

Long Term Plan 2025-2026

History Units (Highlighted Blue)

	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	Me and My family	My Local Area (G)	Sherwood Forest (G)	Stone Age to Iron Age (H)	The Roman Empire in Britain (H)	Mountains (G)	London: Our UK Capital Geography and history Links
Autumn Term 2	Travel and Transport	Childhood (H)	Great Fire of London		Biomes (G)	Shang Dynasty (H)	WWI
Spring Teem 1	Once Upon a Time	Villages(G)	The UK and India (G)	Volcanoes (G)	British Settlement by Anglo Saxons and Scots (H)	Europe: Russia (G)	WWII (H)
Spring Teem 2	Royalty	Brave Nurses (H)	Explorers (H)	Rivers (G)	Natural Resources (G)	Vikings and Anglo Saxon struggle	Mining Geography and history links
Summer Term 1	My Place in the World	Hot and Cold Areas (G)	Space History (H)	Ancient Egypt	Ancient Greece (H)	Extreme Earth (G)	The Mayan Civilisation and overview of Ancient Civilisations (H)
Summer Term 2	Growing	Castles(H)	The Coast (G)	Geography of the UK and Europe (G)	Geography of the UK and the Americas (G)	Crime and Punishment from 1066 to present day. (H)	Climate Change (G)

Knowledge is Power...

EYFS	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
	At HWP, our history curriculum begins as soon as the children enter the door, and is the foundation to their learning journey up to year 6. The main provision derives from the Understanding the World section of the EYFS curriculum. Children's natural curiosity is explored and extended through our continuous provision opportunities.					
Understanding the World History and Geography foundations completed throughout	Me and My Family (Past and present/People Culture and communities)	Travel and Transport (People, culture and communities)	Once Upon a Time (The natural world/people culture and communities)	Royalty (Past and present)	My place in the world (People culture and communities)	Growing (The Natural World)
Knowledge F1	Know who is in their immediate family. Describe themselves – how they look and their interests. Know what a family is. Talk about their own life story. Know about different occupations and the occupations of their family. Talk about memories that they have.	Know different modes of transport and talk about transport in their immediate environment. Car, bus, train, plane, bike, scooter, emergency vehicles. Know and talk about where they live – through small world. Talk about where they have been in the past and the transport they used (how they got to school) Talk about what they see on their way to school and discuss how others may see different things. Explore floating and sinking linked to boats. Participate in celebrations of other cultures (Diwali) Talk about their own experiences of celebrating.	Talk about the different places they see in books. Talk about places seen in books that are familiar to them. Know the names of some of the animals featured in key texts. Know that we live on a planet and that beyond our planet is 'space'.	Recognise the King and know that there is a King in our country. Know which country we live in. Recognise the Union Jack and know why we have flags.	Compare different types of homes from around the world. Know the names different animals and compare features. Compare animals from around the world and discuss why they live in particular areas. Know that there are different countries through photographs and say what they can see.	-Know the name some adult and baby animals Know the names of some plants found in key texts. Notice habitats of different animals around them – nests, logs, shells. Know the life cycle of a butterfly. Know how to grow a sunflower

	<i>Characteristics of effective learning</i> • playing and exploring • active learning • creating and thinking critically <i>Know about the past and present primarily through their own experiences and storytelling</i>
	<i>Locational and place knowledge.</i> <i>Skills</i> <i>Where do I live?</i> <i>How people travel in different places.</i> <i>How do people travel to different places?</i> <i>Comparing different places in the world.</i> <i>Use and look at maps and globes.</i> <i>Use Google Earth to locate places.</i>

Year 1	Autumn	Spring	Summer
Unit Name	Childhood	Brave Nurses	Castles
Substantive concepts	Culture, Technology	Commemoration, Power (warfare)	Power (peasantry, royalty)
	Prior learning: EYFS Royalty Know that the royal family has changed over time. Know that different people have different toys 1. I know the different generations in my family (historic significance) Know that Elizabeth II became queen in 1953 Know how to use a family tree to show the relationship between people in several generations of family 2. I know the technology that my grandparents and parents had (similarity and difference) Know that when my grandparents were little people didn't have computers and mobile phone Know that people used cameras to take photos and compare these photos to photos today 3. I know that people had different entertainment (change and continuity) Know that people went to the cinema or rented a video to watch a film and that we watch films differently now 4. I know how to order toys chronologically and why toys have changed over time (cause and consequence) Know why toys have changed over time (electricity, plastic) Know how to order toys in to different decades 5. I know how to compare toys today to toys from the past (handling evidence) Know that some of the toys I play with today were around then too Know which toys were the best selling toys in each decade	Prior learning: EYFS- Me and My Family Know about different occupations 1. I know who Florence Nightingale and Mary Seacole were and where they came from (historic significance) Know that Florence Nightingale and Mary Seacole were alive during Victorian times Know that Florence Nightingale was born in Italy and Mary Seacole was born in Jamaica 2. I know that Florence Nightingale and Mary Seacole went to help soldiers in the Crimean war (historic significance) Know where the Crimean war took place and when it happened 3. I know that Florence Nightingale and Mary Seacole faced challenges in their nursing (cause and consequence) Know that at first doctors didn't want Florence's help because she was a woman Know that doctors didn't want Mary Seacole's help because of her race 4. I know that Florence Nightingale and Mary Seacole made improvements to nursing (change and continuity and historic interpretation) Know the improvements they made to nursing and how the changes have helped us today- better food Know how to use photographs and illustrations to understand the lives of Florence Nightingale and Mary Seacole 5. I know who Edith Cavell was and how she helped soldiers (historic significance) Know that Edith Cavell treated soldiers in WWI	Prior learning: EYFS- Royalty past and present Know who the King is and where he lives. Know what the King's job is and why it is important. Know what the role of the royal family is. 1. I know when castles were built in England (historic significance) Know that castles were built during the medieval times - understanding it was long time ago, before anyone we know was born Know that England was ruled by William the Conqueror in 1066 and he decided to build Nottingham castle in 1068 Know the chronological order of castles in England- when was the first built, Buckingham palace etc. 2. I know that castles were built in places that were easy to defend (cause and consequence) Know that castles were built near rivers to make it harder for enemies to attack Know that castles were built on higher grounds so enemies could be spotted Know that castles were built close to quarries for building supplies 3. I know the defensive features on a castle (handling evidence) Know that castles had drawbridges, towers, battlements, arrow slits Know how a portcullis was used Know that castles were surrounded by a bailey 4. I know the changes that have been made to Nottingham castle (change and continuity) Know that the wooden structure was replaced with stone castle by Henry II Know that secret tunnels were added to the castle Know that twin towers added to the outer gates

	<i>What are the similarities and differences between my childhood and my grandparents' childhood?</i>	Know that Edith Cavell helped soldiers to escape and she was sentenced to death by the Germans 6. I know the reasons why we remember these nurses (historic significance) Know we remember the nurses for the changes they made Know that there weren't many women working alongside the doctors know that they worked in dangerous places <i>Why do we remember Florence Nightingale?</i>	5. I know that Nottingham castles was used for battles (historic significance) Know that Henry VII used Nottingham castle was used as his base for the War of the Roses 6. I know that different people lived in castles (similarity and difference and historic interpretation) Know that castles belonged to kings and queens Know that many people who lived in the castle had different jobs Know that knights would fight in tournaments Know how to use stories about castles and distinguish between fact and fiction <i>How did castles protect people?</i>
Vocabulary	past medieval keep bailey drawbridge portcullis battlements lords and ladies peasants armour tournament	nursing profession Victorian Crimea soldier injured wounded hygiene recover medicine hospital	spinning top rocking horse ball and cup electronic plastic grandparents camera video DVD computer mobile phone

Year 2	Autumn	Spring	Summer
Unit Name	Great Fire of London	Explorers	Space History
Substantive concepts	Technology, Power (peasantry)	Exploration, Technology	Exploration, Technology
	Prior learning: EYES- Travel and Transport Know and talk about where they live – through small world. Royalty past and present Know that the royal family has changed over time. <i>Year 1</i> Castles Know that castles belonged to lords and ladies and many people who lived in the castle had different jobs 1. I know what life was like in London in 1666 <i>(historical significance)</i> Know that the King in 166 was Charles II Know that population of London was 350,00 before the Great Fire. It was one of the largest cities in Europe. Know what a map of London looked like in 1666 Know that St Paul's Cathedral was an important cathedral in London 2. I know how the fire started in London in 1666 <i>(historical interpretation)</i> Know that the fire began on 2nd September and lasted for 5 days Know that the fire started in Pudding Lane Know how to use fictional stories to order the events of the fire 3. I know why the fire spread so quickly in London in 1666 <i>(cause and consequence)</i> Know that the homes in London were close together Know that the homes had thatched roofs which burnt easily Know that there had been hot weather and a drought Know that people had poor equipment to put out the fire Know that wind affected the speed of the fire Know that 100,000 people became homeless after the fire 4/5 I know how historians have learnt about the Great Fire of London <i>(handling evidence and historical interpretation)</i>	Prior learning: Year 1 (G) Hot and cold places Know the names and location of the world's seven continents and five oceans Know that Antarctica is very cold Know that no one lives in Antarctica 1. Know that Christopher Columbus made voyages to the Americas <i>(historic significance)</i> Know that Columbus made his journeys by boat Know that the Spanish royalty gave money to Columbus for different reasons 2. I know the equipment that Shackleton and Scott used during their explorations <i>(handling evidence)</i> Know that Scott was in a race to the South Pole against Norwegian explorer Amundsen Know that Shackleton and Scott used snow goggles, dog sleds, reindeer boots, snow shoes etc. 3. I know the problems that Shackleton and Scott faced in the Antarctic through using their diaries <i>(historical interpretation)</i> Know that their ship became stuck in ice and this affected their exploration- HMS Endurance Know that they then had to carry their equipment 4. I know that Amelia Earhart was the first woman to fly alone across the Atlantic Ocean <i>(historical significance)</i> Know that Amelia Earhart wanted to be the first woman to fly around the world but she disappeared during a flight in 1937 5. Know that Shackleton, Scott and Earhart did not have the technology that we have today and their explorations were dangerous <i>(change and continuity)</i> Know that technology has helped navigation today- sat nav, maps, drones	Prior learning: EYFS Travel and Transport Know that some places are near and some places are far away. Know some reasons why we might travel to new places. 1. I know that space travel became a race between America and Russia in the 1960s <i>(cause and consequence)</i> Know that Russian astronaut Yuri Gagarin was the first person to travel to space Know that the American President John F Kennedy ordered NASA to plan for Americans to land on the moon first 2. I know that American astronaut Neil Armstrong was the first man on the moon <i>(historic significance)</i> Know that Neil Armstrong was the first man to land on the moon on Apollo 11 Know that Neil Armstrong was chosen by NASA 3. I know that Tim Peake was a British astronaut in space <i>(historic significance)</i> Know that Tim Peake went into space in December 2015 Know that Tim Peake wrote diary entries about his time in space Know what life was like for Tim Peake in space 4. I know the similarities and differences between Tim Peake and Neil Armstrong and their time in space <i>(similarity and difference)</i> Know the dates when the astronauts went into space Know what jobs they did before they became astronauts Know how long they spent in space Know what they did in space 5. I know that space exploration continues today Know that more women are in space now Know that we need space exploration to learn more about space

	Know that Samuel Pepys wrote about the fire in his diary Know that there were newspaper reports about the fire Know that people painted the events of the Great Fire Know how to use artefacts to learn about the fire 6. I know how the Great Fire changed London (change and continuity) Know that the fire destroyed 13,200 houses and 87 churches Know that St Paul's Cathedral was destroyed in the fire and Sir Christopher Wren designed a new cathedral Know that the houses were made from brick and stone Know that streets were widened Know that the beginnings of a fire hydrant system was created Know that the fire brigade was developed <i>Did more good things or bad things come out of the Great Fire of London?</i>	6. I know why the explorers are well remembered (historic significance) Know that a memorial is something to remind people of a significant person or event. Memorials can include statues, monuments, buildings or stamps. <i>Why was exploration dangerous for Amelia Earhart/ Ernest Shackleton/ Robert Scott/ Columbus?</i>	<i>Why was Neil Armstrong the first person to step on the Moon?</i>
Vocabulary	bakery diary fire engine rebuilt River Thames St Paul's Cathedral landmark capital city eyewitness possessions extinguish architect	exploration expedition voyage travel transport continent achievement significant polar equipment memorial	chronological astronaut spacecraft NASA spacewalk International Space Station Lunar module lunar orbit spacesuit telescope

Year 3	Autumn	Spring	Summer
Driver Subject	Stone Age to Iron Age		The Ancient Egyptians
Substantive concepts	Civilisation, Culture		Civilisation, Culture, Power (royalty)
	Prior learning: EYFS Growing Know some key features of plants and how they help plants grown. Year 2- Homes past and present Know the similarities and differences between current and past homes- medieval, Victorian, modern day 1. I know what prehistory is and how to place it on a timeline <i>(historic significance)</i> Know what BC means and how it is structured (larger number = further in the past) Know that this time period was called prehistory and the meaning of prehistory Know the chronological order of Stone Age, Bronze Age and Iron Age on a timeline Know that the stone age is split into - Palaeolithic Neolithic, Mesolithic 2. I know how people lived in the Palaeolithic age through historical evidence <i>(handling evidence)</i> Know how people lived in the Stone Age (hunting, gathering, nomadic) Know how tools and weapons were made in the stone age 3. I know how houses changed during the Stone Age <i>(change and continuity and historic significance)</i> Know that people lived in caves during Paeolithic period Know that settlements began to appear in the Mesolithic and Neolithic ages Know the importance of Skara Brae 4. I know why people started farming during the Stone Age <i>(cause and consequence)</i>	Geography focus this term	Prior learning: Year 1 Know that castles belonged to lords and ladies and many people who lived in the castle had different jobs Year 3 Stone Age Know what BC means and how it is structured (larger number = further in the past) Know that this time period was called prehistory and the meaning of prehistory 1. I know where Egypt is located and when Ancient Egypt began and ended. <i>(historic significance)</i> Know where Egypt is located- G Know when Ancient Egypt began and how long it lasted Know that Ancient Egypt ended when the Romans invaded Know that Ancient Egypt took place at the same time as the Iron Age in Britain 2. I know the importance of the river Nile and how it was used in everyday life <i>(cause and consequence)</i> Know the different seasons of the Nile and why flooding was so important Know that people used flax for clothing Know that the river was a food source 3. I know what life was like in Ancient Egypt for pharaohs and peasants <i>(similarity and difference)</i> Know that rich people could read and write Know that rich people were scribes, priests and physicians Know that poor people were farmers, labourers, slaves and worked for the pharaoh Know that those who worked for the pharaoh did not own their house or land

	Know that grew grains like wheat and how this became part of their diet Know that in the Neolithic age people stayed in once place so they kept cattle 5. I know the beliefs and rituals of the Stone Age and how they compare to ours today (similarity and difference) Know that people worshipped the sun Know that animals were sacrificed 6. I know the different interpretations of why Stone Henge was built (historical interpretation) Know that some people believed it was used for funerals Know that people believed it is connected to the sun <i>What was life like during the Stone Age?</i> 1. I know how bronze was introduced to Britain (historic significance) Know that settlers from mainland Europe brought a new skill to Britain - how to make objects from copper, gold and bronze Know that the Beaker people held religious ceremonies and buried their dead in circular graves Know that archaeologists find out about the Bronze Age through excavations, discoveries and artefacts 2. I know that bronze changed life in Britain Know that trade was important in the Bronze and Iron Age Know that metal tools had a huge impact on farming 3. I know how people lived at the beginning of the Iron Age (handling evidence) Know that people used- potters wheel, quern, iron tipped ploughs, looms for spinning and making clothes. 4. I know that Iron Age people lived in tribes around a hill fort and tribes fought each other (cause and consequence) Know that people lived in clans (tribes) led by kings		4. I know the Ancient Egyptian beliefs about death and how this is shown in the mummification process (handling evidence) Know that Egyptians had tombs and pyramids for burials Know that Canopic jars were use to store organs for the person to have in the afterlife Know that amulets were placed on the mummy to prevent evil forces from entering the body 5. I know that Howard Carter discovered the tomb of Tutankhamun (historic interpretation) Know that Carter was funded by Lord Carnarvon Know how newspapers reported the discovery Know what was discovered inside the tomb <i>What did the discovery of Tutankhamun's tomb teach us about the Ancient Egyptians and their way of life?</i>
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	Know that many people lived in hill forts surrounded by walls and ditches Know that hill fort families made roundhouses from wattle and daub 5. I know that rituals were important for burials (handling evidence) Know that priests were known as druids Know that druids led religious ceremonies and believed in sacrificing living things 6. I know that the Celts lived in Britain until the Romans invaded (historic significance) Know that the Celts had different tribes so weren't fighting as one country against the Romans What were the most important changes from the Stone Age to the Iron Age?		
Vocabulary	Palaeolithic Neolithic Mesolithic smelt BC Nomadic midden hill fort hunter gatherer settlement domesticate flint ceramic agriculture ritual burial BC archaeology archaeologist artefact		crop fertile civilisation irrigation pharaoh papyrus mummification sarcophagus pharaoh hieroglyph canopic jars sickle

Year 4	Autumn	Spring	Summer
Driver Subject	The Roman Empire in Britain	British settlement by the Anglo-Saxons and Scots	The Ancient Greeks
Substantive concepts	Power (invasion, empire), Legacy, Culture, Technology	Power (invasion, royalty), Culture, Legacy	Civilisation, Power (democracy), Culture
	Prior learning: Year 3 Stone Age Know what BC means and how it is structured (larger number = further in the past) Know that this time period was called prehistory and the meaning of prehistory Know how houses changed during the Stone Age Know that Iron Age people lived in tribes around a hill fort and tribes fought each other (Celts) Know that the Celts lived in Britain until the Romans invaded Year 3 Ancient Egypt- Understand that the Roman Empire was created in 27BC- the Romans invaded Egypt in 30 BC 1. I know how Britain became part of the Roman Empire (cause and consequence) Know where the Romans came from (G) Know how Britain became part of the Roman Empire (G) Know that Roman Britain lasted from 43AD- 410AD Know that the Romans built cities- York, London 2. I know how to use artefacts to explain how Roman soldiers fought in battle (handling evidence and historical interpretation) Know why the Roman Army won many battles (disciplined, organised, weapons) 3. I know how to compare Roman weapons with modern weapons (similarity and difference) Know that technology has changed weapons 4. I know why the Roman army won battles (historical interpretation) Know how to look at different interpretations of the Roman army- diary, paintings etc.	Prior learning: Year 3 Stone Age Know why people started farming in the Stone Age Know how tools and weapons were made in the stone age Know that rituals were important for burials Year 4 Romans Know that Roman Britain lasted from 43AD- 410AD Know that Hadrian's wall was built to keep Scottish tribes out of Britain 1. I know who the Anglo Saxons and Scots were and why they chose to invade Britain. (cause and consequence) Know where the Anglo Saxons came from (G) Know that the Anglo Saxons couldn't grow food easily in their countries because of flooding Know that in the Anglo Saxon countries it was a colder climate Know that some tribes were invited over to help fight the Picts 2. I know how the Anglo Saxons lived in Britain (handling evidence) Know that houses were huts made of wood with roofs thatched with straw Know that poor people shared their huts with animals divided from them by a screen Know that houses faced the sun for extra light and warmth. 3. I know how Anglo Saxon Britain was ruled and how this links to today (change and continuity) Know how the Anglo Saxons created seven kingdoms in Britain Know that Anglo Saxons named many British towns and many names remain today	Prior learning: Year 3 Stone Age Know what BC means and how it is structured (larger number = further in the past) Know that this time period was called prehistory and the meaning of prehistory Year 3 Ancient Egypt Know when Ancient Egypt began and how long it lasted Year 4 Roman Empire in Britain Know how the Romans changed Britain- language, sewers and aqueducts (connections to Greek creations) 1. I know when the Ancient Greek civilisation began and ended (historical significance) Know the different periods of Ancient Greece- Minoan & Mycenaean Ages, Dark Ages, Archaic Period, Classical Period, Hellenistic Period 2. I know how Ancient Greece was ruled (change and continuity) Know that Greece was divided into city states which had their own laws but spoke the same language. Know the different types of government- monarchies, oligarchies, tyrannies and democracies Know that democracy was created by Greek rulers and that we have democracy today Know that democracy was created in Athens Know that we have democracy in the UK today 3. I know how to analyse artefacts from Ancient Greece to learn about daily life (handling evidence) Know that Greeks painted vases with images important to them Know that Greeks worshipped the Gods daily and had statues in their homes Know that they had games for entertainment- knuckle bones 4. I know the different conflicts that happened in Ancient Greece (cause and consequence)

	5. I know about the battles between the Iceni tribe and the Romans (historic significance and cause and consequence) Know that Hadrian's wall was built to keep Scottish tribes out of Britain Know the Iceni tribe fought the Romans 6. I know how the Romans changed Britain (change and continuity) Know how the Romans changed Britain- language, sewers and aqueducts Know that Romans were Christians <i>What was the impact of the Romans in Britain?</i>	4. I know how the Anglo-Saxons converted from Paganism to Christianity (cause and consequence) Know that paganism meant worshipping more than one God Know that each pagan god controlled a particular part of everyday life: the home, growing crops, healing, wisdom etc. Know that Pagan priests practised magic Know that different saints came to Britain to convert Anglo Saxons to Christianity 5. I know how to analyse Anglo-Saxon artefacts and explain what they teach us about Anglo-Saxon beliefs about death (historic significance and handling evidence) Know that when important people died, they were buried with their possessions Know how to explore the artefacts from Sutton Hoo online Know that the artefacts showed the king had converted to Christianity Know that the coins show us the date of the burial Know that the artefacts show that the king travelled around Europe 6. I know how to compare the Anglo Saxons and the Romans (similarity and difference) Know the similarities and differences between Anglo Saxons and Romans- religion, housing, clothing, army, weapons <i>What was the legacy of the Anglo Saxons in Britain?</i>	Know that states went to war with each other- Persian Wars and Peloponnesian War Know that the city states united to create the Delian League and that this was used to fund the wars against Persia 5. I know the legacy of Ancient Greece (change and continuity) Know the legacy of Ancient Greece- art, theatre, medicine, science, maths, architecture 6. I know what the Olympics were like in Ancient Greece and how this compares to today (similarity and difference) Know that the first Olympics were held in Olympia 776BC Know how the traditions of the first Olympics and what has continued to today Know the similarities and differences of the Olympics from Ancient Greece to today <i>How similar is Ancient Greece to our society today?</i>
Vocabulary	invasion conquer empire emperor revolt ad military tactics testudo scutum auxiliary	Angles Saxons Jutes paganism settlement resources possessions conversion excavation (Sutton Hoo) legacy	Athenians Spartans city state democracy government Parthenon monarchy tyranny oligarchy

	<i>legionary</i> <i>Boudicca</i> <i>aqueduct</i> <i>Romans</i>		<i>oracle</i>
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Year 5	Autumn	Spring	Summer
Driver Subject	The Shang Dynasty	Viking and Anglo- Saxon Struggle	Crime and Punishment from 1066 to present day
Substantive concepts	Civilisation, Power (royalty, peasantry), Culture	Power (invasion), Culture, Legacy	Power (royalty, peasantry), Technology, Legacy
	Prior learning: Y3 Know what BC means and how it is structured (larger number = further in the past) Know that this time period was called prehistory and the meaning of prehistory Y3 Ancient Egypt- Know when Ancient Egypt began and how long it lasted Know what life was like in Ancient Egypt for pharaohs and peasants Know the importance of the River Nile and how it was used in everyday life Know the significance of the discovery of Tutankhamun's tomb 1. I know how people in the Shang dynasty lived (handling evidence and similarity and difference) Know that the Shang Dynasty was in China (G) Know what life was like for people in the Shang Dynasty (know that they were skilled crafts people- bronze weapons, tools and silk) Know that life was different between rich and poor people 2. I know that the Shang Dynasty settled near the Huang Hai river and how this affected farming Know that people settled next to the Yellow River Plain and how this affected farming (cause and consequence) 3. I know the significant events that shaped the Shang Dynasty (historic significance and cause and consequence) Know that the Shang Dynasty was founded when King Tang rose up and overthrew the King Jie of the Xia Dynasty Know that the Shang Dynasty ended when the Zhou decided to attack 4. I know why the discovery of Fung Ho's tomb was a historic event (historic significance) Know that archaeologists discovered objects made from jade, bone and bronze	Prior learning: Y4 Know why the Anglo Saxons settled in Britain (farming, land, resources) Know that the Anglo Saxons were pagans and then converted to Christianity Know how the Anglo Saxons created seven kingdoms in Britain 1. I know where the Vikings came from and why they came to Britain (cause and consequence) Know where the Vikings came from- Denmark, Sweden and Norway (G) Know that the Vikings arrived after the Anglo Saxons Know that the Vikings came to Britain for valuable items and slaves 2. I know how the Vikings raided monasteries and villages (historical interpretation) Know that we have learnt about the Viking invasions through recounts from monks Know that the Vikings raided Lindisfarne and Iona Know that Vikings raided Saxon towns and villages 3. I know the similarities and differences between Anglo Saxon life and Viking life in Britain (handling evidence) Know that both Vikings and Anglo Saxons had kings of the tribes and had slaves Know that both had farmers and craftsmen Know that they spoke different languages 4. I know that trade was an important part of Viking life (cause and consequence) Know that Vikings traded all over the world to gain valuable items Know that Vikings were not only raiders	Prior learning: Y2 Homes past and present- Know that Queen Y1 William the Conqueror ruled Britain from 1066 Year 2- Queen Victoria ruled England from 1837- 1901 Know the similarities and differences between current and past homes- medieval, Victorian, modern day Y4- Know how Anglo Saxons lived in Britain 1. I know the different punishments that took place in the Medieval Britain (historic significance) Know that 1066- 1485 is known as Medieval Know that William the Conqueror ruled Britain from 1066 Know that hanging, stocks and fines were used 2. I know the different punishments that took place during the Tudor period (historic significance) Know that the Tudor period was 1485- 1603 Know about the different punishments in Tudor Britain- whipping, stocks Know that people were accused of witchcraft Know that Tudors were concerned about vagrancy and treason 3. I why the convict transportation happened (cause and consequence) Know that in the late 18th century people believed that there was an overwhelming crime wave Know that convicts were shipped to Australia and Tasmania Know that there was a rising population in Britain 4. I know what crimes were committed in Victorian England (cause and consequence) Know that the Industrial Revolution had an effect on crime Know that there were more warehouses and factories so theft from workplaces increased

	Know that inside the tomb were sacrifices Know that Fung Ho was buried with weapons 5. I know how to compare and contrast artefacts from different civilisations. (handling evidence) Know how to explore the Shang Dynasty exhibition online Know how to compare items buried with Egyptian pharaoh and Shang King 6. I know the importance of religion in the Shang Dynasty (historical interpretation and handling evidence) Know the importance of Oracle Bones and how they were the first recorded examples of writing Know that the bones were used to communicate with ancestors and deities <i>How have the archaeological discoveries from the Shang Dynasty taught us what life was like for people at this time?</i>	5 & 6 . I know the struggle for power between the Anglo Saxons and Vikings in Britain (cause and consequence) Know that Saxon kings paid Vikings Danegeld Know that Alfred the Great was an important Saxon king who helped to unify the kingdoms Know the impact of the Danelaw <i>Do you agree with the view that Vikings were bloodthirsty raiders?</i>	Know that the opening of more banks led to more bank robberies Know that the expansion of the middle classes meant that there were more houses with more valuable goods to be stolen. 5. I know the experience of Victorian prisoners (historic interpretation and handling evidence) Know what prisons looked like Know that prisoners had to do hard labour Know that youth prisons were introduced 6. I know how to compare modern methods of crime prevention and detection with the methods that existed in the past (change and continuity and similarity and difference) Know that Victorian police carried truncheons and rattles Know that Victorian police patrolled an area Know the equipment that police today use on patrol Know that CCTV helps crime prevention and detection <i>How has crime and punishment changed since 1066?</i>
Vocabulary	ancient dynasty peasantry hierarchy civilisation revolt silkworm oracle bones divination pyromancy ancestors	Scandinavia Longships runes Jorvik Danelaw peace treaty Valhalla raid monastery Lindisfarne Danegeld	workhouse poverty orphan debtor gallows stocks pauper reform colony transportation capital punishment imprisonment pickpocketing

Year 6	Autumn Term		Spring Term	Summer Term	
Driver Subject	London - Our UK Capital: The Power of Monarchy	WWI	WWII	Mining	The Mayan Civilisation and overview of Ancient Civilisations
Substantive concepts	Power (democracy, royalty), Legacy	Commemoration, Legacy, Technology, Power (invasion)	Commemoration, Legacy, Technology, Power (invasion)	Legacy, Culture	Civilisation, Culture, Power (royalty)
	Geography Mapping and enquiry Fieldwork skills Prior learning: Y5 Crime and punishment Know when the Tudors ruled Britain Know the Tudors had different punishments for different crimes Know what a public execution may have looked like Know how London has changed over (change and continuity) Know that the Tower of London was used for different purposes since it was originally built. (historic significance) Know the order key events which occurred in the tower- Princes of the tower, Anne Boleyn, Catherine Howard execution (historic significance/ historic interpretation) Know how to use artefacts from the Tower of London to understand what happened there (handling evidence)	Prior learning: Y1 Brave Nurses Know that Edith Cavell treated soldiers in WWI Know that Edith Cavell helped soldiers to escape and she was sentenced to death by the Germans Year 5 Russia (G) Know Russia's place within Europe and the world Know that it is the coldest in the Far East 1. I know who was involved in WWI and why it took place (cause and consequence) Know identify different countries involved in WWI (G) Know the reasons for WWI taking place Know the role of allied powers in WWI 2. I know how people communicated during WWI (handling evidence) Know that animals were used for communication- dogs, pigeons Know the technology used for communication- telegraphs, signal lamps, Morse code and radio Know that pilots used sign language Know that people sent letters back home	Prior learning: Y6 WWI Know the reasons for WWI taking place Know the role of allied powers in WWI 1. I know the events that led up to the start of WWII (cause and consequence) Know the countries involved in WWII Know the names of the leaders in Germany and Britain in WWII 2. I know that the Nazis produced Anti-Jew propaganda (historic interpretation) Know that the Nazis created propaganda posters blaming Jews for the outcome of WWI Know that this led to the Holocaust which caused millions of deaths 3. I know that Kindertransport helped children to escape from parts of Nazi invaded Europe (historic significance) Know that Kindertransport was the mission which took thousands of children to safety ahead of WWII Know that parents were not allowed to go with them 4. I know how war changed people's lives across Europe through exploring artefacts (handling evidence) Know that people had to have rationing books for food and clothing Know that the British government produced propaganda	Geography Land use and Settlements Locational skills Prior learning: Y4 Natural Resources (G) Know which natural resources are available in the UK Know the names of some natural resources and where they come from Y6 London Know about the significance of the Houses of Parliament and can explain what happens there Know explain why mining was an important industry. Know what working conditions were like in a mine and how they changed (handling evidence/ historic interpretation) Know the impact of the Miners and Collieries Act 1842 (historic significance) Know the impact of mining and consequently mine closures on Nottingham (change and continuity)	Prior learning: Y3 Stone Age Know the beliefs of the Stone Age and how they compare to ours today Y3 Ancient Egypt- Know when Ancient Egypt began and how long it lasted. Know what life was like in Ancient Egypt for pharaohs and peasants Know the importance of the River Nile and how it was used in everyday life Know the Ancient Egyptian beliefs about death. Y4 Ancient Greece Know when the Ancient Greek civilisation began and ended Y5 Shang Dynasty Know that people settled next to the Yellow River Plain and how this affected farming Know the importance of religion for people in the Shang Dynasty Know the religious beliefs and practises in the Shang Dynasty 1. I know where the Mayan civilisation was located (G) Know the names of Maya cities: Chichen, Itza and Palenque (G) Know the climate around Mayan settlements and how they adapted to this. 2. I know that the Maya were expert farmers (handling evidence) Know that the Maya built raised mounds of ground where the soil was too moist to grow crops Know that the Maya harnessed rainwater through irrigation channels

	(To be taught alongside parliament visit) Know about the significance of the Houses of Parliament and can explain what happens there (historic significance) Know that all local constituencies have an MP who is able to go to Parliament	3. I know what life was like in the trenches (handling evidence/ historic interpretation) Know that soldiers used trench maps Know that soldiers used entrenching tools Know that the poor conditions led to trench foot 4. I know how battles were fought in WWI and how this compares to war today(similarity and difference) Know that WWI battles were fought in trenches/ planes/ horses/ tanks Know the technology that soldiers have in planes today 5. I know about the Battle of the Somme (historic significance) Know that the battle was fought by the French and British against the Germans on the River Somme Know that the battle lasted five months Know that it was one of the largest battles in Europe 6. I know the impact of WWI on Britain (change and continuity/ historic significance) Know that there was a huge loss of life Know that women's roles changed Know that we celebrate Remembrance day What was the impact of WWI on Britain?	Know that air raid shelters were built and gas masks given to civilians Know that millions of soldiers and civilians died in bombing attacks (The Blitz) 5. I know the roles of the black volunteers in WWII (historic interpretation) Know that black volunteers joined RAF Know that black women volunteers joined WAAF Know about the life of Billy Strachan- pilot in the RAF 6. I know how WWII ended and the impact it had on society today (historic significance) Know that VE day was celebrated at the end of WWII Know that countries suffered financially due to war spending Know that buildings and transport links were destroyed Know the social changes of WWII- role of women What do you think was the main cause of WWII?	Know that the Maya used the slash and burn technique to clear the jungles 3. I know the hierarchy of Maya society and what life was like for different people (handling evidence) Know that the Maya developed a hierarchical society ruled by kings and priests Know that each Maya state was ruled by a dynasty of kings Know that there were merchants and commoners 4. I know that the Maya had their own way of writing and recording numbers (handling evidence) Know that the Maya civilization developed Maya glyphs which were similar to hieroglyphics 5. I know the importance of religious rituals to Maya people- sacrifice, gods, temples (handling evidence) Know that they believed in many gods that represented a different part of life Know that they believed the gods had to be pleased so they made offerings and sacrifices Know that the priests acted between the humans and the supernatural 6. I know the different theories why the Mayans collapsed (historic interpretation/ cause and consequence) Know that the Maya civilisation declined in the 14th and 15th centuries because of European colonisation Know that historians have different theories that include- drought, warfare and overpopulation
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Vocabulary	capital city Monarchy Parliament House of lords House of Commons Constituency Buckingham Palace equal rights coronation	nation sacrifice remembrance allied powers civilian casualty memorial ceremony conflict armistice commemorate	treaty Holocaust anti-Semitism concentration camp genocide persecution propaganda censored Kindertransport refugee dictator allies evacuation ration/ rationing	mines coal occupation resource fuel poverty livelihood conditions	Mesoamerica maize Itzamna Chichen Itza codex/codices ceremony sacrifice colonisation indigenous plaza drought

