

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.

Year 1

A local history study – Brilliant Brackley / Banbury	Arctic Explorers	World Changers throughout history	London and the Great Fire of 1666
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?	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?

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	Natural Disasters	The Romans in Britain	The Anglo-Saxons, The Vikings and the battle for England in 1066
What was 'new' about the New Stone Age (and how do we know)? What was better, the bronze or the iron age?	Where is the oldest rock on planet Earth? What made the eruption of Vesuvius, Krakatoa and the South East Asian tsunami so deadly?	How did the Romans influence the culture of people already living in Britain?	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?

		How did the Romans invade Britain and how successful were they?			
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 near by?	(history element of this unit of work is covered in science)	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 Huda Sha'arawi and how did she change Egypt?	To be detailed as soon as possible	
Year 5					
Ancient Greeks Democracy – a good thing or not?		The Victorians - The Industrial Revolution		The Mayans	Earth and Space
Can we thank Ancient Greece for anything in our lives today? How can we find out about the civilisation of the Ancient Greeks? Does democracy allow for progress?		How did daily life change over the reign of Queen Victoria? Was it really better to be rich than poor as a child in Victorian times? How did the child of an American slave make Thomas Edison famous?		To be detailed as soon as possible	What has the history of space travel taught us about the universe? Why did American teacher Christa McAuliffe become a world-famous astronaut?
Year 6					
The Exploration of Antarctica	World War 1	World War 2	Empathy, tolerance and injustice	Circulation	Evolution
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 was Anne Frank and why should she be remembered?	Who was James Somersett and how did he change the world? Can we rely on the past to predict what the future might be like?	Was the first heart transplant ethically a good thing?	Charles Darwin, controversial or correct?

			What can be learnt from the civil rights and Black Lives Matter movements?		
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National Curriculum Coverage

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.

Year 1

Brilliant Brackley / Banbury	Arctic Explorers	World Changers throughout history	London and the Great Fire of 1666
<ul style="list-style-type: none"> significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 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 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally

Year 2

Significant buildings around the world	The Great Rainforests	The British Coastline	
<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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and

		(development of the railways)	international achievements, some should be used to compare aspects of life in different periods
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Key Stage 2 History Aims

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.

Year 3

The Stone Age to the Iron Age	Natural Disasters	The Romans in Britain	The Anglo-Saxons, The Vikings and the battle for England in 1066
<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>The geological history of planet Earth from Pangea to today</p> <p>An in-depth study of three natural disasters from history</p> <ol style="list-style-type: none"> 1906 San Francisco earthquake The eruption of Krakatoa is 1883 The 2004 Indonesian Tsunami <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>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066

	To ask historically valid questions about past events		
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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
<p>A local history study</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p>	<p>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</p> <p>how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>	<p>The achievements of the earliest civilizations</p> <ul style="list-style-type: none"> • How and why the pyramids were built • Why the afterlife was so important and what preparation was undertaken • The class structure of Egyptian society • Egyptian language and the Rosetta stone • The Valley of the Kings and the discovery of Tutankhamun • What evidence is there that the Rive Nile was key in the development of economics in ancient societies? • How has Egypt changed from Ancient times to the modern day? • What happened in Egypt in 1919? <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>To be detailed as soon as possible</p>

Year 5

Ancient Greeks Democracy – is it a good thing?		The Victorians - The Industrial Revolution		The Mayans	Earth and Space
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</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>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>changes in an aspect of social history – the development of free and fair elections in Britain and the west</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</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>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>The story of human space flight from Yuri Gagarin to Christa McAuliffe and the Challenger Disaster in 1986</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>	

Year 6

The Exploration of Antarctica	World War I	World War 2	Empathy, tolerance and injustice	Circulation	Evolution
<p>A study of the life and work of Ernest Shackleton</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how</p>	<p>A study of the political events that led to World War 1 and what happened to Europe between November 11 1918 and 1933</p> <p>gain historical perspective by placing their growing knowledge into different</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>To understand our knowledge of the past is constructed from different sources</p>	<p>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</p> <p>understand the methods of historical enquiry, including how evidence is</p>	<p>The history of the NHS and organ transplant in the UK and internationally</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the</p>	<p>A study of the life and work of Charles Darwin</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</p>

<p>people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>	<p>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>To interpret, discuss and evaluate trustworthiness of historical sources</p> <p>To ask historically valid questions about past events</p>	<p>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>present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>	<p>influenced by the wider world</p>
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Coverage of Core Concepts

Core Concept	Definition	Times examined
	<p>Exploration</p>	<p>Travelling across or through something to discover new places</p> <p>14</p>
	<p>Invasion</p>	<p>To enter a country or group's land as an enemy, by force, in order to conquer or plunder</p> <p>8</p>
	<p>Cultural Change</p>	<p>Changes to the way that a society or culture is run, how it functions or is governed</p> <p>15</p>
	<p>Rebellion</p>	<p>An armed fight or uprising against the rulers of the area that one lives within</p> <p>6</p>
	<p>Empire</p>	<p>A group of nations or people under one ruler or government</p> <p>11</p>
	<p>Technological Advancement</p>	<p>Changes in technology over time within a specific society or civilisation</p> <p>18</p>
	<p>Crime and Punishment</p>	<p>Laws and subsequent actions for those that do not follow set rules</p> <p>9</p>

Core Concept Coverage

Year 1							
Term 1	<p align="center"><u>Brilliant Brackley</u> <i>Was there ever a castle at Brackley? Where has it gone?</i></p>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 2	<p align="center"><u>Arctic Adventures</u> <i>How has being an artic explorer changed over time?</i></p>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 3 and 4	<p align="center"><u>World Changers throughout history</u> <i>How did Mary Seacole, Alexander Fleming, Crick, Watson and Franklin, and the scientist working at Oxford University in 2020 change the world?</i></p>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 5 and 6	<p align="center"><u>London and the Great Fire of 1666</u> <i>Who was to blame and who helped in the Great Fire of London?</i></p>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Year 2							
Term 1 and 2	<p align="center"><u>Ancient Monuments Around the World</u> <i>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?</i></p>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 3 and 4	<p align="center"><u>The Great Rainforests</u> <i>Is there a golden city called El Dorado in the Amazon Jungle? Who was Sir Walter Raleigh and what happened when returned to England?</i></p>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment

Term 5 and 6	<u>The British Coastline and beyond</u> <i>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?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Year 3							
Term 1 and 2	<u>The Stone Age to the Iron Age</u> <i>What was 'new' about the New Stone Age (and how do we know)? What was better, the bronze or the iron age?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 3	<u>Natural Disasters and Geology</u> <i>Where is the oldest rock on planet Earth? What made the eruption of Vesuvius, Krakatoa and the South East Asian tsunami so deadly?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 4	<u>The Roman Empire</u> <i>How did the Romans influence the culture of people already living in Britain? How did the Romans invade Britain and how successful were they?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 5 and 6	<u>The Saxons, The Vikings and the battle for England in 1066</u> <i>What was life better in Anglo Saxon Britain? The Vikings – ruthless killers or peaceful settlers</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Year 4							
Term 1	<u>A local history study – The Battle of Edgehill and the English Civil War</u> <i>What local evidence do we have that a key battle in the English Civil war took place near by?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 2	<u>Light and lenses</u> <i>All light comes from the big bang, true or false? Why can't we see a black hole?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment

Term 3 and 4	<u>The Ancient Egyptians</u> <i>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 Huda Sha'arawi and how did she change Egypt?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 5 and 6	<u>Mountains, rivers and oceans</u> To be detailed as soon as possible						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Year 5							
Term 1 and 2	<u>Ancient Greeks, Democracy – a good thing or not?</u> <i>Can we thank Ancient Greece for anything in our lives today? How can we find out about the civilisation of the Ancient Greeks? Does democracy allow for progress?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 3 and 4	<u>The Victorians - The Industrial Revolution</u> <i>How did daily life change over the reign of Queen Victoria? Was it really better to be rich than poor as a child in Victorian times? How did the child of an American slave make Thomas Edison famous?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 5 and 6	<u>Earth and Space</u> <i>What has the history of space travel taught us about the universe? Why did American teacher Christa McAuliffe become a world-famous astronaut?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Year 6							
Term 1	<u>Frozen Kingdoms - Antarctica</u> <i>Why and how did Ernest Shackleton travel to Antarctica?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 2	<u>World War 1</u> <i>Was World War 1 really the 'war to end all wars'?</i>						

	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 3	<p align="center"><u>World War 2</u> <i>What was life like for a child during World War 2? Who was Anne Frank and why should she be remembered?</i></p>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 4	<p align="center"><u>Empathy, tolerance and injustice</u> <i>Can we rely on the past to predict what the future might be like? Who was James Somersett and how did he change the world? What can be learnt from the civil rights and Black Lives Matter movements?</i></p>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 5	<p align="center"><u>Circulation</u> <i>Was the first heart transplant ethically a good thing?</i></p>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Term 6	<p align="center"><u>Evolution</u> <i>Charles Darwin, controversial or correct?</i></p>						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment