law							
Ancient Civilisations							
Local History							
Significant People							
Modern Day Changes							

Key Concept	Associated Vocabulary
Chronology	Timeline, modern era, ancient era, BC/AD/BCE/CE, medieval, century, decade
Power and Privilege	Monarchy, dictator, privilege, government, persecution, exploitation, reign, diversity
Beliefs / Democracy	Rule, political, monarchy, privilege, religious, reign
Cause and Effect	War, peace, political, social, religious, immigrant, immigration
Compare and Contrast	Similarities and differences, continuity and change
Enquiry	Perspective, discrimination, source analysis, diversity, persecution
	<p>Empire, civilisation, parliament, peasantry,  Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>

EYFS			
EYFS	<u>Changes Beyond Living Memory</u> <b>The Gunpowder Plot/Monarchy</b> Why do we celebrate Bonfire night?	<u>Changes within Living Memory</u> <b>Toys</b> How have toys changed since 1980?	<u>Changes within Living Memory</u> <b>History of me</b> How have I changed?

KEY STAGE 1

<p>Year 1</p>	<p><u>Changes within Living Memory</u></p> <p><b>Toys and Technology</b></p> <p>How has technology in the home changed since 1950?</p> <p>Have these changes impacted upon your life today?</p>	<p><u>Changes within Living Memory</u></p> <p><b>Royalty</b></p> <p>What is a monarch?</p> <p>Who is our monarch?</p> <p>What is a Jubilee?</p> <p>Who are the other members of the Royal family?</p>	<p><u>Local History/Changes within Living Memory</u></p> <p><b>Royalty/Transport</b></p> <p>Why did Queen Elizabeth II visit Runcorn?</p> <p>Why was the Silver Jubilee bridge opened?</p> <p>What modes of transport are used to cross the River Mersey?</p> <p>How has transport changed over time?</p>
<p>Year 2</p>	<p><u>Events beyond Living Memory</u></p> <p><b>Transport</b></p> <p>How did Christopher Columbus change travel?</p> <p>How does this compare with the way Neil Armstrong travelled?</p> <p>How did Francis Egerton impact upon coal distribution?</p>	<p><u>Events beyond Living Memory</u></p> <p><b>The Great Fire of London</b></p> <p>What caused the Great Fire of London to spread so quickly?</p> <p>What impact did the Great Fire of London have on housing?</p> <p>How has firefighting changed over time?</p>	<p><u>Significant People/Changes within Living Memory</u></p> <p><b>Florence Nightingale, Mary Seacole &amp; Edith Cavell</b></p> <p>What is significant about Florence Nightingale, Mary Seacole and Edith Cavell?</p> <p>How did Covid impact upon nursing?</p>

KEY STAGE 2

<p>Year 3/4/5 Cycle A</p>	<p><u>Changes in Britain from the Stone Age to Iron Age</u></p> <p><b>Stone Age to Iron Age</b></p> <p>How and why did settlements change during this time?</p> <p>Have the changes in settlements between the Stone Age to the Iron Age impacted upon my life today?</p>	<p><u>Ancient Greece – a study of Greek life and achievements and their influence on the western world</u></p> <p><b>Ancient Greece/Ancient Civilisations</b></p> <p>Why was life different for Athenian and Spartan children?</p> <p>Which of our British Values did the Ancient Greeks influence?</p> <p>How did the Greeks sporting achievements influence the world?</p>	<p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <p><b>King Alfred//Monarchy</b></p> <p>Where did the Anglo Saxons come from?</p> <p>Why did the Vikings invade England?</p> <p>Why was King Alfred called Alfred the Great?</p>
<p>Year 3/4/5 Cycle B</p>	<p><u>The Roman Empire and its impact on Britain/Local History</u></p> <p><b>The Romans/Transport</b></p> <p>How did Britain become part of the Roman Empire?</p> <p>What legacy did the Romans leave in Britain? (focus on towns and roads)</p> <p>What is special about Chester?</p>	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Monarchy</u></p> <p><b>The Tudors/Monarchy</b></p> <p>Who were the Tudor Monarchs?</p> <p>Why did Henry V111 form The Church of England?</p> <p>What were the reasons behind Henry V111 having 6 wives?</p> <p>What were the significant changes during the Tudor Rule?</p>	<p><u>The achievements of the earliest civilizations</u></p> <p><b>Ancient Egyptians/Ancient Civilisations/Monarchy</b></p> <p>What are Ancient civilisations and what do they all have in common?</p> <p>How was power divided in Ancient Egypt?</p> <p>How did the Egyptians influence the world?</p>

Year 3/4/5 Cycle C	<p><u>Britain's settlement by Anglo-Saxons and Scots</u></p> <p><b>Anglo-Saxons and Scots</b></p> <p>Is there any evidence the Anglo Saxons settled in this area?</p> <p>What impact have they had on our lives today?</p> <p>Why is Scotland called Scotland?</p>	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p><b>Monarchy/Transport - Queen Victoria</b></p> <p>What influence did Queen Victoria have on the world?</p> <p>Why do you have to go to school?</p> <p>What change did the invention of the railway bring about on the UK?</p>	<p><u>A non-European society that provides contrasts with British history</u></p> <p><b>Mayan Civilisation/Ancient Civilisations</b></p> <p>Where are the Mayans now?</p> <p>How was Mayan civilisation different to other civilisations?</p> <p>Can you compare and contrast Mayan civilisation with those who ruled our locality in 900AD?</p>
Year 6	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066/Local History</u></p> <p><b>World War 1 and World War 2</b></p> <p>What were the causes of WWI and WWII?</p> <p>How was trench warfare used in WWI?</p> <p>What impact did both World Wars have on modern day Britain?</p> <p>Why was it necessary for the children of Liverpool to be evacuated during WW2?</p>	<p><u>A study over time tracing how several aspects of national history are reflected in the locality.</u></p> <p><b>Warfare</b></p> <p>What is warfare?</p> <p>How has warfare changed over time?</p> <p>How are the effects of previous wars and current wars impacting my life today?</p>	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066/Local History</u></p> <p><b>Dissolution of the Monasteries</b></p> <p>Why did Henry VIII split from Rome?</p> <p>Was the dissolution of the monasteries for financial or spiritual reasons?</p> <p>How did Henry VIII's actions impact the local area?</p>

In addition to the above, children will also have one off lessons, linked with significant historical events. These will vary from year to year but will be events such as: The Gunpowder Plot, Remembrance Day, Jubilee

Year Group	Condensed End Points – see full end point document for a more in-depth overview.
EYFS	By the end of EYFS, our children will be able to talk about: Themselves and how they have changed. Why we celebrate bonfire night. How toys have changed since 1980
Year 1	By the end of Year 1, our children will be able to talk about: How technology in the home has changed since 1950 and the impact on their lives. Our current monarchy. The different modes of transport used to cross the River Mersey in our local area
Year 2	By the end of Year 2 our children will be able to talk about How 3 significant people have altered transportation, including the Bridgewater Canal in our local area. Changes in firefighting since The Great Fire of London. Changes in nursing since Florence Nightingale
Year 3	By the end of Year 3, our children will be able to talk about: One Ancient Civilisation and place the period of time in chronological order on a timeline. Our current monarchy and one other monarch. Evidence of how our local area had been impacted by one period of time. Changes in law during one period of history. How changes in transport impacted upon at least one period of time and our present life
Year 4	By the end of Year 4, our children will be able to talk about: Two Ancient Civilisations and place the periods of time in chronological order on a timeline. Our current monarchy and two other monarchs. Evidence of how our local area had been impacted by two periods of time. Changes in law during two periods of history. How changes in transport impacted upon at least two periods of time and our present life
Year 5	By the end of Year 5, our children will be able to talk about: Three Ancient Civilisations, one of which will be a non-European one and place the periods of time in chronological order on a timeline. Our current monarchy and three other monarchs. Evidence of how our local area had been impacted by three periods of time. Changes in law during three periods of history. How changes in transport impacted upon at least three periods of time and our present life
Year 6	By the end of Year 6, in addition to the concept questions, our children will be able to talk about: How warfare has changed during the periods of time studied in Key Stage 2 and the impact that this has had on our lives today. How changes in transportation over different periods of time have impacted upon our local area

