



# WOODVALE PRIMARY ACADEMY

## Cornerstones History Coverage WPA Long Term 2020-21

Year 1	History
Childhood	<p>Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Significant events – Queen's coronation; Enquiry</p> <p><b>10 Year 1</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>1 Year 1</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>1 Year 1</b> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><b>2 Year 1</b> Learn about significant historical events, people and places in their own locality.</p> <p><b>6 Year 1 Aims Breadth</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b>3 Year 1 Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>3 Year 1 Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
Moon Zoom	<p>Significant people – Astronauts; Changes within living memory</p> <p><b>1 Year 1</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>1 Year 1</b> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><b>1 Year 1 Aims Breadth</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>
Bright Lights, Big City	<p>Monarchy; Significant event – Great Fire of London</p> <p><b>1 Year 1</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>2 Year 1</b> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><b>1 Year 1 Aims Breadth</b> Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>
Paws, Claws and Whiskers	
Splendid Skies	<p>Significant individuals – Sir Francis Beaufort</p> <p><b>1 Year 1</b> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><b>1 Year 1 Aims Breadth</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>
School Days	<p>Historical vocabulary; Historical artefacts; Timelines; Present day schools; Our school; Victorian era; Victorian schools; Significant people – Samuel Wilderspin</p> <p><b>11 Year 1</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>1 Year 1</b> Learn about events beyond living memory that are significant nationally or globally.</p>

	<p><b>1 Year 1</b> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><b>6 Year 1</b> Learn about significant historical events, people and places in their own locality.</p> <p><b>3 Year 1 Aims Breadth</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b>4 Year 1 Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>3 Year 1 Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
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Year 2	History
Wriggle and Crawl	
Movers and Shakers	<p>Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people – Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare</p> <p><b>1 Year 2</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>6 Year 2</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>13 Year 2</b> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><b>1 Year 2</b> Learn about significant historical events, people and places in their own locality.</p> <p><b>1 Year 2 Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>12 Year 2 Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
Beat Band Boogie	
The Scented Garden	
Magnificent Monarchs	<p>Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models</p> <p><b>1 Year 2</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>7 Year 2</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>13 Year 2</b> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>

	<p><b>2 Year 2 Aims Breadth</b> Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p><b>3 Year 2 Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>9 Year 2 Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
Coastline	<p>Jobs in the past; Significant people – Captain Cook</p> <p><b>3 Year 2</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>3 Year 2</b> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>

Year 3	History
Urban Pioneers	<p>Local history study</p> <p><b>4 Year 3</b> Conduct a local history study.</p> <p><b>1 Year 3 Aims Breadth</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b>2 Year 3 Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>1 Year 3 Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
Rocks, Relics and Rumbles	<p>Significant people – Mary Anning; Pompeii</p> <p><b>1 Year 3 Aims Breadth</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b>3 Year 3 Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>1 Year 3 Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
Through the Ages	<p>Historical vocabulary; Prehistory; Stone Age; Bronze Age; Iron Age; Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth and power; Invention and ingenuity; Evidence and enquiry</p> <p><b>20 Year 3</b> Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p><b>13 Year 3 Aims Breadth</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b>12 Year 3 Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>10 Year 3 Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>

Mighty Metals	
Predator!	
Emperors and Empires	<p>Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy</p> <p><b>23</b> <b>Year 3</b> Learn about the Roman Empire and its impact on Britain.</p> <p><b>1</b> <b>Year 3</b> Conduct a local history study.</p> <p><b>6</b> <b>Year 3</b> <b>Aims Breadth</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b>10</b> <b>Year 3</b> <b>Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>7</b> <b>Year 3</b> <b>Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>

<b>Year 4</b>	<b>History</b>
I am Warrior!	<p>The Roman Empire and its impact on Britain</p> <p><b>6</b> <b>Year 4</b> Learn about the Roman Empire and its impact on Britain.</p> <p><b>1</b> <b>Year 4</b> Conduct a local history study.</p> <p><b>3</b> <b>Year 4</b> <b>Aims Breadth</b> Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p><b>12</b> <b>Year 4</b> <b>Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>5</b> <b>Year 4</b> <b>Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
Playlist	
Burps, Bottoms and Bile	
Misty Mountain, Winding River	
Traders and Raiders	<p>Anglo-Saxons and Vikings</p> <p><b>3</b> <b>Year 4</b> Learn about Britain’s settlement by Anglo-Saxons and Scots.</p> <p><b>3</b> <b>Year 4</b> Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><b>2</b> <b>Year 4</b> Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p><b>1</b> <b>Year 4</b> <b>Aims Breadth</b> Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p><b>10</b> <b>Year 4</b> <b>Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw</p>

	<p>contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>3 Year 4 Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
Blue Abyss	<p>19th century ocean exploration</p> <p><b>1 Year 4</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>1 Year 4 Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>

Year 5	History
Alchemy Island	
Stargazers	<p>Significant individuals – Galileo Galilei, Isaac Newton; 1960s space race</p> <p><b>4 Year 5 Aims Breadth</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b>1 Year 5 Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b>1 Year 5 Aims Breadth</b> Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>
Pharaohs	<p>Ancient Egypt</p> <p><b>14 Year 5</b> Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p><b>2 Year 5 Aims Breadth</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b>2 Year 5 Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>4 Year 5 Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b>2 Year 5 Aims Breadth</b> Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>
Sow, Grow and Farm	
Off with Her Head!	<p>The Tudors</p> <p><b>6 Year 5</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>

	<p><b>1 Year 5 Aims Breadth</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b>3 Year 5 Aims Breadth</b> Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p><b>2 Year 5 Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>9 Year 5 Aims Breadth</b> Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>
Time Traveller	<p>Changes over the last century</p> <p><b>1 Year 5</b> Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p><b>1 Year 5 Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>

Year 6	History
Blood Heart	
Hola Mexico!	<p>Ancient Maya civilisation</p> <p><b>6 Year 6</b> Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p><b>1 Year 6 Aims Breadth</b> Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p>
Frozen Kingdoms	<p>Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic</p> <p><b>1 Year 6</b> Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p><b>1 Year 6 Aims Breadth</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b>2 Year 6 Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>1 Year 6 Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b>3 Year 6 Aims Breadth</b> Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>
Tomorrow’s World	<p>History of computing</p> <p><b>1 Year 6</b> Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p>

	<p><b>1 Year 6 Aims Breadth</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>
<p>A Child's War</p>	<p>Second World War</p> <p><b>6 Year 6</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>9 Year 6 Aims Breadth</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b>3 Year 6 Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>1 Year 6 Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b>1 Year 6 Aims Breadth</b> Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>
<p>Darwin's Delights</p>	<p>Significant individuals – Charles Darwin, Mary Anning</p> <p><b>3 Year 6</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>2 Year 6 Aims Breadth</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b>1 Year 6 Aims Breadth</b> Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>