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Rationale & Intent

WHY?

'We are not makers of history. We are made by history.' - Martin Luther King Jr

INTENT:

At St Mary's C of E Primary School, we have designed a history curriculum with the intent that our children will have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate using an expansive range of historical vocabulary.

We aim for our children to develop an interest in the past and how it shapes the future. We will deliver a history curriculum that ensures our children:

- develop disciplinary knowledge to understand history in context.
- have a good knowledge of the history of Britain and how it has influenced and been influenced by the wider world.
- participate in high-quality educational visits/visitors that enrich their learning and give them a better understanding of lives in the past.
- develop an understanding of chronology using timetables, vocabulary and comparisons.
- make links within the history they learn and compare societies to establish similarities and differences and further their knowledge and explanations of change and continuity over time.
- develop enquiry skills to pursue their own interests and further questioning within a topic.
- know about the lives and impact of significant people throughout history and consider how they could make a difference.

IMPLEMENTATION:

The National Curriculum 2014 and the Early Years Foundation Stage statutory framework 2017 provide the basis for our history curriculum, which is then tailored to meet the learning and developmental need of the children in our school.

Teachers will plan history using the history sequence of learning document, which will allow children to build upon prior knowledge and understanding.

Front covers and knowledge organisers have been written and introduced for teachers and pupils to use for each topic for reference and assessment purposes. This will also allow children to see their learning journey in history as they progress through the topics. They will map out the knowledge, vocabulary and skills needed to master the concepts. Children will build upon substantive and disciplinary knowledge to become well-rounded historians.

Rationale & Intent

IMPACT:

Children will:

- possess a secure understanding of the chronology of the British Isles and other important periods of history.
- be able to differentiate between source types, use historical evidence to form their own opinions and interpretation of the past and explain how interpretations in history may differ.
- become increasingly critical and analytical thinkers with the ability to debate, discuss and communicate their ideas and opinions with a wide range of historical terminology.
- become increasingly aware of how historical events have shaped the world that they currently live in.
- have a further understanding of history within the local community.
- be able to make connections between different periods of history that they have studied.

Subject Content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- Significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

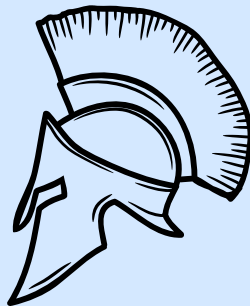
Historical Themes

Pupils' progress in history in KS1 and KS2 is underpinned by key forms of knowledge that enable pupils' learning. An example of this is the use of 'golden threads'.

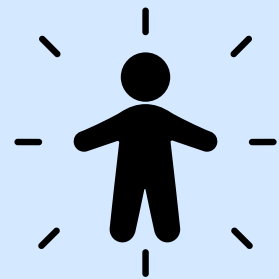
These are planned, systematic encounters with key concepts which are highlighted alongside explicit teaching of substantive and disciplinary knowledge in specific and varied contexts. Understanding of these key concepts throughout the periods of history taught allow children to see development over time. A sound understanding of key concepts is particularly important to pupils' understanding of new material as it allows them to see patterns and trends more clearly.



Civilisation &
Society



Empire &
Invasion



Significant
People

	Civilisation & Society 	Empire & Invasion 	Significant People 
Remembrance	✓		
Travel & Transport	✓		
Kings, Queens & Castles	✓		✓
The Great Fire of London	✓		✓
Nurses from History		✓	✓
Schools of the Past	✓		
Prehistoric Britain: The Stone Age	✓		
Prehistoric Britain: Bronze Age to Iron Age	✓		
Ancient Egypt	✓	✓	✓
Romans in Britain	✓	✓	✓
Anglo Saxons	✓	✓	✓
Vikings	✓	✓	✓
Industrial Revolution	✓		
Local History: Mining	✓		✓
Ancient Greece	✓	✓	
World War II	✓	✓	✓
Early Islamic Civilisation	✓		✓

Disciplinary Concept Coverage

	EYFS	Year 1	Year 2	Year 2	Year 4	Year 5	Year 6
Sources and Evidence (Historical Enquiry)	Events and Celebrations Lifecycles and Occupations Travel & Transport	Remembrance Kings, Queens and Castles	The Great Fire of London Nurses from History Schools from the past	Stone Age to Iron Age Ancient Egypt Romans	Anglo-Saxons Vikings	Industrial Revolution Local History (Mining) Ancient Greece	WWII Early Islamic Civilisation
Historical Interpretations	Lifecycles and Occupations Travel & Transport	Remembrance Kings, Queens and Castles	The Great Fire of London Nurses from History Schools from the past		Anglo-Saxons	Local History (Mining) Ancient Greece	WWII Early Islamic Civilisation
Historical Significance		Kings, Queens and Castles	The Great Fire of London Nurses from History Schools from the past	Stone Age to Iron Age Ancient Egypt Romans	Anglo-Saxons Vikings	Local History (Mining) Ancient Greece	WWII
Cause and Consequence	Lifecycles and Occupations		Nurses from History	Romans	Anglo-Saxons Vikings	Industrial Revolution Local History (Mining) Ancient Greece	WWII
Change and Continuity	Events and Celebrations Family History Lifecycles and Occupations Travel & Transport	Toys & Games Kings, Queens and Castles	The Great Fire of London Schools from the past	Stone Age to Iron Age Ancient Egypt Romans	Anglo-Saxons	Industrial Revolution Local History (Mining) Ancient Greece	WWII Early Islamic Civilisation
Similarity and Difference	Family History Lifecycles and Occupations Travel & Transport	Remembrance Toys & Games Kings, Queens and Castles	The Great Fire of London Nurses from History Schools from the past	Stone Age to Iron Age Ancient Egypt Romans	Anglo-Saxons Vikings	Industrial Revolution Ancient Greece	WWII

Supporting Children with SEND

Adapting Primary History Teaching to meet the needs of all learners.

Use Multisensory Teaching Methods

Engage more than one sense to support learning:

- Visual: Use images, timelines, artefacts, video clips, and maps.
- Auditory: Include storytelling, songs, and historical re-enactments.
- Kinaesthetic: Offer role-play, handling artefacts, and model-building (e.g. castles, pyramids).

Simplify and Scaffold Language

History often uses complex vocabulary and abstract concepts:

- Use clear, concise language.
- Pre-teach key vocabulary and concepts using visual aids (Widgit)
- Provide sentence starters, word banks, and guided writing frames. (all WALTs include learning objective along side key vocabulary for each lesson).

Differentiate Tasks and Outcomes

Adjust the level of difficulty:

- Provide alternative formats (e.g. matching tasks, sorting activities, comic strips).
- Allow oral responses or typed work instead of written essays.
- Vary expectations—some may describe events, others explain or evaluate.

Encourage Peer Support

- Use mixed-ability pairings or group work.
- Encourage peer tutoring, discussion, and shared tasks to build social and cognitive skills.

Long Term Plan

	Autumn Term	Spring Term	Summer Term
Reception	My Family History Events and Celebrations	Life Cycles and Occupations	Transport in the Past
Year 1	Remembrance	Toys & Games	Kings, Queens & Castles
Year 2	The Great Fire of London	Nurses from History	Schools of the Past
Year 3	Prehistoric Britain: The Stone Age	Prehistoric Britain: Bronze Age to Iron Age	Ancient Egypt
Year 4	Romans in Britain	Anglo-Saxons	Vikings
Year 5	Industrial Revolution	Local History: Mining	Ancient Greece
Year 6	WWII	Early Islamic Civilisation	

Unit Overviews

Reception	
Unit	My Family History
National Curriculum	This links to the EYFS national curriculum by supporting children to recognise similarities and differences between the past and present. Children use their own experiences and stories shared in class to talk about change over time, developing early historical understanding and vocabulary in line with the ELG.

Substantive Knowledge	Disciplinary Knowledge
- The school day has routines and different parts (morning/afternoon). - Time can be described using "before", "after", "first", "then". - The present means now. - They were once a baby and are now a child. - People belong to families and communities. - Some things change over time, while some stay the same. - The past is different from the present.	- Following and participating in daily routines. - Recalling and talking about recent personal events. - Sequencing events from their own lives or stories. - Comparing images and experiences from the past and present. - Using language to describe time and change. - Drawing on stories, photos, and shared reading as evidence.
Vocabulary	PAST – Something that has already happened. PRESENT – What is happening now. BEFORE – Something that happened earlier. AFTER – Something that happens later. FIRST – What happens at the start. THEN – What happens next. FAMILY– The people who look after and care for you. CHANGE – When something becomes different over time.
Possible Misconceptions	Children may think the past only refers to babies, dinosaurs, or "olden days," not realising yesterday or this morning is also the past. Children may assume everyone had the same experiences, toys, or family life as them, finding it hard to understand differences between people and families. Children may confuse words like before, after, first, and then, or use them inconsistently when describing events or routines.

Unit Overviews

Reception

Unit

Events and Celebrations

National Curriculum

The activities in this unit support the EYFS Understanding the World and Communication and Language areas by helping children sequence events, recognise past and present, talk about routines and celebrations, and describe experiences. Children develop early historical awareness through discussion, questioning, images, and comparison of similarities and differences over time in school contexts.

Substantive Knowledge

- School routines and daily events (e.g. register, morning/afternoon)
- Personal experiences and recent events in their lives
- Significant events and celebrations
- The concept of past and present (now vs before)
- Familiar objects and situations from the past and present
- Similarities and differences between life in the past and now

Disciplinary Knowledge

- Sequencing events using language like first, then, before, after
- Recounting events orally in a clear order
- Using temporal language to describe time
- Observing and commenting on images and photographs
- Sorting and classifying objects by past and present
- Comparing experiences and explaining similarities and differences

Vocabulary

PAST – Something that has already happened before now.
 PRESENT – What is happening right now, today.
 BEFORE – Something that happens earlier.
 AFTER – Something that happens later.
 MORNING – The first part of the school day.
 AFTERNOON – The later part of the school day.
 CELEBRATE/ CELEBRATION– A special time when we remember or enjoy something important.
 FIRST/ THEN– Words we use to tell what happens in order.

Possible Misconceptions

Children may think the past only refers to “when dinosaurs were alive,” not realising it also includes earlier today or yesterday.
 They may believe it is “morning” only when they do register, rather than understanding it is a time of day.
 Children may think pictures from the past show how things are now, not recognising that some objects, clothes, or routines have changed over time.

Unit Overviews

Reception

Unit

Lifecycles and Occupations

National Curriculum

This unit develops childrens' understanding of time, sequencing, and change through daily routines and lifecycles. It builds awareness of past and present, introduces key vocabulary, and encourages discussion about people's roles in society. Role play and observation foster curiosity, communication, and early historical thinking aligned with ELG outcomes.

Substantive Knowledge

- Knows key time vocabulary (first, next, after, yesterday, tomorrow) and understands daily routines
- Understands parts of the day (morning/afternoon) and how events are ordered
- Recognises how plants and animals change over time (lifecycles)
- Identifies a range of occupations and their roles in society
- Knows that people have different jobs and responsibilities in the community

Disciplinary Knowledge

- Observes and describes how living things grow and change over time
- Sequences events from their day using time connectives
- Compares different occupations and daily experiences
- Uses role play to represent and understand different jobs
- Understands simple patterns (e.g. routines happen in a set order for a reason)

Vocabulary

FIRST – what happens at the beginning of something
NEXT – what happens after something else
YESTERDAY – the day before today
TOMORROW – the day after today
OCCUPATION – a job that a person does

Possible Misconceptions

Confusing time language – Children may think “yesterday” means any time in the past or mix up “tomorrow” with “later today”
Misunderstanding sequence – They may believe events can happen in any order, rather than following a logical daily routine (e.g. lunch before morning activities)
Limited view of occupations – Children may think jobs are fixed to certain people (e.g. only men are builders) or not understand what different roles involve.

Unit Overviews

Reception

Unit

Transport in the Past

National Curriculum

This unit supports the EYFS History ELG by helping children understand past and present through familiar contexts such as transport and daily life. It develops chronological understanding using sequencing language and reinforces awareness of time. Children compare past and present, recognising similarities and differences, and comment on images of familiar historical situations.

Substantive Knowledge

- Understands and uses time language such as "yesterday" and "tomorrow"
- Knows sequencing vocabulary (first, then, next) to describe events in order
- Recognises that transport in the past was different from transport today
- Knows that photographs can show life in the past
- Identifies familiar features of past and present situations

Disciplinary Knowledge

- Uses photographs to learn about and comment on the past
- Talks about images of familiar situations and explains what they show
- Identifies how transport and daily life have changed over time
- Compares past and present transport and experiences
- Sequences events using "first, then, next" and understands simple time progression

Vocabulary

YESTERDAY – the day before today
TOMORROW – the day after today
FIRST – what happens at the beginning of a sequence
THEN – what happens next in a sequence
PHOTOGRAPH – a picture that shows something from the past or present

Possible Misconceptions

Misunderstanding "past vs present" – Children may think old photographs of transport (e.g. trains or cars) are still used today, not recognising change over time.
Confusion with time language – They may mix up "yesterday" and "tomorrow" or use sequencing words like "first" and "then" without clear order.
Difficulty spotting similarity and difference – Children may notice obvious features (e.g. wheels) but struggle to identify how transport or daily life has changed from the past to now.

Unit Overviews

Year 1	
Unit	Remembrance
Enquiry Question	Why is Remembrance Day a significant event?
National Curriculum	This unit links to the KS1 History curriculum by teaching significant national events beyond living memory, developing chronology, and introducing historical vocabulary like poppy, wreath, and memorial. It builds enquiry skills through primary sources such as photos, letters, and memorials, and helps pupils understand how war changed lives for soldiers and families.
Substantive Knowledge	Disciplinary Knowledge
- Know what a poppy and a wreath look like, their symbolism, and why people wear poppies. - Remembrance Day is on 11th November, and the closest Sunday is Remembrance Sunday, marked by memorial services and a moment of silence. - Understand that these events honour those who died in wars, especially WWI, and why remembering is important even after 100+ years. - Know WWI happened over 100 years ago, lasted four years, involved young men and some women crossing the English Channel to fight, and caused many deaths. - Impact on society: Recognize that war affected soldiers and families, including children who wrote letters and supported mothers at home. - Understand what primary sources are and use photos, letters, and images to learn about soldiers, trenches, and wartime life. - Be able to describe features of WWI memorials (e.g., Barnsley visit) and discuss commemorative installations like the Tower of London poppies. - Explore reasons some wanted to forget the war and why collective memory matters today.	- To look at simple artefacts and pictures to ask questions about the past. - To start to compare two versions of a past event (Remembrance). To explain that there are different types of sources that can be used to help represent the past. - To recognise some similarities and differences between individuals e.g. within the life and times of Elizabeth I and Queen Victoria.
Vocabulary	ARMY - an organized military force equipped for fighting on land. LETTER- a written, typed, or printed communication sent to another person MEMORIAL - a statue or structure established to remind people of a person or event. POPPY - a red, wild flower PRIMARY SOURCE - a first hand account that tells us about the past. REMEMBRANCE - A time when we remember TRENCHES- long, narrow ditch, dug into the ground WAR- a conflict between countries. WREATH - an arrangement of flowers, leaves, or stems fastened in a ring as a memorial.
Possible Misconceptions	Children might think poppies are still growing where soldiers fought, rather than understanding they are a symbol of remembrance. Young learners often struggle with timelines and may think the war was only a few years ago, not over 100 years ago. Children may assume all adults went to war, not realizing many stayed home and contributed in other ways. They might not grasp the symbolic meaning of the moment of silence and think it's just a pause without purpose.

Unit Overviews

Year 1	
Unit	Toys & Games
Enquiry Question	How have toys and games changed?
National Curriculum	This unit helps pupils develop an understanding of the terms past and present, recognise changes within living memory, and explore how toys and games have developed over time. Children use simple historical vocabulary, place events in chronological order using timelines, and compare toys across generations. They learn to gather information from a range of sources, including photographs, artefacts and oral accounts, developing early enquiry skills. Through this, pupils build secure knowledge of continuity, change and the ways we find out about the past.
Substantive Knowledge	Disciplinary Knowledge
- Know that the past is what has already happened and the present is what is happening now, and that toys can belong to either the past or the present. - Know that toys can be sorted into 'old' and 'new' and that old toys were often made from materials like wood, metal and fabric, while many modern toys are made from plastic. - Know that toys from the past were usually handmade, often worked without electricity, and sometimes looked different even if they were the same type of toy (such as dolls or balls). - Know that children in the past played with different toys and games from those today, although some, like skipping and hopscotch, have been played for a long time. - Know that we can learn about toys and games from the past by looking at different sources such as photographs, objects, artefacts in museums, and stories from older people. - Know that evidence from these sources helps us understand how toys and games have changed over time. - Know that a timeline shows events in order from the past to the present, helping us compare toys and games across three generations (child, parent, grandparent). - Know that people in different generations played with some toys and games that are similar and some that are different, and we can compare them using pictures, objects and family stories	- Know that historians find out about the past by asking questions and looking for clues in different sources. - Know that a source is something that gives us information about the past, such as a photograph, object or story. - Know that historians compare sources to spot similarities and differences between the past and the present. - Know that timelines help us place events in chronological order from the past to the present. - Know that evidence from sources can help us understand how objects, toys and games have changed over time. - Know that some sources tell us more than others, so historians choose carefully which sources to use. - Know that talking to older people helps historians learn about events or objects from living memory. - Know that playing old games or exploring old toys helps us understand what life was like for children in the past.
Vocabulary	PAST – Something that has already happened before now. PRESENT – What is happening now or today. OLD – Something from a long time ago, often made differently from things today. NEW – Something made recently, often using modern materials and technology. TIMELINE – A line that shows events in the order they happened, from the past to the present. SOURCE – Something that gives us information about the past, such as a photograph, object or story. ARTEFACT – An old object from the past that helps us learn about how people lived. EVIDENCE – Clues that help us understand what life was like long ago, including photos, toys, objects and stories.
Possible Misconceptions	All old toys must look different from toys today. Children often expect the past to look completely unfamiliar. When they see objects like dolls, balls or skipping ropes from the past, they may find them similar to modern versions and assume they cannot be old. Photographs and stories show the past exactly as it happened. At this age, children assume information is always factual and forget that sources can be incomplete, limited or interpreted differently. They may believe one photograph tells the "whole story" of what children played with. Old toys must have been poor quality because they were handmade. Children often see handmade things as "less good" than shop-bought or battery-operated toys. They may assume old toys broke easily, or were not as enjoyable.

Unit Overviews

Year 1	
Unit	Kings, Queens & Castles
Enquiry Question	What would life have been like in Conisbrough castle?
National Curriculum	This KS1 unit meets National Curriculum aims by exploring past and present monarchs, a significant local place (Conisbrough Castle), and life in medieval times. Pupils develop chronology, compare past and present, recognise castle features, learn historical vocabulary, and understand how people lived and worked. This provides a strong local history foundation.
Substantive Knowledge	Disciplinary Knowledge
- Know that monarchs are kings or queens who rule the country; our monarch is King Charles III and William the Conqueror was a monarch in the past. - Know that Conisbrough Castle is a local landmark built around 1066 as a strong, defensive home. - Know that castles have key features such as a keep, moat and battlements used for defence and living. - Know that knights defended the castle and many servants worked there doing different jobs. - Know that most people in medieval times were farmers with difficult lives and paid taxes to a lord.	- Use photos, drawings and the castle itself as sources and evidence to find out what it was like in the past. - Compare photos with artists' reconstructions to explore historical interpretations of the castle. - Understand the historical significance of William the Conqueror and Conisbrough Castle in shaping England. - Explore cause and consequence by learning why castles were built and how they affected people's lives. - Identify change and continuity by comparing medieval life with life today and noting what has stayed the same. - Explore similarity and difference by comparing castle jobs, buildings and lifestyles with the present. - Ask and answer enquiry questions about how people lived using evidence from sources.
Vocabulary	DEFEND - resist an attack EMPEROR - ruler of an empire. JESTER - a person who tells jokes and stories to entertain people KING - the male ruler of a country or state MONARCH - head of state, especially a king, queen or emperor PAST - gone in time. PRESENT - occurring now QUEEN - the female ruler of a country or state. SETTLEMENT - a place, typically one which has previously been uninhabited, where people establish a community.
Possible Misconceptions	Thinking all kings and queens live in castles today. Believing 1066 was only "a few years ago" rather than long in the past. Assuming all old buildings are castles. Thinking castles always had water-filled moats and working drawbridges. Confusing peasants and servants or believing everyone lived inside the castle. Imagining castles had electricity or modern comforts.

Unit Overviews

Year 2	
Unit	The Great Fire of London
Enquiry Question	Why did The Great Fire of London cause so much damage?
National Curriculum	The unit helps children understand significant events beyond living memory by studying the Great Fire of London in 1666, during Charles II's reign. They learn about London's wooden, straw, and pitch buildings, the hot summer, and fire spread. Using maps, paintings, and Samuel Pepys' diary as a primary source, pupils explore life in 1666, the fire's impact, firefighting methods, and post-fire rebuilding, including new building regulations and the Monument.
Substantive Knowledge	Disciplinary Knowledge
- Know that the Great Fire of London happened in 1666 and started on 2nd September. - Know that the King at this time was Charles II, and this was after the time of William the Conqueror. - Know that London's houses were made of wood and covered in pitch (a sticky tar), and they were built very close together. - Know that the summer before the fire was very hot and dry, so the houses caught fire easily. - Know that the fire started in Thomas Farriner's bakery on Pudding Lane and spread quickly because of strong winds. - Know that people tried to stop the fire with buckets of water and by pulling down houses, but it burned for four days and destroyed many buildings, including St Paul's Cathedral. - Know that Samuel Pepys lived in London and wrote a diary about the fire, which is an important primary source. - Know that after the fire, London was rebuilt with stone and brick houses, wide streets, and a monument was built to remember the fire.	- Know that historians use sources like diaries, maps, and paintings to find out about the past. - Know that people can interpret events differently, shown in paintings and stories. - Know that some events are significant because they changed life, like rebuilding London after the fire. - Know that events have causes and consequences, such as why the fire started and what happened after. - Know that history shows change and continuity – some things change, others stay the same. - Know that we can find similarities and differences between life in the past and today. - Know that events happen in chronological order, and we can make timelines to show this. - Know that we ask questions and use evidence to find answers about the past.
Vocabulary	BAKERY - a shop where bread and cakes are made BRICK - a small rectangular block typically made of fired or sun-dried clay used in building. CATHEDRAL - the principle church of a diocese with which the Bishop is officially associated DIARY - a personal record kept of a life event FIRE BRIGADE - a group of people trained and employed to extinguish fires FIREBREAK - when buildings are destroyed to make a break so the fire cannot spread to the next building FLAMMABLE - when something burns easily MONARCH - head of state, especially a king, queen or emperor. MONUMENT - a building, structure or site that is of historical importance or interest PITCH - a tar-like substance that protects the wood from water damage and is flammable PRIMARY SOURCE - immediate, first-hand accounts of a topic REBUILD - build something again after it has been damaged or destroyed RIVER THAMES - the longest river in England situated in London STONE - a hard mineral matter of which rock is made used as a building material. WIDE STREETS - space in between houses so that another fire wouldn't spread the same
Possible Misconceptions	Thinking the fire happened recently or confuse 1666 with 1966, or believe William the Conqueror came after the fire. Assuming the fire was started on purpose, that people didn't try to stop it, or that the River Thames could have easily put it out. Thinking houses were already made of brick and stone, or not understand that pitch made them more flammable. Believing fire engines and hoses existed in 1666, or assume electricity and modern kitchens were available. Children may think that London was rebuilt immediately, or not realise the improvements made after the fire.

Unit Overviews

Year 2	
Unit	Nurses from History
Enquiry Question	What were the similarities and differences between Florence Nightingale and Mary Seacole?
National Curriculum	Pupils should develop an awareness of the past, using common words and phrases relating to time. They should know where people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils should learn about significant individuals in the past who have contributed to national and international achievements, using a wide range of sources to ask and answer questions.
Substantive Knowledge	Disciplinary Knowledge
- Know that hospitals today are clean and hygienic, and doctors and nurses wash their hands to stop germs spreading, but this was not always the case in the past. - Know that Florence Nightingale and Mary Seacole both helped soldiers during the Crimean War when hospitals were dirty and overcrowded. - Know that Florence improved hospital conditions by providing clean water, food, beds, and bandages, which saved lives. She became known as 'The Lady with the Lamp' and later opened a nursing school. - Know that Mary Seacole used herbal remedies and opened the British Hotel near the battlefield to care for soldiers, cook meals, and make medicines. She wrote a book about her life. - Know that Florence is remembered as the founder of modern nursing and received the Order of Merit, while Mary faced discrimination due to her race, which would not happen today. - Know that modern hospitals are clean and organised partly because of Florence's work, and nursing today is very different from Victorian times.	- Use Florence's letters, Mary's autobiography, and paintings of Crimean hospitals - Compare how Florence and Mary are remembered today (statues, books, awards) with how they were viewed in Victorian times. Discuss why interpretations might differ. - Explore why Florence is called the founder of modern nursing and why Mary is remembered for bravery and overcoming discrimination. Link to changes in hospitals today. - Identify causes of poor hospital conditions (lack of hygiene, overcrowding) and consequences of Florence's and Mary's actions (better survival rates, modern nursing practices). Compare hospitals and nursing in Victorian times with today: hygiene, equipment, training, and attitudes toward race and gender. - Discuss what has changed and what stayed the same.
Vocabulary	BATTLE - a fight for control during a war. The battlefield is where the battle takes place. BRITISH HOTEL - a hut made of metal sheets, where soldiers could rest, buy hot food, drinks and equipment. CHOLERA - a disease that affects the digestive system CRIMEA - a small part of Ukraine that is controlled by Russia CRIMEAN WAR - a war between Russia and Britain/France/ Turkey FLORENCE NIGHTINGALE - a famous British nurse who helped treat wounded and sick soldiers in the Crimean War. She was known as the 'Lady with the Lamp.' HERBAL - a mixture made with natural herbs (plants) JAMAICA - a small island in the Caribbean Sea, off the coast of North America. LONDON - the capital city of England. MEDICINE - something that is given to people who are poorly or wounded as a treatment or remedy. NURSING - the practice of caring for sick and wounded people REMEDY - a medicine or treatment TREATMENT - a remedy or medicine WOUNDED - somebody who has been injured
Possible Misconceptions	Children may assume hospitals in the past were like modern ones, with clean beds, running water, and medicine. They might think both nurses were part of the same team in the Crimea, rather than having separate roles and experiences. Children may not realise Mary Seacole faced racial prejudice and was refused by Florence's team, which would not happen today.

Unit Overviews

Year 2	
Unit	Local History: Schools of the Past
Enquiry Question	Would you prefer to go to school now or in the past? Why?
National Curriculum	This unit meets the National Curriculum by developing pupils' understanding of changes within and beyond living memory, using significant places in their own locality. Children use sources, timelines and comparison to explore change, continuity, similarity and difference in school life over time.

Substantive Knowledge	Disciplinary Knowledge
- Schools have changed over time, and St Mary's School today is different from how it was in the past, although some things have stayed the same. - Children went to school in the past, including during their parents' and grandparents' time, and their school lives could be stricter and simpler than today. - The past can be divided into different times (now, parents, grandparents, wartime), which can be shown on a simple timeline. - School life in the past was shaped by events, such as World War II, which caused big changes like evacuation and unusual school routines. - We learn about the past using sources, such as photographs, objects and people's memories, which give us clues about what school was like. - Children's experiences can be similar and different across time, including lessons, playtimes, rules and equipment, and people can have different opinions about which time was better.	- Children use photographs, objects, memories and simple records as sources and evidence to find out what St Mary's School was like in the past and to answer questions about history. - Children begin to understand historical interpretations by recognising that people can remember and describe school in the past differently and may have different opinions about it. - Children learn about historical significance by understanding that St Mary's School is an important place in the local community and that events such as war made school life especially important and unusual for children. - Children develop an understanding of change and continuity by identifying what has changed over time in school life, such as rules and equipment, and what has stayed the same, such as learning and playtime. - Children explore similarity and difference by comparing school life across different time periods and between the past and the present. - Children develop chronological understanding by placing school experiences in time order, using simple timelines to show now, parents' time, grandparents' time and wartime.

Vocabulary	PAST – a time before now, when things happened long ago. PRESENT – what is happening now or today. OLD – something from a long time ago. NEW – something that has been made or started recently. CHANGE – when something becomes different over time. SAME – when things have not changed and stay alike. TIMELINE – a line that shows events in the order they happened. SOURCE – something that gives us information about the past, such as a photo, object or story.
Possible Misconceptions	Children may think all schools in the past were identical, rather than understanding that school life changed over time and could be different in parents', grandparents' and wartime periods. Children may believe school in the past was always unhappy or unfair, and not recognise that children still played, had friends and enjoyed some parts of school. Children may think one picture or memory tells the whole story, rather than understanding that sources only give some information and different sources can show different viewpoints.

Unit Overviews

Year 3	
Unit	Prehistoric Britain: The Stone Age
Enquiry Question	Why were Stone Age advancements significant?
National Curriculum	This unit links to the National Curriculum by developing chronological understanding, using timelines, and allowing children to begin to explore changes from the Stone Age to Iron Age. It meets requirements for studying Britain's history beyond 1066, using sources and evidence, interpreting the past, and understanding concepts like continuity, change, and significance.
Substantive Knowledge	Disciplinary Knowledge
- Know that prehistory means the time before people wrote things down, and archaeologists find clues like artefacts to learn about it. - Know that a primary source is from the time of the event, and a secondary source is made later. - Know that Prehistoric Britain is split into the Stone Age, Bronze Age, and Iron Age, and the Stone Age has three parts: Palaeolithic, Mesolithic, and Neolithic. - Know that the Stone Age began about 950,000 years ago and ended when the Romans invaded nearly 2,000 years ago. - Know that early people were hunter-gatherers who moved around, lived in caves or huts, and used stone tools and antlers for hunting. - Know that over time, tools improved from simple flint to polished axes and microliths, and shelters changed from caves to stone houses like Skara Brae. - Know that Britain warmed after the last glaciers melted, forests grew, and people hunted deer and boar, fished, and later began farming and keeping animals. - Know that Neolithic people lived in permanent settlements, made pottery and material, and farming changed life in Britain.	- Use artefacts and remains (e.g., stone tools, Skara Brae houses) to explore Sources and Evidence and understand how we know about prehistory. - Discuss how historians divide prehistory into Stone Age, Bronze Age, and Iron Age to explore Historical Interpretations. - Explain why the Stone Age and farming are important turning points to understand Historical Significance. - Investigate how melting glaciers led to forests, hunting, and farming to explore Cause and Consequence. - Compare changes in tools, homes, and lifestyles across Stone Age periods to explore Change and Continuity. - Identify what stayed the same, such as hunting, while farming developed to deepen understanding of Continuity. - Compare hunter-gatherer life with Neolithic farming life to explore Similarity and Difference. - Use timelines and ranking activities to show how interpretations and significance shape our understanding of the past.
Vocabulary	PREHISTORY – the time before people wrote things down. TIMELINE– a way of showing events in order. ARTEFACT – an object made or used by people in the past. ARCHAEOLOGIST – a person who studies the past by digging up remains. PRIMARY SOURCE – something from the time of the event. SECONDARY SOURCE – something made later about the event. STONE AGE – the earliest period of human history when stone tools were used. PALEOLITHIC – the oldest part of the Stone Age. MESOLITHIC – the middle part of the Stone Age. NEOLITHIC – the newest part of the Stone Age. HUNTER-GATHERER– a person who hunts animals and gathers plants for food. SETTLEMENT – a place where people live permanently.
Possible Misconceptions	Children may think prehistoric humans lived at the same time as dinosaurs. They might believe all Stone Age people lived in caves and were “primitive”, not understanding they built shelters and had skills like art and tool-making. They may assume farming started suddenly and replaced hunting completely, rather than both overlapping for a long time. They might think Britain always looked the same and prehistory was short, not realising it lasted hundreds of thousands of years and the landscape changed dramatically.

Unit Overviews

Year 3	
Unit	Prehistoric Britain: Bronze Age to Iron Age
Enquiry Question	How did life change for early humans before the Romans arrived in Britain?
National Curriculum	This unit meets National Curriculum requirements by teaching Britain's history beyond 1066, focusing on changes from the Stone Age to Iron Age. It develops chronological understanding, uses timelines, explores technological and social change, and encourages enquiry through sources, interpretations, significance, cause, consequence, and continuity.
Substantive Knowledge	Disciplinary Knowledge
- Know that the Bronze Age in Britain began about 4,000 years ago when people started making tools and weapons from bronze, an alloy of copper and tin that was stronger than stone. - Know that bronze tools and weapons were sharper and more durable, improving farming, building, and daily life, and that bronze production led to long-distance trade for copper and tin. - Know that metalworkers and traders held high status, and access to bronze created wealth and social inequality—the first time rich and poor existed in Britain. - Know that Bronze Age families lived in wooden huts, farmed, kept animals, wore woven clothes, and traded goods; later, people formed tribes and built hillforts for safety. - Know that the Iron Age began about 2,700 years ago when people started using iron, which was harder and easier to find than bronze, making tools and weapons stronger and more widely available. - Know that iron tools like axes and ploughs improved farming and building, while iron weapons strengthened defence and changed tribal warfare. - Know that Iron Age Britain was organised into tribes led by chieftains, living in hillforts that were centres for farming, trade, and community life. - Know that better tools and farming supported larger populations and wealth, attracting Roman interest and influencing the Roman invasion of Britain.	- Use artefacts like bronze tools and hillfort remains to investigate Sources and Evidence, asking what they reveal about life and technology. - Explore how historians group time into Stone Age, Bronze Age, and Iron Age to understand Historical Interpretations. - Discuss why bronze and iron discoveries were turning points to show Historical Significance. - Examine how new materials caused changes in farming, building, and social status to explore Cause and Consequence. - Compare changes in tools, homes, and trade networks while noting farming continuity to understand Change and Continuity. - Identify similarities and differences between Bronze Age huts and Iron Age hillforts, and between tribal life and earlier communities. - Consider how inequality and leadership developed with access to metal resources, linking to social and economic changes. - Use timelines and ranking activities to show how interpretations and significance shape our understanding of these periods.
Vocabulary	BRONZE AGE – the time when people began making tools and weapons from bronze. BRONZE – a metal alloy (mixture of metals) made by mixing copper and tin. IRON AGE – the time when people began making tools and weapons from iron. IRON – a strong metal used for tools and weapons. TRADE – exchanging goods with others. HILLFORT – a settlement built on high ground with earthworks for protection. TRIBE – a group of families living together under a leader. SETTLEMENT – a place where people live permanently. CELTS – the name often used for Iron Age people in Britain.
Possible Misconceptions	Children may think bronze and iron were easy to find and use, not realising bronze is an alloy and iron needed smelting. They might assume everyone had metal tools, overlooking inequality and trade. They may believe stone tools disappeared instantly when bronze and iron were discovered, rather than continuing alongside them. They could confuse hillforts with castles or mix up Iron Age Celts with Romans.

Unit Overviews

Year 3	
Unit	Ancient Egypt
Enquiry Question	Why did the Ancient Egyptian civilisation last for so long?
National Curriculum	This unit links to the National Curriculum by covering Ancient Egypt as a non-European ancient civilisation, which is a statutory requirement. It develops chronological understanding, uses timelines, explores social hierarchy, religion, and achievements, and encourages historical enquiry through artefacts, sources, and interpretations, addressing concepts like significance, change, and continuity.
Substantive Knowledge	Disciplinary Knowledge
- Know that a civilisation is an advanced society with farming, cities, government, religion, technology, and writing, and that "ancient" means from the very distant past. - Know that Ancient Egypt lasted from about 3100 BCE to 30 BCE and was divided into periods such as Old Kingdom, Middle Kingdom, and New Kingdom. - Know that Pharaohs were seen as god-kings who ruled government, religion, armies, and land, and that society had a strict hierarchy from Pharaoh to farmers and slaves. - Know that pyramids were tombs built to protect Pharaohs' bodies forever and required thousands of workers with different skills. - Know that Egyptian writing was called hieroglyphs, carved or painted by scribes, and that Pharaohs were buried with treasures, many stolen by tomb raiders. - Know that Tutankhamun's tomb, discovered by Howard Carter in 1922, was historically important because it was found intact, giving evidence about life in Ancient Egypt. - Know that Egyptians worshipped many gods (polytheism), including Ra, Osiris, Isis, Horus, Anubis, Thoth, and Set, and believed Pharaohs were living gods. - Know that gods were worshipped in temples and religion shaped daily life and beliefs about the afterlife.	- Use artefacts like pyramids, hieroglyphs, and Tutankhamun's tomb to investigate Sources and Evidence, asking what they reveal about beliefs and daily life. - Explore how historians divide Egyptian history into periods and interpret its achievements to understand Historical Interpretations. - Discuss why Ancient Egypt is significant for its civilisation, writing, religion, and monuments to show Historical Significance. - Examine how Pharaohs' power and religion shaped society and how discoveries like Tutankhamun's tomb influenced modern understanding to explore Cause and Consequence. - Identify changes across Egyptian periods (e.g., rulers, architecture) and continuities (polytheism, Pharaoh's authority) to understand Change and Continuity. - Compare Ancient Egyptian society with modern life or other civilisations to explore Similarity and Difference. - Consider how social hierarchy and roles (Pharaoh, scribes, farmers) affected daily life and compare with today's structures. - Use timelines and ranking activities to show how interpretations and significance shape our understanding of Ancient Egypt.
Vocabulary	CIVILISATION – an advanced society with farming, cities, government, religion, technology, and writing. ANCIENT – belonging to the very distant past and no longer in existence. ERA – a long and distinct period of history. PHAROA – the ruler of Ancient Egypt, seen as a god-king. SOCIETY – a group of people living together with an organised structure. HIERARCHY – a system where people are ranked by importance. HOWARD CARTER – archaeologist who discovered Tutankhamun's tomb. TUTANKHAMUN – a Pharaoh whose tomb was found intact. AFTERLIFE – life after death, an important belief in Ancient Egypt.
Possible Misconceptions	Children may think all ancient civilisations existed at the same time, confusing Ancient Egypt with other periods like the Stone Age or Romans. They might believe pyramids were built by slaves only, not understanding the large, organised workforce and skilled craftsmen involved. They may assume Tutankhamun was the most important Pharaoh, rather than historically significant because his tomb was found intact. They could think hieroglyphs were just pictures for decoration, not a complex writing system used for communication and record-keeping.

Unit Overviews

Year 4	
Unit	Romans in Britain
Enquiry Question	What is the legacy of Romans in Britain?
National Curriculum	Pupils explore the Roman Empire's impact on Britain through chronological understanding, historical vocabulary, enquiry using sources, and map skills. They compare life before and after Roman invasion, examine change, continuity, and significance, and identify similarities and differences between Roman and Celtic societies, connecting history with geography.
Substantive Knowledge	Disciplinary Knowledge
- Know that an empire is a group of states or countries ruled by one monarch, and an emperor is the monarch of an empire. - Know that the Roman Empire began in 753 BCE and ended in 410 CE, reaching its greatest size and prosperity under Emperor Trajan (CE 98–117). - Know that at its height, the Roman Empire included much of Europe, North Africa, and the Middle East, including Britain. - Know that Roman society had a class system: emperors, senators, patricians, citizens, and slaves, with slaves considered property. - Know that the Romans invaded Britain for resources (metals, farmland, slaves) and built roads, towns, and cities like Londinium, introducing forums, amphitheatres, and public baths. - Know that Romans introduced Latin writing, laws, and new foods and goods through trade, influencing British culture. - Know that there was resistance to Roman rule, including Boudicca's revolt (60 CE) and the building of Hadrian's Wall (122 CE) to defend against northern tribes. - Know that the Romans left Britain in 410 CE because the empire became too large to sustain.	- Use artefacts, maps, and archaeological sites (e.g., Hadrian's Wall, Roman roads, amphitheatres) to investigate Sources and Evidence and ask what they reveal about Roman life and invasion. - Explore why the Roman Empire and its impact on Britain are studied today to understand Historical Significance (e.g., roads still used, Latin influence on language). - Examine how Roman invasion caused changes in Britain (towns, roads, language) while some aspects continued (farming, tribal resistance) to explore Change and Continuity. - Compare Roman society (class system, slavery, urban life) with Celtic tribal life before invasion to understand Similarity and Difference. - Investigate how Roman technology and organisation (roads, army, architecture) transformed daily life and governance to explore Cause and Consequence. - Use timelines to interpret when and why key events happened (e.g., Julius Caesar's attempts, Claudius' successful invasion, Boudicca's revolt) to reinforce chronological understanding. - Discuss how written sources (Latin texts) and archaeological evidence give different perspectives on Roman Britain to deepen Historical Enquiry. - Consider how resistance (Boudicca, Picts) shaped Roman strategies and Britain's history to link significance and continuity.
Vocabulary	EMPIRE – a group of states or countries ruled by one monarch. EMPEROR – the ruler of an empire. CIVILISATION – an advanced society with government, laws, and culture. FORUM – an open space in a Roman town used for markets and meetings. OPPIDA – large Iron Age settlements that became more town-like before Roman invasion. INVASION – entering a country by force to take control. CONQUER – to take control of land by force. RESISTANCE – opposition to Roman rule (e.g., Boudicca's revolt). BOUDICCA – queen of the Iceni tribe who led a revolt against the Romans. TRADE – exchanging goods between people or countries.
Possible Misconceptions	Children may think Romans invaded Britain all at once and easily won, not realising there were multiple invasions, resistance (e.g., Boudicca), and challenges like weather and terrain. They might assume everyone in Britain became Roman immediately, overlooking that many Celtic traditions continued and Roman influence varied across regions. They may believe Roman roads and towns were the same as modern ones, not understanding their design, purpose, and differences from today's infrastructure. They could think Romans introduced reading and writing to everyone, not realising literacy was limited to certain classes and Latin was mainly used by officials.

Unit Overviews

Year 4	
Unit	Anglo-Saxons
Enquiry Question	How did Britain change during Anglo-Saxon times?
National Curriculum	This Anglo-Saxon unit meets KS2 history requirements by developing chronological understanding, using historical vocabulary, and exploring Britain's settlement by Anglo-Saxons and Scots. Pupils investigate sources like Sutton Hoo, interpret evidence, and study significance, cause and consequence, change and continuity, and similarities and differences, linking history with geography and language.
Substantive Knowledge	Disciplinary Knowledge
- The Anglo-Saxon period in Britain lasted from 410–1066 CE, beginning after the fall of the Roman Empire and ending with the Norman conquest. - Anglo-Saxons were warrior-farmers from Denmark, Germany, and the Netherlands (Jutes, Angles, Saxons) who settled in Britain for better farming land. - They built small villages near rivers, cleared forests for farmland, and avoided Roman towns. Houses were wooden with thatched roofs and mud-plastered walls. - Anglo-Saxons were skilled craftsmen, making tools and goods from wood, leather, metal, and ivory. - Britain was divided into five main kingdoms: Northumbria, Mercia, Wessex, Kent, and Anglia. Many modern place names come from Anglo-Saxon words. - Most Anglo-Saxons were Pagans, but Christianity spread after Augustine's mission in 597 CE, converting kings and their followers. - Sutton Hoo is an important archaeological site, revealing treasures that tell us about Anglo-Saxon life. - The Anglo-Saxon era ended in 1066 CE when William the Conqueror defeated Harold Godwinson at the Battle of Hastings.	- Use artefacts such as the Sutton Hoo treasures, maps of Anglo-Saxon kingdoms, and written accounts like Bede's writings to investigate what life and beliefs were like in Anglo-Saxon Britain. - Explore why historians have described this period as the "Dark Ages" and compare different interpretations of Anglo-Saxon society and the significance of Sutton Hoo. - Explain why Sutton Hoo, Augustine's mission in 597 CE, and the Battle of Hastings in 1066 are considered significant events in British history. - Investigate why the Anglo-Saxons invaded Britain after the Romans left and identify the consequences for language, religion, and settlement patterns. - Compare life before and after Anglo-Saxon settlement, noting changes such as the move from Roman towns to Anglo-Saxon villages and continuities like the importance of farming. - Identify similarities and differences between Anglo-Saxon villages and Roman towns, and between Pagan beliefs and Christianity. - Make connections across time by linking Anglo-Saxon place names and language to modern English and exploring how their legacy still shapes Britain today. - Develop enquiry skills by asking questions, interpreting evidence, and drawing conclusions about how and why the Anglo-Saxon era ended with the Norman conquest.
Vocabulary	ANGLO-SAXON – People from northern Europe (Jutes, Angles, Saxons) who settled in Britain after the Romans left. SETTLEMENT– A place where people build homes and live together, such as a village or town. KINGDOM– A large area of land ruled by a king. Anglo-Saxon England had five main kingdoms: Northumbria, Mercia, Wessex, Kent, and Anglia. PAGAN– A person who believed in many gods and nature spirits before Christianity spread. CHRISTIANITY– A religion based on the teachings of Jesus Christ, which spread in Britain after 597 CE. CONVERSION– Changing from one religion to another, such as from Paganism to Christianity. MONASTERY/ MINSTER– A building where monks or nuns live and pray. ARTEFACT– An object made by people in the past, which helps us learn about history. SUTTON HOO– A famous burial site in England where treasures from Anglo-Saxon times were found. EXCAVATION – Digging up the ground to find historical objects.
Possible Misconceptions	Some pupils may think the Anglo-Saxon period happened before the Romans or lasted only a short time, rather than beginning after the Romans and continuing for over 600 years. Pupils may believe the Anglo-Saxons were one single tribe or only warriors, rather than three tribes who were also farmers and skilled craftsmen. Pupils may assume Anglo-Saxons were always Christian or that conversion happened immediately, forgetting they were Pagans first and that Christianity spread gradually after 597 CE. Pupils may think Anglo-Saxons lived in Roman towns, misunderstand Sutton Hoo as a town instead of a burial site, or fail to realise that many modern place names and words come from Anglo-Saxon roots.

Unit Overviews

Year 4	
Unit	Vikings
Enquiry Question	Why did the Vikings invade and what influence did they have on our country?
National Curriculum	This Vikings unit meets KS2 history requirements by developing chronological understanding, using historical vocabulary, and studying Britain's Viking and Anglo-Saxon struggle for the kingdom. Pupils investigate sources, interpret evidence, and explore significance, cause and consequence, and similarities and differences, linking history with geography, language, and cultural legacy.
Substantive Knowledge	Disciplinary Knowledge
- Know that the term 'Viking' means raiding and adventuring by sea, and that Vikings came from Norway, Sweden, and Denmark, known as Norsemen or "Men of the North." - Know that Vikings raided and explored using longships, seeking fame and wealth, and travelled widely across Europe, Russia, and even as far as Canada. - Know that Vikings buried hoards of treasure such as gold and coins, and traded goods like amber, ivory, animal furs, and slaves captured during raids. - Know that the first Viking raid in England was in 793 CE at Lindisfarne, where they attacked a monastery, killed monks, and took some as slaves. - Know that Vikings settled in places like Orkney and later parts of England, defeated Anglo-Saxon kingdoms, and created the Danelaw in eastern England. - Know that Viking homes were long rectangular houses made of wood and wattle, with one room shared by people and animals. - Know that Alfred the Great fought Viking invasions, built longships, improved battle tactics, and agreed a treaty allowing Viking settlement; his grandson Athelstan became the first king of all England. - Know that Vikings left a lasting legacy through place names ending in -by, -thorpe, and -toft, runestones with Viking writing, and beliefs about bravery, Valhalla, and the nine worlds of Norse mythology.	- Examine artefacts such as Viking hoards, runestones, and longship designs, and use maps and written accounts to investigate what Viking life and beliefs were like. - Interpret evidence from archaeological finds, including Lindisfarne and Orkney settlements, to understand Viking raids and patterns of settlement. - Explain why key events such as the raid on Lindisfarne in 793 CE, the creation of the Danelaw, and Alfred the Great's treaty were significant turning points in British history. - Investigate why Vikings raided and settled in Britain, focusing on their desire for wealth, land, and fame, and identify the consequences for Anglo-Saxon kingdoms, trade, and culture. - Compare Viking homes with Anglo-Saxon houses, Viking beliefs with Christian beliefs, and Viking longships with Anglo-Saxon ships to explore similarities and differences. - Explore changes brought by Viking settlement, such as new place names, trade networks, and warfare tactics, while identifying continuities like farming and coastal living. - Consider different interpretations of Vikings as brutal raiders versus skilled traders and settlers, challenging stereotypes about Viking life. - Make connections across time by linking Viking influence to modern English place names and words, showing how their legacy still shapes Britain today.
Vocabulary	VIKING – A person from Scandinavia who raided and explored by sea; the word originally meant "to go raiding." NORSEMEN – Another name for Vikings, meaning "Men of the North." LONGSHIP – A fast, narrow Viking ship used for raiding and exploring. KNARR – A sturdy Viking ship used for carrying cargo and animals. RAID – A sudden attack to steal goods or capture people. DANELAW – The area of eastern England where Vikings settled under a treaty with Alfred the Great. RUNES – Letters of the Viking alphabet carved on stones or wood. VALHALLA – In Viking belief, a great hall where brave warriors went after death to feast and fight forever.
Possible Misconceptions	Pupils may think Vikings were only raiders and warriors, not farmers, traders, and settlers who built homes and communities. Pupils may assume Vikings lived far inland in England, rather than mainly settling near coasts and islands like Orkney and areas within the Danelaw. Pupils may believe Vikings were always in conflict with Anglo-Saxons, forgetting that treaties like Alfred's allowed peaceful settlement and trade. Pupils may think Viking influence disappeared after 1066, not realizing that many English place names and words still come from Viking origins.

Unit Overviews

Year 5	
Unit	The Industrial Revolution
Enquiry Question	What was life like during the industrial revolution?
National Curriculum	This unit develops pupils' knowledge of British history, focusing on the Industrial Revolution. Pupils study significant people, inventions, and events, use historical sources, and develop understanding of change, cause and consequence, and the impact of industrialisation on society.
Substantive Knowledge	Disciplinary Knowledge
- The Industrial Revolution began around 1750 and lasted into the 1800s, bringing huge technological, industrial, and social changes to Britain. - Machines and factories replaced hand-made goods made at home, changing how people worked, lived, and produced goods, and ending the Domestic (Cottage) System. - The textile industry was the first to change, with inventions like the Spinning Jenny (James Hargreaves), Water Frame (Richard Arkwright), and Spinning Mule (Samuel Crompton) making cloth quicker and cheaper to produce. - Early factories were built near rivers for water power, but later steam engines (improved by James Watt) allowed factories to be built anywhere and powered machines, trains, and ships. - Factory work was hard and dangerous: men, women, and children worked long hours for low pay in noisy, dusty mills, often suffering injuries and health problems. - Poor working conditions led to change: the Sadler Report exposed child labour, and the Factory Act of 1833 limited children's working hours and introduced inspectors. - During this time, Britain's population grew rapidly, people moved from the countryside to cities for work, and towns became crowded, dirty, and unhealthy, with disease spreading easily. - Queen Victoria's reign saw continued invention and progress, including the Great Exhibition of 1851, which celebrated industry and helped fund major museums still open today.	- Pupils use sources and evidence such as census records, reports, images, and eyewitness accounts to learn about life and work during the Industrial Revolution and to understand how historians know about the past. - Pupils develop an understanding of sources and evidence by recognising that different sources show different viewpoints and must be questioned for reliability, purpose, and bias. - Pupils explore historical interpretations by learning that the Industrial Revolution can be seen as a time of great progress and invention or as a period of hardship and exploitation, depending on perspective. - Pupils identify change and continuity by comparing life before and during the Industrial Revolution, including the shift from the Domestic System to factory work and what stayed the same in people's daily lives. - Pupils understand cause and consequence by linking inventions such as textile machines and steam power to outcomes like urbanisation, factory work, child labour, and the introduction of new laws. - Pupils recognise historical significance by explaining why key people, inventions, and events such as James Watt, the steam engine, the Factory Acts, and the Great Exhibition were important to Britain's history. - Pupils explore similarity and difference by comparing the lives of people in different roles, such as factory workers and domestic workers, and the experiences of men, women, and children. - Pupils apply similarity and difference to compare living and working conditions in towns and countryside, helping them understand how the Industrial Revolution affected people in different ways.
Vocabulary	DOMESTIC SYSTEM (Cottage System) – A way of working before factories, where families made goods by hand in their own homes or small workshops. SPINNING JENNEY – A machine invented by James Hargreaves that could spin many threads at the same time. WATER FRAME – A large spinning machine invented by Richard Arkwright that used water power and led to the building of factories near rivers. SPINNING MULE – A machine invented by Samuel Crompton that made strong, fine thread. STEAM ENGINE – A machine that uses steam power (heated water) to drive machines, trains, or ships. CENSUS – An official count of the population taken every 10 years, recording details such as age, job, and where people lived. FACTORY ACT (1833) – A law that limited children's working hours and stopped children under 9 from working in factories. SADLER REPORT – A report that revealed the poor treatment of children in factories and helped instigate changes in the law. GREAT EXHIBITION (1851) – A large exhibition in London celebrating inventions and industry.
Possible Misconceptions	Pupils may think that all people benefited from the Industrial Revolution, not realising that while factory owners and inventors gained wealth, many workers—especially children—experienced dangerous conditions, long hours, and low pay. Pupils may believe that children did not work in the past, or that child labour was rare, when in fact children as young as six commonly worked in factories and mills during the Industrial Revolution. Pupils may think that changes happened quickly and smoothly, not understanding that the Industrial Revolution took place over many years and caused serious problems such as overcrowding, pollution, poor health, and the need for new laws to improve conditions.

Unit Overviews

Year 5	
Unit	Local History: Mining
Enquiry Question	Should coal mines in Britain have closed?
National Curriculum	This unit teaches pupils about local history in Barnsley, using sources and evidence, exploring causes and consequences of mining, understanding change and continuity, assessing historical significance, and considering different interpretations, while developing knowledge of industrial, social, and environmental impacts over time.
Substantive Knowledge	Disciplinary Knowledge
- Coal mining in the Barnsley area dates back thousands of years, with surface mining used in Roman Britain, and the Romans already extracting coal from major coalfields. - During the Industrial Revolution, coal became essential to power steam engines and steamships, making mining increasingly important but mines were cramped, poorly ventilated, and very dangerous. - Health and safety was poor, and many miners, including children, were injured or killed by explosions, roof falls, or mining carts; children worked as door keepers, drammers, and helpers. - At its peak, Barnsley had around 10 coalmines (including Barnsley Main, Grimethorpe, and Cortonwood), providing jobs and supporting the local economy until the 20th century. - Coal mining caused serious environmental damage, including destroyed habitats, air pollution, acid mine drainage, land subsidence, and contributions to global warming through CO₂ and methane. - When mines closed, many Barnsley communities lost jobs, leading to long-term unemployment, poverty, and a feeling of lack of government support. - From the mid-20th century, coal declined as cleaner energy sources (gas, oil, nuclear, diesel, and electric power) replaced coal, supported by laws such as the Clean Air Act. - The coal industry was closely linked to trade unions, especially the NUM, and tensions with the government led to the 1984 miners' strike, while disasters such as the Oaks Colliery explosion (1866) highlighted the dangers of mining without leading to major safety reforms.	- Pupils use sources and evidence such as photographs, maps, mine records, museum artefacts, and accounts of disasters like the Oaks Colliery explosion to learn how we know about mining in Barnsley. - Pupils develop their understanding of sources and evidence by recognising that different sources (miners, unions, government, communities) give different viewpoints about mining life and strikes. - Pupils explore historical interpretations by understanding that coal mining can be seen as vital for jobs and industry, but also as dangerous, damaging to health, and harmful to the environment. - Pupils understand historical significance by explaining why coal mining was important to Barnsley's economy, identity, and communities, and why events like the 1984 miners' strike and Oaks Colliery disaster still matter today. - Pupils examine cause and consequence by linking the demand for coal to the Industrial Revolution and showing how mine closures caused unemployment, poverty, and long-term community impact. - Pupils explore cause and consequence by explaining how environmental damage and cleaner energy laws led to the decline of coal mining. - Pupils identify change and continuity by comparing mining from Roman times to the 20th century, noting changes in technology and energy use alongside ongoing dangers and hard working conditions. - Pupils recognise change and continuity in Barnsley by exploring how mining has ended but its legacy continues through museums, unions, place names, and community memory.
Vocabulary	COAL – A black rock taken from the ground and burned as fuel to produce heat and power. COLLIERY – Another word for a coal mine, including the tunnels, buildings, and machinery. INDUSTRIAL REVOLUTION – A period when factories and machines increased production and coal became essential for power. SUBSIDENCE – When the ground sinks because underground mine tunnels collapse, damaging land and buildings. TRADE UNION – An organisation that represents workers and protects their rights, such as the National Union of Mineworkers (NUM). STRIKE – When workers stop working to protest or demand better pay, conditions, or job security. PICKET LINE – A line of striking workers outside a workplace to stop others from entering during a strike. MINING DISASTER – A serious accident in a mine, such as an explosion or collapse, that causes injuries or loss of life.
Possible Misconceptions	Children may think that coal mining was always safe, not realising that mines were extremely dangerous and that serious accidents and disasters happened regularly. Children may believe that only adults worked in mines, when in fact many children worked underground in dangerous roles during the past. Children may think that mine closures only affected individual miners, not understanding that whole towns and villages in Barnsley depended on the mines and suffered long-term economic and social problems when they closed. Children may assume that coal mining stopped only because mines ran out of coal, rather than understanding that cleaner energy sources, environmental concerns, and economic changes led to the decline of the coal industry.

Unit Overviews

Year 5	
Unit	Ancient Greece
Enquiry Question	What would our lives be like if there had been no Ancient Greek empire?
National Curriculum	This Ancient Greece unit teaches pupils about a non-European society, exploring how Greeks lived, governed, and worshipped. It develops chronological understanding, investigates primary and secondary sources, examines achievements and influence, and encourages critical thinking about historical events, beliefs, and legacies.
Substantive Knowledge	Disciplinary Knowledge
- Ancient Greece existed from c. 2900 BCE to c. 300 BCE, with c. meaning "about" in Latin, and was divided into city-states such as Athens, Sparta, Corinth, and Olympia. - Civilisation means the society, culture, and way of life of a particular area; Greek city-states shared culture but often fought each other, uniting only against outside threats. - The Ancient Greeks founded the Olympic Games, held every four years in Olympia as a religious festival, featuring events like running, wrestling, boxing, chariot racing, and the pentathlon. - Ancient Greek gods included Zeus, Hades, Aphrodite, Hera, Athena, and Poseidon; Greek temples, such as the Parthenon, were built to honour these gods. - Greek heroes included Heracles and Perseus; myths such as the story of Medusa and Charon crossing the River Styx provide insight into Greek beliefs, values, and culture. - Sources tell us about the past; primary sources such as Greek pottery show daily life, while secondary sources are historians' interpretations of these objects. - Democracy in Athens meant rule by the people through voting in a council and assembly, though only free men could vote; this system influenced modern UK democracy. - Ancient Greek scholars, such as Aristotle, made lasting contributions to philosophy, science, and maths, including logic, species classification, and geocentric ideas about the universe.	- Pupils use sources and evidence such as Greek pottery, frescoes, temples, and written records to learn about daily life, religion, and events in Ancient Greece, and distinguish between primary and secondary sources. - Pupils develop historical interpretations by understanding that historians can view Ancient Greece differently, for example focusing on achievements in democracy, philosophy, or warfare. - Pupils explore historical significance by explaining why events, figures, and inventions—such as the Olympic Games, Aristotle, and Athenian democracy—were important in Greek history and beyond. - Pupils examine cause and consequence by linking developments like city-state conflicts, the creation of democracy, and the Olympic Games to social, political, and cultural outcomes. - Pupils identify change and continuity by comparing life in early Greek city-states with later periods, noting political systems, religious practices, and cultural achievements. - Pupils explore similarity and difference by comparing city-states such as Athens and Sparta in terms of government, military, education, and daily life. - Pupils use sources and evidence to evaluate Greek myths, heroes, and gods, understanding how these shaped beliefs, values, and storytelling over time. - Pupils investigate change and continuity in language, maths, science, and philosophy by tracing Greek contributions, such as Aristotle's work, and seeing their influence on later civilizations.
Vocabulary	CITY-STATE – A small independent country with its own government, like Athens, Sparta, Corinth, and Olympia. CIVILISATION – The way people live, including their society, culture, beliefs, and achievements. OLYMPIC GAMES – Sporting events held every four years in Olympia to honour the gods, including running, wrestling, and chariot racing. MYTH – A traditional story, often about gods or heroes, that explains beliefs, values, or natural events. SOURCE – Something that tells us about the past; a primary source comes from the time (like pottery), and a secondary source is someone's interpretation of the past. DEMOCRACY – A system of government where people vote to make decisions; in Athens, only free men could vote. SCHOLAR – A person who studies and learns about subjects like science, maths, or philosophy, such as Aristotle in Ancient Greece.
Possible Misconceptions	All Greeks lived in one big country – Children might think Ancient Greece was one country like modern Greece, rather than a collection of independent city-states (Athens, Sparta, etc.) that often competed with each other. Democracy was the same as today – They might assume everyone in Athens could vote, not realizing that only free men were allowed to participate. Greek gods were real – Some children may believe the gods (Zeus, Athena, etc.) were real historical figures instead of understanding they were part of myths and religion. The Olympic Games were just like modern sports – Children might think the Ancient Olympics were the same as today's Olympics, forgetting they were also religious festivals with different events like chariot racing and the pentathlon.

Unit Overviews

Year 6	
Unit	World War II
Enquiry Question	How were the people of Britain affected by the Second World War?
National Curriculum	This Year 6 World War II unit explores key events, causes, and consequences of the war. Pupils develop chronological understanding, use primary and secondary sources, consider historical interpretations, recognise significance, compare experiences, and examine change, continuity, similarity, and difference in people's lives during wartime Britain and Europe.
Substantive Knowledge	Disciplinary Knowledge
- Causes of World War II: Germany lost World War I and was forced to pay reparations, which made many Germans angry. Adolf Hitler and the Nazi Party rose to power in 1933, promising to make Germany great again. - Hitler's plans and the Third Reich: Hitler wanted to remove people he considered "weak" (like Jews, disabled people, gypsies, and gay people) and expand Germany by invading neighboring countries. - Start of the war: Germany invaded Austria and Czechoslovakia, and then Poland on 1st September 1939, which triggered war with Britain and France. - Allies and Axis powers: Allies included Britain, France, Poland, and later the USA and Russia. The Axis powers were Germany, Italy, and Japan. - Key events and battles: Important battles included the Battle of Britain (air war by the RAF) and D-Day (the Normandy invasion), which helped turn the tide against Germany. - Life in Britain during the war: Citizens were issued gas masks and identity cards, used air raid shelters, followed propaganda slogans like "Dig for Victory," grew food in gardens, and had to ration of food and clothes. - The Blitz and bombing: Germany used "Blitzkrieg" tactics, bombing cities, ports, and factories from 1940–1941. People used air raid sirens, fire-fighters and ARP Wardens helped rescue victims, and some children were evacuated to the countryside. - End of the war and aftermath: Germany surrendered on 8th May 1945 (VE Day). Britain celebrated with parties, soldiers returned home, and rationing continued until 1954.	- Pupils can use a range of sources and evidence, such as Chamberlain's speeches, propaganda posters, ration books, and photographs of evacuees, to understand what life was like during World War II. - They can explore historical interpretations by discussing different views of Hitler, the Nazis, and British leaders, or debating whether appeasement was the right approach, showing that history can be understood in more than one way. - Pupils recognise historical significance by explaining why events like D-Day, the Blitz, and VE Day were crucial for Britain and the war outcome. - They can make links between cause and consequence, for example connecting Germany's defeat in World War I and the reparations it had to pay with Hitler's rise to power, and showing how his invasions led to the start of World War II. - Children can explore change and continuity by studying how daily life changed with rationing, air raids, and evacuations, while aspects like national pride, resilience, and community support continued. - They can examine similarity and difference by comparing experiences in Britain and Germany, such as the evacuation of children, air raids, and propaganda used in both countries. - Pupils can place events in chronological order, from Hitler's rise in 1933 to VE Day in 1945, helping them understand the context of events and how they are connected over time. - Finally, they can use evidence to support conclusions, analysing primary and secondary sources to explain why people acted as they did and how these events shaped the outcome of the war.
Vocabulary	DICTATOR – A leader who has total control over a country and does not allow people to vote or have a say. NAZIS – Members of the National Socialist German Workers' Party, led by Adolf Hitler, who ruled Germany and followed his beliefs. BLITZKRIEG – A German word meaning "Lightning War," describing fast, surprise attacks using planes, tanks, and soldiers. EVACUEES – Children and sometimes adults who were sent away from cities to the countryside to keep them safe from bombing raids. RATIONING – When food, clothes, or other goods were limited so that everyone had only a small, fair amount. PROPAGANDA – Posters, speeches, or other media designed to influence people's opinions or encourage behaviours. ALLIES – The countries that fought against Germany, Italy, and Japan, including Britain, France, the USA, and later Russia. VE DAY – Victory in Europe Day, when Germany surrendered on 8th May 1945, marking the end of the war in Europe.
Possible Misconceptions	- Hitler was always a bad person from the start – Children might think Hitler was evil from the beginning, without understanding the political and social context that allowed him to rise to power. - World War II was only about fighting – Pupils may think the war was only about battles, not realizing it also affected daily life, such as rationing, evacuations, and air raids. - The war ended suddenly everywhere at the same time – Children might believe VE Day meant the war was over globally, forgetting that fighting in the Pacific continued until Japan surrendered. - All German people were soldiers – Pupils may assume all Germans were part of the army or supported the war, not realizing many civilians had no choice and suffered during the conflict.

Unit Overviews

Year 6	
Unit	Early Islamic Civilisation
Enquiry Question	Why was Baghdad such an important city?
National Curriculum	This Year 6 unit on early Islamic civilisation explores key events, people, and places. Pupils develop chronological understanding, use sources and evidence, consider historical interpretations, and examine change, continuity, similarity, and difference, while learning about the cultural, scientific, and intellectual achievements of the Islamic Golden Age.
Substantive Knowledge	Disciplinary Knowledge
- Islam was founded by Muhammad, born in 570CE in Mecca, who received the first revelations of the Quran in 610CE and made Mecca the centre of Islam by 630CE. - Muhammad died in 632CE, and his successors, called caliphs, ruled the Islamic state, which became a large empire. - The Abbasid Caliphate began in 750CE, covering the Middle East, North Africa, and Southern Europe, with Mediterranean trade connections. - In 762CE, Caliph Al-Mansur founded Baghdad as the capital, known as the 'Round City', with a central mosque, palace, and government inside, and people living outside the walls. - By around 900CE, Baghdad was the largest city in the world, called the 'City of Peace', with a population of 1.2–2 million, attracting people from across the world. - Baghdad was a centre of learning during the Golden Age of Islam, including the House of Wisdom, where scholars translated Greek texts and advanced knowledge in law, science, and mathematics. - Famous scholars included Ibn al-Haytham, the 'Father of Modern Optics', Al-Tabari, a historian and Qur'an scholar, and Al-Farabi, a philosopher and scientist. - The Golden Gate Palace and the Great Mosque stood at the heart of Baghdad, showing the caliph's power and the city's importance.	- Pupils can use sources and evidence such as maps of the Abbasid Caliphate, images of Baghdad, and descriptions of the House of Wisdom to understand the scale and organisation of the empire. - They can study biographies of scholars like Ibn al-Haytham, Al-Tabari, and Al-Farabi as evidence of the contributions of individuals to science, philosophy, and history. - Pupils can examine primary and secondary sources about Baghdad's population, trade, and architecture to understand life in the city during the Golden Age of Islam. - They can explore historical interpretations by comparing how different historians view the importance of Baghdad as a centre of learning and culture. - Pupils can discuss differing interpretations of Muhammad's leadership and the role of the caliphs in expanding and governing the Islamic empire. - They can identify change over time by looking at how the Islamic empire grew from Muhammad's early leadership to the Abbasid Caliphate and the establishment of Baghdad. - Pupils can explore continuity by recognising how Islamic law, Arabic language, and scholarship were preserved and built upon throughout the Golden Age. - They can use evidence to support conclusions about the impact of the Golden Age of Islam on science, philosophy, and global learning.
Vocabulary	ISLAM – A major world religion founded by Muhammad, based on the teachings of the Quran. MUHAMMAD – The founder of Islam, born in 570CE in Mecca, who received the first revelations of the Quran. CALIPH – The ruler of an Islamic state (caliphate) and leader of the Muslim community after Muhammad's death. CALIPHATE – An Islamic state ruled by a caliph, which historically grew into a large empire. ABBASID CALIPHATE – A major Islamic empire that began in 750CE, covering parts of the Middle East, North Africa, and Southern Europe. BAGHDAD – The capital of the Abbasid Caliphate, founded in 762CE, and a world centre of learning and culture during the Golden Age of Islam. HOUSE OF WISDOM – A library and intellectual centre in Baghdad where scholars studied, translated texts, and advanced knowledge in science, mathematics, and philosophy. GOLDEN AGE OF ISLAM – A period of great cultural, scientific, and intellectual achievement in the Islamic world, roughly between 750CE and 1258CE.
Possible Misconceptions	- Islam and Islamic civilisation are the same thing – Children may think that Islam only refers to the religion, not understanding that there was also a large empire and civilisation with culture, learning, and government. - Muhammad ruled an empire – Pupils might believe Muhammad himself ruled a vast empire, rather than knowing he was the religious founder and that the caliphs expanded the Islamic state after his death. - Baghdad was like a modern city – Children might imagine Baghdad looked like a modern city with streets, skyscrapers, and modern technology, rather than understanding its layout with the Round City, central mosque, palace, and walls. - All knowledge came from Muslims – Pupils may think that all learning and discoveries during the Golden Age were entirely new, without recognising that scholars preserved, translated, and built on knowledge from earlier Greek, Roman, and other civilisations.