



# OUR *History* CURRICULUM

Support • Achieve • Celebrate

KS2 British History Timeline

							
Pre... BC	Romans 43	Saxons 450	Vikings 793	Normans 1066	Tudors 1485	Victorians 1837	WW2 1939

The teaching of History at Cherry Lane Primary School is underpinned by the principles of the Cherry Lane Way.

**The Cherry Lane Way**



**Learn Actively**

**Ask and Answer Questions**

**Understand Key Vocabulary**

**Link Learning to Existing Knowledge**

# INTENT

*The History Curriculum at Cherry Lane is well-designed to foster not only historical knowledge but also important life skills such as critical thinking, empathy, and a strong sense of identity. The focus on progressively building historical skills ensures that students deepen their understanding and analysis over time. This approach promotes a holistic learning experience.*

*The history curriculum for history aims to ensure that children:*

- *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 nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind*
- *gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'*
- *understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses*
- *understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting*

*arguments and interpretations of the past have been constructed History – key stages 1 and 2*

- *gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.*

# IMPLEMENTATION

*History is taught through the Rising Stars Voyagers programme, where each lesson follows the progression of skills needed as set out in the National Curriculum.*

*Within this structure, teachers are given the freedom to adapt the lessons for the needs of their children, whilst ensuring the key skills are still executed.*

*When planning lessons teachers are to ensure that the following are incorporated into their lessons:*

- *investigation*
- *timelines*
- *drama and re-enactment*
- *debate*
- *hot-seating*
- *similarities and differences*
- *use of antiquities*
- *links to prior learning and application of historical knowledge to new skills and concepts*
- *differentiation, to ensure the curriculum is accessible to all*

*At Cherry Lane, we believe that different approaches to teaching can be effective to consolidate key learning. These are delivered at our school through a variety of media. Using a variety of concrete resources as well as access to digital technology, including recording devices and Internet.*

*Children are given the opportunity to engage in workshops and shows from The Freshwater Theatre Company as well as participate in historically themed workshops, ie The Battle of Britain Bunker.*

Long term Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p>Understanding the world Past and present</p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life story and family's history</li> <li>Comment on images of familiar situations in the past</li> <li>Compare and contrast characters from stories, including figures from the past</li> <li>Talk about the lives of people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>					
<b>EYFS</b>	<p><b>Ourselves and Our Families and where we live</b> Past and present events Black history Month</p>	<p><b>Food, festivals and celebrations</b> Guy Fawkes Remembrance day</p>	<p><b>Fantasy and Adventure</b>  <b>TBD</b></p>	<p><b>Transport</b> Old &amp; new transport</p>		<p><b>The Seaside</b> Past and present seaside's</p>
<b>Year 1</b>		<p><b>My family history (society)</b> What was it like when our grandparents were children? Changes within living memory.</p>	<p><b>The greatest explorers (society)</b> Who were the greatest explorers? Lives of Significant individuals.</p>			<p><b>Great inventions: Transport (society/conflict)</b> How did the first flight change the world? Events beyond living memory that are significant globally.</p>
<b>Year 2</b>		<p><b>Bonfire Night and the great Fire of London (society/conflict)</b> Should we still celebrate BonfireNight/Did the Great Fire make London a better or worse place? Events beyond living memory that are significant nationally or globally</p>		<p><b>Holidays (society and culture)</b> How have holiday changed over time? Changes within living memory.</p>		<p><b>Our local Heroes (society)</b> Who are our local heroes? Significant people in their own locality.</p>
<b>Year 3</b>		<p><b>The Stone Age (society/trade/settlement/empire)</b> What was new about the new Stone Age? Changes in Britain from the Stone Age to Iron Age</p>		<p><b>The Bronze Age and Iron Age (society/trade/settlement/empire)</b> What was more impressive – The Bronze Age or Iron Age? Changes in Britain from the Stone Age to Iron Age</p>	<p><b>Local History (society, culture)</b> Why should we preserve our locality? A study of a theme in British History that extends knowledge beyond 1066</p>	
<b>Year 4</b>		<p><b>The Ancient Egyptians (society/rule/conflict/settlement/empire)</b> How much did the Ancient Egyptians achieve? The achievements of the earliest civilisations.</p>		<p><b>Roman Britain (society/rule/conflict/settlement/empire)</b> What happened when the Romans came to Britain? The Roman Empire and its effect on Britain.</p>		<p><b>Crime and Punishment (conflict/society/rule)</b> How has crime and punishment changed over the ages? A study of a theme in British History that extends knowlwdge beyond 1066</p>
<b>Year 5</b>	<p><b>The Anglo-Saxons (society/rule/conflict/settlement/empire)</b> Was the Anglo-Saxon period really a dark age? Britain's settlement by Anglo-Saxons and Scots.</p>		<p><b>The Vikings (society/rule/conflict/settlement/empire)</b> Would the Vikings do anything for money? The Viking and Anglo-Saxon struggle for the Kingdom of England.</p>		<p><b>Journeys (society/trade/culture/settlement)</b> What makes people go on a journey? A study of a theme in British History that extends knowledge beyond 1066</p>	
<b>Year 6</b>		<p><b>The impact of War (society/rule/conflict/empire)</b> Did WWI or WWII have the biggest impact on our locality? A study of a theme in British History that extends knowlwdge beyond 1066</p>	<p><b>The Ancient Greeks (society/rule/culture)</b> What did the Greeks do for us? Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>		<p><b>The Maya Civilisation (society/settlement/trade)</b> Why should we remember the Maya? The Achievements of a non-European society.</p>	

# PROGRESSION OVERVIEW

*At Cherry Lane, we aim for our students to become confident, motivated, and independent historians. A key part of this journey is their mastery of historical skills, which are woven into the curriculum and revisited in each unit over the years. As students engage with and refine these skills, they will be well-prepared to meet our ambitious curriculum goals by Year 6. These skills are outlined in our Medium Term Plans, guiding teachers to teach them explicitly (see example below).*

Unit Overview						
Enquiry Question		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	Why did the Romans invade Britain?	To understand the reasons why the Romans wanted to invade and settle in Britain.	Cause and consequence Chronology			Y3 Iron age
2	How easy was it for the Romans to take over Britain?	To understand why the Romans were able to defeat the celts.	Cause and consequence Chronology Questioning	Powerful female Figures		Y3 prehistoric Britain
3	Was life hard for a Roman soldier on Hadrian's Wall?	To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian's Wall.	Cause and consequence Chronology Questioning & Sources			
4	Were the Roman roads a positive development for everyone?	To be able to reach a valid conclusion on whether Roman roads were a positive development.	Chronology Questioning & Sources		Are any of our local roads Roman built	
5	What did the Romans leave behind that is still of significance today?	To use evidence to decide which of the Roman developments has the greatest significance today.	Cause and Consequence Significance Questioning sources			
6	Big Finish – A Roman army experience Roman day	To use evidence to re-enact experiences in the Roman army.				Enrichment session including a theatre show from Freshwater Theatre company. Dress up day

## Skills progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Enquiry</b> ❖ <b>Change and continuity</b> ❖ <b>Similarity and difference</b> ❖ <b>Significance</b> ❖ <b>Cause and effect</b>	<p>Recount events from the past</p> <p>Talk about changes in their own lives (family history)</p>	<p>Develop curiosity to know more about the past.</p> <p>Begin to use every day Historical terms</p> <p>Make and draw contrasts about their own lives and those of people from the past.</p>	<p>Begin to develop and understand of abstract terms, such as parliament and treason.</p>	<p>Make links and connections, comparisons and contrasts, analyse trends and patterns.</p> <p>Devise conclusions and judgements, and substantiate them with telling evidence.</p> <p>Select and organize using appropriate concepts (including change, continuity, cause and effect, similarity and difference, and significance) and vocabulary.</p> <p>Think critically, weigh evidence, shift arguments.</p>	<p>Note connections, contrasts and trends over time and develop the use of historical terms</p> <p>Use and understand terminology and concepts.</p>	<p>Explore significance and historical Interpretations.</p> <p>Create their own structured ideas of History.</p> <p>Explore the significance of a key individual</p> <p>Address and devise historically valid questions about significance and cause and change</p>	<p>Research, select, organise and communicate findings</p> <p>Compare and contrast information.</p> <p>Explain causes and effects.</p> <p>Learn about interpretations – why different historians say different things about the decline of the Maya</p> <p>Learn about similarities and differences as they compare modern-day Maya with the Maya 900 ad</p>
<b>Source</b>	<p>Comment on images of familiar situation in the past</p>	<p>Use images and artefacts to show the differences between past and present.</p>	<p>Use images, artefacts and texts to show the differences between past and present.</p>	<p>Construct the past from a range of sources.</p> <p>Interpret and use a range of sources to support knowledge and understanding about childhood.</p>	<p>Use sources, representations and interpretations to support answers.</p> <p>Understand the difference between a primary and secondary source and select sources as evidence for a particular answer.</p>	<p>Understand how knowledge of the past is constructed from a range of sources</p>	<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Know where to locate suitable information and ideas.</p>
<b>Chronology</b>	<p>Show understanding of past and present</p>	<p>Use everyday language to demonstrate and understanding of changes between the past and present</p>	<p>Choose and use parts of other stories and sources to show they know and understand key features of events.</p> <p>Develop Chronological understanding related to the history of holidays</p>	<p>Build a chronological understanding of historical events and the reasons behind changes over time.</p> <p>Utilise relevant timeframes and their connections to previous learning experiences</p>	<p>Develop a chronological understanding of the Romanisation of Britain.</p>	<p>Develop a chronologically secure knowledge and understanding of British and world history</p>	<p>Develop a chronological understanding of World War Two</p>
<b>Making connections</b>	<p>Know some similarities and differences between things in the past and now</p>	<p>Make connections and draw contrasts between their own lives and lives of people in the past.</p>	<p>Understand how the wider world has influenced Britain.</p>	<p>Make links and connections with other historical themes and periods, and between local, national and wider contexts.</p> <p>Note connections, contrasts and trends over</p>	<p>Compare and contrast difference themes, periods and people.</p> <p>Develop a chronologically secure knowledge and understanding of British history</p>	<p>Note connections, contrasts and trends over time.</p>	<p>Deduce information from studying a different period: they will use the Egyptians as a ‘way in’ to studying the Maya.</p>

				time and develop the use of historical terms.			
<b>Questioning</b>	Ask simple questions about events	Ask and answer questions about the past. Determine how and where to find the answers to historical questions.	Develop a curiosity about the past, asking and answering questions.  Ask perceptive questions; develop perspective and judgement.	Devise and answer historically accurate and valid questions	Pose questions and investigate answers	Address and devise historically valid questions about significance and cause and change.	Investigate open and closed questions about Ancient Greek life and society.  Devise historically valid questions about World War Two





# CONSOLIDATION

*Encouraging children at Cherry Lane to reflect on their learning by revisiting and linking to previous concepts and skills is an excellent approach to fostering deep understanding. By using this reflective practice, it allows students to build on prior knowledge: by connecting new ideas with previous learning, students can deepen their comprehension and create a stronger foundation for future learning. Develop critical thinking: reflection encourages them to think critically about their progress, identify patterns, and recognize how different concepts interrelate. Enhance retention: revisiting past topics reinforces memory retention, ensuring that important concepts are not forgotten and can be applied in new contexts. Promote self-awareness: it fosters a sense of ownership over their learning journey, helping them understand what they have learned, where they struggled, and how they can improve. Encourage metacognition: this approach nurtures metacognitive skills, allowing students to think about how they learn best and to adjust strategies accordingly.*

*Children are further given the opportunity to engage in workshops and shows from The Freshwater Theatre Company as well as participate in historically themed trips, ie The Battle of Britain Bunker.*

## Knowledge Organisers

*Each topic includes a knowledge organiser that highlights key vocabulary, important concepts, images, and maps essential to the subject. Students will refer back to this organiser throughout the unit, aiding them in recalling prior knowledge.*

*These are working documents that the children complete as they learn new vocabulary and concepts.*

History Glossary - What happened when the Romans came to Britain?

Word	Definition
Invasions	
Invasion	
Conquer	
Republic	
Empire	
Emperor	
Status	
Glory	
Barbaric	
Legacy	

**Key takeaways**

- Julius Caesar had two unsuccessful attempts to invade and conquer Britain in 54 and 55BC.
- Emperor Claudius, the leader of the Roman Empire, planned a successful invasion in 43AD.
- Claudius wanted resources from Britain. He thought a successful invasion would make him popular.
- We know about Roman Britain by visiting archaeological sites and looking at remains.
- In many parts of Britain, there are Roman sites, including roads, villas and forts.
- Hadrian's Wall is the most famous Roman site.
- We can also read written accounts about Roman Britain, for example the *Vindolanda* Tablets.
- In Roman times, most people lived in the country. Their lives didn't change very much.
- Roman people brought many positive things to Britain. Their impact can still be seen today.
- The Roman period did not end abruptly in 410AD. Some Roman people continued to live in Britain.

The most important things that had done after the Roman invasion was: \_\_\_\_\_

An important local Roman site is: \_\_\_\_\_

Britain: \_\_\_\_\_

# KEY VOCABULARY

*For our students to become confident historians, it's essential for them to accurately and confidently utilise subject-specific vocabulary. The technical vocabulary relevant to each topic is outlined on the first page of every medium term plan. This vocabulary corresponds with the terminology listed on knowledge organisers, which students will refer to during their learning journey. The first page of each medium term plan provides a breakdown of the vocabulary pertaining to the topic. Vocabulary may also be displayed on working walls in each classroom.*

## YEAR 4 UNIT 1 - THE ANCIENT EGYPTIANS: How much did the Ancient Egyptians achieve?



### Related units:

Year 3 Unit 1: The Stone Age and Year 3 Unit 2: The Bronze Age and the Iron Age

### Unit overview

In this unit, the children will explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. The National Curriculum Programmes of Study for History require you to study Ancient Egypt in the context of three other early civilisations. These are the Shang Dynasty of Ancient China, Ancient Sumer and the Indus Valley civilisation. The first session introduces all 4 civilisations, and supports the children in understanding where they were located in time and place. It looks at some of the common features that made them so successful. The children could go on to study more about these cultures as part of extension or homework activities.

### Key vocabulary

Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.

### Knowledge, skills and concepts

In this unit, the children will:

- study the achievements of the earliest civilisations
- develop a chronologically secure knowledge and understand of British, local and world history
- note connections, contrasts and trends over time
- develop the use of historical terms
- understand how our knowledge of the past is constructed from a range of sources
- address and devise historically valid questions about similarity, difference and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.

# INCLUSION

*Differentiation – our History curriculum is designed so that all pupils can and should receive their entitlement to history within a broad and balanced curriculum. Those working towards expectations will work on the same tasks but may need greater support and may not complete all levels of an activity. They may choose to demonstrate their knowledge and understanding orally or visually, to avoid limited literacy skills hindering their achievements within the subject. Where possible, pupils will be supported through paired and group work, provided with dual coded resources and simplified source material, and encouraged to use writing frames. Questions posed within sessions provide opportunities for all pupils to be able to contribute. Pupils working above expectations are expected to undertake activities with greater independence and to be provided with some opportunities to make choices on how they learn and can communicate their knowledge.*

*All staff are responsible for ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum. We aim to give every pupil the opportunity to experience success and achieve as highly as possible.*

*SEN and EAL children can access history through the use of Computing, pictorial resources; provision of artefacts and oral discussion. Using a wide range of visual resources enables SEN and EAL pupils a better understanding. Higher ability pupils are catered for through higher level questioning and the promotion of critical reflection.*

*Every child has an equal entitlement to all aspects of the History curriculum and to experience the full range of History based activities. Therefore, in delivering History, care will be taken to ensure that all learning needs are met to ensure all children keep up with the learning and catch up needs are also met. Teachers are encouraged to seat children using mixed ability pairings this is so that advanced learners will model correct thinking, encourage discussion of concepts and deepen their own understanding as they explain to their less confident peers.*

# IMPACT

*A historical concept or skill has been mastered when a child can show it in a variety of ways, including the use of technical and key vocabulary and applying the concept to new periods of history. Assessment of the children's learning is carried out during the consolidation, big finish at the end of each unit, as well as during summative assessment during and after each lesson. Children are given the opportunity to reflect on their learning and make improvements as needed to ensure key skills are attained. Teachers should then use this assessment data collecting during the implementation stage to ensure that all children meet or exceed age related expectations. Attainment is measured summatively during termly assessments, the results of which are recorded and analysed.*

## **Workshops and trips**

*Throughout the year, we are lucky enough to enjoy a variety of workshops that link directly to the History Curriculum, allowing students to explore and understand the topics they are learning in an interactive and engaging way. It's an exciting opportunity for pupils to engage with their local and national history.*

### **Year 1 Columbus and Armstrong**

*Pupils will explore the life and times of two intrepid explorers; Christopher Columbus and Neil Armstrong! By recreating the events of their journeys, your pupils will discover the many similarities between these two men.*

### **Year 2 The quest for Guy Fawkes**

*Join our Time Traveller on an interactive journey back to 1605 to uncover the Gunpowder plot...*

*Pupils will learn about the origins of the plot, watch Guy Fawkes as he sets up the barrels of gunpowder and become the Kings Guards as they raid the cellars in search of the conspirators!*

*We're big believers in active, experiential learning so this workshop is very interactive. The children will demonstrate their knowledge and participate in debates before they get the chance to graduate as Time Travellers themselves. Do they have what it takes?*

### ***Year 3 Quest for Early age Man***

*Accompanied by our Time Traveller, travel back to the days of early humans to meet Britain's earliest residents.*

*Pupils discover what life was like in early Britain, experiencing life as hunter gatherers and early farmers. Then, moving through time to the Iron Age, they will visit an iron forge, meet druids and receive a message from the Chieftain .*

### ***Year 4 Return of the Romans***

*The live TV show Return from the Past is in danger of being cancelled and needs your help! Faced with some unhelpful contestants from Roman Britain and the sudden arrival of Queen Boudicca, can your children save the show?*

*This fact-filled and fun-packed show is the perfect accompaniment to your study of the Roman Empire and its impact on Britain, bringing their ancient civilisation to life.*

### ***Year 5 Thorgil the Viking***

*Pupils will be greeted by Thorgil (or Olga) the Viking, who will take them on a hammer-hurling historical voyage!*

*The class will travel from Denmark to England in a Viking ship (queue lots of heave-hoing!) before exploring different aspects of Viking life. They will help to build Longhouse, take part in an important community meeting called 'The Thing' and have their fortunes told with runes.*

### ***Year 6 The Battle of Britain Bunker – Uxbridge***

*Students discover what it was like to work in the Bunker during WW2 by handling and learning from objects that were used in the Operations Room. Students are taught about life in the Bunker and the many different roles, men and women would have had at the time.*

## **British values**

*British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs, are deeply embedded in the History Curriculum at Cherry Lane Primary School. Students engage with these values by exploring key historical themes and events, such as the Roman Empire's impact on Britain and the Anglo-Saxon settlement, where British values were tested and shaped over time. Through these studies, children learn how societies change and develop, encouraging them to reflect on and evaluate the effects of these changes.*

*Additionally, students celebrate the achievements of notable British figures, helping them to understand how these individuals have influenced and contributed to modern society. This fosters an appreciation of the historical impact of their work and legacy. Furthermore, Cherry Lane's diverse curriculum introduces children to people from a variety of religious, cultural, ethnic, and spiritual backgrounds, encouraging respect for diversity and helping them to value the richness of British society.*

## **Assessment – knowledge quiz**

*Further opportunities to assess pupil learning and progression are provided at the end of each 6-week teaching unit. As well as the 'Think' question, pupils in KS2 will complete a knowledge quiz at the end of the topic. This helps teachers to assess who has gained the key knowledge detailed on the medium term plan. It is important that pupils have acquired and remembered this knowledge, to aid their retention of knowledge over time as well as to help them build on learning in future topics.*

### **Think questions include-**

*How much did the ancient Egyptians achieve?*

*Did WWI or WWII have the biggest impact on our locality?*

*What was more impressive – The Bronze Age or Iron Age?*

Unit 1 - The Ancient Egyptians: Knowledge Test

1 Which of the following was **not** a reason why the River Nile was important to Ancient Egyptian society? [Not answered](#)

A supply of fresh fish  
 To provide river cruises for tourists  
 To provide water to drink  
 Animals lived on its banks that could be hunted  
 To irrigate the land so crops could be grown

2 The Egyptians used honey to sweeten their food. [Not answered](#)

True  
 False

3 The tomb of Tutankhamun was discovered in which year? [Not answered](#)

1337 BC  
 1912 AD  
 1922 AD  
 2002 AD

4 Match the following words with their meanings. [Not answered](#)

Sarcophagus	• a plant that grows on banks of the River Nile used to make paper
Papyrus	• a supreme ruler of Ancient Egypt
Pyramid	• a large stone coffin for a mummy
Pharaoh	• a monument providing a tomb for a pharaoh

5 What was the purpose of the The Book of the dead? [Not answered](#)

Magic spells to give people a safe journey to the afterlife  
 Instructions on how a body should be mummified  
 To teach Egyptian people about the gods  
 For Egyptian people to read to make them follow a better life

6 Who was the Great Pyramid built by? [Not answered](#)

Slaves  
 Agricultural labourers  
 Pharaohs

7 You can see the largest collection of Egyptian artefacts outside Egypt in London. [Not answered](#)

True  
 False

8 Match the following ancient civilisations with their modern day location. [Not answered](#)

Shang Dynasty	• India
Summer	• China
Indus Valley	• Pakistan and north west India

9 Which of the following images is **not** from the Ancient Egyptian period? [Not answered](#)

Image 1




Image 2




Image 3




Image 4




Image 1  
 Image 2  
 Image 3  
 Image 4

10 Place the following events in the correct chronological order. [Not answered](#)

Egypt became part of the Roman Empire	• c. 2590 BC
Great pyramid built at Giza	• c. 1337 BC
Rosetta Stone carved	• 196 BC
Tutankhamun buried	• 30 BC