



Robert Shaw Primary School History Curriculum

Curriculum Vision

At Robert Shaw, we believe that it is important for our children to develop a fascination for history and a desire to learn more about the lives of people, events and places of the past. Through the progression of our History curriculum, children will gain understanding of how the past has shaped how we live today. Big questions are used to encourage critical thinking about the past especially in relating it to our lives today.

Throughout the Robert Shaw curriculum for History, our vision is to develop children's understanding of the key historical concepts:

- **Continuity and change:**
Children study things that have changed or continued over time and the reasons for this.
- **Cause and consequence:**
Children analyse the causes and consequences of key events.
- **Similarity and difference:**
Children analyse the similarities and differences within and across time periods.
- **Significance:**
Children explore the importance of events, developments and people in terms of impact and legacy.
- **Chronology:**
Children develop an understanding of the sequence of events, including the use of BCE – Before Common Era and CE – Common Era.
- **Use of sources:**
Children develop their historical enquiry skills through examining primary sources such as pictures, photographs, written evidence like newspaper reports and diaries, maps and artefacts, as well as different secondary sources of evidence.

Some concepts are revisited across the curriculum:

1. 'empire':

- Y2 – the naming of London by the Romans
- Y3 – the Roman empire in its conquest of Britain
- Y4 – Ancient Greek empire of Alexander the Great, Windrush generation
- Y5 – the role of soldiers from the British Empire during World War II
- Y6 – the Islamic empire during the Golden Age of Islam

2. 'conflict':

- Y3 – invasion of Britain by various people groups, Boudicca's revolt against the Romans
- Y4 – conflict between the Ancient Greek city states of Athens and Sparta
- Y5 – World War II
- Y6 – the fall of the Golden Age of Islam



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3. 'democracy'

- All year groups through annual voting for class School Council members
- Y4 -Suffragette movement, democracy was born in Ancient Greece
- Y5-World War 2 Allies were fighting against Axis countries that were not democracies

4. 'civilisation'

- Y3-Roman civilisation expanding its empire to Britain
- Y4-Ancient Greeks
- Y6-The Golden Age of Islam and the Ancient Egypt

5. 'settlement'

- Y3-Skara Brae Stone Age village and Roman towns in Britain
- Y6-local study-growth of city of Nottingham

6. 'invasion'

- Y3-reasons the Romans came to Britain
- Y4-huge Empire of Alexander the Great
- Y5-multiple invasions during World War II

7. 'migration'

- Y3-Stone Age hunter-gatherers and Roman settlement in Britain
- Y4-multicultural Britain from 16th century, Windrush movement
- Y5-mass evacuation during World War II
- Y6-displacement of millions of people during Partition of India

8. 'legacy'

- Y1-toys and transport from Victorian era
- Y2-impact of Great Fire on City of London
- Y3-Stone Age discovery of fire, stone. Later Bronze and Iron Ages.
- Y4-Ancient Greek democracy, language, architecture and ideas, Suffragette and Windrush movements
- Y5-impact of World War II on Britain
- Y6-Ancient Egyptian civilisation

9. 'diversity'

- Y1-life and significance of Mary Seacole
- Y2-religious background to Gunpowder Plot
- Y3-importance of Boudicca's revolt against the Romans



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- Y4-Suffragette and Windrush movements
- Y5- life for people in Nazi Germany
- Y6-advancements in learning during Golden Age of Islam

	Autumn-Belonging topic	Spring-Exploring	Summer-History Focus: Discovery Topic
F1	<ul style="list-style-type: none"> Developing an understanding of events in the recent past ‘Can you remember when?’ Begin to make sense of own life story, family members and immediate relations Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past. 		
F2	<ul style="list-style-type: none"> Remember and talk about special times or events from own experiences and those of family and friends. Use language of time when talking about past/present Compare and contrast characters from stories, including figures from the past. Explore past/present methods of travel Order experiences in relation to themselves and others, including stories Understand changes in own lifetime 		
Year 1	<ul style="list-style-type: none"> Spaced retrieval on history learning from F1 & F2 	Who makes a difference to our world? Compare the lives and times of Charles III and Queen Victoria The life of Mary Seacole <ul style="list-style-type: none"> Changes within living memory 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-toys, education, transport Significant historical events, people and places in their own locality 	
Year 2	<ul style="list-style-type: none"> Spaced retrieval on history learning from Y1 	How has the history of London affected our country’s history? Early London, the plague and the Great Fire, Samuel Pepys <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality 	
Year 3	<i>Clothing through the ages</i>	Spaced retrieval on history learning from Y2	Why do people settle in Britain? The Stone Age through to Vikings <ul style="list-style-type: none"> Changes in Britain from Stone Age to the Iron Age The Roman Empire and its impact on Britain
Year 4	<i>The Suffragette movement</i> <i>The Windrush generation</i>	Spaced retrieval on history learning from Y3	How did the Ancient Greeks change the world? Ancient Greece <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world



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Year 5	Spaced retrieval on history learning from Y4	Spaced retrieval on history learning from Y4	Can conflict ever be fair for all? World War II and a local History topic <ul style="list-style-type: none"> • A local history study: impact of WWII on Nottingham and the East Midlands • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Year 6	How does the past affect how we live today? The Golden Age of Islam <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history: Golden Age of Islam including a study of Baghdad c. AD900 <i>The Partition of India</i>	How does the past affect how we live today? Ancient Egypt <ul style="list-style-type: none"> • The achievements of the earliest civilisations Local history study <ul style="list-style-type: none"> • Robert Shaw Primary School and the immediate locality 	

Year 1: Who makes a difference to our world?

NC Objectives:

Pupils should be taught about:

- Changes within living memory
- 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
- Significant historical events, people and places in their own locality

King Charles III Facts

- Charles III was born in 1948.
- Charles III's parents were Queen Elizabeth II and Prince Philip, Duke of Edinburgh.
- Charles III acceded to the throne in 2022 and, as of 2025, has reigned for a relatively short period, succeeding his mother who was the longest-reigning British monarch.
- Charles III is married to Queen Camilla and has two children from his first marriage to Diana, Princess of Wales: William and Harry.
- His mother, Queen Elizabeth II, died in 2022.

To work like a historian and know how to how to:

- Compare the lives of Charles III, and Queen Victoria
- Use picture evidence to make historical claims by studying picture sources: a range of paintings and photographs depicting the lives of Charles and Victoria
- Watch extracts of the coronation of Charles III to consider interpretations of this as a historical event
<https://www.youtube.com/watch?v=52NTjasbmgw>
- Consider what Victorian toys tell us about life in Victorian times and compare them with modern toys.



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Queen Victoria Facts

- Victoria was Queen from 1837-1901 and we call this time in the past the Victorian Age.
- Victoria celebrated her Diamond Jubilee (60 years as queen) in 1897.
- Toys have changed greatly since Victorian times, although some are still played with today such as skipping, football, and board games.
- Transport became much faster in Victorian times with the invention of the steam train.
- Victoria was born in 1819 and died in 1901.

Mary Seacole facts

- Mary Seacole was a British-Jamaican nurse who lived during the reign of Queen Victoria.
- Mary Seacole was born in Jamaica in 1805 and died in 1881.
- Mary Seacole is famous for being a brave, determined and caring nurse.
- From 1854-1856, Mary Seacole nursed injured and sick soldiers in the Crimean War, this earned her the name "Mother Seacole."

- Gain historical perspective by considering the changes in transport between the Victorian and latest Carolean period. Look at pictures of Victorian transport e.g Penny Farthing, steam trains, barges, horse drawn carriage, early motor car. Compare them with modern day forms of transport.

- Research the life Mary Seacole including this film <https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqt> and do the sequencing activity about 4 events in her life

Key Vocabulary:

Queen, prince, reign, coronation, palace, jubilee, monarch, Victorian times., invention



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NC Objectives:

Pupils should be taught about:

- Events beyond living memory that are significant nationally or globally
- Significant historical events, people and places in their own locality

Key Factual Learning:

- London was established by the Romans in 49CE – they called it Londinium
- In 60CE, the Iceni led by Boudicca destroyed London
- London was rebuilt and in c200CE it became the capital of Roman Britain
- Kings and queens of England (and Britain) rule the country from London

- On 5th November 1605, a group of men including Guy Fawkes plotted to blow up the Houses of Parliament and kill King James I
- In 1665CE to 1666CE, the last 'Great Plague' broke out in London.
- The Great Plague was ended by the Great Fire.

- On the 2nd September 1666CE, the Great Fire of London broke out.
- The fire started in a baker's shop in Pudding Lane.
- We know about the fire from the diary of Samuel Pepys
- About 60% of London was destroyed in the fire.
- New buildings were built to replace the ones that burnt using different materials and how they were spaced
- Since Roman times, London has been a very important place for trade
- The River Thames allows for good access to the sea for trading ships.

To work like a historian and know how to how to:

Boudicca's revolt and early London

- Understand cause and consequence of Boudicca's revolt-explore the events of her life
- Link to geography –River Thames-what makes the location of London a good place for a city?

- Compare the effects of the plague on London and Nottingham
- Compare the Great Plague with Covid 19 – plague masks, etc.
- Use animated clips to develop understanding of cause and consequence of the Gunpowder Plot

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-gunpowder-plot-home/zsb7wnb>

- Develop empathy by 'visiting' 17th century Pudding Lane watching the 3D fly through clip <https://www.openculture.com/2013/11/fly-through-17th-century-london.html>
- Use www.fireoflondon.org.uk/the-game/ to 'live' through the events and understand how different sources of evidence help us learn about the Great Fire
- Use sources such as extracts from Samuel Pepys' diary
- Compare how buildings changed pre and post fire
- Relate the timeline of key events in to a broader understanding of the chronology of British history.

Key Vocabulary:

Warrior, tribe, revolt, army, evidence, plague, diary, architect, CE-Common era, plot, traitor, Catholic, Protestant, Houses of Parliament, treason



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Year 3: Why do people settle in Britain?

NC Objectives:

Pupils should be taught about:

- Changes in Britain from Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor

Key Factual Learning:

- People have settled in Britain for a number of reasons since before the Stone Age including refugees, economic migration, invasion and for family reasons.
- Invaders are people who come to new country and take it over by force.
- Settlers are people who come from other countries and choose to make their home here.
- People came to Britain during the Ice Age following herds of wild animals which they hunted for food and skins.
- The Stone Age followed the Ice Age (c.800,000BCE – c2,300BCE). Early humans used stones for tools and weapons.
- The Bronze Age followed the Stone Age (c.2,300BCE – c.800BCE). At this time humans started to make tools from bronze using tin and copper. It began when the Beaker people arrived in Britain.
- The Iron Age followed the Bronze Age (c.800BCE – 43CE). Humans were now making tools from iron.
- During the Iron Age, Britain was ruled by the Celts. These were different tribes that had come from central and Northern Europe.

- The Romans led by Emperor Claudius invaded Britain in 43CE. They left in about 410CE. (link to Y2 – Londinium and Boudicca)
- The Romans came from Italy wanting to expand their empire, take revenge on those who had helped the Gauls (French), to take slaves and resources like gold, silver, leather, corn and wool.

To work like a historian and know how to how to:

- Use experiences such as the visit to Creswell Crags in Derbyshire to build a deeper understanding of stone age life.
- Use secondary sources to study life during the Stone Age
- Viking Britain-use animation clips to explore different eras through the eyes of a family of the time
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-story-of-britain/zj4r7nb>
- Create a timeline to show the chronology of different settlers arriving in Britain
- Continuity and change-consider how the way people lived changed over time
- Use Google Expeditions to take 'virtual visits' to different time periods
- Cause and consequence-compare the reasons why people came to Britain in the past and why people come to Britain today –use real life examples from the children's own families.
- Explore artefacts-what do the Stone Age and Viking artefacts tell us about life then? How are they similar and different to objects used today?



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- The Anglo-Saxons first tried to invade Britain in 350CE but were beaten by the Romans. They returned and successfully invade in 450CE.
- The Anglo-Saxons were tribes from Germany, Denmark and the Netherlands. They all spoke the same language and were looking for new places to farm and settle.
- The Vikings came to Britain in 700CE from Scandinavia: Norway, Sweden and Denmark. They also wanted more and better farmland which was in short supply in their homeland. Some were attracted to plunder wealth from the monasteries here such as Lindisfarne in the north east.
- Viking long ships and their navigation skills enabled the Vikings to travel long distances.
- Each group of people left their own mark on Britain which we can still see today.

Key Vocabulary:

Migration, refugees, invasion, economic migrants, settlers, Stone Age, Bronze Age, Iron Age, Celts, Romans, Anglo-Saxons, Scots, Vikings, long ship, monastery, Empire



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Year 4: How did the Ancient Greeks change the world?

NC Objectives:

Pupils should be taught about:

- Ancient Greece – a study of Greek life and achievements and their influence on the western world: government; sport; maths and science; philosophy

Key Factual Learning:

- The time of the Ancient Greeks can be split into 6 time periods each with distinct characteristics and stories
- The Ancient Greeks worshipped many different gods
- The first Olympic Games were held c776BCE in Olympia and were a religious festival in honour of Zeus (king of the gods) as well as a sporting competition.
- Winners were given a wreath of leaves and only men, boys and unmarried girls were allowed to attend the games.
- The Classical Golden Age of Ancient Greece was from 500BCE to 323BCE
- Until the 338 BCE, under Alexander the Great, Ancient Greece was made up of city states
- Athens and Sparta were 2 city states – they were rivals and had their own laws, money and rulers
- Early forms of democracy included citizens of Athens deciding the city's laws and who should be on the ruling council. Only men could be citizens.
- Alexander the Great created one of the largest empires in history from Greece to India
- The Ancient Greeks were powerful fighters with hoplite phalanxes and trireme warships
- Hippocrates was a Greek doctor who he treated people's symptoms and knew illnesses were not caused by gods.
- Archimedes was a mathematician and scientist who discovered the law of buoyancy.
- Plato, Socrates and Aristotle were Greek philosophers who tried to understand truths about people, the world and their relationship with the world.
- The Ancient Greek style of architecture with columns, capitals, use of proportion etc is evident in many public buildings today

To work like a historian and know how to how to:

- Virtual visit to the Acropolis
- Hold an Ancient Greek day with input from a visiting Greek soldier
- Consider the similarities and differences in life in the city states of Athens and Sparta.
- Compare democracy in Ancient Athens with democracy in Britain today
- Research and compare the ancient and modern Olympic Games
- Plan and hold an Ancient Greek sports event for another year group
- Consider reasons why Alexander the Great was a significant ruler.
- Compare the stories of the Ancient Greek gods with today's superhero stories
- Examine Ancient Greek artefacts – what can we learn about their way of life? Consider the limitations of using artefacts in isolation from other historical sources
- Look at photos and plans of Ancient Greek archaeological sites – what can we infer from these?
- Research Ancient Greek theatre
- Look at the Greek alphabet and language – what links can we see in English today? Etymology of words such as democracy, history, school, place, story, telescope



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- Theatre as a form of entertainment with large audiences watching performances originated in Ancient Greece.
- Herodotus was a geographer and historian. We know about life in Ancient Greece from his writing.
- Hypatia of Alexandria (earliest known female mathematician) invented the astrolabe which allows the user to tell them time and the time of sunrise and sunset by taking measurements from the sun.
- Agnodice of Athens disguised herself as a man to study medicine. She led to a law against female doctors in Athens being changed.

- Compare some of the thoughts of Plato, Socrates and Aristotle with how we think about Big Questions today.
- Look at pictures of Ancient Greek architecture like the Parthenon and compare with the Council House and Theatre Royal in Nottingham. Discuss-should the Elgin Marbles be returned to Greece?

Key Vocabulary:

City states, democracy, hoplite phalanx, triremes, philosopher, architecture, etymology, archaeology, empire



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Year 5: Can conflict ever be fair for all?

NC Objectives:

Pupils should be taught about:

- A local history study: impact of WWII on Nottingham and the East Midlands
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WWII

Key Factual Learning:

- World War 2 lasted from 1939 – 1945
- WW2 was the conflict between the Allies (led by Britain, USA and USSR) and the Axis powers (Nazi Germany, Fascist Italy and Imperial Japan)
- Soldiers from all over the British Empire came to fight for the Allies.
- In 1940, the Allies were forced to retreat and were evacuated from Dunkirk in France.
- One group of soldiers evacuated from Dunkirk were the Muleteers. These were Indian soldiers whose job it was to look after mules. They were 90% Muslim. The muleteers were evacuated to Derbyshire for 2 years.
- During the war, factories changed what they produced to help the 'war effort' – the Raleigh factory in Nottingham changed from just making bicycles to also making munitions
- Both the Allies and the Axis powers carried out bombing to try to destroy factories, ports, capital(government) cathedrals. They also bombed civilians. Nottingham's worst bombing was in May 1941.
- Some cities in Britain were bombed far more heavily than Nottingham. Children from these cities were evacuated to safer places in the country. Many children were evacuated to the East Midlands.
- During the war, Wollaton Park was used to house Dunkirk evacuees, a prisoner of war camp and as a base for the 508th Infantry regiment of the American 82nd Airborne Division.
- The 508th regiment were paratroopers preparing for D Day.
- D Day was 6th June 1944 – this was a turning point of the war as the Allies landed in France and began to defeat the Nazis.

To work like a historian and know how to how to:

- Use film clips on different aspects of life in WWII to deepen understanding about the life during war time
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw>
- Use photographs of the time such as evacuees, bombed buildings, examples of letters from the time and war time posters(propaganda)e.g Dig for Victory, Careless Talk Costs Lives-consider the usefulness of these sources of evidence
- Look at maps showing where bombs fell on Nottingham especially in close proximity to school
- Interview people who lived in Nottingham during WW2
- Use archive video from the Imperial War Museum
- Watch news reports, speeches, interviews with families on video clips from the BBC archive
<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-index/zjc8cqt>
- Look at photographs and other records of the 'Derbyshire Muleteers' including a visit from the King and Queen
- Read 'Now or Never' by Bali Rai
- Read memories of WW2 in Nottingham(shire) BBC WW2 People's War to consider the impact of WW2 on the children of Nottingham(shire)
- Create information videos in the style of 1940s information films, e.g. how to out on a gas mask, what to do during an air-raid
- Use fiction to compare the portrayal of evacuees, e.g. Carrie's War, Goodnight Mister Tom, The Lion and the Unicorn



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- The role of women changed during WW2 e.g. working in factories, armed forces and land army

- Consider different groups of people in Nottingham and the effect of WW2 on each group – compare and contrast
- Compare the lives of women and men during this time

Key Vocabulary:

Allies, Axis, British Empire, Muleteers, mules, Blitz, Dunkirk, D Day, paratroopers, evacuated, land army, munitions, propaganda, air raid, air raid shelter

Year 6: How does the past affect how we live today?

NC Objectives:

Pupils should be taught about:

- The achievements of the earliest civilisations: Ancient Egypt
- A non-European society that provides contrasts with British history: Golden Age of Islam including a study of Baghdad c. AD900

Key Factual Learning:

- Duration: The Ancient Egyptian civilization is typically considered to have lasted from c. 5500 BCE until its absorption into the Roman Empire (30 BCE).
- Geography: Ancient Egypt was primarily a unified kingdom centred along the Nile River Valley in Northeast Africa (modern Egypt). It is also regarded as one of the world's first great civilizations.
- Agriculture: The annual flooding of the Nile made the adjacent lands extremely fertile, allowing for abundant harvests. The Egyptians developed sophisticated irrigation techniques.
- Major Structures: The Egyptian landscape was dominated by pyramids, built as tombs for the Pharaohs, and massive temple complexes dedicated to the gods.
- Government: The country was ruled by a Pharaoh, who held absolute political and religious authority, acting as the chief priest, lawmaker, and military commander, establishing a highly centralized monarchy.

To work like a historian and know how to how to:

- Use secondary sources to research the significance of the great pyramids
- Complete timeline activities and construct a deeper understanding of the chronology of world history
- Consider the significance of Tutankhamun and the exploration of his tomb
- Know the significance of trade along the Nile Valley and how agriculture was developed
- Analyse hieroglyphics and understand the importance of the Rosetta stone to our understanding of the lives of Ancient Egyptians



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- Conflict: While there were periods of internal conflict, Ancient Egypt was generally a unified state that often fought against external invaders.
- Writing Development: Hieroglyphs ("sacred carvings"), appeared around c. 3200 BCE.
- Key Artefact: The Rosetta Stone (196 BCE) was key to deciphering hieroglyphs in 1822.

Key Vocabulary:

Pharaoh, sarcophagus, dynasty, papyrus, fertile soil, silt hieroglyphs

Year 6: How does the past affect how we live today?

NC Objectives:

Pupils should be taught about:

- The achievements of the earliest civilisations.
- A non-European society that provides contrasts with British history: Golden Age of Islam including a study of Baghdad c.900 CE

Key Factual Learning:

- The city of Baghdad was formed in 762 CE becoming the capital of the Muslim world and centre of knowledge, learning and culture.
- Europe at this time was in the Dark Ages where there were few scientific or cultural developments.
- It was close to the established trade routes such as the Silk Road.
- Baghdad was situated on the banks of the River Tigris-made it accessible for trade and visiting scholars
- The Muslim world (empire), at this time, stretched from Spain to India
- The Muslim world was reigned by a Caliph – the first was called Caliph Al-Mansur
- Baghdad was built as two large semi-circles at the heart of which was the mosque and the House of Wisdom
- The House of Wisdom was a library in which were stored books translated into Arabic from all over the world

To work like a historian and know how to how to:

- Watch the Baghdad in 900AD clip-Ali a young servant describes the city of Baghdad.
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-baghdad-in-900ad/zifxpg8>
- Link to Science – study Ibn al-Haytham and how he discovered how we see. Watch:
www.youtube.com/watch?v=MmPTTff44k
- Make an astrolabe based on the work of Mariam Al-Ijliya
- Create designs using the complex geometric designs including tessellating shapes
- Consider the impact of the Golden Age of Islam on how we live today
- Compare the impact of Ancient Sumer and the Golden Age of Islam on the 21st century



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- Islamic scholars were using paper rather than papyrus or parchment – they learnt how to make paper from Chinese prisoners of war
- Men and women from many faiths and ethnicities came to the House of Wisdom to learn from its books
- Besides Shi'ite and Sunni Muslims, Baghdad was home to many different religions
- Baghdad was destroyed in 1258 CE by the Mongols
- From 762 CE to 1258 CE is known as the Golden Age of Islam
- When the Mongols attacked Baghdad, they killed thousands and threw many books into the Tigris
- Modern hospitals have their origins in the hospitals of this period
- Ibn Al-Haytham discovered that light travels in straight lines
- Mariam Al-Ijliya created astrolabes which allow the user to tell them time and the time of sunrise and sunset by taking measurements from the sun (links to Y4 – Ancient Greeks)
- Islamic art and design flourished during this period
- The Hindi symbol for zero and style of numerals (1,2,3,4,5,6,7, etc.) were adopted
- Algebra was first written about by Al-Khwarizmi

- Make videos or presentations about the inventions from this period
- Find out what it was like in Britain at this time (Viking/Norman era) then compare and contrast
- Read/listen to stories from 1001 Nights
- Link to Y3 – why do people come to Britain and compare with why people came to Baghdad
- Make a virtual visit to the British Museum and look at the artefacts they have on display
- Link to Y4 – Ancient Greek writing of scholars was translated and included in the House of Wisdom

Key Vocabulary:

Baghdad, Golden Age of Islam, Mongols, invention, papyrus, parchment, House of Wisdom, Caliph, the Silk Road, scholars, tessellating, astrolabe, algebra.



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Year 6: How does the past affect how we live today?

NC Objectives:

Pupils should be taught about:

- A local history study-Robert Shaw Primary School and the surrounding area

Key Factual Learning:

- Around 600CE, an Anglo-Saxon tribe called the Snotingas settled here and named their home Snotingham (home of Snot's people), over time this changed to Nottingham
- In 867CE, the Vikings from Denmark and Norway took Nottingham from the Anglo-Saxons. They built forts, farmed the land and traded.
- In 920CE King Edward the Elder's army took Nottingham back from the Vikings and to make the town stronger a bridge was built over the River Trent.
- In 1068, William the Conqueror built a wooden Nottingham Castle. This was later rebuilt in stone.
- In 1155 King Henry II gave Nottingham a royal charter so it could hold markets, collect taxes and run some of its own affairs.
- The Goose Fair started in 1284 as a market for geese, other animals and goods. Today it is one of the oldest fairs in England and famous for its rides.
- The Black Death swept through Nottingham in 1348, killing nearly half the people.
- Sir Francis Willoughby built Wollaton Hall in 1588.
- The English Civil War began in 1642, when King Charles II raised his standard at Nottingham Castle.
- During Framework Knitters' Riots of 1779, was a protest against low pay and bad conditions. Many houses and machines were damaged.
- In 1831, Nottingham Castle was destroyed during riots-people were angry that parliament refused to change voting rules.
- In 1875, the architect Thomas Chambers Hine rebuilt Nottingham Castle as the museum and gallery we know today.
- Maps and aerial photographs show how the city has grown and land use has changed over time.

To work like a historian and know how to how to:

- Create a timeline to show the key events in the history of Nottingham.
- Study a variety of maps and aerial photographs from 1885 to modern day of the local area to discover which key features have continued over time and which have changed.
- Examine and make deductions about school using a range of primary sources such as the School Log book, newspaper reports, photographs, oil painting of Robert Shaw.
- To be historical detectives investigating the life of Robert Shaw using primary sources such as an advert about his business, newspaper reports, census returns and passenger ship logs.
- Take part in a special heritage event to create a folk song about Robert Shaw School.
- Create a PowerPoint to share with another class in school to explain what has been learnt about the locality.



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- During the late 1940s, the Ainsley estate was built by Nottingham City Council and later Robert Shaw Primary School was opened on 10th June 1950.
- Mrs Irene Webb was the first Head Teacher of Robert Shaw Primary School.
- Robert Shaw was a significant local man who was born on 30th July 1873 in Radford, Nottingham.
- Robert Shaw was a Labour City of Nottingham councillor who later became the elected Lord Mayor of Nottingham in 1946.
- School was named after Robert Shaw to mark his service to the city.
- Robert Shaw was an important local businessman, who owned a factory that made lace goods, underwear and hairnets. He visited the city of Buenos Aires, Argentina twice to promote Nottingham and try to get more markets for its manufactured goods.
- The School Log was an important document in which the Head Teacher would record important events in the school.
- Census returns are government historical population records that are recorded usually every 10 years. They include useful information such as name, age, address and occupation of people.
- A passenger ship log is a vital document that lists the name, age, address and occupation of all on board.

Key Vocabulary:

tribe, settlement, royal charter, revolt, primary and secondary sources, school log book, Census return, ship's log, aerial photograph, councillor, local government, manufacture, occupation.