

Willow Lane History Curriculum

Our intent

Our history curriculum ignites our children's curiosity and develops their understanding about the lives of people who lived in the past, both within the context of our local area and across the world. Through this, our children are able to develop their character whilst learning to value and understand a variety of cultures. We strive to make historians who are brave, knowledgeable and resilient, from Reception through to Year 6. Our history embeds this through historical enquiry where children have the opportunity to handle artefacts and ask inquisitive questions. It also provides our children with a secure chronological framework within which they can make comparisons between different periods. Our curriculum is anchored in our local area to give our children concrete experiences on which to build their knowledge. We also explore the history of the British Isles and some of the most influential civilisations from history.

Our curriculum provides a detailed interpretation of the National Curriculum statements. We have adapted the guidance within the National Curriculum to meet the needs of the children at Willow Lane and create a broad and balanced curriculum. It provides opportunities for children to delve deeper and apply their knowledge in a wide range of contexts. We also value and teach skills to ensure children understand methods of historical enquiry. Furthermore, we know our children learn more when they are provided with memorable experiences with which to anchor and link their learning. These experiences provide opportunities for rich discussion and enable children to develop their cultural capital and vocabulary.



Willow Lane
Community Primary School

Assessment in History

How we assess

Each unit begins with a short introduction, which sets the scene for later learning. This is presented in a narrative fashion and children help to 'story map' the key elements of the introduction. Over the course of the unit, children learn the introduction by heart to help embed key vocabulary and foundational knowledge for all.

Teachers use the 'I will know...' and 'I will know how to...' statements in each unit to assess whether children are achieving age related expectations. Teachers use formative assessment as an opportunity to identify strengths in the unit and plan opportunities to further deepen and broaden children's learning. It is also an opportunity to identify children and areas that require further consolidation and plan future learning episodes accordingly.

Unit outcomes allow teachers to identify those who are working towards unit expectations, those who are meeting the expectations for the unit and those who are working at greater depth within the unit. Outcomes may take the form of low-stakes testing, reports, presentations or other creative tasks that allow children to showcase their learning.

Children not meeting the expectations for a unit, or where gaps are identified, will be given further opportunities to revisit the foundational learning identified in each unit. This may be through regular retrieval tasks based on the 'Learning Checks' or through planned learning tasks designed to enable learners to revisit and apply earlier knowledge or skills in a new context.

The outcomes and 'Learning Checks' also support the subject lead in identifying strengths and areas for further development in the curriculum design and teaching and learning of history.

The overview of the progression in historical enquiry skills is shown on the next page. Key skills for each unit should be selected from the overview that meet the needs of each class. To assess children's historical enquiry skills, teachers observe the execution of skills that have been previously modelled and take note of those children who are not yet secure in using them. If children are not yet secure in the skills, further opportunities are planned in later learning episodes for children to revisit them. If children are secure in the skills, then opportunities to broaden the skills and apply them in new contexts are planned as appropriate.



Historical Skill Progression at Willow Lane

Age Range	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	Historical Enquiry	Historical Interpretations
KS1 (age 5-7) <i>Develop close observations</i>	Recognise: <ul style="list-style-type: none"> • why people did things. • why events happened. • what happened as a result. 	Identify similarities and differences between ways of life at different times.	Observe different people, events and beliefs over time.	Talk about who was important in history	Ask and answer questions. Understand ways we find out about the past. Choose and use parts of stories and other sources to show understanding.	Identify ways in which the past is represented
Lower KS2 (age 7-9) <i>Develop systematic approach</i>	Identify and give reasons for, and the results of, historical events and changes.	Describe and make links between historical events and changes.	Describe diverse social, cultural, and religious ideas.	Identify historically significant people and events.	Generate questions based on historical knowledge and sources. Understand how knowledge of the past comes from a range of sources. Construct responses by selecting and organising information.	Understand why different views of the past may exist. Describe some of the reasons why accounts of the past may be different.
Upper KS2 (age 9-11) <i>Develop independence</i>	Analyse and explain reasons for, and results of, historical events, situations, changes.	Explain change and continuity within and across periods.	Understand diverse experiences and beliefs in past societies.	Explain the significance of events, people and developments in their context and in the present.	Pursue historically valid enquiries. Understand how different types of sources are used to make historical claims. Create relevant, structured and evidentially supported accounts.	Discover how and why contrasting arguments and interpretations of the past have been constructed.

Willow Lane History Curriculum Overview

Year group	Autumn		Spring		Summer	
EYFS: Red	Busy Being Me	Celebrations	Magic Time Machine	When I Grow Up	Wet and Wild	Our Wonderful World
1. Orange	History: Transport				History: Lancaster- Past and Present	
2. Yellow			History: Explorers		History: Morecambe- Victoria and Elizabeth II	
3. Green	History: Pyramids		History: Prehistory			
4. Blue	History: Roman Empire		History: The Industrial Revolution			
5. Indigo	History: World War I		History: Ancient Greece			
6. Violet	History: Saxons and Vikings				History: Transatlantic Slave Trade	

History: The 'Big' Ideas

Our Willow Lane History Curriculum is tied together with Big Ideas. They are developed and revisited throughout the curriculum to support children in leaving with a secure sense of what history is and what it means to be a historian.

Big Ideas:

- A world existed before we were born. Some things happened many years ago before there were ways of writing to record the past. Human history is only a small part of time.
- The past was different from today. Some things have changed (slowly or quickly), but some things are the same.
- We might think of some changes as positive (good) and others as negative (bad).
- People in the past had feelings and emotions and had reasons for their actions.
- It is not always easy to work out why things happened and why people did or thought things.
- Peoples' actions have consequences and can cause change. Things do not always work out as planned.
- Historians can put together stories about the past in different ways. It may be different if we use different information or have different ideas about what is most important.
- Not all groups of people are remembered equally throughout history. A lot of recorded history was kept by the most powerful groups of people at any time. Sometimes the achievements and records of groups of people have been lost or destroyed.
- Historians and archaeologists are people who try to understand what happened at different times in the past.
- We find out about the past from different types of sources (information), including artefacts, pictures, photographs and written records. Some parts of history have many sources, but others have very few.
- Not all sources of information can be trusted. It may be inaccurate, incomplete, prejudiced or biased (unfair).
- However, all sources can be useful- they always tell us something about the past. It is often better if we can find more than one source of information about a topic.
- We can never know everything that happened in the past so we may have to infer (work out) things that are likely to have happened.
- Sometimes we need to choose which sources to use by deciding which are the most important or trustworthy.
- It is important to learn about what people in the past have done. We should try to understand their choices and actions, although we may not always agree with them. The actions and choices of people in the past have shaped our lives today.



Willow Lane
Community Primary School

History: Key Concepts

History is the study of the past, in particular the changes that have occurred within human society.

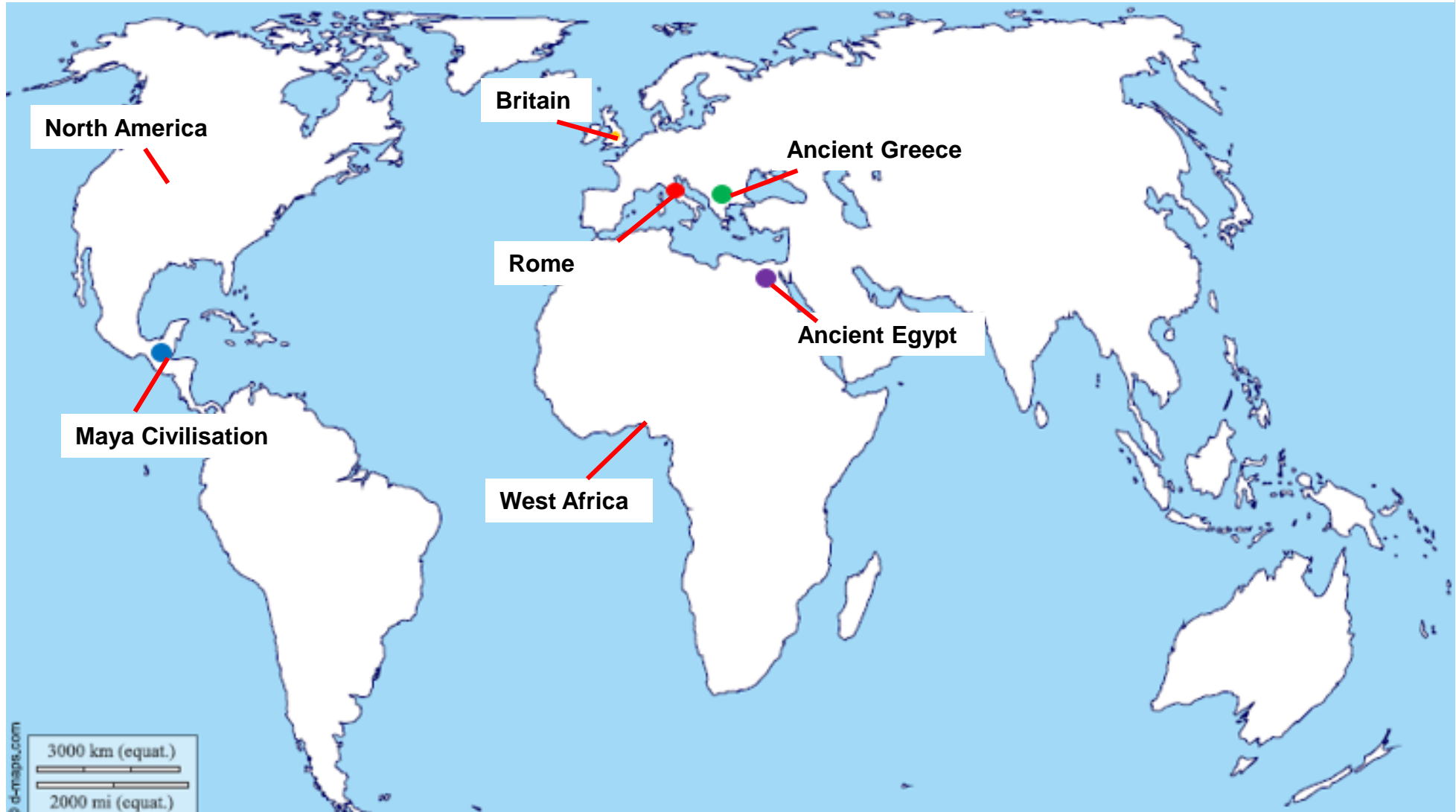
- **Diversity:** Human history is created by all people. There have been (and still are) many different groups of people. Some people throughout history have had different beliefs or ideas, thought differently, lived in different ways or looked different to us. The meeting of different groups throughout history has led to new achievements, discoveries, ideas, civilisations and conflict.
 - For example, our children learn about a diverse range of explorers, they learn about powerful monarchs and ordinary people in the Victorian period, they compare Egyptian and Maya pyramids, they learn about Julius Caesar and the impact of Boudicca on the Roman Empire in Britain, they learn about the role of women in WWI and about the life of Walter Tull (the first black officer in the British Army), and they learn about West African cultural history and the terrible impact of the Transatlantic Slave Trade.
- **Sustainability:** How humans have shaped their environments in the past and how human activity is influenced by our environment.
- **Technology:** Change throughout history is often caused by new inventions and technology. People have always been inventors.
 - For example, our children learn about the development of transport and how it allowed people to travel further and faster, they learn how technological advancements have allowed us to explore new places, they learn how technology drove huge changes for humans throughout prehistory, and they learn how the Industrial Revolution was led by new technologies.
- **Migration:** Changes throughout history are often caused by the movement of people. People have always been explorers.
 - For example, children learn how transport technology has allowed people to move freely around the world, they learn how explorers have a desire to go to new places, they learn how empires expanded, and they learn how people were sometimes forced to move or moved for new opportunities.
- **Civilisation:** Different groups of people have become powerful at different times. Great civilisations have occurred in many places around the world. Civilisations have grown through migration, invasion and settlement. There have been many different ways of governing and organising civilisations. Through these our children learn about many of humankind's greatest achievements and the rise and fall of empires.
- **Ancient History:** Our children learn about ancient history through the lens of great civilisations from Europe, Africa, Asia and South America.
- **Modern History:** Our children learn about modern history through the lens of explorers, Victorian Britain (Lancaster Past and Present, Morecambe, Industrial Revolution) and WWI.
- **History of the British Isles:** We chart the history of the British Isles from the first humans to settle here 12,000 years ago, through the prehistoric period and on to the arrival of the Romans, Anglo-Saxons and Vikings. We also explore the modern history of Great Britain through the Victorian Era and World War I.



Willow Lane
Community Primary School

History: The 'Big' Ideas

Important locations in our history curriculum.



Reception: Past and Present

Overview:

Children joining us in Reception will have a range of differing experience to bring to their learning at Willow Lane. Children joining us from Appletree Nursery will have a range of experiences linked to the past and present. They will have explored toys and types of transport that have changed over time. They will have looked at how they have grown and changed over time. They will know friends and family who are older or younger than themselves. They will talk about their own experiences from the recent past and have observed changes in the natural world over time.

In Reception, we support children in developing their understanding of past and present through different themes throughout the year. We plan in focused learning interactions to explicitly introduce and teach new ideas. We create continuous provision opportunities that allow us to provide repeated opportunities for children to experience and understand the changes over time. We also create space in our curriculum to follow children's interests and build on their prior experiences. This combination of approaches encourages the characteristics of effective learning and provides all children with a strong basis on which to develop their understanding of history as they move into Year 1.

Resources:

[EYFS Long Term Plan](#)
[Development Matters](#)

Early Years Foundation Stage Early Learning Goals

Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events met in books read in class and storytelling.



Reception: Past and Present

I will know:

- some of the important events that have happened to me in the past.
- that the older members of my family were born in a time in the past.
- who the important adults are in my life.
- some characters and settings involved in traditions and celebrations of events in the past.
- how some toys and types of transport have changed over time.
- some ways in which the natural world changes throughout the year.

Vocabulary:

today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, parents, grandparents, great grandparents, clue, memory, lifetime, calendar, remember

I will experience:

- visiting different spaces in the school grounds at different times of the year.
- visiting places in the local area that have changed over time.
- handling objects from the past.

I will learn how to:

- sequence pictures of my life.
- to notice differences in places, photographs and objects from different times.
- add events to class timelines.
- how to talk about personal experiences in the recent past.

Learning Links

Children will build on the experiences of the past and present they have already enjoyed in nursery or home settings.



Willow Lane History Curriculum

Year 1



Willow Lane
Community Primary School

Year 1: Transport

Enquiry Question: How has the way we travel changed over the years?

Big Ideas: Technology; Modern History

Overview:

This unit build on children's experiences from EYFS of talking about changes in their own life times. Children may also have talked about changes within their parents' lifetimes and explored how familiar features of life, such as toys and games, have changed over time. They will be familiar with words connected to the passing of time. It also extends their knowledge of travel and distance. Children start by exploring ideas about why travel is important. They learn that is necessary to travel long distances, perhaps for work, holidays, trips or to see friends and family. They learn that transport is also used to move heavy goods on trains, planes and lorries. They learn that it helps people to meet and talk to new people and share ideas or sell things. This is also a useful starting point for children's geographical learning. They then explore photographs of planes and cars and discuss how they could put them in order. They think about who might have used them and why. They are introduced to the idea of timelines and place the vehicles in order connected to how long ago they were used. The children look at the vehicles and pictures of people who might have driven them. They match the pilots/drivers to their vehicles and give reasons why. They describe the vehicles and may compare old and new- looking for what is the same and what is different. This builds children's ideas of continuity and change. The children then consider what transport might have looked like before this. They can compare ships and water transport, including canal and narrow boats. They may learn about the history of Lancaster canal and its aqueduct. The use of tow paths and horses to move heavy goods. They may learn why very few people would have had horses and most people would have walked. They learn how this meant most people did not go on holiday or leave their local area. At this point or before, children should be introduced to the idea of how trains have changed. They can compare old and new. The children learn how the railways changed Britain and life across the world (this links to the later Victorian units in Year 2 and the Industrial Revolution in Year 5). They learn about the life and achievements of George Stephenson (a figure on the Victoria Monument in Dalton Square- highlighting his significance to Victorian Britain- and a place children will visit in their next local history unit in Year 1 and links to their learning in Year 2). The children should visit Lancaster railway station to talk to staff and observe what has changed and stayed the same by looking at old pictures of the station. This unit introduces children to the idea of change beyond living memory. They begin to explore similarities and difference and the idea of change and continuity. It also provides a starting point for considering the importance of transport and communication to human history and to the Victorian period.

Resources:

- beth.chambers@avantiwestcoast.co.uk (station visit)
- [BBC Video KS1 History of Transport](#)
- [Oak Academy History of Transport Lesson 1](#)
- [Oak Academy History of Transport Lesson 2](#)
- [SharePoint Transport Resources](#)
- [Literacy Shed Plus Comprehension Packs](#)

National Curriculum

Pupils should be taught about:

- *changes within living memory.*
- *events beyond living memory that are significant nationally or globally.*
- *the lives of significant individuals in the past who have contributed to national and international achievements.*
- *significant historical events, people and places in their own locality.*



Year 1: Transport

I will know:

- what transport is and examples of different form of transport.
- why forms of transport are important.
- **how different types of transport have changed over time.**
- **why the railways were important to people.**
- how the railways changed life for the people of Lancaster.
- what it was like to travel on the railway in the past.
- **about the life and achievements of George Stephenson.**

I will say:

transport, train, steam engine, locomotive, carriage, canal, narrow boat, horse drawn, aeroplane, railway, station, passenger, travel, visit, communicate, speed, invent, invention, engineer, modern, long ago, living memory, same, different, change, significant.

I will experience:

- travelling on different transport types.

I will learn how to:

- identify similarities and differences between ways of life at different times.
- recognise why people did things, why events happened and what happened as a result.
- talk about who was important in history.
- ask and answer questions.
- understand ways we find out about the past.
- identify ways in which the past is represented.

Learning check

1. How did people travel in the past compared to now?
2. How did the invention of trains change people's lives?
3. What is George Stephenson remembered for?

Learning links

In Reception Class, we used words to talk about things that have happened and looked at how some things have changed since our parents and carers were young.



Year 1: Lancaster- Past and Present

Enquiry Question: How has Lancaster changed over time?

Big Ideas: Modern History; History of the British Isles

Overview:

The children have already learned about some changes that have occurred throughout recent history by exploring how transport has changed. This unit will build on that understanding, including looking at photographs of Lancaster from the early 20th century in which children will notice horse and carriages and early automobiles. They may also be familiar with some of the clothing worn by people from the period. The children might start by looking at photographs or visiting Lancaster landmarks (e.g. Millennium Bridge, Judges Lodgings, Lancaster Castle, Roman Bath House, Ashton Memorial, Victoria Monument (Dalton Square), town hall, etc. They will consider what makes them significant buildings. They will reason about which landmarks are older by looking for clues. They will learn about Lord Ashton's life and achievements and how he helped to shape Lancaster. They learn what makes a person significant in history and explore the people depicted on the Victoria Monument, including George Stevenson and Sir Richard Owen. The children may explore how our school has changed over time and how the classroom and school life has changed in that period (e.g. how does a Victorian classroom compare to our own?) The children will further develop this learning in Year 2 when looking at Victorian holidays. The children will also learn about how houses have changed over time and compare their houses and others around Lancaster. They should contrast new builds with examples, such as the Lancaster almshouses. Children may learn about houses further back in time, such as what homes would have looked like for people during Norman times when the castle was built. They then go onto learn about how the high street has changed and consider how the shops and shopping experience has changed in their grandparents' and great-grandparents' lifetimes. They might learn what people would have bought; how they paid for it; how they travelled to town and back. This unit allows the children to appreciate the relative ages and history of buildings in Lancaster. It allows them to consider the technological and social changes that have occurred in recent history and beyond. It lays the foundations for deeper study of each of these periods later on. It will give children the opportunity to observe the historical evidence and rich history of Lancaster, as well as develop their sense of place and geography.

Resources:

- [Literacy Shed Plus Comprehension Packs](#)
- [History Association Local Study KS1](#)

National Curriculum

Pupils should be taught about:

- *changes within living memory.*
- *events beyond living memory that are significant nationally or globally.*
- *significant historical people, event and places in their own locality.*



Year 1: Lancaster- Past and Present

I will know:

- which buildings and landmarks in Lancaster are very old and which are new.
- **the key historical and modern landmarks in Lancaster.**
- why key landmarks and buildings in Lancaster were built.
- **who Lord Ashton was and how he shaped Lancaster.**
- how our school and school life has changed over time.
- how homes and houses in Lancaster have changed over time.
- how the city centre and shopping in Lancaster has changed over time.
- **how buildings in Lancaster have changed over time.**

I will say:

past, present, future, building, houses, landmark, memorial, monument, castle, bridge, statue, high street, shops, year, many years ago.

I will experience:

- visiting the high street and a range of landmarks around Lancaster.

I will learn how to:

- identify similarities and differences between ways of life at different times.
- observe different people, events and beliefs over time.
- talk about who was important in history.
- ask and answer questions.
- understand ways we find out about the past.
- identify ways in which the past is represented.

Learning check

1. Which landmarks can you name in Lancaster?
2. Can you tell me about any very old buildings or new buildings in Lancaster?
3. Why was Lord Ashton important?

Learning links

At the start of Orange Class, we learned that things change over time. We looked at how the invention of the train and car changed people's lives. In this topic, we will learn how Lancaster has changed over the last 100 years.



Willow Lane History Curriculum

Year 2



Willow Lane
Community Primary School

Year 2: Explorers

Enquiry Question: What makes someone historically significant?

Big Ideas: Technology; Migration; Modern History, Diversity

Overview:

In Year 1, the children developed their sense of history and how some things stay the same and others change. They considered what it makes a building important. In this unit, we develop the idea of events, people and places as being historically significant. The children also have a good understanding of how transport has changed throughout history, which allows them to appreciate the challenges of explorers in different times. The main focus is on the lives of a range of explorers. At first, children learn what an explorer is and consider how they can be important. They might think about where people might explore, why and what they would need to take with them. They might learn about Bear Grylls or Steve Backshaw. This gives the children a sense of the present period and a context to which they can compare the experiences of a wide range of historical explorers. It is important to share and consider the different backgrounds and experiences of the people studied to give children an appreciation of the diversity of cultures and people throughout history, particularly before the children learn about the Industrial Revolution and WWI in Year 5 and slavery in Year 6. They learn about the life and achievements of Sir Ernest Shackleton (Antarctic explorer and survivor of the Endurance) and about Matthew Henson (Arctic explorer- some believe to be the first person to reach North Pole). Then they learn about the famous pilots, Bessie Coleman and Amelia Earhart. Next, the children learn about Valentina Tereshkova (first woman in space) and Neil Armstrong. Then they compare the adventures of Ranulph Fiennes and Sir Edmund Hillary. With each explorer, children should gain a sense of chronology by comparing how long ago each achievement was. They should understand why ships were used for the first polar expeditions and why the advent of flight was so significant. They should understand why space exploration occurred in more modern times. Children should go on an adventure and consider the qualities of explorers. They should gain a spirit of adventure and understand how people of all backgrounds have accomplished great things throughout history. They should have an opportunity to discuss the value of exploration and why these explorers can be considered 'significant'.

Resources:

- Bessie Coleman and Amelia Earhart – comprehension pack on Literacy Shed (Y3)
- [Literacy Shed Plus Comprehension Packs](#)
- [History Association Exploring Explorers](#)
- [History Association Significant Individuals Ibn Buttata](#)
- [SharePoint Explorer Resources](#)

National Curriculum

Pupils should be taught about:

- *changes within living memory.*
- *events beyond living memory that are significant nationally or globally.*
- *the lives of significant individuals in the past who have contributed to national and international achievements.*
- *significant historical events, people and places in their own locality.*



Year 2: Explorers

I will know:

- **what an explorer is and why exploration is important.**
- **why exploration was important**
- **different ways to explore: exploration of space, sea and land.**
- **what makes an explorer significant.**
- Possible explorers: Matthew Henson, Sir Ernest Shackleton, Bessie Coleman, Amelia Earhart, Valentina Tereshkova, Neil Armstrong, Ranulph Feinnes and Bear Grylls. **(One significant explorer from the past)**
- how exploration has changed over time.

I will say:

explore, explorer, significant, event, pioneer, encounter, research, past, present, future, era, space, astronaut, sailor, climber, mountaineer, pilot, technology.

I will experience:

- going on an adventure and exploration day.

I will learn how to:

- recognise why people did things, why events happened and what happened as a result.
- talk about who was important.
- ask and answer questions.
- understand ways we find out about the past.
- choose and use parts of stories and other sources to show understanding.
- understand how we find out about the past.
- identify ways in which the past is represented.
- identify similarities and differences between ways of life at different times.

Learning check

1. What is exploration?
2. Why did people explore?
3. What different ways did people explore?
4. How has exploration changed over time?
5. What can you tell me about the significant explorers you have learned about?

Learning links

In Orange Class, we learned about how transport has changed over time. We also learned how inventions can be important and change people's lives. In this unit, we will learn about the lives of some significant explorers and why exploration is important.



Year 2: Morecambe- Victoria and Elizabeth II

Enquiry Question: How has Morecambe changed over the years?

Big Ideas: Technology; Modern History; History of the British Isles

Overview:

This unit builds on children's learning about change and continuity in Lancaster gained in Year 1. It also further develops their understanding of historically significant places and people, particularly from the Explorers unit in Year 2. The children by considering the Victoria Monument in Dalton Square- a place they visited last year. They recall who commissioned it (Lord Ashton) and then consider why. They learn about Queen Victoria and make comparisons with Queen Elizabeth II. They consider when they were born, how long their reign is/was, their family, where they lived and the key events that occurred during their reigns (linking back to changes in transport and achievements of explorers). They learn that in 1846, Morecambe gained its first railway and the town grew in size due to tourists and the port (linking to their geography learning in Year 2). They learn that Morecambe became a popular Victorian seaside resort and understand that this became possible due to the railway. The children visit Morecambe and look at evidence for the Victorian period. They might visit the Winter Gardens and learn how it was originally named the Victoria Pavilion. The children learn what Victorian holidays were like by looking at photographs, stories and other historical sources. They might learn about why people chose Morecambe, the clothes they would have worn, the foods they might have eaten and the leisure activities they would have enjoyed. They compare Victorian holiday experience to their own and modern experiences. By looking at the connection between the railway and tourism, children have the opportunity to make many links with their geographical learning, including the idea of tourism from earlier in Year 2. They also begin to gain an appreciation of cause and consequence in history and of change and continuity. They will also develop a better understanding and appreciation of their local history and how it has been shaped since Victorian times.

Resources:

- [Literacy Shed Plus Comprehension Packs](#)
- Queen Elizabeth II – Y2 comprehension pack (Literacy Shed)
- [National Archives Victorian Seaside Photos and Resources](#)
- [BBC Audio Stories Victorian Seaside Holiday](#)
- [Historic England What People did at the Seaside in the Past](#)
- [SharePoint History Resources](#)

National Curriculum

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- *changes within living memory.*
- *events beyond living memory that are significant nationally or globally.*
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- *significant historical events, people and places in their own locality.*



Year 2: Morecambe- Victoria and Elizabeth II

I will know:

- **who Queen Victoria was and why she was significant.**
- who was Queen Elizabeth II and why was she significant.
- **what has stayed the same and what has changed at Morecambe sea front since the Victorian period.**
- about the history of the Winter Gardens.
- why Morecambe became a holiday destination.
- **how holidays have changed over time.**

I will say:

Victorians, reign, king, queen, monarch, period, leisure, holiday, pavilion, pier, destination, decade, century.

I will experience:

- visiting Morecambe for a 20th century holiday and to observe how it has changed over the last 100 years.

I will learn how to:

- identify similarities and differences between ways of life at different times.
- talk about who was important.
- ask and answer questions.
- understand ways we find out about the past.
- choose and use parts of stories and other sources to show understanding.
- understand how we find out about the past.
- identify ways in which the past is represented.

Learning check

1. Who was Queen Victoria?
2. Who is Queen Elizabeth II?
3. How have holidays changed since the Victorian period?

Learning links

In Orange Class, we learned about the history of some of Lancaster's most famous buildings and landmarks, including the Victoria Monument. We also learned about Lord Ashton and how he changed the city. In this topic, we will learn about how Morecambe has changed over the years, discover who Queen Victoria was and learn about some of the people who lived in Victorian times.



Willow Lane History Curriculum

Year 3



Willow Lane
Community Primary School

Year 3: Pyramids

Enquiry Question: Why were the pyramids built?

Big Ideas: Ancient History, Civilisation, Diversity

Overview:

This unit is the first in a series of topics focused on influential ancient civilisations. It build on the children's understanding of achievement and significance so that they understand why Ancient Egypt is still studied today. They begin by learning that Ancient Egypt spanned a huge length of time from 3150BC to 30AD (the invention of the iPhone is closer in time to Cleopatra's rule, than her lifetime was to the building of the pyramids). They learn that it can be divided into different eras (The Old Kingdom, The Middle Kingdom and the New Kingdom) and that there was great change throughout the period (examples of religion, art, power). The children learn that it finally ended during the reign of Cleopatra and came under Roman rule in 30BC (a link to their learning in Year 4). They learn that Ancient Egypt was ruled by pharaohs. They learn about the religious beliefs of the time and beliefs about the afterlife. They learn that the religion had many deities and that pharaohs were chosen by the gods to communicate with people. This meant that it was important to everyone that the majesty of the pharaoh was protected. They learn that Egyptians believed in 'ka' and that this spirit remained with the body even after death and that to properly care for his spirit, the body was mummified and buried with everything the king would need in the afterlife, including gold, furniture and food. This meant powerful pharaohs were buried with vast amounts of treasure. The children learn that the pyramids were built as tombs during The Old Kingdom. They learn about the Pyramids of Giza. They learn that the largest pyramid was built for Pharaoh Khufu. The children could consider Herodotus' account of pyramid building. The next largest was built for his son, Khafre, which included the Great Sphinx. They learn that the last pyramid was built around 2200BC. The children might consider the different reasons for pyramid building to stop (including to better hide their treasure, lack of space, the amount of effort). They learn that by the time of the New Kingdom many Pharaohs were buried in the Valley of the Kings. They then learn about the work of archeologists, Howard Carter and the significance of the discovery of Tutankhamun's tomb (and why we haven't found more treasures). They learn how we know so much about Egyptian life (writing, inscriptions, artefacts, Rosetta Stone). They then learn about the hierarchy of Egyptian society and about the craftspeople of Dier el Medina and how we know about them, to better understand life in Ancient Egypt for people other than pharaohs. The children then learn that the Egyptians were not the only civilization to build pyramids, examples can be found across the world, including in Rome and in Central America. The children look more closely at the Maya pyramids and learn how the Maya civilization existed at the same time as the New Kingdom in Egypt (from 1500BC to 900AD). This support the children in understanding that civilisations existed without knowledge of each other and that history is a study of place as well as time. They learn and contrast Maya beliefs and pyramids and compare similarities and differences between the pyramids of the two civilisations.

Resources:

- [Historical Association Dier el Medina Resource](#)
- [Historical Association Religion and Beliefs](#)
- [Historical Association Teaching Ancient Egypt](#)
- [Historical Association Comparing Pyramids](#)
- [Literacy Shed Plus Comprehension Packs](#)
- [Oak National Academy Ancient Egypt Unit](#)
- [BBC Bitesize Ancient Egypt](#)
- [SharePoint Egypt Resources](#)
- [DK Findout Ancient Egypt](#)
- [BBC Class Clips Howard Carter.](#)

National Curriculum

- *Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of non-European societies; achievements and follies of mankind.*
- *Pupils should be taught about the achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.*
- *Pupils should be taught about a non-European society that provides contrast with British history- Maya civilisation c. AD 900.*



Year 3: Pyramids

I will know:

- who ruled Ancient Egypt.
- **why the Ancient Egyptians built pyramids.**
- why the discovery of Tutankhamun's tomb was significant.
- **describe the lives of craft workers in Dier el Medina.**
- that different civilisations have built pyramids throughout history.
- why the Maya built pyramids.
- **what was similar and different about Egyptian and Maya pyramids.**

I will say:

civilisation, pyramid, ancient, artefact, tomb, pharaoh, ruler, AD, BC, peasant, slave, craftsman, archaeology.

I will experience:

- visiting the ancient Egypt exhibition at Liverpool World Museum.

I will learn how to:

- identify and give reasons for historical events.
- describe and make links between civilisations.
- identify historically significant people and events.
- generate questions based on historical knowledge and sources.
- understand how knowledge of the past comes from a range of sources.

Learning check

1. What is an ancient civilisation?
2. Who ruled in Ancient Egypt?
3. Who built the pyramids?
4. Why were pyramids built?
5. What are some similarities and differences between Ancient Egypt and the Maya civilisations?

Learning links

In Yellow Class, we learned about kings and queens, significant people and place, and how life has changed over the last 100 years. In this topic, we will learn about an ancient civilization, its achievements and rulers.



Year 3: Prehistory

Enquiry Question: What is prehistory?

Big Ideas: Technology; Migration, History of the British Isles

Overview:

This unit concentrates on significant changes for humanity across a great breadth of time. It sets the scene for our children by exploring the very earliest history of the British Isles up to the Iron Age and the arrival of the Romans (studied in Year 4). It also gives children a sense of all of humanity's shared history and ancestry. The children learn that prehistoric refers to any time before written records were kept. They might look at a timeline of the universe and learn that the earth is 4.5 billion years old; that 4 billion years ago the first life evolved; 240 million years ago the first dinosaurs evolved; 65 million years ago the dinosaurs became extinct; 300,000 years ago the first modern humans evolved in Africa. They learn that the people began migrating from Africa about 120,000 years ago. The very first modern humans arrived in Britain about 40,000 years ago, but they only settled for a continuous period around 12,000 years ago. Children may learn about the Cheddar Man (the oldest complete skeleton in Britain). The children learn that there are three eras in the Stone Age. They learn that the settlement of Britain was at the end of the Paleolithic Era (Old Stone Age). At this time, people are slowly migrating across the world. They are hunter-gatherers and nomadic. They had started to use fire and make simple tools out of wood, stone or bone. They lived in caves or shelters made of animal skin. There was not much language and tools stayed the same for a very long time. Next was the Mesolithic Era (Middle Age) from about 12,000 to 6,000 years ago. They learn that this is after the last ice age and Britain becomes warmer. Tools start to develop as people make edges from flint. Then is the Neolithic Era (New Age). Tools become more sophisticated (including stone scythes). Humans begin settling, living in larger groups and farming. This allows for language and further technology to develop. They learn that stone circles were constructed during this period (including Stone Henge and Castlerigg). The children examine and compare artefacts from the different eras and consider what they can tell us about life at the time. They learn how farming was a huge revolution in human history and how it changed the way we live. They learn that the Bronze Age began in Britain about 4,500 years ago (approx. 2500 BC). They learn that other civilisations discover metal at other times. They learn about the artefacts and advances of the time and about the Beaker culture that spread through Europe and Britain bringing Bronze Age technology with them. This helps children to understand how Britain's population has changed throughout history. They learn that the Iron Age began around 800BC and ended with the arrival of the Romans in 43AD. They learn that the Celts were another European culture that travelled to Britain to trade and settle. They bring with them the knowledge of how to make iron. They learn that iron was more readily available and so it could be used to make more tools. They learn that these tools allow them to farm more land and build larger villages. They learn about the features of Iron Age villages and how people would have lived. This gives the children background context for the arrival of the Roman's and for studying Boudicca's rebellion in Year 4. This unit also grounds children's history by giving it a sense of scale and considers the themes of change and continuity while providing plenty of opportunity to further develop historical enquiry knowledge.

Resources:

- [Oak Academy Prehistoric Britain Unit](#)
- [Natural History Museum Beaker People](#)
- [Literacy Shed Plus Comprehension Packs](#)
- [BBC Bitesize Prehistoric Britain](#)
- [British Museum KS2 Prehistory Resource](#)
- [History Association Prehistory KS2](#)
- [SharePoint Prehistory Resources](#)

National Curriculum

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.*
- Pupils should be taught about the achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.*
- Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.*



Year 3: Prehistory

I will know:

- **why we use the term prehistoric.**
- how people came to settle in Britain.
- **the features and developments within and between the different periods of the Stone Age.**
- **what artefacts and monuments tell us about how people lived in prehistoric periods.**
- what life was like in a Neolithic settlement.
- **how farming changed how humans lived.**
- how the Bronze Age changed how humans lived.
- **how the Iron Age changed how humans lived.**

I will say:

Prehistoric, artefact, migrate, settle, Stone Age, Paleolithic, Mesolithic, Neolithic, agriculture, nomadic, tools, monument, Bronze Age, Iron Age, migration, hunter-gatherer.

I will experience:

- finding evidence of the stone age in the local area.

I will learn how to:

- identify and give reasons for historical changes.
- describe and make links between historical events and changes.
- Identify historically significant events.
- generate questions based on historical knowledge and sources.
- understand how knowledge of the past comes from a range of sources.
- understand that different views of the past may exist.

Learning check

1. What does the word prehistoric mean?
2. How did farming change how people lived in Britain?
3. What was significant about the Iron Age?
4. How did people come to settle in Britain?
5. What do artefacts tell us about prehistoric Britain?

Learning links

In Orange Class, we learned about significant landmarks and building. In Yellow Class, we learned how life has changed over the last 100 years and in our last topic in Green Class, we learned about two ancient civilisations. This topic, explores even further into the past and we learn about the very earliest people to settle in Britain.



Willow Lane History Curriculum

Year 4



Willow Lane
Community Primary School

Year 4: Roman Empire

Enquiry Question: How did the Roman Empire conquer Britain?

Big Ideas: Ancient History, History of the British Isles, Civilisation, Migration, Technology

Overview:

In Year 3, the children studied the Iron Age, including the influence of the Celts. This period leads directly to and influences the events during the Roman occupation of Britain. The children may also remember that the Ancient Egyptian civilisation came to an end after it came under Roman control. The children learn the story of how Rome was founded and that it became a republic (a state or country without a monarch) after the kings of Rome were overthrown by the people. It was ruled by two consuls. The consuls were elected by patricians (very wealthy families). The consuls were advised by people in the senate. They were also voted in by the plebeians (everyday people- slaves or women could not vote). They learn that Rome was a republic state that was founded around 753BC, but it became more powerful and used its army and made deals with other states and tribes to extend its control. Eventually, it became a huge empire (one state or person that rules over lots of other countries or states) that reached across Europe, the Western Asia and North Africa. They learn that the empire existed from 27BC to 476AD (after Ancient Greece and overlapping with Maya and the end of the Ancient Egyptian Period). The children then learn that Julius Caesar was one of the most famous leaders of Rome. He lived from 100 BC to 44BC. He was a very successful politician and general, who won many battles from Rome and helped to extend the empire. He became commander of the Roman Legions (armies). He fought the Gauls (tribes of Northern Europe). This helped to make him richer and more powerful by taking their land and gold. It took Roman territory all the way to the North Sea. It also made him appear to protect Rome from Gaul attacks. He became so powerful the senate were worried he might try and take over so they ordered him to return to Rome and disband his army. Caesar was worried if he did return, he might be thrown in prison by his enemies so he returned to Rome with his army. Civil war broke out, but Caesar eventually defeated all of his enemies. The children learn that he then took over Rome without a vote. This meant he was a dictator. They learn that about 100 years later the Roman Empire, led by Claudius extends even further into Britain. They recall what life was like for the Celts in Britain at this time and then learn how the Roman Empire managed to take control of most of Britain. They learn about the changes this made to Britain and about the Celt's rebellion led by Boudicca. They then learn how Rome came under increasing attacks from Germanic tribes and was forced to call its armies back from Britain and finally left Britain around 410 AD. The children then consider the legacy left by the Roman's in Britain (e.g. towns, roads, laws, water and hygiene, religion). The children should have the opportunity to visit Roman sites in Britain, such as Ribchester and the bath house in Lancaster.

Resources:

[Oak National Academy Romans](#)

[Literacy Shed Plus Comprehension Packs](#)

[History Association Roman Britain](#)

[DK Findout Ancient Rome](#)

[Ducksters England and the Roman Empire](#)

[BBC Bitesize Roman Empire](#)

[SharePoint Romans Resources](#)

National Curriculum

- *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 expansion and dissolution of empires.*
- *Pupils should be taught about the Roman Empire and its impact on Britain.*



Year 4: Roman Empire

I will know:

- **how the Roman Empire became so powerful.**
- why Julius Caesar was an important Roman leader.
- what Britain was like before the Romans.
- **how the Romans conquered Britain.**
- how Lancaster got its name.
- **why Boudicca led a revolt against the Romans.**
- **how the Romans changed Britain.**
- why the Romans left Britain.
- that the Roman occupation of Britain left a lasting legacy.

I will say:

Rome, Roman, republic, empire, Britons, dictator, conquer, conquest, invade, resistance, revolt, legacy, decline, fall, evidence, emperor, sacrifice.

I will experience:

- visiting Lancaster's Roman bath house and to Ribchester to find evidence of Roman occupation of Britain.
- taking part in 'Meet the Romans' session with Lancaster City Museum.

I will learn how to:

- identify and give reasons for, and the results of, historical events and changes.
- describe and make links between historical events and changes.
- describe diverse social, cultural and religious ideas.
- identify historically significant individuals.
- understand how knowledge of the past comes from a range of sources.
- construct responses by selecting and organising information.

Learning check

1. How do we know the Roman Empire was powerful?
2. Why was Boudicca considered a hero by Britons?
3. How did the Roman Empire change Britain?
4. What evidence is there of Roman occupation in Britain today?

Learning links

In Green Class, we learned about Ancient Egypt and its pharaohs. In this topic, we will learn about another great civilisation, its rulers and achievements. Even though thousands of years passed between the building of the pyramids and the rise of the Roman Empire, the two civilisations did exist together with Rome taking control of Egypt in 30BC.



Year 4: Industrial Revolution

Enquiry Question: How did industry revolutionise Lancashire?

Big Ideas: Technology; Modern History, Migration, History of the British Isles

Overview:

This unit builds on the children's understanding of the Victorian period gained in Year 2, but also the ideas of freedom and forced labour. It also provides background to their future learning about globalisation in Year 5 geography and the Transatlantic Slave Trade in Year 6. It further develops their understanding of how people and cultures are intertwined throughout history and the influence of technology and cause and consequence. The children start by considering where their clothes come from and where they came from before the Industrial Revolution. They then learn how the cotton industry became an integral part of life for people in Lancashire. They learn that the industrial revolution began circa 1760. They learn about the technological advancements that made it possible and the establishment of the mills. They learn how this caused people to move from rural to urban settings (possibly considering the push and pull factors that will be further examined in geography). They learn how this changed life for people in Lancashire and consider the life of child workers in the cotton factories. They learn how the cotton famine of 1862 affected the people of Lancashire (an opportunity to explore cause and consequence). This leads them to consider where the cotton came from. They learn about the cotton trade and how it was imported from North America. They learn about the people involved in the cotton trade and what their life was like and may contrast this with the life of wealthy mill owners. The children should use a range of sources as evidence for the time. They should also visit a local mill to better understand the conditions and life at the time. The children should be supported to develop empathy for the people involved in the trade and gain a deeper understanding of the causes and consequences of such a dramatic change for people's lives.

Resources:

- [SharePoint Industrial Revolution Resources](#)
- [Literacy Shed Plus Comprehension Packs](#)
- [BBC Bitesize Industrial Revolution](#)
- [Manchester Archives Interview with Mill Workers](#)
- [Conditions in Lancashire Mills](#)
- [British Library Spinning Jenny Patent](#)
- [DK Findout Victorian Britain](#)
- [Historic England Cotton Industry](#)
- [History Association Industrial Revolution](#)

National Curriculum

- *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 influenced by the wider world.*
- *a local history study.*
- *a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.*



Year 4: Industrial Revolution

I will know:

- where our clothes come from in the present and where they came from in the past.
- **that the Lancashire Cotton Industry was vital for the people of Lancashire.**
- **that the Industrial Revolution began around 1760.**
- **what life was like for workers, including children, in the cotton factories.**
- how the 1862 Cotton Famine affected the people of Lancashire.
- that cotton was imported from North America.
- who was involved in the cotton trade and what their life was like.

I will say:

population, dependence, subsistence, child labour, famine, enslaved, trade, mill, primary source, secondary source.

I will learn how to:

- identify and give reasons for, and the results of, historical changes.
- describe and make links between historical events and changes.
- generate questions based on historical knowledge and sources.
- understand how knowledge of the past comes from a range of sources.
- construct responses by selecting and organizing information.
- describe some reasons why accounts of the past may be different.

Learning check

1. Why was the Cotton Industry vital for the people of Lancashire?
2. When did the Industrial Revolution begin?
3. What was life like for cotton factory workers?
4. How did the 1862 Cotton Famine affect Lancashire people?
5. Where was cotton imported from?

Learning links

In Orange Class, we learned about the importance of the railways and how they changed life in Britain. In Yellow Class, we learned about Queen Victoria and how life has changed since her reign. These events took place within the period of the Industrial Revolution.



Willow Lane History Curriculum

Year 5



Willow Lane
Community Primary School

Year 5: Ancient Greece

Enquiry Question: What is the legacy of the Ancient Greeks?

Big Ideas: Civilisation; Ancient History

Overview:

This unit continues to develop the children's understanding of some of the most influential civilisations from history. It builds on the learning about states and empire from the Roman topic. They children learn that the Ancient Greek civilisation spanned from 776BC to 146BC when it was conquered by Rome. They learn that Greece was not one country, but a collection of city states with some shared culture (e.g. language, religion). They learn about how the different city states were governed, including systems of monarchy, democracy, oligarchy and tyranny. The children learn about life and achievements of Athens as a city state and consider its legacy. They learn about Sparta as a contrasting city state and explore what was the same and different about the two states, including the geography (Athens- coastal; Sparta- mountainous) and culture of the two states. They learn that Sparta and Athens were allies against Persia, such as at the Battle of Thermopylae or by learning about the events surrounding the Battle of Marathon. Here the children may learn about the historian, Herodotus- the same man from Ancient Greece who wrote about the construction of the pyramids. The children then learn that Sparta began to fear the growing power of Athens. This led to the Peloponnesian War between 431BC and 404BC. They learn that despite Sparta military might, Athens had a powerful navy and defended its city with strong walls. Eventually, the Athenian fleet was defeated (after the Persians leant Sparta money to build ships) and Athens grew weaker. The Athenians were finally defeated and Sparta made them tear their walls down so they would be easier to defeat in future. Sparta installed 30 tyrants to rule Athens, but these were overthrown after a year and democracy was restored. Sparta was eventually defeated by Thebes in 371BC. This unit consolidates children's understanding of government, influence and legacy from their studies of the Roman Empire. It also introduces them to the idea of alliances and how these can shift- an important aspect for WWI study in Year 5. It supports children in understanding that civilisations were not homogenous and that there was great diversity in thought and culture even within a single period. It also allows them to appreciate the influence and legacy of these great civilisations on our lives today (e.g. through the achievements of Athens, including democracy, theatre, philosophy).

Resources:

[Literacy Shed Plus Comprehension Packs](#)
[Oak National Academy Ancient Greece Unit](#)
[History Association Ancient Greece SOW](#)
[History Association Ancient Greece](#)
[BBC Bitesize Ancient Greece](#)
[SharePoint Ancient Greece Resources](#)

National Curriculum

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



Year 5: Ancient Greece

I will know:

- **to that the Ancient Greeks ruled from 776BC until 146BC.**
- **that Ancient Greece was divided into city states.**
- different city states had different systems of government.
- **the differences between monarchy, democracy, oligarchy and tyranny.**
- **the key differences Sparta and Athens.**
- that the Peloponnesian wars were between Sparta and Athens.
- How the Olympics started and how it has evolved over time.

I will say:

monarchy, democracy, oligarchy, tyranny, government, city state, Sparta, Athens, parliament, polis

I will experience:.

- A debate.

I will learn how to:

- pursue historically valid enquiries.
- understand how different types of sources are used to make historical claims.
- create relevant, structured and evidentially supported accounts of the past.
- analyse and explain reasons for, and results of, historical events and changes.
- explain change and continuity within and across periods.

Learning check

1. For how long did the Ancient Greeks rule?
2. How was Ancient Greece divided?
3. What systems of government existed in Ancient Greece?
4. What are some of the key differences between Sparta and Athens?

Learning links

This unit, builds on our learning about the ancient Egyptian, Roman and Maya civilisations. We will learn about the achievements of another great, ancient civilisation and its achievements, legacy and influence on the wider world.



Year 5: World War I

Enquiry Question: How did WWI contribute towards better equality?

Big Ideas: Modern History; Diversity; History of the British Isles

Overview:

This unit continues to develop the children's understanding of diversity and equality. It builds upon their Year 2 learning about appreciating the diversity of cultures and people throughout history and Year 4's focus on how people and cultures are intertwined throughout history. It also provides background for their future learning about equality in Year 6. They learn that WWI began in 1914 and ended in 1918. They learn about how women's role was mainly within the home, but that this was dramatically changed with the onset of WWI. They will understand that as men went off to fight, women were called upon for roles normally held by men. For e.g. farming (The Land Girls) and helping with the war effort in jobs such as, making ammunition. This was alongside the traditional jobs they previously held before the war. They will learn that women's role was vital during WWI. Children will know that the war opened up new opportunities for women which gave them increased independence. Children will recognise that this increased emancipation in practice made the demand for the vote in national elections even more likely to be recognised. They will learn that, as a result of the war, women gained new social and economic options, and stronger political voices. They will learn that Walter Tull was the first Black officer in the British army. They will understand that many people believed that White, British soldiers would not take orders from Black men, yet Walter led 26 of his men to safety in the Battle of the River Pave. He was recommended for the Military Cross for his bravery but the award was never given. Children will understand that despite Walter's brave efforts, he was never rewarded. Children will understand that some, such as MP David Lammy, believe that this was due to racism at the time. They will also learn that the commonwealth countries contributed to the war effort. For e.g. Britain's colonies sent over 2,500,000 men to fight alongside the British army during WWI. These men were either volunteers or conscripted. They will know that soldiers came from India, Africa, Australia, the Caribbean and Canada, but not all were treated equally. For example, Black South African men weren't allowed to fight in Europe, but went to France to work as labourers, digging trench and loading ammunition.

Resources:

[Literacy Shed Plus Comprehension Packs](#)

[History Association WWI](#)

[BBC Bitesize WWI](#)

[Oak Academy WWI](#)

National Curriculum

- 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 influenced by the wider world.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history.



Year 5: World War I

I will know:

- **that World War I began in 1914 and ended in 1918.**
- that women's role in society changed as men left to fight
- **that women's role was vital during WWI.**
- how WWI led to change for women after WWI.
- that Walter Tull was the first Black officer in the British Army.
- **why Walter Tull's promotion to officer was significant.**
- the contribution of commonwealth countries to the war effort.
- Who was Marrthe Mathilde Cnockaert and what was her role in WWI

I will say:

war effort, equality, conflict, Women's Land Army, Home Front, independence, vital, diversity, commonwealth.

I will experience:

- participating in an act of remembrance.
- Visit Westfield memorial village and have a workshop learning all about World War 1.

I will learn how to:

- understand diverse experiences and beliefs in past societies
- explain the significance of events, people and developments in their context and in the present.
- discover how and why contrasting arguments and interpretations of the past have been constructed.
- pursue historically valid enquiries.
- understand how different types of sources are used to make historical claims.
- Create relevant, structured and evidentially supported accounts.

Learning check

1. When did WWI begin and end?
2. What were the new roles that women had to play during WWI?
3. Why was women's role so important during WWI?
4. How did things change for women after WWI?
5. Who is Walter Tull and why is he important?

Learning links

In Blue Class, we learned more about the Victorian period, the Industrial Revolution. We have also learned about the rise and fall of empires, including the British Empire. In this topic, we will learn about how life had changed in the decades following Queen Victoria's death and the role of people from across the commonwealth.



Willow Lane History Curriculum

Year 6



Willow Lane
Community Primary School

Year 6: Anglo-Saxons and Vikings

Enquiry Question: Why did the Anglo-Saxons and Vikings invade Britain?

Big Ideas: Ancient History; History of the British Isles; Migration

Overview:

Children will learn that the Anglo-Saxons invaded Britain in AD400s once the Roman Empire had left. They will understand that once the Romans had left, Britain was left vulnerable to invasion. This will build on their prior learning in Year 4. Children will know that the Vikings began invading from AD800s. They must understand the Vikings did not invade once, but continuously during their time in Britain until 1066. For e.g. after the first invasion in Lindisfarne in 793 AD, the raids continued. In 794 AD, Viking ships ransacked the monastery of Jarrow in Northumbria. In 795 AD, Vikings then raided sites in Ireland. They must also understand that during this period, many Vikings left their homelands in Scandinavia, just like the Anglo-Saxons did 400 years earlier. The people of Britain called the invaders Danes because they came from Denmark. But they also came from Norway and Sweden as well. Children will need to understand the push/pull factors that led to the invasion of the Saxons and Vikings. They will know that most Vikings were searching for better land for their farms. Their land was not good for growing crops or weaving animals. Another reason, some historians believe, was that their homeland was overcrowded. There was not enough good land for everyone to share. In a Viking family, only the eldest son inherited the family farm. So younger brothers had to make their living elsewhere. A further reason was they searched for treasures to make them rich. Britain was a good place to raid as there was much there to steal. The Vikings were attracted to the wealth of the monasteries and the easy treasure to be found within. Children will understand that the Anglo-Saxons had various reasons to invade. They too needed new homes and many moved their whole families across the sea to live in Britain. They built their own homes in areas that became villages. Lots of Anglo-Saxons were also warriors who enjoyed fighting. They believed that people in Britain were weak and so felt it would be easy to invade without the Romans. They also came to farmland, as where they came from, was often flooded which meant it was difficult to grow crops. Also, when the Romans left Britain, the Picts and Scots started attacking from the north. They asked for help from some Anglo-Saxons to help them defend their country. But they didn't leave and took over instead. It is important that the misconception that all Anglo-Saxons and Vikings were violent aggressors is addressed. Many settled with their families and were simply seeking a better life.

Resources:

- [Oak Academy Vikings and Anglo-Saxons](#)
- [Literacy Shed Plus Comprehension Packs](#)
- [History Association Vikings and Anglo-Saxons SOW](#)
- [History Association Viking and AngloSaxon Struggle for England](#)

National Curriculum

- *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.*
- *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history.*
- *Britain's settlement by Anglo-Saxons and Scots.*
- *The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.*



Year 6: Anglo-Saxons and Vikings

I will know:

- that the Anglo-Saxon period is from AD400s until 1066.
- that the Viking period is from AD800s until 1066.
- that the Vikings came from Scandinavia.
- that the Anglo-Saxons came from mainly Denmark, Germany and the Netherlands.
- the reasons that pushed the Anglo-Saxons and Vikings to settle in Britain.
- the reasons that pulled the Anglo-Saxons and Vikings to settle in Britain .

I will say:

invade, kingdom, Anglo-Saxons, Vikings, settlement, conquered, migration.

I will experience:

- a Viking and Anglo-Saxon experience day
- visiting local sites associated with Anglo-Saxon settlement,

I will learn how to:

- explain change and continuity within and across periods.
- analyse and explain reasons for, and results of, historical events and changes.
- pursue historically valid enquiries.
- understand how different types of sources are used to make historical claims.
- create relevant, structured and evidentially supported accounts.
- discover how and why contrasting arguments and interpretations of the past have been constructed.

Learning check

1. When was the Anglo-Saxon period?
2. When was the Viking period?
3. Where did the Anglo-Saxons and Vikings come from?
4. What were the reasons that pushed the Anglo-Saxons and Vikings to migrate to Britain?
5. What were the reasons that pulled the Anglo-Saxons and Vikings to migrate to Britain?

Learning links

- In Blue Class, we learnt about how the Roman Empire and how it became on powerful, particularly in Britain. We learnt about how the Romans changed Britain and why they left. This year, we will learn how the withdrawal of the Romans from Britain left an opportunity for the Anglo-Saxons and Vikings to invade.



Year 6: Transatlantic Slave Trade

Enquiry Question: What was the Transatlantic Slave Trade?

Big Ideas: Migration; Modern History; Diversity

Overview:

Children have learned about the achievements of a diverse range of people and civilisations throughout school. They have studied historically significant black people and discussed why their lives were made more difficult by the prevailing social and cultural attitudes of the time. This unit provides a deeper understanding of the terrible events that led to the racist social and cultural attitudes of the past and acknowledges that, while much progress has been made to ensure our society is fairer and more tolerant than in the past, racism still exists in our society and racist attitudes must continue to be challenged. The children start the unit by learning about the rich cultural heritage of precolonial West Africa (for example, by studying some of the powerful kingdoms and their diverse art, trade, history and culture). The children then understand that Transatlantic means 'crossing or extending across the Atlantic Ocean'. They will learn that the transatlantic slave trade was the largest forced migration in history. The transatlantic slave trade transported between 10 million and 12 million enslaved Black Africans across the Atlantic Ocean to the Americas from the 16th to 19th century. They will also know that a 'slave' is a person who is forced to work for someone and is owned, they were bought and sold like a piece of property and were not free to do what they want. Teachers must make it clear that 'slave' is increasingly come to be seen as dehumanising and the term 'enslaved' should be used instead. They will understand that Britain traded people and will know how commonplace this was. For example, In 1850, King Ghezo of Dahomey sent Queen Victoria a young slave girl as a present. They will know that Lancaster was the fourth biggest slave trading port in the UK– sending over 180 slave ships to sea. Preston also sent out ships to Africa to trade for slaves. Children will understand that Lancashire played a part in the transatlantic slave trade. This will also link this to their prior learning in Year 4 when they looked at the cotton trade. Children will know the transatlantic slave trade timeline ranged from 1600s (when the Dutch, English and French established colonies in the New World) and 1834 (when the Slavery Abolition Act took effect in Britain). Children will need to have access to maps so that they can understand how enslaved people were traded. For example, showing the triangular trade of enslaved Black Africans, sugar and tobacco and arms and textiles and wine. It will be important for children to have access to a range of resources so that they can make their own enquiries. For example, the Package Book of the Ship Hope. There is much more available (including primary sources) from the Lancashire Archives. They will look at resources that will allow them to understand how the enslaved were treated on board trade ships and the conditions to which they were subjected. The children learn about Harriet Tubman and escaped slavery and helped other enslaved people to freedom. They learn when Britain abolished slavery and about Harriet Tubman's role in helping to end slavery in America. Children should also learn about the legacy of the transatlantic slave trade and how segregation and wide-spread racism continued into the 20th century. They may learn about the American Civil Rights movement (for example, learning about Rosa Parks or Martin Luther King) or about the experiences and achievements of the Windrush generation in Britain.

Resources:

- BBC (Slave Trade in Lancashire): [BBC Lancashire Slave Trade Article](#)
- Shared area: range of artefacts linking to the areas mentioned above: [SharePoint Transatlantic Slave Trade Resources](#)
- [BBC Bitesize Transatlantic Slave Trade Overview](#)
- [International Slavery Museum Teacher Pack](#)
- [BBC Bitesize What was Precolonial West Africa like?](#)
- [BBC Bitesize Benin and other West African Kingdoms](#)
- [CUSP Windrush Planning Example](#)
- [Literacy Shed Plus Comprehension Packs](#)

National Curriculum

- *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 influenced by the wider world.*
- *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history.*



Year 6: Transatlantic Slave Trade

I will know:

- that precolonial West Africa had a rich culture and history of powerful kingdoms.
- that the Transatlantic Slave Trade was the buying and selling of enslaved Black African people across the Atlantic Ocean.
- that Great Britain had a significant role in the trade and enslavement of Black African people.
- that Lancaster was the fourth biggest slave trading port in the UK.
- that the Transatlantic Slave Trade ran from the 1600s until the Slavery Abolition Act in 1834.
- how enslaved Black African people were treated and the conditions they were subject to on board transatlantic voyages.
- the significance of Harriet Tubman and her efforts to free enslaved people.
- understand the legacy of the Transatlantic Slave Trade and the struggle to create a fairer society.

I will say:

transatlantic, trade, slave, enslaved, slavery, transported, abolition, manufactured, raw, import, export, racism, equality, freedom emancipation, descendants, generation.

I will experience:

- a visit to Lancaster Maritime Museum.
- a visit from Lancashire Archives .
- viewing local monuments for e.g., Mambo's grave in Heysham.
- Lancaster Slave Trade History Trail.
- visit to the International Slavery Museum.

I will learn how to:

- understand diverse experiences and beliefs in past societies
- explain the significance of events, people and developments in their context and in the present
- pursue historically valid enquiries.
- understand how different types of sources are used rigorously to make historical claims.
- create relevant, structured and evidentially supported accounts.
- discover how and why contrasting arguments and interpretations of the past have been constructed.

Learning check

1. What was the Transatlantic Slave Trade?
2. How was Great Britain involved in slavery?
3. What links are there to slavery and Lancashire?
4. When did slave trading begin and end?
5. How were enslaved people treated onboard transatlantic voyages?
6. What was the contribution of the Windrush generation to British society?

Learning links

In Blue Class, we learnt about the Industrial Revolution and how cotton was imported from North America. We came to understand who was involved in the cotton trade and what their life was like. This helped us to understand the influence and extent of the British Empire. This year, we will build upon this knowledge as we learn about the British Empire's role in the Slave Trade and what life was like for Black African people who were subject to enslavement.

