



Cragside Church of England Primary School- History Curriculum Overview 2025-2026

Half Termly Units

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Gunpowder Treason and Plot (The lives of Significant individuals/ Events beyond living memory)	Changes in school life (Changes within living memory/ Events beyond living memory)	Changes in Britain throughout the Stone Age, Bronze Age and Iron Age	Vikings (Local Study Element)	Anglo-Saxons (Local Study Element)	World War 2
Spring	Toys (Changes within living memory)	Great fires of London and the North-East (Local Study Element)	Ancient Egyptians	Normans	Tudors	Census study (Local Study Element)
Summer	Hospital Differences (Lives of significant individuals)	Influence of women throughout history (Lives of significant individuals)	The Roman Empire (Local Study Element)	Changes in children's lives (Changes within living memory/ Events beyond living memory)	Ancient Greece	Sikh Empire

Key Concepts

1. Religion and Beliefs

2. Society

3. Monarchy and Rule

4. Invasion, Conquest and Empire

Substantive Knowledge

	Autumn	Spring	Summer
Year 1	<u>GunPowder Treason and Plot</u> - To know the reasons behind Guy Fawkes' actions. - To know why we celebrate Bonfire Night. - To know that Guy Fawkes and the Catholics wanted to kill the king. - To know the names of the main plotters - To know that Guy Fawkes put gunpowder in 3 barrels, he put it under the houses of parliament. - To know why the Gunpowder Plot failed. - To know that Guy Fawkes was caught and put into jail. - To know that when Guy Fawkes was caught, he pretended to be someone else. - To know that London in 1666 was the capital of the British Empire. - To know how Catholics were treated because of their faith.	<u>Toys of the past compared to today</u> - To know that toys in the past were different to toys today. - To know the names of some toys were popular - To recognise similarities and differences between toys from the past and toys today. - To know about William Harburt- local toy inventor (Local Study Element).	<u>Significant Individuals- Florence Nightingale, Mary Seacole and Edith Cavell</u> - To know about the lives and achievements of Florence Nightingale, Mary Seacole and Edith Cavell. - To know when they lived and place on timeline. - To know the names of the wars which they are associated with: Crimean War and World War I. - To know how and why they became nurses, what they achieved and how life changed for them after the war.

Year 2	<u>School experiences of the past compared to today</u> - To know and explain ways that boys' education has differed to girls over time. - Identify and list three features of a classroom now and a classroom 100 years ago. - To detail and describe the uniform worn in schools 100 years ago and that worn today. - To know the difference in technology within classrooms 100 years ago compared to today.	<u>Great Fires of London and the North East</u> - To know the causes and circumstances that led to both Great fires. - To know about the events that occurred after the fire (the aftermath). - To know about the life of Samuel Pepys and his diary. - To know how buildings, their structure and materials in London, Newcastle and Gateshead have changed as a result of the fires. - To know how the fire service has changed as a result of the fires. - To know that King Charles II was in charge during the Great Fire of London. - To know the impact of the rebuilding of St Paul's Cathedral.	<u>Influential Women</u> - To know why Rosa Parks is remembered. - To know how Rosa Park's actions influenced the Civil Rights movement in the USA. - To know how Grace Darling rescued people who were shipwrecked, focus on the lighthouse. - To know who the Suffragettes were and what they wanted. - To know about the life and death Emmeline Pankhurst and Emily Davison. - To know how the Suffragettes were punished.
Year 3	<u>Changes in Britain throughout the Stone Age, Bronze Age or Iron Age</u> - To know that humans have lived for over 2.8 million years. - To know that the Stone Age was made up of the Palaeolithic, Mesolithic and Neolithic. - To know that Homo Sapien (wise man) evolved creatively to make more complex tools and equipment to farm. - To know that the first man was known as a hunter gatherer. - To know that Stonehenge is thought of as the world's most famous prehistoric monument. Know that it was built in several phases, beginning in 3100 BC. - To know that Skara Brae is an example of a prehistoric village. - To know that the Stone Age people were nomads but then became settlers. - To know that Homo Habilis (skilled man) was the first human to use stone to make tools (hunter gathers). - To know some Stone/Bronze advancements with weapons, tools, clothing and jewellery. - To know what happened after the stone age, continued development of settlement and society into the bronze/iron age. - To know that there were no laws in the Stone Age, Bronze Age and Iron Age Britain. - To know that the Iron Age ended in 43 AD after the final Roman invasion of Britain.	<u>Ancient Egyptians</u> - To know when and where the Ancient Egyptians lived, including geographical features such as climate and terrain. - To know that ancient civilisations settled near rivers. - Know what everyday life was like for Ancient Egyptians (structure of society, life of a pharaoh, role of scribe, hieroglyphics). - Know about the importance of the River Nile (farming, trading, technology, seasons). - Know about the role of religion within Ancient Egyptian times(different gods and their roles, belief in the afterlife, mummies, tombs). - To know that the pharaoh Tutankhamun was the youngest pharaoh to reign Egypt. - To know about the role of religion within Ancient Egyptian times(different gods and their roles, belief in the afterlife, mummies, tombs).	<u>Roman Empire</u> - To know that Britain was once part of the Roman Empire. - To know that Claudius successfully invaded Britain in 43 AD. - To know that Julius Caesar tried and failed to invade Britain twice in 55 BC and 54 BC. - To know the impact Romans had on Britain. - To know that Hadrian's wall was built to defend invaded England from tribes (Local Study Element) - To know what it was like to be in a Roman Army/ experience - To know about the resistance to the Roman occupation of England e.g. Boudica. - To know that during their occupation of Britain the Romans built an extensive network of roads. - To know how Britain changed from the iron age to the end of the Roman occupation. - To know the difference between settlers and invaders. - To know some settlements of the Romans in Britain e.g. major cities, such as London (Londinium), Manchester (Mamucium), Chester and York (Eboracum), as well as Viriconium (Wroxeter).

Year 4	<u>Vikings</u> ● To know different reasons for migration to Britain. ● To know and identify different Viking trade routes. ● To know jobs and education during the Viking era. ● To know that the Vikings came from Scandinavia (Norway, Sweden and Denmark) on longships and stole gold and jewels from monks in monasteries. ● To know that the Vikings landed at Lindesfarne (Local Study Element) ● To identify the features of a longboat. ● To know the rulers of Viking times. ● To know who the Vikings were and where they came from. . ● To know that the Vikings conflicted with the AngloSaxons between 793 AD to 1066 AD for control over Britain. ● To know that the Vikings captured 'Jorvik' (York) and it was the Viking capital in England.	<u>Normans</u> ● To know about the layout, structure and building materials of Norman castles. ● To know details about the life of a Norman knight. ● To know about the 'Doomsday Book'. ● To know that there were three contenders for the throne in 1066 ● To know about how England changed under William the Conqueror's rule with the introduction of the Feudal System. ● To know about the and the battles that were fought between the three contenders for the throne until William, Duke of Normandy, was crowned King of England.	<u>Changes to children's lives and school experiences throughout history</u> ● To know about the dominant religion of the time within the different time periods and how it impacted upon children's lives. ● To know how children's lives have changed, looking particularly at fashion and opportunities. ● To know why children needed to work in the past and compare this to their opportunities for education today. ● To know the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. ● To know how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. ● To know and name diseases from the past and discuss how effective the treatments were.
Year 5	<u>Anglo- Saxons</u> ● To know the religious beliefs e.g. Anglo-Saxon gods and conversion to Christianity. ● To know that Anglo Saxons brought their own religion with them (pagan religion) and how the names of their gods still survive in the names of our days of the week. ● To know that during this time Christianity became the dominant religion and the impact that this had. ● To know about the Holy Island and its significance during this time period (Local Study Element). ● To know and be able to detail the impact of the Anglo-Saxons on the North-East (Local Study Element). ● To know how and when the Anglo-Saxons travelled to England and where they first settled.(Use maps and timelines). ● To know that over time, Anglo Saxon kingdoms were formed; compare with a modern map of the UK. Know some of our modern day place names that originate from Anglo Saxon words. ● To know about the typical punishments used. ● To know some types of housing, diet, social standing of Anglo-Saxon people.	<u>Tudors</u> ● To know about the dominant religion during the Tudor period e.g. the importance of the Church of England. ● To know about the life and rule of Henry VIII.	<u>Ancient Greeks</u> ● To know about gods, goddesses and religious beliefs in Ancient Greece. ● To know about Greek religion and their beliefs at the time. ● To know about the city states of Sparta and Athens and make comparisons. ● To know the three main types of government in ancient Greece: monarchy, oligarchy and democracy. ● To know key aspects of daily life in ancient Greece. ● To know how modern life has been influenced by the Ancient Greeks. ● To know Greek jobs: experiences of men, women, and children, housing and diet. ● Know the importance of the Olympic Games to the Ancient Greeks and compare them with the modern Olympic Games. ● Know some of the achievements of the Ancient Greeks which impact our lives today (for example, philosophy, language, architecture, governance, democracy, Olympic Games,).

	• To know about the life and rule of Alfred the Great. • To know that Anglo-Saxon invaders arrived in Britain in AD446. • To know the reasons for invasion of England by the Angles, Saxons and Jutes.		
Year 6	<u>World War 2</u> • To know that children were evacuated during WW2 and the benefits of this. • To know why rationing was introduced. • To know about the 'Dig for Victory' campaign. • To know who Anne Frank was and why she is remembered. • To know the effects of the war on the lives of everyday people. • To know the countries and leaders involved in WWII. • To know how WW2 began and ended. • To know which countries and world leaders were involved in WW2. • To know what the Blitz was and the safety measures required.	<u>Local census study</u> • To know about the working conditions of children in factories. • To know the significance of local pit villages and contribution to coal mining in the Victorian period (Local Study Element)	<u>Sikh Empire</u> • To explain how the Sikh Empire was established using a timeline and map. • To describe the impact of Sikh beliefs on society during the Sikh Empire • To recognise the significance of Lahore in the Sikh Empire. • To evaluate the historical significance of Ranjit Singh. • To analyse different interpretations of the Sikh Empire. • To compare the achievements of Ranjit Singh and Sophia Duleep Singh.