

## Whole School Chuckery History Curriculum

<u>Phase</u>	<u>Year group</u>	<u>Topic name</u>	<u>Historical Enquiry</u>	<u>NC focus</u>	<u>Disciplinary concepts</u>	<u>Substantive concepts</u>	<u>Key knowledge</u>
KS1	Year 1	Toys	Did our parents and grandparents play with toys like ours?	Changes within living memory	Continuity and change – how historians construct arguments about the nature, pace and extent of change in the past.	Exploration and invention – invention and innovation	<ul style="list-style-type: none"> <li>Know what toys today are like – what materials are they (plastic) what colours are they (often bright colours) and how they operate (they are often electronic, battery powered)</li> <li>Know that children of different ages play with different toys, often as they grow older. A baby might play with a rattle, a toddler with lego/bricks and a 5 or 6 year old might play with a scooter.</li> <li>Know the difference between our toys, our parents' toys and our grandparents' toys.</li> <li>Know what old toys are like – what materials are they (wooden, wool/fabric) what colours are they (dull colours, painted not printed) and how they operate (manual, not electronic)</li> <li>Know that some children in the past may have played with different types of toys if they were wealthy or poor.</li> </ul>
		Vehicles	Have people always travelled in cars?	Events beyond living memory	Sequencing the past (putting events on a timeline or a chronological framework)	Exploration and invention – invention and innovation	<ul style="list-style-type: none"> <li>Know that people now travel by cars, trains and buses which are powered by engines.</li> <li>Know the names of some forms of old transport like steam train, horse and carriage and penny farthing.</li> <li>Know that in the past people travelled by trains powered by steam.</li> <li>Know that in the past people travelled by horse and carriage.</li> <li>Know that before steam trains were invented, people could not travel far.</li> <li>Know that after steam trains were invented, people were able to travel further around the country and started going on holiday to places like the seaside.</li> </ul>
		The Gunpowder Plot	Why do we celebrate Bonfire Night?	Events beyond living memory	Sequencing the past (putting events on a timeline or a chronological framework)	Hierarchy and power – monarchy and parliament	<ul style="list-style-type: none"> <li>Know that we celebrate Bonfire Night on 5<sup>th</sup> November of every year.</li> <li>Know that we have bonfires and fireworks to commemorate the event.</li> <li>Know that we celebrate it because in 1605 a man called Guy Fawkes decided to try and blow up the English parliament and the King.</li> <li>Know that parliament is where the people who are in power run the country from, in the capital city London.</li> <li>Know that Guy Fawkes was not successful and he was caught before he could blow up parliament.</li> <li>He was executed (killed)</li> <li>Know the rhyme 'remember, remember the fifth of November'</li> </ul>

		Nurses	What have nurses done to help us?	Lives of significant individual Local history study	Historical significance – how historians attribute significance to past events or people, deeming them worthy of study or attention.	Conflict and disaster – war	<ul style="list-style-type: none"> <li>• Know that nurses work in healthcare industry</li> <li>• Know some of the key roles and jobs nurses perform</li> <li>• Know the names of key nurses from the past such as Mary Seacole, Florence Nightingale and Sister Dora.</li> <li>• Know that Mary Seacole was born in Jamaica and learnt her nursing skills from her mother who was also a nurse.</li> <li>• Know that both Mary Seacole and Florence Nightingale are remembered for the work they did during the Crimean War.</li> <li>• Know that Florence Nightingale was called 'The Lady with the Lamp' and Mary Seacole was called 'Mother Mary'</li> <li>• Know that Sister Dora lived in Walsall and is an important local figure.</li> </ul>
	<u>Year 2</u>	The Great Fire of London	What happened to London in 1666?	Events beyond living memory	Sequencing the past (putting events on a timeline or a chronological framework)	Hierarchy and power – monarchy	<ul style="list-style-type: none"> <li>• Know that London was the capital city and an important city for trade and power</li> <li>• Know that the fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane.</li> <li>• Know that the fire started because the fires used for baking were not properly put out.</li> <li>• Know that in 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread.</li> <li>• Know that it had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.</li> <li>• Know that Charles II was king of England.</li> <li>• Know that Charles II ordered buildings to be pulled down to stop the flames from spreading.</li> <li>• Know that by Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.</li> <li>• Know that Samuel Pepys kept a diary which is an important source of evidence when learning about what happened.</li> </ul>
		Castles and Buildings	Have people always lived in houses?	Changes within living memory Local history study	Continuity and change – how historians construct arguments about the nature, pace and extent of change in the past.	Community and culture – architecture	<ul style="list-style-type: none"> <li>• Know some of the buildings people live in – houses, flats, apartments, bungalows</li> <li>• Know what types of buildings people in our local community (Chuckery) live in</li> <li>• Know how houses and buildings have changed in our local community in the past 50 years</li> <li>• Know that further in the past, lords and nobles lived in castles, though ordinary people still lived in houses made of wood or stone</li> <li>• Know types of castles, particularly a motte and bailey castle and a stone keep castle.</li> <li>• Know some of the features of castles, such as a drawbridge and portcullis</li> </ul>

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		Neil Armstrong and Tim Peake	Have we ever explored space?	Lives of significant individual	Historical significance – how historians attribute significance to past events or people, deeming them worthy of study or attention.	Exploration and invention – discovery	<ul style="list-style-type: none"> <li>• Know that on July 20, 1969 Apollo 11 became the first manned spacecraft to land on the moon. This spacecraft had a crew of three astronauts Neil Armstrong, Buzz Aldrin and Michael Collins.</li> <li>• Know that the moment Neil Armstrong stepped foot onto the moon, he said “That’s one small step for man and one giant leap for the mankind.</li> <li>• Know that NASA runs American space programme which sends astronauts into space to learn more about space.</li> <li>• Know that America was in a space race with Russia</li> <li>• Know that 1969 was in the 20<sup>th</sup> century</li> <li>• Know that Tim Peake (born 7 April 1972) is a British Army Air Corps officer, European Space Agency astronaut and a former International Space Station (ISS) crew member.</li> <li>• Know that Tim Peake was the first British astronaut to go on board the ISS.</li> <li>• Know that countries like America and China still send astronauts and space craft into space today to learn more about planets like Mars and the solar system.</li> </ul>
<u>LKS2</u>	<u>Year 3</u>	From Stone Age to Iron Age	Was it better to live in the Stone Age, Bronze Age or Iron Age?	Changes in Britain from Stone Age to Iron Age	Constructing the past (understanding historical narratives)	Community and culture – settlement and civilisation	<ul style="list-style-type: none"> <li>• Know that Britain was once covered in ice (known as the Ice Age)</li> <li>• Know that the earliest settlers were hunter-gatherers and lived in caves</li> <li>• Know that hunter-gatherers and travellers became farmers who settled and grew their own food and tamed wild animals</li> <li>• Know about the settlement of Skara Brae</li> <li>• Know about Stonehenge and how it is was built.</li> <li>• Know about the change from Stone Age, to Bronze Age, then to Iron Age.</li> <li>• Know how people and communities in the Bronze and Iron Age lived in roundhouses. In the Iron Age, these houses became rectangular and were gathered in communities known as hillforts.</li> </ul>
		Ancient Greece	How do the Ancient Greeks influence our lives today?	Ancient Greece – a study of Greek life and achievements and their influence	Continuity and change – how historians construct	Hierarchy and power – government and politics	<ul style="list-style-type: none"> <li>• Know where Greece is geographically, comparing a map of Ancient Greece with a modern map of Greece, as well as some of the geographical features of Greece which will build context for the children.</li> </ul>

				on the western world.	arguments about the nature, pace and extent of change in the past.		<ul style="list-style-type: none"> <li>• Know where Ancient Greece fits historically in the context of other periods – key dates including a focus in on the period known as the ‘Classical Golden Age’, - 500BC to 323BC which marked the height of Ancient Greek civilisation and power.</li> <li>• Know key city states of Athens and Sparta – how they were ruled, how people lived, general life and culture.</li> <li>• Know some of the great Ancient Greek buildings and architecture such as the Greek theatre at Ephesus, The Temple of Apollo at Delphi, the Parthenon in Athens. Also to know how our own modern architecture is inspired by Ancient Greece.</li> <li>• Know about the achievements of Alexander the Great as a significant person in Ancient Greek history.</li> <li>• Know about the education Greek children received and what Greek schools were like.</li> <li>• Know how the Ancient Greeks were governed and ruled.</li> <li>• Know that the Olympics originated from Ancient Greece.</li> </ul>
		Early Islamic Civilisation	How was life in Baghdad in 900 AD different to life in England?	A non-European society that provides contrasts with British history – early Islamic civilisation, including a study of Baghdad c. AD 900	Sequencing the past (putting events on a timeline or a chronological framework)	Community and culture – architecture and civilisation	<ul style="list-style-type: none"> <li>• Know where Baghdad is and place it on a map, seeing that it is close to water and trade routes.</li> <li>• Know where the Islamic Empire is on a timeline when compared with the Ancient Greeks and Romans.</li> <li>• Know that the Islamic Empire was culturally advanced compared to Europe’s Dark Ages.</li> <li>• Know that Baghdad was the Islamic Empire’s cultural and educational capital where many artists, poets, scholars and writers lived. There were libraries and universities.</li> <li>• Know about everyday life in Baghdad for men and women – what they wore, what they ate, where they lived and worked. Compare with people living in London/England.</li> <li>• Know what architecture looked like and why the city was round.</li> <li>• Know that the city was built by Harun al-Rashid and that it was advanced for its time, with green spaces and irrigation. Compare with London/England or a modern day English city.</li> <li>• Know that schools and education were an important part of life in Baghdad. Compare to education in London/England.</li> </ul>
	<u>Year 4</u>	Roman Empire in Britain	Was the Roman invasion of Britain a success?	The Roman Empire and its impact on Britain	<p>Sources and evidence – how historians use sources as evidence to answer a question.</p> <p>Sequencing the past (putting events on a</p>	Conflict and disaster – invasion	<ul style="list-style-type: none"> <li>• Know geographically the span of the Roman empire, as well as where Rome itself is</li> <li>• Know where the Roman Empire fits chronologically with other periods studied in year 3, the Ancient Greeks and The Stone Age</li> <li>• Know that Julius Caesar attempted to invade Britain in 55 and 54 BC but failed</li> <li>• Know that nearly 100 years later in 43 AD, Claudius successfully invaded Britain</li> </ul>

					timeline or a chronological framework)		<ul style="list-style-type: none"> <li>• Know that Britain was rich in farmland, minerals/metals like iron, gold and silver and slaves which made it attractive for the Romans to invade</li> <li>• Know that the Romans wanted to expand their powerful army and empire as much as possible</li> <li>• Know that in 60 AD, Boudica led the Iceni tribe in a revolt against the Romans</li> <li>• Know the structure of the Roman Army and the Roman imperial leadership, which made it so powerful and successful, especially when dealing with revolt</li> <li>• Know some of the things the Romans did in Britain, such as building new towns, new roads, new towns, new farming methods, taxes, aqueducts, central heating, religion – including the Roman Road which remains still run through Sutton Park</li> <li>• Know that Roman occupation of Britain eventually ended around 400 AD</li> <li>• Know the ways in which Roman culture still influences our society today and where this can be seen- through architecture, government, money, calendar</li> </ul>
		The Great Plague	How did The Great Plague compare to COVID-19?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Continuity and change – how historians construct arguments about the nature, pace and extent of change in the past.	<p>Community and culture – settlement and civilisation</p> <p>Conflict and disaster – plague</p>	<ul style="list-style-type: none"> <li>• Know the political and historical backdrop of Britain in the 1660s – that King Charles II was King after a civil war and a republic where Britain did not have a monarch. Know that this was a tumultuous time for Britain with lots of change happening.</li> <li>• Know that during the summer of 1665, London became affected by the disease known as The Great Plague which lasted until 1666</li> <li>• Know that rats carried the disease through bacteria and fleas which then infected people</li> <li>• Know the severity of the disease in London – a record of 68596 deaths.</li> <li>• Know that the actual number of deaths was likely higher, due to records not being kept of the poor and homeless. Consider the impact the disease had on different groups/classes in society and whether this was fair.</li> <li>• Know about the town of Eyam and how the village decided to quarantine to try and prevent the spread of plague. Compare this with our own experience of quarantine and lockdown during COVID-19. <a href="https://www.bbc.co.uk/news/uk-england-derbyshire-51904810">https://www.bbc.co.uk/news/uk-england-derbyshire-51904810</a></li> <li>• Know some of the methods used in other places to try and prevent the spread or catching of the plague, such as smelling flowers or wearing protective charms. Consider whether these methods are effective.</li> </ul>

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		Tudor Britain	Are there reliable evidence/sources that teach us about Tudor monarchs? (Henry VIII and Elizabeth 1 <sup>st</sup> )	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Sources and evidence – how historians use sources as evidence to answer a question.	Hierarchy and Power – monarchy and law	<ul style="list-style-type: none"> <li>Know what Henry VIII looked like from portraits, using this to draw conclusions about his character, when/where he was from, who he is and what he did.</li> <li>Know that Henry VIII was a king of England during the Tudor period from 1509 to 1547, placing this on a timeline alongside other periods previously studied.</li> <li>Know that Henry VIII broke away from the Catholic Church in Rome and began the Church of England, so he could marry Anne Boleyn.</li> <li>Know that Henry VIII wanted a son to become king, but Elizabeth was his daughter who became Queen in 1558 until 1603.</li> <li>Know that images of Elizabeth I were not reflective of her age or appearance and were used as propaganda to control her image.</li> <li>Know that Elizabeth defeated the Spanish Armada despite having a smaller fleet, naming one or two reasons as to why.</li> <li>Compare Henry VIII and Elizabeth's reign, considering if they were good/successful monarchs and whether we can trust sources and images about them.</li> </ul>
<u>UKS2</u>	<u>Year 5</u>	Maya	Why should we study the Maya?	A non-European society that provides contrasts with British history	Historical significance – how historians attribute significance to past events or people, deeming them worthy of study or attention.	Community and culture – architecture and trade	<ul style="list-style-type: none"> <li>Know where the Maya lived geographically using a world map, understanding they were from Central America. Consider the climate and physical features (rainforests) which may have impacted the Maya</li> <li>Know when the Maya existed and place on a timeline with other studied periods. Break the Maya down into three significant periods – pre-classic Maya, classic Maya and post-classic Maya.</li> <li>Know that the Maya used a sophisticated writing system known as Maya glyphs- compare to our writing and Egyptian hieroglyphs.</li> <li>Know that the Maya used cocoa (chocolate beans) as currency. Explore how the Mayas traded and built cities and economies and what significant goods, like limestone, obsidian, salt and jade, they traded.</li> <li>Know about aspects of Maya culture, such as the Gods they worshiped like the Maize God and their recreational activities like ball games.</li> <li>Know that Maya was a hierarchical society, with Kings at the top and slaves at the bottom. Poor people lived very differently from rich and consider why we know so little about the lives of poorer people.</li> <li>Know about Popol Vuh and what it teaches us about Maya civilisation.</li> </ul>

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		Crime and Punishment	How has crime and punishment changed in Britain?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<p>Continuity and change – how historians construct arguments about the nature, pace and extent of change in the past.</p> <p>Constructing the past (understanding historical narratives)</p>	Hierarchy and power – law	<ul style="list-style-type: none"> <li>• Know when the Middle Ages was and use images to build a picture of what life was like. Know what crimes were common in the Middle Ages as well as their punishments, which can be used to understand what was important to medieval people.</li> <li>• Know that society in the Middle Ages was unequal and balanced in favour of the rich, including with regards to crime and punishment. Use the story of Robin Hood to illustrate this and debate whether his actions were morally right or wrong.</li> <li>• Know that crime and punishment changed into early modern Britain, introducing the role of Highwaymen.</li> <li>• Know that highway robberies became more common in this period due increase in trade and wealthier people travelling by road. Most highwayman were hung when caught.</li> <li>• Know that Dick Turpin was a famous highwayman.</li> <li>• Know that crime and punishment changed with the introduction of a police force and prisons during the 19<sup>th</sup> century.</li> <li>• Know how modern day crimes are punished. Compare with past crimes and punishments, understanding change over time.</li> </ul>
		Comparing ancient civilisations (Ancient Egypt in depth)	What do all Ancient Civilisations have in common?	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (Ancient Egypt, Sumer, Indus Valley, Shang)	Sources and evidence – how historians use sources as evidence to answer a question.	Community and culture – architecture, art and civilisation	<ul style="list-style-type: none"> <li>• Know where Egypt is geographically, comparing a map of Ancient Egypt with a modern map of Egypt, as well as some of the geographical features of Egypt like the River Nile which will build context for the children.</li> <li>• Know where Ancient Egypt fits historically in the context of other periods studied, especially other Ancient periods like Romans and Greeks. Use these periods to see how the Ancient Egyptians interacted and compared with Romans and Greeks.</li> <li>• Know the time span of Ancient civilisations – Egyptians, Sumer, Indus Valley and Shang. Compare with more modern studied periods (Romans, Greeks, Tudors) and see that they are all ancient.</li> <li>• Know how the Shang Dynasty, Indus Valley and Sumer were different to the Egyptians, even though they are all ancient civilisations.</li> <li>• Know the similarities between the civilisations – they are all along the same line of latitude, all next to rivers. Consider</li> </ul>

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	<u>Year 6</u>	Anglo-Saxons and Vikings	<p>Why did the Anglo Saxons settle in Britain?</p> <p>Were the Saxons or Vikings more successful in their struggle for the Kingdom of England?</p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>Similarity and difference – how historians construct arguments about the extent of similarity and difference between places, people and groups in the past.</p> <p>Constructing the past (understanding historical narratives)</p>	Conflict and disaster – invasion	<ul style="list-style-type: none"> <li>• Know where the Anglo Saxons and Vikings came from, using maps of Europe</li> <li>• Know how England was divided into kingdoms – Mercia, Wessex, Northumbria</li> <li>• Know that Britain had previously been occupied by Romans who left in early 400s AD</li> <li>• Know why the Vikings and the Saxons invaded, considering whether there were different reasons for each group (choice or necessity)</li> <li>• Know what the Vikings and Saxons were like (men and women) by looking at a range of sources – myths and legends such as Beowulf, Bede and the Anglo-Saxon Chronicle, archeologically evidence like Sutton Hoo, images and pictures that depict Saxons and Vikings.</li> <li>• Know differences between Saxons and Vikings, understanding that the Saxons had a king/Bretwalda, kingdoms such as Wessex – particularly focus on Alfred the Great and his success as King.</li> <li>• Know how Vikings were successful in raiding, e.g. Lindisfarne, and why this is the case.</li> <li>• Know the importance of religion – Christianity to the Saxons and Paganism to the Vikings.</li> <li>• Know what evidence remains of Vikings and Saxons in our modern day life – both architectural evidence and evidence in our political, monetary system, judicial system.</li> </ul>
		The Victorians	<p>Was the Victorian era a golden era or a dark era?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Sources and evidence – how historians use sources as evidence to answer a question.</p>	Exploration and invention – discovery and innovation	<ul style="list-style-type: none"> <li>• Know briefly why Britain went to war in 1939 – understanding the actions taken by Hitler that led to declaration of war and that Chamberlain was the prime minister who took Britain to war.</li> <li>• Know that after war was declared, children were evacuated, though the experiences of evacuee children varied.</li> <li>• Know examples of how Britain reacted to and fought back against German attack, such as rationing, evacuating and air raid shelters.</li> <li>• Know that The Blitz occurred between 1940-1941, understanding that much of world war 2 in Britain was fought in the air between the RAF and the Luftwaffe. Explore the idea of the 'Blitz spirit' among British people.</li> <li>• Know what occurred in our local area (Walsall and the surrounding places) during World War 2.</li> </ul> <p><a href="http://www.historywebsite.co.uk/articles/Walsall/WW2.htm">http://www.historywebsite.co.uk/articles/Walsall/WW2.htm</a></p>



							<ul style="list-style-type: none"> <li>• Know that much of our perception of The Home Front is based on evidence that can be regarded as propaganda and why this means we need to be cautious and ask questions when looking at this evidence.</li> <li>• Know how the war was concluded and what celebrations occurred on VE day. Look beyond and consider how The Home Front changed life in Britain after the war.</li> </ul>
		The Home Front in WW2	How did British people help fight a war from home?	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Local history – Walsall and surrounding areas in the Home Front</b></p>	<p>Sources and evidence – how historians use sources as evidence to answer a question.</p> <p>Sequencing the past (putting events on a timeline or a chronological framework)</p>	Conflict and disaster – war and military	<ul style="list-style-type: none"> <li>• Know briefly why Britain went to war in 1939 – understanding the actions taken by Hitler that led to declaration of war and that Chamberlain was the prime minister who took Britain to war.</li> <li>• Know that after war was declared, children were evacuated, though the experiences of evacuee children varied.</li> <li>• Know examples of how Britain reacted to and fought back against German attack, such as rationing, evacuating and air raid shelters.</li> <li>• Know that The Blitz occurred between 1940-1941, understanding that much of world war 2 in Britain was fought in the air between the RAF and the Luftwaffe. Explore the idea of the 'Blitz spirit' among British people.</li> <li>• Know what occurred in our local area (Walsall and the surrounding places) during World War 2. <a href="http://www.historywebsite.co.uk/articles/Walsall/WW2.htm">http://www.historywebsite.co.uk/articles/Walsall/WW2.htm</a></li> <li>• Know that much of our perception of The Home Front is based on evidence that can be regarded as propaganda and why this means we need to be cautious and ask questions when looking at this evidence.</li> <li>• Know how the war was concluded and what celebrations occurred on VE day. Look beyond and consider how The Home Front changed life in Britain after the war.</li> </ul>