

Castle View Primary School History Curriculum

Year 1 – What is a monarchy?

Key questions:

Who are the people in our school and what are their jobs?

Who are the government? What do they do?

What is a monarch? Who is monarch in our country?

What does 'invention' mean? Can you give an example?

How did people travel in the past? How might they travel now?

What did children play with in the past? What might they play with now? Has this changed?

National Curriculum objectives:

To develop and articulate an awareness of the past.

To order events chronologically.

To identify similarities and differences between ways of life in different periods.

To study changes within living memory and use this to reveal aspects of change.

Prior learning: The jobs of the people in our school. That the King helps to lead our county. An inventor thinks of a new idea. ('I' letter rhyme in phonics), different ways we can travel. Using a variety of toys with different function.

Key vocabulary:

Hierarchy, governor, head teacher, deputy head teacher, teachers, government, decision, law, parliament, democracy, monarch, King, Queen, reign, past, present, timeline, empire, Commonwealth. Invention, inventor, impact, change, transport, travel, steam, train, horse and cart, toy, compare, popular, electricity, internet, invention, class peasantry.



Castle View Primary School History Curriculum

Year 1 – Why are some explorers famous?

Key questions:

Who was Christopher Columbus? Why was he important?

How have boats changed over time?

Who was Neil Armstrong? Why is he important?

How did people live when Christopher Columbus was alive? How is this different to today?

How were the adventures of Christopher Columbus and Neil Armstrong different?

How did Christopher Columbus change America?

Prior learning: The job of an explorer. What space is and how we travel there. Different ways to travel.

Key vocabulary:

Christopher Columbus, boat, travel, significant, sails, motor, ship, Neil Armstrong, Buzz Aldrid, Michael Collins, rocket, travel, advance, electricity, compare, vessel, advance, technology, colony, colonised.

National Curriculum objectives:

To develop and articulate an awareness of the past.

To order events chronologically.

To identify similarities and differences between ways of life in different periods.

To learn about the past lives of significant individuals.



Castle View Primary School History Curriculum

Year 2 – How did the first aeroplane flight impact travel?

Key questions:

What do we mean by 'air travel'? What is an 'aeroplane'?
Who were the Wright brothers? What did they invent?
Why was the invention of aeroplanes helpful?
How did aeroplane flights change over time?
What else has happened because of the invention of aeroplanes?
What important things have happened because of travel?

National Curriculum objectives:

To know where the people and events they study fit within a chronological framework.
To use a wide vocabulary of everyday historical terms.
To use questioning, parts of stories and other sources to demonstrate understanding the key features of events.
To understand some of the ways in which we find out about the past and identify different ways in which it is represented.
To study changes within living memory and use this to reveal aspects of change.
To study events beyond living memory that are significant nationally.

Prior learning:

Different modes of transport and how they have changed over time. The term invention and what it means. Inventions cause changes to life

Key vocabulary:

hot air balloon, glider, aeroplane ,flight, aviation. aeroplane, flight, difference, similarity, Wright brothers, invention, significant, change and consequence, positive, negative, devastation, result, rocket, space, travel, concorde, plague, COVID19, impact, comparison, pandemic, epidemic.



Castle View Primary School History Curriculum

Year 2 – What is the railway and how did it help us?

Key questions:

What is a railway? Why is this important?
Who travelled on railways in the past? Who travels on railways now?
How did the railway between Liverpool and Manchester help people?
How did the railway help people in the world?
How were railways used during the war?
How are railways used around the world today?

National Curriculum objectives:

To know where the people and events they study fit within a chronological framework.
To use a wide vocabulary of everyday historical terms.
To use questioning, parts of stories and other sources to demonstrate understanding the key features of events.
To understand some of the ways in which we find out about the past and identify different ways in which it is represented.
To study changes within living memory and use this to reveal aspects of change.
To study events beyond living memory that are significant nationally.

Prior learning:

Comparing transport over time and the impact of change

Key vocabulary:

Railway, steam train, first, second, third class, working class, expensive, afford, intercity, canal, stagecoach, journey, class, modes of transport, world war, city, countryside, transport, passengers, goods, Maglev.



Castle View Primary School History Curriculum

Year 3 – What is pre-historic Britain and how did this period end?

Key questions:

What is meant by the term 'pre-historic'? What events happened during pre-historic times and what were these eras called?

What was the stone age and why was it called this?

What are the three periods of the stone age and what happened during each one?

When was the Bronze Age and what happened during this period?

When was the Iron Age and what happened during this time?

What were the main changes from the Stone Age to Iron Age and how did people begin to advance?

National Curriculum objectives:

Changes in Britain from Ice Age to Stone Age.

Prior learning: What a timeline is and that time is linear. Inventions and hierarchy.

Key vocabulary: Pangea, continents, Earth, Pre-historic, Ice age, Bronze age, BC, BCE, AD, Stone Age, hierarchy, nomadic, tools, old stone age, middle stone, age, new stone age. Settle, survival, communication, arrowhead, plough, migration, copper, tin, bronze, trade, monarchy, melt, steel, iron, carbon, melt, fort, wealth, settlements, significant, progress, civilisation, language.



Castle View Primary School History Curriculum

Year 3 – How did the Ancient Egyptians impact the wider world?

Key questions:

Why were the Ancient Egyptians so significant?

What were the advancements amongst the Ancient Egyptians over their era?

Why were the pyramids important to Egyptians and why do people today feel they are significant?

Why was the discovery of Tutankhamen's tomb significant for historians?

Why was the River Nile important to Ancient Egyptian people?

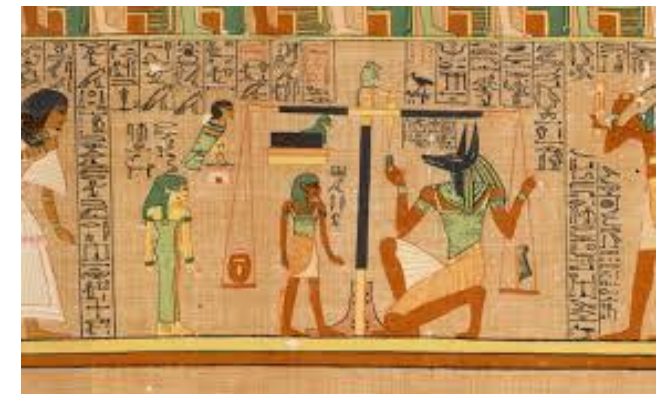
What were the differences in advancements in Britain compared with ancient Egypt?

Prior learning: Explorers and their discoveries.

Key vocabulary: Egyptians, engineer, architecture, advance, timeline, civilization, burial, tomb, pyramid, Giza, afterlife, Tutankhamen, artefacts, tomb, discovery, irrigation, River Nile, papyrus, hieroglyphics, records, historical.

National Curriculum objectives:

Ancient Egypt - The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study.



Castle View Primary School History Curriculum

Year 4 – How did the Ancient Greeks influence the wider world?

Key questions:

Who were the Greeks and where were the main city-states?

What were the achievements of the Ancient Greeks?

Who was Alexander the Great and why was he an important person?

What was the Ancient Greek culture like?

Can you name any Ancient Greeks and why they are significant?

Prior learning: Where and when early civilisations appeared and what achievements they made. Ancient Egyptian culture.

Key vocabulary: hierarchy, Ancient, settlement, city-states, Athens, Sparta, democracy, oligarchy, theatre, entertainment, Olympics, literature, science, mathematics, alphabet, democracy, architecture, medicine, library, empire, influence, culture, similarity, difference, Socrates, literature, social status, Hypocrates, democracy, Galileo, Science, mathematics, Pythagoras.

National Curriculum objectives:

Ancient Greece – a study of Greek life and achievements and their influence on the western world.



Castle View Primary School History Curriculum

Year 4 – How did the Romans influence Britain?

Key questions:

Who were the Romans and what was the difference between Roman republic and Roman Empire?

What was the Roman Empire? How did the empire expand?

Who was Julius Caesar? Why did the Romans struggle to invade Britain initially, and what enabled them to invade eventually?

Why did it take the Romans so long to conquer parts of Britain?

How did the Romans change Celt life? Did all Celts adopt the Roman way of life?

What do we use today that the Romans gave us?

National Curriculum objectives:

The Roman Empire and its impact on Britain.

Prior learning:

Key vocabulary: Roman, democracy, vote, senate, consul, society, social standing, hierarchy, civilisation, republic, Empire, invade, conquer, empire, military, Julius Caesar, invade, dictator, Celts, surrender, revolt, Boudica, invasion, debate, significant, influence, Romanisation, Christianity, barbarian, revolt, coliseum.



Castle View Primary School History Curriculum

Year 5 – What happened after the Romans vacated Britain?

Who were the Anglo-Saxons, why did they come to Britain and where did they come from?
How did the Anglo-Saxons change British life and what were they like?
What were the 5 kingdoms of Anglo-Saxon Britain?
What happened in Canterbury, Iona and Lindisfarne and why were these places important for Christians?
Where did the Vikings come from and why did they come to England?
Who were the Anglo Saxons?

National Curriculum objectives:
Britain's settlement by Anglo-Saxons and Scots.

Prior learning: The Romans and their impact on Britain.

Key vocabulary:

Anglo Saxon, settle, peaceful, farming, conditions, collapse, vacate, invade, impact, Northumbria, East Anglia, Kent, Wessex, Mercia, Lindisfarne, Canterbury, Iona, monk, the Pope, St Columba, St Augustine, Vikings, Scandinavia, Denmark, Dane, Norway, Sweden, Lindisfarne, trade,



Castle View Primary School History Curriculum

Year 5 – Who was Alfred the Great and who was Athelstan?

Key questions:

Where did the Vikings come from, who were they and why did they come to Britain?

Who was Alfred the Great and what impact did he have during Viking invasions?

What was meant by 'Danelaw' and where was Alfred king of?

Who was Athelstan and why was he considered the first true King of England?

What was Danegeld? Who was Cnut and why was he significant? Who was Edward the Confessor?

What happened after the death of Edward the Confessor in 1066?

National Curriculum objectives:

The viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.

Prior learning:

The Anglo-Saxons and the Viking attack on Lindisfarne.

Key vocabulary: raid, loot, monastery, settle, Battle of Edmonton, Guthram, treaty, Danelaw, treaty, law, Athelstan, Danelaw, Battle of Brunanburh, Danegeld, Cnut, Edward the Confessor, Athelstan, Battle of Stamford Bridge, Battle of Hastings, Harold Hadrada, Harold Godwinson, William of Normandy, Conqueror.



Castle View Primary School History Curriculum

Year 5 – How has the power of our monarchs changed since 1066?

Key questions:

How did the Magna Carta change the hierarchy of monarchy?

How did Henry VIII change religion in England?

Who was James I and why was he significant?

What change happened during his reign?

Who was Queen Anne and what changed during her reign?

Who was Queen Victoria and what changed during her reign?

Who are the significant monarchs we have studied and what changes did they make?

Prior learning: Monarchs have ultimate power and authority over their state, second only to God.

Key vocabulary: King John, Magna Carta, tax, law, reign, Henry VIII, Catholic, Church of England, Christian, colonise, British Empire, throne, successor, parliament, Queen Anne, Kingdom of Great Britain, Queen Victoria, British Empire, industrial revolution, monarch, succeed, succession, significant, change

National Curriculum objectives:

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.



Castle View Primary School History Curriculum

Year 6 – What are the differences and similarities between the Mayans and the rest of the world?

Key questions:

Who were the Mayans? When and where did they live?

How did the Mayans live?

What did Mayans believe? Why were rituals important?

Why were the Mayans considered advanced for their time?

What affected the Mayan civilisation? What happened to them?

What was different about Mayan life and life during the time of Athelstan?

National Curriculum objectives:

Mayan civilisation c.AD900 - A non-European society that provides contrasts with British history

Prior learning:

The change and impact throughout history both in Great Britain and in other parts of the world.

Chronological awareness of British History and some world history. Roman life and Anglo Saxon life.

Key vocabulary: Mayans, AD, civilisation, Meso-America, farmer, warrior, hunter, builder, noble, craftsman, astronomy, religion, rituals, sacrifice, advanced, civilisation, calendar, hieroglyphics, overpopulation, degradation, warfare, trade, drought, Anglo-Saxon, Athelstan, compare, different.



Castle View Primary School History Curriculum

Year 6 – What was the Industrial Revolution (1760 – 1840) and what impact did it have on my locality?

Key questions:

What was meant by 'industrialisation'? What change happened as a result?
What machinery was developed to enable large scale production in Manchester? How do you know?
What change during the Industrial Revolution and what was the impact of this?
How did people's health and work conditions change during the Industrial Revolution? Who impacted this?
Is there anything in your locality today that remains since the Industrial Revolution?
Why was the Manchester Ship Canal built?
What is your understanding of the industrial revolution, the change that happened during this time and what the impact was?

National Curriculum objectives:
A local history study.

Prior learning:

Railways and the changes they enabled.
The change and impact throughout history both in Great Britain and other parts of the world.

Key vocabulary: Agriculture, industrialisation, industry, revolution, 18th Century, rural, urban, textiles, cotton, mill, steam engine, manufacture, population, sanitation, conditions, overcrowded, hygiene, tuberculosis, typhus, cholera, parliament, Manchester Ship Canal, Liverpool to Manchester Railway, population, poverty,

