

## Tarporley C of E Primary School History Curriculum Intent

### Curriculum Statement



At Tarporley CE, we believe that the study of history is a window to the past and that only by understanding what came before can we fully understand who we are. The aim of history teaching at Tarporley CE Primary School is to stimulate the children's interest and understanding about events and people from the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage.

### Kapow Primary

We have carefully chosen a scheme of work published by Kapow Primary. Kapow Primary's History scheme, from EYFS to key stage 2, ignites curiosity, nurtures critical thinking, and develops a comprehensive understanding of local, national, and global history. Kapow Primary's History scheme of work enables pupils to meet the end of key stage attainment targets in the National Curriculum and the aims also align with those set out in the National Curriculum. For EYFS, the activities allow pupils to work towards the Understanding the World Development Matters statements and Early Learning Goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

Due to our mixed-age class structure, we have a two-year rolling programme, and pupils will cover all relevant objectives by the end of each key stage. Meaningful thematic links have been made with other areas of the curriculum, however, History is taught as a discrete subject.

### Early Years Foundation Stage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Peek into the Past</b>  <b>Activity 1:</b> Can you guess who?                      To describe changes over time.</p> <p><b>Vocabulary:</b> a long time ago, baby, change, child, I remember, now, past, photograph, present, then, toddler, when I was little</p>	<p><b>Adventures through Time</b>  <b>Activity 5:</b> Transport through time                      To compare modes of transport of the past with the present.</p> <p><b>Vocabulary:</b> aeroplane, bicycle, car, horse-drawn cart, motorbike, steam train, train</p>	<p><b>Peek into the Past</b>  <b>Activity 4:</b> Toy box                      To identify toys from the past.</p> <p><b>Vocabulary:</b> a long time ago, baby, child, old, new, now, past, present, then, toddler, when I was little</p>	<p><b>Adventures through Time</b>  <b>Activity 1:</b> Family tree                      To begin to understand the concept of generations.</p> <p><b>Vocabulary:</b> dad, family, mum, older, grandad, grandma</p>	<p><b>Peek into the Past</b>  <b>Activity 3:</b> My life timeline                      To begin to recognise the order events happen.</p> <p><b>Vocabulary:</b> after, a long time ago, baby, before, child, I remember, now, order, past, present, then, toddler, when I was little</p>	<p><b>Adventures through Time</b>  <b>Activity 2:</b> My achievements                      To recognise special achievements.</p> <p><b>Vocabulary:</b> achievement, courageous, medal, proud, sticky tape, trophy</p>

Key Stage 1

	Autumn	Spring	Summer
Cycle 1 2023-2024	<p><b>What is history?</b></p> <ul style="list-style-type: none"> <li>• What is history?</li> <li>• What is a holiday?</li> <li>• What were holidays like in the past?</li> <li>• How can we find out more about holidays in the past?</li> <li>• How have holidays changed?</li> <li>• What are my favourite holiday memories?</li> </ul> <p><b>Vocabulary:</b> change, childhood, different, event, family, future, grandparent, history, holiday, living memory, memory, now, past, present, remember, scrapbook, similar, timeline</p> <p><b>What is a monarch?</b></p> <ul style="list-style-type: none"> <li>• What is a monarch?</li> <li>• Who is our monarch today?</li> <li>• How did William the Conqueror become King of England?</li> <li>• How did William the Conqueror rule?</li> <li>• How did castles change?</li> <li>• What was a monarch in the past?</li> </ul> <p><b>Vocabulary:</b> absolute monarchy, Anglo-Saxon, anointing, Archbishop of Canterbury, armed forces, attack, bailey, battle, battlements, Bayeux Tapestry, ceremony, concentric castle, constitutional monarchy, conquer,</p>	<p><b>How have toys changed?</b></p> <ul style="list-style-type: none"> <li>• What is your favourite toy?</li> <li>• Did your parents and grandparents play with the same toys as you?</li> <li>• What were toys like in the past?</li> <li>• What is similar and different about toys now and in the past?</li> <li>• How have teddy bears changed over time?</li> <li>• How have toys changed?</li> </ul> <p><b>Vocabulary:</b> artefact, century, decade, different, evidence, living memory, memory, modern, now, past, present, remember, similar, source, special</p>	<p><b>Geography focus</b></p>

	<p>coronation, crowning, defend, earl, Edward the Confessor, fortified manor house, gatehouse, government, Harold Godwinson, Earl of Wessex, Harald Hardrada, Head of State, invade, investing, keep, moat, monarch, motte, motte-and-bailey, nobility, Normandy, Normans, oath, orb, parliament, portcullis, power, procession, rule, sceptre, stone, keep, tower, walls, William of Normandy, Witan</p>		
<b>Cycle 2 2024-2025</b>	<p><b>How am I making history?</b></p> <ul style="list-style-type: none"> <li>• What is my history?</li> <li>• How can I find out more about myself?</li> <li>• How are special events remembered?</li> <li>• What was it like for children in the past?</li> <li>• What have I learned about childhood in the past?</li> <li>• How am I making history?</li> </ul> <p><b>Vocabulary:</b> celebrate, celebration, change, childhood, different, event, family, future, grandparent, lifetime, living memory, memory, now, present, past, remember, significant, similar, time capsule, timeline</p>	<p><b>How did we learn to fly?</b></p> <ul style="list-style-type: none"> <li>• Who were the Wright brothers?</li> <li>• When was the first flight?</li> <li>• Why was Bessie Coleman significant?</li> <li>• Why is Amelia Earhart significant?</li> <li>• Why was the Moon landing special?</li> <li>• How did we learn to fly?</li> </ul> <p><b>Vocabulary:</b> beyond living memory, decade, evidence, eyewitness, flight, historic, historically significant, inventor, living memory, past, present, primary source, source</p>	<p><b>How was school different in the past?</b></p> <ul style="list-style-type: none"> <li>• Were schools different in the past?</li> <li>• How have schools changed within living memory?</li> <li>• How were schools different in the 1900s?</li> <li>• How have schools changed?</li> <li>• What is similar and different about schools now and in the past?</li> <li>• Would you have preferred to go to school in the past?</li> </ul> <p><b>Vocabulary:</b> past, timeline, date, different, decade, present, important, similar, modern, living memory, evidence, source, decade, beyond living memory, preferred</p>

**Lower Key Stage 2**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Cycle 1 2023-2024</b>	<b>How have children’s lives changed?</b>	<b>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b>	<b>What did the Ancient Egyptians believe?</b>

	<ul style="list-style-type: none"> <li>• What do sources tell us about how children’s lives have changed?</li> <li>• Why did Tudor children work and what was it like?</li> <li>• What jobs did children have in Victorian England and what were they like?</li> <li>• How did Lord Shaftesbury help to change the lives of children?</li> <li>• How and why has children’s leisure time changed?</li> <li>• What were the diseases children caught and how were they treated?</li> </ul> <p><b>Vocabulary:</b> childhood, continuity, change, chronological order, inference, observation, apprentice, chaffing wheat, hot seat, master, oath, primary source, secondary source, trapper, hurrier/hurrying, gin, textile mills, bird scarer, domestic servant, working conditions, historically significant, Factory Acts, Parliament, government, ragged, schools, poverty, bill, reform, leisure time, compare, plague, smallpox, flu, cholera, treatments, vaccination</p>	<ul style="list-style-type: none"> <li>• How long ago did prehistoric man live?</li> <li>• What does Skara Brae tell us about life in the Stone Age?</li> <li>• Who was the Amesbury Archer?</li> <li>• How did bronze change life in the Stone Age?</li> <li>• How did trade change the Iron Age?</li> <li>• What changed between the Stone Age and the Iron Age?</li> </ul> <p><b>Vocabulary:</b> Stone Age, BC, AD, prehistory, Ancient Egypt, Ancient Greece, Romans, Anglo-Saxons, Vikings, Tudors, Victorians, period, Palaeolithic, Mesolithic, Neolithic, Skara Brae, settlement, archaeological evidence, evidence, limitations, Amesbury Archer, Stonehenge, artefacts, deduction, flint, duration, similarities, differences, bronze, copper, tin, trade, import, export, goods, barter, change, continuity, tribes, king/chief, reconstruction</p>	<ul style="list-style-type: none"> <li>• Who were the Egyptians and when did they live?</li> <li>• What did the ancient Egyptians believe?</li> <li>• Why and how did the Egyptians build the pyramids?</li> <li>• How and why did the Egyptians mummify people?</li> <li>• What does the Book of the Dead tell us about ancient Egyptian beliefs?</li> <li>• What did the ancient Egyptians believe?</li> </ul> <p><b>Vocabulary:</b> afterlife, Book of the Dead, civilisation, historically significant, immortal, mummification, preserve, Ra, River Nile, sarcophagus</p>
<p><b>Cycle 2 2024-2025</b></p>	<p><b>How did the achievements of the Maya civilisation influence their society and beyond?</b></p> <p>Unit still in draft – available from April 2024</p>	<p><b>Why did the Romans settle in Britain?</b></p> <ul style="list-style-type: none"> <li>• Why did the Romans invade and settle in Britain?</li> <li>• How did Britons respond to the Roman invasion?</li> <li>• Why was the Roman army so successful? (Two-part lesson)</li> <li>• What do artefacts tell us about life in Roman times?</li> </ul>	<p><b>How hard was it to invade and settle in Britain?</b></p> <ul style="list-style-type: none"> <li>• Who were the Anglo-Saxons and the Scots?</li> <li>• How did the Anglo-Saxons settle in Britain?</li> <li>• What does Sutton Hoo tell us about Anglo-Saxon life?</li> <li>• How did Christianity arrive in Britain?</li> </ul>

		<ul style="list-style-type: none"> <li>How did the Romans change modern Britain?</li> </ul> <p><b>Vocabulary:</b> Boudicca, empire, inference, invasion, legacy, Romans, settlers</p>	<ul style="list-style-type: none"> <li>Was King Alfred really great?</li> <li>How did Anglo-Saxon rule end?</li> </ul> <p><b>Vocabulary:</b> Angles, Britons, convert, empire, inference, invasion, Kingdom, missionary, paganism, Pope, Romans, Saxons, settlement, settlers, Vikings</p>
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## Upper Key Stage 2

	Autumn	Spring	Summer
Cycle 1 2023-2024	Geography focus	<p><b>Were the Vikings raiders, traders or something else?</b></p> <ul style="list-style-type: none"> <li>When and why did the Vikings come to Britain?</li> <li>Were the Vikings raiders, traders or something else?</li> <li>Where did the Vikings go? How did they get there?</li> <li>Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings?</li> <li>What were the impacts of Viking raids and settlements on local communities in Britain?</li> <li>What were the Vikings' achievements and how did they impact the world?</li> </ul> <p><b>Vocabulary:</b> achievement, balanced viewpoint, exchange, impact, impression, invader, Jorvik, Leif Erikson, raider, saga, settler, stereotype, trade route, Viking</p> <p><b>What did the Greeks ever do for us?</b></p>	<p><b>Unheard histories: who should feature on the £10 note?</b></p> <ul style="list-style-type: none"> <li>Who features on banknotes and why?</li> <li>Was Alfred the Great or Elizabeth I the more significant monarch?</li> <li>How were Ellen Wilkinson and Betty Boothroyd historically significant?</li> <li>Why was William Tuke significant?</li> <li>Why was Mary Seacole significant?</li> <li>Who was more significant: Lily Parr or Betty Snowball?</li> </ul> <p><b>Vocabulary:</b> Alan Turing, criteria, issuing bank, historically significant, Jane Austen, Joseph William Turner, remarkable, remembered, watermark, Winston Churchill, Lily Parr, Betty Snowball</p>

		<ul style="list-style-type: none"> <li>• Who were the Greeks and when did they live?</li> <li>• What did the Greeks believe?</li> <li>• How was ancient Greece governed?</li> <li>• Did the ancient Greeks give us democracy?</li> <li>• How do Greek philosophers influence us today?</li> <li>• What did the Greeks do for us?</li> </ul> <p><b>Vocabulary:</b> assembly, constitutional monarchy, democracy, direct democracy, ethics, government, period, philosophy, oligarchy, representative democracy</p>	
<p><b>Cycle 2 2024-2025</b></p>	<p><b>What was the impact of WWII on the people of Britain?</b></p> <ul style="list-style-type: none"> <li>• Why did Britain go to war in 1939?</li> <li>• Who won the Battle of Britain?</li> <li>• What do sources tell us about the Blitz?</li> <li>• What was evacuation like for children?</li> <li>• What impact did WW2 have on women’s lives?</li> <li>• Why did people migrate to Britain during and after World War 2?</li> </ul> <p><b>Vocabulary:</b> accuracy, air raid, Battle of Britain, bias, The Blitz, evacuation, evacuee, impact, propaganda, purpose, reliability</p>	<p><b>What was life like in Tudor England?</b></p> <ul style="list-style-type: none"> <li>• Fair ruler or tyrant? What was Henry VIII really like?</li> <li>• Why was Anne Boleyn killed?</li> <li>• Why did Henry VIII have so many wives?</li> <li>• What was a Royal Progress?</li> <li>• What was a Royal Progress like?</li> <li>• What can inventories tell us about life in Tudor times?</li> </ul> <p><b>Vocabulary:</b> Tudor, Battle of Bosworth, Henry VII, Elizabeth of York, Henry VIII, tyrant, fair, ruler, monarch, portrait, interpretation, primary source, secondary source, bias, historical investigation, Anne Boleyn, Catherine of Aragon, Jane Seymour, Anne of Cleves, Katherine Howard, Katherine Parr, heir, evidence, Royal Progress, propaganda, image, litter, historical deductions, reliability,</p>	<p><b>What does the census tell us about our local area?</b></p> <ul style="list-style-type: none"> <li>• What does the census tell us about the people living in our local area?</li> <li>• What happened to Mary Bucktrout?</li> <li>• How did Mary Bucktrout feel about the key events in her life?</li> <li>• Who lived in our local area?</li> </ul> <p><b>Vocabulary:</b> bobbins, can-hooker, carding, census, comparing, condition, enumeration books, enumerator, flax, flax linen, flax mill spinner, governess, head of household, inference, joiner, observation, overlooker, piecer, reconstruct, schedule, scholar, shilling, suffragette, textile mill, textiles, William Dodd, yarn</p>

		audience, purpose, accuracy, creator, reconstruction, inventory, valuation, merchant, pewter, John Blanke, Cattelena of Almondsbury, free, enslaved, tournament	
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