



History Curriculum Map

Reception -Understanding of the World	Autumn Term 1	Autumn Term 2	Spring Term	Summer Term
<i>Areas of learning</i>	People in my Life (Now and Then)		Adventures (Travel now and in the past)	
<i>Knowledge</i>	• Since I was a baby, I have changed by growing taller and growing a bigger body. • The people who care for me can be my mum, dad, godparents, guardians, grandparents.		• Types of transport we use now such as cars, buses and trains have not always been around. • People in the past travelled using horse and carriage, because cars and buses and trains were not invented.	
<i>Vocabulary</i>	<i>new, old, before, now, young, time, grow, change, after</i>		<i>first, travel, transport, horse, carriage, before</i>	
<i>Future Learning</i>	Being Me in my World (PSHE)		Y2 The Great Fire of London - old and new, change over time	
<i>Early Learning Goals</i>	● Make links and notice patterns in their experience ● Talk about the lives of the people around them and their roles in society		• To compare the past and now, drawing on their experiences and what has been read in class • Compare and contrast characters from stories, including figures from the	

			past	
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Year 1	Autumn Term	Spring Term	Summer Term
Unit	The Gunpowder Plot	Homes Now and in the Past	Could I Change the World?
Content	Why do we celebrate Bonfire Night? Why did some people want to blow up the Houses of Parliament and kill the king? What can we do if we disagree with someone in charge? What happened to the plotters? Could this happen today?	Why are homes important? What were homes like in the past? How have homes changed over time? What is the same? What is different? What can the objects in homes from the past tell us about the lives of those who lived there?	Can one ordinary person change the world? Who are some people whose actions changed the world in the past? Who are some people whose actions are changing the world today?
Knowledge	Know some key facts about the Gunpowder Plot: when it happened, key figures, what the plot was designed to achieve, why the plot failed Know that Catholics were not allowed to practise their religion Know why we celebrate Bonfire Night Know some ways life has changed since 1605: freedom of religion, punishment, clothes	Know the names and features of different kinds of homes Know some similarities and differences between the age, style and building materials of homes Know what Victorian homes were like inside Know that artefacts can tell us how people lived in the past Know some key ways that home interiors have changed over time	Know what segregation means Know of changes that happened because of the action Rosa Parks took Know why people doing or achieving something for the first time is important Know that some famous people use their fame to campaign to help others Know how ordinary people can change the world
Vocabulary	celebration, bonfire, fireworks, remember, king, Parliament, Protestant, Catholic, plot, gunpowder, treason, executed, protest, violence, tolerance, past, present, difference, change	building, detached, semi-detached, terraced, bungalow, flats, high-rise, stone, straw, wood, bricks, tiles, clay, glass, sash windows, UPVC, steel, Victorian, gas lamp, candles, fireplace, coal, outhouse, chamber pot, scullery, drawing room, nursery, appliances, electricity, range, washboard, mangle, dolly, larder, pantry, sink, pump, running water, artefact, servants, technology, materials, lifestyles, design, taste, fashion, affordable	1950s, 1960s, segregation, laws, racism, legal, seamstress, arrested, boycott, head of state, president, vice president, role model, achieve, inspire, aspire, lockdown, food bank, charity, social media, donate, food vouchers, role model, volunteer, interview
Prior learning	Reception - Now and Then, change over time	Reception - Now and Then, change over time Y1 The Gunpowder Plot - old and new, change over time	Reception - Now and Then, change over time Y1 The Gunpowder Plot, Homes Now and in the Past - change over time
Future learning	Y1 Homes in the Past - old and new, change over time Y2 London, The Victorians, Who's in Charge of the UK? -	Y2 The Victorians - homes of rich and poor Victorians Y2 Our Rights - Dr Barnardo and Octavia Hill, the campaign for	Y2 Our Rights Y6 The Changing Rights of Women

	old and new, change over time, monarchy Y2 Our Rights - the right to freedom of religion Y5 The Tudors, Tudor Christianity - persecution of Catholics, Catholic dissent	decent homes and shelter Y3 The Romans in Britain - Roman houses Y3 The Ancient Egyptians - homes in ancient Egypt Y4 The Anglo-Saxons and Vikings - Anglo-Saxon and Viking homes Y5 The Tudors - Tudor homes	
<i>Progression standards/skills</i>	Use common words and phrases relating to the passing of time Describe events beyond living memory that are significant nationally Identify some similarities and differences between ways of life in different periods Find answers to some simple questions about the past from simple sources of information Ask and answer relevant basic questions about the past Talk, draw or write about aspects of the past	Sort artefacts from 'then' and 'now' Begin to describe similarities and differences in artefacts Use a range of sources to find out the characteristic features of the past Ask and answer relevant basic questions about the past Talk, draw or write about aspects of the past	Sequence events and recount changes within living memory Ask and answer relevant basic questions about the past Talk, draw or write about aspects of the past Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)

Year 2	Autumn Term 1	Autumn Term 2	Spring Term	Summer Term
<i>Unit</i>	The Great Fire of London (1666)	The Victorians (1837-1901)	Our Rights	Who's In Charge of the UK?
<i>Content</i>	How has London changed over time? What has caused some of these changes? What was the Great Fire of London? How did it start? Why did it spread so quickly? How was it put out? How was London rebuilt after the fire?	What is a monarch? Who was Queen Victoria? How did England change during her reign? How did rich and poor people live? What was life like for children in Victorian times? Who ruled over the British Empire?	What are rights? How do we get them? Do children have rights? Who protects our rights? Did we always have these rights? We will study some people who have fought for our rights (suffragettes, Dr Barnardo, Octavia Hill).	What is a family tree? Who is part of my family tree? Why can we trace the family tree of the English royal family back so far? What is a monarchy? Is monarchy democratic? How has the English monarchy changed over time?
<i>Knowledge</i>	Know some key facts about the Great Fire of London: when and how it started, why it spread so quickly, when and how it was extinguished Know some of the ways London has changed over time: population, area, buildings,	Know the definition of a monarch. Know some facts about Queen Victoria: reign, marriage and family. Know some facts about working conditions in Victorian times	Know that the UN Convention lists special rights for all children Know that one person can change the lives of others Understand how our rights have changed over time	Know the purpose of a family tree Know the family tree of the House of Tudor. Know that the line of succession in the Royal Family has changed over time. Know that a monarchy and republic are

	transport	Know how rich and poor Victorians lived Know some of the jobs done by poor Victorian children. Know some similarities and differences in schools in Victorian times and today Know that Queen Victoria ruled over the British Empire and some of the countries included.	Understand that the suffragettes campaigned for the right of women to vote Know that not all children enjoy the same rights today Know how people have helped, and how we can help, to protect basic rights	different
<i>Vocabulary</i>	destroyed, materials, timber, gunpowder, monarch, century, 17th century, Victorian, life expectancy, transport	queen, monarch, reign, Jubilee, period, era, Victorian, invention, before, after, now, then, chronological order, industrial revolution, countryside, towns, factories, crowding, slums, housing, rich, poor, rules, needlework, strict, cane, dunce's hat, ink, slate, rote learning, street child, orphan, coal mine, chimney sweep, maid, workhouse	right, safety, education, healthcare, United Nations, convention, campaign, peaceful, direct action, charity, orphans, street children, workhouse, homeless, orphanage, slums, overcrowding, affordable, decent housing, alleys, green space, National Trust, votes, suffrage, suffragette, equality, politics	family tree, generation, great grandparents, royal family, reign, monarchy, throne, House of Tudor, heir, inherit, inherited divorce, beheaded, Church of England, Catholicism, parliament, civil war, execution, Protectorate, Restoration, coronation, succession, law, head of state republic, president
<i>Prior learning</i>	Y1 The Gunpowder Plot - old and new, change over time Y1 Homes in the Past - old and new, change over time, housing	Y1 The Gunpowder Plot - old and new, change over time Y1 Homes in the Past - old and new, change over time, housing Y2 London - old and new, change over time	Y1 The Gunpowder Plot - old and new, change over time, the right to freedom of religion Y1 Homes in the Past - old and new, change over time, housing Y1 Could I Change the World? - rights, campaigning Y2 The Great Fire of London - old and new, change over time Y2 The Victorians - housing, slums, orphanages, Ragged Schools	Y1 The Gunpowder Plot - old and new, change over time, absolute monarchy Y1 Homes in the Past - old and new, change over time, housing Y2 The Victorians - Queen Victoria, monarchy
<i>Future</i>	Y2 The Victorians - change over time,	Y2 Our Rights - housing, slums,	Y2 Who's In Charge of the UK? - the right	Y5 The Tudors Y6 The Changing

<i>learning</i>	housing, monarchy Y2 Who's In Charge of the UK? - monarchy	orphanages, Ragged Schools; Y2 Who's In Charge of the UK? - Queen Victoria, monarchy Y3 Ancient Egypt - change over time, how people lived in the past, how the rich and poor lived in the past Y3 The Romans in Britain - empire, colonisation Y5 The British Empire - empire and colonisation, the British Empire	to vote Y3 The Romans in Britain - the role of individuals in changing the world, biography Y6 The Changing Rights of Women - the right to vote, suffragettes	rights of women
<i>Progression standards/skills</i>	Speak about how he/she has found out about the past Record what they have learned by drawing and writing Show an awareness of the past, using common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries Describe significant historical events, people and places in his/her own locality	Speak about how he/she has found out about the past Record what they have learned by drawing and writing Show an awareness of the past, using common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms Describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods	Study change through the lives of significant individuals Speak about how he/she has found out about the past Record what they have learned by drawing and writing Show an awareness of the past, using common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms Describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods Describe changes within living memory and aspects of change in national life	Speak about how he/she has found out about the past Record what they have learned by drawing and writing Show an awareness of the past, using common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented Describe changes within living memory and aspects of change in national life

Year 3	Autumn Term	Spring Term	Summer Term
Unit	The Stone Age (lasted until 3,300BC)	The Ancient Egyptians (3,100BC-AD)	The Romans in Britain (31BC - 410AD)
Content	How did people live over 2 million years ago? How do we know? Is there any evidence of the Stone Age in Britain?	When were the ancient Egyptians alive? Where did they live? Who was in charge? How did they live? How do we know about them today?	Who lived in Britain when the Romans invaded? Why did they invade? Where did the Romans settle in Britain? How did they protect their British colony? Who was Boudica? What is the legacy of the Roman empire? Who was one of the most important Roman Warrior Emperors and what legacy was left?
Knowledge	Know the definition of 'Stone Age' and the different periods following it Know how people lived in the 'old' Stone Age and the 'new' Stone Age Know how most of our evidence of the Stone Age comes from Know the significance of Skara Brae and Stonehenge Know how tools were made and used in the Stone Age	Know why we describe dates as BC or AD and how we use these terms to divide a timeline Know about the landscape of ancient Egypt and the importance of the River Nile to the way of life Know how the ancient Egyptians lived Know how the tomb of Tutankhamen was discovered Know what the ancient Egyptians believed about death Know what artefacts are	Know the terms 'invade' and 'settle' and place the Romans on a timeline Know who the Romans were and why and how the Romans successfully invaded Britain Know the Celts lived in Britain when the Romans invaded and how they lived Know who Boudica was and what she did Know how the Romans lived: housing, clothing, food, transport, art Know that one of the greatest Roman Warrior Emperors who ever came to Britain was of an African heritage called Septimius Severus and his legacy
Vocabulary	Stone Age, Bronze Age, Iron Age, B.C., prehistory, archaeology, hunter- gatherer, agriculture, Neolithic, prehistoric, artefacts, evidence, preserved, settlement, significant, tools	ancient, modern, civilisation, BC, AD, BCE, CE, pharaohs, physical geography, natural landscape, river, floodplain, flood, inundation, crop, harvest, silt, fertilise, canal, irrigation, papyrus reeds, trade, trading, pottery, desert, crops, wheat, barley, flax, papyrus, farming, trading, trade, mud brick, stone oven, tomb, artefacts, grain, pharaohs, viziers, priests, scribes, craftsmen, artists, peasants, servants, slaves, afterlife, preserve, mummification, mummy, tomb, archaeologist, Egyptologist, excavation, object, artefact, sarcophagus,	invade, settle, Roman, empire, ruled, BC, AD, emperor, conquer, army, body armour, shield, helmet, sword, Celts, wattle and daub, looms, woven, iron, blacksmith, crops, feasting, Druid, Iceni, tyrannical, revolt, forcibly, retaliation, defeat, capture, barbarian, slaves, market, drain, aqueduct, baths, marble, mosaics, theatre, amphitheatre, festival, gladiators, unrest, native, roads, concrete, apartments, public baths, vegetables, calendar, Septimius Severus

		death mask, god, goddess, temples, worship, underworld, afterlife, mummification, mummy, canopic jars, sarcophagus, tomb, pyramid, burial chamber, artefact, object, culture, hieroglyphics, symbol, translate, meaning	
<i>Prior learning</i>	Y1 and Y2 history units - change over time	Y1 Homes in the Past - old and new, change over time, housing Y2 London - old and new, change over time, housing Y2 The Victorians - change over time, how people lived in the past, how the rich and poor lived in the past	Y1 Homes in the Past - old and new, change over time, housing Y2 London - old and new, change over time Y2 Our Rights - the role of individuals in changing the world, biography Y3 Ancient Egypt - ancient, modern, civilisation, BC, AD
<i>Future learning</i>	Y3 The Romans in Britain, The Ancient Egyptians - BC and AD, ancient and modern	Y6 Ancient Islamic Civilisations - ancient civilisations Y6 The Changing Rights of Women - the status of women in ancient Egyptian society	Y4 The Anglo-Saxons and Vikings, and Y4 The Normans - invasion and settlement of Britain Y5 The British Empire - empire, govern, imposed rule, independence Y6 Ancient Islamic Civilisations - ancient, modern, civilisation, BC, AD
<i>Progression standards/skills</i>	Understand that a timeline can be divided into BC and AD Distinguish between different sources and evaluate their usefulness Use evidence to describe events, people and changes in the past Use an increasing range of common words and phrases relating to the passing of time Describe memories of key events using historical vocabulary Find out about everyday lives of people in time studied Compare with our life today identify reasons for and results of people's actions	Place the time studied on a timeline Use evidence to describe events, people and changes in the past Use an increasing range of common words and phrases relating to the passing of time Describe memories of key events using historical vocabulary Find out about everyday lives of people in time studied Compare with our life today identify reasons for and results of people's actions Look at representations of the period – museums, cartoons, etc. Use a range of sources to find out about a period	Use a timeline to place events in chronological order Explore the idea that there are different accounts of history Use evidence to describe events, people and changes in the past Use an increasing range of common words and phrases relating to the passing of time Describe memories of key events using historical vocabulary Find out about everyday lives of people in time studied Compare with our life today identify reasons for and results of people's actions

		Observe small details – artefacts, pictures select and record information relevant to the study	Use a range of sources to find out about a period Observe small details – artefacts, pictures select and record information relevant to the study
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Year 4	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	The Anglo-Saxons and the Vikings (410-1066 AD)	The Normans (1066 - 1071 AD)	Baghdad AD 900
<i>Content</i>	What happened when the Romans left Britain? Who were the Anglo-Saxons and Vikings? How did they settle in Britain? Who was Alfred the Great? Why do people describe him as 'Great'? Where does the name 'England' come from?	Who ruled Britain after the Anglo-Saxons and the Vikings? How did they take power? How do we know about the Normans? What legacy have they left?	Where is Baghdad? How and why did Islamic civilization spread so quickly? What was so special about Baghdad during the Golden Age 900 AD? Who was Ibn Battuta and why was he significant? What was life like in Baghdad and Britain in 900 AD?
<i>Knowledge</i>	Know who the Anglo-Saxons were, where they came from, when they arrived and why they came. Know that in 793 AD, a group of people from Scandinavia, known as the Vikings, began to raid and invade the different kingdoms of England. Know how they travelled. Know how Anglo Saxon Britain was ruled Know what was discovered at Sutton Hoo and why it was so important Know who the Vikings were, where they came from, when they arrived and why they came Know what daily life was like for Vikings living in Britain Know some of the achievements of King Alfred the Great	Know who Edward the Confessor was. Know how the English throne was decided after the death of Edward the Confessor. Know why the Bayeux tapestry is an important historical record Understand how William established his authority in England Know the role played by motte and bailey castles in Norman times Know how society was organised in Norman Britain Know about the compilation of the Domesday Book	Know Baghdad is the modern day capital of Iraq, but in 900 AD it was a newly built city state. Know that it was founded by the Abbasid caliphate which was a successor empire to the initial spread of Islam out of the Hijaz. Know that Baghdad was built to emphasise the greatness of Islam and the city became very advanced. It was a centre of learning and discoveries in science, maths and the arts. Know that city life was centred on a huge mosque. Bustling markets and shops surrounded the mosque and contained goods from all over the world due to Baghdad's position on the 'Silk road' to the far-east. Know that traders from all across the world flocked to Baghdad to sell their wares. Know that numbers, algebra, Islam, patterned art, surgery and modern medicines all came from this time.
<i>Vocabulary</i>	settlement, invasion, raiding, trading, climate, tribes, regions, kings, hierarchy, Sutton Hoo, burial mound, artefacts, sceptre, feast, feasting hall, analyse, culture, inference, Vikings, Scandinavia, raiders,	Vikings, Anglo-Saxons, Edward the Confessor, heir, warriors, Harold Godwinson, Harald Hardrada, William, Duke of Normandy, conquest, conqueror, tapestry, stitches, Bayeux, rare, sewing, delicate, Rex, Latin, abbey,	Islam, Islamic, Baghdad, House of Wisdom, Ibn Battuta, Al-Zahrawi, algebra, sophisticated, Silk road, Far-East, Middle East, caliphate, Hijaz, Abbasid, discoveries, mosque, algebra, Rihla, civilisation, Mongol

	longboat, coastline, defend, borders, natural resources, thatch, wattle and daub, tunics, linen, leather, pagans, runes, craftsmen, silk, furs, preserve, curing, saga, Yuletide, brooches, bone, horn, Anglo-Saxon, inference, raids, battles, wars, peace treaty, Danelaw, unity, fortify, burhs, translate, Latin, laws	coronation, comet, Halley's Comet, shield, shield wall, victorious, loyal, landowner, ruthlessness, govern, reign, castle, coast, resistance, rebellion, intimidate, motte, bailey, palisade, ditch, moat, authority, social structure, power, control, feudal system, lords, knights, peasants, Domesday Book, landowners, survey, Royal Commissioners, hide, yard, scribe, census	
<i>Prior learning</i>	Y1 Homes in the Past - old and new, change over time, housing Y2 London - old and new, change over time Y2 The Victorians - change over time, empire and colonisation, biography Y3 The Romans in Britain - invasion, settlement, Roman Empire	The Victorians (Y2) - change over time, empire, biography Our Rights (Y2) - the role of individuals in changing the world, biography	Rec - Yr 3) Pupils will have learned about Islam in RE, however for non-Muslim pupils many of the terms in these lessons will need to be explained. Ancient Egyptians (Y3) - legacy left, the landscape of ancient Egypt and the importance of the River Nile to the way of life (Yr 4) Pupils have learned about what was happening in Britain at this point in history (Anglo-Saxon and Viking struggles for England), so this can be directly compared.
<i>Future learning</i>	Y5 The World on the Move - settlement, human migration, push and pull factors	The Tudors (Y5) - monarchy, the line of succession Democracy & Government (Y6) - Parliament, the Houses of Lords and Commons	(Yr 6) Ancient Islamic Civilisation (Yr 6) Democracy Ancient Greeks KS3 History - Britain as the first industrial nation - the impact on society; Indian independence and end of Empire; Britain's changing landscape from the Iron Age to the present
<i>Progression standards/skills</i>	Place some historical periods in a chronological framework Place events from period studied on a timeline Use sources of information in ways that go beyond simple observations to answer questions about the past	Place some historical periods in a chronological framework Use terms related to the period and begin to date events on a timeline Use sources of information in ways that go beyond	Note connections, contrasts and trends over time Address and devise historically valid questions about change, cause, similarity, difference and significance.

	Communicate his/her learning in an organised and structured way, using appropriate terminology Use historic terms related to the period of study Understand that sources can contradict each other Use a variety of resources to find out about aspects of life in the past Identify key features and events look for links and effects in time studied Ask a variety of questions	simple observations to answer questions about the past Communicate his/her learning in an organised and structured way, using appropriate terminology Use historic terms related to the period of study Understand that sources can contradict each other Use a variety of resources to find out about aspects of life in the past Use the library, e-learning for research Offer a reasonable explanation for some events	Construct informed responses that involve thoughtful selection and organisation of relevant historical information
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Year 5	Autumn Term	Spring Term	Summer Term
Unit	The Tudors (1485-1603AD)	The British Empire	The Windrush Generation
Content	What was the War of the Roses? Why was its end significant? Who were the Tudor royals? Why did Henry VIII marry so many times? How has his marital history shaped our world today? How did Tudor people live? What was the plague? Why did the Tudor dynasty end?	What was the 'first' Empire? What was the East India Company? What role did slavery play in global trade? How did the East India company establish control of the Indian trade routes? What was the imposition of British rule in India? What were the benefits and harm of British India? What were the factors that led to India's independence?	What or who is the Windrush Generation? Why do we talk about them today? How has their experience changed attitudes to immigration in Britain?
Knowledge	Know what the War of the Roses was and how its end was the foundation of the House of Tudor and Tudor reign Know some key facts about important figures of the Tudor period Know the events that led to the establishment of the Church of England Know how people lived in Tudor times, comparing the lives of rich and poor people	Know the origins of Britain's 'first' empire and who the monarch was during the 16th century. Know the role of slavery in global trade. Know how the East India Company established control of the Indian trade routes. Know the benefits and harm of British rule in India. Know some of the factors that led to Indian independence.	Know what the Empire Windrush is and develop place knowledge of the Caribbean Know that Black people were present in Britain before the 1940s Know why African Caribbean people migrated to the UK after 1945 Know that the Windrush immigrants encountered racial intolerance Know that in the late 2000s a

	Know key facts about the causes, spread and impact of the Bubonic Plague Know why the Tudor dynasty ended		government policy led to the unlawful deportation of Windrush immigrants Reflect on racial equality in Britain today
<i>Vocabulary</i>	century, York, Lancaster, Tudor family, reign, dispute, battle, monarchy, sovereign, line of succession, descendant, civil war, allegiance, strategic, dynasty, hereditary, heir, strategic alliance, jousting, hunting, widow, inherit, Catholic, annulment, absolute monarchy, Catholic, Pope, papal, Anglican, monastery, bankrupt, lavish, profligate, historical source, artefact, commission, the plague, almshouse, cramped, craft, labourer, vagrant, lame	empire, exploration, monarchs, nobles, trade, trading companies, seafaring, vessel, status, competitive, ports, trading posts, trade routes, cargo, goods, royal charter, trade, fleet, spices, emperor, kingdom, lucrative, bribe, self rule, independence, revolt, soldiers, civilians, caste, widow, official, election, Empress, adopt, cash crops, bride price, nobles, bribe, Raj (rule), benefit, harm, colonise, borders, court, trial, taxes, Western, export, modernise, Second World War, troops, munitions, weapons, allied, stationed, starvation, independence, campaign, bloodshed, influence, civil rights, activist, nonviolent, vegetarian, democracy, exploration, trade, goods, commodity, trading companies, trading posts, slave, slavery	north, east south, west, north-east, south-east, south-west and north west, equator, hemisphere, island, Caribbean, countries, region, population, British Empire, plantation, enslavement, African Caribbean, evidence, Roman Empire, Hadrian's Wall, Moor, ivory, trumpeter, enslaved, abolish, infographic, 20th century, World War 1, World War 2, mother country, war effort, skilled workers, allied forces, bomb damage, colonies, labour shortage, firsthand account, racial tension, prejudice, anti-immigration, race riots
<i>Prior learning</i>	The Gunpowder Plot (Y1) - persecution of Catholics, Catholic dissent English Kings and Queens (Y2) - monarchy, family trees, lines of succession, Henry VIII, the Church of England, Elizabeth I	The Gunpowder Plot (Y1) - persecution of Catholics, Catholic dissent London (Y2) - old and new, change over time The Victorians (Y2) - Queen Victoria ruled over the British Empire	Reception-Adventures (travel now and in the past) Y5 The British Empire - colonialism, enslavement, the trade triangle Y5 The World on the Move - migration, push and pull factors, Windrush generation
<i>Future learning</i>	KS3 History - Stuarts and Tudors	The World on the Move (Y5) - end of empire, independence, self-rule	KS3 Geography Population and Migration KS3 History Migration

<i>Progression standards/ skills</i>	Use dates to order and place events on a timeline Give some reasons for some important historical events Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources Compare sources of information available for the study of different times in the past Present findings and communicate knowledge and understanding in different ways Provide an account of a historical event based on more than one source (start to identify primary/ secondary sources) Examine causes and results of great events and the impact on people Compare accounts of events from different sources. Fact or fiction Offer some reasons for different versions of events	Use dates to order and place events on a timeline Give some reasons for some important historical events Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources Compare sources of information available for the study of different times in the past Present findings and communicate knowledge and understanding in different ways Provide an account of a historical event based on more than one source Examine causes and results of great events and the impact on people Select relevant sections of information	Use dates to order and place events on a timeline Give some reasons for some important historical events Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources Compare sources of information available for the study of different times in the past Present findings and communicate knowledge and understanding in different ways Provide an account of a historical event based on more than one source Examine causes and results of great events and the impact on people Confident use of library, e-learning, research
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Year 6	Autumn Term	Spring Term	Summer Term
<i>Unit</i>	The Golden Age of Islam	The Changing Rights of Women	Democracy (Ancient Greece)
<i>Content</i>	What is the chronology and geography of the early Islamic civilization? Why was Baghdad a significant site for early Islamic civilization? How did early Islamic societies develop new trade routes? What were some of the key achievements of the Golden Age of Islam? How do developments from the	How has biology influenced ideas of traditional roles for women? What rights did Victorian women have? Who were the Suffragettes? Did direct action hasten the introduction of the right of women to vote? How did the two World Wars impact on women's rights? What changes have taken place in women's rights and the law in the post-	What is modern day Greece like? What were Sparta and Athens like? How did the Greeks conduct warfare during that time? Who were some of the Greek Gods and Goddesses? What impact did they have on citizens? What was daily life like? How has it developed?

	Golden Age of Islam influence and inform our lives today? What legacy has been left for us?	war period? Are men and women treated equally today?	How has ancient Greek civilisation impacted on the modern world?
<i>Knowledge</i>	Know the chronology and geography of early Islamic civilisation. Know why Baghdad was a significant site for early Islamic civilisation. Know how early Islamic societies developed new trade routes. Know some of the key achievements of the Golden Age of Islam. Know how the Golden Age of Islam informs and influences our lives today.	Know some of the restrictions on the legal rights of women in British history Know what women campaigned for Know the status of women in the 1950s Evaluate whether women have gender equality today	Know where ancient Greece / Asia is located, continent, seas, bordering countries Know the time period of the ancient Greek history and how it relates to modern times Know how landscape has changed in comparison to ancient Greece and modern day Know how ancient Greece has changed society and civilisation of the present day using evidence Know range deities Know primary and secondary sources - museums, research online/books
<i>Vocabulary</i>	Prophet Mohammad (PBUH), chronology, Islamic civilisation, Muslim, Geographical location, agriculture, caliph, caliph Al-Mansur, Mesopotamia, Baghdad, Iraq, Euphrates and Tigris rivers, 'round city', House of Wisdom, caliph Abbas, caliphate, influence, society, Dark Ages, scholars, Europe, faith, belief, respect, evidence, primary and secondary sources, trade routes, Silk Road, caravans, algorithms, algebra, Greek scholars (Plato & Aristotle), Al Khwarizmi, Razi, Al-Zahrawi, legacy	role, responsibility, rights, equality, property, subordination, coverture laws, independence, profession, indecent, social constraints, natural order, private, public, patriarchal, inequality, feminist, domestic, social outcast, etiquette, intellectual, bluestocking, domestic service, servants, injustice, inequality, women's movements, suffrage, campaign, peaceful, lawful, militant, violent, tactics, suffragette, assassinated, allies, conscription, public services, munitions, historical source, primary source, secondary source, equal pay, fair, unjust, injustice, unequal, factory, legislation, Equal Pay Act 1970, Women's Liberation Movement, Sex Discrimination Act 1975, maternity, maternity leave, maternity allowance	ancient, landscape, geography, natural, physical, human, ancient, modern, AD, BC, timeline, Europe, mainland, Mediterranean, mountainous, coastline, city state, polis, Athenian, Spartan, civilisation, society, trade, fleet, slaves, citizens, democracy, inland, coast, vulnerable, obedient, hoplite, warfare, tactics, formation, army, navy, fertile, artefact, phalanx, tunic, bronze, shield, catapult, crossbow, battering ram, trireme, crew, god, goddess, Olympian, myth, mythical, hero, belief, polytheism, tunic, chiton, citizens, assembly, domestic, gymnasium, comedy, tragedy, marathon, university, philosophy, theatre, comedy, tragedy, Olympic Games
<i>Prior learning</i>	Ancient Egyptians (Y3) - legacy left, the landscape of ancient Egypt and the importance of the River Nile to the way of life	Our Rights (Y2) - civil rights, votes for women, suffragettes	The UK (Y3) - parliamentary democracy The Romans, Ancient Egypt (Y3) - AD and BC, ancient civilisation Europe (Y4) - geography of Europe

<i>Future learning</i>	KS3 History - Britain as the first industrial nation - the impact on society; Indian independence and end of Empire; Britain's changing landscape from the Iron Age to the present	KS3 History - women's suffrage	As the children move to KS3, the primary focus is the history of Britain. However, they will extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. They will identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They will use historical terms and concepts in increasingly sophisticated ways.
<i>Progression standards/skills</i>	Describe a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods he/she studies Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to ten events on a timeline Note connections, contrasts and trends over time and show developing appropriate use of historical terms Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact of fiction and opinion Be aware that different evidence will lead to different conclusions	Describe a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods he/she studies Know key dates, characters and events of time studied Note connections, contrasts and trends over time and show developing appropriate use of historical terms Find about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources Make confident use of a variety of sources for independent research Use evidence to support arguments	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Note connections, contrasts and trends over time and show developing appropriate use of historical terms Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources Make confident use of a variety of sources for independent research Use evidence to support arguments

	Make confident use of a variety of sources for independent research Use evidence to support arguments	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account	
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