



Brooklands
Primary School

Brooklands Primary School Curriculum Overview

History

“A people without knowledge of their past history, origin and culture is like a tree without roots.” Marcus Garvey

		Stage	Focus	Early Learning Goals - by the end EYFS
		Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.		
EYFS	Nursery	Enquiry Questions	Vocabulary	Progression
		What did I look like as a baby, what could I do? What did I do last...	Family names (nuclear) Birth Baby Toddler Child Teenager Adult Using the past tense	
	Reception	Enquiry Questions	Vocabulary	Progression
		What month did we start school? What month were you born? How do we know this person lived a long time ago? Has our school always looked like this?	Past Present Family names (extended) Birthday Calendar A long time ago Time connectives e.g. next Old New Event Months Years Date	<i>This builds on Nursey by Showing awareness of their own history and beginning to make sense of the passage of time</i> <i>This leads to Y1 by Developing the concept of simple chronology and sequencing Making some limited comparisons between now and the past in relation to their own experiences and family</i>
			<p>Understanding the World (Past and Present) I can begin to make sense of my own life-story and family history. I can talk about experiences from my past.</p> <p>Understanding the World (Past and Present) I can comment on images of familiar situations in the past. I can compare and contrast characters from stories, including figures from the past. I can talk about the lives of people around me and their roles in society. I know some similarities and differences between things in the past and now, drawing on my experiences and what I have read in class. I can understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	

Year	Period of history / Themes	Key Themes	Key Knowledge and dates Linked to themes	Progression	Skills																																	
Y1	Planes, Trains and Automobiles Explorers Castles	Chronology	1800s - present day Changes in transport through the ages from the 19 th century to the present day Timeline of exploration through the ages - changes and development 1066 - 1485 King John's Castle Windsor Castle, Tower of London, The White Tower -1070 - 1079 Beeston Castle - 1220s Beaumaris Castle - 1295	<i>This builds on EYFS by</i> Linking the concept of the past to personal objects and experiences. Showing an awareness of the past. Observing and discussing artefacts. People are linked to key events and their importance in history. <i>This leads to Y2 by</i> Introducing the 5 key themes Introducing the idea of monarchy – Queen Elizabeth I	<p>Historical chronology I can tell the past is different from today I can describe how my life is different from the lives of people in the past. I can put two events or objects in the correct order they happened or were made I can begin to know where the people and events studied fit on a basic timeline. I can name a few people in the past who have contributed to national and international achievements.</p> <p>Historical concepts – events, people and changes I can recall some simple facts I can give one cause of an event I can describe some of the people or events that have been studied</p> <p>Historical interpretation I can give you an opinion on why something happened in the past. I know some of the ways in which we find out about the past. I can use pictures, stories and other simple sources to identify features of past societies.</p> <p>Historical enquiry I can find answers to simple questions in a piece of writing or from a picture. I can ask and answer questions, choosing & using parts of stories</p> <p>Historical communication I can show awareness of the past. I can describe something that happened in the past. (E.g. orally, using common words & phrases relating to the passing of time or drawing etc.). I can use common words & phrases relating to passing of time. I can show what I know about past events and people in different ways. I can use some relevant historical vocabulary.</p> <p style="text-align: center;">Vocabulary</p> <table border="0"> <tr> <td>Timeline</td> <td>Fleet</td> <td>Moat</td> </tr> <tr> <td>Historian</td> <td>Voyage</td> <td>Turrets</td> </tr> <tr> <td>History</td> <td>Join</td> <td>Keep</td> </tr> <tr> <td>Artefact</td> <td>Castle</td> <td>Bailey</td> </tr> <tr> <td>Past</td> <td>Medieval</td> <td>Taxes</td> </tr> <tr> <td>Present</td> <td>King</td> <td>Source</td> </tr> <tr> <td>Modern</td> <td>Queen</td> <td>Expedition</td> </tr> <tr> <td>Explorer</td> <td>Lord</td> <td>Porticullis</td> </tr> <tr> <td>Invade</td> <td>Lady</td> <td>Drawbridge</td> </tr> <tr> <td>Settle</td> <td>Social rank</td> <td></td> </tr> <tr> <td>Conflict</td> <td>Battlement</td> <td></td> </tr> </table>	Timeline	Fleet	Moat	Historian	Voyage	Turrets	History	Join	Keep	Artefact	Castle	Bailey	Past	Medieval	Taxes	Present	King	Source	Modern	Queen	Expedition	Explorer	Lord	Porticullis	Invade	Lady	Drawbridge	Settle	Social rank		Conflict	Battlement	
		Timeline	Fleet	Moat																																		
		Historian	Voyage	Turrets																																		
		History	Join	Keep																																		
		Artefact	Castle	Bailey																																		
Past	Medieval	Taxes																																				
Present	King	Source																																				
Modern	Queen	Expedition																																				
Explorer	Lord	Porticullis																																				
Invade	Lady	Drawbridge																																				
Settle	Social rank																																					
Conflict	Battlement																																					
Monarchy and government	Queen Elizabeth I (introduction-studied in Year 2) William the Conqueror - first Norman King of England, King John, Edward I	Introduces comparison Encourages asking questions about artefacts, people and places.																																				
Invasion and Settlement	Christopher Columbus Sir Francis Drake and The Golden Hind Norman invasion - building of castles	Enquiry Questions How has transport changed from the 19 th century to present day? Did the Wright brothers change the world? What impact did Christopher Columbus and Sir Francis Drake have on 'The Age of Exploration'? Did Neil Armstrong really change the course of History? What was life like in a medieval castle? How did castles affect life in England?																																				
Conflict	Sir Francis Drake and the Spanish Armada 1588 Purpose of castles First castles built by the Normans - Attacking and defending motte and bailey castles																																					
Key people and events that shaped Britain and the wider world	Amelia Earhart - first female aviator to fly across the Atlantic Ocean The Wright Brothers - the first airplane flight Christopher Columbus, Sir Francis Drake, Neil Armstrong and Robert Scott Medieval Kings																																					

Year	Period of history / Themes	Key Themes	Key Knowledge and dates Linked to themes	Progression	Skills
Y2	Fetch the engine...and a bucket Kings, Queens and Leaders Oh, I do like to be beside the seaside	Chronology	AD 1665 - 1666 Great fire of London and The Plague 1066 - 1901 What is a monarch? A study of Britain during the rule of different leaders. (links to explorers and castles - Y1) Victorian Era 1837 - 1901	<i>This builds on Y1 by</i> Learn to question evidence and analyse artefacts. Demonstrate the skills of historical enquiry Impact of significant events on a local or national level. Significant individuals that have contributed to national and/or international achievement.	Historical chronology I can place the people and events studied on a timeline. I can recall some similarities and differences between ways of life at different times. I can name a few people in the past who have contributed to national and international achievements. I can put objects and/or events in order. Historical concepts I can talk about some of the people or events from the periods I have studied. I can give more than one cause of an event and give a reason why people in the past acted as they did. Historical interpretation I can understand some of the ways in which we find out about the past. I can describe a few ways how the past has been presented or described. Historical enquiry I can ask and answer questions, choosing & using parts of stories and other sources of information to show and understand key features of events. Historical communication I can compare aspects of life in different periods linked to significant people in different ways using every day historical terms. I can show what I know about past events and people in different ways.
		Monarchy and government	Charles II William the conqueror King John Queen Victoria and Queen Elizabeth I - young queens and long serving female monarchs – comparisons Queen Victoria	<i>This leads to Y3 by</i> Introduces the idea of primary and secondary sources and begin to question evidence based on its source. Introduces local, national and global significance Understanding that the past is split into periods of time.	
		Invasion and Settlement	17 th century London Norman Invasion The British Empire - Queen Victoria The Golden Age - Queen Elizabeth I Seaside changes over time	Enquiry Questions How do we know about the Great Fire of London? What caused the Great Fire of London to spread? What role did Charles II play in the Great Fire of London? How did William the Conqueror change the face of England? How did Britain change under the rule of Queen Elizabeth I and Queen Victoria? What legacy did Queen Victoria leave behind? Has the seaside changed over time? How did George Stephenson change Britain and the World?	
		Conflict	King John - Rebellion, revolt and the Magna Carter		
		Key people and events that shaped Britain and the wider world	Samuel Pepys Charles II The Great Fire Plague The signing of the Magna Carter The formation of the British Empire		
					Vocabulary
					Source Artefact Bakery Diary Firebreak Moorfields Throne Monarch Reign
					Barons Magna Carta Civil War Coronation Victorian Locomotives Era Fashion

			Invention of the steam train and George Stephenson Queen Victoria Grace Darling		
Year	Period of history / Themes	Key Knowledge and dates Linked to themes		Progression	Skills
Y3	Brilliant Britain The Empire Strikes	Chronology	753 BC - AD 410 The building of Rome to the end of the Roman occupation of Britain 13,000 BC - AD 43 Prehistoric Palaeolithic Mesolithic Neolithic Bronze Age Iron Age Stone Age	<p><i>This builds on Y2 by</i> Concept of different societies Concept of culture Challenges of settlements, cultures and societies. Using more than one piece of evidence to justify opinions.</p> <p><i>This leads to Y4 by</i> Record personal reflections and feelings in relation to different events. Formulate historically valid questions.</p>	<p>Historical chronology I can show my understanding of how the past is divided into differently named periods of time and use some dates to explain British, local and world history</p> <p>Historical concepts I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.</p> <p>Historical interpretation I can describe how the past can be represented or interpreted in a few different ways.</p> <p>Historical enquiry I can answer and sometimes devise my own historically valid questions. I can use one or more sources of information to help me answer questions about the past in sentences.</p> <p>Historical communication I can present recalled or selected information in a variety of ways using specialist terms.</p>
		Monarchy and government	Julius Caesar Boudicca Tribal kingdoms		
		Invasion and Settlement	Roman invasion of Britain Hadrian's Wall and major forts Hunter gatherers Nomadic people Tribal Kingdoms Hillforts		
		Conflict	Roman Army The Picts Hunter gatherers Tribal Kingdoms Introduction/development of weapons Hillforts		
	Key people and events that shaped Britain and the wider world	Roman invasion Julius Caesar Boudicca Stonehenge Skara Brae Roman invasion	<p>Enquiry Questions</p> <p>The period from the Stone Age to the Iron Age was a period of great change for Britain. Discuss. What does the study of Skara Brae tell us about life at the end of the Stone Age? Was a Stone Age man just a simple hunter gatherer? Ambition was the main reason for the Roman invasion of Britain. Discuss. Why do we still remember Boudicca? How have the Romans affected our lives today?</p>	<p>Vocabulary</p> <p>BC AD Prehistoric Paleolithic Mesolithic Neolithic Bronze Age Iron Age Stone Age Settlement Nomadic Hunter- gather</p> <p>Conquer Invade Empire Emperor Tribes Rebellion Celtic Source – primary and secondary Artefact Timeline Chronology Mosaics</p>	

Year	Period of history / Themes	Key Knowledge and dates Linked to themes		Progression	Skills																														
Y4	Invaders and Settlers	Chronology	AD 410 - AD 1066 The end of Roman Rule in Britain to the Battle of Hastings and Norman Rule Anglo Saxons, Vikings 3500 BC - 196BC and the discovery of the Rosetta Stone	<p><i>This builds on Y3 by</i> Applying historical enquiry skills. Comparing and contrasting changes, causes and significance of periods of history. Devising historical questions.</p> <p><i>This leads to Y5 by</i> History can be interpreted based upon the evidence and its source. Developing discussion about different historical viewpoints.</p>	<p>Historical chronology I can tell you a range of similarities/ differences between different times in the past in the periods covered so far. I can put some artefacts in chronological order.</p> <p>Historical concepts I can make a few connections and contrasts e.g. change, cause, similarity, difference, and significance.</p> <p>Historical interpretation I can confidently describe how the past can be represented or interpreted in a few different ways. I can begin to explain that the past can be represented or interpreted in many different ways.</p> <p>Historical enquiry I can begin to devise my own historically valid questions. I know how our knowledge of the past is constructed from a range of sources.</p> <p>Historical communication I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. I am beginning to use place value in the context of timelines</p>																														
		Monarchy and government	King Alfred the Great King Athelstan Edward the Confessor King Cnut Guthrum Edward the Confessor Social hierarchy and government (compare with modern day examples) Tutankhamun and Akhenaten Pharaohs Alexander the Great 332BC (beginning of the Greek period in Egyptian History)																																
	Invasion and Settlement	Anglo-Saxon and Viking invasion and settlement Sutton Hoo Lindisfarne Danelaw and Anglo-Saxon Kingdoms Offa's Dyke Early settlers in the Nile Valley Alexander the Great	Enquiry Questions																																
	Conflict	The battle of Hastings The Huns The Picts Angles, Saxons and Jutes Lack of conflict - one of the most peaceful ancient civilizations. No records of any major battle for at least the first 1500 years after the first pharaoh, Narmer (Menes)	<p>How did life compare under Anglo-Saxon rule to Roman Britain rule? Are people right to call King Alfred, King Alfred the Great? Vikings: traders or raiders? Discuss. Why was Howard Carter's discovery so important? What was it like for different groups of people to live in Ancient Egypt? The Nile played a key role in Ancient Egypt's prosperity. Discuss.</p>																																
	Key people and events that shaped Britain and the wider world	The Anglo-Saxon and Viking Invasion of Britain. Alfred the Great The battle of Hastings and the Norman Invasion Howard Carter and the discovery of King Tutankhamun's tomb Discovery of the Rosetta Stone																																	
					Vocabulary																														
					<table border="0"> <tr> <td>BC</td> <td>Deduce</td> </tr> <tr> <td>AD</td> <td>Infer</td> </tr> <tr> <td>Irrigation</td> <td>Archeologists</td> </tr> <tr> <td>Silt</td> <td>Artefacts</td> </tr> <tr> <td>Hieroglyphics</td> <td>Monk</td> </tr> <tr> <td>Cartouche</td> <td>Monastery</td> </tr> <tr> <td>Pharaoh</td> <td>Loom</td> </tr> <tr> <td>Mummification</td> <td>Weaving</td> </tr> <tr> <td>Egyptologist</td> <td>Law Speaker</td> </tr> <tr> <td>Amulet</td> <td>The Thing</td> </tr> <tr> <td>Annexe</td> <td></td> </tr> <tr> <td>Antechamber</td> <td></td> </tr> <tr> <td>Embalming</td> <td></td> </tr> <tr> <td>Papyrus</td> <td></td> </tr> <tr> <td>Sarcophagus</td> <td></td> </tr> </table>	BC	Deduce	AD	Infer	Irrigation	Archeologists	Silt	Artefacts	Hieroglyphics	Monk	Cartouche	Monastery	Pharaoh	Loom	Mummification	Weaving	Egyptologist	Law Speaker	Amulet	The Thing	Annexe		Antechamber		Embalming		Papyrus		Sarcophagus	
BC	Deduce																																		
AD	Infer																																		
Irrigation	Archeologists																																		
Silt	Artefacts																																		
Hieroglyphics	Monk																																		
Cartouche	Monastery																																		
Pharaoh	Loom																																		
Mummification	Weaving																																		
Egyptologist	Law Speaker																																		
Amulet	The Thing																																		
Annexe																																			
Antechamber																																			
Embalming																																			
Papyrus																																			
Sarcophagus																																			

Year	Period of history / Themes	Key Knowledge and dates Linked to themes		Progression	Skills
Y5	Kings and Queens Time Travellers	Chronology	Building of the pyramids AD 1485 - AD 1837 Tudor, Stuart and Georgian monarchs and rulers Ancient Greece 2900BC - 86BC Ancient Baghdad AD 637 - AD 1258 Advances in science, maths and medicine across ancient civilizations	<i>This builds on Y4 by</i> Placing events, people and changes of British, local and world history on a timelines using appropriate dates and chronological conventions Retelling the story of events across time periods using sources from the past <i>and</i> modern day. Understanding that history can be represented and interpreted in different ways and thinking critically. <i>This leads to Y6 by</i> Apply a variety of skills of historical enquiry and communication with justifications. Comparing and contrasting different accounts of the same event, person and issue. Evaluating the impact of an important person in history and drawing conclusions about their actions.	Historical chronology I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions e.g. BC, BCE & AD. I can tell the story of events within and across the time periods I have studied. Historical concepts I can discuss trends over time Historical interpretation I can explain that the past can be represented or interpreted in many different ways. Historical enquiry I can devise my own historically valid questions. I know how our knowledge of the past is constructed from a range of sources. Historical communication I can use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods e.g. century, decade
		Monarchy and government	Henry VIII Elizabeth I Charles I Oliver Cromwell Lady Jane Gray Sir Robert Walpole and Spencer Perceval Alexander the Great Democracy Oligarchy Assembly and voting The Caliphate and the Caliph		
		Invasion and Settlement	Fighting within -English Civil War and War of the Roses The Mongols Growth of Baghdad during the Golden Age - why?	Enquiry Questions How were the achievements of the Ancient Greeks similar or different to those of the people living in Ancient Baghdad? Al-Khwarizmi had a significant influence on the Western world. Discuss. Does Alexander deserve to be called the Great? How did the Tudors come to power? Oliver Cromwell was influential in the English Civil war. Discuss. How did the role of Sir Robert Walpole change how Britain was ruled?	Vocabulary Ancient University Arabic Translate Civilization Empire Democracy Primary source Secondary source Legacies Myth Medieval Dissolution
		Conflict	Battle of Bosworth War of the Roses Navy and The Mary Rose Dissolution of the monasteries and break with Rome Cromwell, Charles I and the English Civil War Destruction of Troy and The Trojan war Alexander and the Persians		

			Mongol invasion of Baghdad and the destruction of the house of wisdom		Monasteries Bias
		Key people and events that shaped Britain and the wider world.	War of the Roses The sinking of the Mary Rose Henry VIII and his wives The formation of the Church of England Election of the first Prime Minister Assassination of Spencer Percival Reign of Lady Jane Gray Al-Khwarizmi -mathematician and scientist Socrates Alexandra the Great		
Year	Period of history / Themes	Key Knowledge and dates Linked to themes		Progression	Skills
Y6	Amazing Americas	Chronology	Mayans 2000BC-1697 Aztecs 1428-1521 Incas 1438-1533 1912 - the sinking of the Titanic Industrial Revolution 1760 - 1840 The Blitz and the Battle of Britain 1939-1945	<p><i>This builds on Y5 by</i></p> <p>Cross checking for reliability and being critical in the different points of view and conclusions.</p> <p>Looking at specific changes over a long arc of development.</p> <p>Reflecting on the relationship between different periods and the legacy, and how it impacts on themselves and their identity.</p> <p>Exploring different texts or evidence and thinking about possible bias.</p> <p><i>This leads to Y7 by</i></p> <p>Nature, origin and purpose of primary and secondary sources of evidence.</p> <p>Making links between features of past societies and periods</p> <p>Judge the value of sources and identify those that are useful for answering a question.</p>	<p>Historical chronology</p> <p>I can identify specific changes within and across different periods over a long arc of development.</p> <p>Historical concepts</p> <p>I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.</p> <p>I can see the relationship between different periods and the legacy or impacts for me and my identity.</p> <p>I may understand that there were different types of causes of an event</p> <p>I may be able to suggest the most important cause or result.</p> <p>Historical interpretation</p> <p>I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias.</p> <p>Historical enquiry</p> <p>I carefully select and organise relevant historical information from a range of historical sources of information.</p> <p>I can identify and make detailed use sources of information to help me reach and support a conclusion.</p>
	Water, Water, Everywhere	Monarchy and government	Major US Presidents e.g. Washington, Lincoln, Kennedy, Obama Edward VII George III George IV William IV Victoria George VI		

		Invasion and Settlement	<p>Spanish invasion of North and South America</p> <p>Evacuation of Dunkirk</p>	<p>Enquiry Questions</p>	<p>Historical communication</p> <p>I confidently use and apply mathematical skills when placing events in chronological order, using place value, negative numbers etc.</p> <p>I can select and organise information to produce structured written work that uses correct dates and terms.</p>
	Conflict	<p>How did invasion and conflict shape the America of today?</p> <p>Was Bruce Ismay responsible for the sinking of the Titanic?</p> <p>How did the Duke of Bridgewater shape the city of Manchester?</p> <p>'Evacuation during WW2 should have been compulsory' Discuss.</p> <p>Were the suffragettes law makers or law breakers?</p>	<p>Vocabulary</p>		
Key people and events that shaped Britain and the wider world	<p>Civil War and War of Independence</p> <p>The First Thanksgiving</p> <p>World War 2</p> <p>The Battle of Britain</p>			<p>Indigenous Civilisations</p> <p>President</p> <p>Elect</p> <p>Pilgrim</p> <p>Slavery</p> <p>Abolish</p> <p>Colonies</p> <p>Colonise</p> <p>Independence</p> <p>Assassinated</p> <p>Primary source</p> <p>Secondary source</p> <p>Evidence</p> <p>Industry</p> <p>Industrial revolution</p> <p>Urbanization</p>	<p>Suffrage</p> <p>Suffragette</p> <p>Petition</p> <p>Allies</p> <p>Blitz</p> <p>Axis</p> <p>Evacuation</p> <p>Enigma machine</p> <p>Maiden voyage</p> <p>Passenger liner</p> <p>Maritime</p> <p>Immigrants</p> <p>Transatlantic</p> <p>Unsinkable</p> <p>Iceberg</p> <p>Naval architect</p>
	<p>The Moon Landing</p> <p>The Mayflower</p> <p>Bruce Ismay</p> <p>Captain Edward Smith</p> <p>The sinking of the Titanic</p> <p>Evacuation of Dunkirk</p> <p>Manchester Blitz</p> <p>Duke of Bridgewater and the building of the Canal</p> <p>The Battle of Britain</p> <p>Winston Churchill</p> <p>Alan Turing and the development of the enigma machine</p>				