

Wrawby History Curriculum Overview – Long Term Plan 2025-26

Autumn Term 2 Golden Thread: Local historical links				
	EYFS/Year 1	Y2/3	Y4/5	Y5/6
The Big Question	What significant changes have happened over time in local History?	How did the Anglo-Saxons rule Britain and the locality?	How were the reigns of each Tudor monarch similar and different?	How did WW2 impact the UK and our local area?
Historical knowledge focus	<i>Continuity and change</i>	<i>Continuity and change Cause and consequence</i>	<i>Continuity and change Cause and consequence</i>	<i>Continuity and change Cause and consequence</i>
Enquiry Questions	- How have I changed since being a baby? - What was our school like in the past? - What has changed in Wrawby since my grandparents were young? - Are all families the same? - Who is coming for Christmas dinner?	- How were the Anglo-Saxons able to conquer Britain? - Where and how did Saxons settle in Britain? - How was Britain divided during Saxon rule? - How did the Vikings and the Anglo-Saxons become neighbours in Britain? - What happened to St. Mary's Church in Wrawby and other churches in this period of time? - What is the significance of the Battle of Hastings within British history?	- How did the Tudor dynasty begin? - How did Henry VIII become king? - How and why did Henry become the head of his own church? - Why did the Scots lay claim to the English throne? - Who succeeded Henry VIII and Edward VI and what did she achieve? - What was the legacy left by Queen Elizabeth I? Was she a good Queen?	- When did WW2 take place and why did Britain join the war? - Why did the Battle of Britain take place and what were the consequences of this? - What was the Blitz and how did it affect Britain? - Which towns were targeted by bombing raids in Lincolnshire and Humberside? Why? - How did aircraft change over the war? - How did the Battle of Britain end?
Substantive Knowledge	- people and places can change as they get older - the local post mill was built in the late 1700s - the Wrawby post mill was fully restored in 1965	- the Anglo-Saxons came to Britain from the Netherlands, Germany and Denmark - Anglo-Saxons ruled as family groups - the Norman Conquest was in 1066	- the Tudor monarchy had 3 kings and 2 queens - King Henry VIII was the leader of the Church of England - England and Scotland were united at the end of Elizabeth's reign	- WWII started in 1939 and ended in 1945 - the Battle of Britain, 1940, is still celebrated today as a significant victory - Hull and Grimsby were targeted (1941 and 1943) - there were many technological advancements in warfare, tanks, planes and bombs
Disciplinary Knowledge	- know that a story that is read to them may have happened a long time ago - 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 - a local history study	- know that wars have happened in the past and are often associated with invasion, conquering or religious differences - know that people who lived in the past cooked and travelled differently and used different weapons from modern weaponry - a local history study	- know that two versions of an event may differ - know what life was like for a child in a given period from the past - know how to use photographs and illustrations to present their findings - know how to support an historical argument with a valid reason	- know where a period of history fits on a timeline - place a specific event on a timeline by decade - know and explain their understanding of propaganda - know how to make links between history and modern times - a local history study
Vocabulary	village, town, church, expanding, detached, semi-detached, amenities, construction, trade, extended family	invade, settle, raids, evidence, archaeologists, artefact, excavation, Heptarchy, separate kingdoms, succession, heir, monarch	Heraldic Badge, Civil War, Dynasty, unite, reign, impression, bias, divorce, behead, annul, Catholic, Protestant	propaganda, primary source, secondary source, evacuees, eye-witness accounts, The Blitz, incendiary bombs, butterfly bombs, Holocaust
Why this/why now?	Establish children's own sense of history linked to family and community and introduce the restoration of the post mill and changes within the locality.	Make local links with St Mary's Church and the Anglo-Saxon invaders and settlers.	Study a British family monarchy and how this leadership led to changes in the church and parliament.	Compare Y3-Y5 work on civilization and examine how its breakdown led to World War II and the persecution of Jews, Roma and Sinti people, Slavs and black people.
Spring Term 2 Golden Thread: Pioneering Civilizations				
	EYFS/Year 1	Y2/3	Y4/5	Y5/6
The Big Question	Do all heroes wear capes? Mary Seacole & Florence Nightingale	How do the achievements of the Ancient Egyptians compare to those of the Early Britons?	How have humans worshipped gods throughout history?	What was the Islamic Golden Age and how is it viewed today?
Historical knowledge focus	<i>Continuity and change Difference and significance</i>	<i>Pioneers and change Cause and consequence</i>	<i>Pioneers and change Cause and consequence</i>	<i>Pioneers and change Cause and consequence</i>
Enquiry Questions	- Are doctors and nurses kind and helpful? - Who was Florence Nightingale? - Who was Grace Darling? - Why would a dentist tell you to brush our teeth twice a day? - Why would you call the Fire service?	- When did the Ancient Egyptians rule and why did they reside by the Nile? - What was the purpose of the Pyramids? - How did ancient Egyptian's beliefs about the afterlife influence the way they treated the dead? - Why is Tutankhamun more famous now than when he was pharaoh? - How did the Romans bring an end to the Ancient Egyptian Civilization? - What were the achievements of the Ancient Egyptians and how do they compare to those of Early Britons?	- Why is the Karnak Temple so famous to different civilizations? (Egyptians and Romans) - Who built the temple at Abu Simbel and why was it moved? (Egyptians) - Did any other civilizations build pyramids and temples? (Chichen Itza, Mayans) - What is the difference between the Acropolis and the Parthenon? (Ancient Greeks) - Why is Angkor Wat considered the 8th wonder of the world? (Hindu Temple 12th century) - Is the Golden Temple covered in real gold? (Sikh Temple 16th century)	- How did the Islamic Golden Age Start? - How were the different areas ruled and organised? (Started with the 4 true successors, later split into regional rulers as it was so large) - What were the achievements of the Islamic Civilisations? - What was life like in the Islamic Civilisations for the different social groups? - What was Baghdad like during the Islamic Golden Age? - Why did the Islamic Golden Age decline?

Substantive Knowledge	- talk about the lives of significant pioneers of the past who have contributed to national and international achievements - Florence Nightingale was a British nurse who influenced changes in the late 1800s - Grace Darling was an English lighthouse keeper's daughter in the 1800s	- the River Nile was the life source of Ancient Egypt - pyramids were built for the Pharaohs – the leaders of Ancient Egypt - Tutankhamun's tomb was the first found intact - at the time of Ancient Egypt's greatest accomplishments, Britain was entering the Bronze Age	- Egyptian temples were taken over by Roman invasion - Abu Simbel, built for Ramses II, was moved and rebuilt to make way for the Aswan Dam in 1968 - civilizations from across the globe worship Gods or Deities and create buildings to honour them or to worship them from	- Islamic Golden Age occurred around the 8th century to the 13th century - Scientific knowledge was gathered and added to their culture from the civilizations they conquered - a study of Baghdad – the world's largest city as that time
Disciplinary Knowledge	- know how to answer questions using an artefact/ photograph provided - 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 - know why Britain has a special history, naming some famous events and some famous people	- know how to plot recent history on a timeline - know how to place periods of history on a timeline showing eras of time - know how to round up time differences into centuries and decades - know that historians and archaeologists have different jobs to do	- know that we can use various sources of evidence to answer questions - know how to use research to identify similarities and differences between given periods in history - know that myths and legends from the past may not be a representation of true events	- 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 - use their mathematical skills to work out exact time scales and differences
Vocabulary	Pioneer, leader, nurse, doctor, dentist, surgery, fire engine, health, compassion, vaccination, hygiene	Ancient pyramids, Book of the Dead, mummification, underworld, Nile, Cleopatra, afterlife, trade, advanced civilization	Temple, marble, domes, renovations, complex, deity, citadel, goddess, ruins, relocation, cult, chapels, Ramses II	Islam, Muslims, Golden Age, Caliphate, Middle East, crusades, Baghdad, legacy, religion, Al-Zahrawi, House of Wisdom
Why this/why now?	Build on the EYFS sense of roles and extend to a significant nurse/pioneer – Florence Nightingale Compare roles that the children are familiar with and explore historical pioneers in these fields.	Build on Anglo-Saxon knowledge and introduce an ancient pyramid civilization with a different worldview: The Egyptians.	Understand religious themes throughout history as an overview of ancient civilizations. Links to RE and other religious worship from the past, raising dilemmas and active justice	Comparisons to Anglo-Saxon Britain as they were both happening during the same times. Provides a comparison for previous ancient civilisations covered such as Egyptians.
Summer Term 2 Golden Thread: Monarchy & Historical leaders				
	EYFS/Year 1	Y2/3	Y4/5	Y5/6
The Big Question	How and why has the fire service changed since the Great Fire of London?	What was life like during the Victorian era?	How has crime & punishment developed through the ages under different kings and queens?	How has the Ancient Greek legacy influenced us today?
Historical knowledge focus	<i>Continuity and change</i>	<i>Cause and consequence</i>	<i>Cause and consequence, evidence Similarity</i>	<i>Cause and consequence, evidence Similarity</i>
Enquiry Questions	- What was the Great fire of London? - How do we know about the Great Fire of London? - How did the Great Fire of London change the way people fought fires? - How has firefighting equipment changed over time? - How has the fire service changed since the Great Fire of London?	- How did the Georgian era end? - What was Victoria's Early Life like? - How did the Industrial Revolution change Britain? - What was Victoria's later life like? - How did the Victorians transition to the Edwardian Era? - How different was the Victorian Era to the Era's that proceeded and followed it?	- How do we know what punishment was like 800 years ago? - What does the legend of Robin Hood tell us about medieval justice? - How did crimes and punishments change between 1500 and 1750? - Why did punishments become so bloody in the 18th century? - Why did so much change happen in crime and punishment in the 19th century? - Has the way we catch and punish criminals improved in the last 100 years?	- Who were the Ancient Greeks? - Why were Athens and Sparta so different? - What were the Ancient Greek gods known for? - What happened at the Ancient Greek Olympic Games? - What were the Ancient Greek philosophers famous for? - How significant is the legacy of Ancient Greece for life today?
Substantive Knowledge	- historic events beyond living memory can be significant nationally or globally - the Great Fire of London occurred in 1666 - the Great Fire started at a bakery on pudding Lane	- the Industrial Revolution 1750-1900 created huge changes in Britain such as railways and factories - Queen Victoria reigned from 1837-1901 - Queen Victoria reigned over the British Empire, including at that time, India.	- changes in an aspect of social history: crime and punishment from the Anglo-Saxons to the present - Robin Hood is a legend, so some historical stories are not necessarily factual - attitudes towards punishments can change over time	- Ancient Greece – 12th century BC to 600AD - Ancient Greece is responsible for modern mathematics, philosophy, the arts, literacy and democracy - the modern Olympics Games stem from the games below Mount Olympus (home of the Gods)
Disciplinary Knowledge	- know how to answer questions by using a specific source, such as an information book - know that events that took place in the past are recorded by humans in different ways	- know that monarchies can change over a comparatively short period of time - explain why Victoria is important - know reasons why some kings and queens are more favoured than others	- know how to recognise bias and how some may be attempting to persuade or give a specific viewpoint - know how to describe a key event from Britain's past using a range of evidence from different sources - know how to describe threads through different historical eras	- know how to recall historical events from the period they have studied - know how to make comparisons between historical periods (same and different) - know that significant events in history have helped shape the country we have today - know what is meant by democracy

Vocabulary	chronology, sequence, development, spread, possessions, carriage, modern, invent, trained, consequence, artefacts	Georgians, Edward, Victoria, Albert, industrial, Empire, innovation, Victorians, reign, legacy	crime, punishment, rule of law, appeal, repeal, judge, prejudice, justice, deterrent, humiliation, treason	trade, legacy, city states, archaeologists, democracy, dictatorship, warfare, philosopher, sacrifice, Olympics
Why this/why now?	Build on this sense of roles and study a significant event from the past – The Great Fire of London.	The line of monarchs can change throughout history. Begin to recognise that we have based modern life on Victorian pioneers and now we live in the modern age.	Make links between Anglo-Saxons, Tudors and modern day considering the acts of crime and punishment. Prior knowledge for Greek philosophy and democracy.	Build on understanding of Ancient Egypt and the Islamic Golden Age to compare with Europe and Ancient Greece and what legacy has been left behind.