

History – Year 1					
	Knowledge category	National curriculum	Substantive knowledge	Vocabulary	Pop Task
4 weeks	Main Events Settlements Beliefs Location	Significant Events The Gunpowder Plot and The Great Fire of London	<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> • Know why the plotters wanted to kill King James I • Know who Guy Fawkes was and how the plot was discovered • List key dates from the plot • Know where the Houses of Parliament are located <p>Following the discovery</p> <ul style="list-style-type: none"> • Know how life changed for Catholics after the plot. • List some of the artefacts that have survived the plot • Know how people remember the Gunpowder Plot today • Describe what is meant by the words ‘persecuted’ and ‘treason’ <p>The Great Fire of London</p> <ul style="list-style-type: none"> • Describe how the fire started • Know when the fire started • Name a cathedral that was destroyed in the fire • Know what factors played a key part in the fires spread <p>How do we know?</p> <ul style="list-style-type: none"> • Know the name of the writer whose diaries tell us more about events during the fire • Know how these diaries can be used to learn about the fire • Describe what is meant by the term ‘extract’ and ‘eyewitness’ 	Houses of Parliament	
	Main Events Beliefs Artefacts			persecuted Protestant Catholic treason	
	Main Events Settlements Location			congested flammable cathedral	
	Artefacts			diary extract eyewitness	
3 weeks	Main Events Society Conflict	Significant People Making a change	<p>Florence Nightingale</p> <ul style="list-style-type: none"> • List the things that Florence Nightingale did that were important • Know another name Florence Nightingale is known by • Know where in the world Florence Nightingale made her name <p>Emily Davison</p> <ul style="list-style-type: none"> • Know the group that Emily Davison was part of and what she was protesting against • Describe what is meant by the word ‘suffragette’ • Name some historical sources that can be used to find out about the life of Emily Davison <p>Rosa Parks</p> <ul style="list-style-type: none"> • Know how Rosa Parks helped to change the law in the USA • Know how people found out about Rosa Parks’ actions • Describe what is meant by the term ‘boycott’ 	significant improved conditions	
	Main Events Society Artefacts			protest suffragette law	
	Main Events Society Artefacts			boycott protest law	
3	Culture and Pastimes Society	Significant Events and People	<p>The Printing Press</p> <ul style="list-style-type: none"> • Describe what a printing press is 	scribes society	

	<p>Main Events</p> <p>Travel and Exploration Main Events</p> <p>Travel and Exploration Main Events</p>	<p>Inventions that changed the world</p>	<ul style="list-style-type: none"> • Know when and where Johannes Gutenberg lived • Know that the first book to be printed and sold was the Bible • Know how books were produced prior to the invention of the printing press • Describe the changes in how people read, in the centuries following the invention of the printing press <p>The Steam Engine</p> <ul style="list-style-type: none"> • Know that a steam engine is a machine that uses the power of steam to do work • Know that, as with flight, lots of people contributed to the development of the steam engine • Know that James Watt perfected a steam engine in 1775 • Know that steam engines were used in factories as well as for transport <p>The Wright Brothers and the First Flight</p> <ul style="list-style-type: none"> • Sort things that can fly into natural and manmade objects • Know that the first flight of an engine-powered aeroplane took place in 1903 – and lasted for 12 seconds • Know that throughout history there have had been many attempts to fly and that the Wright brothers built on the discoveries of others • List some of ways in which aeroplanes have had an impact on people's lives. 	<p>locomotive factories transport steamboat</p> <p>discoveries achievement</p>	
3 weeks	<p>Travel and Exploration Main events Location</p> <p>Main Events Travel and Exploration Location</p> <p>Main Events Travel and Exploration Artefacts</p>	<p>Significant People</p> <p>Explorers</p>	<p>Christopher Columbus</p> <ul style="list-style-type: none"> • Know where and when Christopher Columbus lived • Know where Christopher Columbus was hoping to sail to, and where he actually sailed • List some reasons why sailors and explorers, like Columbus, wanted to go to the Americas • Know that Christopher Columbus was not the first person to reach the Americas <p>Amelia Earhart</p> <ul style="list-style-type: none"> • Know some of Amelia Earhart's achievements • Know what made Amelia Earhart such as famous person in her own lifetime • Know what Amelia Earhart was trying to achieve when she disappeared <p>Neil Armstrong</p> <ul style="list-style-type: none"> • Name some of Neil Armstrong's achievements • Know Neil Armstrong's role in the mission to the Moon • List some of the reasons why the leaders of the USA wanted to send someone to the Moon • Know what Neil Armstrong and Buzz Aldrin did in the three hours they spent on the surface of the Moon and what they left behind 	<p>explorer trading</p> <p>achievements navigator pilot</p> <p>commander plaque achievements</p>	<p>Write questions for each of the three explorers.</p>

			<ul style="list-style-type: none"> • Know who reigned before and after Queen Victoria • Describe the Victoria and Albert Museum and explain its significance • List the reasons why the Victoria and Albert Museum was opened <p>Queen Elizabeth II</p> <ul style="list-style-type: none"> • Know when Queen Elizabeth II reigned • Know who reigned before and after Queen Elizabeth II • Describe some of the activities that Queen Elizabeth took part in • Know that Queen Victoria started many of the traditions that Queen Elizabeth followed • Know the relationship between Queen Victoria and Queen Elizabeth 		some aspects of a monarch's role
3 weeks	Main Events Artefacts	Local Area Significant historical events, people and places in the locality	<p>Launton School</p> <ul style="list-style-type: none"> • Know that the oldest part of Launton School was built in 1839 • Sort artefacts found in a school into 'then' (the C19th) and 'now'. • Name some of the ways in which Launton School has changed over time <p>Winston Churchill</p> <ul style="list-style-type: none"> • Know when and where Winston Churchill was born • Know that Winston Churchill was Prime Minister during most of WWII • Know how Winston Churchill's speeches contributed to Britain winning the war <p>The arrival of the railway line</p> <ul style="list-style-type: none"> • Know when (or how long ago) the two railway lines that pass Launton were built • Know that early trains were steam trains that were fuelled by coal • Name at least one way in which the arrival of trains changed the lives of people in the local area • Put different types of train into order along a timeline 	Education	
	Main Events Location Conflict			Prime Minister war peace	
	Travel and Exploration Settlements			steam train station coal level crossing bridge	
<p>Retrieval practice</p> <ul style="list-style-type: none"> • Retrieve content from previously taught units in each history lesson • Organise information in displays into knowledge categories 		<p>Continuous provision</p> <ul style="list-style-type: none"> • Build chronological knowledge and understanding by building up a class timeline • In English or end of day reading, include at least one book/piece of writing with a historical setting • Homework activities 			

History – Year 2					
	Knowledge categories	National curriculum	Substantive knowledge	Vocabulary	Pop Task
4 weeks	Main Events Settlements Beliefs Location	Significant Events The Gunpowder Plot and The Great Fire of London	<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> • Use a timeline to organise information about the plot • Know that the Houses of Parliament is also called the Palace of Westminster, as it was originally a residence • Explain why the plotters chose this location to attack the King <p>After the discovery</p> <ul style="list-style-type: none"> • Explain how artefacts (documents in this case) can help us understand more about the Gunpowder Plot • Suggest why confessions signed at the time may or may not be a useful source of evidence • Explain why the Gunpowder Plot is a significant event in history <p>The Great Fire of London</p> <ul style="list-style-type: none"> • Create a timeline with key events from the fire and other known dates from the same century • Explain some of the reasons why the Fire of London spread so quickly and was so big • Explain why King Charles II wanted London to be rebuilt in brick and stone <p>How do we know?</p> <ul style="list-style-type: none"> • Compare Samuel Pepys's account of the fire with other historical sources • Explain why the Great Fire of London was a significant event 	conspirators Houses of Parliament Palace of Westminster	
	Main Events Beliefs Artefacts			confession persecuted reliable documents	
	Main Events Settlements			congested flammable architect century	
	Artefacts Main Events			eyewitness extract	
3 weeks	Main Events Society Conflict Location	Significant People Making a change	<p>Florence Nightingale</p> <ul style="list-style-type: none"> • Compare and contrast the conditions inside a hospital during the Crimean War with the conditions you would see today • Explain what makes Florence Nightingale a significant person • Explain why Florence Nightingale's parents didn't want her to be a nurse <p>Emily Davison</p> <ul style="list-style-type: none"> • Explain what democracy is • Explain why protest can change the way the law works. Suggest some reasons why Emily Davison's actions did not change the law straight away • Compare and contrast newspapers from today with those in the 1910's <p>Rosa Parks</p> <ul style="list-style-type: none"> • Explain why people wanted their protests to be peaceful • Compare and contrast Rosa Parks' experiences and actions with those of Emily Davidson • Explain Rosa Parks' legacy 	insanity influenced legacy	
	Main Events Society Artefacts Location			democracy activist	
	Main Events Society Artefacts Location			legacy segregation activist	
3	Culture and Pastimes	Significant Events and People	The Printing Press	scribes monasteries	Which invention was

	Society Beliefs	Inventors and inventions that changed the world	<ul style="list-style-type: none"> Explain how books were made before the invention of the printing press Explain how people shared stories and knowledge without books Explain why rich people were the first to be able to read printed books Explain why the printing press was a significant invention. Compare the invention of the Printing press with the invention of the internet <p>The Steam Engine</p> <ul style="list-style-type: none"> Explain how the steam engine changed transport Explain why, after the invention of the steam engine, factories no longer needed to be built next to rivers Suggest reasons why Watt's engine was popular as soon as it was invented Understand why, following this invention, coal became essential <p>The Wright Brothers and the First Flight</p> <ul style="list-style-type: none"> Compare and contrast early aeroplanes with those of today Explain what we mean when we say that aeroplanes have made the world a smaller place Explain how food consumption has changed since the invention of flight 	communicate pamphlets	the most important? Why?
	Travel and Exploration Society			coal essential vital locomotive	
	Travel and Exploration Main Events Settlements			impact influential	
3 weeks	Location Travel and Exploration Main Events	Significant People Explorers	<p>Christopher Columbus</p> <ul style="list-style-type: none"> Compare how long it took to travel to the Americas then with how long it takes today Explain why the Americas became known as the 'New World' to Europeans Explain three reasons why the civilisations that already existed in the Americas were destroyed Explain the term colonised <p>Amelia Earhart</p> <ul style="list-style-type: none"> Using a map, organise information about Amelia Earhart's achievements Explain what made Amelia Earhart a pioneer Explain some aspects of Amelia Earhart's legacy <p>Neil Armstrong</p> <ul style="list-style-type: none"> Organise information about the life of Neil Armstrong Explain what makes Neil Armstrong a significant person Explain why flying to the moon was considered a breakthrough event Suggest why astronauts were so famous in America in the 1960s 	slavery disease colonised civilisations	Whose achievement do you consider to be the greatest? Why?
	Travel and Exploration Main Events Location			pioneer navigator legacy	Compare and contrast the expedition to the Moon with another famous expedition from history
	Travel and Exploration Main Events Artefacts			significant breakthrough exploration	
2 weeks	Main Events Society Culture and Pastimes Artefacts	Significant People Monarchs	<p>Queen Victoria</p> <ul style="list-style-type: none"> Explain Queen Victoria's role in society during her reign Explain the impact Queen Victoria had on future monarchs Know how Prince Albert's death affected Queen Victoria Know two reasons why the Royal Albert Hall was built Explain how a museum or building like Royal Albert Hall can help the public understand more about the arts and sciences 	monarchy memorial legacy empire empress	Compare Queen Elizabeth II and Queen Victoria

	Main Events Society Culture and Pastimes		Queen Elizabeth II <ul style="list-style-type: none"> • Create a timeline with key events from Queen Elizabeth II's life • Know that the monarch does not control the British government • Know that Queen Elizabeth II was Head of the Commonwealth • Explain some of the ways in which the public can find out about the lives of the royal family • 	Coronation commonwealth	
3 weeks	Main Events Society Location	Local Area Significant historical events, people and places in the locality	Launton School <ul style="list-style-type: none"> • Construct a timeline to show the development of Launton school from 1839 to the present day (use photographs of different buildings or features) • Relate the development of Launton School to national changes e.g. add dates of significant Education Acts to timeline • Explain some of the ways in which the establishment of a school, and Education Acts, implemented during Queen Victoria's reign, had an impact on local residents Winston Churchill <ul style="list-style-type: none"> • Explain the connection between Winston Churchill and Blenheim Palace • Explain how artefacts, (especially photographs and recordings of speeches in this case) can help us understand more about the life of Winston Churchill. The arrival of the railway line <ul style="list-style-type: none"> • Explain how 'Station Road' in Launton got its name • Know that early railway lines were built by 'Navvies', and that this name derives from 'navigator' • Describe some of the impacts of railway lines in general and relate this to the impact locally (especially the availability of cheap tickets enabling many to travel by train) • Explain at least one way in which the railway lines, and trains, that pass Launton have developed and changed since they were first built 	compulsory Act of Parliament	
	Location Artefacts Conflict			state funeral evidence	
	Travel and Exploration Settlements			Navvie navigator labour, workforce, fuel	
Retrieval practice		Continuous provision			
<ul style="list-style-type: none"> • Retrieve content from previously taught units in each history lesson • Organise information in displays into knowledge categories 		<ul style="list-style-type: none"> • Build chronological knowledge and understanding by building up a class timeline • In English or end of day reading, include at least one book/piece of writing with a historical setting • Homework activities 			

History – Year 3

	Knowledge categories	National curriculum	Substantive knowledge	Vocabulary	Pop Task
5 weeks	Food Settlements Artefacts	Changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae, Bronze Age religion, technology and travel e.g. Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture	<p>Changes from Upper Palaeolithic to Early Mesolithic/End of last Ice Age</p> <ul style="list-style-type: none"> Describe how people found food during the Old Stone Age Know when the climate became warmer during this period Know what makes the Lascaux paintings a significant discovery <p>Changes from Mesolithic to Neolithic/Farming begins</p> <ul style="list-style-type: none"> Know when and why settlements become more permanent during the Stone Age Name a Stone Age settlement and some of the artefacts that were found there (Skara Brae) Describe the three different periods of the Stone Age <p>Changes from Neolithic to the Bronze Age/First use of metals</p> <ul style="list-style-type: none"> Know how ordinary people were buried in the Stone Age Name some artefacts that have been found in Bronze Age burial sites Know when the construction of Stonehenge began Describe what makes the Bronze Age significant <p>Bronze Age to Iron Age changes in society</p> <ul style="list-style-type: none"> Know some of places where Bronze Age people started trading and some of the materials or artefacts that were being traded Know who the Amesbury Archer was and how he got his name Explain how we know that Bronze Age people travelled and traded far and wide <p>Iron Age Hillforts</p> <ul style="list-style-type: none"> Know some the ways in which iron weapons and farming tools changed society Know how hillforts were constructed. Name an example Describe how hillforts were used in times of peace and in times of conflict 	migrate, nomadic, ancestor, hunter-gatherer, Palaeolithic, Mesolithic	
	Settlements Food and farming			domesticated, Neolithic, agriculture, sickle, communal, permanent	
	Society Beliefs			megalith, monolith, specialist, preserved,	
	Travel & Exploration	Resources and additional texts: Stone Age to Celts CGP Study Book BBC Bitesize BBC Teach		archaeologist, artefact, historical source	
	Conflict Settlements Society	<i>The First Painting</i> Stone Age Boy		fortified, conflict, surplus, ore, technology	
3 weeks	Artefacts Main Events	Ancient Egypt The achievements of the earliest civilizations: a depth study of Ancient Egypt	<p>Clues to the past</p> <ul style="list-style-type: none"> Name some significant ancient Egyptian artefacts Know that artefacts can be useful sources of historical evidence and state some of the clues they give us about the Ancient Egyptian way of life <p>Agriculture and innovation</p> <ul style="list-style-type: none"> Know the significance of the River Nile Name the three seasons and the corresponding agricultural calendar Describe ancient Egyptian irrigation techniques <p>Journey to the Afterlife</p> <ul style="list-style-type: none"> List the things needed in order to enter the afterlife Describe how a body was prepared for burial Describe how ordinary people were buried 	civilisation, pharaoh, pyramid, afterlife	
	Food and Farming Settlements			irrigation, fertile, shaduf, silt, essential, delta	
	Beliefs Society	Resources and additional texts: Ancient Egypt CGP Study Book BBC Bitesize BBC Teach		embalmed, immortality, mummy, sarcophagus, canopic jars	

4 weeks	Conflict Location	The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army.	The Roman Empire <ul style="list-style-type: none"> Know that, at its height, the Roman Empire held territory in three continents Know that the Roman Army was made up of professional soldiers Know why the Roman Army was able to defeat tribes such as the Iceni, who were able to field greater numbers Invasion attempts and conquest of Britain. Resistance by the Iceni <ul style="list-style-type: none"> Name the Roman leaders who attempted to invade and conquer Britain and describe the result of their attempts Know some reasons why the Romans wanted to conquer Britain Know who led the Iceni tribe against the Roman Army Changes in Britain under Roman rule and evidence for these changes <ul style="list-style-type: none"> Know some of the ways in which life in Britain changed under Roman rule Legacy of the Roman Empire <ul style="list-style-type: none"> Name some of the ways in which Roman occupation and the influence of the Romans is still evident today, including place names Know when the Roman Army left Britain 	conquered, empire dictator, emperor, frontiers	
	Main events Conflict	Successful invasion by Claudius and conquest, incl. Hadrian's Wall.		resistance territory chariot	
	Settlements Pastimes and culture	British resistance by Boudica. The 'Romanisation' of Britain		sanitation, construction, Romanisation urbanisation	
	Society Pastimes and culture			legacy,	
3 weeks	Main events Location Conflict	Anglo-Saxons and Scots Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Christian conversion – Canterbury, Iona and Lindisfarne	Angles, Saxons, Jutes and Scots <ul style="list-style-type: none"> Know that <i>Anglo-Saxons</i> is a collective term for many different groups of people, the largest of these groups being the Angles, Saxons and Jutes Know why the Anglo-Saxons came to Britain and where they came from Know that these groups were independent and that nation states such as Germany, Denmark and England did not exist then Know that the Scots invaded from Ireland and settled in northern Britain Village life <ul style="list-style-type: none"> Know that each village was largely self-sufficient, and that life was mostly rural and occupied by farming Know that people had a different role and status according to their gender, age and class Know that the Anglo-Saxons were skilled craftspeople who made artefacts that were aesthetically pleasing, not merely functional. Sutton Hoo <ul style="list-style-type: none"> Name some of the artefacts, or evidence for artefacts, that was found at Sutton Hoo Know that Sutton Hoo is one of the most important archaeological sites from the Anglo-Saxons era Suggest what the burial site at Sutton Hoo can tell us about early Anglo-Saxon beliefs Explain the term Bretwalda and know who historians think might have been buried at Sutton Hoo 	collapse, upheaval descendants, chaos, kingdom	
	Settlements Society Culture & Pastimes			Self-sufficient, thegn, Ealdormen, witan, ceorl, Briton, slave	
	Beliefs Society Artefacts			pagan, Bretwalda	

3 weeks	Artefacts Settlements Main Events	A Local History Study a study over time tracing how several aspects of national history are reflected in the locality.	<p>How to be a historian</p> <ul style="list-style-type: none"> • Know the difference between a primary and secondary historical source • Know where clues to the past can be found, nationally as well as locally • Order known events (from prior learning) onto a timeline of which begins in 1000CE and continues to the present day. Add the planting of Island Pond Wood in 1999 • Know that a millennium is one thousand years <p>St Mary's Church</p> <ul style="list-style-type: none"> • Know that St Mary's Church provides multiple sources of historical information • Know the likely date for the establishment of St Mary's church • Know that a number of additions have been made, most notably during the Victorian era • Add dates relating to St Mary's Church to Launton timeline <p>Houses in Launton village</p> <ul style="list-style-type: none"> • Know that the style and materials used to build homes has changed over time and recognise some of these changes • Know that the construction of railway lines enabled the transportation of heavier goods, including bricks • Know that The Bull Inn was built in 1600. Add this and other dates to Launton timeline • Know some of the changes to Launton village over the last millennium and know that these usually reflect changes that were happening nationally 	primary source, secondary source	
	Settlements Artefacts Main Events	Pupils are familiar with the building of Launton school the construction of the railway lines from their learning in KS1		Millennium, buttress,	
	Settlements Artefacts Main Events			freight transportation thatched chimney	
Retrieval practice <ul style="list-style-type: none"> • Retrieve content from previously taught units in each history lesson • Organise information in displays into knowledge categories • Frequent low stakes quizzes between history sessions 		Continuous provision <ul style="list-style-type: none"> • Build chronological knowledge and understanding by building up a class timeline • Link current events to past events • In English or end of day reading, include at least one book/piece of writing with a historical setting • Homework activities 			

History – Year 4

	Knowledge categories	National curriculum	Substantive knowledge	Vocabulary	Pop Task
5 weeks	Main Events Artefacts	Changes in Britain from the Stone Age to the Iron Age Settlements Food and farming Society Beliefs Artefacts Artefacts Main Events Beliefs	<p>The mystery of prehistory: Star Carr</p> <ul style="list-style-type: none"> Explain what ‘Prehistory’ means and know when prehistory ended in Britain Explain how archaeologists are able estimate the age of stone tools Suggest how artefacts found at Star Carr give us clues to the past <p>Changes from Mesolithic to Neolithic/Farming begins</p> <ul style="list-style-type: none"> Compare the settlement found at Star Carr to Skara Brae Create a timeline to show when farming began, and settlement became more permanent <p>Changes from Neolithic to the Bronze Age/First use of metals</p> <ul style="list-style-type: none"> Compare artefacts from the Neolithic and the Bronze Age Describe some of the changes that took place in Britain between the Neolithic (4000BCE) and the Bronze Age (2000BCE) Explain why the remains of the Amesbury Archer (as well as other burials) suggest that Stonehenge was a site of great importance <p>Bronze Age to Iron Age changes in society</p> <ul style="list-style-type: none"> Outline significant changes in Bronze Age Britain Describe the impact of these changes (2500BCE – 800BCE) Suggest reasons why bronze artefacts were thrown into lakes <p>The Iron Age</p> <ul style="list-style-type: none"> Know what a blacksmith is and explain why they were important in an Iron Age society Give an overview of the key changes between the Bronze Age and the Iron Age, including the arrival of the Celts Know that some of our knowledge of the Celts comes from sources written by the Romans. Explain why these sources might or might not be reliable 	flora, fauna, headdress, spiritual, harpoon, climate, Mesolithic	Explain changes from Mesolithic to Neolithic
	Conflict Settlements Society	www.bbc.co.uk/teach/class-clips-video/story-of-britain-		agriculture, density, communal, permanent	Explain changes from Bronze Age to Iron Age
	Artefacts Main Events	Ancient Egypt The achievements of the earliest civilizations: a depth study of Ancient Egypt	<p>The Rosetta Stone; a key to the past</p> <ul style="list-style-type: none"> Know when the Ancient Egyptians developed a writing system Explain why the Rosetta Stone is such an important artefact Describe some of the clues Ancient Egyptian tomb paintings give us about daily life during this time <p>Inventions</p> <ul style="list-style-type: none"> Explain why the Ancient Egyptians were able to settle near the Nile Explain what irrigation is and why it was important to the Ancient Egyptians List further Ancient Egyptian inventions, other than the shaduf and hieroglyphs Explain why early civilisations appear to be such prolific inventors 	archaeologist, artefact, historical source, chariot, climate, offering,	
	Food and Farming Settlements Artefacts	Resources and additional texts: Ancient Egyptian CGP Study Book		fortified, conflict, surplus, ore, technology, ard, bias, plough, blacksmith	
				pharaoh, pyramid, afterlife, decipher, hieroglyphs, demotic	
3 weeks	Artefacts Main Events	Ancient Egypt The achievements of the earliest civilizations: a depth study of Ancient Egypt		innovation, civilisation,	
	Food and Farming Settlements Artefacts	Resources and additional texts: Ancient Egyptian CGP Study Book			

	Beliefs Society		Burial practises <ul style="list-style-type: none"> Compare and contrast Ancient Egyptian burial practises with those of the Stone Age and Bronze Age in Britain Suggest reasons for and against Howard Carter being considered a robber himself, following his statement of relief on finding that the tomb of Tutankhamun had not been “pillage by robbers in antiquity” 	antiquity spiritual beliefs afterlife grave goods preserve	
4 weeks	Conflict Location	The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC. The	The Roman Empire – trade and expansion <ul style="list-style-type: none"> Explain why the Romans were always looking to expand their empire Explain the importance of trading and the impact this had on the territories surrounding the empire Describe some of the changes that were happening in Britain between attempted invasions by Julius Caesar and the eventual conquest by Claudius 	conquered, empire, emperor, frontiers, coins,	
	Main events Conflict	 Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall.	Control of Britain. Resistance by the Britons <ul style="list-style-type: none"> Explain some of the challenges faced by the Roman Army and its leaders, in ruling Britain Describe the evidence for and against the Romans conquering northern Britain Explain how the Romans defended the borders of their empire Explain why Emperor Hadrian ordered the construction of a wall after visiting Britain in 122CE 	resistance territory	
	Settlements Pastimes and culture	 British resistance by Boudica. The 'Romanisation' of Britain	Changes in Britain – life in a villa <ul style="list-style-type: none"> Research a Roman Villa e.g. Chedworth. Describe the evidence that remains and some of innovations the Romans introduced to Britain Compare the roles and rights of the different people who would have lived in one villa, from slaves to the villa's owner 	sanitation, mosaics, luxury, construction, Romanisation	
	Society Pastimes and culture		Legacy of the Roman Empire <ul style="list-style-type: none"> Explain why the Roman Army was recalled from Britain in 410CE Explain the impact of this departure on those who remained in Britain Explain why some Romanised Britons began to bury valuable possessions at this time 	legacy, departure, hoard, Picts, Scots, Saxons	
3 weeks	Main events Location Conflict	Anglo-Saxons and Scots Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and	Kings and Kingdoms <ul style="list-style-type: none"> Explain why the period after 410CE is sometimes referred to as the Dark Ages Compare the Anglo-Saxon invasion with the Roman one Explain the changes to Anglo-Saxon Kingdoms from c600 to those in the ninth century Suggest reasons for Alfred the Great's ambition to unite the Anglo-Saxons kingdoms 	heptarchy medieval Dark Ages	
	Settlements Society Conflict		Leadership, crime and punishment <ul style="list-style-type: none"> Explain the measures King Offa and Alfred the Great took to defend their kingdoms and know who they were defending their respective kingdoms against Know some forms of punishment. Explain the terms weregild and blood feud 	witan, weregild, blood feud, Bretwalda	

	Beliefs	kingdoms: place names and village life. Anglo-Saxon art and culture. Christian conversion – Canterbury, Iona and Lindisfarne	The adoption of Christianity <ul style="list-style-type: none"> Know that when they arrived in England the Anglo-Saxons were pagan, and that Christianity was adopted gradually Explain the role of Aidan, St Columba and St Augustine in bringing Christianity to England Describe the link between the arrival of Christianity and the increase in literacy and, consequently, written historical sources. Describe the legacy of the venerable Bede 	Christianisation, pagan, consequence Chronicle Illuminated manuscript monastery	
3 weeks	Artefacts Settlements Main Events	A Local History Study a study over time tracing how several aspects of national history are reflected in the locality. This unit builds on learning from KS1 and year 3 as well as the learning in the previous unit: The Anglo-Saxons	How to be a historian <ul style="list-style-type: none"> Explain the difference between a primary and secondary historical source and name some examples. Suggest which sources are the most reliable. Identify sources of evidence used by the Launton Historical Society and the Bicester Historical Society Explain the origin and meaning of the name 'Launton' and suggest why little is known about this settlement prior to 1065 Compare opinions and uses of the Doomsday Book now with those in the 11th Century The Church and the Tythe Barn <ul style="list-style-type: none"> Know what a 'tythe' is and explain the purpose of a tythe barn. Compare the use of the tythe barn in Launton from its origins to the current day Explain why monks from Westminster Abbey visited Launton, and the origins of Manor Farm Know that for most of Launton's history most people would have worked in agriculture Explain what is meant by: common land, ridge and furrow, enclosure Development of Launton village <ul style="list-style-type: none"> Label a map of Launton with known dates and explain how the village of Launton has changed over time. Explain how in some instances these changes reflect those happening nationally Know that a census is taken every ten years and that the data collected over time is a valuable source of evidence about the population Explain the impact of World War I and World War II on the population numbers, giving reasons for both decreases and increases 	primary source, secondary source bias reliable Doomsday Book	
	Settlements Artefacts Beliefs Food & Farming			peasant tythe agriculture conditions ridge and furrow enclosure	
	Settlements Artefacts Main Events			Census population	
Retrieval practice <ul style="list-style-type: none"> Retrieve content from previously taught units in each history lesson Organise information in displays into knowledge categories Frequent low stakes quizzes between history sessions 			Continuous provision <ul style="list-style-type: none"> Build chronological knowledge and understanding by building up a class timeline Link current events to past events In English or end of day reading, include at least one book/piece of writing with a historical setting Homework activities 		

History – Year 5					
	Knowledge categories	National curriculum	Substantive knowledge	Vocabulary	Pop Task
4 weeks	Settlements Society	Ancient Greece A study of Greek life and achievements and their influence on the western world	<p>City States</p> <ul style="list-style-type: none"> • Know what a city-state is and name some examples • Know that Ancient Greece was not one nation but a group of city-states • Describe what is meant by the word 'government' and 'civilisation' • Compare 'democracy' in ancient Athens with the democratic systems of today <p>Architecture</p> <ul style="list-style-type: none"> • Name some famous Greek buildings • Name examples of buildings that have been inspired by Greek architecture • Identify the characteristic features of Greek architecture <p>Legacy</p> <ul style="list-style-type: none"> • Name some of the legacies of the Ancient Greeks, in addition to architecture and democracy • Give an overview of significant Greek myths and legends and know why they were significant Or • Describe the legacies Pythagoras, Hippocrates and Archimedes Or • Compare ancient Greek theatres with modern theatres and know which aspects of Ancient Greek theatre can still be seen today <p>Twin Timelines</p> <ul style="list-style-type: none"> • Create a timeline which includes significant events in Ancient Greece from 3000BCE until Roman conquest in 146BCE • Compare and contrast with a parallel timeline of Britain from 3000BCE until Roman conquest in 43CE – and beyond until the present day. • Know when each location is said to have a 'Dark Age' and know what this means 	civilisation, citizen, democratic, city-state	What did the ancient Greeks do for us?
	Settlements Culture and Pastimes	Pupils should be familiar with some Greek Myths from year 4 English		friezes, legacy, engineering, characteristic features, Doric, Ionic, Corinthian	Do you agree? We know more about Ancient Greek culture in the years between 1000BCE and 1BCE than we do about the Bronze Age and Iron Age in Britain. Justify your answer.
	Society Culture and Pastimes	Watch: Ancient Greece The Trojan War on BBC Teach over the course of the unit, (7 episodes)		philosophy democracy tragedy satire amphitheatre literature acoustics	
	Main Events			Dark Age prehistory primary source secondary source	
3 weeks	Location Main Events	Mayan civilisation a non-European society that provides contrasts with British history: Mayan civilization c. AD 900	<p>Time and Space</p> <ul style="list-style-type: none"> • Know where some famous Maya cities are located and what remains of them today • Know when the Maya civilisation developed and when the civilisation was at its peak • Know when some Maya cities were abandoned and when control of some was taken by Spanish invaders <p>Terraces and Temples</p> <ul style="list-style-type: none"> • Know some of the farming methods used by the Maya and some of the crops that were grown • Know that the Maya were expert astrologers who developed a complex calendar and how this is linked to farming • Know that the Maya had many gods, including a god of maize and a god of rain. 	architects, conquistadors	
	Food & Farming Beliefs	<i>The Chocolate Tree</i> by Linda Lowery		agriculture, yields, irrigation, maize, terracing, innovations,	

	Settlements Culture and Pastimes Conflict		A matter of life and death? <ul style="list-style-type: none"> Describe a Maya settlement; know that city-states, though independent, shared common features Know that city-states had contact with each other via both trade and war Know why ball-courts were important places 	sacrifice, jade, obsidian, cacao beans, merchants	
4 weeks	Conflict Beliefs Location	Vikings and Anglo-Saxons The struggle for the Kingdom of England to the time of Edward the Confessor, including Viking raids and exploration, resistance by Alfred the Great and Athelstan, first king of England.	Sails on the horizon <ul style="list-style-type: none"> Know where the people known as Vikings were from Know that 'Vikingr' means pirate in old Norse Know some details of the 793CE raid on Lindisfarne Know that the Anglo-Saxon chronicle is a source of evidence for this raid and others, and suggest possible drawbacks for this evidence Suggest reasons why churches and monasteries were targeted Viking Voyages <ul style="list-style-type: none"> List some materials the Vikings traded Using a map, show some of the places the Vikings sailed to trade (incl. Constantinople) and where they colonised (incl. Greenland, Iceland, Normandy) Describe the evidence for Vikings sailing to some of these locations, as well as the evidence for Leif Ericsson reaching Canada. 	evidence, monastery pagan, raid, Scandinavia chronicle	What are the Vikings most remembered for? What observations can you make about Viking sailors?
	Travel and Exploration Location	Vikings CGP Study Book	Anglo-Saxon Resistance <ul style="list-style-type: none"> Know what made Viking raids so effective Know that Vikings began to settle in Britain, eventually ruling the North and East of England Know that the Vikings and Anglo-Saxons fought many battles for the control of Britain List some of the measures Alfred the Great took to defend Wessex Early English Kings: Anglo-Saxon or Viking? <ul style="list-style-type: none"> Plot the reign of three early English Kings on a timeline: Athelstan, Ethelred the Unready and Canute Know that Athelstan, the grandson of Alfred the Great, was the first king of England Describe the reputation of these three kings, citing evidence that supports or contradicts how they are remembered 	longship sagas	
	Conflict		Danegeld burh		
	Main Events		kingdom Ill-advised stability		
3 weeks	Culture and pastimes Artefacts Location	The Kingdom of Benin a non-European society that provides contrasts with British history: The	Location and Guilds <ul style="list-style-type: none"> Know that the kingdom of Benin is in the modern-day country of Nigeria. Know where Nigeria, the modern-day country of Benin and the Kingdom of Benin are on a map. Know what a 'guild' is and name some of the artefacts that skilled craft makers produced along with the materials that were used. Distinguish between fact and inference when looking at artefacts Know why brass was valued so highly 	guild, ivory, currency	

	Main Events Artefacts Settlements	Kingdom of Benin c. AD 900-1300	Timeline of events <ul style="list-style-type: none"> • Know when the Kingdom of Benin was at its height, when it began to decrease in size, and what brought it to an end • Know which European countries established trade links with the kingdom of Benin and some of the goods that were exchanged Slavery <ul style="list-style-type: none"> • Know what is meant by The Triangular Trade Route and locate on a map • Know that for three centuries slavery formed part of the Triangular Trade Route • Know who benefitted and who suffered 	trade, exchange, fortifications,	
				imports exports, manillas	
4 weeks	Location Conflict	WWII The Battle of Britain The study of a significant turning point in British History, that extends pupils knowledge beyond 1066 BBC Teach Pupils should be familiar with <i>Just William</i> stories by Richmal Crompton from year 4 English	War is declared <ul style="list-style-type: none"> • Know when and why Britain declared war on Germany • Know the steps taken by Neville Chamberlain to avoid war • Know the Axis powers and the Allies The Battle of Britain <ul style="list-style-type: none"> • Know why the Battle of Britain was such a significant turning point in British history • Know which newly developed technology was key to Britain's success • Know who Winston Churchill was referring to when he said <i>never was so much owed by so many to so few</i> The Blitz and evacuees <ul style="list-style-type: none"> • Know where and when the Blitz took place • Know some of the measures that were taken to reduce loss of life • Know some of the consequences of the Blitz Influence on everyday life <ul style="list-style-type: none"> • Know some of the items that were rationed and why rationing was necessary • Know the reasons behind the campaign to Dig for Britain • Know the role of the land girls • Know the role of the Home Guard 	Allies, Axis powers, declaration	
	Main events Conflict			RAF, Luftwaffe, significant	
	Main events Conflict Society			evacuation, Blitz, Anderson shelter,	
	Society Food and farming			rationing, influence,	
Retrieval practice <ul style="list-style-type: none"> • Retrieve content from previously taught units in each history lesson • Organise information in displays into knowledge categories • Frequent low stakes quizzes between history sessions 			Continuous provision <ul style="list-style-type: none"> • Homework activities • Develop chronological knowledge and understanding by building up a class timeline • In English or end of day reading, include at least one book with a historical setting 		

History – Year 6

	Knowledge categories	National curriculum	Substantive knowledge	Vocabulary	Pop Task
4 weeks	Conflict	Ancient Greece A study of Greek life and achievements and their influence on the western world	<p>The Ancient Greeks at war: Athens, Sparta, Persia</p> <ul style="list-style-type: none"> • Know that city-states fought each other often, and that Athens and Sparta were rivals • Know that Persia was a great enough enemy to unite Greek city-states, which at other times would be fighting each other. • Describe some of the weapons, training and tactics used, including how the phalanx was used in ancient times • Explain some of the reasons why there were times when Greek armies would not fight • Name some sources of evidence for the Greek warfare and the way in which it was waged <p>Pottery as a historical source</p> <ul style="list-style-type: none"> • Describe how artefacts, and pottery in particular, help historians understand daily life in ancient times • Describe two or more reasons why pottery is a significant historical source • Know some uses for Greek pottery, including the uses of amphora and lekythos • Make observations about the pottery from different city-states <p>Alexander the Great</p> <ul style="list-style-type: none"> • Know key dates from Alexander the Great's lifetime • Know that Alexander the Great's empire spread across three continents • Describe the legacy of Alexander the Great and explain the process sometimes referred to as Hellenisation <p>Ancient Civilisation Overview</p> <ul style="list-style-type: none"> • Using a world map, organise information about ancient civilisations • Compare dates when each civilisation was at its height as well as known achievements or legacies. Include previously studied civilisations, as well as others • Name some examples where one civilisation was able to learn from another • Name an example of where two or more civilisations would not have had contact with each other 	hoplite phalanx fleet trireme	Was Ancient Greece the most influential ancient civilisation in history?
	Artefacts Culture and Pastimes			amphora lekythos kiln slip	
	Main events Conflict			Hellenisation empire conquest phalanx cavalry inherited	
	Location Main Events			peak decline influence	
3 weeks	Location Main Events	Mayan civilisation a non-European society that provides contrasts with British history: Mayan civilization c. AD 900	<p>Twin timelines</p> <ul style="list-style-type: none"> • Explain what makes the Maya a significant ancient civilisation • Use timelines to compare and contrast events in Britain (and Europe) with events in Central America between 250-900CE (Pupils will be familiar with the Romans and Anglo-Saxons from LKS2 and the Vikings from their learning in Year 5) <p>City-States</p> <ul style="list-style-type: none"> • Explain how city states were able to expand • Compare the city states of the Maya with those of the Ancient Greeks • Give possible reasons for the abandonment of Maya cities c.900 	iterate, Dark Ages, urban, rural, city-state, kingdom, nation	
	Settlements Food & Farming			overpopulation, abandoned, expansion,	

	Artefacts Culture and Pastimes Conflict	<i>The Rain Player</i> by David Wisniewski	Material culture <ul style="list-style-type: none"> Explain why many Maya artefacts have been lost Describe the evidence that exists that the Maya developed a writing system Explain why scribes were significant, well-respected people 	anthropologists, codices, conquistadors,	
4 weeks	Beliefs	Vikings and Anglo-Saxons The struggle for the Kingdom of England to the time of Edward the Confessor, including Viking raids and exploration, resistance by Alfred the Great and Athelstan, first king of England.	The hammer and the cross <ul style="list-style-type: none"> Explain how Viking beliefs were different from Christian beliefs (e.g. in the time of Alfred the Great) Organise information about Viking beliefs and give an overview Explain how Viking beliefs changed between the rule of Alfred and the rule of Canute Sailors & traders <ul style="list-style-type: none"> Explain how the Vikings navigated on their expeditions Explain the features and uses of Viking longboats and the advantages this technology gave the Vikings Raiders & conquerors <ul style="list-style-type: none"> Compare and contrast a raid and a conquest Investigate famous battles between the Vikings and Anglo-Saxons or Use a timeline to give an overview of significant Viking and Anglo-Saxon events The year of three kings <ul style="list-style-type: none"> Investigate the three rulers who laid claim to the English throne in 1066 Explain why William the Conqueror could be considered to be a Viking Explain the value of the Bayeux Tapestry as a piece of historical evidence 	pagan	Explain why Vikings were such good traders
	Travel & Exploration			navigation symmetrical	Were Vikings just fierce warriors? Describe the evidence that supports your answer
	Conflict			raid colonisation	
	Main Events			evidence descendant	
3 weeks	Location Main events	The Kingdom of Benin a non-European society that provides contrasts with British history: The Kingdom of Benin c. AD 900-1300	Location in time and space <ul style="list-style-type: none"> Draw together knowledge of ancient civilisations, kingdoms and empires. Plot locations on a world map. Know which of these civilisations, empires or kingdoms were contemporaneous e.g. the Mayan civilisation, the Vikings and the kingdom of Benin. Explain why people from these societies would not have met or influenced each other. Know examples of civilisations, kingdoms or empires which were contemporaries and did have an impact on each other e.g. Explain the relationship between Ancient Egypt, Ancient Greece and the Roman Empire. Rulers and their subjects <ul style="list-style-type: none"> Explain how Benin was ruled, along with some of the different roles or occupations in Benin Society Compare life at the court of an Oba with the lives of ordinary people Explain the role the Oba played in the beliefs of the people The British and Kingdom of Benin <ul style="list-style-type: none"> Explain the impact of two or more ancient civilisations, empires or kingdoms coming into contact with each other. e.g. the British Empire and the Kingdom of Benin. Explain why the British wanted control over Benin 	contemporary	
	Settlements Society Beliefs	BBC Bitesize: <i>What was life like in Benin</i> and <i>The Kingdom of Benin</i> CGP Powerpoint slides		Oba, merchant, royal court, worship	
	Society Conflict	Animation <i>The Kingdom of Benin Full History</i> (8 minutes)		colonial restitution disputed	

			<ul style="list-style-type: none"> Know what the terms 'colonial' and 'restitution' mean and how these relate to current events or debates 		
4 weeks	Conflict Society	WWII The Battle of Britain The study of a significant turning point in British History, that extends pupils knowledge beyond 1066	Propaganda <ul style="list-style-type: none"> Explain what propaganda is why it was a characteristic feature of WWII Organise messages that can be found on propaganda posters into categories (e.g. food rationing, clothes rationing, salvage, safety) Explain some of the techniques the government used to encourage people to save and be safe WWII and the local area <ul style="list-style-type: none"> Describe some of the ways in which Launton and the surrounding area were impacted by the events of WWII Use a timeline to illustrate some of the ways in which RAF Bicester was used Compare the usefulness and reliability of the different sources of evidence that can be used when researching WWII and the local area. D-Day and the machines of war <ul style="list-style-type: none"> Explain the significance of the D-Day landings on 6th June 1944 Describe some of the machines of war or technological innovation used in the D-Day landings, - as well as others used more widely in WWII Consequences <ul style="list-style-type: none"> Explain the political and social consequences of the Second World War Use a timeline to provide an overview of 20th century conflicts Explain why the second World War is such as significant event in British and global history 	propaganda, salvage, make do and mend,	
	Society Location	Bicester local history society: WW2 Launton Historical society		evacuee, airfield, aerodrome,	
	Conflict	BBC Teach resources		Western Front, Eastern Front, amphibious,	
	Society Main Events			dispute, Cold War, tension,	
Retrieval practice <ul style="list-style-type: none"> Retrieve content from previously taught units in each history lesson Organise information in displays into knowledge categories Frequent low stakes quizzes between history sessions 			Continuous provision <ul style="list-style-type: none"> Homework activities Develop chronological knowledge and understanding by building up a class timeline In English or end of day reading, include at least one book with a historical setting 		