

St Michael's School  
History Curriculum Overview 2026

**History In The EYFS**

Children will explore History through Understanding of The World. Throughout our continuous provision for the children, they will have opportunities to explore and actively learn about history. Through encouraging curiosity with our big questions, we are able to expose children to ideas and key vocabulary that will support progression into year 1 and contribute to the children's readiness for the Key Stage 1 History Programme of study.

Each Term we have 'Big Questions' which spark children's interests to find out and explore, get involved and make links with new knowledge about the wider world around them and changes that have occurred within and beyond their living memory.

To support our readiness, we will: -

- Learn about ourselves and our families – children, parents, grandparents – and relate to the past, e.g., parents were once babies, then children etc and how we change over time.
- Learn vocabulary that helps them to talk about the past, present and future and begin to understand chronology.
- Talk about ourselves and answer questions relating to what we are doing, have done and will do.
- Listen to stories that are set in the past
- Compare things from the past and now, linked to our big questions such as transport.
- Learn the names of some significant people from the past and present, such as Neil Armstrong, Guy Fawkes, Florence Nightingale and David Attenborough.
- Learn about historical events such as Remembrance Day and Bonfire Night

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| Reception Overview                   |                                                                                                                                                                                                                                                                |                                                                   |                                          |
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|                                      | Autumn                                                                                                                                                                                                                                                         | Spring                                                            | Summer                                   |
| <b>Big Questions</b>                 | What makes me Unique?<br><br>What is a traditional tale?                                                                                                                                                                                                       | What is my favourite animal and why?<br><br>How can I get there?  | What can I grow?<br><br>Who can help me? |
| <b>Significant Historical Events</b> | Bonfire Night<br>Remembrance Day Christmas                                                                                                                                                                                                                     | Easter                                                            |                                          |
| <b>Significant Individuals</b>       | Themselves<br><br>Guy Fawkes                                                                                                                                                                                                                                   | Mae Jemison<br>Neil Armstrong<br>Rosa Parks<br>David Attenborough | Mary Seacole<br><br>Florence Nightingale |
| <b>Key Vocabulary in Reception</b>   | History, past, present, future, chronological, sequence, significant, when, where, what, how, change, old, new, routine, before, after yesterday, today, tomorrow, last week, this week, next week, weekend, last year, this year, next year, a long time ago, |                                                                   |                                          |

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| Year 1                         |  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Topic                          |  | How am I making History?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | How have Toys changed?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How have explorers changed the world?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| National Curriculum objectives |  | <p><b><u>National curriculum History subject content</u></b><br/> <b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul> <p><b><u>National curriculum History aims</u></b><br/> <b><u>The national curriculum for history aims to ensure that all pupils:</u></b></p> <ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> | <p><b><u>National curriculum History subject content</u></b><br/> <b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul> <p><b><u>National curriculum History aims</u></b><br/> <b><u>The national curriculum for history aims to ensure that all pupils:</u></b></p> <ul style="list-style-type: none"> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> | <p><b><u>National curriculum History subject content</u></b><br/> <b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>Significant historical events, people and places in their own locality</li> </ul> <p><b><u>National curriculum History aims</u></b><br/> <b><u>The national curriculum for history aims to ensure that all pupils:</u></b></p> <ul style="list-style-type: none"> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>understand the methods of historical enquiry, including how evidence is used</li> </ul> |

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|            |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Whole unit | Expected outcomes | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Order three photographs correctly on a simple timeline.</li> <li>Use the terms 'before' and 'after' when discussing their timelines.</li> <li>Talk about three memories and place one of them on a timeline.</li> <li>Explain why memories are special and name four events that they celebrate throughout the year.</li> <li>Think of three ways they celebrate their birthday.</li> <li>Ask a visitor one question about childhood in the past.</li> <li>Know a similarity and a difference between childhood now and in the past.</li> <li>Add three ideas to a time capsule about themselves.</li> <li>Use key vocabulary to compare the present, the past and possible changes in the future.</li> </ul> | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Discuss their favourite toy using language related to the past.</li> <li>Ask questions about toys in the past.</li> <li>Make comparisons between toys in the past and present.</li> <li>Sequence artefacts from different periods of time.</li> <li>Identify changes between teddy bears today and those from 100 years ago.</li> <li>Describe how toys have changed over time.</li> </ul> | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Explain what explorers do</li> <li>Name equipment or transport an explorer would need.</li> <li>Sequence four photographs from different periods of time.</li> <li>Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).</li> <li>Identify where they travelled and write a sentence about the achievements of one explorer.</li> <li>Select the most important events in a historical story.</li> <li>Sequence events on a timeline and use this to retell the story.</li> <li>Describe what they can see in a photograph.</li> <li>Make inferences about what a person in an image could be saying and ask questions to further their understanding.</li> <li>Recall information about past and present exploration.</li> <li>Understand events in relation to the present day and compare how exploration has changed over time.</li> <li>Describe how an explorer is significant and how they impacted events or people's ideas.</li> <li>Show understanding of significant people by designing a coat of arms.</li> </ul> |

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| Weekly learning objectives specific to St. Michael's (progression of skills)<br>key questions | Visits/trips/<br>workshops |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                        |
|                                                                                               | Vocabulary                 | Tier 1: change, different, future, past, present, similar<br>Tier 2: memory, timeline, chronology                                                                                                                                                                                              | Tier 1: different, past, present, similar<br>Tier 2: artefact, memory                                                                                                                                                                                                               | Tier 1: different, past, present, similar<br>Tier 2: explorer, timeline                                                                                                                                                                                                                |
|                                                                                               | 1                          | <b>To develop an understanding of personal chronology</b><br>Recognising personal past → Sequencing events → Using time-related vocabulary<br>What events have happened in my life so far?<br>Can I put these events in the right order?<br>How do I know which events happened first or last? | <b>To discuss a favourite toy</b><br>Speaking about personal experiences → Describing objects → Comparing with others<br>Why is this toy special to me?<br>What does it look like and what can it do?<br>How is it different from other toys?                                       | <b>To know what an explorer is by learning about some explorers.</b><br>Understanding roles in history → Identifying key individuals → Recognising historical impact<br>What is an explorer?<br>Who were some famous explorers?<br>Why are explorers important?                        |
|                                                                                               | 2                          | <b>To learn more about my history</b><br>Exploring personal past → Asking questions → Using sources like photos or stories<br>What can I find out about my own past?<br>Who can help me learn about my history?<br>How has my life changed over time?                                          | <b>To find out what toys our parents and grandparents played with</b><br>Interviewing others → Comparing past and present → Drawing conclusions<br>What toys did people play with in the past?<br>How are those toys different from mine?<br>Why did they play with different toys? | <b>To recognise the achievements of different explorers using photographs.</b><br>Interpreting visual sources → Identifying achievements → Making historical connections<br>What can a photo tell us about an explorer?<br>What did this explorer achieve?<br>Why do we remember them? |
|                                                                                               | 3                          | <b>To explore how we remember events</b><br>Understanding memory → Using timelines → Connecting personal and historical events<br>How do we remember important events?<br>What helps us keep memories?<br>Why is it important to remember the past?                                            | <b>To investigate what toys were like 100 years ago.</b><br>Researching the past → Using evidence → Making comparisons<br>What were toys like 100 years ago?<br>How do we know what they were like?<br>How are they different from toys today?                                      | <b>To order events from an explorer's story on a timeline.</b><br>Sequencing historical events → Using timelines → Understanding cause and effect<br>What happened first in the explorer's journey?<br>What came next?<br>Why is the order of events important?                        |
|                                                                                               | 4                          | <b>To find out what childhood was like for our parents and grandparents</b><br>Interviewing others → Comparing experiences → Understanding change over time<br>What was childhood like in the past?<br>How is it different from my childhood?<br>What has stayed the same?                     | <b>To compare toys from the past with modern toys.</b><br>Observing similarities and differences → Categorising → Drawing conclusions<br>What is the same about old and new toys?<br>What is different?<br>Why have toys changed?                                                   | <b>To use photographs to find out about the past.</b><br>Interpreting visual sources → Asking questions → Making inferences<br>What can we learn from this photo?<br>Who or what is in the picture?<br>When might it have been taken?                                                  |
|                                                                                               | 5                          | <b>To compare childhood now with childhood in the past</b><br>Comparing lifestyles → Using evidence → Understanding continuity and change                                                                                                                                                      | <b>To investigate how teddy bears have changed over time.</b><br>Researching specific objects → Identifying trends → Explaining change                                                                                                                                              | <b>To recognise changes and similarities (continuities) over time.</b><br>Identifying patterns → Comparing across time periods → Using historical vocabulary                                                                                                                           |

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|  |   | How is my childhood different from that of my parents or grandparents?<br>What things have changed over time?<br>Why do some things stay the same?                                                                                                                               | What did teddy bears used to look like?<br>How have they changed?<br>Why do you think they changed?                                                                                                                                 | What has changed?<br>What has stayed the same?<br>Why is it important to notice both?                                                                                                                                                                                            |
|  | 6 | <b>To identify that some things change and some things stay the same</b><br>Recognising continuity and change → Applying to different contexts → Explaining reasons<br>What has changed over time?<br>What has stayed the same?<br>Why do some things change while others don't? | <b>To know how toys have changed over time.</b><br>Understanding historical development → Using timelines → Explaining reasons for change<br>How have toys changed?<br>What caused these changes?<br>What do these changes tell us? | <b>To describe the significance of some people and events within history.</b><br>Understanding importance → Evaluating impact → Communicating significance<br>Why do we remember this person or event?<br>What did they do that was important?<br>How did they change the world? |

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| Year 2                         |  | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Topic                          |  | Why was there a Gunpowder Plot?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | What caused the Great Fire of London?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | What is a monarch?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| National Curriculum objectives |  | <p><b><u>National curriculum History subject content Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>The Gunpowder Plot as an event beyond living memory that is significant nationally.</li> <li>The key events of 1605 and why the plotters attempted to blow up Parliament.</li> <li>The lives of significant individuals involved, including Guy Fawkes, Robert Catesby and King James I.</li> <li>Differences between life in 1605 and today, including homes, clothing, beliefs and the role of Parliament.</li> <li>The importance of the Houses of Parliament as a significant place in British history.</li> <li>How and why the Gunpowder Plot is remembered today, including the tradition of Bonfire Night.</li> <li>The use of simple historical sources (paintings, artefacts, accounts) to find out about the past.</li> <li>Placing the Gunpowder Plot on a simple timeline to develop chronological awareness.</li> </ul> <p><b><u>National curriculum History aims</u></b><br/>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>Build a chronological understanding by recognising that the Gunpowder Plot happened long ago, beyond living memory.</li> <li>Understand cause and consequence, including why the plotters acted and what happened afterwards.</li> </ul> | <p><b><u>National Curriculum History subject content</u></b><br/><b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>Changes within living memory, revealing aspects of change in national life, through a significant historical event: The Great Fire of London (1666).</li> <li>Events beyond living memory that are significant nationally, using the Great Fire of London as a turning point in the development of London.</li> <li>The lives of significant individuals in the past who have contributed to national achievements, such as Samuel Pepys and King Charles II.</li> <li>Historical concepts including: <ul style="list-style-type: none"> <li>➤ Chronology (sequencing events before, during and after the fire)</li> <li>➤ Similarity and difference (homes, streets, firefighting then and now)</li> <li>➤ Cause and consequence (why the fire started, why it spread, and its impact)</li> </ul> </li> </ul> <p><b><u>National Curriculum History aims</u></b><br/><b><u>The national curriculum for history aims to ensure that all pupils:</u></b></p> <ul style="list-style-type: none"> <li>Develop a coherent knowledge and understanding of Britain's past, using the Great Fire of London as an important historical event.</li> <li>Know and understand significant events and individuals that have shaped the nation.</li> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity and</li> </ul> | <p><b><u>National curriculum History subject content</u></b><br/><b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally</li> </ul> <p><b><u>National curriculum History aims</u></b><br/><b><u>The national curriculum for history aims to ensure that all pupils:</u></b></p> <ul style="list-style-type: none"> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul> <p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> |
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|            |                   | <ul style="list-style-type: none"> <li>Recognise similarities and differences between life in the early 1600s and life today.</li> <li>Understand the significance of the event and why it continues to be remembered.</li> <li>Ask and answer historical questions and use evidence to support their ideas.</li> <li>Begin to think critically and notice that different sources may tell the story differently.</li> <li>Use historical vocabulary such as: plot, treason, Parliament, monarch, gunpowder, evidence, timeline, 1605.</li> <li>Develop an understanding of how events like the Gunpowder Plot connect to British history and national traditions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>difference, and use them to make sense of the past.</p> <ul style="list-style-type: none"> <li>Learn how to ask perceptive questions, think critically, weigh evidence and develop simple historical explanations.</li> <li>Gain an understanding of how historical knowledge is constructed from a range of sources, including written accounts like Samuel Pepys' diary and visual evidence.</li> <li>Develop a sense of chronology and the ability to place events in time using timelines.</li> <li>Use a range of historical vocabulary accurately and confidently in discussion, reading and writing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Whole unit | Expected outcomes | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Describe the key events of the Gunpowder Plot and place them on a simple timeline to show that the event happened long ago, beyond living memory.</li> <li>Identify and talk about the main individuals involved, including Guy Fawkes, Robert Catesby and King James I, and explain their roles.</li> <li>Give simple reasons why the plotters wanted to blow up Parliament and describe what happened as a result of the failed plot.</li> <li>Recognise the Houses of Parliament as an important historical place and explain why it was central to the plot.</li> <li>Compare aspects of life in 1605 with life today, identifying clear similarities and differences.</li> <li>Explain why we remember the Gunpowder Plot and how it connects to the tradition of Bonfire Night.</li> <li>Ask and answer historical questions using pictures, objects and simple texts, showing an ability to gather information from evidence.</li> <li>Use key historical vocabulary confidently when talking or writing about the Gunpowder Plot (e.g., plot, treason,</li> </ul> | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Place the Great Fire of London correctly on a simple timeline and recognise that it happened in the past (1666).</li> <li>Recall key facts about the Great Fire of London, including where, when and how it started.</li> <li>Describe what London was like at the time of the fire and explain how it is similar to and different from London today.</li> <li>Explain, in simple terms, why the fire spread so quickly and what happened as a result.</li> <li>Identify and talk about significant people linked to the event, such as Samuel Pepys and King Charles II.</li> <li>Use historical vocabulary accurately, including words such as past, present, fire, London, before, after, diary and timeline.</li> <li>Ask and answer questions about the past using pictures, written sources and artefacts.</li> <li>Understand that sources such as Samuel Pepys' diary can give us information about what happened in the past.</li> </ul> | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Recall that a monarch is a king or queen.</li> <li>Identify some of the monarch's roles.</li> <li>Explain that a king or queen is crowned in a special ceremony called a coronation.</li> <li>Name some of the main steps in the coronation ceremony.</li> <li>Use sources to explain how William the Conqueror became King of England.</li> <li>Explain how William the Conqueror kept order and conquered England.</li> <li>Explain how castles have changed over time.</li> <li>Identify that the power of monarchs has changed over time.</li> <li>Make comparisons between past and present monarchies.</li> </ul> |

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|                                                                                               |                        | <p>gunpowder, Parliament, monarch, 1605, evidence).</p> <ul style="list-style-type: none"> <li>Understand that different accounts of the Gunpowder Plot may vary and begin to suggest why stories about the past are sometimes told differently.</li> <li>Show awareness of how the Gunpowder Plot fits within the wider history of Britain and how people's actions can have lasting significance.</li> </ul> | <ul style="list-style-type: none"> <li>Communicate their understanding of the Great Fire of London through speaking, drawing and simple writing.</li> </ul>                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                               | Visits/trips/workshops |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                               | Vocabulary             | <p>Tier 1<br/>Fire, Night, House, People, King, Guards, Men, Building, Smoke, Bang, Jail</p> <p>Tier 2<br/>Gunpowder Plot, Past, Present, Before, After Plan, Plot, Explosion, Catch, Arrest, Celebrate, Remember, Parliament</p> <p>Tier 3 –<br/>1605, Guy Fawkes, King James I, Parliament, Houses of Parliament, Gunpowder, Cellar, Bonfire, Evidence, Source</p>                                           | <p>Tier 1<br/>Fire, House, London, River, Wood, Water, People King, City, Street, Burn, Smoke</p> <p>Tier 2<br/>Great Fire of London, Past, Present, Before, After Old, New, Diary, Timeline, Damage, Rebuild, Flames, Bucket</p> <p>Tier 3 –<br/>1666, Samuel Pepys, King Charles II, Pudding Lane, Bakery, Firebreak, Leather bucket, Monument, Evidence, Source</p> | <p>Tier 1:<br/>Change, crown, evaluate, fight, king</p> <p>Tier 2<br/>anointing, ceremony, crown jewels, defend, invade, monarch, monarchy, reign, succession, tradition</p> <p>Tier 3<br/>abdication, Archbishop of Canterbury, Bayeux Tapestry, constitutional, constitutional monarchy, fortification, motte-and-bailey, regalia, sovereign, William the Conqueror</p> |
| Weekly learning objectives specific to St. Michael's (progression of skills)<br>key questions | 1                      | <p><b>To find out how schools have changed over time.</b><br/>Understanding historical development → Using sources → Identifying change and continuity<br/>How have schools changed over time?<br/>What evidence shows us how schools used to be?<br/>Why have schools changed?</p>                                                                                                                            | <p><b>To compare London in 1666 with London today using historical sources.</b><br/>Understanding historical development → Using sources → Identifying similarity and difference<br/>How was London different in 1666 compared to today?<br/>What sources can we use to find out about London in the past?<br/>What is the same and what has changed?</p>              | <p><b>To explore monarchy by finding out about King Charles III.</b><br/>Understanding monarchy → Identifying key figures → Using historical sources<br/>Who is King Charles III?<br/>What does a monarch do?<br/>How can we find out about his life?</p>                                                                                                                 |
|                                                                                               | 2                      | <p><b>To investigate what school was like in the past.</b><br/>Asking historical questions → Using evidence → Making comparisons<br/>What was school like for children in the past?<br/>How is it different from school today?<br/>What can we learn from old school photos or stories?</p>                                                                                                                    | <p><b>To identify when and where the Great Fire of London happened.</b><br/>Chronological understanding → Locating events → Using historical language<br/>When did the Great Fire of London happen?<br/>Where did the fire start and where did it spread?<br/>How do timelines and maps help us understand the past?</p>                                               | <p><b>To explore coronations by acting out the ceremony.</b><br/>Exploring traditions → Understanding symbolism → Engaging in historical reenactment<br/>What is a coronation?<br/>What happens during the ceremony?<br/>Why are coronations important?</p>                                                                                                               |
|                                                                                               | 3                      | <p><b>To investigate what schools were like in the 1900s.</b><br/>Exploring a specific time period → Using historical</p>                                                                                                                                                                                                                                                                                      | <p><b>To describe the main events of the Great Fire of London in chronological order.</b><br/>Chronology → Sequencing events →</p>                                                                                                                                                                                                                                     | <p><b>To discover how William the Conqueror became king by exploring the Bayeux Tapestry.</b></p>                                                                                                                                                                                                                                                                         |

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|  |   | <p>sources → Drawing conclusions</p> <p>What were classrooms like in the 1900s?</p> <p>What rules and routines did children follow?</p> <p>How does that compare to today?</p>                                                                                                                                     | <p>Understanding cause and consequence</p> <p>What happened during the Great Fire of London?</p> <p>What order did the events happen in?</p> <p>How can we show events from the past in the correct sequence?</p>                                                                                                                                                | <p>Interpreting historical sources → Understanding cause and effect → Sequencing events</p> <p>What story does the Bayeux Tapestry tell?</p> <p>How did William become king?</p> <p>Why is the tapestry important?</p>                                                                                   |
|  | 4 | <p><b>To compare a modern classroom with a classroom 100 years ago.</b></p> <p>Observing similarities and differences → Using visual evidence → Explaining change</p> <p>What is the same and what is different?</p> <p>Why have classrooms changed?</p> <p>What can we learn from comparing classrooms?</p>       | <p><b>To explain why the fire spread so quickly and what helped it stop.</b></p> <p>Cause and consequence → Making simple explanations → Linking past and present</p> <p>Why did the fire spread so quickly?</p> <p>What conditions made the fire worse?</p> <p>What helped to stop the fire?</p>                                                                | <p><b>To explore how William the Conqueror ruled by investigating Norman castles.</b></p> <p>Investigating historical structures → Understanding power and control → Using evidence</p> <p>What were Norman castles like?</p> <p>How did they help William rule?</p> <p>What can we learn from them?</p> |
|  | 5 | <p><b>To compare three periods of time.</b></p> <p>Sequencing events → Comparing across time periods → Identifying patterns of change</p> <p>What are the key differences between the three periods?</p> <p>What has changed and what has stayed the same?</p> <p>Why is it useful to compare different times?</p> | <p><b>To explore how people responded to the fire and how it affected their lives.</b></p> <p>Understanding experiences in the past → Using historical evidence → Developing empathy</p> <p>How did people try to stop the fire?</p> <p>How did the fire affect people's lives?</p> <p>What can sources tell us about how people felt?</p>                       | <p><b>To analyse how effective castles were by exploring their features.</b></p> <p>Analysing design → Evaluating effectiveness → Comparing features</p> <p>What features made castles strong?</p> <p>How did they protect people?</p> <p>Were they always successful?</p>                               |
|  | 6 | <p><b>To express a personal response to history.</b></p> <p>Reflecting on learning → Making connections → Expressing opinions</p> <p>What have I learned about school in the past?</p> <p>How do I feel about the differences I discovered?</p> <p>What surprised or interested me the most?</p>                   | <p><b>To ask and answer questions about the Great Fire of London using historical vocabulary.</b></p> <p>Historical enquiry → Questioning → Communicating understanding</p> <p>What questions can we ask about the Great Fire of London?</p> <p>What words help us talk about the past?</p> <p>How can we use historical vocabulary to explain what we know?</p> | <p><b>To evaluate how the monarchy has changed.</b></p> <p>Understanding continuity and change → Evaluating impact → Drawing comparisons</p> <p>How has the monarchy changed over time?</p> <p>What has stayed the same?</p> <p>Why have these changes happened?</p>                                     |

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| Year 3                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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| Autumn                         |  | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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                                                                                                                      |
| Topic                          |  | Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Why did the Romans invade and settle in Britain?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | What did the ancient Egyptians believe?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| National Curriculum objectives |  | <p><b><u>National curriculum History subject content</u></b><br/><b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><b><u>National curriculum History aims</u></b><br/><b>The national curriculum for history aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions</li> </ul> | <p><b><u>National curriculum History subject content</u></b><br/><b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> </ul> <p><b><u>National curriculum History aims</u></b><br/><b>The national curriculum for history aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to</li> </ul> | <p><b><u>National curriculum History subject content</u></b><br/><b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul> <p><b><u>National curriculum History aims</u></b><br/><b>The national curriculum for history aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and</li> </ul> |

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|  |                        | and create their own structured accounts, including written narratives and analyses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | why contrasting arguments and interpretations of the past have been constructed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|  | Expected outcomes      | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Understand that prehistory was a long time ago.</li> <li>Accurately place AD and BC on a timeline.</li> <li>Identify conclusions that are certainties and possibilities based on archaeological evidence.</li> <li>Explain the limitations of archaeological evidence.</li> <li>Use artefacts to make deductions about the Amesbury Archer's life.</li> <li>Identify gaps in their knowledge of the Bronze Age.</li> <li>Explain how bronze was better than stone and how it transformed farming.</li> <li>Explain how trade increased during the Iron Age and why coins were needed.</li> <li>Identify changes and continuities between the Neolithic and Iron Age periods.</li> <li>Explain which period they would prefer to have lived in, providing evidence for their choice.</li> </ul> | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Explain what was important to people in Ancient Rome.</li> <li>Explain the meaning of the words 'empire', 'invasion' and 'settlement'.</li> <li>Analyse the different reasons for the Roman invasion of Britain.</li> <li>Explain how the Celts responded to the Roman invasion.</li> <li>Explain how the Roman army's structure, discipline and equipment made it so successful.</li> <li>Use artefacts to make deductions about the lives of Roman soldiers in Britain.</li> <li>Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.</li> </ul> | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Identify where and when ancient civilisations first appeared.</li> <li>Ask historically valid questions about sources.</li> <li>Identify Ancient Egypt's location and its key geographical features.</li> <li>Explain why the River Nile was important to ancient Egyptians.</li> <li>Explain the significance of the Rosetta Stone.</li> <li>Explain the importance of gods and goddesses to people in ancient Egypt.</li> <li>Analyse mummification's connection to ancient Egyptian beliefs about the afterlife.</li> <li>Decide what was important to people in ancient Egypt.</li> </ul> |
|  | Visits/trips/workshops |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|  | Vocabulary             | <p>Tier 1: age, change, date, find, home, house, old, people, time, tools</p> <p>Tier 2: Anno Domini, Before Christ, barter, evidence, export, historian, import, prehistory, reconstruction, settlement, trade</p> <p>Tier 3: deductions, Iron Age, Neolithic, primary source, secondary source, significance, Skara Brae, trade, transformation, tribe</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Tier 1: Ancient, building, different, examine, investigate, people, question, remember, Roman, together</p> <p>Tier 2: Architecture, civilisation, construction, evidence, historian, interpretation, invasion, legacy, preservation, settlement</p> <p>Tier 3: Amphitheatre, aqueduct, artefact, basilica, Colosseum, domus, forum, insulae, Vindolanda, villa</p>                                                                                                                                                                                                                                                                                                                                    | <p><b><i>Tier 1: Ancient, beliefs, change, civilisation, death, develop, explain, identify, question, sources</i></b></p> <p><b><i>Tier 2: Afterlife, continuity, culture, evaluate, goddesses, hieroglyphics, importance, pharaohs, religion, significance</i></b></p> <p><b><i>Tier 3: Anubis, embalming, Isis, mummification, Nile, Osiris, papyrus, pyramid, sarcophagus, tomb</i></b></p>                                                                                                                                                                                                                                                                                     |

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| Weekly learning objectives specific to St. Michael's (progression of skills)<br>key questions | 1 | <b>To recognise the chronology and significance of prehistory.</b><br>Understanding historical periods → Sequencing events → Recognising significance<br>What is prehistory and when did it happen?<br>Why is it important to study prehistory?<br>How do we know what happened in prehistoric times?        | <b>To investigate life in Ancient Rome by looking at its buildings.</b><br>Exploring architectural evidence → Understanding Roman culture → Drawing conclusions from structures<br>What do Roman buildings tell us about life in Ancient Rome?<br>How were Roman buildings different from ours?<br>Why were Roman buildings important to their society?            | <b>To develop questioning skills using sources about ancient civilisations.</b><br>Formulating historical questions → Interpreting primary and secondary sources → Drawing conclusions from evidence<br>What questions can we ask about ancient civilisations?<br>How can sources help us answer those questions?<br>What can we learn from different types of evidence? |
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|                                                                                               | 2 | <b>To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.</b><br>Using sources → Interpreting evidence → Drawing conclusions<br>What can Skara Brae tell us about prehistoric life?<br>How do archaeologists learn from ancient dwellings?<br>Why is Skara Brae significant? | <b>To explore the causes of the Roman invasion of Britain.</b><br>Identifying historical motivations → Using sources to explain events → Understanding cause and effect<br>Why did the Romans want to invade Britain?<br>What resources or advantages did Britain offer?<br>How do we know what caused the invasion?                                               | <b>To explain the significance of the River Nile to ancient Egyptian civilisation.</b><br>Understanding geographical influence → Linking environment to development → Evaluating historical importance<br>Why was the River Nile important to the Egyptians?<br>How did it help their civilisation grow?<br>What would life have been like without it?                   |
|                                                                                               | 3 | <b>To use archaeological evidence to investigate the Bronze Age.</b><br>Examining artefacts → Understanding technological change → Making inferences<br>What evidence do we have from the Bronze Age?<br>How did life change during the Bronze Age?<br>What can artefacts tell us about Bronze Age people?   | <b>To investigate the different responses to the Roman invasion using a range of sources.</b><br>Analysing multiple perspectives → Interpreting historical sources → Comparing reactions<br>How did different groups respond to the Roman invasion?<br>What sources tell us about these responses?<br>Why did some people resist while others accepted Roman rule? | <b>To evaluate the importance of ancient Egyptian hieroglyphics.</b><br>Exploring communication methods → Understanding symbolism → Evaluating cultural significance<br>What are hieroglyphics?<br>Why were they important to the Egyptians?<br>What do they tell us about ancient life?                                                                                 |
|                                                                                               | 4 | <b>To use deductions to explain how bronze transformed prehistoric life.</b><br>Making deductions → Linking cause and effect → Evaluating impact<br>How was bronze made and used?<br>What changes did bronze bring to prehistoric societies?<br>Why was bronze an important development?                     | <b>To explore how the Roman army was so successful using a range of sources.</b><br>Understanding military organisation → Evaluating historical evidence → Explaining success factors<br>What made the Roman army powerful?<br>How do we know about their tactics and training?<br>Why was the Roman army important to the empire?                                 | <b>To use a range of sources to explore the importance of gods and goddesses in ancient Egypt.</b><br>Using historical sources → Interpreting religious beliefs → Understanding cultural practices<br>Who were the Egyptian gods and goddesses?<br>What did they represent?<br>How do we know they were important?                                                       |
|                                                                                               | 5 | <b>To understand the importance of trade during the Iron Age.</b><br>Exploring economic activity → Identifying trade                                                                                                                                                                                         | <b>To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.</b><br>Using archaeological evidence → Making                                                                                                                                                                                                                            | <b>To investigate beliefs about the afterlife in Ancient Egypt.</b><br>Exploring religious beliefs → Interpreting burial                                                                                                                                                                                                                                                 |

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|  |   | <p>routes → Understanding cultural exchange<br/>What goods were traded in the Iron Age?<br/>Why was trade important to Iron Age communities?<br/>How did trade affect people's lives?</p>                                                                                                                                                                                 | <p>inferences → Understanding daily life of soldiers<br/>What do artefacts from Vindolanda tell us?<br/>What was life like for a Roman soldier?<br/>How do these findings help us understand Roman history?</p>                                                                                                                                                         | <p>practices → Understanding cultural values<br/>What did Egyptians believe about the afterlife?<br/>How did they prepare for it?<br/>Why was the afterlife so important to them?</p>                                                                                                                                                                              |
|  | 6 | <p><b>To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.</b><br/>Comparing time periods → Identifying similarities and differences → Explaining continuity and change<br/>How were Neolithic and Iron Age settlements similar or different?<br/>What stayed the same and what changed?<br/>Why did these changes happen?</p> | <p><b>To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.</b><br/>Identifying long-term effects → Connecting past to present → Evaluating historical influence<br/>What did the Romans leave behind in Britain?<br/>How did Roman settlement change Britain?<br/>What Roman influences can we still see today?</p> | <p><b>To evaluate continuity and change by identifying what happened to the pharaohs when they died.</b><br/>Identifying historical patterns → Comparing burial practices → Evaluating significance of change<br/>What happened to pharaohs after they died?<br/>How did burial practices change over time?<br/>What stayed the same across different periods?</p> |

| Year 4                         | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Topic                          | How have children's lives changed?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | How did the achievements of the Ancient Maya influence their society and beyond?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How hard was it to invade & settle in Britain?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| National Curriculum objectives | <p><b><u>National curriculum History subject content</u></b><br/><b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p><b><u>National curriculum History aims</u></b><br/><b>The national curriculum for history aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>know and understand the history of these</li> </ul> | <p><b><u>National curriculum History subject content</u></b><br/><b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>a study of an early civilisation, a non-European society that provides contrasts with British history – for example, Ancient Sumer; the Indus Valley; Ancient Egypt; the Shang Dynasty of Ancient China; the Maya; the Incas.</li> </ul> <p><b><u>National curriculum History aims</u></b><br/>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and</li> </ul> | <p><b><u>National curriculum History subject content</u></b><br/><b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <p><b><u>National curriculum History aims</u></b><br/><b>The national curriculum for history aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>know and understand the history of these islands</li> </ul> |

# St Michael's School

## History Curriculum Overview 2026

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|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <ul style="list-style-type: none"> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul> | <p>between short- and long-term timescales.</p> <ul style="list-style-type: none"> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul> | <p>as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <ul style="list-style-type: none"> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> </ul> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> |
| Unit Outcomes          | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Make inferences and deductions from primary and secondary sources.</li> <li>Explain why children needed to work.</li> <li>Identify the jobs Tudor and Victorian children had.</li> <li>Describe the working conditions of Tudor and Victorian children.</li> <li>Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</li> <li>Use sources to identify leisure activities and compare them over time.</li> <li>Identify diseases past children suffered from and discuss how effective the treatments were.</li> </ul>                                                                                      | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Sequence the key periods of the Ancient Maya civilisation.</li> <li>Identify periods that were happening in Britain at the same time.</li> <li>Explain how the Ancient Maya settled in the rainforest and the challenges they faced.</li> <li>Describe Ancient Maya beliefs.</li> <li>Name the features of the Ancient Maya cities.</li> <li>Make deductions about the Ancient Maya cities.</li> <li>Evaluate the reasons for the decline of the Maya civilisation.</li> <li>Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.</li> </ul>                                                                                                                                      | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Explain how the Britons felt when the Romans left Britain.</li> <li>Suggest reasons for the Anglo-Saxon invasion of Britain.</li> <li>Name the key features of Anglo-Saxon settlements.</li> <li>Identify changes and continuities in settlements from prehistoric Britain.</li> <li>Make inferences about artefacts.</li> <li>Describe how Anglo-Saxon beliefs changed.</li> <li>Explain how missionaries spread Christianity.</li> <li>Explain the threat the Vikings posed to the Anglo-Saxons.</li> <li>Identify the qualities needed to be a monarch in 1066.</li> </ul>                                                                 |
| Visits/trips/workshops |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Vocabulary             | <p>Tier 1: Children, changes, disease, evaluate, identify, leisure, lives, record, research, sources</p> <p>Tier 2: Conditions, continuity, images, investigate, period, report, significance, treatment, Tudor, Victorian</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Tier 1: Ancient, cacao, challenges, city, describe, explore, infer, rainforest, remains, role</p> <p>Tier 2: Artefacts, civilisation, deduction, evaluate, historians, images, inventions, recording, scenarios, valued</p> <p>Tier 3: Chichen, glyphs, goddesses, Kukulcan,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Tier 1: Britain, change, Christianity, consequences, evaluate, explore, identify, invasions, rule, settlements</p> <p>Tier 2: Anglo-Saxon, bias, continuity, evidence, Great, historian, inference, Iron, period, sources</p> <p>Tier 3: Alfred, burial, conversion, Hoo, kingdom,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                        | Tier 3: Chimney, factory, legislation, orphanage, ragged, Shaftesbury, slum, typhoid, workhouse, working | maize, Mesoamerica, pyramid, ritual, temple, Tikal | monastery, paganism, Scot, Sutton, Wessex |
| Cross curricular links |                                                                                                          |                                                    |                                           |

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| Weekly learning objectives specific to St. Michael's<br>(progression of skills)<br>key questions | 1 | <p><b>To identify the continuities and changes to children's lives using a range of sources.</b><br/> Identifying patterns → Comparing time periods → Using historical sources<br/> What has changed in children's lives over time?<br/> What has stayed the same?<br/> How do we know about these changes?</p>                                            | <p><b>To explore the challenges faced by the ancient Maya when settling in the rainforest.</b><br/> Identifying environmental challenges → Using evidence to infer → Understanding adaptation<br/> What problems did the Maya face in the rainforest?<br/> How did they adapt to their environment?<br/> Why was it difficult to settle there?</p> | <p><b>To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.</b><br/> Evaluating historical causes → Identifying consequences → Using evidence to support conclusions<br/> Why did the Anglo-Saxons and Scots invade Britain?<br/> What were the effects of these invasions?<br/> How do we know what happened?</p> |
|                                                                                                  | 2 | <p><b>To investigate why Tudor children worked and what working conditions were like.</b><br/> Researching historical contexts → Interpreting evidence → Drawing conclusions<br/> Why did Tudor children have to work?<br/> What were their working conditions like?<br/> How do we know about their experiences?</p>                                      | <p><b>To infer how the ancient Maya valued and used cacao by exploring historical artefacts.</b><br/> Interpreting artefacts → Making inferences → Understanding cultural significance<br/> What do artefacts tell us about cacao?<br/> Why was cacao important to the Maya?<br/> How did they use it in daily life?</p>                           | <p><b>To identify change and continuity in Iron Age and Anglo-Saxon settlements.</b><br/> Comparing historical periods → Recognising continuity and change → Using visual and written sources<br/> What changed between the Iron Age and Anglo-Saxon settlements?<br/> What stayed the same?<br/> How can we tell from the evidence?</p>               |
|                                                                                                  | 3 | <p><b>To research and record the working conditions of Victorian children using reports and images.</b><br/> Using primary sources → Recording findings → Evaluating reliability<br/> What do reports and images tell us about Victorian child labour?<br/> How reliable are these sources?<br/> What were the main differences in working conditions?</p> | <p><b>To describe the role of Maya gods and goddesses by studying images and scenarios.</b><br/> Analysing visual sources → Understanding belief systems → Communicating understanding<br/> Who were the Maya gods and goddesses?<br/> What roles did they play in Maya life?<br/> How do we know about them?</p>                                  | <p><b>To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo.</b><br/> Interpreting archaeological evidence → Making inferences → Understanding belief systems<br/> What does Sutton Hoo tell us about Anglo-Saxon beliefs?<br/> What can we infer from the artefacts?<br/> Why is Sutton Hoo important to historians?</p>               |
|                                                                                                  | 4 | <p><b>To evaluate Lord Shaftesbury's significance to children's lives.</b><br/> Understanding historical impact → Evaluating significance → Communicating findings<br/> Who was Lord Shaftesbury?<br/> What did he do to help children?<br/> Why is he remembered today?</p>                                                                               | <p><b>To develop recording skills through exploration of ancient Maya inventions.</b><br/> Researching inventions → Recording findings clearly → Understanding technological development<br/> What did the Maya invent?<br/> How did their inventions help them?<br/> How can we record what we learn?</p>                                         | <p><b>To identify how Christianity spread in Britain in the Anglo-Saxon period.</b><br/> Understanding religious change → Identifying key figures and events → Using historical sources<br/> How did Christianity come to Anglo-Saxon Britain?<br/> Who helped spread the religion?<br/> What evidence shows the spread of Christianity?</p>           |
|                                                                                                  | 5 | <p><b>To explore the changes in children's leisure time using a range of sources.</b><br/> Comparing past and present → Using evidence → Identifying trends<br/> What did children do for fun in the past?<br/> How has leisure time changed?<br/> What sources help us understand this?</p>                                                               | <p><b>To make deductions about an ancient Maya city by exploring remains.</b><br/> Examining archaeological evidence → Making deductions → Understanding urban life<br/> What can ruins tell us about Maya cities?<br/> How do we know what life was like there?<br/> What features did Maya cities have?</p>                                      | <p><b>To explore bias by evaluating sources about Alfred the Great.</b><br/> Evaluating sources → Identifying bias → Understanding historical interpretation<br/> What do sources say about Alfred the Great?<br/> Are all sources reliable?<br/> How can we spot bias in historical writing?</p>                                                      |
|                                                                                                  | 6 | <p><b>To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.</b><br/> Researching health history → Comparing medical</p>                                                                                                                                                                                     | <p><b>To evaluate historians' claims on the decline of the ancient Maya cities.</b><br/> Evaluating interpretations → Comparing theories → Drawing conclusions from evidence</p>                                                                                                                                                                   | <p><b>To evaluate how and why Anglo-Saxon rule ended.</b><br/> Understanding historical events → Evaluating causes → Drawing conclusions from evidence</p>                                                                                                                                                                                             |

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|  |  | practices → Understanding change over time<br>What illnesses affected children in the past?<br>How were these treated?<br>How do treatments compare to today? | Why did Maya cities decline?<br>What do historians think happened?<br>Which explanation do you find most convincing? | What led to the end of Anglo-Saxon rule?<br>Who was involved in this change?<br>What sources help us understand this period? |
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| Year 5                         |  | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Topic                          |  | Were the Vikings raiders, traders or something else?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | What is the legacy of the ancient Greek civilisation?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | What was life like in Tudor England?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| National Curriculum objectives |  | <p><b><u>National curriculum History subject content Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <p><b><u>National curriculum History aims</u></b><br/>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> </ul> | <p><b><u>National curriculum History subject content Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>A study of Greek life and achievements and their lasting influence on the western world</li> </ul> <p><b><u>National curriculum History aims</u></b><br/>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</li> <li>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya and Victorians.</li> <li>To understand that historical periods have characteristics that distinguish them.</li> <li>To understand how to work out durations of periods and events.</li> <li>To understand how to represent a scale on a timeline.</li> <li>To know that members of society standing up for their rights can be the cause of change.</li> <li>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</li> <li>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</li> <li>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks,</li> </ul> | <p><b><u>National curriculum History subject content Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p><b><u>National curriculum History aims</u></b><br/>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to</li> </ul> |
|                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|            |                   | <ul style="list-style-type: none"> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul> | <p>Maya and Victorians.</p> <ul style="list-style-type: none"> <li>To understand that historical periods have characteristics that distinguish them.</li> <li>To understand how to work out durations of periods and events.</li> <li>To understand how to represent a scale on a timeline.</li> <li>To know that members of society standing up for their rights can be the cause of change.</li> <li>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</li> <li>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</li> <li>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya and Victorians.</li> <li>To understand that historical periods have characteristics that distinguish them.</li> <li>To understand how to work out durations of periods and events.</li> <li>To understand how to represent a scale on a timeline.</li> <li>To know that members of society standing up for their rights can be the cause of change.</li> <li>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</li> </ul> | make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Whole unit | Expected outcomes | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Explain where the Vikings came from and why they invaded Britain.</li> <li>Sequence events according to their significance for groups of people.</li> <li>Find evidence and make inferences from sources.</li> <li>Name Viking trade routes.</li> <li>Explain why trade routes were important to the Vikings.</li> <li>Identify the differences between Viking sagas.</li> <li>Evaluate the impact of Viking achievements.</li> </ul>                                                                       | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Describe the features of Ancient Greece.</li> <li>Identify the key periods in the ancient Greek civilisation.</li> <li>Make inferences about Greek gods.</li> <li>Research a Greek god.</li> <li>Compare Athens and Sparta.</li> <li>Understand the different types of democracy.</li> <li>Explain how Athenian democracy worked.</li> <li>Explain what philosophy is.</li> <li>Identify the achievements of the ancient Greek philosophers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Extract information about Henry VIII from portraits and written records.</li> <li>Justify their interpretation of Henry VIII using evidence from sources.</li> <li>Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating his marriage requirements in the context of the Tudor period.</li> <li>Make deductions from a range of sources about marriage, power and punishment.</li> <li>Identify primary and secondary sources, and begin to explore their reliability.</li> </ul> |

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|                                                                                               |                            |                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Identify the ancient Greeks' legacies and their impact.</li> </ul>                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Select the relevant evidence required from sources and write an eyewitness account of Elizabeth I's Worcester Progress.</li> <li>Make deductions using inventories about the wealth and position of an ordinary Tudor person.</li> <li>Explain how inventories are useful to historians.</li> <li>Use their knowledge of inventories, to create a realistic Tudor inventory.</li> </ul> |
|                                                                                               | Visits/trips/<br>workshops |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                               | Vocabulary                 | <p>Tier 1<br/>Achievements, Britain, compare, evaluate, explain, ideas, impact, investigate, sources, trading</p> <p>Tier 2<br/>Case, communities, consequences, importance, invasion, primary, raiders, routes, sagas, settlements</p> <p>Tier 3<br/>Danelaw, drakkar, Jorvik, Lindisfarne, Norse, Scandinavia, seafaring, shieldwall, Thing, Viking</p> | <p>Tier 1<br/>civilisation empire city-state democracy god myth philosopher geography Athens</p> <p>Tier 2<br/>Athens Sparta Mount Olympus legacy influence government citizen voting rights</p> <p>Tier 3<br/>archaeology philosophy polytheism oligarchy monarchy assembly peninsula trade inquiry ethics</p>                                                                | <p>Tier 1<br/>Character, create, deductions, England, explore, inventories, monarch, people, portraits, sources</p> <p>Tier 2<br/>Executed, interpretation, inventory, punishment, propaganda, progress, range, secondary, significance, Tudor</p> <p>Tier 3<br/>Anne, Blanke, Boleyn, courtier, Hampton, Henry, Queen, reign, royal, wives</p>                                                                                |
| Weekly learning objectives specific to St. Michael's (progression of skills)<br>key questions | 1                          | <p><b>To interpret the character of Henry VIII using portraits and written sources.</b><br/>Analysing visual and written sources → Making inferences → Evaluating character traits<br/>What do portraits tell us about Henry VIII?<br/>How do written sources support or challenge the image in portraits?<br/>What kind of person was Henry VIII?</p>    | <p><b>To explain how geography influenced life in Ancient Greece.</b><br/>Using maps and geographical evidence → Making connections → Explaining impact<br/>Where was Ancient Greece and what was its landscape like?<br/>How did mountains and seas affect how people lived?<br/>Why did geography lead to separate city-states?</p>                                          | <p><b>To interpret the character of Henry VIII using portraits and written sources.</b><br/>Analysing visual and written sources → Making inferences → Evaluating character traits<br/>What do portraits tell us about Henry VIII?<br/>How do written sources support or challenge the image in portraits?<br/>What kind of person was Henry VIII?</p>                                                                         |
|                                                                                               | 2                          | <p><b>To explore why Henry VIII had many wives using secondary sources.</b><br/>Using secondary sources → Understanding motives → Drawing conclusions<br/>Why did Henry VIII marry so many times?<br/>What do historians say about his marriages?<br/>How did his marriages affect England?</p>                                                           | <p><b>To investigate what the Greek gods reveal about life in Ancient Greece.</b><br/>Exploring myths and artefacts → Interpreting beliefs → Inferring cultural values<br/>Who were the Greek gods and where did they live?<br/>What do myths tell us about how the Greeks understood the world?<br/>What do the gods reveal about Ancient Greek values and everyday life?</p> | <p><b>To explore why Henry VIII had many wives using secondary sources.</b><br/>Using secondary sources → Understanding motives → Drawing conclusions<br/>Why did Henry VIII marry so many times?<br/>What do historians say about his marriages?<br/>How did his marriages affect England?</p>                                                                                                                                |

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|  | 3 | <b>To make deductions about power and punishment using a range of sources.</b><br>Interpreting historical evidence → Understanding authority → Drawing conclusions<br>What punishments were used in Tudor times?<br>What do these punishments tell us about power?<br>Who had the power to punish and why?                       | <b>To use secondary sources to compare life in Athens and Sparta.</b><br>Comparing historical interpretations → Identifying similarities and differences → Drawing conclusions<br>What was life like in Athens?<br>What was life like in Sparta?<br>Which city-state would you prefer to live in and why?                                 | <b>To make deductions about power and punishment using a range of sources.</b><br>Interpreting historical evidence → Understanding authority → Drawing conclusions<br>What punishments were used in Tudor times?<br>What do these punishments tell us about power?<br>Who had the power to punish and why?                       |
|  | 4 | <b>To explore the use of propaganda by a Tudor monarch.</b><br>Identifying propaganda → Evaluating purpose → Understanding historical context<br>What is propaganda?<br>How did Tudor monarchs use propaganda?<br>Why was propaganda important to rulers?                                                                        | <b>To explain how Athenian democracy has influenced modern democracy.</b><br>Understanding political systems → Identifying continuity and change → Making comparisons<br>What was democracy like in Ancient Athens?<br>Who could take part in Athenian democracy?<br>How has Athenian democracy influenced the way we are governed today? | <b>To explore the use of propaganda by a Tudor monarch.</b><br>Identifying propaganda → Evaluating purpose → Understanding historical context<br>What is propaganda?<br>How did Tudor monarchs use propaganda?<br>Why was propaganda important to rulers?                                                                        |
|  | 5 | <b>To make deductions about people in Tudor England using inventories.</b><br>Reading historical documents → Making inferences → Understanding daily life<br>What is an inventory?<br>What can inventories tell us about people's lives?<br>How do inventories help us understand Tudor society?                                 | <b>To explain the significance and legacy of Ancient Greek philosophy.</b><br>Exploring ideas and thinkers → Understanding influence → Evaluating significance<br>Who were the famous Greek philosophers?<br>What ideas did they develop?<br>How do their ideas still influence our thinking today?                                       | <b>To make deductions about people in Tudor England using inventories.</b><br>Reading historical documents → Making inferences → Understanding daily life<br>What is an inventory?<br>What can inventories tell us about people's lives?<br>How do inventories help us understand Tudor society?                                 |
|  | 6 | <b>To create an inventory for a person from the Tudor times.</b><br>Applying historical knowledge → Using imagination and evidence → Communicating understanding<br>What items would a Tudor person own?<br>How can I show their status through their belongings?<br>What does this inventory tell us about life in Tudor times? | <b>To evaluate the legacies of Ancient Greek civilisation.</b><br>Synthesising knowledge → Weighing impact → Forming judgements<br>What did the Ancient Greeks give us?<br>Which achievements have had the greatest impact?<br>Why does Ancient Greek civilisation still matter today?                                                    | <b>To create an inventory for a person from the Tudor times.</b><br>Applying historical knowledge → Using imagination and evidence → Communicating understanding<br>What items would a Tudor person own?<br>How can I show their status through their belongings?<br>What does this inventory tell us about life in Tudor times? |

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| Y6                             |  | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Topic                          |  | What was the impact of World War II on the people of Britain?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        | Unheard Histories: Who should go on the bank note?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| National Curriculum objectives |  | <p><b><u>National curriculum History subject content</u></b><br/> <b><u>Pupils should be taught about:</u></b><br/>           a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b><u>National curriculum History aims</u></b><br/> <b>The national curriculum for history aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul> |        | <p><b><u>National curriculum History subject content</u></b><br/> <b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p><b><u>National curriculum History aims</u></b><br/> <b>The national curriculum for history aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>•</li> </ul> |

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| Whole unit | Expected outcomes      | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Identify the causes of World War 2.</li> <li>Identify the different phases in the Battle of Britain.</li> <li>Make inferences and deductions about a photograph.</li> <li>Describe how children may have felt when evacuated.</li> <li>Evaluate the accuracy and reliability of sources.</li> <li>Describe the impact WW2 had on women's lives.</li> </ul> |  | <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Name the features of a banknote.</li> <li>Make inferences about a person using a banknote.</li> <li>Explain the significance of historical figures.</li> <li>Make inferences from sources.</li> <li>Apply criteria to decide if a person is historically significant and explain why.</li> <li>Explain the significance of William Tuke.</li> <li>Research important aspects of a person's life.</li> <li>Explain what makes a person significant.</li> </ul> <p>This unit prepares the children for the challenges of Key stage 3 History. It gives them the historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance. The activities are well-suited to children entering Key Stage 3.</p> <p>The unit also allows the children to consider the contributions to Britain of a diverse group of people, whose experiences are less well-known.</p> |
|            | Visits/trips/workshops |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|            | Vocabulary             | <p>Tier 1<br/>Britain, children, emotions, evacuation, explain, impact, images, sources, understand, women</p> <p>Tier 2<br/>Accuracy, battle, causes, evaluate, experiences, identify, inference, migrants, reliability, World</p> <p>Tier 3<br/>Adolph Hitler, Air raid, Blitz, evacuee, Holocaust, Luftwaffe, migration, propaganda, rationing, Spitfire, Winston Churchill</p>                                                              |  | <p>Tier 1<br/>Banknotes, decide, evaluate, explain, figures, historically, people, person, sporting, whether</p> <p>Tier 2<br/>Character, contribution, context, evidence, impact, influence, legacy, relevance, significance, values</p> <p>Tier 3<br/>Abolition, campaigner, Florence Nightingale, Mary Seacole, reformer, slavery, suffragette, William Tuke, Victorian</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| Weekly learning objectives specific to St. Michael's (progression of skills), key questions | 1 | <b>To understand the causes of World War 2.</b><br>Identifying long-term and short-term causes → Using historical sources → Explaining historical events<br>What were the main causes of World War 2?<br>How did different countries contribute to the outbreak?<br>Why is it important to understand these causes? |  | <b>To explain the significance of people on banknotes.</b><br>Understanding symbolism → Evaluating representation → Connecting historical figures to modern recognition<br>Why are certain people featured on banknotes?<br>What does their inclusion tell us about their significance?<br>How do we decide who deserves this recognition? |
|                                                                                             | 2 | <b>To understand how the Battle of Britain was won.</b><br>Analyzing military strategies → Evaluating key events → Using evidence to support conclusions<br>What happened during the Battle of Britain?<br>What helped Britain win the battle?<br>Why was this battle significant?                                  |  | <b>To decide whether a person is historically significant.</b><br>Evaluating impact → Comparing contributions → Applying criteria for significance<br>What makes someone historically significant?<br>How can we compare the importance of different people?<br>What criteria should we use to decide?                                     |
|                                                                                             | 3 | <b>To make inferences about the Blitz using images.</b><br>Interpreting visual sources → Making inferences → Understanding civilian experiences<br>What can we learn from images of the Blitz?<br>How did the Blitz affect people's lives?<br>Why is it important to study these images?                            |  | <b>To evaluate the significance of historical figures.</b><br>Understanding influence → Judging long-term impact → Using historical evidence<br>What did this person achieve?<br>How did they influence others or events?<br>Why do we still remember them today?                                                                          |
|                                                                                             | 4 | <b>To understand the emotions and experiences of children during the evacuation.</b><br>Empathizing with historical figures → Using primary sources → Describing personal experiences<br>What was evacuation like for children?<br>How did they feel about leaving home?<br>What can we learn from their stories?   |  | <b>To explain the significance of William Tuke.</b><br>Researching individual contributions → Understanding social reform → Evaluating legacy<br>Who was William Tuke?<br>What changes did he bring about?<br>Why is he considered significant in history?                                                                                 |
|                                                                                             | 5 | <b>To evaluate the accuracy and reliability of sources.</b><br>Assessing source reliability → Comparing perspectives → Drawing conclusions from evidence<br>How do we know if a source is reliable?<br>Why might sources say different things?<br>What makes a source trustworthy?                                  |  | <b>To explain the significance of Mary Seacole.</b><br>Exploring personal stories → Understanding contributions to healthcare → Evaluating recognition<br>What did Mary Seacole do during her lifetime?<br>How did she help others?<br>Why is she remembered today?                                                                        |
|                                                                                             | 6 | <b>To identify the impact of WW2 on women's lives.</b><br>Exploring social change → Analyzing roles and responsibilities → Using historical evidence                                                                                                                                                                |  | <b>To evaluate the significance of sporting people.</b><br>Understanding cultural impact → Evaluating                                                                                                                                                                                                                                      |

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|  |   | <p>How did women's roles change during WW2?<br/>What jobs did women do?<br/>How did the war affect women's rights?</p>                                                                                                                                                                   |  | <p>achievements → Connecting sports to society<br/>How have sporting figures influenced society?<br/>What makes a sports person historically significant?<br/>How do their achievements go beyond sports?</p>                                              |
|  | 7 | <p><b>To explain why migrants come to Britain.</b><br/>Understanding migration causes → Analyzing push and pull factors → Exploring historical and modern examples<br/>Why do people migrate to Britain?<br/>What challenges do migrants face?<br/>How has migration shaped Britain?</p> |  | <p><b>To evaluate the significance of historical figures.</b><br/>Judging influence → Comparing historical roles → Understanding legacy<br/>What impact did this person have?<br/>How are they remembered today?<br/>What makes their story important?</p> |