



The national 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
- Understand 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 (e.g 'empire', 'civilisation', 'parliament')
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- Use the above concepts 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 themes our school has chosen:

Everyday lives of ordinary people: EY1, EY2, Year 1, Year 3, Year 4, Year 5, Year 6

Under-represented groups in History (e.g. women/people of colour): EY1, EY2, Year 1, Year 2, Year 5, Year 6

Religion, belief and values: EY2, Year 2, Year 3, Year 4, Year 5, Year 6

EY1

Please note that early years follow the EYFS curriculum, in which historical knowledge comes under the area of learning: Understanding the World.

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| <ul style="list-style-type: none"> • Begin to make sense of their own life-story | <p>Who lives in your house?</p> <p>How have you changed since you were a baby?</p> <p>Who is the oldest?</p> <p>Who is the youngest?</p> <p>Were my family alive before I was born?</p> <p>Who is in your family?</p> <p>How is your family different from your friends' families?</p> |
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and family's history			
CIL examples	Dolls/Babies-Home corner-CIL-how do you look after your baby? Dinosaurs-CIL-Do dinosaurs live now or did they live a long time ago?		
EY2 Please note that early years follow the EYFS curriculum, in which historical knowledge comes under the area of learning: Understanding the World.			
	Autumn Me and my life <ul style="list-style-type: none">Begin to make sense of their own life-story and family's history Armistice Day Stories of Jesus <ul style="list-style-type: none">Comment on images of familiar situations in the past.Compare and contrast characters from stories, including figures from the past.	Spring	Summer Knights, Royalty and Castles <ul style="list-style-type: none">Comment on images of familiar situations in the past.Compare and contrast characters from stories, including figures from the past.
	Starting school. Who am I? Changes in daily life and Chronological routines. What is your weekend news? Who do we remember on Armistice day?	What is your weekend news? How do the items in your home differ from those in the past? (dial phone, weight scales) How have I changed over time? How do animal change over time?	Who was the Queen? Who is the King? What is the British royal family? Are kings and queen real or only in stories? Why are some people on money? Who were the real knights? Who was St George? What are castles?

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	What event do we remember on Armistice day? Did Jesus live in modern times or a long time ago?			
CIL examples	Dolls/Babies-Home corner-CIL-how do you look after your baby? Dragons and Knights/Fantasy-CIL-Who were the real knights? How did the knights use their shield? Dinosaurs-CIL-Do dinosaurs live now or did they live a long time ago?			
Key Stage 1 Aims These key aims are covered across the Key Stage. By the end of Year 2, children should be able to:				
<ul style="list-style-type: none">• Develop an awareness of the past• Use common words and phrases relating to the passage of time• Identify where people and events fit within a chronological framework• Identify similarities and differences between ways of life in different periods• Use a wide vocabulary of everyday historical terms• Identify where people and events fit within a chronological framework• Ask and answer questions using sources (including stories)• Understand some ways we find out about the past and identify some ways it is represented				
Year 1	Autumn Home in the past-Toys Changes within living memory	Spring 1 My local area (related to Geography) Significant historical events, people and places in their own locality	Spring 2 The space race and the moon landing Events beyond living memory that are significant nationally or globally The lives of significant individuals	Summer Women in Medicine The lives of significant individuals
	When were certain toys first used? Who played with certain toys? What materials are old toys made of?	When was the new river built? When was the church built? How has the church changed/stayed the same?	Who was Mary Jackson/Dorothy Vaughn/Neil Armstrong? Why are these people important?	Who was Florence Nightingale? Who was Mary Seacole? Why are these women important? How have hospitals changed?



	<p>What materials are newer toys made of?</p> <p>How has technology changed toys?</p> <p>Why have some toys had to be changed?</p> <p>What are some of the similarities between old and new toys?</p> <p>What are some of the differences between old and new toys?</p>		<p>What was the space race?</p> <p>When did we land on the moon?</p> <p>How did we get to the moon?</p> <p>How did certain significant figure help the space race?</p>	<p>What would be found in an old hospital?</p> <p>What would be found in a new hospital?</p> <p>How has medicine improved?</p> <p>How has technology changed medicine?</p>
Cross curricular links		<p>Historical information is taught within: Geography: My local area.</p>		
Year 2	<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality Events beyond living memory that are significant nationally or globally 	<p>The Great Fire of London</p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality Events beyond living memory that are significant nationally or globally 	<p>The Olympics</p> <ul style="list-style-type: none"> Changes within living memory Events beyond living memory that are significant nationally or globally The lives of significant individuals Significant historical events, people and places in their own locality 	
	<p>Who was Guy Fawkes?</p> <p>What happened in his life that led him to be a part of the plot?</p> <p>What artefacts would Guy Fawkes have used?</p> <p>How do these differ from what we have today?</p> <p>What would life have been like when Guy Fawkes was alive?</p>	<p>How long did the fire last?</p> <p>What happened?</p> <p>Who started it? How?</p> <p>Why did it spread so quickly?</p> <p>What was damaged by the fire?</p> <p>How do we know about the Great fire?</p> <p>What sources do we have?</p>	<p>When was the first Olympics?</p> <p>Where did it start?</p> <p>Who could compete?</p> <p>What games did they compete in?</p> <p>What did they win?</p> <p>What are the similarities and differences between the ancient games and the games we have now?</p> <p>What famous British athletes do you know?</p> <p>Why are they influential?</p>	

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	<p>What religion did Guy Fawkes follow?</p> <p>What was the Gunpowder plot and why did the men put the plan together?</p> <p>What problems did the plotters face and how did they overcome them?</p> <p>What was the King's proclamation speech and Why did he want Thomas Percy so badly?</p> <p>Why do we remember the 5th of November?</p>	<p>Why are some sources better than others?</p> <p>How was London rebuilt?</p> <p>Why did they make these changes?</p>	<p>What famous international athletes do you know?</p> <p>How did they overcome difficulties to achieve their goals?</p> <p><i>What is the Paralympics?</i></p> <p><i>What influential Paralympian do you know?</i></p> <p><i>Why are they inspirational?</i></p> <p><i>Is it important to have a Paralympics? Why?</i></p>
	What are the similarities and differences between life now and life in the 1600's?	What are the similarities and differences between life now and life in the 1600's?	
Cross curricular links	Writing a proclamation speech		PE- trying different Olympic sports
<p>Key Stage 2 Aims</p> <p>These key aims are covered across the Key Stage. By the end of Year 6, children should be able to</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history • Establish clear narratives within and across the periods they study • Note connections, contrasts and trends over time • Develop the use of historical terms • Address and devise historically valid questions about change, cause, similarity and difference and significance • Thoughtfully select and organise relevant historical information 			



- Understand how knowledge is constructed from a range of sources

Year 3	Autumn The Stone Age and the Celts Changes in Britain from the Stone Age to the Iron Age	Spring The Romans The Roman Empire and its impact on Britain	
	<p>How many periods was the Stone Age broken into? Can you name them?</p> <p>Can you order historical events during this time period?</p> <p>What weapons were used during the Stone Age?</p> <p>What food was eating during the Stone Age?</p> <p>Which diet (comparing modern and Stone age) would you prefer to eat and why?</p> <p>Why do Celtic households look so different?</p> <p>What are the positives and negatives about the houses?</p> <p>Which would you prefer and why?</p> <p>Where is Stone Henge and Skara Brae and why is it important?</p> <p>What historical information did I learn at Celtic Harmony?</p>	<p>Can you explain the spread of the Roman Empire and tell about their invasions of Britain?</p> <p>Who was Julius Caesar and why was he important?</p> <p>Why did Emperor Claudius want to invade Britain?</p> <p>What are Roman Mosaics? Why are they important to Romans?</p> <p>How were they used in Roman homes?</p> <p>Who was Queen Boudicca? Why did she rebel against the Romans?</p> <p>What weapons were used by the Roman Army?</p> <p>Why were the Romans so successful?</p> <p>Would you rather be a Celtic or Roman soldier? Why?</p> <p>Who were the Roman Gods?</p>	
Cross Curricular links:	Art: drawing inspired by the Stone Age	Writing: how to make a Roman Gladius	
<u>YEAR 4</u>	<u>Autumn</u> <u>Anglo-Saxons</u>	<u>Spring</u> <u>Vikings</u>	<u>Summer</u> <u>Shackleton's Journey</u>



	Britain's settlement by Anglo Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England	A study of an aspect or theme in British history (post 1066)
	<p>Where were their settlements? Why are they placed here? What patterns can you see about their settlements? What to you notice about the map itself? Does it look the same as today's Britain?</p> <p>Who was invading and why? What did they have to gain/lose by invading? Was the invasion successful?</p> <p>Who were the Kings in this Era? What does it mean to be a significant King? What characteristics make a good king? Who was the most significant king and why?</p> <p>Why do Anglo-Saxon households look so different? What are the positives and negatives about the houses? Which would you prefer and why?</p>	<p>Who are the Vikings? Who were the main invasion leaders? Who was the most significant Viking invader? Were the Vikings successful in their raids?</p> <p>Who was King Ethelred? What does Danegeld mean? Is Danegeld an effective tool? To what extent did the Vikings' skill affect the decision to pay them rather than fight them?</p> <p>What are the key aspects of Viking life? Why did they come to Britain? How does this compare to what we know about the Anglo-Saxons? What was Valhalla? What did the Vikings believe about the worlds?</p> <p>What do we think punishments were like? Are these fair? Which do you agree with more?</p>	<p>Who was Sir Ernest Shackleton? Why was he famous? What was his childhood like? Does he deserve to be knighted?</p> <p>Who were the members of Shackleton's crew? What role did they play? Who was the most significant member of the crew and why?</p> <p>How did Shackleton and his crew prepare? To what extent do you think Shackleton was prepared for this? How did their equipment compare to ours today?</p> <p>What is Antarctica like? What is life like on the poles? What time of year would you plan your expedition? What was the planned journey? How and why did their actual journey differ from the one that they planned?</p> <p>What problems did Shackleton and his crew face? How did they handle these problems? Would you have dealt with them in the same way? Was the way they dealt with these effective?</p> <p>Why was Shackleton so popular? Who else is famous for being an explorer on the expedition? Why was there a race to get there? To what extent does Shackleton deserve his reputation?</p>



	<p>Why would Anglo-Saxon children be interested in play fighting and strength games?</p> <p>What is the difference between the boys and the girls?</p> <p>How accurate is this recipe to how the Anglo-Saxons would have cooked?</p> <p>How do the poor and rich recipes compare to one another?</p> <p>What are some of the punishments that someone might get if they broke the law?</p> <p>Are these scenarios always fair?</p> <p>What is Wergeld? Do we like this approach?</p>	<p>What is good/bad about this?</p> <p>How do these compare to the Anglo-Saxon punishments?</p> <p>Who is Alfred the Great?</p> <p>Did the fact Alfred the Great defeated the Vikings diminish the Viking name?</p> <p>Were the Vikings less successful because of Alfred the Great?</p>	<p>How does he compare to other explorers?</p>
Cross-Curricular Links	<p>Links in English – analysing Anglo-Saxon Literature, Beowulf. Imagery of the mead hall ‘Heorot’ with understanding of characteristics. Links to ideas of honour and fighting in Beowulf, what life was like to serve a king, Introduction to the original language and written poem.</p>	<p>Links in Reading Rocks - using resources about the Vikings and significant events/people for reading around the curriculum and VIPERS lessons.</p>	<p>Links in Geography – Physical: Antarctica’s terrain and their effects and influences on the expedition. Human: Exploration and daily life in this environment.</p>
Year 5	<p><u>Autumn</u></p> <p><u>Ancient Egypt</u></p> <p>The achievements of the earliest civilisations</p>	<p><u>Spring</u></p> <p><u>Ancient Greece</u></p> <p>Ancient Greece</p>	<p><u>Summer</u></p> <p><u>Local heroes in World War 1</u></p> <p>A local area history study</p>



	<p>What are the different ways in which ancient Egyptians lived and worked?</p> <p>Where is Egypt on a map?</p> <p>Can you describe when the ancient Egyptians lived?</p> <p>Can you describe and name different roles in ancient Egyptian society and what those people did?</p> <p>What was important to people during ancient Egyptian times?</p> <p>Can pictures help you to find out information about life in ancient Egypt?</p> <p>Why was the River Nile essential to survival for the ancient Egyptians?</p> <p>What are the key steps in mummification?</p> <p>What evidence can give us different answers about the past?</p> <p>What were the key events of the Tutankhamun discovery story?</p> <p>Can you put yourself in the place of a journalist in 1922?</p> <p>Can you compare and contrast the Egyptian writing with your own?</p> <p>Can you read and understand how hieroglyphs were used?</p> <p>What is the Rosetta Stone?</p>	<p>Where was Ancient Greece?</p> <p>What were some of the key events during the ancient Greek period?</p> <p>What does the term 'trade' mean?</p> <p>When was the ancient Greek period in relation to other periods in world history?</p> <p>Who was Alexander the Great and why was he so important?</p> <p>What does empire and civilization mean?</p> <p>When did the Greek empire end and how?</p> <p>What was life like in Ancient Greece?</p> <p>What influences are still seen today from Ancient Greece?</p> <p>When did the Olympics begin and what events took place?</p> <p>What are some comparisons between life in ancient Athens and ancient Sparta.</p> <p>How did democracy work in ancient Athens?</p> <p>Which Gods did the Ancient Greeks worship?</p> <p>What is the story of the Trojan War?</p>	<p>Who was Walter Tull?</p> <p>Why was he so important?</p> <p>What was his job before he joined the army?</p> <p>What sources can you use to find out about his life?</p> <p>Why did he make such a difference to the world of football and did he help to eliminate racism in institutions?</p> <p>Who was Albert Burt?</p> <p>Why did he become famous?</p> <p>Who did he save in World War 1?</p> <p>Where did he come from?</p> <p>What happened in Cuffley that was so important in World War 1?</p> <p>How did people feel about the event?</p> <p>Why was it important in historical sense?</p>
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	Who did the Ancient Egyptians worship and why were they important?		
Cross-curricular links	Newspaper report on the finding of the tomb. Instruction text on how to mummify.	Slavery in RE	Diary and letter writing in English.
<u>YEAR 6</u>	<u>Autumn</u> <u>World War II</u> A study of an aspect or theme in British history (post 1066)	<u>Spring</u> <u>The Ancient Maya Civilisation</u> A non-European society	<u>Summer</u> <u>Changes in British Society</u> A study of an aspect or theme in British history (post 1066)
	<p>What can we learn from artefacts? Can we make predictions about how items were used using primary sources to find information? What caused WWII to start? What happened at the beginning of the war? When did these events happen? What is evacuation? How was the government involvement in family decisions similar and different to during the Covid lockdowns? What is propaganda? How useful is a source of evidence? What was rationing? How did food during WWII compare to modern diets?</p>	<p>Who were the Maya people? Where were some important places to the Maya? What was important about the ancient Maya civilisation? How did the Maya number system work and why was it special? What is a Codex? How is written the Mayan language system similar or different to other modern and ancient writing systems? How have archaeologists and historians learnt about the ancient Maya? Which sources of evidence are most reliable?</p>	<p>What is democracy? What was the Magna Carta? Who was allowed to vote at different points in British History? How has the right to vote changed over time? What is the timeline of women's suffrage? What was a suffragette? What was a suffragist? How were they similar or different? Why did people want or not want women to have the vote?</p> <p>How and why are there different opinions or recounts of the same event or person? Who were some important people? What impact did they have? Do some people deserve to be commemorated more than others? Why are some people commemorated more than others? What is migration? What was the Windrush? Why did the Windrush generation come to Britain? How were the Windrush generation treated in Britain? How did migrants impact the National Health Service? What is the Windrush Scandal?</p>

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	<p>How did the role of women change from before the war during and after it?</p> <p>What impact did Commonwealth involvement have on the war?</p> <p>What was the Holocaust?</p> <p>Who was Sir Nicholas Winton and what did he do?</p>	<p>What did ancient Maya people believe? Who were their Gods? What were their rituals?</p> <p>What were the possible reasons for the decline of the ancient Maya civilisation?</p> <p>Why might there be different accounts about the decline of the ancient Maya?</p>	
Historical knowledge from Cross-curricular learning in other subjects	<p>Who was Alan Turing? What impact did he have on the war? How was he treated?</p> <p>Why were codes used during the war?</p> <p>How did rationing work?</p> <p>What were some of the slogans used on propaganda posters?</p> <p>What was a Kindertransport child?</p> <p>What were Anderson and Morrison shelters?</p>	<p>What are some of the Maya sites like now?</p> <p>What is Pok-a-tok? Why was it important? How was it played?</p> <p>How can you play a modern version of the game?</p> <p>What was the Popul Vuh?</p> <p>Who were the Hero Twins?</p>	

Key themes	
Everyday lives of ordinary people	Ey1, Year1, Year3, Year 4, Year 4, Year 5, Year 6
Under-represented groups in History (e.g. women or people of colour)	Ey1, Ey2, Year 1, Year 2, Year 5, Year 6
Religion	Year 3, Year 4, Year 5, Year 6