

Term	Year 6
Autumn 1	<p><b>What does the census tell us about our local area?</b></p> <p>Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.</p>
Spring 1	<p><b>British history: What was the impact of World War II on the people of Britain?</b></p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They discover the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front.</p>
Summer 1	<p><b>Unheard histories: Who should go on a £10 banknote?</b></p> <p>Investigating why historical figures are on banknotes and learning about the criteria for historical significance. Children participate in a tennis rally debate and create a video to explain why a particular historical figure was significant, before selecting a historical figure</p>

### Places to visit for older pupils linked to our history curriculum

**The British Museum,  
Great Russell Street,  
London,  
WC1B 3DG**



The British museum hosts the largest collections of artefacts from across the world. There are exhibitions and artefacts that support the following key stage 2 history units: The Ancient Egyptians, The Greeks, Anglo Saxons and the Mayans.

**Verulamium Museum  
St Michael's Street  
St Albans  
AL3 4SW**



There are lots of fun activities planned throughout the year for children at the Verulamium Museum. Built on the site of one of the largest Roman cities in Britain, Verulamium Museum is filled with ancient treasures and some of the finest mosaics outside of the Mediterranean. A visit to this museum would support our history unit on the Romans in year 3.

## Our Key Stage 2 History Curriculum at Wavendon Gate School

➤➤➤ A guide for parents on how to support your child in fostering an interest and good understanding of the past.



WE GROW SUCCESS!



Term	Year 3
Autumn 1	<p><b>British History: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</b></p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, to learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>
Spring 1	<p><b>British history: Why did the Romans settle in Britain?</b></p> <p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. Learning how the Romans changed the way people lived their lives and how archeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today and how the Romans still influence our lives today.</p>
Summer 1	<p><b>What did the ancient Egyptians believe?</b></p> <p>Developing awareness of how historians find out about the past using mummies, the book of the Dead and pyramids. Learning about the Importance of religion in the ancient Egyptians lives and considering how this is evident in pyramids, worship and mummification. Learning how the ancient Egyptians explained the existence of the world using their creation story.</p>

Term	Year 4
Autumn 1	<p><b>How have children's lives changed?</b></p> <p>Investigating the changes in children's lives through time, learning how: spare time, children's health and work have changed and learning about a day in the life of a working child. Finding out about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p>
Spring 1	<p><b>British History: How hard was it to invade and settle in Britain?</b></p> <p>Developing understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids, Anglo Saxon beliefs and how Christianity spread. Investigating Anglo-Saxon settlements and how the period of Anglo-Saxon rule came to end.</p>
Summer 1	<p><b>How did the achievements of the Ancient Maya impact their society and beyond?</b></p> <p>Investigating historical and archeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the Ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</p>

Term	Year 5
Autumn 1	<p><b>British history: Were the Vikings raiders traders or something else?</b></p> <p>Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p>
Spring 1	<p><b>British history: What was life like in Tudor England?</b></p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p>
Summer 1	<p><b>What did the Greeks ever do for us?</b></p> <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed.</p>