



King's Meadow Academy

History

Subject Statement History

Rationale	At King's Meadow Academy, we believe History enables children to understand who they are, how society has been shaped and how the past continues to influence the present and future. Our curriculum develops curious, reflective historians who use evidence to ask questions, think critically and make informed judgements about the past. Our carefully sequenced curriculum begins in the Early Years, where children develop an understanding of the concepts of past and present through stories, family history and familiar events. As pupils progress through school, they build secure substantive knowledge of British, local and world history alongside the disciplinary knowledge needed to work as historians. Children learn to investigate historical sources, recognise different interpretations, understand chronology and explain change, continuity, cause and consequence, significance, similarity and difference. Designed specifically for our mixed-age classes, the curriculum uses progressive Key Concepts to Assess to ensure clear progression, avoid unnecessary repetition and secure long-term retention of knowledge. Through carefully chosen high-quality texts, educational visits, artefacts and local history, pupils develop a strong sense of identity, belonging and an appreciation of Britain's place within world history. Through King's Meadow Academy's whole-school 4Cs pedagogy, pupils continually connect prior historical understanding, cultivate new historical knowledge through enquiry, embrace increasingly challenging historical thinking and refine their understanding through coaching, discussion and reflection.
Vision for the Curriculum	Our History curriculum aims to inspire a lifelong fascination with the past. We want every child to become a confident historian who understands how people, events and civilisations have shaped the world we live in today. Through our Reading Enhanced Curriculum, pupils explore significant historical figures, societies and events using high-quality texts that deepen historical understanding, broaden vocabulary and encourage critical thinking. Children develop curiosity, empathy and respect for different cultures whilst understanding how historical events continue to influence modern society. Children develop curiosity, empathy and respect for different cultures whilst understanding how historical events continue to influence modern society. Through increasingly ambitious historical enquiries, pupils become confident historians who can think critically about evidence, interpretation and change over time.
Intent	At King's Meadow Academy, our History curriculum develops pupils' understanding of the past whilst fostering curiosity, critical thinking and a strong sense of identity. Learning is carefully sequenced from the Early Years to Year 6 so that children progressively develop both substantive historical knowledge and disciplinary skills. Every unit is driven by an overarching Big Question, encouraging pupils to investigate evidence, ask thoughtful questions and develop well-reasoned conclusions. Through the Reading Enhanced Curriculum, pupils encounter ambitious vocabulary, significant individuals and diverse civilisations that broaden their understanding of local, British and world history. The curriculum identifies clear Key Concepts to Assess within every lesson, ensuring essential historical knowledge, vocabulary and enquiry skills are explicitly taught,

	revisited and assessed over time. Retrieval practice, historical enquiry and opportunities to revisit prior learning ensure pupils retain knowledge and build increasingly sophisticated historical understanding. These carefully sequenced learning experiences reflect our 4Cs pedagogy by enabling pupils to Connect previous historical knowledge, Cultivate increasingly sophisticated understanding, respond to Challenging historical enquiries and develop independence through Coaching and responsive feedback. We aim for every pupil to: develop secure chronological understanding from the Early Years through to Year 6; understand change and continuity, cause and consequence, significance, similarity and difference; investigate and evaluate a range of historical sources and interpretations; understand the relationship between local, British and world history; become thoughtful, informed citizens who appreciate how the past shapes the present.
Implementation	History is taught through carefully planned enquiry-based units across our mixed-age curriculum, ensuring full National Curriculum coverage and clear progression between year groups. Learning is sequenced so pupils revisit previous knowledge before applying increasingly sophisticated historical thinking. Each unit begins with retrieval practice before introducing new learning through enquiry questions, high-quality texts, artefacts, photographs, timelines, maps, primary and secondary sources and purposeful discussion. Pupils develop disciplinary thinking by questioning evidence, recognising different interpretations and justifying their conclusions using historical vocabulary. Historical threads, including chronology, change and continuity, cause and consequence, significance, similarity and difference and historical interpretation, are revisited throughout the curriculum to deepen understanding over time. Local history plays a significant role within the curriculum, enabling pupils to understand the history of King's Meadow, Wakefield and the wider local area whilst making meaningful links to national and global events. Practical experiences, educational visits, visitors and handling artefacts bring history to life and create memorable learning opportunities. The Key Concepts to Assess identify the essential knowledge and skills within every lesson and demonstrate progression across mixed-age classes. Regular retrieval practice and formative assessment ensure knowledge is retained and misconceptions are addressed. Learning is deliberately sequenced so pupils continually revisit previous historical knowledge before applying increasingly sophisticated disciplinary thinking to new historical enquiries.
Impact	By the end of Key Stage Two, pupils leave King's Meadow Academy with a secure understanding of British, local and world history and a well-developed chronological framework that enables them to place historical periods and events in context. Children confidently use historical vocabulary, analyse evidence, evaluate different interpretations and justify conclusions using their historical knowledge. They understand how historical events, individuals and civilisations have shaped modern

	society and can explain similarities, differences, causes and consequences across different periods of history. Progress is demonstrated through the successful acquisition of the Key Concepts to Assess, enabling pupils to apply previous learning confidently to new historical enquiries. They leave primary school as curious, knowledgeable and reflective historians, fully prepared for Key Stage Three. Through the consistent application of the 4Cs pedagogy, pupils leave King's Meadow Academy as increasingly independent historians who confidently connect knowledge across historical periods, evaluate evidence critically and communicate well-reasoned historical arguments.
Pedagogical Approach	History is taught through King's Meadow Academy's whole-school pedagogical approach. Learning begins by Connecting to prior historical knowledge through retrieval practice, discussion, timelines and revisiting previous enquiries. Teachers Cultivate new learning through explicit instruction, modelling historical thinking, introducing ambitious vocabulary and exploring a range of historical sources including artefacts, photographs, maps, written accounts and primary evidence. Children are Challenged to investigate historical questions, compare civilisations, identify patterns of change and continuity, evaluate evidence and justify conclusions using historical reasoning. Teachers continually Coach pupils through effective questioning, responsive feedback and formative assessment, ensuring misconceptions are addressed and historical understanding is strengthened. Collaborative discussion, debate, role play, educational visits and historical enquiry develop increasingly independent historians.
Adaptations for SEND learners	Our History curriculum is designed so every pupil can access ambitious learning whilst receiving the support needed to succeed. Teachers reduce cognitive load by introducing new knowledge in carefully sequenced steps supported through explicit modelling, visual timelines and structured enquiry. Knowledge organisers, timelines, artefacts, photographs, maps, word banks, sentence stems and structured talk provide pupils with multiple ways to access historical knowledge. Historical enquiries are broken into manageable steps, allowing all pupils to engage successfully with source analysis and historical thinking. Key vocabulary is explicitly taught, regularly revisited and reinforced through retrieval practice and purposeful discussion. Adults provide targeted support where appropriate whilst maintaining high expectations, ensuring every child develops confidence as a historian. Teachers continue to Connect pupils with prior historical understanding, Cultivate new knowledge through carefully scaffolded enquiry, provide appropriate Challenge through adapted historical investigations and Coach pupils using responsive feedback so every learner experiences success.
Strengths	Carefully sequenced mixed-age curriculum providing clear progression from the Early Years to Year 6. Strong emphasis on historical enquiry through investigation of artefacts, photographs, maps, documents and historical sources. Reading Enhanced Curriculum enriches learning through carefully selected historical texts, ambitious vocabulary and diverse historical perspectives.

	Clearly identified Key Concepts to Assess provide precise assessment opportunities and demonstrate progression across year groups. Progressive development of chronological understanding and disciplinary thinking. Strong local history provision enabling pupils to understand the significance of King's Meadow, Wakefield and the surrounding area within Britain's wider history. Retrieval practice and the 4Cs pedagogical approach ensure historical knowledge is revisited, retained and applied. Rich opportunities through educational visits, visitors, artefacts and practical experiences enable pupils to develop curiosity, critical thinking and a lifelong interest in history.
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Medium Term Cycle A

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Autumn 2		
KS1	Transport through the ages	
	Year 1	Year 2
	L1 Has transport always been the same? L2 Are boats still the same as they were in the past? L3A How has road travel changed? L3B How has road travel changed? L4 How has air travel changed? L5 How has transport changed?	L1 Has transport always been the same? L2 Are boats still the same as they were in the past? L3A How has road travel changed? L3B How has road travel changed? L4 How has air travel changed? L5 How has transport changed?
Key Concepts to assess	L1 - Children know that transport has changed over time and can order simple forms of transport from old to new. L2 - Children know that boats have changed over time and can identify similarities and differences between old and new boats. L3A - Children can identify similarities and differences between bicycles from the past and present. L3B - Children know that cars have changed over time. L4A - Children can identify similarities and differences between aircraft from the past and present. L5 - Children can identify different types of transport from the past and present.	L1 - Children can explain how transport has changed over time and place different forms of transport in chronological order. L2 - Children can explain why different boats were needed at different times in history and compare their features. L3A - Children can explain how bicycles have changed over time using historical sources. L3B - Children can explain that Karl Benz designed the first petrol-powered car and describe how road transport has developed since then. L4A - Children can explain how air travel has changed over time and know why Amy Johnson is historically significant. L5 - Children can compare different modes of transport throughout history and explain how transport has improved people's lives over time.
Vocabulary	transport, past, present, old, new, change, travel, boat, bicycle, car, aeroplane, road, air, sea, timeline	Y1+ chronological order, similarity, difference, historical source, invention, engineer, Karl Benz, petrol-powered car, Amy Johnson, solo flight, significant, modern, compare, evidence
Experiences	Explore and order photographs of transport from different time periods. Handle or investigate replica transport artefacts and compare old and modern vehicles. Visit a local transport museum or invite a visitor with a classic vehicle. Create a class timeline showing how transport has changed through history.	
SMSC	Social – Working together to compare transport from different periods and discussing how transport has changed people's lives. Cultural – Exploring how inventions and technological developments have shaped society and travel	
British Values	Individual Liberty – Understanding how transport has increased people's freedom to travel. Democracy – Appreciating how transport improvements benefit communities. Mutual Respect – Respecting different opinions when comparing transport from different periods.	
School Values	We are happy – Enjoying discovering how transport has changed. We are safe – Understanding how transport safety has improved over time. We enjoy a challenge – Asking historical questions and comparing evidence. We celebrate diversity – Learning about inventors and pioneers from different backgrounds, including Amy Johnson and Karl Benz.	

	We show respect – Respecting artefacts and learning from the past. We are ready and fit for our future – Understanding how innovation has shaped modern life and may continue to do so.
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Spring 1		
KS1	Dinosaurs	
	Year 1	Year 2
	L1A – When did dinosaurs exist? L1B – When did dinosaurs exist? L2 – How do we know about dinosaurs? L3 – Would you like a dinosaur's life?	L1A – When did dinosaurs exist? L1B – When did dinosaurs exist? L2 – How do we know about dinosaurs? L3 – Would you like a dinosaur's life?
Key Concepts to assess	L1A - Children know that dinosaurs lived a long time ago and that they are now extinct. L1B - Children know that the Earth was different when dinosaurs were alive. L2 - Children know that fossils help us learn about dinosaurs. L3 - Children can identify simple features and characteristics of different dinosaurs.	L1A - Children can explain that dinosaurs lived millions of years ago, before humans, and understand that they became extinct. L1B - Children can use books, pictures and simple evidence to explain what the Earth was like when dinosaurs lived and describe how dinosaurs survived in their environment. L2 - Children can explain how fossils and other historical sources help us understand dinosaurs and know that Peter Kaisen was the first palaeontologist to discover a Velociraptor fossil. L3 - Children can explain the features and characteristics of different dinosaurs using historical evidence and suggest why some dinosaurs were better adapted to survive than others.
Vocabulary	dinosaur, extinct, fossil, bones, past, millions of years, herbivore, carnivore	Y1+ palaeontologist, Peter Kaisen, Velociraptor, evidence, historical source, prehistoric, adaptation, habitat
Experiences	Become junior palaeontologists by investigating replica fossils. Create a class timeline showing when dinosaurs lived compared to today. Explore dinosaur skeletons and fossils using books, artefacts and videos. Dig for fossils in a sand tray and identify which dinosaur they may have belonged to.	
SMSC	Social – Working collaboratively to investigate evidence and discuss how we know about prehistoric life. Cultural – Learning about prehistoric life and how scientific discoveries help us understand Earth's history.	
British Values	Individual Liberty – Asking historical questions and using evidence to develop ideas about the past. Mutual Respect – Respecting the ideas and opinions of others when discussing historical evidence.	
School Values	We are happy – Enjoying discovering the fascinating world of dinosaurs. We are safe – Using artefacts and equipment safely during investigations. We enjoy a challenge – Using evidence to answer historical questions. We celebrate diversity – Appreciating the huge variety of dinosaurs that once lived on Earth. We show respect – Respecting historical evidence and listening to the views of others. We are ready and fit for our future – Developing enquiry and evidence-handling skills that prepare us for future historical learning.	

Autumn		
LKS2	Stone Age to Iron Age (British history)	
	Year 3	Year 4
	L1A – Who were the first people to live in Britain? L1B – Who were the first people to live in Britain? L2 – How did the Stone Age civilisation live thousands of years ago? L3 – How did the Bronze Age civilisation live thousands of years ago? L4 – How did the Iron Age civilisation live thousands of years ago? L5 – What were Stone Age settlements like? L6 – What were Iron Age settlements like? L7A – What are the secrets of Stonehenge? L7B – What are the secrets of Stonehenge? L8 – How did farming change from the Bronze Age to the Iron Age? L9 – How did the Stone Age, Bronze Age and Iron Age influence the way we live today?	L1A – Who were the first people to live in Britain? L1B – Who were the first people to live in Britain? L2 – How did the Stone Age civilisation live thousands of years ago? L3 – How did the Bronze Age civilisation live thousands of years ago? L4 – How did the Iron Age civilisation live thousands of years ago? L5 – What were Stone Age settlements like? L6 – What were Iron Age settlements like? L7A – What are the secrets of Stonehenge? L7B – What are the secrets of Stonehenge? L8 – How did farming change from the Bronze Age to the Iron Age? L9 – How did the Stone Age, Bronze Age and Iron Age influence the way we live today?
Key Concepts to assess	L1A: Children know what BC and AD mean and can place the Stone Age, Bronze Age and Iron Age in chronological order. L1B: Children know the ways of life of people living during the Stone Age, Bronze Age and Iron Age. L2: Children know that Stone Age people were hunter-gatherers who used stone tools. L3: Children know that Bronze Age people developed bronze tools and new technologies. L4: Children know that Iron Age people used iron tools and developed new ways of living. L5: Children know that people gradually changed from living in caves to living in settlements and know that Skara Brae is a Stone Age settlement. L6: Children know that Iron Age people lived in roundhouses. L7A: Children know that Stonehenge was built during the Stone Age and Bronze Age. L7B: Children know that there are different ideas about why Stonehenge was built. L8: Children know that farming changed during the Bronze Age and Iron Age L9: Children know that many ideas and inventions from prehistoric Britain still influence life today	L1A: Children can explain where the Stone Age, Bronze Age and Iron Age fit within British history and use dates and historical vocabulary accurately. L1B: Children can compare how life changed across the Stone Age, Bronze Age and Iron Age using historical evidence. L2: Children can explain how Stone Age people adapted to their environment and why stone tools were important. L3: Children can compare life in the Bronze Age with the Stone Age and explain how new technology changed everyday life. L4: Children can compare the Bronze Age and Iron Age and explain how iron technology improved farming, homes and communities. L5: Children can explain how archaeologists use evidence from Skara Brae to understand Stone Age life. L6: Children can compare Stone Age and Iron Age settlements and explain why settlements changed over time. L7A: Children can explain that historians use different sources to develop ideas about the purpose of Stonehenge. L7B: Children can evaluate different historical interpretations about Stonehenge using evidence from a range of sources. L8: Children can explain how improvements in farming affected settlements and people's lives L9: Children can explain how developments in technology, farming and settlements during prehistoric Britain continue to influence modern society.

Vocabulary	Stone Age, Bronze Age, Iron Age, BC, AD, chronology, prehistory, hunter-gatherer, settlement, cave, Skara Brae, Stonehenge, roundhouse, farming, tools, bronze, iron, monument, tribe, archaeologist	Y3+ chronological order, civilisation, archaeology, archaeological evidence, historical source, interpretation, continuity, change, technology, innovation, migration, agriculture, excavation, artefact, significance, influence, compare, contrast, evidence, William Watt
Experiences	Handle replica Stone Age tools and artefacts and investigate what they were used for. Visit a prehistoric site or complete a virtual tour of Skara Brae or Stonehenge. Build a model Stone Age settlement or Iron Age roundhouse. Create a class timeline showing the Stone Age, Bronze Age and Iron Age in chronological order.	
SMSC	Social – Working collaboratively to investigate how prehistoric people lived and how communities changed over time. Cultural – Exploring Britain's prehistoric heritage and understanding how archaeological discoveries shape our knowledge of the past.	
British Values	Individual Liberty – Asking historical questions and using evidence to reach conclusions. Mutual Respect – Respecting different interpretations of historical evidence. Democracy – Listening to and discussing different viewpoints about the past.	
School Values	We are happy – Enjoying discovering Britain's prehistoric past. We are safe – Handling artefacts and equipment safely during investigations. We enjoy a challenge – Interpreting evidence and developing historical thinking. We celebrate diversity – Appreciating that people have lived in different ways across different periods of history. We show respect – Respecting historical artefacts, evidence and the opinions of others. We are ready and fit for our future – Developing chronological understanding, enquiry skills and critical thinking that prepare pupils for future history learning.	

Spring 1		
LKS2	History of coal mining in the Victorian era (local history)	
	Year 3	Year 4
	L1A – What revolutionary changes happened in the Victorian era? L1B – What revolutionary changes happened in the Victorian era? L2A – What was it like to work in a mine? L2B – Why were mines so dangerous? L3 – What was the Oaks Colliery disaster? L4 – What changes happened in the coal mining industry?	L1A – What revolutionary changes happened in the Victorian era? L1B – What revolutionary changes happened in the Victorian era? L2A – What was it like to work in a mine? L2B – Why were mines so dangerous? L3 – What was the Oaks Colliery disaster? L4 – What changes happened in the coal mining industry?
Key Concepts to assess	L1A: Children know when the Victorian era took place and can place it on a timeline alongside the Industrial Revolution. L1B: Children know that the Industrial Revolution changed the way goods were made and understand that coal mining became an important industry. L2A: Children know some of the jobs carried out by children in Victorian coal mines.	L1A: Children can explain why the Victorian era was a period of significant industrial change and place key events accurately within a historical timeline. L1B: Children can explain how the Industrial Revolution changed industry, technology and everyday life using a range of historical sources.

	L2B: Children know that mining was dangerous and identify some of the hazards faced by miners. L3: Children know that the Oaks Colliery disaster was a major mining disaster in the local area. L4: Children know that safety in coal mines improved over time and know that Sir Humphry Davy invented the Davy lamp.	L2A: Children can explain what life was like for Victorian child miners using evidence from historical sources. L2B: Children can explain why mines were dangerous and describe how Lord Anthony Ashley helped improve mining conditions through the Mines and Collieries Act 1842. L3: Children can explain the significance of the Oaks Colliery disaster and describe the role of Parkin Jeffcock in the rescue effort using historical evidence. L4: Children can explain how improvements in mining safety changed the lives of miners and evaluate the impact of these changes using historical evidence.
Vocabulary	Victorian, Victorian era, Industrial Revolution, coal, coal mine, miner, child labour, factory, timeline, industry, steam, safety, Davy lamp, strike	Y3+ industrialisation, significance, historical source, evidence, reliability, interpretation, Mines and Collieries Act, Lord Anthony Ashley, Sir Humphry Davy, Parkin Jeffcock, Oaks Colliery Disaster, technology, working conditions, reform, chronology
Experiences	Visit a local mining museum or invite a former miner to share their experiences. Handle mining artefacts and investigate historical photographs and documents. Explore a virtual Victorian mine and compare it with modern mining. Role-play a Victorian parliamentary debate about improving safety in coal mines.	
SMSC	Social – Exploring how communities worked together in mining villages and understanding the importance of teamwork. Moral – Reflecting on child labour, dangerous working conditions and why laws were introduced to protect workers. Cultural – Learning about the importance of mining in local and national history and its impact on communities.	
British Values	Democracy – Understanding how campaigns and new laws improved workers' rights and safety. Rule of Law – Learning how the Mines and Collieries Act helped protect miners. Mutual Respect – Respecting the experiences and sacrifices of mining communities. Individual Liberty – Recognising how reforms improved people's rights and freedoms.	
School Values	We are happy – Enjoying learning about our local heritage and the lives of Victorian communities. We are safe – Understanding why health and safety improvements are important in the workplace. We enjoy a challenge – Using historical evidence to investigate and answer complex questions. We celebrate diversity – Recognising the different experiences of adults and children during the Victorian era We show respect – Respecting the lives and contributions of miners and their families. We are ready and fit for our future – Learning how innovation, technology and social reform continue to shape modern society.	

Summer		
LKS2	Egyptians (Global history)	
	Year 3	Year 4

	L1A – Who was Howard Carter and why is he important? L1B – Who was Howard Carter and why is he important? L2 – Where and when was Ancient Egypt? L3A – How does Ancient Egyptian farming compare with that of the people of the Stone Age, Bronze Age and Iron Age? L3B – How does Ancient Egyptian farming compare with that of the people of the Stone Age, Bronze Age and Iron Age? L4 – What tools did the Ancient Egyptians use? L5A – How and why did the Egyptians build pyramids? L5B – How and why did the Egyptians build pyramids? L6 – What is mummification? L7 – The Ancient Egyptians: Who were they and what did they leave behind?	L1A – Who was Howard Carter and why is he important? L1B – Who was Howard Carter and why is he important? L2 – Where and when was Ancient Egypt? L3A – How does Ancient Egyptian farming compare with that of the people of the Stone Age, Bronze Age and Iron Age? L3B – How does Ancient Egyptian farming compare with that of the people of the Stone Age, Bronze Age and Iron Age? L4 – What tools did the Ancient Egyptians use? L5A – How and why did the Egyptians build pyramids? L5B – How and why did the Egyptians build pyramids? L6 – What is mummification? L7 – The Ancient Egyptians: Who were they and what did they leave behind?
Key Concepts to assess	L1A: Children know that Howard Carter was an archaeologist who discovered the tomb of Tutankhamun and can explain why this was an important discovery. L1B: Children know that historians use different sources to learn about the past. L2: Children know where Ancient Egypt was located and can place it on a historical timeline. L3A: Children know that Ancient Egyptians farmed using the River Nile. L3B: Children know that the River Nile flooded each year and helped crops to grow. L4: Children know that Ancient Egyptians used different tools for farming, building and everyday life. L5A: Children know that pyramids were built as tombs for pharaohs. L5B: Children know that historians use evidence to investigate how pyramids were built. L6: Children know that mummification was used to preserve pharaohs for the afterlife. L7: Children know that artefacts and buildings help us learn about Ancient Egypt.	L1A: Children can explain why Howard Carter's discovery transformed our understanding of Ancient Egypt and use historical sources to describe his achievements. L1B: Children can explain why some historical sources are more reliable than others and compare different interpretations of Howard Carter's discovery. L2: Children can explain where Ancient Egypt fits within world history and describe why the River Nile was important to the civilisation. L3A: Children can compare farming in Ancient Egypt with farming in prehistoric Britain and explain similarities and differences. L3B: Children can explain how the River Nile influenced farming, settlements and the success of Ancient Egyptian civilisation. L4: Children can compare Ancient Egyptian tools with those used during the Stone Age, Bronze Age and Iron Age and explain how technology developed over time. L5A: Children can explain how pyramids were constructed and use historical evidence to explain why they were built. L5B: Children can evaluate different theories about how pyramids were constructed using historical evidence. L6: Children can explain the process of mummification and describe why Ancient Egyptians believed it was important. L7: Children can explain how the achievements of Ancient Egypt continue to influence modern life and justify why Ancient Egypt remains historically significant.
Vocabulary	Ancient Egypt, Egyptian, civilisation, archaeologist, Howard Carter, Tutankhamun, tomb, pyramid, pharaoh, River Nile, farming, artefact, mummy, mummification, temple, chronology, timeline	Y3+ archaeology, historical source, interpretation, evidence, significance, civilisation, irrigation, fertile, afterlife, sarcophagus, hieroglyphics, preservation, excavation, dynasty, influence, compare, reliability
Experiences	Investigate replica Ancient Egyptian artefacts and discuss what they reveal about daily life. Create a class timeline comparing Ancient Egypt with previously studied historical periods. Carry out a mummification investigation using fruit or tomatoes to explore the preservation process.	

	Design and build a model pyramid or explore a virtual tour of Tutankhamun's tomb.
SMSC	Social – Working collaboratively to investigate how Ancient Egyptian society was organised and how people contributed to the civilisation. Cultural – Exploring the beliefs, traditions, achievements and lasting legacy of one of the world's earliest civilisations. Moral – Reflecting on how beliefs about the afterlife influenced the choices and actions of Ancient Egyptians.
British Values	Individual Liberty – Asking historical questions and using evidence to reach informed conclusions. Mutual Respect – Respecting different beliefs, cultures and ways of life from the past. Democracy – Listening respectfully to different interpretations of historical evidence.
School Values	We are happy – Enjoying learning about one of the world's most fascinating ancient civilisations. We are safe – Handling artefacts and equipment carefully during practical activities. We enjoy a challenge – Investigating historical mysteries and interpreting evidence. We celebrate diversity – Appreciating the achievements, beliefs and culture of Ancient Egyptian civilisation. We show respect – Respecting the beliefs, traditions and achievements of people from the past. We are ready and fit for our future – Developing historical enquiry, critical thinking and chronological understanding that prepare us for future learning.

Autumn 1		
UKS2	Romans (British & global history)	
	Year 5	Year 6
	L1 – When was the Roman Empire? L2 – How was the Roman Republic and the Roman Empire different? L3 – How did the Roman army help expand the Roman Empire? L4 – Were the first invasions of Britain successful? L5 – Why was the invasion of Britain finally a success? L6 – How can historical sources be biased and unreliable? L7 – Who was Boudicca and why did she rebel against the Romans? L8A – How was life in Roman Britain different? L8B – How was life in Roman Britain different? L9A – Who were the Romans and what was their impact on Britain? L9B – Who were the Romans and what was their impact on Britain? (Assessment)	L1 – When was the Roman Empire? L2 – How was the Roman Republic and the Roman Empire different? L3 – How did the Roman army help expand the Roman Empire? L4 – Were the first invasions of Britain successful? L5 – Why was the invasion of Britain finally a success? L6 – How can historical sources be biased and unreliable? L7 – Who was Boudicca and why did she rebel against the Romans? L8A – How was life in Roman Britain different? L8B – How was life in Roman Britain different? L9A – Who were the Romans and what was their impact on Britain? L9B – Who were the Romans and what was their impact on Britain? (Assessment)
Key Concepts to assess	L1: Children can place Ancient Rome and Roman Britain accurately on a timeline using BC and AD and identify where they fit alongside previously studied civilisations. L2: Children know the difference between the Roman Republic and the Roman Empire. L3: Children know why the Roman army was successful and identify similarities and differences between the Roman and Viking invasions. L4: Children know that Julius Caesar attempted to invade Britain and explain why his invasions were unsuccessful.	L1: Children can explain the chronology of the Roman Empire, making links between Roman Britain and other ancient civilisations, using historical evidence to justify their understanding. L2: Children can explain how Rome developed from a Republic into an Empire and evaluate how this change influenced expansion and government. L3: Children can explain how the organisation, discipline and tactics of the Roman army enabled the expansion of the Empire and compare these with other invasions studied.

	L5: Children know the key events of Claudius' successful invasion of Britain in AD43. L6: Children know that some historical sources are biased or unreliable. L7: Children know who Boudicca was and describe the main events of her rebellion. L8A: Children know that Roman settlements, roads and towns changed life in Britain. L8B: Children know that the Romans introduced improvements to sanitation and public health. L9A: Children know some of the lasting legacies of the Romans in Britain. L9B: Children know when Roman rule in Britain ended and identify the key legacies left behind.	L4: Children can evaluate the reasons for Julius Caesar's failed invasions using historical evidence and explain how these attempts influenced later events. L5: Children can explain why Claudius succeeded where Julius Caesar failed, using evidence to justify their conclusions. L6: Children can evaluate the reliability of different historical sources and explain why historians may reach different conclusions. L7: Children can explain the causes and consequences of Boudicca's rebellion and evaluate how different historical sources portray her. L8A: Children can explain how Roman engineering improved trade, communication and settlement across Britain. L8B: Children can explain how Roman innovations in sanitation and health influenced later societies and continue to affect modern Britain. L9A: Children can evaluate which Roman achievements have had the greatest impact on Britain today using historical evidence. L9B: Children can justify which aspects of Roman Britain have had the greatest long-term impact on modern Britain, supporting their views with historical evidence.
Vocabulary	Roman Empire, Roman Republic, Roman Britain, BC, AD, chronology, emperor, republic, empire, legion, legionary, centurion, invasion, conquest, Celts, Claudius, Julius Caesar, Boudicca, Iceni, settlement, aqueduct, sanitation, villa, legacy	Y5+ civilisation, primary source, secondary source, historical interpretation, reliability, bias, significance, evidence, archaeology, expansion, province, infrastructure, taxation, engineering, revolt, consequence, governance, innovation, continuity, influence
Experiences	Investigate replica Roman artefacts and evaluate what they reveal about life in Roman Britain. Build and test a Roman road or arch bridge model to explore Roman engineering. Hold a debate: "Was Boudicca a hero or a rebel?" using historical evidence. Visit a Roman fort, museum or explore a virtual tour of Hadrian's Wall or Vindolanda.	
SMSC	Social – Exploring how Roman society was organised and how Roman rule changed communities in Britain. Moral – Discussing conquest, resistance and whether Roman rule benefited or harmed Britain. Cultural – Exploring the lasting influence of Roman culture, engineering and innovation on Britain.	
British Values	Democracy – Comparing the Roman Republic with modern democratic systems. Rule of Law – Understanding how Roman laws and government influenced society. Mutual Respect – Appreciating different interpretations of historical events and respecting evidence-based opinions. Individual Liberty – Exploring how Roman rule affected the freedoms of different groups, including the Celts.	
School Values	We are happy – Enjoying discovering the fascinating history of Roman Britain. We are safe – Understanding how Roman engineering improved health, safety and everyday life. We enjoy a challenge – Using evidence to investigate complex historical questions and debates. We celebrate diversity – Appreciating the diversity of cultures and peoples within the Roman Empire and Britain. We show respect – Respecting different historical viewpoints and the experiences of people living under Roman rule. We are ready and fit for our future – Developing critical thinking, source analysis and historical enquiry skills that prepare pupils for future learning.	

Summer		
UKS2	Democracy through the ages (British and global history)	
	Year 5	Year 6
	L1 – What is democracy? (PSHE Hook) L2 – When was the first English King? L3 – How did William rule differently to Egbert? L4A – Did Henry VIII use corruption to gain power? L4B – Did Henry VIII use corruption to gain power? L4C – Did Henry VIII use corruption to gain power? L5A – How reliable is our knowledge of the Gunpowder Plot? L5B – How reliable is our knowledge of the Gunpowder Plot? L5C – How reliable is our knowledge of the Gunpowder Plot? L6A – Was the English Civil War an example of democracy? L6B – Was the English Civil War an example of democracy? L7 – Who were the Suffragettes? L8 – How do different leaders bring about change? L9 – What legacy did the Suffragettes leave? L10 – How has politics affected who we are today? (Assessment)	L1 – What is democracy? (PSHE Hook) L2 – When was the first English King? L3 – How did William rule differently to Egbert? L4A – Did Henry VIII use corruption to gain power? L4B – Did Henry VIII use corruption to gain power? L4C – Did Henry VIII use corruption to gain power? L5A – How reliable is our knowledge of the Gunpowder Plot? L5B – How reliable is our knowledge of the Gunpowder Plot? L5C – How reliable is our knowledge of the Gunpowder Plot? L6A – Was the English Civil War an example of democracy? L6B – Was the English Civil War an example of democracy? L7 – Who were the Suffragettes? L8 – How do different leaders bring about change? L9 – What legacy did the Suffragettes leave? L10 – How has politics affected who we are today? (Assessment)
Key Concepts to assess	L1: Children know what democracy means and understand the role of Parliament in modern Britain. L2: Children know that Egbert was the first King of England and can place his reign within British history. L3: Children know that William introduced the feudal system and can describe how he ruled differently from Egbert. L4A: Children know the meaning of corruption. L4B: Children know that historians use historical sources to investigate whether Henry VIII was a good ruler. L4C: Children know that Henry VIII changed the religion of England and recognise that historical sources may be biased. L5A: Children know that Guy Fawkes was involved in the Gunpowder Plot and understand why it was planned. L5B: Children know that historians may interpret the same event differently. L5C: Children know that evidence from historical sources can support different viewpoints.	L1: Children can explain how democracy has developed over time and evaluate why democratic principles remain important today. L2: Children can explain how leadership during Egbert's reign differed from modern democracy and place this within the wider development of British government. L3: Children can compare the leadership of Egbert and William the Conqueror and explain how their rule influenced the development of Britain. L4A: Children can explain how corruption influenced decisions during Henry VIII's reign and justify their opinions using historical evidence. L4B: Children can evaluate different historical interpretations of Henry VIII and justify their conclusions using evidence from a range of sources. L4C: Children can explain why Henry VIII established the Church of England and evaluate the reliability of historical sources when investigating his reign. L5A: Children can explain the causes of the Gunpowder Plot and evaluate how different historical sources present the event. L5B: Children can evaluate the reliability of historical sources and explain why historians reach different conclusions about the Gunpowder Plot.

	L6A: Children know that the English Civil War was fought between people from the same country and understand the different viewpoints of the Cavaliers and Roundheads. L6B: Children know the key events of the English Civil War. L7: Children know that Emmeline Pankhurst led the Suffragette movement. L8: Children know similarities and differences between the leadership of Emmeline Pankhurst and Guy Fawkes. L9: Children know that the Suffragettes helped women gain the right to vote. L10: Children know the key events that have shaped democracy in Britain.	L5C: Children can select and use evidence from a range of historical sources to support and justify a historical argument. L6A: Children can explain how the English Civil War changed the balance of power in Britain and evaluate whether it represented a move towards democracy. L6B: Children can explain how Cromwell's rule and the execution of Charles I influenced the development of democracy in Britain. L7: Children can evaluate Emmeline Pankhurst's effectiveness as a leader using evidence from historical sources. L8: Children can compare different methods of bringing about change and evaluate which approaches were most effective. L9: Children can explain how the Suffragette movement influenced democracy and equality in Britain today. L10: Children can evaluate how democracy has developed over time and justify which historical events have had the greatest impact on modern Britain.
Vocabulary	democracy, Parliament, monarch, king, Egbert, William the Conqueror, feudal system, Henry VIII, corruption, Church of England, Gunpowder Plot, Guy Fawkes, English Civil War, Cavaliers, Roundheads, Oliver Cromwell, Charles I, Suffragette, Emmeline Pankhurst, vote, equality, chronology	Y5+ constitutional monarchy, democracy, Parliament, legislation, reform, monarchy, corruption, historical interpretation, reliability, bias, evidence, significance, suffrage, franchise, civil war, execution, Protestant, Catholic, leadership, influence, legacy
Experiences	Hold a class debate on whether Henry VIII or Emmeline Pankhurst had the greater impact on British democracy. Investigate original and secondary historical sources about the Gunpowder Plot and evaluate their reliability. Visit a local courthouse, council chamber or Parliament virtual tour to compare modern democracy with historical systems. Create a whole-class timeline showing the development of democracy from Egbert to the present day.	
SMSC	Social – Exploring how people have worked together to bring about political and social change. Moral – Considering fairness, equality, justice and the consequences of challenging authority. Cultural – Understanding how Britain's political history has shaped modern society and democratic values.	
British Values	Democracy – Understanding how democratic rights have developed throughout British history. Rule of Law – Exploring how laws have changed to create a fairer society. Individual Liberty – Understanding how individuals have campaigned for greater rights and freedoms. Mutual Respect – Respecting different viewpoints and historical interpretations. Tolerance – Appreciating that people hold different political, religious and social beliefs.	
School Values	We are happy – Enjoying exploring the people and events that shaped modern Britain. We are safe – Understanding how democracy protects people's rights and freedoms. We enjoy a challenge – Evaluating historical evidence and debating different viewpoints. We celebrate diversity – Appreciating the contributions of individuals from different backgrounds who fought for change and equality. We show respect – Respecting different opinions and recognising that history can be interpreted in different ways. We are ready and fit for our future – Developing informed citizenship, critical thinking and decision-making skills that prepare pupils for life in modern Britain.	



Medium Term Cycle B

Autumn 2		
KS1	The Great Fire of London	
	Year 1	Year 2
	L1A – How did the Great Fire of London start? L1B – How did the Great Fire of London start? L2 – Why is Samuel Pepys so important to the story of the Great Fire of London? L3 – How did people react to the Great Fire of London? L4A – How did the Great Fire of London affect the city afterwards? L4B – How did the Great Fire of London affect the city afterwards? L5 – Assessment	L1A – How did the Great Fire of London start? L1B – How did the Great Fire of London start? L2 – Why is Samuel Pepys so important to the story of the Great Fire of London? L3 – How did people react to the Great Fire of London? L4A – How did the Great Fire of London affect the city afterwards? L4B – How did the Great Fire of London affect the city afterwards? L5 – Assessment
Key Concepts to assess	L1A: Children know that the Great Fire of London happened a long time ago and can identify how the fire started. L1B: Children know the key events of the Great Fire of London and can place them in the correct order. L2: Children know that Samuel Pepys wrote a diary about the Great Fire of London. L3: Children know how people reacted during the Great Fire of London L4A: Children know some of the changes that happened after the Great Fire of London. L4B: Children know the key events and changes that happened because of the Great Fire of London. L5: Children can recall the main events of the Great Fire of London in the correct order	L1A: Children can explain how the Great Fire of London started using different historical sources and recognise that some sources are more useful than others. L1B: Children can sequence the events of the Great Fire of London accurately and explain how the fire spread. L2: Children can explain why Samuel Pepys' diary is an important historical source and how it helps us understand the Great Fire of London. L3: Children can explain how different people responded to the fire and use historical evidence to describe their experiences. L4A: Children can explain why London changed after the Great Fire and describe how these changes made the city safer. L4B: Children can explain the long-term impact of the Great Fire of London and why it is still remembered today. L5: Children can explain the causes, key events and consequences of the Great Fire of London using historical vocabulary.
Vocabulary	Great Fire of London, London, fire, bakery, Samuel Pepys, diary, king, past, timeline, event, Pudding Lane, burnt, smoke, flames, rebuild	Y1+ Thomas Farriner, historical source, evidence, chronology, consequence, monument, King Charles II, Christopher Wren, eyewitness, diary, reliable, compare, sequence, prevention, reconstruction
Experiences	Re-enact the spread of the Great Fire of London using a simple map and props. Explore extracts from Samuel Pepys' diary and compare them with paintings and other historical sources. Build Tudor houses and investigate why the fire spread so quickly. Visit the local library or complete a virtual tour of the Monument and the Museum of London.	
SMSC	Social – Working together to investigate how communities responded during and after the Great Fire of London. Moral – Reflecting on the importance of helping others during emergencies and learning from past mistakes. Cultural – Exploring how the Great Fire shaped London's history and architecture.	
British Values	Rule of Law – Understanding how new building regulations helped make London safer. Individual Liberty – Learning how people made difficult decisions to protect themselves and their families. Mutual Respect – Appreciating the experiences of people affected by the fire.	

	Democracy – Recognising how leaders made decisions to rebuild London for the future.
School Values	We are happy – Enjoying discovering one of Britain's most famous historical events. We are safe – Understanding why fire safety and building regulations are important. We enjoy a challenge – Investigating evidence to answer historical questions. We celebrate diversity – Appreciating the different experiences of people living in London in 1666. We show respect – Respecting historical evidence and listening to different viewpoints. We are ready and fit for our future – Developing enquiry, chronological understanding and evidence-handling skills that prepare us for future history learning.

Spring 1		
Stately Homes (local history)		
KS1	Year 1	Year 2
	L1 – What is a stately home? L2A – How has Temple Newsam/Normanby Hall changed? L2B – How has Temple Newsam/Normanby Hall changed? L3 – Who has lived at Temple Newsam/Normanby Hall? L4 – How have the uses of Temple Newsam/Normanby Hall changed over time? L5 – Why is Temple Newsam/Normanby Hall important to where I live? (Assessment)	L1 – What is a stately home? L2A – How has Temple Newsam/Normanby Hall changed? L2B – How has Temple Newsam/Normanby Hall changed? L3 – Who has lived at Temple Newsam/Normanby Hall? L4 – How have the uses of Temple Newsam/Normanby Hall changed over time? L5 – Why is Temple Newsam/Normanby Hall important to where I live? (Assessment)
Key Concepts to assess	L1: Children know what a stately home is and can identify some of its main features. L2A: Children know that local stately homes have changed over time. L2B: Children know that local stately homes were built a long time ago and that their grounds have changed. L3: Children know that different families have owned the stately home over time. L4: Children know that stately homes were used differently in the past. L5: Children know why Temple Newsam/Normanby Hall is important to their local area.	L1: Children can describe the internal and external features of a stately home and explain why these buildings are historically important. L2A: Children can use photographs, artefacts and other historical sources to explain how Temple Newsam/Normanby Hall has changed over time. L2B: Children can explain how the buildings and grounds have changed over time and use historical evidence to support their ideas. L3: Children can sequence changes in ownership and explain why ownership has changed over time. L4: Children can compare how stately homes were used in the past with how they are used today and explain why these changes happened. L5: Children can explain why Temple Newsam/Normanby Hall is historically significant and describe how it has contributed to the local community over time.
Vocabulary	stately home, hall, house, past, present, old, new, family, owner, room, garden, grounds, local, history, timeline	Temple Newsam, Normanby Hall, Elsham Hall, heritage, historical source, evidence, chronology, ownership, estate, architect, significance, restoration, compare, change, locality
Experiences	Visit Temple Newsam, Normanby Hall or another local stately home to explore its features and history. Compare old and modern photographs of a local stately home to identify changes over time. Handle replica artefacts or investigate historical maps, paintings and photographs of the estate.	

	Create a timeline showing the changes in ownership and use of the stately home.
SMSC	Social – Working collaboratively to investigate local history and discuss how buildings change over time. Cultural – Developing an appreciation of local heritage and the importance of preserving historic buildings. Moral – Reflecting on why historical buildings should be cared for and protected for future generations.
British Values	Mutual Respect – Respecting local heritage and the people connected with it. Individual Liberty – Appreciating that people have used historic buildings in different ways over time. Democracy – Understanding how many stately homes are now managed for the benefit of the public. Rule of Law – Recognising the importance of protecting historic buildings through conservation.
School Values	We are happy – Enjoying discovering the history of important local buildings. We are safe – Exploring historic buildings safely and respectfully. We enjoy a challenge – Investigating historical evidence to answer questions about the past. We celebrate diversity – Appreciating that different families and communities have shaped local history. We show respect – Respecting our local heritage and the work of those who preserve it. We are ready and fit for our future – Developing historical enquiry skills and understanding the importance of caring for local heritage.

Summer 1		
KS1	Victorians (British history)	
	Year 1	Year 2
	L1 – What was the Victorian era? L2A – What was life like in the Victorian era? L2B – What was life like in the Victorian era? L3A – What jobs did children have in the Victorian era? L3B – What jobs did children have in the Victorian era? L4A – How were Victorian schools different to modern day? L4B – How were Victorian schools different to modern day? L5 – How different was the life of a Victorian child? (Assessment)	L1 – What was the Victorian era? L2A – What was life like in the Victorian era? L2B – What was life like in the Victorian era? L3A – What jobs did children have in the Victorian era? L3B – What jobs did children have in the Victorian era? L4A – How were Victorian schools different to modern day? L4B – How were Victorian schools different to modern day? L5 – How different was the life of a Victorian child? (Assessment)
Key Concepts to assess	L1: Children know that the Victorian era came after the Great Fire of London and know that Queen Victoria was queen during this period. L2A: Children know some features of Victorian life. L2B: Children know that rich and poor people lived differently during Victorian times L3A: Children know that many working-class children had jobs during the Victorian era. L3B: Children know some similarities and differences between Victorian and modern-day domestic jobs	L1: Children can place the Victorian era on a timeline and explain who Queen Victoria was using stories and historical sources. L2A: Children can use photographs and other historical sources to explain what life was like during the Victorian era and identify the most useful sources. L2B: Children can compare the lives of rich and poor Victorian families and explain the differences using historical evidence. L3A: Children can explain why many Victorian children worked and compare their lives with those of children today.

	L4A: Children know that Thomas Barnardo helped introduce free education for children and can identify similarities and differences between Victorian and modern schools. L4B: Children know some similarities and differences between Victorian and modern-day playtimes. L5: Children can identify some similarities and differences between Victorian and modern-day life.	L3B: Children can compare Victorian jobs with modern occupations and explain how children's lives have changed over time. L4A: Children can explain how Victorian schools were different from schools today and describe how education has changed over time. L4B: Children can compare Victorian school life with modern school life and explain why some aspects have changed L5: Children can explain how the lives of Victorian children differed from those of children today and use historical vocabulary to describe these changes.
Vocabulary	Victorian, Queen Victoria, past, present, timeline, school, teacher, child, rich, poor, job, work, playtime, home, chimney sweep	Y1+ Victorian era, Thomas Barnardo, workhouse, domestic servant, factory, mill, historical source, evidence, chronology, compare, difference, similarity, education, significance, change over time
Experiences	Handle replica Victorian artefacts and compare them with modern household and school objects. Experience a Victorian classroom role-play, including handwriting, strict rules and traditional lessons. Compare photographs of Victorian children with children today and discuss similarities and differences. Visit a local Victorian building, museum or complete a virtual tour of a Victorian schoolroom.	
SMSC	Social – Exploring how children lived, learned and worked during the Victorian era and comparing these experiences with life today. Moral – Reflecting on fairness, child labour and why education became important for all children. Cultural – Developing an appreciation of Victorian life and understanding how it has influenced modern society.	
British Values	Rule of Law – Understanding how laws changed to protect children and improve education. Individual Liberty – Appreciating that children today have greater rights and opportunities than Victorian children. Mutual Respect – Respecting the experiences of children from different periods in history. Democracy – Understanding how campaigns for reform helped improve children's lives.	
School Values	We are happy – Enjoying learning about the lives of children in the past. We are safe – Understanding why modern schools and workplaces have rules to keep children safe. We enjoy a challenge – Investigating historical evidence to compare life in different time periods. We celebrate diversity – Appreciating that children's experiences have differed across history and between social groups. We show respect – Respecting the experiences of children who lived in different circumstances. We are ready and fit for our future – Understanding the importance of education, equality and opportunity in preparing for adult life.	

Summer 2		
KS1	Victorians (local history)	
	Year 1	Year 2
	L1A – How has travel by rail changed? L1B – How has travel by rail changed? L2 – What was rail travel like in our local area? L3 – Why did the Victorians use trains? L4 – Why did Victorians holiday at the seaside?	L1A – How has travel by rail changed? L1B – How has travel by rail changed? L2 – What was rail travel like in our local area? L3 – Why did the Victorians use trains? L4 – Why did Victorians holiday at the seaside?

	L5 – How and why were trains important to where we live?	L5 – How and why were trains important to where we live?
Key Concepts to assess	L1A – Children know the key features of a train and railway. L1B – Children know that George Stephenson designed The Rocket and can identify similarities and differences between Victorian and modern trains. L2 – Children know that their local railway has changed over time and can identify similarities and differences between Victorian and modern rail travel. L3 – Children know that Victorians travelled by train for work and leisure and that trains changed the way people travelled. L4 – Children know that Victorians travelled to the seaside by train and can identify similarities and differences between Victorian and modern seaside holidays. L5 – Children know that Nigel Gresley designed Mallard and understand that railways were important to their local area.	L1A – Children can explain how railways changed travel and describe the key features of early steam railways. L1B – Children can explain why George Stephenson's Rocket was historically significant and compare Victorian and modern trains using historical evidence. L2 – Children can explain how their local railway station has changed over time and describe how railways influenced their local community. L3 – Children can explain why railways transformed Victorian life by making travel, work and trade quicker and easier. L4 – Children can explain why seaside holidays became popular during the Victorian era and compare Victorian and modern leisure using historical evidence. L5 – Children can explain why Nigel Gresley's Mallard is historically significant and evaluate why railways were important to the development of their local area.
Vocabulary	train, railway, station, steam engine, steam train, locomotive, track, railway line, passenger, Victorian, seaside, travel, transport, George Stephenson, The Rocket, Mallard, Nigel Gresley, Doncaster, local history, past, present, change, timeline	Y1+ chronology, industrial revolution, historical source, evidence, inventor, engineer, significance, compare, contrast, development, technology, interpretation
Experiences	Visit a local railway station or heritage railway to compare modern and historic rail travel. Investigate photographs, tickets, timetables and artefacts from Victorian railways. Create a class timeline showing the development of rail travel from The Rocket to modern trains. Role-play a Victorian family's journey to the seaside using historical sources to compare experiences.	
SMSC	Social – Working collaboratively to compare Victorian and modern travel and discuss how railways changed people's lives. Cultural – Exploring how the railway transformed Britain and shaped local communities during the Victorian era.	
British Values	Individual Liberty – Understanding how rail travel gave people greater opportunities to travel, work and explore. Mutual Respect – Listening respectfully to different viewpoints when discussing historical evidence. Democracy – Appreciating how public transport continues to benefit communities and support society.	
School Values	We are happy – Enjoying discovering how railways transformed Britain. We are safe – Understanding how railway safety has changed over time. We enjoy a challenge – Investigating historical evidence to answer enquiry questions. We celebrate diversity – Learning about the lives of people from different communities who travelled and worked on the railways. We show respect – Respecting historical artefacts, local heritage and the opinions of others. We are ready and fit for our future – Understanding how innovation and transport continue to shape modern life while developing enquiry and chronological thinking skills.	

Autumn		
LKS2	Vikings and Anglo Saxons (British history)	
	Year 3	Year 4

	L1 – Who were the Vikings and the Anglo-Saxons? L2A – How did the Anglo-Saxons live? / How did the Vikings live? (Trip) L2B – How did the Anglo-Saxons live? / How did the Vikings live? L2C – How did the Anglo-Saxons live? L3 – How did the Vikings travel? L4A – Were the Vikings vicious raiders? L4B – Were the Vikings vicious raiders? L5 – What did the Vikings and Anglo-Saxons believe? L6A – Did the Vikings leave their mark on where we live? L6B – Did the Vikings leave their mark on where we live? L7 – Was England always threatened? L8 – Did the Vikings deserve their vicious reputation?	L1 – Who were the Vikings and the Anglo-Saxons? L2A – How did the Anglo-Saxons live? / How did the Vikings live? (Trip) L2B – How did the Anglo-Saxons live? / How did the Vikings live? L2C – How did the Anglo-Saxons live? L3 – How did the Vikings travel? L4A – Were the Vikings vicious raiders? L4B – Were the Vikings vicious raiders? L5 – What did the Vikings and Anglo-Saxons believe? L6A – Did the Vikings leave their mark on where we live? L6B – Did the Vikings leave their mark on where we live? L7 – Was England always threatened? L8 – Did the Vikings deserve their vicious reputation?
Key Concepts to assess	L1: Children know that the Anglo-Saxons came before the Vikings and can place both periods accurately on a timeline using BC and AD. L2A: Children know how the Anglo-Saxons or Vikings lived and identify features of daily life using historical sources. L2B: Children know similarities and differences between Anglo-Saxon settlements and Iron Age settlements. L2C: Children know the difference between primary and secondary historical sources and know that Sutton Hoo provides evidence about Anglo-Saxon life. L3: Children know that Vikings travelled in different types of longships for different purposes. L4A: Children know why the Vikings raided Lindisfarne. L4B: Children know that the Viking raids affected Britain and other countries. L5: Children know similarities and differences between Anglo-Saxon and Viking beliefs. L6A: Children know that many place names come from Viking language. L6B: Children know when the Vikings and Anglo-Saxons lived in their local area. L7: Children know that Alfred the Great was an important Anglo-Saxon king. L8: Children know similarities and differences between the Vikings and Anglo-Saxons.	L1: Children can explain where the Anglo-Saxon and Viking periods fit within British history and describe why different groups invaded Britain. L2A: Children can explain how historians use first-hand and second-hand sources to investigate Anglo-Saxon and Viking life. L2B: Children can compare Anglo-Saxon settlements with earlier settlements and explain why they changed over time using historical evidence. L2C: Children can explain how archaeologists used the Sutton Hoo excavation to improve our understanding of Anglo-Saxon Britain and evaluate the usefulness of different historical sources. L3: Children can explain how Viking longships enabled exploration, trade and invasion and compare them with other historical forms of transport. L4A: Children can explain the causes and consequences of the Viking raid on Lindisfarne using historical evidence. L4B: Children can explain the impact of Viking raids and evaluate whether the Vikings deserve their violent reputation. L5: Children can compare Anglo-Saxon Christianity with Viking pagan beliefs and explain how religion influenced daily life. L6A: Children can use place-name evidence to identify areas of Viking settlement and explain how the Vikings influenced local communities. L6B: Children can explain how Anglo-Saxon and Viking settlements influenced their locality using historical evidence. L7: Children can explain why Alfred the Great was significant and evaluate how his leadership helped shape England. L8: Children can evaluate whether the Vikings have been fairly represented throughout history using historical evidence and explain their lasting legacy.

Vocabulary	Anglo-Saxon, Viking, invasion, settlement, chronology, BC, AD, timeline, longship, Lindisfarne, Sutton Hoo, Alfred the Great, monastery, raid, pagan, Christian, artefact, archaeologist, place name, kingdom	Y3+ primary source, secondary source, historical evidence, interpretation, reliability, excavation, Edith Pretty, significance, migration, monastery, Danelaw, conquest, invasion, legacy, civilisation, compare, contrast, continuity, change, influence
Experiences	Visit a local museum or complete a virtual tour of Sutton Hoo or the Jorvik Viking Centre. Handle replica Viking and Anglo-Saxon artefacts and investigate what they reveal about everyday life. Build and test a model Viking longship to explore why it was so successful. Investigate local place names to identify possible Viking or Anglo-Saxon settlements.	
SMSC	Social – Exploring how Viking and Anglo-Saxon communities lived, travelled and settled together. Cultural – Developing an understanding of how Viking and Anglo-Saxon beliefs, traditions and achievements have shaped Britain. Moral – Considering whether the Vikings deserve their reputation by evaluating different historical viewpoints.	
British Values	Mutual Respect – Respecting different cultures, beliefs and interpretations of history. Individual Liberty – Understanding why different groups chose to migrate, trade or invade. Democracy – Listening to and discussing different interpretations of historical evidence. Rule of Law – Exploring how leaders such as Alfred the Great established order and defended kingdoms	
School Values	We are happy – Enjoying discovering the fascinating history of the Vikings and Anglo-Saxons. We are safe – Understanding how communities protected themselves during times of invasion. We enjoy a challenge – Investigating historical evidence and debating different viewpoints. We celebrate diversity – Appreciating the different cultures, beliefs and traditions of the Vikings and Anglo-Saxons. We show respect – Respecting historical evidence and recognising that history can be interpreted in different ways. We are ready and fit for our future – Developing historical enquiry, chronology and critical thinking skills that prepare pupils for future learning.	

Spring 2		
LKS2	Ancient Greece (global history)	
	Year 3	Year 4
	L1 – When does Ancient Greece fit in our history timeline? L2A – What was life like in Ancient Greece? L2B – What was life like in Ancient Greece? L2C – What was life like in Ancient Greece? L2D – What was life like in Ancient Greece? (PE) L3A – Did the Trojan War really happen? L3B – Did the Trojan War really happen? L4A – What did the Ancient Greeks leave behind? L4B – What did the Ancient Greeks leave behind?	L1 – When does Ancient Greece fit in our history timeline? L2A – What was life like in Ancient Greece? L2B – What was life like in Ancient Greece? L2C – What was life like in Ancient Greece? L2D – What was life like in Ancient Greece? (PE) L3A – Did the Trojan War really happen? L3B – Did the Trojan War really happen? L4A – What did the Ancient Greeks leave behind? L4B – What did the Ancient Greeks leave behind?

Key Concepts to assess	L1: Children know that Ancient Greece came after Ancient Egypt and can place Ancient Greece accurately on a timeline using BC and AD. L2A: Children know that pottery provides evidence about Ancient Greek life and can identify whether sources are primary or secondary. 2B: Children know similarities and differences between life in Athens and Sparta. L2C: Children know that Ancient Greece introduced the Olympic Games and democracy. L2D: Children know some of the events that took place during the Ancient Greek Olympics. L3A: Children know that Homer wrote about the Trojan War and understand that some historians believe the story is a myth. L3B: Children know the main events of the Trojan War. L4A: Children know some ways Ancient Greece has influenced life today. L4B: Children know that Ancient Greek ideas still influence modern society.	L1: Children can place Ancient Greece within world history, compare it with previously studied civilisations and explain similarities and differences. L2A: Children can explain how historians use different historical sources to understand Ancient Greece and evaluate which sources are most useful. L2B: Children can compare daily life in Athens and Sparta and explain how these differences reflected Ancient Greek society. L2C: Children can explain how Ancient Greek democracy and the Olympic Games have influenced the modern world. L2D: Children can compare the Ancient Greek Olympics with the modern Olympic Games and explain how they have changed over time. L3A: Children can explain why historians have different interpretations of the Trojan War using historical evidence. L3B: Children can evaluate different historical sources and select evidence to create the most reliable interpretation of the Trojan War. L4A: Children can explain the significance of Ancient Greek achievements and evaluate their lasting legacy on the modern world. L4B: Children can explain how Ancient Greek achievements in democracy, sport, philosophy and learning continue to shape life today.
Vocabulary	Ancient Greece, Athens, Sparta, civilisation, democracy, Olympics, Olympic Games, BC, AD, chronology, timeline, Homer, Trojan War, myth, pottery, artefact, temple, city-state	primary source, secondary source, historical interpretation, evidence, significance, philosophy, legacy, historian, archaeology, excavation, compare, contrast, influence, civilisation, democracy, reliability, source analysis
Experiences	Investigate replica Ancient Greek artefacts and pottery to discover what they reveal about everyday life. Hold a mini Ancient Greek Olympics and compare events with the modern Games. Recreate an archaeological dig to interpret evidence about Ancient Greek civilisation. Debate whether the Trojan War was fact or myth using different historical sources.	
SMSC	Social – Exploring how Ancient Greek society was organised and how democratic ideas developed. Cultural – Appreciating the achievements of Ancient Greece and their influence on modern civilisation. Moral – Considering fairness, leadership and how democratic decision-making has evolved over time.	
British Values	Democracy – Understanding that many democratic ideas originated in Ancient Greece and continue to influence Britain today. Mutual Respect – Respecting different viewpoints and historical interpretations.	

	Individual Liberty – Exploring how democratic systems gave some citizens a voice in decision-making. Rule of Law – Understanding how rules and governance supported Ancient Greek society.
School Values	We are happy – Enjoying discovering one of the world's most influential civilisations. We are safe – Working safely when handling artefacts and taking part in practical activities. We enjoy a challenge – Investigating historical evidence and evaluating different interpretations. We celebrate diversity – Appreciating the achievements, beliefs and culture of Ancient Greek civilisation. We show respect – Respecting different viewpoints, cultures and historical evidence. We are ready and fit for our future – Developing historical enquiry, critical thinking and chronological understanding that prepare us for future learning.

Summer 1		
LKS2	Mayans (global history)	
	Year 3	Year 4
	L1 – Who discovered the Mayan Civilisation and what do these discoveries tell us? L2 – What was the purpose of the Mayan pyramids and temples? L3 – What did the Mayans believe? L4 – What methods did the Mayans use for farming? L5 – What did the Mayans trade and why? L6 – The Mayan Civilisation: How did it compare to other ancient civilisations? (Assessment)	L1 – Who discovered the Mayan Civilisation and what do these discoveries tell us? L2 – What was the purpose of the Mayan pyramids and temples? L3 – What did the Mayans believe? L4 – What methods did the Mayans use for farming? L5 – What did the Mayans trade and why? L6 – The Mayan Civilisation: How did it compare to other ancient civilisations? (Assessment)
Key Concepts to assess	L1: Children know that John Lloyd Stephens documented the Mayan ruins and that Frederick Catherwood produced detailed drawings of the sites. They can place the Mayan Civilisation and Ancient Egypt on a timeline. L2: Children know the main features and purposes of Mayan pyramids and temples. L3: Children know that the Mayans worshipped many gods and identify similarities and differences between Mayan and Viking beliefs. L4: Children know the main farming methods used by the Mayans. L5: Children know the main goods traded by the Mayans and understand that trade was important. L6: Children know similarities and differences between the Mayan Civilisation and other ancient civilisations studied.	L1: Children can explain why the discoveries of John Lloyd Stephens and Frederick Catherwood were significant and use a range of historical sources to compare the Mayan and Ancient Egyptian civilisations. L2: Children can compare Mayan pyramids with Ancient Egyptian pyramids and explain why they were built using historical evidence. L3: Children can explain how Mayan religious beliefs influenced daily life and compare them with other civilisations studied. L4: Children can compare Mayan farming with Ancient Egyptian farming and explain how geography influenced farming methods. L5: Children can explain why the Mayans traded and use historical evidence to describe how trade supported the civilisation. L6: Children can compare the social, cultural and religious aspects of the Mayan Civilisation with other ancient civilisations and explain their conclusions using historical evidence.
Vocabulary	Mayan, civilisation, archaeologist, John Lloyd Stephens, Frederick Catherwood, pyramid, temple, deity, god, farming, trade, timeline, BC, AD, artefact, settlement, civilisation	primary source, secondary source, historical evidence, interpretation, archaeology, significance, civilisation, hierarchy, merchant, maize, cacao, terrace farming, comparison, culture, religion, legacy, influence, chronology

Experiences	Investigate replica Mayan artefacts and use them to ask and answer historical questions. Build a model Mayan pyramid or temple and compare it with an Egyptian pyramid. Create a Mayan marketplace role-play to explore trade and the exchange of goods. Compare maps and timelines of the Mayan Civilisation with Ancient Egypt and Ancient Greece to identify similarities and differences.
SMSC	Social – Exploring how the Mayan Civilisation was organised and how trade and farming supported communities. Cultural – Developing an appreciation of the beliefs, traditions and achievements of the Mayan Civilisation and their influence on the wider world. Moral – Reflecting on how beliefs shaped the choices and actions of the Mayan people and considering how historians interpret evidence from the past.
British Values	Mutual Respect – Respecting the beliefs, traditions and cultures of ancient civilisations. Individual Liberty – Understanding how different societies organised themselves and made decisions. Democracy – Listening respectfully to different historical interpretations and supporting opinions with evidence. Rule of Law – Exploring how rules, leadership and social structures helped organise Mayan society.
School Values	We are happy – Enjoying learning about one of the world's most fascinating ancient civilisations. We are safe – Handling artefacts and equipment carefully during investigations and practical activities. We enjoy a challenge – Comparing civilisations and using evidence to answer complex historical questions. We celebrate diversity – Appreciating the beliefs, achievements and traditions of the Mayan people and recognising that civilisations developed in different ways. We show respect – Respecting historical evidence, artefacts and different interpretations of the past. We are ready and fit for our future – Developing historical enquiry, comparison and critical thinking skills that prepare us for future learning.

Autumn 1		
UKS2	Tudors and Stuarts (British history)	
	Year 5	Year 6
	L1 – What changes have been implemented by British Monarchs in the Tudor and Stuart period? L2 – Did religion shape modern Britain or did Monarchs use religion to shape the Britain they desired? L3A – Why did Lady Jane Grey become the first Queen of England? L3B – Why did Lady Jane Grey become the first Queen of England? L4 – When faced with conflict and division, how have attitudes and behaviours of Monarchs changed since the Tudor period? (Double Session) L5 – How has leadership changed Britain? (Assessment)	L1 – What changes have been implemented by British Monarchs in the Tudor and Stuart period? L2 – Did religion shape modern Britain or did Monarchs use religion to shape the Britain they desired? L3A – Why did Lady Jane Grey become the first Queen of England? L3B – Why did Lady Jane Grey become the first Queen of England? L4 – When faced with conflict and division, how have attitudes and behaviours of Monarchs changed since the Tudor period? (Double Session) L5 – How has leadership changed Britain? (Assessment)
Key Concepts to assess	L1: Children can place the Tudor and Stuart monarchs in chronological order and identify the key changes made during their reigns. L2: Children know that Tudor and Stuart monarchs shaped religious practices in Britain and can describe key changes. L3A: Children know how and why Lady Jane Grey became Queen of England.	L1: Children can explain how Tudor and Stuart monarchs influenced Britain over time and evaluate the significance of the changes they introduced. L2: Children can explain how religion was used to influence political power during the Tudor and Stuart periods and justify their views using historical evidence.

	L3B: Children know why Lady Jane Grey's reign was short and identify changes made by Tudor monarchs. L4: Children know that religious conflict led to division in Britain and Ireland and identify how monarchs responded to conflict. L5: Children know that monarchs and other significant leaders have shaped Britain over time.	L3A: Children can explain the political events that led to Lady Jane Grey becoming Queen and use a range of historical sources to answer historically valid questions. L3B: Children can evaluate the reliability of historical sources about Lady Jane Grey and explain why historians may interpret events differently. L4: Children can explain how monarchs dealt with conflict during and after the Tudor period and evaluate the effectiveness of different approaches using historical evidence. L5: Children can evaluate how leadership has changed Britain and justify which monarch or leader has had the greatest historical impact using historical evidence.
Vocabulary	Tudor, Stuart, monarchy, monarch, reign, chronology, timeline, Henry VIII, Elizabeth I, Lady Jane Grey, Edward VI, Mary I, James I, Church of England, Protestant, Catholic, succession, conflict, leadership	Y5+ Reformation, political power, historical interpretation, primary source, secondary source, reliability, bias, significance, evidence, succession crisis, divine right, religious reform, persecution, legitimacy, monarchy, governance, influence, consequence
Experiences	Investigate portraits, letters and royal documents to evaluate what they reveal about Tudor monarchs. Hold a courtroom debate: "Was Lady Jane Grey treated fairly?" using historical evidence. Create a Tudor and Stuart timeline showing key monarchs, religious changes and significant events. Visit a Tudor house, local heritage site or complete a virtual tour of Hampton Court Palace.	
SMSC	Social – Exploring how leadership decisions affected people and communities across Britain. Moral – Considering whether Tudor monarchs made fair decisions and reflecting on the consequences of religious conflict. Cultural – Understanding how the Tudor and Stuart periods shaped Britain's identity, traditions and institutions.	
British Values	Democracy – Exploring how power and leadership have evolved from absolute monarchy towards modern democracy. Rule of Law – Understanding how monarchs introduced and enforced laws that affected religion and society. Individual Liberty – Considering how religious freedoms changed during different reigns. Mutual Respect – Respecting differing religious beliefs and historical interpretations.	
School Values	We are happy – Enjoying discovering the fascinating stories of Tudor and Stuart Britain. We are safe – Understanding how conflict affected communities and why peaceful resolution is important. We enjoy a challenge – Analysing historical evidence and evaluating different viewpoints. We celebrate diversity – Appreciating the diversity of religious beliefs and experiences during the Tudor and Stuart periods. We show respect – Respecting different interpretations of history and the beliefs of others. We are ready and fit for our future – Developing critical thinking, historical enquiry and evidence-based reasoning to prepare for future learning.	

Spring		
UKS2	WWII & The Battle Of Britain (global history)	
	Year 5	Year 6
	L1 – What is conflict? L2A – Why did World War II begin? L2B – Why did World War II begin? L2C – Why did World War II begin? L3 – Which countries contributed to WWII? L4A – What was the Battle of Britain? L4B – What was the Battle of Britain? L4C – What was the Battle of Britain? L5 – How did WWII affect where I live? L6A – How has WWII affected modern Britain? L6B – How has WWII affected modern Britain? L7 – Is conflict ever worth the consequences? (Assessment)	L1 – What is conflict? L2A – Why did World War II begin? L2B – Why did World War II begin? L2C – Why did World War II begin? L3 – Which countries contributed to WWII? L4A – What was the Battle of Britain? L4B – What was the Battle of Britain? L4C – What was the Battle of Britain? L5 – How did WWII affect where I live? L6A – How has WWII affected modern Britain? L6B – How has WWII affected modern Britain? L7 – Is conflict ever worth the consequences? (Assessment)
Key Concepts to assess	L1: Children can place significant conflicts in chronological order and identify similarities and differences between different types of conflict. L2A: Children know that Adolf Hitler led Nazi Germany and identify some reasons why many Germans supported him. L2B: Children can use historical sources to learn about the causes of World War II. L2C: Children know that Neville Chamberlain attempted to prevent war through appeasement. L3: Children know which countries formed the Axis and Allied powers and identify similarities and differences between life on the British and German home fronts. L4A: Children know the key events of the Battle of Britain and explain why Germany initially had the advantage. L4B: Children know how Britain defeated Germany during the Battle of Britain. L4C: Children know that historians use different historical sources to learn about the Battle of Britain. L5: Children know how World War II affected their local area. L6A: Children know some ways technology developed during and after World War II. L6B: Children know similarities and differences between conflict during World War II and modern conflicts. L7: Children know the key causes, events and consequences of World War II.	L1: Children can explain how different conflicts have shaped British and world history and evaluate their impact over time. L2A: Children can explain the causes of World War II and evaluate how Hitler's leadership contributed to the outbreak of war using historical evidence. L2B: Children can interpret historical sources critically, evaluating their validity and explaining how they support different historical viewpoints. L2C: Children can explain the motives behind appeasement and evaluate whether it was the right decision using historical evidence. L3: Children can explain how different countries contributed to World War II and compare the experiences of civilians living in Britain and Germany. L4A: Children can explain why the Battle of Britain was a turning point in World War II using historical evidence. L4B: Children can explain the significance of British strategy, technology and leadership during the Battle of Britain. L4C: Children can evaluate why some historical sources are missing or biased, including the lack of Luftwaffe accounts, and explain how this affects historical interpretation. L5: Children can explain how World War II changed their locality and compare local experiences with national events using historical evidence. L6A: Children can explain how technological advances during World War II continue to influence life in modern Britain. L6B: Children can compare World War II with modern conflicts and evaluate how warfare, technology and society have changed over time.

		L7: Children can evaluate whether conflict is ever justified, using historical evidence from World War II and other conflicts to support their conclusions.
Vocabulary	World War II, conflict, chronology, Adolf Hitler, Nazi, Germany, Britain, Allies, Axis, Neville Chamberlain, appeasement, Battle of Britain, RAF, Luftwaffe, evacuation, Blitz, rationing, home front, propaganda, VE Day	dictatorship, fascism, persecution, Holocaust, alliance, diplomacy, historical interpretation, primary source, secondary source, reliability, bias, significance, consequences, technology, radar, resilience, liberation, treaty, ideology, evidence
Experiences	Analyse wartime propaganda posters, photographs and newspaper reports to evaluate their purpose and reliability. Visit a local war memorial, museum or complete a virtual tour of the Imperial War Museums. Hold a debate: "Could World War II have been prevented?" using historical evidence. Interview a family or community member about local experiences of World War II or investigate local wartime records.	
SMSC	Social – Exploring how communities worked together during wartime and supported one another through adversity. Moral – Reflecting on the causes and consequences of war, prejudice, discrimination and the importance of peace. Cultural – Understanding how World War II shaped modern Britain and recognising the contributions of people from different countries and backgrounds.	
British Values	Democracy – Understanding the importance of protecting democratic values against dictatorship. Rule of Law – Exploring how laws and international agreements developed following World War II. Individual Liberty – Recognising the importance of freedom and human rights. Mutual Respect – Respecting the experiences and sacrifices of people from different nations and cultures. Tolerance – Understanding how prejudice and intolerance contributed to conflict and why diversity should be valued.	
School Values	We are happy – Appreciating the freedoms and opportunities we have today because of the sacrifices made in the past. We are safe – Understanding the importance of peace, cooperation and keeping communities safe. We enjoy a challenge – Evaluating complex historical evidence and considering different viewpoints. We celebrate diversity – Recognising the contributions of people from many nations, cultures and backgrounds during World War II. We show respect – Respecting the experiences of those affected by war and listening carefully to different historical perspectives. We are ready and fit for our future – Developing critical thinking, historical enquiry and informed citizenship by understanding the impact of conflict on the modern world.	