

Our History curriculum is designed to develop students as critical thinkers who can engage with the past to understand the present and shape the future. The curriculum is structured around key themes that connect historical knowledge, skills, and understanding across periods and contexts, fostering a comprehensive grasp of the discipline.

Continuity and Change	Cause and Consequence	People and Power
		
Identity and Diversity	Evidence and Interpretation	Legacy and Impact
		

1. Continuity and Change This theme explores how societies, institutions, and cultures evolve over time. Students study topics like the transition from the Stone Age to the Iron Age and the Roman invasion of Britain to understand how advancements and interactions shaped civilizations. By comparing periods and identifying patterns, students develop a nuanced view of change over time.

2. Cause and Consequence Understanding the reasons behind historical events and their impacts is central to the curriculum. From the causes of WWII (Year 6) to the consequences of the Kingdom of Benin's decline, students analyze how actions and decisions create ripples through history. This theme encourages critical thinking and the ability to link historical events to broader contexts.

3. People and Power This theme focuses on leadership, governance, and the struggle for power. Students explore the reign of rulers like the Anglo-Saxon kings and the influence of the Romans, as well as democratic developments in Ancient Greece. These studies illuminate how power dynamics shape societies and individual lives.

4. Identity and Diversity Students learn about the diverse experiences and identities of people across history. Topics such as life in Ancient Egypt, the experiences of children in Victorian England and India, and foster an appreciation of cultural richness and the multiplicity of perspectives in historical narratives.

5. Evidence and Interpretation The curriculum emphasizes the importance of evidence in understanding history. Students engage with a variety of sources—artefacts, documents, oral accounts, and digital resources—to investigate events like the Blitz during WWII or the achievements of explorers. By evaluating the reliability and bias of evidence, students develop analytical and interpretative skills.

6. Legacy and Impact Students examine the enduring effects of historical events and cultures on the modern world. For example, they study how Ancient Greek innovations influenced Western civilization or how communication has evolved over time. This theme encourages students to consider their connection to the past and their role in shaping the future.

These themes provide a cohesive structure, connecting historical inquiry with key skills such as chronological understanding, critical analysis, and effective communication. Through engaging with these themes, students build a strong foundation in historical thinking and develop the ability to understand and contribute to their communities and the wider world.

Year group	Lessons	Substantive knowledge	Historical skill	Organisation and Communication	Vocabulary
EYFS – Nursery & Reception	Understanding the World People and Communities: History is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and geographical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore historical skills independently throughout the week.	Understanding of personal history (e.g., learning about themselves and their families, significant events like birthdays, holidays, and personal milestones). Introduction to past and present concepts (e.g., recognizing changes over time). Simple historical figures or events (e.g., family traditions, the role of older generations).	Chronological Awareness: Recognizing the concept of time, using words like "before" and "after" to talk about past events. Storytelling: Beginning to understand simple narratives and sequencing (e.g., understanding simple life stories). Historical Enquiry: Asking simple questions about the past (e.g., "What was it like when Grandma was a child?").	Describing people, events using increasingly precise language. Talk about past and present events in their own lives and in the lives of their family? · Order and sequence familiar events? Use every day language related to time?	Past Present Lives Long ago Events Stories Sequence Time Before

Year group	Lessons	Substantive knowledge	Historical skill	Organisation and Communication	Vocabulary
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Year 1 Autumn	Our Homes Now & In the Past including Toys through the Past (links to Y4 Romans & Egypt & Y5 Industrial Revolution) The Gunpowder Plot Introduce the Gunpowder Plot as a key event in British history. To understand the basic story of Guy Fawkes Why people remember the 5th of November. To learn about why the Gunpowder Plot happened in simple terms (links to Y5 From Monarchy to Democracy)	Changes within living memory: Recognizing how things have changed over time (e.g., toys, transport, schools, etc.). Significant historical events, people and places in their own locality	Historical Inquiry: Asking and answering questions about the past, using sources such as pictures, stories, and artefacts. Understanding Cause and Effect: Beginning to recognize cause and consequence (e.g., how the Great Fire of London started and what happened as a result).	Use simple terms to talk about the passing of time Communicate their knowledge through discussion, drawing, drama and role-play, making models, writing and using ICT.	Learning key terms like "past," "present," "old," "new," "before," "after." Gunpowder Plot Guy Fawkes Treason King James I Blow up (to explode) November 5th
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Spring	Explorers: Neil Armstrong & Mae Jemison with Edmund Hilary & Tenzig Norgay Queen Elizabeth I (<i>links to Significant historical events, people & places in their own locality strand and to Y2 Elizabeth II</i>)	Chronological Awareness: Use simple timelines to show when these explorers lived and when they made their important journeys. Introduce the idea of past and present. Historical periods: Introduction to simple ideas about the past Chronological Understanding: Sequencing Events: Students will learn to place key events from Queen Elizabeth II's life in chronological order. For example, her birth, becoming queen, key jubilees, and key events like the moon landing.	Use of Sources: Introduce simple historical sources like old maps, pictures of explorers, and artefacts (such as compasses or ships). Explain how these sources tell us about the past. Historical Enquiry: Students might look at pictures or short films from different parts of Queen Elizabeth's reign. They can ask questions such as: "<i>What was the Queen doing in this picture?</i>" or "<i>How do you think the people felt when they saw the Queen?</i>" Comparing Past and Present: Students can look at how the monarchy has changed over time. For example, how the role of the monarch in 1950s Britain is different from today				Compare pictures of royal events from the 1950s with those from recent years. They will begin to understand what it means to be a monarch, what the role of the queen is, and how she is a figurehead in British society and government.	Important Words: Queen, monarchy, coronation, jubilee, reign, royal family, king/queen.
Summer	Osterley House What is Osterley house? Why is it special? How has it changed over time? How is Osterley House like my home? Ask children to think about what they see in their own homes and compare it to the rooms and gardens of Osterley House		Recognizing Change Over Time: Pupils can compare what the house looks like now (using pictures or a virtual tour) with pictures of how it looked in the past. Historical Inquiry: Encourage children to ask questions like "What would it be like to live in a house like Osterley House?", "Who would live in a house like this?", and "How would life be different				visiting Osterley House is possible,	
Year 2 group	The focus is on developing a deeper understanding of the past and how historians work. Students are expected to look at events in more detail and learn how to use different kinds of evidence to answer questions about the past. At the end of the unit students will have gained a deeper understanding of the Great Fire of London and will have developed key historical skills like asking questions about the past, using evidence to answer those questions, and understanding how historical events cause change over time.							
Autumn	Lessons	Substantive knowledge	Historical skill				Organisation and Communication	Vocabulary
	The Great Fire of London: When and where? What Happened?	Introduce concepts such as before, after, past, and present: Students should understand when the Great Fire of London	Chronological Understanding: Developing a simple timeline and placing	Historical Enquiry: Students should ask questions about the past, such as: "<i>How</i>	Using evidence to answer questions: Teach students to use primary sources	Understanding Cause and Effect: Beginning to recognize cause and consequence	Communicate their knowledge through discussion, drawing, drama and role play,	Firebreak, monument, diary, fire brigade,

	Key Figures: Samuel Pepys/King Charles II Consequences and impact of the fire.	occurred (in 1666) and place it on a timeline of major events.	historical events or figures on	<i>did the fire start?" "What did people do to stop the fire?" and "Why was London so badly affected?"</i>	like Samuel Pepys' diary , old paintings, and photographs to gather information about the event	(e.g., how the Great Fire of London started and what happened as a result).	making models, writing and ICT Compare pictures of the fire with a modern picture of the area. Discuss what changed about London's buildings and fire safety.	destruction, and rebuilt.
	Heston War Memorial (links to Y6 WW 2 & Blitz on London) Remembrance Day – Empire soldiers (links to Y6 WW 2, & The End of Empire) Heston War Memorial and Remembrance Day involves connecting the significance of these topics to their personal experiences and fostering an understanding of history and respect.	Remembrance Day: A time to honour soldiers who died in wars. The red poppy symbolizes their sacrifice, as it grew in World War I battlefields. Heston War Memorial: A place to remember local soldiers from World War I and II. Names of soldiers who fought and died are often listed on memorials. The Role of Soldiers: Soldiers defend their countries and fight in wars. Historical Context: World War I (1914–1918) and World War II (1939–1945) involved many countries. November 11th marks the end of World War I, with a minute of silence to honour fallen soldiers. Symbols of Remembrance: The poppy represents soldiers' sacrifice. The colour red symbolizes the bloodshed and sacrifices of soldiers. Commemorative Actions: Actions like wearing poppies, laying wreaths, and attending ceremonies honour soldiers' sacrifices. Encourage students to commemorate by drawing poppies or writing thank-you notes	Chronological Understanding. Teach students to understand the concept of time. Help them explore the difference between past, present, and future by placing events related to war memorials in a timeline	Historical Enquiry: Encourage students to ask questions about Remembrance Day and the Heston War Memorial. What is a war memorial? Why do we remember people who fought in wars? What is the significance of Remembrance Day? Use Sources: Introduce them to simple sources, such as photographs, stories, or a short video of the Heston War Memorial.	Interpretation of Historical Events: Encourage them to think about why wars happened and what the consequences were. Use age-appropriate language, such as explaining that soldiers fought to protect their country and freedom		Create a Poppy Craft, Visit or Virtual Tour, Role Play, Create a Timeline and class discussion	
Spring	The history of transport is to help students understand how transport shaped the modern world and prepares children for KS2 studies of the Industrial Revolution, World War travel and flight, and the theme of innovation and progress.							
	The First Flight; Planes & Trains: History of Transport (links to Events beyond living memory that are significant nationally or globally strand and to Y5 Transport in the Industrial Revolution)	Students will learn that long ago (before 1800s), people travelled mostly by horse, carriage, walking, or boat. Journeys were slow and sometimes dangerous. Trains: Invented in the early 1800s. The steam locomotive was a new invention that used coal, water,	Chronology – placing travel inventions on a timeline. <i>Which came first: trains or planes? How can we show this on a timeline?</i>	Historical enquiry – looking at sources (photos, drawings, artefacts). <i>What can we learn from an old photo of Stephenson's</i>	Comparing past and present – transport then vs now. <i>How is the Wright brothers' plane different from the planes we use today?</i>	Cause and consequence – how new transport inventions changed people's lives. <i>Why did people need trains? How did planes</i>	Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and ICT	Vocabulary words like <i>locomotive, steam, aeroplane, inventor, fuel, coal</i>

		and fire to make steam power. George Stephenson built one of the first famous trains, called <i>The Rocket</i> (1829). Trains made travel quicker and cheaper, and helped towns grow. Aeroplanes: The dream of flying was very old, but the first powered flight happened in 1903. Orville and Wilbur Wright built a plane called the <i>Flyer</i>. Their flight lasted 12 seconds and went about 37 metres – shorter than a football pitch! This was the start of modern flight. Today we can fly across the world in hours.		<i>Rocket? What might it not tell us?</i>		<i>change the way people travelled?</i>		
Summer	Why was Queen Elizabeth II important and how was her reign different from the past?							

	Elizabeth II (<i>links from Y1 Queen Elizabeth I to Y5 From Monarchy to Democracy</i>)	Pupils will learn Who she was: Queen Elizabeth II (1926–2022) was Britain’s longest-reigning monarch (70 years). When she ruled: From 1952 until 2022. Her role: Head of State – opened Parliament, met world leaders, supported charities, celebrated national events. Key events: Coronation (1953), Jubilee celebrations, visits around the world, meeting Prime Ministers. Change over time: Compare Elizabeth II’s reign with Elizabeth I’s reign (already studied in Year 1). Elizabeth, I ruled in Tudor times with lots of personal power; Elizabeth II ruled in modern times with a Parliament making decisions. Legacy: People remember her for duty, service, and stability.	Chronology – placing Elizabeth II on a timeline. <i>Where does Elizabeth II come on our timeline of queens and kings? Who came before her?</i>	Historical enquiry – using sources (photos, coins, stamps, films, artefacts). <i>What do these objects tell us about Queen Elizabeth II’s life?</i>	Change and continuity – comparing her reign with Elizabeth I. <i>How was being queen in Tudor times different from being queen in the 1900s and 2000?</i> Similarity and difference – comparing monarchy then and now. <i>What was similar about Elizabeth I and Elizabeth II? What was different?</i>	Cause and consequence – thinking about why she became queen and what difference she made. <i>Why did people celebrate her Jubilees? What happened because she was queen for so long?</i>		Monarch Queen Reign Coronation Jubilee Duty Service Parliament Democracy	
	How have people around the world stood up for fairness and equal rights								
	<u>Significant Individuals:</u> Nelson Mandela & Rosa Parks, Malala	Pupils will learn about the life and struggles of these individuals, where each was born, when, family background, achievements and impact.	Chronology – placing individuals in order on a timeline. <i>Who lived first and who is still alive today?</i>	Significance – why do we remember them today? <i>Why do people around the world know their names?</i>	Sources and evidence – looking at photos, speeches, and stories. <i>What do these pictures or quotes tell us about what they believed in?</i>	Similarity and difference – compare experiences. <i>What was the same about their struggles? What was different?</i>	Cause and consequence – why did they act, and what happened because of their actions? What changed because Rosa Parks refused to move? How did Mandela change South Africa?	Timeline activity – order Rosa, Mandela, and Malala with key life events. Source enquiry – look at photos (Rosa on the bus, Mandela leaving prison, Malala speaking). Role play – act out Rosa’s bus story or a speech about fairness. Compare and contrast – Venn diagram: <i>How are they similar? How are they different?</i> Creative link – write a class charter of “Fairness Rules” inspired by their lives.	Rights Fairness Equality Justice Apartheid Segregation Freedom Education Protest Campaign Nobel Prize

								Reflection – How did these people make the world a fairer place?	

Year 3 group	: Question How did life change for people in Britain from the Stone Age to the Iron Age.									
	Lessons	Substantive knowledge	Historical skill						Organisation and Communication	Vocabulary
Autumn	Changes in Britain from the Stone Age to the Iron Age. Stone Age Bronze AGE Iron Age	Stone Age (c. 2.5 million years ago – c. 2500 BC) People were hunter-gatherers – lived in caves or simple shelters. Used stone tools for hunting, cutting, and building. Learned to make fire . Cave paintings give us evidence about their lives.	Chronology – placing the Stone Age, Bronze Age, and Iron Age on a timeline. <i>Which came first? How long ago was the Stone Age compared to the Iron Age?</i> Pupils will create and	Historical enquiry – using sources such as artefacts, monuments, and reconstructions <i>What can Stonehenge tell us about the Bronze Age? What can't it tell us?</i>	Significance – understanding why these periods matter. <i>Why do we still study the Stone Age, Bronze Age, and Iron Age today?</i> Pupils will explain why some events and people are	Similarity and difference – comparing past lives with today. <i>How was living in a hillfort different from living in a modern house?</i> Pupils will compare their own lives with	Cause and consequence – understanding why changes happened. <i>Why did farming make such a difference to people's lives?</i> Pupils will explain how new inventions	Change and continuity – recognising developments over time. <i>What changed when people learned to use metals? What stayed the same?</i> Pupils will spot what improved and what stayed	Sequence the Stone Age, Bronze Age, and Iron Age correctly. Describe how people lived and how life changed across these periods.	Prehistory Archaeology Artefact Evidence Hunter-gatherer Farming Settlement Stone Bronze Iron. Metal

		Bronze Age (c. 2500 BC – c. 800 BC) People discovered how to make bronze (copper + tin). Built roundhouses and lived in small farming communities. First metal tools and weapons improved farming and fighting. Trade developed (e.g., tin from Cornwall). Monuments like Stonehenge were built for ceremonies and burials Iron Age (c. 800 BC – AD 43) People used iron for stronger tools and weapons. Hillforts were built for protection. Communities grew larger; farming became more advanced. Tribal kingdoms developed with leaders and warriors. Life was more settled and organised compared to the Stone Age.	use simple timelines to order events and periods.	Pupils will ask and answer questions by looking carefully at evidence from the past.	remembered more than others.	people in the past to find similarities and differences.	and discoveries affected people's lives.	the same across different ages.	Explain the importance of farming, metalworking, and settlements. Use historical vocabulary to describe features of life in prehistoric Britain.	Roundhouse Hillfort Monument
Spring	How did the Romans change life in Britain?									
	Lesson	Substantive Knowledge	Historical skills						Organisation and Communication	Vocabulary
	Roman invasion, struggle, settlement and impact on Britain	The Roman invasion (43 AD) – led by Emperor Claudius; reasons for invasion included power, wealth, and land. Resistance and struggle – tribes such as the Iceni, led by Boudicca, resisted Roman rule. Roman settlements – forts, towns, roads, and Hadrian's Wall. Daily life – Roman baths, villas, mosaics, and food.	Chronology – place Romans in the timeline of British history. Pupils will create and use timelines to show when the Romans arrived compared to the Iron Age and other historical events.	Historical enquiry – examine artefacts, mosaics, coins, ruins, and Roman writing. Pupils will ask questions about objects and evidence to learn what life was like in Roman Britain.	Change and continuity – recognise what was new and what remained from Iron Age Britain. Pupils will identify which Iron Age practices continued under Roman rule and which changed due to Roman influence	Cause and consequence – explain why Romans invaded and what changed as a result. Pupils will describe how the invasion affected people, towns, and	Similarity and difference – compare life before and after the Romans. Pupils will compare homes, food, tools, and society to explain how life became different or stayed the same.	Significance – understand why Roman Britain is remembered today. Pupils will explain why certain events, inventions, or buildings from Roman times are important to Britain's history.	Sequence the Stone Age, Bronze Age, and Iron Age correctly. Describe how people lived and how life changed across these periods. Explain the importance of farming, metalworking, and settlements. Use historical vocabulary to describe features of	

		Law, government, and culture – Roman influence on language, coins, and calendar. Long-term impact – roads, towns, and some place names still exist; Roman culture influenced Britain's later development				daily life in Britain.			life in prehistoric Britain	
Summer	How did the Anglo-Saxons and Scots change Britain after the Romans left?									
	Lesson	Substantive Knowledge	Historical skills						Organisation and Communication	Vocabulary
	Anglo-Saxon & Scots invasion and struggle in Britain	Pupils will learn Timeline: After Roman Britain (-410 AD), various tribes including the Anglo-Saxons and Scots moved to Britain. Anglo-Saxon kingdoms: England divided into several kingdoms (e.g., Wessex, Mercia, Northumbria). Scots in Scotland: Migrated from Ireland to settle in the north. Struggles: Conflicts between tribes and with remaining Britons. Settlement: Built villages, farmed the land, and established communities. Culture and daily life: Roundhouses, farming, jewellery, weapons, laws (King Alfred and early codes). Legacy: Place names, language (Old English), and legal systems influenced modern Britain.	Chronology – place Anglo-Saxon and Scots invasions on a timeline. Pupils will create timelines showing who came to Britain after the Romans and when.	Historical enquiry – examine artefacts, burial sites, coins, and Anglo-Saxon runes. Pupils will ask questions about objects and sources to understand daily life and culture.	Change and continuity – recognise what was new and what remained from Roman Britain. Pupils will identify how settlements, farming, and laws evolved compared to Roman times	Cause and consequence – explain why tribes moved and what changed as a result. Pupils will describe why Anglo-Saxons and Scots invaded and how this affected local people and communities	Similarity and difference – compare life before and after the invasions. Pupils will compare homes, villages, farming, and leadership to explain similarities and differences.	Significance – understand why Anglo-Saxon and Scots history is remembered today. Pupils will explain why events, settlements, or inventions from this period are important to Britain's history	Communication: Discuss findings in groups, role-play historical figures, present posters or timelines, explain comparisons. Organisation: Sequence events on a timeline, organise artefacts for enquiry, structure writing about life in the past. Activities plan comparisons between periods. Build a timeline of post-Roman Britain showing invasions and settlements. Create a map of kingdoms and tribal territories. Role-play Anglo-Saxon village life or tribal meetings. Examine replica artefacts, coins, and runes for enquiry tasks. Compare Roman and Anglo-Saxon homes and laws using a Venn diagram. Make posters or fact files summarising	Anglo-Saxon Scots Invasion Settlement Tribe Kingdom Chronology Artefact Evidence Law Runic Village Conflict Farming Legacy Culture Leadership

									daily life, leaders, or culture.	
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Year 4 group	How did the Anglo-Saxons and Scots shape the kingdoms of England? This builds directly on Year 3 knowledge, deepens understanding of settlement, governance, culture, and impact , and develops historical skills, organisation, and communication , fully aligned to Year 4 NC expectations .									
	Lessons	Substantive knowledge	Historical skill						Organisation and Communication	Vocabulary
Autumn	Anglo-Saxon & Scots settlement and impact in the Kingdoms of England (links from Y3 <i>Anglo-Saxons & Scots</i>)	Pupils will learn about: Kingdoms and territories: Wessex, Mercia, Northumbria, East Anglia. Settlement patterns: Villages, farmland, and towns; influence on place names (e.g., -ham, -ton). Governance: Kings, earls, law codes (King Alfred), and early parliamentary systems. Conflict and protection: Viking raids and defensive measures like burhs (fortified towns). Daily life: Farming, craftwork, trade, religion (paganism to Christianity). Culture and legacy: Language (Old English), art, literature (Beowulf), legal systems, and influence on modern Britain. Impact: Social organisation, towns, legal codes, and cultural contributions laid foundations for modern England	Chronology – place the Anglo-Saxon kingdoms and Viking period on a timeline. Pupils will create timelines linking Year 3 study to Year 4, showing continuity and change. They will sequence key events and rulers to see how the kingdoms developed over time.	Historical enquiry – examine artefacts, coins, manuscripts, and buildings (burhs, churches). Pupils will ask and answer questions using multiple sources of evidence. They will decide which sources are useful and trustworthy when learning about the past.	Change and continuity – recognise what was new and what stayed the same from Year 3 to Year 4 Britain. Pupils will identify which settlements, customs, and governance remained and which evolved. They will explain how life gradually changed across kingdoms while some traditions continued.	Cause and consequence – explain why settlements grew, why Vikings invaded, and what changed. Pupils will explain how invasions, trade, and law codes affected communities. They will identify the effects of these events on people's lives and on the structure of kingdoms	Similarity and difference – compare life in different kingdoms and between Anglo-Saxons, Scots, and Vikings. Pupils will analyse how geography, leadership, and culture shaped different areas. They will explain why some aspects of life were similar or different depending on the kingdom or tribe.	Significance – understand why Anglo-Saxon and Scots settlements matter today. Pupils will explain the influence of language, law, towns, and culture on modern England. They will justify why certain events, people, or settlements are remembered or celebrated in history.	Organisation: Sequence events on a timeline, group evidence logically, plan research into kingdoms or artefacts. Communication: Present findings orally, in posters, or written reports; discuss similarities and differences; role-play historical figure	Kingdoms of England Anglo-Saxons Scots Vikings Settlement patterns Village to town Burh King Alfred Law code Christianity Pagan Traditions Craft Fair Legacy Continuity and Change Artefacts Manuscripts Evidence

Year 4 group	How did the Vikings change life in Anglo-Saxon England?									
	Lessons	Substantive knowledge	Historical skill						Organisation and Communication	Vocabulary
Spring	The Vikings invasion, struggle, settlement and impact in the Kingdoms of England (<i>links from Y3 Anglo-Saxons & Scots</i>)	Timeline: Viking raids began late 8th century (793 AD) and continued through 11th century. Invasion & struggle: Vikings attacked monasteries and towns (e.g., Lindisfarne), clashed with Anglo-Saxon kingdoms. Settlement: Vikings settled in Danelaw regions (north and east England), building towns, farms, and trading centres. Government & leadership: Kings, earls, jarls; integration with Anglo-Saxon rulers (e.g., Alfred the Great). Daily life: Farming, fishing, craftwork, longhouses, clothing, and food. Culture: Norse mythology, runes, long-ships, trade, and crafts. Impact & legacy: Place names (-by, -Thorpe), legal customs, language influences, towns, and trade routes.	Chronology – place Viking invasions and settlements on a timeline. Pupils will sequence Viking raids alongside Anglo-Saxon events. They will compare timelines to understand overlap and succession of rulers	Historical enquiry – examine artefacts, coins, runes, ships, and settlement remains. Pupils will ask questions about evidence and decide which sources are reliable. They will investigate how archaeologists and historians learn about Vikings.	Change and continuity – recognise what changed under Viking influence and what stayed the same from Anglo-Saxon times. Pupils will identify cultural, political, and social changes. They will explain which traditions persisted and why.	Cause and consequence – explain why Vikings invaded and what changed in England. Pupils will describe the effects of raids on towns, monasteries, and communities. They will explain how settlements and trade developed as a result.	Similarity and difference – compare Anglo-Saxon and Viking life. Pupils will analyse housing, farming, crafts, beliefs, and leadership. They will explain why life differed in Viking areas compared to Anglo-Saxon kingdoms.	Significance – understand why the Vikings are remembered today. Pupils will explain the lasting impact on towns, place names, law, and culture. They will justify why studying Vikings helps us understand English history.	Communication: Discuss evidence in groups, present findings orally or visually, explain similarities and differences between cultures. Organisation: Sequence events on a timeline, organise artefacts for enquiry tasks, plan and structure presentations or reports.	Viking Raid Settlement Danelaw Long-ship Jarl Alfred the Great Anglo-Saxon Monastery Trade Artefact Rune Law Kingdom Legacy Chronology Cause Consequence Continuity Change Enquiry

Year 4 group	How did the Ancient Egyptians build a lasting civilization along the Nile?									
	Lessons	Substantive knowledge	Historical skill						Organisation and Communication	Vocabulary
Summer	Ancient Egypt Civilization	Children will learn Timeline: Ancient Egypt existed over 3,000 years ago, from around 3100 BC to 30 BC.	Chronology – place Ancient Egypt on a timeline alongside other civilizations.	Historical enquiry – examine artefacts, tombs, pyramids, hieroglyphs,	Change and continuity – recognise what changed over time in Egyptian society and	Cause and consequence – explain why the Nile was important and how it influenced life.	Similarity and difference – compare Ancient Egypt with other ancient	Significance – understand why Ancient Egypt is remembered today. Pupils will explain the influence of	Communication: Present findings orally, in posters, timelines, or reports. Discuss evidence and explain	Pharaoh Pyramid Hieroglyph Papyrus Tomb Mummification Dynasty

		Geography: The Nile River – floods, agriculture, and trade. Society and hierarchy: Pharaohs, priests, nobles, scribes, farmers, and workers. Government and religion: Pharaohs as rulers and gods; belief in the afterlife; mummification. Writing and communication: Hieroglyphics, papyrus scrolls, tomb inscriptions. Architecture: Pyramids, temples, and tombs. Daily life: Farming, clothing, food, crafts, and entertainment. Trade and economy: Goods such as grain, gold, papyrus, and linen. Legacy: Art, architecture, writing systems, and contributions to mathematics and astronomy	Pupils will sequence key events and rulers to see the development of Egyptian civilization. They will compare timelines to understand overlap with other ancient societies	and historical sources. Pupils will ask and answer questions using multiple types of evidence. They will judge which sources are reliable and what can be inferred from them	what stayed the same. Pupils will identify changes in government, religion, and daily life across dynasties. They will explain which traditions remained stable and why.	Pupils will describe how the river affected farming, trade, and settlements. They will explain the impact of pharaohs' decisions on society and the afterlife beliefs	civilizations and modern life. Pupils will analyse similarities and differences in housing, writing, religion, and food. They will explain why certain Egyptian practices were unique.	Egyptian art, architecture, and writing. They will justify why we still study pharaohs, pyramids, and the Nile civilization	comparisons with other civilizations. Organisation: Sequence events and information logically. Plan enquiries, group artefacts, and structure written or visual presentations. Suggested activity Timeline creation: Place Ancient Egypt alongside Year 4 study of Anglo-Saxons and Year 3 civilizations. Map work: Show the Nile, settlements, and trade routes. Hieroglyphic writing: Create messages using Egyptian symbols. Artefact study: Examine images or replicas of jewellery, tools, or scrolls. Model building: Construct simple pyramids or tombs. Compare & contrast: Use a Venn diagram to compare Ancient Egypt with Anglo-Saxon Britain. Role-play: Pharaoh giving instructions, priests performing rituals, farmers working the land. Presentation: Posters or reports showing social hierarchy, gods, or daily life.	God Afterlife A Civilization Settlement Agriculture
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Year5 group	How did the Industrial Revolution change lives in Britain and in our local area?									
	Lessons	Substantive knowledge	Historical skill						Organisation and Communication	Vocab
Autumn	Victorians and Industrial Revolution, and impact on local history (<i>links from Y1 Our Homes – Now & In the Past, Y2 Planes & Trains</i>)	By the end of the unit, pupils should know: When the Victorian period was (1837–1901) and why it is called the Victorian era. Who Queen Victoria was and why she is significant. What the Industrial Revolution was (changes in industry, transport, and living). How new inventions (steam engines, railways, factories, telegraphs) changed everyday life.	. Chronology Place the Victorian period accurately on a timeline in relation to earlier topics (e.g. Homes in the Past, Planes & Trains, Anglo-Saxons, Vikings). Sequence key events within the Victorian era (Queen Victoria's reign, opening of	Evidence and Enquiry Use a wide range of primary sources (photographs, census records, newspapers, factory reports, school log books, local maps). Ask historically valid questions ("What does	Continuity and Change Identify what aspects of life stayed the same across time (e.g. some farming practices, class divisions). Compare Victorian homes, schools, and transport with those from earlier periods	Cause and Consequence Explain why the Industrial Revolution began (e.g. inventions, coal, iron, growing population, empire trade). Identify short-term and long-term effects on people's lives (e.g. movement	Interpretation Recognise that people in the past may have seen events differently (child worker vs. factory owner; reformer vs. monarch). Explore how the Victorians were portrayed in art, writing, and newspapers.		Communication: Present findings in writing, discussion, and creative forms. Organisation: Order events, sequence changes, and categorise information clearly.	Victorian Queen Vi monarchy Industrial Revolution industry, t machiner Invention engine, telegraph railway, tr Urbanisat town, city countrysi Wealth, p class, wor

		The differences between rich and poor Victorian homes. What life was like for Victorian children (schooling, work, play). The impact of the Industrial Revolution on towns, cities, and the local area. How transport (railways, trains, steamships) connected to earlier learning (Y2: <i>Planes & Trains</i>). How homes changed compared to the past (Y1: <i>Our Homes</i>). Lasting legacies of the Victorian era (architecture, education, transport, laws).	railways, major reforms). Use dates and historical terms (century, era, decade, reign, Industrial Revolution) confidently when describing the past.	this tell us about life for Victorian children?" "Whose story is missing?"). Evaluate sources by considering reliability, usefulness, and perspective (e.g. propaganda vs reformer's report). Link evidence from different sources to build a fuller picture of Victorian life.	studied (Anglo-Saxons, Vikings, Y1/Y2 topics). Explain how certain changes (e.g. sanitation, compulsory education, railways) created a lasting legacy. Recognise that change did not affect everyone equally (contrast rich vs poor experiences).	to towns, child labour, new laws). Make connections between national changes and their impact on local history. Understand that actions (e.g. factory owners demanding cheap labour) had consequences (e.g. reforms, child protection laws).	Understand that historians today may interpret the Victorians differently depending on the evidence they focus on. Compare and challenge different viewpoints (e.g. "The Industrial Revolution was progress" vs. "It caused suffering").			Child labour, education, school, legislation, Hygiene, sanitation, housing, Leisure, entertainment, culture, Legacy, in continuity, change
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Year5 group	How did power shift from kings and queens to the people in Britain?									
	Lessons	Substantive knowledge	Historical skill						Organisation and Communication	Vocational

Spring	From Monarchy to Democracy: Britain's journey to democracy (<i>links from Y1 Gunpowder Plot & Y2 Queen Elizabeth II, Y3/Y4 Anglo-Saxons & to Y6 Ancient Greeks</i>)	Viking raids and invasions. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Viking settlement and the Danelaw. Edward the Confessor and his death in 1066 (link to the Norman Conquest). (<i>This is explicitly named in the NC as a compulsory KS2 study.</i>) Victorian An overview of the Victorian era (1837–1901). Key features of the Industrial Revolution (factories, transport, inventions, and urbanisation). Everyday life for rich and poor, including children. Changes in education, work, health, and leisure. Local history focus: how the Industrial Revolution shaped Southall (e.g. railways, mills, mines, docks). Long-term impact of Victorian reforms and inventions. Monarchy Power of monarchy in medieval and early modern England. Magna Carta (1215) and its impact. English Civil War, Charles I, and Oliver Cromwell. Glorious Revolution (1688) and Bill of Rights (1689). Growth of Parliament in the 18th–19th centuries. Reform Acts, Chartists, suffragists/suffragettes. Universal suffrage and democracy in the 20th century. Comparison with Ancient Greek democracy (link to Y6). Britain today: constitutional monarchy and parliamentary democracy	Chronology and Time Place events, people, and changes in chronological order. Use historical terms such as <i>era, century, decade, reign, Industrial Revolution</i>. Make connections across periods (e.g., Vikings → Anglo-Saxons → Normans → Victorians → modern democracy).	Evidence and Enquiry Use a variety of sources (maps, photographs, census records, artefacts, charters, newspapers). Ask valid historical questions: <i>What happened? Why? How do we know?</i> Evaluate sources for reliability, usefulness, and perspective.	Continuity and Change Identify what has stayed the same and what has changed over time (e.g., homes, transport, rights). Explain how changes affected people differently depending on wealth, gender, or social class. Recognise that some aspects of life, government, or society evolve slowly.	Similarities and Differences Compare people, events, or systems across time (e.g., monarchy vs democracy, rich vs poor Victorians). Explain how experiences or perspectives were alike or different for various groups	Cause and Consequence Explain why events happened and what caused change (e.g., Industrial Revolution, Civil War). Describe the outcomes of historical events for different groups of people. Recognise short-term and long-term impacts of decisions or events.	Interpretation and Perspective Understand that people in the past had different viewpoints (e.g., monarch, MP, suffragette, child worker). Compare interpretations from different sources or historians. Recognise that historical events can be seen differently depending on the storyteller	Present findings clearly using writing, speaking, drama, timelines, or models. Sequence events logically and group information by theme or topic. use historical vocabulary accurately when explaining ideas.	Monarchy, queen, throne, Absolute monarchy, Parliament, democracy, republic, Magna Carta, Civil War, Cromwell, Charles I, Glorious Revolution, Rights of Man, Reform Act, Chartist, suffragist, suffragette, Pankhurst, Women's Rights, I vote, elect, representation, Continuity, change, consequence, interpretation
Year5 group	Why was Baghdad a centre of learning and culture, and how was life there different from Britain at the same time?									
	Lessons	Substantive knowledge	Historical skill						Organisation and Communication	Vocabulary

Summer	Early Islamic Civilisation, Baghdad AD 900 and its contrasts with British history (<i>links from Y4 Anglo-Saxons & Vikings</i>)	Where Baghdad is located and why it became important around AD 900. The “House of Wisdom” and how scholars translated, preserved, and developed knowledge (science, medicine, maths, astronomy). Achievements of the Islamic Golden Age (architecture, literature, trade, inventions). How Baghdad was a centre of trade, culture, and learning, connecting Europe, Asia, and Africa. Comparison with Anglo-Saxon and Viking Britain at the same time (Baghdad = city of learning and trade; Britain = small kingdoms, frequent warfare). Why Baghdad declined (Mongol invasion, shifting trade routes). Lasting legacy of Islamic scholarship on Europe and the wider world.	Chronology and Time Place Baghdad AD 900 on a timeline alongside Anglo-Saxon and Viking Britain. Use terms such as <i>civilisation</i> , <i>empire</i> , <i>caliphate</i> , <i>dynasty</i> .	Evidence and Enquiry Use sources such as maps, artefacts, manuscripts, and travellers’ accounts. Ask and answer valid questions about Baghdad’s importance and people’s lives.	Continuity and Change Identify what stayed the same in Baghdad (e.g., trade, religion) and what developed (science, learning). Compare how life changed differently in Baghdad and Britain at the same time.	Similarities and Differences Compare Islamic civilisation with Anglo-Saxon and Viking Britain (cities vs villages, learning vs warfare). Explore how people’s daily lives and opportunities differed in these societies.	Cause and Consequence Explain why Baghdad grew into a powerful city (location, trade, leadership). Describe consequences of the city’s growth for culture and learning.	Interpretation and Perspective Recognise that Islamic civilisation is sometimes portrayed differently depending on sources. Understand that scholars and historians may emphasise different achievements (science, art, religion).	Present findings through timelines, maps, comparative charts, and written explanations. Use historical vocabulary (caliph, mosque, trade route, scholar, translation, dynasty) to explain ideas.	Civilisation, empire, dynasty, caliphate, Baghdad, House of Wisdom, scholars, trade route, Islam, mosque, culture, knowledge, Science, medicine, mathematics, astronomy, literature, Anglo-Saxons, Vikings, contrast, comparison, Legacy, influence, Golden Age, decline
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Year 6 group	What are the legacies of Ancient Greece – Democracy, Discovery and Deities?				
	Lessons	Substantive knowledge	Historical skill	Organisation and Communication	Vocabulary

Spring	Why did WWII start and who was involved? What was life like for children during the war? How did The Blitz affect everyday life in London and other cities? What role did Empire soldiers play in the war effort? How were people persuaded to support the war? How can we tell if a source is biased?	Children will learn: Causes of WWII, timeline of key events, Axis vs Allies Profiles of Churchill, Hitler, Roosevelt, Stalin What the Blitz was, impact on cities, civilian life Why and where children were evacuated, experience of evacuees Contributions of soldiers from India, Africa, the Caribbean, etc. Role of posters, radio, films in shaping opinion How WWII changed Britain and the world Class museum, re-enactments, debates or displays	Chronology Accurately sequence key events of WWII (e.g., outbreak of war, Battle of Britain, D-Day, VE Day). – Place WWII within a broader historical timeline including WWI, interwar period, and post-war changes. – Use terms like "before," "after," "during," and "century/decade" confidently. – Create and interpret timelines to show national and global events alongside personal/family histories (e.g., grandparent timelines).	Enquiry: Pose historically valid questions such as "What was it like to be evacuated?" or "Why were some soldiers not remembered equally?" – Use a wide range of sources (photos, artefacts, video clips, eyewitness accounts, official reports) to investigate historical questions. Select relevant evidence from sources to support their answers.– Evaluate which sources are most useful for answering specific questions.	Cause & Consequence Understand and explain the key causes of WWII (e.g., Treaty of Versailles, rise of Hitler). – Describe and evaluate the short- and long-term consequences of events like evacuation, The Blitz, or Empire involvement. – Link cause and consequence in structured writing (e.g., "Because of the Nazi invasion of Poland, Britain declared war, which then led to...")	Interpretation Understand that sources reflect different viewpoints (e.g., government propaganda vs personal letters). Identify bias in historical sources (e.g., positive portrayals of British life in posters vs the reality during The Blitz). – Recognise that history can be told from different cultural, political, or personal perspectives. – Begin to evaluate why sources were created and for whom.	Similarity & Difference Compare the experiences of different groups during WWII: British vs Empire soldiers; evacuee children vs city dwellers; civilians' vs military personnel. Understand how geography, race, class, and gender affected wartime experiences. Identify changes and continuities in civilian life across the war years (e.g., early war vs post-Blitz). – Reflect on how different groups were treated during and after the war.	Significance Identify and explain the importance of key events and figures (e.g., Churchill, The Blitz, D-Day, Empire troops). – Make reasoned judgements about what made something significant (e.g., scale of impact, duration, change caused). – Understand that significance can vary by perspective (e.g., UK vs India vs Jamaica). – Rank or evaluate multiple events or individuals in terms of their importance and justify choices.	Change & Continuity Identify what aspects of life changed during WWII (e.g., role of women, schooling, food/rationing) and what stayed the same. – Describe how the war led to long-term changes in Britain (e.g., decline of the Empire, welfare state beginnings). – Use evidence to show change over time in daily life, military technology, or international relations.	Using Evidence Distinguishing between primary and secondary sources; evaluating the reliability of written, visual, and oral sources; using posters, photographs, and oral testimonies. – Cross-checking facts from different sources and beginning to detect exaggeration. – Using evidence effectively to support arguments and conclusions. – Both written and verbal feedback.	
Vocabulary Allies, Axis, invasion, treaty, appeasement Prime Minister, Führer, dictator, leadership Air raid, blackout, Anderson shelter, morale Evacuee, billeting, gas mask, countryside Empire, colony, regiment, contribution, desertion, propaganda, censorship, bias, morale Rationing, rebuilding, veterans, liberation											
Organisation and Communication Chronological sequencing, annotated timeline Compare speeches and source Diary entry, news-style report Write a letter as an evacuee Present a mini-biography or profile Create own profile poster or speech Final presentation or project Oral presentation, peer feedback											

Year 6 group	The End of Empire, Migration, and Race Relations in Britain										
	Lessons	Substantive knowledge	Historical skill						Organisation and Communication	Vocabulary	

Summer	The End of Empire; The independence of colonies (e.g., India & Somalia); Post-war immigration and development in Southall; Race Relations	Empire & Decolonisation What the British Empire was, why it expanded, and why it declined after WWII. Case studies: India (1947): Partition and independence, significance of Gandhi and Nehru. Somalia (1960): Independence from Britain and Italy, formation of a new state. Migration & Southall Post-war labour shortages in Britain and recruitment from Commonwealth countries. Why people migrated (push and pull factors). Southall as a key example of settlement, community-building, and cultural change. Race Relations Experiences of migrants in Britain: discrimination, racism, resilience, and contributions. Race Relations Acts (1965, 1968, 1976) – key attempts to challenge discrimination. Role of community activism, protest, and everyday resilience. Impact How migration changed Britain (food, music, culture, workforce, politics). Legacies of empire and migration today.	Chronology placing events (Empire, Independence, Migration, Race Relations Acts) in sequence. Pupils will create and use timelines to understand how these events connect and overlap across the 20th century.	Cause and Consequence – why the British Empire ended, why people migrated, and the consequences for Britain and migrants. Pupils will evaluate which causes were most significant and explore both intended and unintended consequences.	Change and Continuity – what changed in Britain after independence and migration, and what stayed the same. Pupils will identify patterns of long-term change while also recognising enduring traditions and attitudes.	Historical Enquiry – using sources (photographs, oral histories, government posters, newspaper articles) to investigate attitudes and experiences. Pupils will ask their own questions of sources and judge how reliable or useful they might be.	Interpretation recognising that people experienced independence and migration differently and that history can be told from different viewpoints. Pupils will compare different historical accounts and discuss why historians may disagree about the same events.	Similarities and Differences Comparing the experiences of different groups or time periods to see what was shared and what was unique.	Children Present findings through: Timelines (Empire to migration). Case study booklets on India, Somalia, and Southall. Group debates (e.g., “How has migration shaped Britain?”). Creative tasks (letters from a migrant’s perspective, posters about community solidarity). Use of structured writing: cause-and-effect paragraphs, compare-and-contrast charts, and summaries. Oral presentation skills: explaining findings clearly to peers.	Empire, Independence, Partition, Decolonisation, Commonwealth, Migration, factor, P, Settlement, Commu, Racism, Discrimination, Race Relations Act, Equ, Activism, Chronology, Source, Interpretation, Cause, Consequence, Legacy
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