


LSP History Curriculum Overview: Year 1/2 Cycle A

Phase/ Year Group	History Unit	Prior Learning	Historical Knowledge: Key Questions	Vocabulary	Historical Concepts and Skills	Enrichment and Engagement Activities
1	Mary Anning (1799-1847)	<i>EYFS: <u>Listening and Attention-</u> Children listen to stories... and respond to what they hear with relevant comments, questions or actions. <u>Speaking-</u> Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</i>	NC: significant historical events, people and places in their own locality 1. Who was Mary Anning and when and where did she live? 2. What key events happened in the early life of Mary Anning? 3. What did Mary Anning discover? 4. What is Mary Anning's legacy?	century coast dinosaur discovery extinct existed fossil influential Jurassic coast palaeontology prehistorical reptile skeleton scientist	<ul style="list-style-type: none"> Using historical sources and evidence Observing and describing Sequencing Asking and answering questions Summarising 	Educational Visit: Bristol Museum & palaeontologist workshop WOW DAY – Dinosaur Discoveries
1	The Great Fire of London	<i>EYFS: <u>Listening and Attention-</u> Children listen to stories... and respond to what they hear with relevant</i>	NC: events beyond living memory that are significant nationally or globally 1. Where and when did the Great fire of London take place?	History Historian chronological order Year Timeline Long ago past	<ul style="list-style-type: none"> Cause and consequence Significance Evidence 	Book: 

		<p><i>comments, questions or actions.</i></p> <p><u>Understanding-</u> <i>Children answer 'how' and 'why' questions about their experiences and in response to stories and events.</i></p> <p><u>Speaking-</u> <i>Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</i></p>	<ol style="list-style-type: none"> 2. Why did the fire spread so quickly? 3. How did the people try to put out the fire? 4. How long did the fire last? 5. Who was Samuel Pepys and what can we learn from him? 6. How has the Great Fire of London affected life today? 	<p>Significant event Beyond living memory Primary source Secondary source 2nd September 1666 Samuel Pepys Pudding Lane Bakery Thomas Farriner drought Fiver Thames Fire service diary wooden spread fire appliances</p>		<p>Create a collaborative model of Pudding Lane- Each child can make a building and explore how close the houses were to each other, design of the houses, materials used, etc. Create a timeline of events.</p> <p>Role play- think of questions to ask various characters from the time- children or adults can role play these characters and answer the questions.</p> <p>Compare the Fire Service then and now- invite local crew to school to share some of the modern equipment and its uses.</p> <p>Create and film a news report on the events of the fire.</p> <p>Singing: 'London's Burning' to perform.</p> <p>Role play area as a fire station- first as a modern fire station, then as one from the time of the Great Fire.</p> <p>In English, write diary extracts as Samuel Pepys.</p>
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1	Victorian Seaside Holidays	EYFS: <u>Speaking-</u> Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	<ol style="list-style-type: none"> 1. Who were the Victorians and where did they go on holiday? 2. What did Victorians do on holiday compared to today? 3. Did Victorians travel on holiday in the same way we do? 4. Was Victorian holiday clothing the same as today? 5. How have seaside holidays changed over time? 	timeline then/Now Victorian seaside holidays food entertainment past long ago transport/travel steam train bathing machine	<ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change • Similarity/ difference • Significance 	WOW DAY-Victorian seaside holiday
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History Curriculum Overview: Year 1/2 Cycle B

Phase/ Year Group	History Unit	Prior Learning	Historical Knowledge: Key Questions	Vocabulary	Historical Concepts and Skills	Enrichment and Engagement Activities
2	The Wright Brothers and powered flight (First Flight 1903)		<p>NC: the lives of significant individuals in the past who have contributed to national and international achievements</p> <ol style="list-style-type: none"> Who were the Wright brothers and when did they live? What and how did the Wright brothers invent? Where the Wright Brothers successful? What other powered planes were invented after the Wright brothers? 	timeline sequence inventors primary sources secondary sources gliders aircrafts flyers Atlantic Ocean	<ul style="list-style-type: none"> Evidence Interpretations Cause Change Similarity/difference Significance 	
2	Florence Nightingale (1820-1910)	Famous historical women (Mary Anning Y1) Historical figures (Wright Brothers)	<p>NC: the lives of significant individuals in the past who have contributed to national and international achievements</p> <ol style="list-style-type: none"> Who was Florence Nightingale and when did she live? What job did Florence Nightingale do? 	Florence Nightingale female/woman nurse chronological Crimea/Crimean War Turkey Scutari hospital patients	<ul style="list-style-type: none"> Evidence Interpretations Cause Change Similarity/difference Significance 	

			3. How did Florence Nightingale improve the lives of soldier in the Crimea? 4. What improvements did Florence Nightingale introduce to Scutari?	chamber pots soldiers timeline		
2	Industrialisation and Brunel (1806-1859)		NC: the lives of significant individuals in the past who have contributed to national and international achievements 1. Who was Brunel and when did he live? 2. What problems did Brunel face when working on the Thames Tunnel? 3. What problems did Brunel face when designing the Great Western Railway? 4. Why was the SS Great Britain so important? 5. Why is the Clifton Suspension Bridge so important?	inventor engineer transport travel Victorian Era SS Great Britain Great Western Railway Thames Tunnel bridges Clifton Suspension Bridge	<ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change • Similarity/ difference • Significance 	Educational Visit: SS Great Britain
2	Comparing the lives of two significant individuals:	How has [school location] changed?	NC: the lives of significant individuals in the past who have contributed to	Florence Nightingale Born: 12 th May 1820	<ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change 	BBC 'True Stories': https://www.bbc.co.uk/teach/class-clips-video/true-stories-florence-nightingale/z68fcqt

	Mary Seacole and Florence Nightingale		<p>national and international achievements</p> <ol style="list-style-type: none"> 1. Who was Florence Nightingale and when did she live? 2. How successful was Florence Nightingale at Scutari Hospital? 3. Who was Mary Seacole and when did she live? 4. How did Mary Seacole improve the lives of soldiers during the Crimean war? 5. What are the similarities and differences between Florence Nightingale and Mary Seacole? 6. How were their beliefs different to other nurses at that time? 	<p>Died: 13th August 1910</p> <p>Mary Seacole Born: 23rd November 1805 Died: 14th May 1881 Female Nurse Chronological Crimea Crimean War Turkey Scutari Hospital Patients Chamber pots Soldiers Timeline</p>	<ul style="list-style-type: none"> • Similarity/ difference • Significance 	<p>Fact finding- children to Google each character and try to find out information about each. Then share the facts found to create a group mind - map about each character.</p> <p>Role play- think of questions to ask various characters from the time - children or adults can role play these characters and answer the questions.</p> <p>In English, write a diary extract or letter home as Mary Seacole and/or Florence Nightingale.</p> <p>Create and film a documentary style report: 'A day in the life of....' [Mary Seacole and/or Florence Nightingale].</p> <p>Children can look at/create a 'job description' of being a nurse at that time and discuss how each character met these 'requirements. They can then discuss the similarities and differences of the two women.</p>
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LSP History Curriculum Overview: Year 3/4 Cycle A

Phase/ Year Group	History Unit	Prior Learning	Historical Knowledge: Key Questions	Vocabulary	Historical Concepts and Skills	Enrichment and Engagement Activities
3	Stone Age to Iron Age	New inventions (great inventors eg Brunel) Identifying similarities and differences	NC: changes in Britain from the Stone Age to the Iron Age 1. How do we know about life in the Stone Age? 2. Which animals lived during the Ice Age? 3. What were the different periods of the Stone Age? 4. What was life like in a Stone Age settlement? 5. How did the Bronze Age change how people lived? 6. Who were the Celts and why did they use iron?	Homosapien The Ice Age Palaeolithic era Mesolithic era Neolithic era Extinct Torc Bronze Copper Tin/Ore/Iron Settlement Skara Brae Round house Flint Blacksmith Plough Axe Hunter Gatherer	<ul style="list-style-type: none"> • Similarity/difference • Cause • Change 	Educational Visit: Cheddar Caves or Visit Leigh Woods Visit St Fagans' iron age houses Wow day Dress up
3	Egyptians	Geography skills (Rivers) Stone age and what life is like without mod cons Early tools / technology (stone / iron age)	NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt 1. Why was the River Nile so important to Ancient Egyptians? 2. What was the structure of Ancient Egyptian society? 3. What was life like for Ancient Egyptians?	Afterlife Pyramid River Nile Irrigation Pharaoh Delta Mummification King Tutankhamun Sarcophagus	<ul style="list-style-type: none"> • Interpretations • Cause • Change • Similarity/ difference • Significance • evidence 	WOW DAY – Egyptologist visitor Hieroglyphic name plaque Visit Bristol museum

			4. What did Ancient Egyptians believe about life after death? 5. Discover how the Egyptians built the pyramids. 6. How do we know so much about Tutankhamun?	Sphinx Flooding Fertile Climate Canopic jar Anubis/Ra ... Hieroglyphics Papyrus		Make canopic jars Make paper
3	Ancient Greece	Cultures which believe in many Gods (Egyptians) Building techniques of an ancient civilisation (Egyptians) Structured societies	NC: a study of Greek life and achievements and their influence on the western world 1. How was Ancient Greece organised? 2. What was the Golden Age in Greece? 3. What did the Greeks believe? 4. Who were the Ancient Greek philosophers? 5. Why was Alexander so great? 6. Discover how our lives today have been influenced by the Greeks?	Helles/ Hellenes Polis BCE Golden age Socrates Pythagoras Euclid Plato Aristotle Alexander the Great Agora Olympic City state Philosophy Democracy Myth Zeus, Athena... Parthenon Atlas Temple	<ul style="list-style-type: none"> • Evidence • Interpretations • Significance • Similarity /difference 	Perform a myth eg story of Perseus Paint a vase in Greek style Wow day ancient Greek visitor Stage an Olympic event Have a debate

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4	Romans	<p>Democracy - link to Ancient Greeks as a comparison.</p> <p>Life before the roman invasion (Celts)</p> <p>Belief in multi theistic Faith (Egyptians and Greeks)</p> <p>Concept of travelling to new countries and exporting own ways and culture (Ancient Greeks)</p>	<ol style="list-style-type: none"> How did the Roman Empire become so powerful? How did the Romans conquer Britain? Why did Boudicca lead a revolt against the Romans? How did the Romans change Britain? What did the Romans believe? Why did the Romans leave Britain? 	Amphitheatre Aqueduct Barbarian Centurion Citizen Client King Culture Dictator Emperor Empire Government Import Latin Legion Oppidum Paganism Rebellion Taxes Toga Villa Invade Icenii Boudicca Celt Forum Mosaic	<ul style="list-style-type: none"> Evidence Cause Change Significance 	<p>Visit Carleon barracks and baths</p> <p>Roman feast</p> <p>Make mosaics</p> <p>Build a roman road/hypocaust/villa</p>
4	Anglo Saxons and Scots	<p>Celts (Y3)</p> <p>Empires and Invasions (Romans Y4, Greeks Y3)</p>	<ol style="list-style-type: none"> How do we know about the Anglo Saxons? Why did Vortigern make a deal with the Anglo Saxons? 	Anglo Saxons Artefacts Invaded/Invader Heptarchy Jutes	<ul style="list-style-type: none"> Evidence Similarity/difference Significance 	<p>Anglo Saxon visitor</p> <p>Make Anglo Saxon honey shortbread</p>

		Understanding strength of different evidence.	<ol style="list-style-type: none"> 3. What was life like for the Anglo Saxons? 4. What did the Anglo Saxons believe? 5. What was the heptarchy? 6. How did Alfred the Great protect the Anglo Saxons? 	Picts Scots Angles Saxons Jutes Paganism/Pagan Bretwalda Burhs Athelstan Kingdom Alfred Sutton Hoo Longbarrow Cremation Burial helmet		Make a leather purse and some foil coins Make armour
4	Vikings	Empires and Invasions (Romans , Anglo Saxons Y4, Ancient Greeks Y3) Multi theistic faiths (Egyptians, Greeks, Romans)	<ol style="list-style-type: none"> 1. Why did the Vikings invade Britain? 2. What happened at Lindisfarne in 793? 3. Why did Alfred sign a treaty with Gurthum? 4. How did the Vikings travel and were they the first Europeans to discover the Americas? 5. Who were the Norse Gods? 6. Did King Cnut try to stop the tide from coming in? 	Vikings Danelaw Raid Danegeld Long ship Pagan Monotheist Polytheist Saga Valhalla Asgard Thor Odin Myth	<ul style="list-style-type: none"> • Evidence • Interpretations • Significance • change 	WOW day – Viking Visitor Create a long ship Perform a Norse myth Design your own Viking jewellery

LSP History Curriculum Overview: Year 5/6 Cycle A

Phase/ Year Group	History Unit	Prior Learning	Historical Knowledge: Key Questions	Vocabulary	Historical Concepts and Skills	Enrichment and Engagement activities
6	World War Two	Significance/ change/ continuity – invasions, confl and defence – Romans, Vikings	<p>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ol style="list-style-type: none"> 1. Was the Second World War inevitable? 2. How did Britain prepare for war and what was the phoney war? 3. Was the evacuation of Dunkirk a victory or disaster? 4. What was the Battle of Britain? 5. Was D-Day an important factor in determining the end of WW2? 6. How did the Second World War end and what was its legacy? 	Allies Axis Air raid/ shelter Blitzkrieg Defeat Evacuation/ Evacuee Home front Home guard Invasion Nazi party Propaganda Rationing Appeasement Atomic bomb Blitzkrieg Evacuation Holocaust Luftwaffe Nazi Party Propaganda Soviet Union	<ul style="list-style-type: none"> • Change & continuity • Cause & consequence • Similarity & difference • Significance • Chronology • Evidence • Interpretations 	Educational Visit - WW2 evacuation experience VE day celebration
6	Civil Rights Movement/ Bristol Bus Boycott/The Windrush Generation	Understanding of segregation and racial issues in America (Y5 – hidden figures)	<p>NC: a local history study</p> <ol style="list-style-type: none"> 1. What was the United States of America like in the 1950s? 2. Why did Oliver Brown take the Board of education to the Supreme Court? 3. Why did Rosa Parks NOT give up her seat on the bus? 	Boycott Civil rights Civil disobedience Integration Jim Crow Laws	<ul style="list-style-type: none"> • Change & continuity • Cause & consequence e.g. labour shortages/Windrush Generation 	Educational Visit - M Shed, Bristol 2020 Black Lives Matters marches and

		Benin Kingdom, slavery and equality	<ol style="list-style-type: none"> 4. What was Dr Martin Luther King Jr's dream? 5. What was the influence on the UK and what was the Bristol Bus Boycott? 6. What do you imagine it would have felt like if you had been one of the 492 migrants who travelled to Britain on the Windrush? 7. Why did the Windrush Generation come to Britain? 8. What does the Black Lives Matter Movement? 	Klu Klux Klan Segregation Separate but equal NAACP Non-violence	<ul style="list-style-type: none"> • Similarity & difference • Significance e.g. Bristol Bus Boycott • Chronology • Evidence • Interpretations 	events in Bristol. Between 1948 and 1970, nearly half a million people from the Caribbean came to Britain. Research some true stories.
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LSP History Curriculum Overview: Year 5/6 Cycle B

Phase/ Year Group	History Unit	Prior Learning	Historical Knowledge: Key Questions	Vocabulary	Historical Concepts and Skills	Enrichment and Engagement Activities
5	Benin Kingdom	Empires and Invasions (Romans , Anglo Saxons, Vikings Y4) Trade links (Industrialisation Y2)	<ol style="list-style-type: none"> 1. How did the Benin Kingdom begin? 2. What was life like for the Edo people in the Benin Kingdom? 3. How were trade links established by the people? 4. What goods did the people trade? 5. What led to the Civil war in the 1700s? 6. What was the Transatlantic Slave Trade? 7. Why did the British colonise Benin and what impact did this have? 	Oba Ogisos Empire Guild Animism Voodoo Cowrie shells Civil war Moat Colonisation	<ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change • Similarity/ difference • Significance 	Debate: Whether original art from the Benin Kingdom should now be returned to Nigeria? Possible visit to British Museum in London to see Benin artefacts. Investigation: how do we know about periods of history without primary sources?
5	Medieval and Monarchs	Succession Invasions (Vikings Y4) Trade links (Benin Kingdom) Slavery and feudal system – Ancient Egypt, Benin Kingdom The Gunpowder Plot – monarchs and religious disagreements (Y2)	<ol style="list-style-type: none"> 1. In 1066, who was the rightful heir to the throne? 2. What happened at the Battle of Hastings? 3. Who was responsible for the death of Thomas Becket? 4. Who was the worse King: Richard or John? 5. Why did Henry VIII initiate the Reformation? 6. Was Elizabeth I 'weak and feeble'? 	Monarch Government Democracy Crusades Domesday book Magna carta Feudal system (feudalism) Baron Knights Peasant Protestant Catholic Armada	<ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change • Similarity/ difference • Significance 	Battle of Hastings re-enactment Visit to Tudor Red Lodge in Bristol (knot garden, tour a house QEII stayed in, role play activities)

5	Industrial Revolution/ Victorians	Brunel (Y2) Victorian Holidays (Y1) Monarchs (Medieval monarch Y5) Mary Seacole and Florence Nightingale (Y2)	<ol style="list-style-type: none"> 1. What were the key features of Victorian society? 2. Ask in the Industrial Revolution, what living conditions were like for families? What was life like? 3. How did working conditions change during the Industrial Revolution? 4. What inventions revolutionised the lives of British people? 5. What impact did Brunel have on the Victorian Era? 6. Could include a question about the changing power of monarchs: How did Queen Victoria change life for British people during her reign? 	Industry Population Economy Agriculture Textiles Mass production Poverty Sanitation Child labour Locomotive Workhouse	<ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change • Similarity/difference 	WOW day – Victorian school day Trip to M -Shed Bristol, St Fagans or Black Country Museum Visit to SS Great Britain/Suspension Bridge/Temple Meads to see the inventions of Brunel
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