History curriculum **sticky facts** overview based on NC and Key Stage History

To be used in conjunction with our 2024 progression documentation.

	Changes within living memory	Beyond living memory	Lives of significant people	Local history
KS1 NC	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Events beyond living memory that are significant nationally or globally [for example, the great fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	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	Significant historical events, people and places in their own locality
Y1	**Autumn – How has life at home changed?** Different house types have different names. Homes have changed within living memory – both on the outside and on the inside. Parents and Grandparents can tell us about how homes have changed since they were children. Technology has been the biggest change in our homes. Jobs that had to be done by hand can now be done by machines. The Victorian era is beyond living memory.	**Spring – How have seaside holidays changed?** People have been going on seaside holidays for 200 years but they became popular in the Victorian time. People could travel to the seaside by the new invention of the steam train. Many activities that children do at the beach today are similar to 100 years ago. Seaside holidays have changed – where people go (abroad) and how they travel (flights)	**Summer – Which three queens are remembered most in history?** Queen Elizabeth I reigned 500 years ago for about 50 years. Queen Victoria reigned 200 years ago for 63 years. Queen Elizabeth II reigned 75 years ago for 70 years. Important changes happened during each reign: Spanish Armada (Elizabeth I), railways (Victoria) and technology (Elizabeth II). The power of the ruler was much greater when Elizabeth I was queen.	Heber-Percy's (monarchy unit)
Y2	**Summer – How has communication changed over time?** William Claxton brought the first printing press to the UK in 1476 The printing press printed books which had previously been handwritten. Alexander Graham Bell invented the telephone in the 1870s. The telephone has been improved as technology has developed. Tim Berners-Lee is a British computer scientist who invented the world wide web.	**Autumn – What was the Great Fire of London?** Start and finish date – September 1666 Where it started – Pudding Lane Reasons the fire spread so quickly – houses were close together, made of wood, straw roofs What happened after the fire – Buildings were rebuilt, King Charles ordered that buildings were build further apart and made of stone Key people – King Charles II, Thomas Farriner, Samuel Pepys, Sir Christopher Wren	**Spring – What does it take to be a famous explorer?** Scott was an explorer who lived 100 years ago (timeline of dates) Scott reached the South Pole (review cold places) On the journey back, Scott and his party died. His bravery helped us to understand the dangers of polar exploration	Fire of Market Drayton (GFoL unit)

	Chronology (Stone Age to 1066)	Beyond 1066	Local Study	Ancient Civilisations	Civilisations from 1000 years ago	Ancient Greece
KS2 NC	To include: • Stone age to Iron age (Y3) • Romans (Y4) • Anglo-Saxons (Y5) • Vikings (Y6)	An aspect of theme that takes pupils beyond 1066	A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066	Cover each of and then choose one to look at in depth: • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty	Choose one of: • Mayas • Islamic Civilizations • Benin Civilization	Greek life and influence on the Western world
Y3	**1.** Sequence in the correct order the names used by historians to describe different periods during this time. **2.** Know that this time before the Romans invaded is called prehistoric. **3.** Know that in Britain in the Old Stone Age there were many changes- ice melting and sea levels rising. **4.** Say what was distinctive about 3 different periods from this time. (Stone Age, Bronze Age and Iron Age) **5.** Explain what the two biggest changes that developed in Britain during the New Stone Age were and describe the impact on daily Life for the Hunter Gatherers (Farmers/new way of making tools arrive from Europe) **6.** Explain the different theories as to why Stonehenge was built.		1. To learn the key events in the life of Charles Darwin and how his work influenced the history of the natural sciences. 2. To know the key events (economic, geographical) that shaped the history of the growth of Shrewsbury as a county town. 3. To state a variety of sources of evidence that can be used to study the history of Shrewsbury and Hodnet	1. That Ancient Egypt is just one of 5 major ancient civilisations which emerged about 5000 years ago, each being organised with cities and having their own form of communication- e.g. hieroglyphics or cuneiform. 2. Egypt was ruled by Pharaohs who were seen more like a god than just a person. Tutankhamun is the most famous whose tomb was only discovered 100 years ago Below the pharaoh, there were other levels		

	Comment on how people found time to worship. **7.** Describe the ways in which life changed during the Iron Age (Build Hillforts/Make tools and weapons from iron.) **8.** Explain how we can know so much about a time that happened thousands of years ago. (Evidence such as Stonehenge/ Long burial mound and hillforts.		(photos, census data, personal anecdotes) 4. To compare photographs from the past and compare with those today, to describe change - Shrewsbury fieldtrip and Hodnet. 5. To know how key events can change the history of a place – eg. the advance of the motor car, the closure of the railway, the building of the bypass in Hodnet. 6. To be able to place a series of local photographs in order on a timeline.	of society from viziers and scribes and priests down to slaves. 3. The Egyptians worshipped hundreds of gods, many represented by animals. 4. Much of daily life in Egypt was influenced by the Nile which flooded every year, essential for growing crops. 5. We know that the Egyptians thought that people who died went to a new world and we have lots of artefacts used in the mummification process. 6. Much of what we know for sure about Ancient Egypt comes from the Rosetta stone discovered only 200 years ago. There are still a lot of unanswered questions about this ancient civilization such as did slaves really build the pyramids?		
Y4	1. Know that the Romans ruled Britain from 43CE until 410CE. 2. Know that the Roman empire was large and covered many modern-day countries. 3. Julius Caesar was probably the best known Roman leader. He invaded in 55BC and 54BC. Claudius invaded in 43AD	**How have children's lives changed?** 1. Know how the Tudor and Victorian periods relate to Ancient Britain/ modern day on timeline.			1.In the year 1000 settlements like Chichen Itza were among the largest settlements anywhere in the world and Chichen Itza is probably the best preserved of	

	and they successfully settled in Celtic Britain. 4. Know how there was resistance to the Roman occupation. Describe how Boudicca stood up to the Romans. **5.** Explain why we have different interpretations of Boudicca today. **6.** Know that Hadrian's wall was built in 122AD to defend the Roman province of Britannia. 7. Describe 4 of the most significant changes the Romans made to how people lived, and how we know for sure. 8. Know about how the Roman army was organised and why it was so effective. 9. Explain why the Romans were so powerful but then left Britain after nearly 400 years. 10. Describe the main ways in which the Romans still impact on our lives today, 2000 years later.	2. Name monarchs from Tudor/Victorian/Current eras 3. Can use sources to compare childhood in Tudor/Victorian and modern times. Identify similarities and differences between: Play/Leisure, Schooling, Work, Health 4. Knows that poor children in the past worked from a young age and can identify the dangers of jobs in mines and factories. 5. Know that life was better(schooling/health) if you were a child from a wealthier family. 6. Can explain the role of an apprentice. 7. Can explain why Lord Shaftesbury was significant in improving life for Victorian children. 8. Can identify reasons why children died at a young age in the past and how modern medicine/ lifestyle (clean water/living conditions) has made life better. 9. Can compare how leisure activities for children have changed over time. Can describe			any city in the world from this time. 2. After about the year AD830 very little new construction took place at Chichen Itza. The last glyph with a date on comes from AD910.The reasons why the Mayan declined at that time (they weren't entirely wiped out) was probably due to drought and overworking of the soil. 3. The Mayans farmed on land they terraced and made fertile. Their staple diet was maize and even worshiped maize as a god. They drank chocolate but not as we know it. It was unsweetened and spiced with chilli peppers. They even had a frother! 4. They built pyramids with temples on top and even had an amazing astronomical observatory 5. The Maya worshipped many gods and believed	

		features of a Tudor Frost Fayre, Victorian Fair ground, Modern theme park. 10. Can use the school archive resources to identify changes in schooling in Hodnet since Victorian era.			they needed offerings of blood. 6. We know about the Maya from their writings in hieroglyphics, their advanced number system and the buildings such as the ball court that are still there today	
Y5	1. Know that the Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes. 2. Know that the name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'. 3. Know that they came to Britain from across the North Sea in the middle of the 5th Century. Explain why they invaded. 4. Know that for a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land. (Explain how this relates to some of our county boundaries today) 5. Know that the Anglo-Saxons were fierce people who fought many battles and when they weren't fighting, they were farming. Know about how the Anglo-Saxons attempted to bring about law and order into the country. 6. Know that the original seven kingdoms became one (Wessex) as the Vikings came and overcame the other parts. 7. Explain how most Anglo Saxons were pagans before converting to		Know about a period of history that has strong connections to their locality and understand the issues associated with the period. 1. Know what the Industrial Revolution was and when it took place. 2. Know what led to the Industrial Revolution and what changed during it. 3. Know what impact the Industrial Revolution had including famous inventions and inventors. 4. Know about the negative impact of the Industrial Revolution and what changed because of it. 5. Know what changes took place in our local area during the Industrial Revolution	1.Know where in the world the ancient civilisations started and their modern-day equivalent and plot these on a map. 2.Know that all early writing systems consisted of pictures and these pictures represented words and then later sounds. 3.Know that trade was a big part of ancient civilisation life as a way of swopping what people had too much of for what they needed. 4.Know that tokens were used to keep track of goods traded before money was invented. 5.Know that writing was also introduced as a way of keeping track of traded goods.		

	Christianity. Monasteries were built in Iona and Lindisfarne 8. Know that the Anglo-Saxon period ended when the Normans conquered Britain in 1066. 9. Explain where our knowledge of the Anglo-Saxons comes from. Identify what evidence we have of the time.		including how Ironbridge is considered the birthplace of the IR. 6. Explore industrial methods used during the IR and how they are still used today (Tile Museum visit).	6.Know 3 technologies that were invented during ancient civilisations. 7.Know some important buildings and architecture of ancient civilisations. 8.Know ways in which large buildings were built before machinery.		
Y6	1. Know that the Vikings first arrived in Britain around 787CE travelling in longships. 2. Know that Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland. 3. Know that the Vikings attacked England from Scandinavia (Denmark, Norway and Sweden) carrying out raids on monasteries, churches and farms and taking loot back to their homeland. 4. know that they invaded and conquered much of England, taking kingdoms ruled by the Anglo-Saxons, and by 878AD the Vikings had settled, living on farms and in villages. 5. Know that the part of England ruled by Vikings was known as Danelaw. Know that the Anglo-Saxons paid a tax known as Danegeld to the Vikings, who then promised not to raid the areas where the tax was paid.		Local study: Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time Add specific learning linked to local area. 1. Britain was at war with Germany and her allies for 6 years but managed to win the war, despite all the hardship people faced. 2. Britain was led through the darkest days of the war by Winston Churchill and was helped especially by the USA, Russia and troops from across the			1.Explain the main features of Ancient Greek society, especially the role of slaves and women. 2.Explain the unique way that Ancient Athens was ruled at the time, democracy 3.Explain why there was a Golden Age for Athens in the 5th and 6th centuries BC 4.Give 3 important examples of Ancient Greek achievements 5.Make deductions about what mattered to the Ancient Greeks by studying pot evidence 6. Explain ways in which the Greeks have influenced our lives today. 7. Know about the influence the Gods

	6. Know that the most famous Anglo-Saxon king was King Alfred the Great, who managed to defend his kingdom of Wessex against the Vikings. 7. Know that the Vikings spoke Norse, which had an alphabet made up of runes. 8. Know that the Vikings worshipped many Gods such as Odin (Wednesday named after him) Thor (Thursday) and Freya (Friday) 9. Know that the most important Viking British city was York, or Jorvik as it was known by the Vikings.		British Empire, to win the war. 3. Many British cities were badly bombed and people killed, especially during what was known as the Blitz which saw massive destruction in the main industrial cities and ports as well as London. 4. Many children had to be evacuated to the countryside and billeted on foster families to avoid being bombed or gassed in air raids. 5, Everyone had a part to play in the war effort including 1.5 million women who worked in factories, farming transport and defence doing jobs such as delivering planes. 6. People still talk about the 'Blitz spirit' of coping with hardship, but not everyone behaved wonderfully. Propaganda was widely used to lift people's morale. 7. The government made use of propaganda to persuade the people that the war was going well.			had on Ancient Greece. 8. Know some of the main characteristics of the Athenians and Spartans. 9. Name 5 sports from the Ancient Greek Olympics.