

# The Warriner Multi Academy Trust

Primary History Curriculum

## The Warriner Multi Academy Trust Primary History Curriculum aims

The curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- 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

# Key Enquiry Questions

These questions form the basis of our historically enquiry through each theme. We are proud that we are able to provide a broad and balanced history curriculum through all of our themes.

Early Years					
This is me	Who are you?	Where are they?	Here and now	Around the World	Looking forward
How have I grown and changed? How have my family grown and changed? Who in my family are older than me?	What were some jobs like in the past and what are they like now?	Do places I know about change over time?  How does animals' habitats change from the winter to the summer?	How has my home town changed over time?  Is it still changing?	Are there old churches in other countries like the one in my town?	
Year 1					
A local history study – Brilliant Brackley / Banbury / Bicester	Arctic Explorers	The Greatest Britain's		London and the Great Fire of 1666	
How has my home town changed over time?  Was there ever a castle built in the town where I live? Where has it gone?	How has being an artic explorer changed over time?	What do engineer Isambard Kingdom Brunel, ecologist David Attenborough, Queen Victoria and Queen Elizabeth II all have in common?  How did Mary Seacole, Alexander Fleming, Crick, Watson and Franklin, and the scientist working at Oxford University in 2020 change the world?		Who was to blame and who helped in the Great Fire of London?  What lessons did we learn from the Great Fire of 1666?  The Great Fire of London was a good thing to happen to London. Yes or No?	
Year 2					
Significant buildings around the world		The Great Rainforests		The British Coastline	
Why did castles become such a prominent part of England?  Were castles just built in Brackley or did other places have them?  What other types of ancient buildings were built and why were they built?		Is there a golden city called El Dorado in the Amazon Jungle?  Who was Sir Walter Raleigh and what happened when returned to England?		How did the railways change the British coastline?  Who was William Henry Smith and why were the railways so important to him?  Why did the Victorians start visiting the seaside?  How has the seaside changed since the Victorian times?	
Year 3					
The Stone Age to the Iron Age	The Romans in Britain		Natural Disasters	The Anglo-Saxons, The Vikings and the battle for England in 1066	
How was life different for people in The Stone Age, The Bronze Age and The Iron Age?  What was better, the bronze or the iron age?	How did the Romans influence the culture of people already living in Britain?  How did the Romans invade Britain and how successful were they?		Where is the oldest rock on planet Earth?  What made the eruption of Vesuvius, Krakatoa and the South East Asian tsunami so deadly?	What was life better in Anglo Saxon Britain? The Vikings – ruthless killers or peaceful settlers?  Why did a Frenchman become King of England?  William the Conqueror, hero or villain?	
Year 4					
A local history study – The Battle of Edgehill and the English Civil War	Light and lenses	The Ancient Egyptians		Mountains, rivers and oceans	
What local evidence do we have that a key battle in the English Civil war took place neat by?	<b>(history element of this unit of work is covered in science)</b>	Should the Ancient Egyptians have been proud of their pyramids?  Was the river Nile the source of Ancient Egypt's success?  How is modern Egypt different from Ancient Egypt?		Who was the first person to climb Mt Everest?  What happened afterwards and was it fair?	

Year 5						
Ancient Greeks Democracy – a good thing or not?		Earth and Space		Early Islamic Civilisation, including Baghdad c. CE 900	The Victorians - The Industrial Revolution	
Can we thank Ancient Greece for anything in our lives today?		How has human understanding of our place in the universe changed from the Stone Age to the present day?		Baghdad – desert outpost of centre of the world in AD900?	How did daily life change over the reign of Queen Victoria?	
What evidence is there about life in Ancient Greece and what can it tell us about how successful the civilisation was?					Was it really better to be rich than poor as a child in Victorian times?	
Does democracy allow for progress?					How did the child of an American slave make Thomas Edison famous?	
Year 6						
The Exploration of Antarctica	20 <sup>th</sup> Century Conflict		The Windrush Generation		The Human Race	
Why and how did Ernest Shackleton travel to Antarctica?	Was World War 1 really the ‘war to end all wars’?	What was life like for a child during World War 2?	Who were the Windrush Generation?	Was the first heart transplant ethically a good thing?	Charles Darwin, controversial or correct?	
		Was The Treaty of Versailles was the cause of World War 2?	What can their story tell us about the British Empire and it’s decline?			

## National Curriculum Coverage

Early Years and Key Stage 1 History – Aims					
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.					
Early Years					
This is me	This us you	Who are they	Where are they	Where do we fit	Looking forward
<p><b>People and Communities – Range 3</b></p> <ul style="list-style-type: none"> <li>Is curious about people and shows interest in stories about people, animals or objects that they are familiar</li> </ul> <p><b>People and Communities – Range 4</b></p> <ul style="list-style-type: none"> <li>Has a sense of own immediate family and relations and pets</li> </ul> <p><b>People and Communities - Range 5</b></p> <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience</li> <li>Recognises and describes special times or events for family or friends <i>[some of these may be from the past]</i></li> <li>Shows interest in different occupations and ways of life indoors and outdoors <i>[some of these may be from the past]</i></li> </ul> <p><b>People and Communities - Range 6</b></p> <ul style="list-style-type: none"> <li>Talks about past and present events in their own life and in the lives of family members</li> </ul> <p><b>Statutory ELG: Past and Present</b></p> <p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>					
Year 1					
Brilliant Brackley / Banbury	Arctic Explorers	The Greatest Britain’s		London and the Great Fire of 1666	
<ul style="list-style-type: none"> <li>A local history study of Banbury comparing the past to the present day</li> </ul>	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements, some should be</li> </ul>	<ul style="list-style-type: none"> <li>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> </ul>		<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul>	

<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> </ul>	used to compare aspects of life in different periods	<ul style="list-style-type: none"> <li>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</li> </ul>	
<b>Year 2</b>			
<b>Around the World</b>	<b>The Great Rainforests</b>	<b>The British Coastline</b>	
<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally (development of the railways)</li> <li>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</li> </ul>	

<b>Key Stage 2 History Aims</b>			
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.			
<b>Year 3</b>			
<b>The Stone Age to the Iron Age</b>	<b>The Romans in Britain</b>	<b>Natural Disasters</b>	<b>The Anglo-Saxons, The Vikings and the battle for England in 1066</b>
<b>Changes in Britain from the Stone Age to the Iron Age</b> <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<b>The Roman Empire and its impact on Britain</b> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, for example, Boudica</li> </ul> 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	<b>The geological history of planet Earth from Pangea to today</b> <b>An in-depth study of three natural disasters from history</b> <ol style="list-style-type: none"> <li><b>The eruption of Vesuvius and the impact on Pompeii</b></li> <li><b>The eruption of Krakatoa is 1883</b></li> <li><b>The 2004 Indonesian Tsunami</b></li> </ol> To understand our knowledge of the past is constructed from different sources  To interpret, discuss and evaluate trustworthiness of historical sources  To ask historically valid questions about past events <ul style="list-style-type: none"> <li></li> </ul>	<b>Britain's settlement by Anglo-Saxons and Scots</b> <ul style="list-style-type: none"> <li>Viking raids and invasion</li> <li>resistance by Alfred the Great and Athelstan, first king of England</li> <li>Further Viking invasions and Danegeld</li> <li>Anglo-Saxon laws and justice</li> </ul> Edward the Confessor and his death in 1066
<b>Year 4</b>			
<b>A local history study – the battle of Edgehill and the English Civil War</b>	<b>Light and lenses</b>	<b>The Ancient Egyptians</b>	<b>Mountains, Rivers and Oceans</b>
<b>A local history study</b> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)	<b>A study developing a basic understanding of Black Holes; investigating the work of John Michell and how this informed the work of Prof. Stephen Hawking</b>  how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	<b>The achievements of the earliest civilizations</b> <ul style="list-style-type: none"> <li>How and why the pyramids were built</li> <li>Why the afterlife was so important and what preparation was undertaken</li> <li>The class structure of Egyptian society</li> <li>Egyptian language and the Rosetta stone</li> <li>The Valley of the Kings and the discovery of Tutankhamun</li> <li>What evidence is there that the Rive Nile was key in the development of economics in ancient societies?</li> <li>How has Egypt changed from Ancient times to the modern day?</li> <li>What happened in Egypt in 1919?</li> </ul>	<b>The achievements of John Hunt, Tenzing Norgay, and Sir Edmund Hillary</b> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

		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	
<b>Year 5</b>			
<b>Ancient Greeks Democracy – is it a good thing?</b>	<b>Earth and Space</b>	<b>Early Islamic Civilisation, including Baghdad c. AD 900</b>	<b>The Victorians - The Industrial Revolution</b>
<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p><b>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>changes in an aspect of social history – the development of free and fair elections in Britain and the west</p>	<p><b>The story of human understanding of our place in the universe and how it has changed from The Stone Age to the present day</b></p> <p>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>	<p>A non-European society that provides contrasts with British history</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p>
<b>Year 6</b>			
<b>The Exploration of Antarctica</b>	<b>20<sup>th</sup> Century Conflict</b>	<b>Empathy, tolerance and injustice</b>	<b>The Human Race</b>
<p><b>A study of the life and work of Ernest Shackleton</b></p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>	<p><b>A study of the political events that led to World War 1 and what happened to Europe between November 11 1918 and 1933</b></p> <p>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>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>To understand our knowledge of the past is constructed from different sources</p> <p>To interpret, discuss and evaluate trustworthiness of historical sources</p> <p>To ask historically valid questions about past events</p>	<p><b>A study into the work of Dr Martin Luther King and Rosa Parks and how the civil rights movement informed the Black Lives Matter movement</b></p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p>
			<p><b>The history of the NHS and organ transplant in the UK and internationally</b></p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>
			<p><b>A study of the life and work of Charles Darwin</b></p> <p>know and understand the history of these islands as a coherent, chronological narrative, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>