



History @ Wynndale

Progression from EYFS to Year 6

Our History Curriculum Intent

At Wynndale Primary School we recognise that history is about the study of ancient, modern and current times, encouraging deep thinking, investigation, the asking of questions and the forming of opinions.

Our aim at Wynndale is to:

Explore by immersing children into given periods of time so that the impact of historical events and change can be witnessed.

Inspire by developing empathy for people and the situations in which they found themselves, alongside an understanding of everyday life and significant events. Through this they will gain an awareness of how the past has shaped the world we live in today.

Spark by igniting interest, enthusiasm and curiosity through immersion, creating the desire to find out more

Deepen by encouraging them to carry out historical research they will enhance understanding and to foster the confidence to ask challenging questions that takes their learning forwards. This will lead to analysis, reflection and the forming of their own opinions.

A historian leaving Wynndale will be knowledgeable about the past and historical change. They will have a passion and a curiosity to question and investigate further. They will have the opportunity, through their learning and through discussion, to form and voice their own opinions. They will be adept at using primary and secondary sources, including the exploration of different artefacts to support their thinking. A chronological timeline will be used from the earliest times to the present day and children will place themselves and the different periods studied where they fit.



“The more you know about the past, the better prepared you are for the future” Theodore Roosevelt

Progression Document: History

EYFS ELG:

Children at the expected level of development will:

- *Talk about the lives of the people around them and their roles in society;
- *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- *Understand the past through settings, characters and events encountered in books read in class and storytelling

National Curriculum Subject Content

Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

Key Stage Two

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the 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
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.



Our Big Ideas and Key Concepts in History

We have identified key first order and second order concepts that will weave through our History Curriculum at Wynndale. These key concepts are important as they help our learners to view the 'big picture' of the subject and how it relates to them in the real world. Through the specific subject content taught, key concepts are explored. As children move through school, concepts are revisited and built upon so that children are able to make connections in their learning, helping them to 'know more and remember more' over time. First order concepts relate to the substantive knowledge children learn through the curriculum and second order concepts relate to the disciplinary knowledge of the history curriculum.

First Order Concepts

**Exploration,
Invasion and
Settlement**

**Society and
Community**

**Power and
Influence**

**Conflict and
Disaster**



Second Order Concepts

Cause and Consequence

This concept considers the 'how' and 'why' of History. The causes look for the actions, beliefs or circumstances that led to a change or event that we examine, and then the consequences of these. Sometimes there are many causes and many consequences.

Continuity and Change

In the past, there were lots of things going on at any one time. Some things changed rapidly, whilst others remained relatively continuous. This concept encourages Historians to explain why some things changed and some things were continuous and provides opportunities to evaluate change over time.

Similarity and Difference

Similarity and difference are based upon an understanding of the complexity of peoples' lives, differing perspectives and relationships between different groups. This concept allows children to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society.

Empathetic Understanding

Empathetic understanding is the ability to understand and appreciate particular events or actions from someone else's view point. In history, it is about trying to understand the thoughts and feelings of people who lived at different times and in very different cultures. It helps us to understand the impact of past events on individuals or groups and to understand what has motivated them to act in particular ways.

Chronological knowledge and understanding

Chronology is the study of the big picture of events across time. Children gradually build up a sense of how periods and events fit together in sequence. In this concept, it is also necessary to develop understanding of historical language and terminology, the idea of sequence, duration and sense of period.



History Whole School Coverage through Key Driver in the Autumn Term						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Houses and Homes Transport Dinosaurs	The History of Toys Local History of Mansfield	The Great Fire of London Florence Nightingale	Stone Age to Iron Age	Invaders and Settlers Vikings and Romans	The Earliest Civilizations Greeks and Mayans	British History: in depth study of the years and impact of the Kindertransport
History Driver Key Questions						
	What makes a happy childhood?	The Great Fire of London: A Catastrophe. True or false? What impact did Florence Nightingale have on hospitals today?	How have failures and successes from the Stone Age to Iron Age affected how we live today?	The Invaders and Settlers had a positive impact on life in Britain: Fact or Opinion?	How have Ancient Civilizations impacted on our lives today?	What impact did Great Britain have on the lives of German Jews both through the signing of the Versailles Treaty and the establishing of the Kindertransport scheme?

Humanities – History/ Geography Driven theme in Summer Term						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Immediate environment Comparing environments	Kings and Queens	Polar Regions: Great explorers	Shang Dynasty	The Victorians	Local Study: Coal mining	Local Study; Derbyshire Eyam and the Plague
Driver Key Questions						
	What can we learn about Kings and Queens from the places they live?	'What can we learn about the polar regions from the explorers who travelled there?'	What made the Shang Dynasty a successful civilization?	How did the Victorians shape the world we live in today?	How did coal mining shape the lives of people and what were its positive and negative impacts on people and the landscape?	How did the village of Eyam respond to the plague, and what were the positive and negative impacts of their actions on people and the local area?



Breadth of Study	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Knowledge and Understanding 	*Know that familiar events occur in a particular order *Know and use the words today, yesterday, tomorrow, before and after *Know how old they are and that they get older each year	*Know about past and present events in their own and family members' lives *Know how they have changed since they were born *Know that familiar events occur in a particular order *Know and use the words old, new, a long time ago	CU1: Know that events and artefacts can be placed in order on a timeline. CU2: Know that timelines need labels using words or phrases such as: old, new, a long time ago CU3: Know that some things happen before they were born, and some things happen since. CU4: Know how to sequence events through timelines and recount.	CU1: Know events and artefacts can be placed in order on a timeline and give reasons. CU2: Know timelines need to be labelled using words or phrases such as: past, present, older and newer, before and after. CU3: Know that events happened beyond living memory (100+ years). CU4: To use words and phrases such as: a long time ago, recently, when my parents were children, years, decades and centuries to describe the passing of time	CU1: Know that history is split into BC, AD, decade, century, ancient, era, change, chronology and are used to describe events and periods. CU2: Know that dates are used to describe events from the past. CU3: Know that timelines within a specific time in history set out the order in which things may have happened (including plotting events, artefacts and historical figures)	CU1: Know how to create a timelines which outlines the development of specific features within a time period. CU2: Know how events, artefacts and historical figures are plotted on a timeline using dates and period labels. CU3: Know that mathematical skills are used to round up time differences into centuries and decades. CU4: Know that changes have happened in the locality of the school throughout history.	CU1: Know that some ancient civilizations showed greater advancements than people who lived centuries after them. CU2: Know how to sequence key events/ themes within time periods using key dates and period labels. CU3: Know that mathematical skills are used round up time differences into centuries and decades and work out time differences. CU4: Know that appropriate historical vocabulary should be used to communicate, concepts of continuity and change over time. dates, time period, era, chronology, continuity, change, century, decade, legacy	CU1: Know that appropriate historical vocabulary should be used to communicate, concepts of continuity and change over time and represent them with evidence on a timeline. CU2: Know that dates and terms should be used accurately in when describing events. CU3: Know that mathematical skills are used to round up time differences into centuries and decades and work out time differences. CU4: Know that appropriate historical vocabulary should be used to communicate, concepts of continuity and change over time. period, era, chronology, continuity, change, century, decade, legacy.
Knowledge and Understanding of past events, people	*Know about and discuss an event that happened 'before today' *Know who is in their family and	*Know about and discuss past events in their own life and in the lives of family members	KU1: Know how to describe historical events. such as Bonfire Night	KU1: Know how to use information to describe historical events.	KU1: Know how to compare life for the Early Settlers and modern day using evidence to describe the differences.	KU1: Know that events from the past have helped shape our lives and our country today.	KU1: Know how to research the ways that Britain may have learnt from other countries and civilizations through	KU1: Know how to find evidence relating to the social, ethnic, cultural or religious diversity of past society.



Wynndale Primary School: Whole School Curriculum Progression Document

and changes in the past 	their place within it *Know about the lives of people who are familiar to them	*Know some facts about events or people from the past that they recall from stories, information books and images they have seen/read/heard *Know the names of people who are familiar to them and describe their roles *Know about a significant person from the local community *Know about a significant person from the past (Link to space)	KU2: Know that significant people from the past have helped our lives be better today. KU3: Know how to describe events, people and places in their own local area in the past.	KU2: Know that significant people from the past have helped our lives be better today and provide evidence. KU3: main points from a significant event in history	KU3: study different aspects of different peoples lives e.g. culture, beliefs, clothing, rich and poor etc.	KU2: Know how to research the past to show how people lived and compare to how we live today. cooked and travelled differently and used different weapons to ours KU3: Know how to research and find evidence to prove that lives of wealthy people were very different from the lives of poor people. KU4: Know that changes in a time period may have occurred.	time gone by and more recently. KU2: Know that the main changes in a period of history, can be described using historical vocabulary. such as social, religious, political, technological, and cultural KU3: Know how to make comparisons between historical periods, explaining things that have changed and things which have stayed the same	KU2: Know how to compare and contrast differences and similarities, changes and continuity between different periods of history. KU3: Know that wars start for specific reasons and can last a long time. KU4: Know that wars have happened from a very long time ago and are often associated with invasion conquering or religious differences. KU5: Know how to explain the order in which key events happened from a specific period in history. KU6: Know how historians must understand the social context of evidence in relation the concept propaganda
Historical Interpretation	*Know that there are ways to find out about the past	*Know that there are ways to find out about the past *Know how to compare and comment on images of familiar situations in the past	HI1: Know the difference between fact and opinion. HI2: Know how reliable people's memories are by listening to stories about the past.	HI1: Know that there are reasons why people in the past acted as they did. HI2: Know about the life of a famous person in Britain and their impact.	HI1: Know that there are different accounts of a historical event, explaining some of the reasons why the accounts may differ. HI2: Know that there are causes and consequences of	HI1: Know that items found belonging in the past are helping us to build an accurate picture of how people lived. HI2: Know that wars have happened from a very long time ago	HI1: Know that a piece of evidence may be biased. HI2: Know how to research and give reasons for the structure and ways of life for ancient civilizations.	HI1: Know how to look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. HI2: Know that there are reasons why there



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			HI3: Know that some people acted differently in the past.	HI3: Know that there are different sources of information to find out about the past.	some of the main events and changes in history.	and are often associated with invasion, conquering or religious differences. HI2: Know that there are different interpretations of historical accounts.	HI3: Know the causes and consequences of some of the main events and changes in history. HI4: Know that evidence can be justified based on usefulness and reliability.	are different accounts of history. HI3: Know that evidence is evaluated to determine the most reliable source. HI1: Know and give reasons how Britain has been a major influence on world history.
Historical Enquiry 	*Know that stories and images can tell you about the past	*Know how to ask simple questions about images and/or stories from the past	HE1: Know that they can observe or handle evidence to ask questions and find answers about the past. HE2: Know how to use artefacts, pictures, stories and online sources to learn about the past.	HE1: Know that they can observe or handle evidence to ask questions and find answers to questions about the past HE2: Know that key sources are used to effectively learn about the past.	HE1: Know that there are various sources of evidence available to ask questions and find out answers to questions about the past. HE2: Know that a wide range of sources are used to effectively learn about the past	HE1: Know how to give more than one reason to support an historical argument. HE2: Know how to offer viewpoints-based research. HE3: Know how to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. HE4: Know that primary and secondary sources vary in reliability.	HE1: Know that there are primary and secondary sources of evidence that can be used to deduce information about the past. HE2: Know that no single source of evidence gives the full answer to questions about the past. HE3: Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time.	HE1: Know which source of evidence is most appropriate and evaluate its accuracy in order to form opinions about historical events. HE2: Know that no single source of evidence gives the full answer to questions about the past. HE3: Know that certain events, people and changes might be more significant than others. HE4: Know how to pose and answer their own historical questions.

Progression in Key Historical Vocabulary

[illegible]



Year	Theme	Substantive Knowledge
<u>1</u>	1960 Mansfield and Toys Local History of Mansfield	Pupils learn that toys have changed over time, with older toys often being handmade from wood and modern toys usually being machine-made from plastic. They understand that Ole Kirk Christiansen, born in Denmark in 1891, was a carpenter who first created wooden Lego before developing the first plastic bricks in 1941. Pupils also learn about important public places in Mansfield, including the Water Meadows swimming pool, the Odeon cinema, the Library, the Palace Theatre and the Marketplace.
<u>2</u>	The Great Fire of London Florence Nightingale	Pupils learn that the Great Fire of London began on 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane and burned for four days. The dry summer, strong winds and wooden, tightly packed houses allowed the fire to spread quickly, destroying over 13,000 homes, 87 churches and old St Paul's Cathedral, although few people died. With no organised fire brigade, people used buckets, water squirts and fire hooks to try to stop the flames, while many escaped by boat along the River Thames. After the fire, London was rebuilt with wider streets and brick and stone buildings, with Sir Christopher Wren designing the new St Paul's Cathedral. Much of what we know comes from Samuel Pepys' diary. Pupils also learn that Florence Nightingale, born in 1820, became a famous nurse during the Crimean War, where she improved hospital conditions by focusing on cleanliness and care. Known as "The Lady with the Lamp," she later worked to reform hospitals in Britain, promoting hygiene and better healthcare. Her work made nursing a respected profession and had a lasting impact on modern healthcare.
<u>3</u>	Stone Age, Bronze Age and Iron Age	Pupils learn that the Stone Age began around 2.5 million years ago and is divided into the Paleolithic, Mesolithic and Neolithic periods, ending when metal began to be used. Early humans made tools and weapons from stone for hunting, building and farming, and lived first in caves or temporary shelters before building permanent homes in the Neolithic period. They were hunter-gatherers who later farmed crops and domesticated animals. The discovery of fire was a major development, and people made clothing from animal skins. They created cave art and monuments such as Stonehenge, and burial practices suggest early religious beliefs. They then learn that the Bronze Age followed, beginning around 3300 BCE, when people started making tools and weapons from bronze, a mixture of copper and tin. Bronze was stronger than stone, allowing improvements in farming, warfare and craftwork. People lived in larger settlements, farmed crops, raised livestock and traded goods such as pottery and jewellery. Societies became more organised, with clear leaders and social hierarchies, and people buried their dead in barrows with grave goods. Finally, pupils learn that the Iron Age began around 800 BCE in Britain and lasted until the Roman invasion in 43 CE. Iron was stronger and more widely available than bronze, leading to better tools and weapons. People lived in roundhouses and built hillforts for protection and trade. Farming remained central to life, trade increased and craft skills developed further. Iron Age societies had complex social structures with leaders and warriors, and burial customs often included grave goods, showing continued belief in an afterlife.
<u>4</u>	Invaders and Settlers - Vikings and Romans	Pupils learn that the Romans were the people of ancient Rome, whose empire lasted from 27 BCE to 476 CE and at its height covered much of Europe, North Africa and the Middle East. They were skilled engineers and builders, creating roads, aqueducts, baths and large structures such as the Colosseum, using inventions like concrete. Roman society included wealthy citizens living in villas and poorer people in insulae. Rome began as a republic before becoming an empire ruled by emperors, supported by a powerful and disciplined army of legionaries who



		expanded and defended its territories, including Britain, which they invaded for resources and power. The Romans worshipped many gods before later adopting Christianity as the state religion. Their legal system, engineering and infrastructure have had a lasting influence on the modern world. Pupils also learn that the Vikings were Scandinavian seafarers from Denmark, Norway and Sweden who lived during the Viking Age from around 793 to 1066 AD. The period began with the raid on Lindisfarne in 793 and ended after the Battle of Stamford Bridge in 1066. Vikings raided for wealth, land and fame but were also traders and settlers, travelling in longships across Europe and even reaching North America. They settled in parts of Britain and beyond, forming communities of farmers, traders and warriors who lived in longhouses and grew crops such as barley and oats. Vikings worshipped gods such as Odin and Thor before gradually converting to Christianity. They used runes for writing and were skilled craftspeople, leaving a lasting impact on place names, language and culture in the regions where they settled
<u>5</u>	The Earliest Civilizations - Greeks and Mayans	Pupils learn that Ancient Greece (c.1200 BC-323 BC) was made up of independent city-states such as Athens and Sparta, each with its own laws, government and way of life. Athens developed one of the world's first democracies, where free men could vote on decisions, influencing modern political systems. The Greeks began the Olympic Games in 776 BCE and valued sport and physical fitness. Greek mythology, including gods such as Zeus, Athena and Poseidon, helped explain the world around them and shaped religious beliefs. They built impressive temples such as the Parthenon and placed high value on education, particularly for boys. Sparta was known for its highly disciplined and powerful army. Greek ideas about government, sport, architecture, education and culture continue to influence the modern world. Pupils also learn that the Maya civilisation thrived in Central America from around 2000 BCE, reaching its peak between 250-900 CE. The Maya built large city-states such as Chichén Itzá and Tikal, with impressive pyramids and temples. They developed an advanced writing system using hieroglyphs, created detailed calendars and made significant achievements in mathematics, including the concept of zero. Maya society was organised into social hierarchies with kings, priests, warriors, farmers and enslaved people. Religion was central to Maya life, with many gods linked to nature, agriculture and the sky. The Maya were skilled farmers, growing crops such as maize, beans and squash, and their achievements in astronomy, architecture and writing show a highly advanced civilisation.
<u>6</u>	British History: in depth study of the years and impact of the Kindertransport	- Pupils learn that the Treaty of Versailles was signed on 28 June 1919 at the Palace of Versailles, officially ending the First World War. The treaty was negotiated by the Allied Powers, including Britain, France and the United States, but Germany was not allowed to take part in the discussions and was forced to accept the terms. Germany had to accept full responsibility for the war, reduce its army to 100,000 soldiers, give up land in Europe and overseas, demilitarise the Rhineland and pay large reparations. Many Germans felt the treaty was unfair and humiliating, which caused anger and instability. This resentment contributed to the rise of Adolf Hitler and the outbreak of the Second World War, showing how difficult it can be to create lasting peace after conflict. Pupils also learn that in the 1930s, Adolf Hitler and the Nazi Party introduced anti-Semitic laws and policies that persecuted Jewish people in Germany. The Nuremberg Laws of 1935 removed Jewish citizenship and rights, and propaganda was used to spread hatred and blame Jews for Germany's problems. In 1938, Kristallnacht saw Jewish homes, shops and synagogues attacked and destroyed in a violent, state-supported pogrom.



		As persecution increased, the Kindertransport was organised to rescue nearly 10,000 Jewish children from Nazi-controlled countries and bring them to safety in Britain. The Kindertransport faced numerous challenges, including bureaucratic hurdles, limited resources, and the difficulty of finding foster families willing to take in refugee children. Many children faced language barriers and struggled to adapt to their new surroundings. Despite this, the Kindertransport had a lasting impact, as many children went on to build successful lives in Britain and made significant contributions to society in science, medicine, academia, and the arts. It is remembered as a shining example of humanitarian action, highlighting the importance of compassion, solidarity, and international cooperation. The Kindertransport is commemorated annually through events, memorials, and educational programs, serving as a reminder of the consequences of intolerance, prejudice, and discrimination, and the need to provide refuge to those in crisis.
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Year Group	Substantive Knowledge – Summer Term
1	Kings and Queens Pupils learn that a monarch is a king or queen who rules a country. Britain has had many monarchs in the past, and the role has changed over time. Pupils study significant monarchs such as William the Conqueror, Henry VIII, Queen Victoria and the current monarch, understanding that some made important decisions that shaped Britain. They learn that monarchs lived in different time periods and that the past can be explored through stories, portraits, castles and historical artefacts. Pupils begin to understand chronology by placing monarchs in order and recognising that the past is different from today.
2	Polar Regions and Great Explorers Pupils learn about significant polar explorers such as Ernest Shackleton, Robert Falcon Scott and Roald Amundsen. They understand that exploration of the Arctic and Antarctica took place mainly in the late 19th and early 20th centuries. Pupils explore why explorers travelled to these regions, the challenges they faced and the consequences of their expeditions. They learn that some expeditions were successful while others ended in hardship or tragedy. Pupils begin to understand motivation, risk and significance, and consider how these explorers are remembered today.
3	The Shang Dynasty Pupils learn that the Shang Dynasty (c.1600–1046 BCE) was an early civilisation in ancient China ruled by powerful kings. Society was structured and religion, including ancestor worship, played a central role. The Shang developed bronze technology, early writing and used oracle bones to predict the future. The Yellow River supported farming and settlement, although it could also flood. Pupils understand that successful civilisations depend on leadership, resources, organisation and trade.
4	The Victorians and their Empire Pupils learn that the Victorian era (1837–1901) was a period of major industrial, social and imperial change during Queen Victoria's reign. The Industrial Revolution led to factory production, rapid urban growth and new inventions such as railways and telegraphs. Children's lives varied greatly depending on wealth and class, and education reforms gradually improved schooling. Figures such as William Morris reacted to industrialisation through the Arts and Crafts movement. Pupils understand that Victorian developments significantly shaped modern Britain.



5	Local Study: Coal Mining Pupils learn that coal formed during the Carboniferous period and became essential during the Industrial Revolution. Mining communities developed around collieries and formed strong local identities. Mining was dangerous, leading to accidents, illness and the growth of trade unions and strikes, including the 1926 General Strike and the 1984–85 Miners' Strike. Mine closures in the late twentieth century caused unemployment and economic decline but remain an important part of regional heritage. Pupils understand that coal mining had both positive and negative social and economic impacts.
6	Local Study: Eyam and the Plague Pupils learn that the Great Plague of 1665–1666 was caused by bacteria spread by fleas on rats and was worsened by limited medical knowledge and trade connections. The plague reached Eyam through infected cloth from London. Under the leadership of William Mompesson and Thomas Stanley, the village chose to quarantine, resulting in over 260 deaths but likely preventing wider regional spread. Pupils understand that Eyam's story can be interpreted as both tragedy and heroism and explore its historical significance.