

# Wren Park Primary School

## Whole-school long-term



RESPECTFUL



AMBITIOUS



RESILIENT



## History curriculum overview: In complete effect from Sept 2025

- *New for KS2 – Some units have been re-arranged to help children with their chronological understanding of British History.*
- *We have introduced a whole school mini-unit (2 Weeks) called the World at War, adapted for every year group (from Sept 2024).*
- *The Romans will be taught in Year 3 and Year 4 (2024/25) as an interim year to ensure knowledge is covered for all pupils before moving units.*

Build knowledge about:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	At Wren Park, throughout the year, children will begin to develop a sense of <b>continuity and change</b> using the class timeline and Learning Adventure displays, watching the changing seasons & exploring the natural world in the Wren's Nest. Children are introduced to figures from the past through Little People, Big Dreams books.					
<b>EYFS</b>	<p><b>Topic: Our Big New Adventure</b></p> <p><i>Past and Present</i> Children will know about their own life story and how they have changed. talk about members of their immediate family and the relationship to them. <b>BLACK HISTORY MONTH:</b> Children will talk about past and present events through what has been read to them.</p>	<p><b>Topic: Sparkle and Shine</b></p> <p><i>Past and Present</i> Children will know some similarities and differences between things in the past and now. (Remembrance)</p>	<p><b>Topic: Terrific Tales</b></p> <p><i>Past and Present</i> Children will talk about the lives of people around them and their roles in society.</p>	<p><b>Topic: Wonderful World</b></p> <p><i>Past and Present</i> Children will talk about past and present events in their lives and what has been read to them.</p>	<p><b>Topic: The Great Outdoors</b></p> <p><i>Past and Present</i> Children will know about the past through settings and characters.</p>	<p><b>Topic: Sun, Sea and Sand</b></p> <p><i>Past and Present</i> Children will know about the past through settings, characters and event + see Science/PSHE (Growing &amp; Changing)</p>
<b>Year 1</b>	<p><b>Marvelous Materials</b></p> <p>What is history, Toys Guy Fawkes</p>	<p><b>Delightful Derby, Lovely Littleover</b></p> <p>Local History (Littleover)</p> <p><b>The World at War.</b></p>	<p><b>Singing in the rain</b></p> <p>Amazing Inventors</p>	<p><b>Muddy Boots!</b></p> <p>British Monarchy Queen Victoria Queen Elizabeth</p>	<p><b>Fantastic Me!</b></p> <p>Personal Histories and childhood Louis Braille</p>	<p><b>All Creatures Great &amp; Small</b></p> <p>David Attenborough Greta Thunberg Polar Explorers – Shackleton</p>
<b>Year 2</b>	<p><b>Castles</b></p> <p>Castles 10<sup>th</sup> – 14<sup>th</sup> century</p>	<p><b>The Great Fire of London</b></p> <p>Events of 1666 Charles II and Samuel Pepys.</p> <p><b>The World at War</b></p>	<p><b>What makes someone a Superhero?</b></p> <p>Significant People - Florence Nightingale, Mary Seacole, Neil Armstrong, real life heroes.</p>		<p><b>Land ahoy!</b></p> <p>Edwardian continent Explorers – Christopher Columbus.</p>	<p><b>Sea sides Now and Then</b></p> <p>Seaside in the past, compare and contrast</p>

<b>Year 3</b>	<b>Stone Age to Iron Age</b> <b>(prehistoric Britain)</b>	<b>The World at War</b>  Stone Age to Iron Age (prehistoric Britain) Place Study – Creswell Crags/Peak District		<b>The Romans*</b>  The history of Roman Empire and its impact on Britain today		<b>Rainforests</b>  Explorers – Percy Fawcett
<b>Year 4</b>	<b>Ancient Egyptians</b>  Egyptian civilisation and its impact on Britain today	<b>The World at War</b>  <b>Ancient Egyptians</b>  Egyptian civilisation and its impact on Britain today		<b>Invaders and Raiders (Anglo Saxons)</b>  The history of the Anglo Saxons and its impact on Britain today.		<b>Vikings</b>  The history of the Vikings and its impact on Britain today
<b>Year 5</b>		<b>The World at War</b>  <b>Groovy Greeks</b>  The Ancient Greek civilisation and its impact on Britain today		<b>The Tudor Rose</b>  The history of the Tudors and its impact on Britain today.	<b>London Calling</b>  London after 1066 – Battle of Hastings, Tower of London. Crime and punishment.	
<b>Year 6</b>	<b>The Industrial Revolution</b>  Victorians, Richard Arkwright, British Empire, Changes. Place study – Cromford Mills.	<b>The World at War</b>	<b>Mexicocoa</b>  Ancient Mayans – how they lived and impact on Britain today		<b>Survival</b>  Indigenous Australia. How we can learn from survival strategies throughout History.	

Progression map showing key skills to be taught over the curriculum cycle

Area of learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Chronology (Sequencing)</u></b>	Begins to sequence some events or at least 2 related objects in order.	Sequence some events from their own personal or local history.	Sequence at least 3 events from their own personal or local history.	Use timelines to place events in order.	Names and places dates of significant events from past on a timeline.	Uses timelines to place and sequence local, national and international events.	Can sequence accurately all time periods studied, using relevant dates and time markers.

<p><b><u>Enquiry</u></b></p>	<p>Use pictures and photographs to create a timeline and to find out information.</p>	<p>Find answers to simple questions about the past from sources of information e.g. from tangible artefacts including a range of toys.</p>	<p>Observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Begin to ask questions about artefacts and sources from the past to deepen their knowledge (who, what, why, when, where).</p> <p>Begin to use books and specific websites to find answers to questions. NB: websites to be chosen by staff.</p>	<p>Compare a range of first and secondhand sources and begin to discuss validity / reliability.</p> <p>Compare information that they find on the internet to reliable information texts. NB: Children enabled to safely search for information to compare.</p> <p>Use ICT and quality information Texts, from a selection curated by staff, to research.</p>	<p>Use the library and internet for independent research. Select and record relevant information.</p> <p>Independently ask questions about artefacts, photographs and sources of information.</p> <p>Discuss validity and reliability of primary and secondary sources.</p> <p>Use a range of evidence to build up a picture of the past e.g. ICT, information texts, photographs, artefacts.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p>	<p>Use the library and internet for research with increasing confidence, finding quicker and more efficient ways of retrieving specific and relevant information.</p> <p>Identify primary and secondary sources independently and question their reliability and validity.</p> <p>Choose relevant material to present a picture of one aspect of life in time past and justify their choices.</p>	<p>Evaluate methods of retrieving information and choose the most relevant and efficient for them.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account, answering questions from others confidently and using evidence to support their answers.</p>
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<p><b><u>Cause and Consequence</u></b></p>	<p>Begin to understand consequences as a result of something that happens to them.</p>	<p>Discuss consequences in terms of immediate results of an event in the present.</p>	<p>Begin to recognise causes of actions and events in history and what happened as a result.</p>	<p>Sees that historical events have causes and consequences that result in change over time.</p> <p>Can list some causes and consequences of key historical events.</p>	<p>Sees that historical events have causes and consequences that result in change over time.</p> <p>Can list a greater range of causes and consequences of key historical events.</p>	<p>Identifies some of the consequences of events in terms of immediate and longer-term effects.</p>	<p>Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently.</p>
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<p><b><u>Organisation &amp; Communication</u></b></p>	<p>Children express themselves accurately in the correct tense (see C&amp;L).</p>	<p>Sort events and objects into groups (i.e. then and now)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past.</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p>	<p>Begin to communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period</p>
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Strand	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Talk about the lives of people around them and their roles in society.	Sequence events in their life  Sequence 3 or 4 artefacts from Distinctly different periods of time.  Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book  Sequence photographs etc. from different periods of their life  Describe memories of key events in lives	Place the time studied on a time line  Use dates and terms related to the study unit and passing of time  Sequence several events or artefacts	Place events from periods studied on time line Use terms related to the period and begin to date events  Understand more complex terms eg BC/AD and BCE/CE	Know and sequence key events of time studied  Use relevant terms and period labels  Make comparisons between different times in the past	Place current study on a time line in relation to other studies  Use relevant dates and terms  Sequence up to 10 events on a time line
Range and depth of historical knowledge		Recognise the difference between past and present in their own and others' lives.  They know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result  Identify differences between ways of life at different times	Find out about everyday lives of people in times studied  Compare with our life today Identify reasons for and results of people's actions  Understand why people may have wanted to do something	Use evidence to reconstruct life in times studied Identify key features and events of times studied  Look for links and effects in time studied  Offer a reasonable explanation for some events	Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied  Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation  Know key dates, characters and events of time studied

<p style="text-align: center; color: green; font-weight: bold;">Interpretations of history</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions Of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons, tomb paintings, newspapers etc</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p> <p>Use a wide variety of sources; written, pictorial , virtual</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>
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<p style="text-align: center; color: green; font-weight: bold;">Historicalenquiry</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>
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<b>Organisation and communication</b>		<p>Communicate their <b>knowledge by:</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Drawing pictures</li> <li>• Drama/role play.</li> <li>• Making models. Writing.</li> <li>• Using IT</li> </ul>	<p>Communicate their <b>knowledge by:</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Drawing pictures</li> <li>• Drama/ role play</li> <li>• Making models</li> <li>• Writing</li> </ul> <p>Using IT</p>	<p>Recall, select and organise historical information</p> <p>Communicate their <b>knowledge and understanding</b></p>	<p>Recall, select and organise historical information</p> <p>Communicate their <b>knowledge and understanding</b></p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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