



History Curriculum Overview

Silverdale St John's CE Primary School



YEAR A	Autumn - How Does It Work?	Spring - Watery Worlds	Summer - The Great Outdoors
EYFS	The Police	Our Village	People Who Help Us
Curlews Year 1/2	Learie Constantine (& Marcus Rashford)	The Great Fire of London	Queen Elizabeth II
Bitterns Year 3/4	The Lancashire Cotton Industry and Links to the Transatlantic Slave Trade	Ancient Egyptians	The Stone Age to the Iron Age
Harriers Year 5/6	Lancaster and Transatlantic Slave Trade	Ancient Mayans	Ancient Greece
YEAR B	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There & Everywhere
EYFS	Toys	Rosa Parks	Welcoming People into our Community
Curlews Year 1/2	Childhood Games	Christopher Columbus and Neil Armstrong	Seaside Holidays – Morecambe Bay
Bitterns Year 3/4	The Right to Vote	The Romans	The history of Lancaster Castle and the Pendle Witches
Harriers Year 5/6	Anglo Saxons and Scots	The Vikings	World War 2

History - Year A

2025/2026 2026/2027	Autumn - How Does It Work?	Spring - Watery Worlds	Summer - The Great Outdoors
EYFS	<p style="text-align: center;">EYFS The Police</p> <p style="text-align: center;">Talk about the lives of the people around them and their roles in society. Justice and Equality/ Local Justice Significance How do the police help us in our lives?</p>	<p style="text-align: center;">EYFS: Our Village</p> <p style="text-align: center;">Use different sources to find out about places and describe their features. Civilisations Sources and Evidence What can we find out about where we live?</p>	<p style="text-align: center;">EYFS: People Who Help Us</p> <p style="text-align: center;">Talk about the lives of the people around them and their roles in society. Leadership Significance People who help us, e.g., Head teachers How does our Headteacher help us in school?</p>
Curlews Year 1/2	<p style="text-align: center;">Learie Constantine (& Marcus Rashford) Justice and Equality Significance What was so significant about Learie Constantine?</p>	<p style="text-align: center;">The Great Fire of London</p> <p style="text-align: center;">Civilisations Causes What features of London, a long time ago, might have helped cause The Great Fire of London?</p>	<p style="text-align: center;">Queen Elizabeth II</p> <p style="text-align: center;">Leadership (Monarchy): Queen Elizabeth II Historical Significance How did Princess Elizabeth support children (and the country) during WWII?</p>
NC Links	<p><i>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.</i></p>	<p><i>Events beyond living memory that are significant nationally or globally (The Great Fire of London)</i></p>	<p><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p>
Topic outcomes	<p>Know who was Learie Constantine and what is he remembered for. To retell simple stories about people and events from the past. *Explain how did Learie Constantine adjust to life in Lancashire/ England? To recognise some of the reasons why people in the past acted as they did *Did Learie Constantine change events at the time he lived and communicate if Learie Constantine had a long lasting impact on the UK and the world.</p>	<p>Explain how and why London was different in the 17th century. Explain and order the key events of the Great Fire of London. * Explain how and why the fire spread and finally stopped and what changed afterwards. Explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others.</p>	<p>Identify some of the basic ways the past can be represented e.g. through pictures. *A Queen Elizabeth II timeline Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years) How significant is Elizabeth II as a British monarch? What were/are Elizabeth II's greatest achievements? *Why did Princess Elizabeth record a special message for the children of Britain during WWII? How would children have felt receiving a special message from a princess?</p>
Bitterns Year 3/4	<p style="text-align: center;">The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade. Justice and Equality Sources and Evidence What was the Lancashire Cotton Industry? How significant was the Lancashire Cotton Industry for the people of Lancashire?</p>	<p style="text-align: center;">Ancient Egyptians</p> <p style="text-align: center;">Civilisations Sources and Evidence</p> <p style="text-align: center;">What role did rivers/ waterways play in the development and survival of Ancient Civilisations? What role did the River Nile play in the development and survival of Ancient Egypt?</p>	<p style="text-align: center;">The Stone Age to Iron</p> <p style="text-align: center;">Childhood Change and Continuity How did life change for children during prehistory in Britain? (Late Neolithic hunter-gatherers and early farmers, for example) How do we know what children's lives were like within pre-history?(Cave Paintings)</p>
NC Links	<p><i>A theme in British History beyond 1066 In this theme children learn about significant events in British History that will extend their chronological knowledge beyond 1066</i></p>	<p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p>	<p><i>Changes in Britain from the Stone Age to the Iron Age</i></p>
Topic outcomes	<p>Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time *Explain what was life like for the cotton factory workers? Present answers to historical questions and hypotheses by selecting and organising relevant information *Communicate how were the Lancashire cotton industry and the Atlantic Slave Trade linked? *Explain how did the 1862 Cotton Famine affect the people of Lancashire? Present answers to historical questions and hypotheses by selecting and organising relevant information *Explain did the cotton grow here? Where did it come from? Who was involved? What was their life like?</p>	<p>Know where and when the Egyptians lived through looking at maps and artefacts. * Compare the ancient Egyptian civilization to British society at the time. * Discover how the Ancient Egyptian civilisation came to an end and learn about the evidence of Ancient Egypt that exists in modern Egypt today. Understand important aspects of the daily life of the Ancient Egyptians, including jobs, food, clothing and games. * Address and devise historically valid questions about change, cause, similarity. * Understand the use of hieroglyphs as a form of communication and recording. * Describe the River Nile's impact on civilisation in Egypt. * Begin to evaluate sources to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. * Explain the different challenges of survival for early man. * Know how tools changed during the Stone Age to make hunting more successful. * Explain how Skara Brae was discovered. * Describe how Skara Brae shows that Stone Age people were beginning to change how they lived. * Explain why Bronze Age people mined copper and some of the jobs copper miners used to do. * Explain why there are many ideas about how Stonehenge was used. * Describe how hillforts were designed to protect Iron Age tribes. * Explain how homes changed from the Stone Age to the Iron Age.</p>
Harriers Year 5/6	<p style="text-align: center;">Lancaster and Transatlantic Slave Trade Justice and Equality Sources and Evidence</p> <p style="text-align: center;">Why were Lancashire/Lancaster involved with the Transatlantic slave trade? How did the slave trade affect the rights of enslaved people?</p>	<p style="text-align: center;">Ancient Mayans</p> <p style="text-align: center;">Civilisations Causes What helped to cause the collapse of the Mayan Empire? (Drought theory/Farming)</p>	<p style="text-align: center;">Ancient Greece</p> <p style="text-align: center;">Athens and Sparta Leadership Similarities and differences</p> <p style="text-align: center;">How did leadership differ between different city states in Ancient Greece? What values were of importance to the Athenians and Spartans? How did these values influence their different styles of leadership?</p>
NC Links	<p><i>A local history study/ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	<p><i>A non-European society that provides contrasts with British history - Maya civilisation c. AD 900.</i></p>	<p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>
Topic outcomes	<p>*Explain what does The Package Book of the Ship Hope tell us about the Transatlantic Slave Trade? * Understand and discuss Britain's involvement in the Transatlantic slave trade * Understand the terms enslavement, emancipation, colonies, abolition, plantation * Describe some of the ways Britain has influenced and been influenced by the wider world. * Develop an understanding of how the slave trade contributed to the wealth of Britain. * Find out about the role Lancaster played in the slave trade.* Research evidence of the slave trade in the local area e.g. statues of slave traders. * Understand that modern slavery still exists today and in what forms.</p>	<p>* Locate on a map where the ancient Maya people lived, naming some major features and cities such as Chichen Itza. * Create a timeline of events in the Mayan civilization and compare to a British / world timeline of the same period. * Examine the different types of evidence that tell us about the Maya, asking and answering questions.* Explore the methods of farming practised by the Maya and some of the foods they farmed, hunted and gathered, particularly maize and cacao. * Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Mayan civilisation</p>	<p>What values were of importance to the Athenians? How did these values influence their different styles of leadership and way of life? What can Greek Mythology reveal about Athenian values? What values were of importance to the Spartans? How did these values influence their different styles of leadership and way of life? Regularly address historically valid questions. What does the story of King Leonidas reveal about Spartan values? Recognise how our knowledge of the past is constructed from a range of different sources. Sequence events during the period known as Classical Greece: 490- 350 BCE? and periods using appropriate terms e.g. chronology, legacy, continuity, change, trend.* Name some similarities and differences between life in ancient Athens and life in ancient Sparta. *</p>

History - Year B

2025/2026 2026/2027	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There and Everywhere
EYFS	<p style="text-align: center;">Toys</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Childhood/Similarities and Differences How are toys different to the toys our grandparents used to play with?</p>	<p style="text-align: center;">Rosa Parks</p> <p>Talk about key events in the lives of significant people. Talk about key roles people have in society both in the present and the past. Justice and Equality Significance Why did Rosa Parks stand up for her rights?</p>	<p style="text-align: center;">Welcoming People into our Community</p> <p>Talk about the lives of the people around them. Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. Migration Change and Continuity How long have my family lived in Silverdale? Why do people move to Silverdale?</p>
Curlews Year 1/2	<p style="text-align: center;">Childhood Games</p> <p>Childhood/Similarities and Differences How are toys and playground games different to the toys our grandparents used to play with?</p>	<p style="text-align: center;">Neil, Armstrong and Christopher Columbus Migration/Significance</p> <p>Why do explorers have to be so brave? What makes their explorations so special?</p>	<p style="text-align: center;">Welcoming People into our Community</p> <p>Migration/Change and Continuity How long have my family lived in Silverdale? Why do people move to Silverdale? Seaside Holidays – Morecambe Bay Why have people visited our home town over time?</p>
NC Links	<i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i>	<i>Talk about key events in the lives of significant people. Talk about key roles people have in society both in the present and the past. Talk about significant individuals from the past who have contributed to national and international achievements.</i>	<i>Talk about lives of people around them. Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. Significant historical events, people and places in their own locality.</i>
Topic outcomes	<ul style="list-style-type: none"> Explain what they know about toys today, describing the features of different toys. Compare two toys from different time periods, identifying similarities and differences. Create a timeline of toys from present day, parents, grandparents, to Victorians. Use words and phrases relating to the passing of time Compare and contrast life today to life in Victorian times Show what they know and understand about the past in different ways. 	<ul style="list-style-type: none"> Discuss the events in the life of Rosa Parks and how she stood up for her own rights. Create a timeline of Rosa Parks life. Learn about who Christopher Columbus/Neil Armstrong was, what they did and where they went. Discuss some of the positive and negative impacts of their expeditions. Identify some differences between life today and 1492/1969 Develop ideas for how they could be an explorer/ agent for change. 	<ul style="list-style-type: none"> Give reasons as to why it was so popular. Compare and contrast old and new photographs, postcards and maps of the local area. Describe how the area has changed over time Place photographs in order from earliest to most recent, using vocabulary related to the passing of time Identify some similarities and differences between ways of life in different periods by using primary sources to gather information Use prior knowledge of life in the Victorian era to make links between the past and present day.
Bitterns Year 3/4	<p style="text-align: center;">The right to vote</p> <p>Justice and Equality/Sources and Evidence How did Emmeline Pankhurst help women to win the right to vote?</p>	<p style="text-align: center;">The Romans</p> <p>Leadership/Consequences What were the consequences (then and now) of Boudicca's resistance to the Romans?</p>	<p style="text-align: center;">The history of Lancaster Castle</p> <p>Justice and Equality/Historical Interpretations Was the execution of the Pendle Witches just?</p>
NC Links	<i>A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066. Changes in an aspect of social history – The right for women to vote.</i>	<i>The Roman Empire and its impact on Britain. -British resistance – Boudicca.</i>	<i>Local study – A study of an aspect of history or a site dating from a period beyond 1066 which is significant to the locality – Lancaster Castle (Pendle witches)</i>
Topic outcomes	Understand the importance of the 'Representation of the People Act' and how it impacted women's lives. Describe some of the events which led to women being given the right to vote. Know some of the key figures in the Votes for Women campaign. Discuss the lasting impact of the Votes for Women campaign and discuss what life may be like today for women without the right to vote. Compare the approaches of the Suffragettes and Suffragists. Understand what is meant by the terms 'parliament', 'general election', 'suffrage', 'democracy' and 'emancipation'.	Artefact session - Bronze Statue: What reasons could you suggest for honouring a person in this way. Research what kind of woman was Boudicca. What might have happened to her. Explore how do historians know what Boudicca looked like. Research why did Boudicca rebel against the Romans? What were the consequences of Boudicca's rebellion? What impression of Boudicca do we get from this song and the sources we have examined so far? Why do we remember Boudicca's resistance to the Romans? Recognise how sources of evidence are used to make historical claims.	Research castles and develop an understanding of their use and why they are designed in such a way. Timeline of Lancaster Castle's history from its Roman foundations to recent history as a prison. Record and present information from a visit to the castle. Create a case study of the Pendle Witches trial at Lancaster Castle. Plot the Pendle Witches trial on a timeline of Stuart history and research further areas of interest e.g. the plague, the gunpowder plot. Develop an understanding of why a fear of witches existed during this period. Explore the reasons why someone might be accused of witchcraft and methods for determining if someone was guilty. Describe what life might be like now if we still believed in witches.
Harriers Year 5/6	<p style="text-align: center;">Britain's settlement by Anglo-Saxons and Scots</p> <p>Migration/ Sources and Evidence Why did the Anglo-Saxons invade England? Can we learn about the Anglo-Saxons from the discoveries and Sutton Hoo?</p>	<p style="text-align: center;">The Anglo-Saxons and Vikings</p> <p>Migration/ Historical Interpretations What were the Vikings really like? Is it fair to call all Vikings brutal invaders?</p>	<p style="text-align: center;">World War 2 Evacuation - Local history</p> <p>Childhood/ Causes Where children evacuated to Lancashire and Cumbria during WWII? How did the local communities help and support these children?</p>
NC Links	<i>Britain's settlement by Anglo-Saxons and Scots. -Anglo- Saxon invasions, settlements and kingdoms: place names and village life.</i>	<i>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. -Viking raids and invasions. -Viking daily life. Local study – How several aspects of national history are reflected in the locality Silverdale Hoard Jorvik.</i>	<i>Local study – A study over time tracing how several aspects of national history are reflected in the locality. – World War 2. A study of an aspect or theme in British history that extends pupil's knowledge beyond 1066- A significant turning point in British history.</i>
Topic outcomes	<ul style="list-style-type: none"> Identify what did they discover at Sutton Hoo? Explain what do the Sutton Hoo discoveries tell us about the Anglo-Saxons? Explore Craftsmanship, artistry, interest in war and the designs of their ships. Describe and evaluate the influence and actions of some of the main Anglo-Saxon kings find out if the Anglo Saxons really changed the lives of British people. Be able to analyse historical evidence and artefacts to make claims about Anglo-Saxon life and culture. Establish a narrative showing connections and trends within and across periods of study. 	<ul style="list-style-type: none"> Longboat Enquiry: Recognise how sources of evidence are used to make historical claims. Sequence events and periods using appropriate terms; identify where periods fit. Why did the Vikings migrate to Britain? Why do people migrate Children to use evidence to begin to construct their own views of everyday life during Viking times e.g. farming Communicating findings (Non-fiction e.g. What were the Viking like?). Present answers to historical questions and hypotheses using appropriate dates and terms. Find out about evidence of Viking life in our own locality – Silverdale Hoard. 	<ul style="list-style-type: none"> Offer reasons to explain why the war started and which countries were involved. Evaluate and assess the reason, impact and significance of key wartime events. Plot key events on a timeline with dates. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Describe what evacuation and rationing were, explain how they worked and how different people were affected. Consider what life was like during the Blitz. Begin to recognise why some events, people and changes might be judged as more historically significant than others. Find evidence of the war in the local area. Devise questions to discover local people's first-hand experience of the war.