Whole School History Curriculum Pack (Option 1)

A complete History curriculum for Year 1 to Year 6

What is the History Whole School Curriculum Pack?

- A series of History schemes of work arranged across the Autumn, Spring and Summer terms for all year groups from Year 1 to Year 6 (one scheme of work per term per year group, with the exception of Year 6 Summer Term which has been allocated as a local study, as per the National Curriculum requirement).
- Each scheme of work contains between five and seven ready-to-teach History lessons
- Each individual lesson includes a detailed plan, a slideshow presentation for the teaching input, differentiated activities and a range of printable resources.

Why use our History Whole School Curriculum Pack?

- Deliver a complete History curriculum that meticulously covers all the necessary National Curriculum objectives for History across KS1 and KS2
- Embed consistency across year groups, phases and key stages
- Ensure confidence in teaching History from all staff members
- High-quality prepared planning written by experienced teachers
- Clearly mapped knowledge and skills progression.

17 ready-to-teach History schemes	Complete coverage of National	Built-in knowledge and skills

Overview : History Whole School Curriculum Pack : Year 1 to Year 6

SKU: bulk2013

	Autumn Term	Spring Term	Summer Term
Year 1	Toys Past and Present	Intrepid Explorers	Castles
Year 2	Guy Fawkes and the Gunpowder Plot	Florence Nightingale	Seaside Holidays in the Past
Year 3	Stone Age to Iron Age	The Roman Invasion of Britain	Who were the Ancient Egyptians?
Year 4	Ancient Civilisations	Anglo-Saxons, Picts and Scots	The Maya Civilisation
Year 5	Vikings vs Anglo-Saxons	Who were the Victorians?	Who were the Ancient Greeks?

Year 6	World War 2	Crime and Punishment	[LOCAL STUDY]

KS1 National Curriculum Objective Coverage:

Objective:	Year 1			Year 2		
	Toys Past and Present	Intrepid Explorers	Castles	Guy Fawkes and the Gunpowder Plot	Florence Nightingale	Seaside Holidays in the Past
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			✅			

PlanBee

KS2 National Curriculum Objective Coverage:

Objective:	Year 3			Year 4			Year 5			Year 6		
	Stone Age to Iron Age	The Roman Invasion of Britain	Who were the Ancient Egyptians?	Ancient Civilisations	Anglo-Saxons Picts and Scots	The Maya Civilisation	Vikings vs Anglo-Saxons	Who were the Victorians?	Who were the Ancient Greeks?	World War 2	Crime and Punishment	[Local Study]
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 [not provided]												✖
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									✅			

Objective:	Year 3			Year 4			Year 5			Year 6		
	Stone Age to Iron Age	The Roman Invasion of Britain	Who were the Ancient Egyptians?	Ancient Civilisations	Anglo-Saxons Picts and Scots	The Maya Civilisation	Vikings vs Anglo-Saxons	Who were the Victorians?	Who were the Ancient Greeks?	World War 2	Crime and Punishment	[Local Study]
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.						✅						

Knowledge and Skills Progression:

Year	Term	Scheme of work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
1	Aut	Toys Past and Present	• I know that toys have changed over time. • I can describe toys from different time periods. • I can make simple comparisons between toys from different time periods. • I know we can use memories and photographs to find out about toys of the past. • I can use memories and photographs to find out about toys of the past. • I can describe what I know about toys past and present from memories and photographs. • I know that toys from the past can be represented differently in photographs or from memories. • I can ask and answer simple questions about toys past and present.	• I know how toys have changed within living memory. • I can describe some of the ways that toys have changed within living memory.	• I understand what is meant by 'past', 'present' and 'time period'. • I know what a timeline is. • I can sort toys into categories 'old' and 'new'. • I can order toys from the past by time period.	past, present, then, now, year, today, a long time ago, recent, before, after, old, new, younger, lifetime, remember, living memory, generation, parents, carers, grandparents, time period, decade, century, chronology, chronological order, sequence, change, same, different, important, significant, evidence, source, investigate, toys, play, book, photograph, memory, design, materials, invention, modern technology, plastic, electronic, daily life

Year	Term	Scheme of work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
1	Spr	Intrepid Explorers	• I know that life today is different to life at the time of Ibn Battuta, Christopher Columbus and Neil Armstrong. • I can identify the similarities and differences between life in the 1490s, 1960s and life today. • I can simply compare and contrast the intrepid explorers. • I can use books, paintings, diaries, artefacts, film and photographs to find out about the voyages and missions of intrepid explorers. • I can use books, paintings, diaries, artefacts, film and photographs to find out about the contributions of our intrepid explorers. • I can use memories, photographs or film footage to find out about the moon landings. • I can talk about different viewpoints relating to the voyages of Christopher Columbus. • I can use information from simple texts and sources to ask and answer questions about the intrepid explorers.	• I know what an intrepid explorer is and the role they played in history. • I can describe what an intrepid explorer is and why they are important in history. • I know about the lives and contributions of Ibn Battuta, Christopher Columbus and Neil Armstrong. • I can describe key facts about the lives of Ibn Battuta, Christopher Columbus and Neil Armstrong, including when and where they lived and what they did. I can describe what life was like in the 1490s and 1960s.	• I know that Ibn Battuta and Christopher Columbus lived and explored a long time ago, beyond living memory. • I know that Neil Armstrong lived and explored within living memory. • I can use a simple timeline to find out when each intrepid explorer lived and explored.	past, present, future, chronological order, sequence, century, decade, long ago, now, modern, timeline, time period, mission, voyage, intrepid, explorer, Ibn Battuta, Christopher Columbus, Neil Armstrong, change, development, technology, caravan, land journey, pilgrimage, space exploration, sea voyage, mission, moon landing, sea exploration, Mars, mountaineering, polar exploration, compare, contrast, similarities, differences, sources, artefacts, books, paintings, photographs, diaries, film
1	Sum	Castles	• I know why castles were built and why they were important. • I know about different people in Norman Britain, such as lords, knights and peasants. • I can describe the different features of medieval castles. • I can describe similarities and differences between castles from different time periods. • I can describe similarities and differences between life in Norman Britain and my life today. • I know we can find out about the Battle of Hastings from the Bayeux Tapestry. I know we can find out about Norman Britain from stories and historic sites. • I know that stories, texts and historic sites can present different information about Norman Britain. • I can use the Bayeux Tapestry to find out about the Battle of Hastings. • I can use historic sites and photographs to identify the features of medieval castles. • I can describe what I have found out about life in Norman Britain from stories and simple texts. • I can ask and answer questions to find out about the people, events and castles of Norman Britain.	• I know about the role of a monarch in Norman Britain. • I know about William the Conqueror and the Battle of Hastings in 1066. • I know about life in Norman Britain. • I know about historic Norman sites in my local area, such as castles or churches. • I can describe when the Battle of Hastings took place, what happened, and who was involved. • I can describe what life was like in Norman Britain.	• I know that the Battle of Hastings took place in Britain a long time ago. • I know what a timeline is. • I can use a simple timeline to find out when the Battle of Hastings took place. I can retell the key events of the Battle of Hastings in order.	past, present, long ago, today, timeline, time period, events, medieval, Norman, Battle of Hastings, monarch, king, heir, power, Edward the Confessor, Harold of Wessex, William the Conqueror, castle, battle, siege, defense, society, lord, squire, peasant, Richard II, John Ball, Wat Tyler, Jack Straw, Johanna Ferrour, Peasants' Revolt, rebels, Poll Tax, justice, Tower of London, law, change, similar, different, language, clothes, food, stories, Bayeux Tapestry, Domesday book, historic sites, castles, churches, ruins, moat, drawbridge, keep, battlements, portcullis, turret, bailey, barbican, dungeon, arrow slits

Year	Term	Scheme of work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
2	Aut	Guy Fawkes and the Gunpowder Plot	• I know that life for people in the Stuart period was different to life for people now. • I know that religious practices in Britain have changed over time. • I can identify similarities and differences between the lives of religious groups then and now. • I can express what I think about these changes. • I know we can find out about the Gunpowder Plot using a range of stories and sources, such as letters and records. • I can use stories, letters and other historical records to find out about the Gunpowder plot. • I can describe what I know about the Gunpowder Plot from information in stories and sources. • I can discuss how the plotters of the Gunpowder plot are presented in different historical sources. • I can use information from stories and sources to ask and answer questions about the feelings and actions of the plotters. • I can use information from stories and sources to show my understanding of the Gunpowder plot.	• I know what a monarch is and what the Houses of Parliament are. • I know that the Gunpowder plot took place in 1605, during the reign of James I. • I can recall key facts about the Gunpowder Plot, including when it took place, what happened and who was involved. • I can explain why the Gunpowder plot is an important event which is still remembered today. • I can explain who Guy Fawkes was and why he plotted against the King.	• I know that the Gunpowder plot took place over 400 years ago. • I know what a timeline is and how to use it. • I can use a timeline to find out how long ago the Gunpowder plot took place. • I can retell the events of the Gunpowder plot in chronological order.	past, present, long ago, today, timeline, time period, events, chronological order, 17th century, King James I, Stuart, Tudor, reign, monarch, Catholic, Protestant, religion, worship, secret, same, different, Gunpowder Plot, House of Parliament, Bonfire Night, November 5th, fireworks, Guy Fawkes, Robert Catesby, the King's men, plotters, plot, treason, trial, motivation, stories, national, tradition, historical records, eyewitness, confessions, statements, letters, anonymous
2	Spr	Florence Nightingale	• I know that medical care in the Victorian period was different to medical care today. • I can describe the similarities and differences between medical care in the Victorian era and medical care today. • I know that men and women had different roles and experiences in Victorian Britain. • I can describe the roles expected of women from rich families. • I can explain why Florence Nightingale was different to other women from rich families. • I can suggest whether Florence Nightingale would find it easier or harder to pursue her career today. • I know we can find out about the life and work of Florence Nightingale using a range of sources, such as newspapers and books. • I can use a range of sources to find out about the life and work of Florence Nightingale. • I can describe what I know about the life and work of Florence Nightingale from historical sources. • I can discuss which of Florence Nightingale's contributions was most significant. • I can ask and answer questions about the life and work of Florence Nightingale. • I can use information from sources to answer questions about the life and work of Florence Nightingale.	• I know key facts about the life and work of Florence Nightingale. • I know that Florence Nightingale's work improved medical care. • I can describe the key achievements of Florence Nightingale. • I can describe improvements Florence Nightingale made to medical care. • I can explain the impact of Florence Nightingale's work. • I can explain why Florence Nightingale is still remembered today.	• I know what a century is and that we live in the 21st century. • I know Florence Nightingale lived during the Victorian period. • I know when the Victorian period in Britain began and ended. • I know that British soldiers fought in the Crimean war in the 19th century. • I can use a timeline to find out when Florence Nightingale lived and when key events happened in her life. • I can order events from Florence Nightingale's life in chronological order on a simple timeline.	past, present, long ago, today, timeline, time period, Victorian period, Queen Victoria, Victorians, modern, century, chronological order, earliest, latest, most recent, Florence Nightingale, medicine, medical care, nurse, hospital, Crimean War, Russia, Scutari, soldiers, disease, cholera, typhus, hygiene, Nightingale Training School for Nurses, Nursing Notes, The Royal Red Cross, The Order of Merit, commemorate, stories, sources, book, newspapers, artefacts, interpret, analyse

Year	Term	Scheme of work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
2	Sum	Seaside Holidays in the Past	• I know that how people have spent their holidays and what holidays are like has changed over time. • I can describe holidays from different time periods. • I can compare holidays from different time periods and describe how they are similar and different. • I know we can find out about holidays of the past using a range of sources, such as maps, photographs, artefacts and oral history. • I can use a range of sources to find out about holidays of the past. • I can describe what I know about holidays from the past from the sources I have studied. • I can discuss how holidays are represented in different sources. • I can ask and answer questions about holidays of the past. • I can use information from sources to answer questions about holidays of the past.	• I know how holidays have changed within living memory. • I can describe how holidays have changed for holidaymakers within living memory. • I can explain how changes to holidays have impacted on holidaymakers.	• I know what a timeline is and how to use it. • I can use a timeline to find out when how long ago in the past a time period occurred. • I can order seaside holidays from the past chronologically on a simple timeline.	past, present, then, now, recent, earliest, oldest, decade, century, chronology, chronological order, sequence, living memory, lifetime, remember, parents, grandparents, period, era, source, evidence, maps, photographs, artefacts, memories, oral testimony, holiday, holidaymakers, leisure, entertainment, observe, compare, significant, important, useful, how, why, research, investigate
3	Aut	Stone Age to Iron Age	• I can identify simple cause and effect relationships. • I can compare ways of life between different periods in British prehistory. • I can identify and describe similarities and differences between the societies of British prehistory and societies today. • I can ask and answer simple questions about Britain in the Stone Age, Bronze Age and Iron Age. • I can identify different types of sources and describe their features (e.g. environmental/man-made). • I know some of the factors to consider when analysing historical sources e.g nature, origin, purpose. • I can use sources to find out information about prehistoric Britain. • I can examine and discuss the content and context of a source. • I know that it is difficult for historians to know exactly what life was like in British prehistory. • I can suggest reasons for different interpretations of the past (e.g. the availability of sources). • I can describe what these sources tell us about prehistoric Britain. • I can select and summarise information and evidence from sources to answer questions.	• I know the difference between 'ancient' and 'modern'. • I know the chronology of the Stone Age to the Iron Age in early British history. • I can sequence events from the Stone Age to the Iron Age in chronological order. • I know how historical events and periods are presented and recorded on a timeline. • I can identify historical time periods on a timeline. • I can order key historical dates on a timeline. • I can describe how early British societies changed over prehistory.	• I know about key periods in early British history, including the Stone Age, Bronze Age and Iron Age. • I know about, and can describe, some of the features of early British civilisations. • I know about, and can describe, the achievements and contributions of early British civilisations.	Stone Age, Bronze Age, Iron Age, Ice Age, island, Doggerland, examine, analyse, summarise, discuss, categorise, interpret, prehistory society, age, era, period, CE, BCE, century, decade, year, ancient, modern, duration, cause, effect, impact, similarities, differences, change, continuity, significance, theme, source, artefacts, evidence, environmental useful, accurate, relevant, reliable, bias, purpose, content, context, gaps, limitations, archeologist, culture, society, technology, work, trade, tools, agriculture, farming, beliefs, occupation, settlements, Starr Carr, Stonehenge, farms, hillforts, artefacts, tools, weapons, buildings, eyewitness accounts

Year	Term	Scheme of work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
3	Spr	The Roman Invasion of Britain	• I can identify simple cause and effect relationships. • I can compare and contrast ways of life between Roman Britain and life in Britain today. • I can identify and describe similarities and differences between Roman Britain and Britain today. • I know that societies in the past were made up of people with different backgrounds, cultures and experiences. • I can identify different social groups in Roman Britain and compare their experiences. • I can ask and answer simple questions about Roman Britain. • I can identify different types of sources and describe their features (e.g. written/oral). • I know some of the factors to consider when analysing historical sources, e.g. nature, origin, purpose. • I can use sources to find out information about Roman Britain. • I can examine and discuss the content and context of a source. • I know that interpretations of the past can vary. • I can consider why certain stories were not told. • I can describe what these sources tell us about Roman Britain. • I can select and summarise information and evidence from sources to answer questions about Roman Britain.	• I know about the invasion and settlement of Roman Britain. • I know about, and can describe, some of the features of Roman Britain and its settlements. • I know about, and can describe, the achievements and contributions of the Romans in Britain.	• I know when Roman settlement in Britain began and when the Romans left Britain. • I can sequence events in chronological order. • I know how historical events and periods are presented and recorded on a timeline. • I can identify the time period of Roman Britain on a timeline. • I can order key historical dates on a timeline. • I can describe how Britain changed over time during the Roman invasion and settlement.	examine, analyse, summarise, discuss, categorise, interpret, prehistory, civilisation, empire, society, age, era, period, CE, century, decade, year, ancient, modern, duration, cause, effect, impact, similarities, differences, change, continuity, significance, theme, source, artefacts, evidence, environmental, oral/written history, eye-witness, useful, accurate, relevant, reliable, bias, purpose, content, context, gaps, limitations, archeologist, expansion, decline, culture, society, technology, work, leisure, law, religion, politics, invasion, migration, settlement, conflict, trade, city-state, agriculture, farming, occupation, achievement, architecture, writing, beliefs, power, experience

Year	Term	Scheme of work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
3	Sum	Who were the Ancient Egyptians?	• I can ask and answer questions about the ancient Egyptian civilisation. • I can investigate what life was like for people living in ancient Egypt. • I can use artefacts and other historical sources to find out about the past. • I can explain how artefacts help historians understand ancient civilisations. • I can examine different types of historical sources about ancient Egypt. • I can use historical evidence to infer information about the lives and beliefs of ancient Egyptians. • I can discuss the significance of important discoveries, such as the discovery of Tutankhamun's tomb. • I can identify similarities and differences between life in ancient Egypt and life today. • I can communicate my findings about ancient Egypt using evidence from historical sources.	• I know that the ancient Egyptian civilisation developed thousands of years ago in North Africa and can be placed on a world history timeline. • I know that historians learn about ancient Egypt through artefacts, monuments and written sources such as hieroglyphics. • I know that religion was very important in ancient Egypt, including beliefs about many gods and goddesses, the afterlife and mummification. • I know that ancient Egyptian society had a clear social hierarchy and that the River Nile was essential to daily life. • I know that discoveries such as Tutankhamun's tomb, and ancient Egyptian inventions and achievements, help us understand their civilisation and its influence today.	• I know the difference between the terms 'ancient' and 'modern'. • I know when the ancient Egyptian civilisation existed. • I can place ancient Egypt on a timeline alongside other historical periods. • I can sequence key events and developments of the ancient Egyptian civilisation in chronological order. • I can describe how ancient Egypt fits into the wider timeline of world history.	ancient Egypt, civilisation, pharaoh, pyramid, tomb, mummification, afterlife, god, goddess, temple, belief, artefact, archaeologist, historian, hieroglyphics, Rosetta Stone, papyrus, sarcophagus, Tutankhamun, Valley of the Kings, River Nile, irrigation, society, social hierarchy, noble, priest, farmer, craftsperson, scribe, slave, invention, achievement, calendar, shaduf, papyrus paper, decimal system, chronology, timeline, BCE, CE, source, evidence, past, present.

Year	Term	Scheme of work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
4	Aut	Ancient Civilisations	• I understand that early civilisations had both similarities and differences with one another. • I can compare and contrast the nature of different early civilisations, their societies and contributions. • I can identify and describe similarities and differences between the features and contributions of early civilisations. • I can describe the significance of the contributions of early civilisations to later societies and our lives today. • I can ask and answer questions about the similarities and differences between early civilisations and our lives today. • I know that we can find out about the ancient past from excavating underground and analysing artefacts left behind. • I can identify different types of sources and describe their features. • I know that using a range of sources can provide a more complete and reliable view of the past. • I can use a range of sources to gather information about the earliest civilisations in history. • I can examine and discuss the content and context of historical sources. • I know that it is difficult for historians to know exactly what life was like in early civilisations. • I can suggest reasons for different interpretations of the past. • I can select and summarise information and evidence from sources to answer questions about the early civilisations.	• I know the difference between 'ancient' and 'modern'. • I know when and where some early civilisations appeared, including: Ancient Sumer, Indus Valley, Ancient Egypt and the Shang Dynasty. • I can use a timeline to identify when the first civilisations developed and understand the chronology of the order they appeared in. • I can accurately place the earliest civilisations on a timeline in chronological order.	• I know about key periods, features and developments in the earliest civilisations. • I know about, and can describe, some of the features of early civilisations and their societies. • I know about, and can describe, the achievements and contributions of early civilisations.	early civilisation, settlement, river, ancient, modern, past, present, sources, archaeologist, historian, Ancient Sumer, Indus Valley, Minoan, Ancient Greece, Ancient Egypt, Shang Dynasty, Phoenician, Ancient Rome, cuneiform, hieroglyphics, decipher, society, trade, surplus, barter, negotiate, culture, building, writing systems, number systems, money, weights and measures, toilet, agriculture, wheel, irrigation, time period, timeline, chronology, similarity, difference, significance, contribution, technology, knowledge, invention, structures, stable, durable, reconstruct, tomb, temple, deity, religion, continuity, change, impact, BCE, CE

Year	Term	Scheme of work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
4	Spr	Anglo-Saxons, Picts and Scots	• I can discuss cause and effect relationships and assess their significance. • I can compare and contrast ways of life in Anglo-Saxon Britain with life in Roman Britain and Britain today. • I know that social, cultural and environmental factors shape people's actions and events. • I can identify different social groups in Anglo-Saxon Britain and compare and contrast their experiences. • I can generate and discuss questions about similarity and difference, cause and consequence, and significance in Anglo-Saxon Britain. • I know that environmental, written and man-made sources provide varying information about Anglo-Saxon Britain. • I know that using a range of sources can provide a more complete and reliable view of the past. • I can use multiple sources to find out information about Anglo-Saxon Britain. • I can examine and discuss the content, origin, nature, purpose and usefulness of a range of sources. • I know that people can interpret the past differently based on the range and type of sources available. • I know that historical sources written or created by different tribes and social groups offer us different information about the past. • I can identify factors that contribute to different interpretations, such as bias, context, lack of evidence or new evidence. • I can summarise what a range of sources tell us about Anglo-Saxon Britain. • I can organise relevant information about Anglo-Saxon Britain into a structured response.	• I know when Anglo-Saxon migration and settlement in Britain began and when the Anglo-Saxon period of British history ended. • I know how historical events and periods are presented and recorded on a timeline. • I can accurately sequence events and periods associated with the Anglo-Saxon period on a timeline. • I can describe how Britain changed over time during the Anglo-Saxon period. • I can compare and contrast the chronology and duration of different historical time periods.	• I know about the Anglo-Saxon period in Britain. • I know about, and can discuss, some of the features of Anglo-Saxon Britain and its society (e.g. settlements, religious practices, social structure). • I know about the key developments of the Anglo-Saxon time period, including changes to social structure and religious practices. • I can discuss the impact of these development on the people of Britain and their ways of life.	Anglo-Saxons, Picts, Scots, Dál Riata, tribes, kingdoms, migration, settle, invade, Sutton Hoo, burial, excavation, archeologist, artefacts, written sources, environmental evidence, bias, reliability, conquer, society, culture, king, thane, peasant, crafts, food, clothing, homes, ogham, hillforts, symbol stones, ships, Beowulf, religion, pagan, Christianity, Iona, Canterbury, Lindisfarne, Edwin, King of Northumbria, Cwichelm, King of Wessex, Penda, King of Mercia, Cadwallon, King of Gwynedd, Raedwald, King of East Anglia, Eadbald, King of Kent

Year	Term	Scheme of work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
4	Sum	The Maya Civilisation	• I can compare and contrast ways of life between Maya and British societies in 900 CE. • I can identify and discuss similarities and differences between British and Maya societies. • I know that societies in the past were made up of people with different backgrounds, cultures and experiences. • I can identify different social groups in past societies and compare their experiences (e.g. kings, priests and ordinary people). • I can generate and discuss questions about similarities and differences, continuity and change, cause and consequence, and significance about the Maya civilisation. • I know that we can find out about the ancient past from the buildings and artefacts left behind. • I can identify different types of sources and describe their features. • I know that using a range of sources can provide a more complete and reliable view of the past. • I can use multiple sources to gather information about the Maya civilisation. • I can examine and discuss the content, context and usefulness of a range of sources. • I know that there are different theories as to why the Maya civilisation declined. • I can explain why historians have different ideas about why the Maya civilisation declined. • I can describe what these sources tell us about the Maya civilisation. • I can select and summarise information and evidence from sources to answer questions.	• I know the difference between 'ancient' and 'modern'. • I know the chronology of the expansion and decline of the Maya civilisation. • I know how historical events and periods are presented and recorded on a timeline. • I can identify historical time periods on a timeline. • I can accurately sequence key events in the development of the Maya civilisation on a timeline in chronological order. • I can describe how the Maya civilisation changed over time.	• I know about key periods and events in the Maya civilisation. • I know about, and can discuss, some of the features of the Maya civilisation (e.g. location, city-states, ways of life and religious beliefs). • I know about the achievements and contributions of early civilisations (e.g. Maya writing and number systems and calendars). • I can discuss the impact and significance of the achievements and contributions of the Maya civilisation.	examine, analyse, summarise, discuss, categorise, interpret, prehistory, civilisation, society, expansion, decline, city-state, age, era, period, CE, BCE, century, decade, year, ancient, modern, duration, cause, effect, impact, similarities, differences, change, continuity, significance, theme, source, artefacts, evidence, environmental, oral/written history, eye-witness, useful, accurate, relevant, reliable, bias, purpose, content, context, gaps, limitations, archeologist, technology, work, leisure, law, religion, politics, invasion, migration, enslaved people, settlement, conflict, trade, city-state, agriculture, farming, occupation, achievement, architecture, writing, beliefs, power, experience

Year	Term	Scheme of work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
5	Aut	Vikings vs Anglo-Saxons	• I know that the formation of England was influenced by a combination of factors, which vary in significance. • I can classify causes based on their nature (e.g. short-term, long-term, religious, political, etc.) • I can analyse more complex cause-and-effect relationships and assess their significance. • I can make connections between key events and time periods in British History before and after 1066. • I can devise questions for historical research that explore the nature and extent of political change in Britain during this time. • I can plan and carry out historical research about the nature and extent of political change in Britain during this time. • I can analyse a range of primary and secondary sources to develop a more complete understanding of the past. • I know that the limitations of historical sources can affect our understanding of the past. • I can explain how and why interpretations about Alfred the Great exist. • I can consider why specific interpretations of the past have been constructed. • I can communicate and explain findings from my historical research. • I can integrate relevant historical information and evidence from a range of sources to respond to a historical question. • I can draw conclusions about the Viking and Anglo-Saxon struggles for the kingdom of England and justify my ideas using evidence and reasoning.	• I have a clear chronological understanding of the events and developments during the Viking and Anglo-Saxon struggle for the kingdom of England. • I can accurately sequence and record historical events and developments during this period on a timeline. • I can investigate and discuss change and continuity in government, law and justice over this time period. • I can compose chronological narratives which address the developments in government, laws and justice over this time period.	• I know about the formation of the Kingdom of England and its development up to 1066. • I know about the Viking raids and invasion and the resistance of Alfred the Great and Athelstan. • I can describe the political structures and struggles during this time. • I can discuss how Britain has influenced and been influenced by the wider world.	Romans, Anglo-Saxons, Vikings, Britons, kingdoms, country, monarchy, monarch, ruler, government, politics, society, daily life, Lindisfarne, Alfred the Great, Edmund Ironsides, Ethelred the Unready, King Cnut, peace treaty, Danelaw, maps, Anglo-Saxon Chronicle, Battle of Hastings, Norman Conquest, Harold Hardrada, Harold Godwinson, William, Duke of Normandy, perspective, interpretation, reliability, accuracy, significance, relevance, experience, timeline, chronology, century, events, cause, effect

Year	Term	Scheme of work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
5	Spr	Who were the Victorians?	• I can investigate what life was like for people living in Victorian Britain. • I can generate questions about the lives of different groups in Victorian society. • I can analyse how the Industrial Revolution changed the way people lived and worked. • I can compare and contrast different aspects of Victorian life with life in Britain today. • I can identify and evaluate the significance of inventions and developments during the Victorian era. • I can investigate the contributions of significant individuals who improved medicine and healthcare in Victorian Britain. • I can analyse a range of primary and secondary sources to find out about Victorian life (e.g. photographs, written accounts, artefacts). • I can consider the reliability and usefulness of different historical sources. • I can communicate my findings about Victorian life using evidence from historical sources. • I can draw conclusions about how Victorian developments influenced modern Britain.	• I know about key events and features of Queen Victoria's life and reign. • I understand that the Industrial Revolution transformed industry, transport and living conditions in Britain. • I know that the Industrial Revolution led to major social changes, including urbanisation and factory work. • I understand how Victorian inventions and technological developments influenced everyday life. • I know that medical care and public health improved during the Victorian period. • I know about the work of important figures such as Florence Nightingale, Joseph Lister and John Snow. • I understand how Victorian society differed depending on wealth, occupation and social class. • I know about leisure activities and entertainment enjoyed by people in Victorian Britain.	• I know when the Victorian period began and ended (1837–1901). • I can place the Victorian period on a timeline in relation to other periods in British history. • I can sequence key events and developments of the Victorian era in chronological order. • I can identify when important inventions and medical developments occurred during the Victorian period. • I can explain how life in Britain changed over time during the Victorian era. • I can describe continuity and change between Victorian Britain and modern Britain.	Victorian era, Queen Victoria, monarchy, reign, empire, industrialisation, Industrial Revolution, factory, urbanisation, working conditions, invention, inventor, technology, development, steam power, railway, telegraph, electricity, medicine, healthcare, sanitation, disease, cholera, vaccination, hygiene, Florence Nightingale, Joseph Lister, Louis Pasteur, John Snow, leisure, entertainment, music hall, theatre, seaside resort, social class, rich, poor, society, change, continuity, significance, source, evidence, reliability, interpretation, chronology, timeline

Year	Term	Scheme of work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
5	Sum	Who were the Ancient Greeks?	• I know that the wars between Athens and Sparta were influenced by a combination of factors, which vary in significance. • I can compare the impact and significance of the wars between Athens and Sparta on their populations. • I can devise questions for historical research that explore daily life in ancient Greece. • I can plan and carry out historical research about daily life in ancient Greece using a range of sources. • I know that primary sources come from the period of study. • I can distinguish between primary and secondary sources. • I can analyse a range of primary and secondary sources to develop a more complete understanding of life in ancient Greece. • I can compare the strengths and limitations of different sources, considering accuracy, reliability, relevance and significance. • I can discuss how and why the people of Athens and Sparta may have different versions of the same historical events. • I can explain why specific interpretations of the past have been constructed. • I can communicate and explain findings from my historical research. • I can integrate relevant historical information and evidence from a range of sources to respond to a historical question. • I can draw conclusions about life in ancient Greece and justify my ideas using evidence and reasoning.	• I know when and where the ancient Greek civilisation developed. • I have a clear chronological understanding of the events and developments of the ancient Greek civilisation. • I can accurately sequence and record historical time periods and key events from the ancient Greek civilisation on a timeline. • I can narrate the development of the ancient Greek civilisation chronologically.	• I know about key time periods in the ancient Greek civilisation. • I know about, and can describe, the features of ancient Greece civilisation, society and daily life. • I know about the achievements and contributions of ancient Greece (e.g. Olympics, literature, government). • I can assess the impact and significance of the achievements and contributions of ancient Greece on later societies and world history (e.g. Olympics, literature, government). • I can discuss how Britain has been influenced by the achievements and contributions of the ancient Greek civilisation.	ancient Greece, civilisation, Minoan age, Mycenaean age, Dark age, Classical period, Archaic period, Hellenistic period, government, politics, polis, city states, Athens, Sparta, Peloponnesian War, Oligarchy, Democracy, Monarchy, primary source, secondary source, Olympia, olympians, olympics, myths, society religion, polytheistic, monotheistic, gods, goddesses, philosopher, scholar, Pythagoras, Socrates, Hippocrates, Plato, Aristotle, Archimedes, viewpoint, perspective, trustworthy, bias, authentic

Year	Term	Scheme of work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
6	Aut	World War 2	• I know that the events and developments of World War Two were shaped by multiple, interrelated causes. • I can classify the causes of World War Two by their nature and assess their impact. • I can evaluate cause-and-effect relationships of World War Two and explain how they influenced both national and global developments. • I can make connections between European colonisation, World War One, and World War Two. • I can investigate how people's experiences of World War Two varied by background and role. • I can generate questions about the causes, consequences and significance of World War Two and the similarities and differences between people's experiences of the war effort. • I can effectively plan and carry out historical research to address these questions using a range of sources. • I know what propaganda is and can explain how it was used to influence public opinion. I know that the strengths and limitations of historical sources can affect our understanding of the past. • I can explain how different sources, such as letters and diaries, offer varying perspectives with their own strengths and limitations. • I can analyse and evaluate a range of primary and secondary sources to form a more accurate picture of World War Two. • I can make informed judgements about the accuracy, reliability, relevance, significance or authenticity of sources. • I can evaluate how historians interpret the contribution of the British empire to World War Two, and make informed judgements about whether to support or challenge these ideas. • I can communicate and explain findings from my historical research. • I can select and organise reliable and relevant information to discuss the events and experiences of World War Two. • I can justify my interpretations and conclusions using evidence and reasoning.	• I have a coherent, chronological understanding of the events and developments of British and world history leading up to, and including, World War Two. • I can construct an accurate timeline which records the significant events and developments of World War Two in chronological order. • I can compose clear, chronological narratives which address the events and developments of World War Two.	• I know about the events, causes and consequences of World War Two. • I can make connections between the causes, events, and consequences of World War Two. • I can discuss the political, military and social impact of World War Two. • I can assess the global significance of World War Two, considering its impact on different societies and social groups. • I can explain and evaluate the role of the British Empire and Commonwealth during World War Two, including the significance of their contributions to the war effort. • I can consider the long-term impact of World War Two on postwar Britain, future generations and world history.	World War I, World War II, timeline, chronology, Allies, Axis, democracy, fascism, colonisation, British Empire and Commonwealth, war effort, military, civilian, Special Operation Executive, Army, Navy, Royal Air Force, Luftwaffe, Women's Auxiliary Air Force, blitz, air raid, Anderson shelter, blackout, evacuation, evacuee, rationing, rationing book, oral history, propaganda posters, Nazi, holocaust, Anne Frank, diary, relevance, reliability, usefulness, timeline, time period, chronological, cause, consequence, change, continuity, significance, similarity, difference, perspective, viewpoint, interpretation short-term, long-term, political, military, posters, film and newspaper articles

Year	Term	Scheme of work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
6	Spr	Crime and Punishment	• I can investigate how crime, prevention and punishment have changed over time. • I can generate and discuss historical questions about crime and punishment in different periods of British history. • I can analyse how social, political and religious changes influenced crime and punishment. • I can compare and contrast how crime was detected and punished in different historical periods. • I can identify patterns of change and continuity in crime and punishment from the Roman period to the present day. • I can analyse a range of primary and secondary historical sources about crime and punishment. • I can evaluate the reliability and usefulness of historical sources when investigating the past. • I can consider how interpretations of crime and punishment may differ depending on the source or perspective. • I can communicate my findings about crime and punishment clearly using evidence from historical sources. • I can draw conclusions about how and why crime, prevention and punishment have changed over time.	• I know that crime and punishment have changed significantly throughout British history. • I know about the systems of law, detection and punishment used during the Roman period. • I know that Anglo-Saxon and Viking societies often dealt with crimes through compensation systems such as weregild. • I understand how the Norman Conquest introduced new laws and systems of justice in medieval England. • I know about changes to crime and punishment during the early modern period, including crimes related to religion and the use of transportation as a punishment. • I know that the Victorian period saw important developments in crime detection and policing, including the establishment of organised police forces. • I understand how prisons and other forms of punishment developed during the 18th and 19th centuries. • I know that some crimes have remained common throughout history, such as theft. • I understand that attitudes towards crime and punishment have changed over time due to social and cultural developments. • I can explain how historical systems of law and justice have influenced modern crime prevention and punishment.	• I have a coherent chronological understanding of crime and punishment from the Roman period to the present day. • I can place key periods of British history relating to crime and punishment on a timeline. • I can sequence developments in crime detection and punishment in chronological order. • I can describe how crime and punishment changed between different historical periods. • I can identify patterns of change and continuity in systems of justice over time. • I can explain how earlier systems of law and justice influenced later developments. • I can construct chronological narratives describing the development of crime, detection and punishment through history.	crime, criminal, punishment, justice, law, court, trial, judge, jury, lawyer, execution, imprisonment, transportation, exile, prison, reform, deterrent, prevention, detection, police force, Bow Street Runners, Metropolitan Police, victim, evidence, property crime, outlaw, compensation, weregild, Norman law, medieval justice, church courts, heresy, treason, smuggling, highwaymen, poaching, witchcraft, transportation to America, transportation to Australia, prison reform, workhouse, reform school, chronology, timeline, cause, consequence, change, continuity, significance, interpretation, reliability, evidence, historical source.
6	Sum	[Local Study - not provided]				