

Wrawby History Curriculum Overview – Long Term Plan 2026-27

Autumn Term 2 Golden Thread: Local historical links				
	EYFS/Year 1	Y2/3	Y4/5	Y5/6
The Big Question	Why is the restoration of the Wrawby Post mill significant in local history?	Why did the Vikings come to Britain?	How did the industrial revolution affect Wrawby and the local area?	How have Christian places of worship developed across Europe?
Historical knowledge focus	<i>Continuity and change</i>	<i>Pioneers and change Continuity and change, interpretation</i>	<i>Pioneers and change Cause and consequence</i>	<i>Continuity and change</i>
Enquiry Questions	- Where did people live in Wrawby? - What did people do in Wrawby? - Why is there a post mill in Wrawby? - What was our school like in the past? - How has Wrawby changed over time?	- Who were the Vikings? - How have the Vikings affected the local area? - How did Vikings and Anglo-Saxons live? - How did the Vikings travel? - Were the Vikings vicious raiders? - What did Vikings and Anglo-Saxons leave behind?	- What is industrialisation? - How were canals important in the industrialisation process? - What happened when the railway arrived in Scunthorpe/Brigg? - What was it like to live in a Victorian city or town? - What was it like for a Victorian child working in factory? - How does the Industrial Revolution still affect our local area today?	- What can our local parish church (St Mary's) tell us about community life in the past? - Why was Lincoln Cathedral one of the most important buildings in medieval England? - How does St Paul's Cathedral reflect London's history and resilience? - How do the cathedrals in Paris (Notre-Dame and Sacré-Cœur) reflect different periods of French history? - Why is the Basilica de la Sagrada Família in Barcelona considered unique among the world's great churches? - Why has Vatican City in Italy become the centre of the Roman Catholic Church?
Substantive Knowledge	- a local history study - our village and school have changed over time - the local post mill was built in the late 1700s - the Wrawby post mill was fully restored in 1965	- the Viking and Anglo-Saxon struggled for the Kingdom of England to the time of Edward the Confessor - The Vikings and Anglo-Saxon eras overlap in Britain - Vikings usually arrived on the East coast of Britain - a local history study	- the industrial revolution began around 1760 in Britain - canals provided a faster and safer means of transporting goods compared to roads - Frodingham station was opened in 1864 - a local history study	- a cathedral is distinguished from other churches by containing the cathedra, or bishop's chair, symbolizing the bishop's authority over a diocese - only Christian denominations, such as Roman Catholic, Eastern Orthodox, Anglican, and some Lutheran churches, have cathedrals
Disciplinary Knowledge	- know that some objects belonged to the past - know how to retell a familiar story set in the past - know how they have changed since they were born	- know how to use various sources of evidence to answer historical enquiry questions - know how to research a specific event from the past using accurate and relevant search engines - through research, identify similarities and differences between given periods in history	- know that history has affected the local area - know that changes can be positive - know that change can be seen as worrying by society who are fearful of it - know that land use changes over time	- know that some buildings became important locally, nationally and internationally. - know that Christianity has a number of different denominations - know that interpretations of the past can differ between different groups of people.
Vocabulary	Village, town, church, development, expanding, detached, semi-detached, amenities, amalgamation, construction, trade, post mill, windmill	Nordic, Norway, Sweden, Denmark, Norse myths, raiders, settlers, vicious, Lindisfarne monastery, looting, pillage	Agriculture, industry, industrialisation, migration, textiles, freight, trade, locomotive, primary/secondary source, manufacture, philanthropist, immigration, multi-cultural, society	Church, cathedral, cathedra, pilgrimage, clergy, diocese, congregation, spire, dome, restoration, monument, legacy, preservation
Why this/why now?	Build knowledge of our community and the introduce the restoration of the post mill and the locality	To understand that Viking raiders were also invaders. Understand chronology and that the Roman, Viking and Anglo-Saxon eras overlap	Links to prior learning on changes within the local area, they can compare how Wrawby has changed since/during the Industrial Revolution	Links to RE units and our church school, explaining how and where people worship across Britain and wider western Europe
Spring Term 2 Golden Thread: Pioneering Civilizations				
	EYFS/Year 1	Y2/3	Y4/5	Y5/6
The Big Question	What have we learned from the pioneering work of nurses through time?	What have archaeologists learned from the Early Britons?	What legacy has been left by the Mayan Civilization?	What made the Indus Valley Civilization one of the world's first great civilizations?
Historical knowledge focus	<i>Evidence and interpretation</i>	<i>Evidence and interpretation</i>	<i>Evidence and interpretation</i>	<i>Continuity and change Cause and consequence</i>
Enquiry Questions	- Why is Florence Nightingale a significant figure in history? - Why is Mary Seacole a significant figure in history? - Why is Edith Cavell a significant figure in history? - What do Florence Nightingale, Mary Seacole and Edith Cavell have in common?	- What would you like to find out about the Stone Age? - What was everyday life like in the Stone Age? - What were the settlements like during the Stone Age? - How does Cheddar Man tell us about how people in Britain lived during the Stone Age?	- When and where did the Maya civilization take place? - What was the Maya number and writing system? - When so much of the land they lived in was mountain and jungle, how did the Maya manage to become so important?	- Where and when was the Indus Valley Civilization? - What do archaeologists know about the Indus Valley? - Why were cities such as Harappa and Mohenjo-daro considered advanced for their time? - How did people live in the Indus Valley?

	- What if we didn't have the NHS? - Why do people become a doctor or a nurse?	- What can we learn about the Bronze Age from the frozen mummy of Ötzi the Iceman, revealed by the melting permafrost? - What happened in the Iron Age? How did the Iron Age end?	- If the Maya were so civilized, why did they carry out human sacrifice? - Why did the Maya Civilization decline? - What legacy has been left by the Mayan Culture?	- What do seals, artwork, and technology reveal about Indus Valley culture? - Why did the Indus Valley Civilization decline?
Substantive Knowledge	- know about the lives of significant individuals in the past who have contributed to national and international achievements in medicine - Florence Nightingale was a British nurse who helped in the Crimean War (1853–1856) - Mary Seacole was a pioneering Jamaican nurse who helped in the Crimean War (1853-1856) - Edith Cavell was a British nurse who helped in the Great War (1914-1918)	- Cheddar Man is the oldest complete skeleton found in Britain, dating back approximately 10,000 years - Ötzi the Iceman is a 5,300-year-old natural mummy from the Copper Age - the Iron Age came after the Bronze Age and it began around 1200 B.C. and lasted until about 600 B.C.	- a non-European society that provides contrasts with British history –Mayan civilization c. AD 900 - the Maya civilization emerged between 7000 BC and 2000 BC - the Maya occupied a vast region in Mesoamerica, including present-day southern Mexico, Guatemala, Belize, Honduras, El Salvador, and parts of Nicaragua	- the Indus Valley Civilization was a Bronze Age civilization located primarily in present-day Pakistan and northwest India - the Indus Valley Civilization, also known as the Harappan Civilization, was one of the world's earliest and most extensive urban societies, flourishing around 3300–1900 BC in South Asia
Disciplinary Knowledge	- recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later - explain why Britain has a special history by naming some famous events and some famous people	- know how to describe time periods using BC - know how to describe events and periods using the words: ancient and century - know that a timeline can show the chronological order of significant events in time - know that time is recorded in eras	- know how to use dates and historical language in their work - know how to draw a timeline with different time periods outlined which show different periods of history - know how to use their mathematical skills to work out exact time scales and differences of time periods	- know how to use evidence from artefacts, ruins, and archaeological sites to make inferences about the past. - know how to evaluate sources by considering what different types of evidence can and cannot tell us about the Indus Valley. - understand chronology by placing the Indus Valley Civilisation within a timeline of ancient civilisations
Vocabulary	significant, heroine, training, Crimean war, compassion, courage, pioneer, prejudice, vaccination, herbal medicine	Neolithic, Palaeolithic, Stone Age, Bronze Age, Iron Age, ancestors, early humans, civilisation, migration, monarchy, permafrost, approximately	Mesoamerica, BCE, CE, Hieroglyphs, Sacrifice, Legacy, Temple, Codex, Migration, Disease, Drought, Ceremony, Revolt, Theories, Chichen Itza	Artefact, Harappa, Mohenjo-daro, trade, drainage, seal, archaeology, urban, agriculture, irrigation, citadel, script
Why this/why now?	Learn about a significant nurse/pioneer – building on from knowledge of Florence Nightingale	Introduce the concept of chronology in a wider historical sense and introduce knowledge around Early Britons linking back to the Egyptian Civilization existing at the same time	Build on Egyptian knowledge with a comparison of a different pyramid civilization on a different continent: The Maya	To understand a different ancient civilisation and how their ideas and inventions developed over time. Build on prior knowledge of the Islamic Golden Age
Summer Term 2 Golden Thread: Monarchy & Historical leaders				
	EYFS/Year 1	Y2/3	Y4/5	Y5/6
The Big Question	How has Brigg changed within living memory?	How did Roman life influence modern Britain?	Which civilisation achieved more: the Shang Dynasty or the Kingdom of Benin?	Can we trust what we see in historical sources?
Historical knowledge focus	<i>Cause and consequence</i>	<i>Continuity and change</i>	<i>Evidence and interpretation</i>	<i>Evidence and interpretation</i>
Enquiry Questions	- How was Brigg founded? Where does it get its name from? - What was Brigg market town like in the 1900s? - What is Brigg market town like in the modern day? - How have the landmarks in Brigg changed over the years? - Which significant historical figures have visited Brigg? (inc. the Royal Family) - What was the workhouse for and what is it now?	- Where would Roman Britain be on a timeline? - How and why did the Romans invade Britain? - What was life like in Roman Britain? - What was the significance of Hadrian's Wall? - Who was Boudicca and how did she defeat such an advanced army? - Were the Romans right to leave Britain when they did?	- Where were the Shang Dynasty and Benin? - How did the Shang Dynasty affect China? - How did Benin affect Africa? - Who were the Monarchs of the Shang Dynasty and how did they compare to those of Benin? - How did the Shang Dynasty end? - How did the Benin Civilisation end? - How do Historians rate the achievement of both civilisations?	- Which image of Henry VIII is real? - Why do Elizabeth I's portraits show her looking younger as she got older? - Why is it so difficult to work out what Victorian factory conditions were really like? - Why do we need to be careful when using paintings to find out about Victorian life? - Were the evacuees as happy as they were shown? - Did people believe all the propaganda during the Blitz?
Substantive Knowledge	- the word Brigg comes from a Viking word meaning: place for crossing the River Ancholme; Brigg = bridge - its original name was Glanford Brigg from the Old Norse word for bridge (bryggja) - Tudor King Henry VIII visited nearby Kettleby Hall with his wife Katherine Howard in 1541	- Roman Britain began with the invasion led by Emperor Claudius in AD 43 and lasted until the withdrawal of Roman authority in AD 410 - a 73-mile wall was built around AD 122 under Emperor Hadrian, as a defensive structure against tribes from Scotland - in response to Roman oppression, Boudicca led the Iceni and allied tribes in a rebellion against Roman rule around AD 60-61	- the achievements of the earliest civilisations – the Shang Dynasty (c. 1600–1046 BC) was an early Chinese dynasty known for its bronze technology, oracle bone writing, and highly stratified society - a non-European study that contrasts with British History – The Kingdom of Benin, flourishing from the 13th to 19th centuries in West Africa, was renowned for its powerful monarchy, sophisticated urban planning, and extraordinary artistry	- understand that people in the past often created images, paintings, photographs and accounts for specific purposes, meaning that historical sources do not always present a complete or accurate picture of events - know that Historians compare different types of evidence before reaching conclusions about the past

Disciplinary Knowledge	• know and use the words ‘past’ and ‘present’ accurately • know a range of appropriate words and phrases to describe the past? • Know how to sequence a set of events in chronological order and begin to give reasons for their order	• know that Britain has been invaded by several different groups over time • know that invaders in the past would have fought fiercely, using hand to hand combat • know why certain people acted as they did in history • know that historical sources may show bias	• know how to place the Shang Dynasty in a chronological framework narrative and place other ancient civilisations within this • know how to make valid statements about the similarities and differences between the past and now • know how to use sources of evidence to build up a picture of the past	• know that monarchs employed artists to boost their image • know that the meaning of an image changes immediately after you ask who produced it • know what we mean by propaganda, iconic censorship, and staged
Vocabulary	Past, present, ford, royal family, historical, landmarks, market, founded, workhouse	invade, empire, emperor, occupied, BC/AD, conquest, evade, massacre, legacy, heroine, disciplined, barbarian tribes	Shang, Benin, Dynasty, Civilization, Monarch, deity, monarchy, heir, stratified society, corruption	Portrait, sources, propaganda, evacuees, the Blitz, censorship, fake news, oppression, monarch, falsify
Why this/why now?	To understand changes to Wrawby and its closest town: Brigg	Understand that some early civilizations were organised, advanced and invaders, travelling from Rome to build an Empire.	Compare two very different nations and know that the Egyptian Civilization wasn’t the only advanced Ancient Civilization.	To understand that historical sources may not always be accurate, even before the development of technology and AI