

Our Lady and St Edward's - Intent, Implementation and Impact in History



Intent

At Our Lady and St Edward's, our aim is to inspire children to think critically and ask thoughtful questions about the past. We want them to develop a strong sense of chronology, particularly with regard to the history of the British Isles, while also exploring significant periods and events from across the world. As they learn, children are encouraged to make connections between different time periods and relate their learning to their local community and wider world. Through a focus on change, continuity, and legacy, we help pupils explore how the past has shaped the present. By comparing different societies and drawing out similarities and differences across time, they begin to form a more rounded understanding of history. We also nurture their curiosity, encouraging them to investigate historical questions and develop their own ideas and interpretations based on evidence.

Implementation

Our History curriculum is built around an enquiry-based approach, with learning carefully sequenced to support progress in both skills and knowledge. In Key Stage 1, children begin by looking at the world around them and events within living memory before exploring key moments from the more distant past. Each unit builds on the last, helping children to develop a clear sense of historical chronology. This approach lays a strong foundation for Key Stage 2, where pupils study History through thematic units that revisit and build on what they've learned before. Teachers begin each new topic by recapping earlier learning and introducing key vocabulary, helping pupils to make links and deepen their understanding.

As children move through school, they develop a range of historical skills, including understanding chronology, interpreting evidence, communicating ideas, and asking meaningful questions. Lessons are designed to help pupils retain knowledge over time, with opportunities for key ideas to be revisited throughout the year and across year groups. Vocabulary is taught explicitly and reinforced regularly to help children express their ideas with confidence. A range of teaching methods—including storytelling, drama, drawing, data handling, role-play, and the use of technology—brings learning to life and allows children to explore History in creative and engaging ways. Artefacts and enquiry questions play a central role in helping children investigate the past and present their findings in different formats.

We've identified four key themes that run throughout our History curriculum, helping pupils to make connections as they progress through school: Local and National History (such as The Gunpowder Plot in Year 1 or The Spirit of Preston's Past in Year 4); The Lives of Significant People (like kings, queens, nurses, and explorers); Ancient and Early Civilizations (including topics like Mysteries of the Maya in Year 5); and Belonging, Movement and Power (linking themes from Ancient Civilizations to the Anglo-Saxons and Vikings in Struggles and Settlements in Year 6)

Impact

By the time they leave Our Lady and St Edward's, pupils will be able to think critically about the past and use what they've learned to form balanced, informed views. They will understand how events from history have shaped the world they live in today—both globally and locally. They'll be able to ask thoughtful questions, explore different perspectives, and draw on a growing historical vocabulary to explain their ideas. Our approach helps children to remember what they've learned and make meaningful links between topics. Wherever possible, their learning is enriched by trips and visitors, which give them real-life insights into the people and events they study. Overall, pupils leave us with a strong foundation in historical knowledge and enquiry skills, ready to continue their learning in secondary school and beyond.

Our Lady and St Edward's – History Curriculum Overview

	Autumn		Spring	Summer	
Year 1	<i>Geography topic</i>	The Gunpowder Plot <i>Significant events in history</i>	Kings, Queens and Castles <i>Changes within living memory; Significant People</i>	<i>Geography topic</i>	
Year 2	Nurturing Nurse <i>Significant People: Florence Nightingale, Mary Seacole and Edith Cavell</i>		<i>Geography topic</i>	The Seaside, Past and Present <i>The seaside in the past</i>	
Year 3	Moving with the Times <i>Stone Age Britain & Ancient Egyptians</i>		<i>Geography topic</i>	Coasts <i>Fossils – Mary Anning</i>	
Year 4	The Empire Strikes Back! <i>Romans; Ancient Greeks</i>		<i>Geography topic</i>	The Spirit of Preston's Past <i>A local history study</i>	
Year 5	A History of Crime and Punishment <i>British history beyond 1066</i>		<i>Geography topic</i>	Mysteries of Maya <i>Non-European Society</i>	<i>Geography topic</i>
Year 6	<i>Geography topic</i>		Struggles and Settlements <i>Anglo Saxons and Vikings</i>	WWII – The Blackout <i>Significant event in British history</i>	<i>Geography topic</i>

What History looks like in our Early Years

Noticing
seasonal
changes

Looking at
images of old
vehicles in
our topic
Transport.

Talking about
daily or
weekly
routines

Learning about
why we
celebrate
different
**Festivals and
Celebrations**

Roleplaying
special
events e.g.
the
coronation

Remembering
holidays and
trips we have
been on in our
topic **Home
and Away.**

Using
language
connected
with the
passage of
time

Reading
stories about
how things
change or
the past

Recounting
personal
memories

Talking about
how we have
changed since
we were a baby

Learning
about life
cycles through
our topic
**Growing and
Changing.**

Learning about
different
celebrations and
why we celebrate
them through our
topic **Festivals
and Celebrations**

Learning about
Dinosaurs
and that they
lived a long
time ago.

Our Lady and St Edward's – National Curriculum Expectations for History

KS1	KS2
<p data-bbox="120 316 672 347">Pupils should be taught about:</p> <ul data-bbox="168 379 1097 1173" style="list-style-type: none"><li data-bbox="168 379 1097 502">• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;<li data-bbox="168 518 1097 678">• 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];<li data-bbox="168 694 1097 1077">• 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];<li data-bbox="168 1093 1097 1173">• Significant historical events, people and places in their own locality.	<p data-bbox="1142 316 1697 347">Pupils should be taught about:</p> <ul data-bbox="1176 379 2116 1340" style="list-style-type: none"><li data-bbox="1176 379 2116 422">• Changes in Britain from the Stone Age to the Iron Age;<li data-bbox="1176 438 2116 478">• The Roman Empire and its impact on Britain;<li data-bbox="1176 494 2116 534">• Britain's settlement by Anglo-Saxons and Scots;<li data-bbox="1176 550 2116 614">• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;<li data-bbox="1176 630 2116 670">• A local history study;<li data-bbox="1176 686 2116 758">• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;<li data-bbox="1176 774 2116 981">• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;<li data-bbox="1176 997 2116 1117">• Ancient Greece – a study of Greek life and achievements and their influence on the western world;<li data-bbox="1176 1133 2116 1340">• 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.

KS1 Historical Knowledge		National Curriculum Coverage									Curriculum Themes			
		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.		Local and National History	The Lives of Significant People	Ancient and Early Civilizations
Y1	The Gunpowder Plot		✓								✓			
	Explorers Through Time	✓				✓					✓	✓		
Y2	Nurturing Nurse		✓			✓						✓		
	The Seaside Past and Present	✓							✓		✓			
KS2 Historical Knowledge		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 or 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	Local and British History	The Lives of Significant People	Early Civilizations	Invaders and Settlers
Y3	Moving with the Times	✓						✓					✓	✓
	Coasts											✓		
Y4	The Empire Strikes Back!		✓						✓				✓	✓
	The Spirit of Preston's Past					✓					✓			
Y5	Crime and Punishment						✓				✓			
	Mysteries of the Maya									✓			✓	✓
Y6	Struggles and Settlements			✓	✓									✓
	WWII – The Blackout!										✓			✓

Year 1

The Gunpowder Plot	Explorers through Time
Life was different in the past.	An explorer is someone who travels to new places to find out more about the world. They are sometimes the first person to go somewhere or do something.
People wore different clothes in the past.	
In the past, the monarchy ruled the country and King James I ruled the country in 1605.	Christopher Columbus lived over 500 years ago. He sailed across the ocean and found land that was new to Europeans.
The Gunpowder Plot was a failed assassination attempt against King James I.	Amelia Earhart was the first woman to fly alone across the Atlantic Ocean. She was a record breaking pilot who inspired people around the world with her bravery.
The plotters were all Catholics and they thought King James I was being unfair to Catholics.	Neil Armstrong was the first person to walk on the Moon in 1969. He travelled to space in a rocket called Apollo 11.
Guy Fawkes and his friends got caught and were imprisoned on 5 th November 1605.	A long time ago, people travelled by walking, on animals, or by sailing boats.
	Over time, new vehicles were invented like trains, cars, planes and rockets.
Legacy: King James I ordered that people should celebrate his survival on 5th November. To this day, people still light bonfires to celebrate.	Transport has changed a lot now we can travel faster and even into space!
	Legacy: Explorers from the past helped us learn more about our world. Because of them, we can travel to new places, find out about different countries, and even explore space today.

Chronological Understanding	Events, People and Changes	Historical Enquiry	Historical Interpretation	Communication
Distinguish between past and present	Recall some facts about people and events before living memory	Identify ways in which the past is represented	Look at books, videos, photographs pictures and artefacts to find out about the past.	Tell stories about the past using historical vocabulary
Recognise that a story that has been read to them may have happened a long time ago	Say why people may have acted the way they did	Ask and answer questions about old and new objects		Present information about things from the past by writing, drawing and using ICT.
Describe things that happened to themselves and other people in the past	Know that some famous people have helped our lives be better			
Identify some similarities and differences between their own present and aspects of the past beyond living memory	Recognise that we celebrate certain events such as Bonfire Night because of what happened many years ago	Explore events; look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"	Give a plausible explanation about what an object was used for in the past.	Show an understanding of historical terms in particular: past, present, explorer
Order a few events or objects in order using common phrases to show passing of time				
Use words and phrases such as: <i>before, after, now, yesterday, last week, when I was little, a long time ago, before I was born, when my parents/grandparents were young</i>	Know that Britain has had a king or queen for many years and give detail currently.			

Year 2

Year 2				
Nurturing Nurse			The Seaside, Past and Present	
Florence Nightingale was born in Florence, Italy on 12 th May 1820.			Rail travel made it cheaper and easier for people to travel which made going to the seaside on holiday more popular.	
Florence went to Scutari, where injured soldiers were taken in the Crimean War and helped improve the conditions in the hospital saving lots of lives.				
She was known as the Lady with the Lamp.				
She opened a Florence Nightingale training school to train doctors and nurses and wrote books on how to treat patients.			Holidays in the past were often health related. Seaside air and water were thought to have healing properties.	
Mary Seacole had medical knowledge to help treat injured soldiers with herbs.				
Mary Seacole made her own way to the Crimea because she was not accepted as part of Florence Nightingale’s nursing team.				
Mary Seacole was from Jamaica. During this time people from other cultures were not treated with respect.			There are differences between seaside holidays 100 years ago, 50 years ago and today e.g. different clothes and different entertainment.	
People were treated differently in the past because of gender, race or religion.				
She opened a place called ‘The British Hotel’ near to the battlefield to treat the wounded. She went onto the Battlefields to treat the wounded.				
Mary was known as Mother Seacole.			Some entertainment such as donkey rides, carousels on the pier and Punch and Judy shows are still popular today.	
Edith Cavell was a nurse in the First World War. She saved soldiers from both sides during the First World War. Edith helped over 200 soldiers escape from the German army.				
Legacy: Florence highlighted the importance of cleanliness and good hygiene in hospitals.				
Chronological Understanding	Events, People and Changes	Historical Enquiry	Historical Interpretation	Communication
Understand and use the words past and present when telling about an event	Recognise that their own lives are different from the lives of people in the past	Identify different ways the past is represented	Identify and use books and pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums and the internet to find out about the past.	Describe objects, people or events in history
Recount changes in my own lifetime	Show they know and understand key features of events and significance of people they have studied	Ask questions about the past		Communicate ideas about people, objects or events from the past by writing, speaking, drawing, role-play or using ICT
Identify some similarities and differences between ways of living in different time periods				
Sequence events in order of when they happened, using a scale the teacher has given me	Look at evidence to give and explain reasons why people in the past may have acted in the way they did	Ask and answer questions about the past through observing and handling a wider range of sources	Select evidence and say how it can be used to find out about the past - discuss its reliability	Discuss the best way to present the information
Use a timeline to place/order important events, objects and significant people				
Begin to use dates	Explain how the local area was different in the past	Research a significant person and event using different sources to help	Begin to compare two versions of past events	Show an understanding of historical terms in particular: parliament, government, war and remembrance.
Use words and phrases such as: <i>year 1+ years, decades, centuries, war</i>	Explain why Britain has a special history by naming some famous events and famous people		Begin to use stories and accounts to distinguish between fact and fiction	

Year 3

Year 3		
Moving with the Times		Coasts
Stone Age	Early humans lived during The Stone Age which began approximately 500,000 BC until 2000 BC when the Bronze Age began.	Mary Anning was a famous fossil hunter who was born in Lyme Regis, Dorset in 1799
	The Stone Age can be split into 3 sections: <ul style="list-style-type: none"> - Paleolithic means 'old stone age'. The earliest humans who made tools out of stones. Some Paleolithic humans lived in caves. They hunted large herd animals in groups. - Mesolithic is a period known as 'middle stone' age. Humans moved from place to place in search of food and adopted a hunter-gather lifestyle. - Neolithic means 'new stone age'. During this period people ground and polished stones to make useful tools. Humans began to develop agriculture and live in villages. 	At 15 months old, Mary Anning was struck by a lightning bolt.
	During the Stone Age, lifestyle and community revolved around survival: <ul style="list-style-type: none"> - People made clothes from animal skin - Hunted for food - Gathered nuts and berries - Made fires using flint - Made tools for hunting 	Her father taught her how to remove fossils using a hammer and a chisel.
	Throughout the Stone Age, humans progressed and their craftsmanship (i.e. tools) became more advanced. They progressed to use bronze, then iron for tools and began mining. The Bronze Age followed the Stone Age.	Mary's family were poor and she sold many of the fossils she found for a penny each.
	Legacy: Stonehenge is one of the world's most famous monuments, which stands on Salisbury Plain in Wiltshire. It began being built in the late Neolithic Age, around 3000 BC. The last changes made to it were in the Bronze Age, around 1500BC. No one really knows why it was built but it is thought that people gathered there for religious ceremonies.	She made her first major fossil discovery of the skull of an Ichthyosaurus in 1811 at the age of 12. This changed our understanding of the history of the earth.
		At the time, Science was male-dominated, therefore Mary was not allowed to join science groups and her name was missed out of books.
Ancient Egypt	The Stone Age and Ancient Egypt occurred concurrently.	Mary Anning died in 1847 aged 47.
	The Ancient Egyptian civilisation began 5000 years ago when people started building villages next to the River Nile in north-east Africa. It lasted for around 3000 years, until around 31BC.	Legacy: The fossil Mary discovered in 1811, which had implications on how scientists understood the history of the world, is now displayed in the Natural History Museum along with many others. Her fossils continue to captivate visitors from around the world.
	During the Ancient Egyptian period, humans were much more advanced: <ul style="list-style-type: none"> - People wore clothes made out of linen - They farmed, keeping animals and growing and harvesting their own crops - There was a variety of jobs including bakers, priests, doctors and merchants - They communicated through hieroglyphics 	
	The River Nile was important to the Ancient Egyptians. It flooded every year which was important for growing crops. The Ancient Egyptians invented a device known as a shaduf to move water from the Nile to their farm lands.	
	Legacy: The Great Pyramids of Giza were built by the Ancient Egyptians. They contain burial chambers of pharaohs and their queens. Today they attract many visitors and are considered one of the Seven Wonders of the Ancient World.	

Chronological Understanding	Events, People and Changes	Historical Enquiry	Historical Interpretation	Communication
Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	Use evidence to describe the culture and leisure activities from the past.	Use documents, the internet, pictures, photographs and artefacts, as evidence about the past.	Explore the idea that there are different accounts of history.	Use and understand appropriate historical vocabulary to communicate information about important events from the past. Specific vocabulary includes: timeline, BC, AD, chronological, prehistoric and Ancient Egypt.
Use a timeline to place historical events in chronological order.	Use evidence to describe the clothes, way of life and actions of people in the past.			
Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.	Use evidence to describe buildings and their uses by people from the past.	Ask questions and find answers about the past.		Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT.

Year 4

The Empire Strikes Back		Community Changes
Ancient Greece	Today Greece is a country but in ancient times Greece was made up of separate city states that each had their own laws and armies.	In 1179, Preston was granted a Guild Merchant charter, giving it the status of a market town with a population of around 1500 people.
	There was lots of conflict between city states across Greece.	
	Athens and Sparta were two of the most well-known city states and they were very different in lifestyle.	The name 'Preston' is derived from Old English meaning 'Priest's Settlement' or 'Priest's Town'.
	Athens was a coastal city which was rich in trading and culture. They had a democracy and citizens could vote.	
	Sparta was an inland city protected by the mountains. In Sparta strength, fitness and obedience were highly valued and they had a fierce army. Reading and writing were not valued and therefore there is little written evidence about this city state.	Preston was in a good position to trade because it is a river-based town and was on the main road between southern and northern England.
	The ancient Greeks relied upon boats to trade and travel because of the many islands and because Greece is largely surrounded by sea.	
	An empire begun to be created by Philip 2 nd uniting city-states in the north of Greece, this empire was called Macedonia.	Further transport links were developed: <ul style="list-style-type: none"> 1771 – stagecoaches ran from Preston to Wigan and Warrington 1792 – a canal was built to Lancaster 1838 – the railway reached Preston for the first time and by 1880, Preston Railway Station was built
	Alexander The Great inherited control of this empire in 336BC. He conquered the rest of the Greek city states and created a powerful army. After gaining control of Greece, Alexander invaded and conquered many nearby countries and spread Greek culture across thousands of miles.	
	During his 13-year reign, Alexander created the largest empire in human history. After his sudden death, the Greek Empire split into different kingdoms but the influence of Greek Culture that he had spread remained strong in many of the places.	
	The first official Ancient Greek Olympic Games happened by 776BC and continued to take place every 4 years. As well as being sporting event, the Olympic Games were a religious festival.	The first cotton mill in Preston opened in 1777. Some cotton was made in mills but there were also handloom weavers, who made cotton cloth in their own homes. By 1835 the cotton industry dominated Preston and was the largest employer in Preston in the 19th Century.
	Legacy: The Greeks left a lasting legacy across the world such as: democracy, Olympic Games, Alphabet and Language, Science and Medicine, Theatre, Mythology and Maths.	
Romans	The Roman empire started in Rome, Italy and it expanded to conquer many other countries (including Britain) becoming the largest empire in the world.	Miller Park and Moor Park were opened in 1864 and 1867 respectively.
	The Roman army was more advanced, powerful and organised than other armies of the time making them very successful in battle.	
	Before the Romans invaded Britain, there was no overall ruler or king. Many people lived in tribes, each one ruled separately by warrior kings.	Trade from docks in Preston flourished in the 19th Century with Edward Dock (we know as 'the docks') being built in 1892. At the time it was the largest single dock in the country.
	When Julius Caesar was the leader of the Roman Empire, there were two attempts to conquer Britain. It was not until the third attempt, led by Emperor Claudius in AD43, that the Romans were successful.	
	Boudica was the queen of one of Britain's tribes. She led an attack against the Romans after they did not keep an arranged deal and treated the tribe badly. She was not successful in her fight back.	By 1901, the population of Preston was almost 120,000.
	When the Romans first landed in Britain, much of the land was farmland and fields. The Romans built-up towns and connected them by networks of roads.	
	The Romans used aqueducts to supply their towns with water and built a network of sewers to take away dirty water. These still used across Britain today.	In 2002 it was given city status as part of Queen Elizabeth II Golden Jubilee. The population of Preston is now approximately 336,000.
	A clue to Roman origins are if a place name has 'Chester, Caster or Cester' in it.	
	The Romans introduced more sophisticated houses including, Villas for the wealthy.	
	Mosaics were a classic Roman decoration used in many buildings. They can still be found in buildings today.	
	Hadrian's Wall is considered Britain's most important and impressive Roman monument.	
	The Roman Empire became too large to defend itself and Rome was under attack. All soldiers were ordered to leave Britain to defend their homeland.	
	Legacy: The Romans left a lasting legacy including: roads and buildings, lifestyle, language and numbers and religion. Some of their inventions include: central heating, the calendar, newspapers, books and concrete.	

Chronological Understanding	Events, People and Changes	Historical Enquiry	Historical Interpretation	Communication
Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	Use evidence to describe what was important to people from the past.	Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.	Look at different versions of the same event in history and identify differences.	Use and understand appropriate historical vocabulary to communicate information about important events and changes over time. Specific vocabulary includes: BC, AD (from year 3), significant, Roman Empire, Ancient Greece, impact and comparisons.
Order significant events and dates on a timeline.	Use evidence to show how the lives of rich and poor people from the past differed.			
Describe the main changes in a period in history.	Describe similarities and differences between people, events and artefacts studied.		Know that people in the past represented events or ideas in a way that persuades others.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
	Describe how some of the things I have studied from the past affect/influence life today.	Ask questions and find answers about the past.		

Year 5

A History of Crime and Punishment

Crime and punishment have changed significantly over time, but throughout history, societies have created laws to protect people and maintain order.

In **Roman Britain**, laws were written and enforced by magistrates. Punishments were harsh and included whipping, exile, execution and forced labour. There were no police — victims had to accuse and catch the criminal themselves.

In **Anglo-Saxon England**, communities were responsible for keeping law and order. People lived in small groups, and punishments included wergild (a fine paid to victims), stocks, or trial by ordeal, where guilt was tested through painful or dangerous tasks.

After **1066, the Normans** introduced new laws and stricter punishments to control the population. Forest Laws made it illegal to hunt or cut wood in royal forests, and harsh punishments like mutilation and hanging were common.

In the **Stuart period**, particularly during the 1600s, hundreds of women were accused of witchcraft, often without evidence. Witch-hunts were fuelled by fear, religion, and superstition. Accused women could be imprisoned, tortured or executed, especially during the reign of King James I, who strongly believed in witches.

In the **Tudor period**, punishments were often public and designed to frighten others. These included hanging, branding, pillory, and beheading. Poor people were punished more severely than the wealthy.

The **Victorian era** saw major changes in the law. The police force was established (starting in 1829 by Robert Peel), and prisons became the main form of punishment. The focus began to shift from punishment to rehabilitation.

In **modern times**, crime is dealt with through a formal justice system including the police, courts, and prisons. Punishments include community service, fines, or prison. There is a greater focus on human rights, fairness, and rehabilitation.

Legacy: Over time, Britain has moved from harsh and painful punishments to a fairer justice system. Today, we have police, courts and prisons that aim to protect people, treat them equally and help them change. The way we deal with crime now has been shaped by the past.

Mysteries of the Maya

The Maya civilisation began around 2000 BC in Mesoamerica (modern-day Mexico, Guatemala, Belize, Honduras and El Salvador) and lasted until around 1500 AD.

The Maya were skilled builders, artists, farmers, mathematicians and astronomers.

They built impressive cities like Chichen Itza and Palenque, with stone pyramids, temples, ball courts and palaces.

Maya society was ruled by kings and priests and was organised into city-states (similar to Ancient Greece).

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The Maya believed in many gods linked to nature (like the sun, rain, maize) and performed rituals and sacrifices to keep the world in balance.

Art was an important part of Maya life: they created stone carvings, pottery, murals and masks for rituals, ceremonies and burials.

The Maya used materials like jade, obsidian, feathers, and Maya blue paint to decorate important objects.

By the time the Spanish arrived in 1500s, many great Maya cities had already been abandoned, but Maya culture survives today among Indigenous communities.

Legacy: The Maya left a legacy of mathematical discoveries (like zero), beautiful art and architecture, and a complex calendar system that still fascinates the world today.

Chronological Understanding	Events, People and Changes	Historical Enquiry	Historical Interpretation	Communication
Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	Choose reliable sources of information to find out about the past.	Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.	Use and understand a wider historical vocabulary to communicate information about important events, changes and influences in a period of history. Specific vocabulary (building on previous years) must include: Victorian era, civilisation, period, cultural, political & religious history.
Order significant events and dates on a timeline.	Give own reasons why changes may have occurred, backed up by evidence.			
Describe the main changes in a period in history.	Describe similarities and differences between some people, events and artefacts studied.	Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.	Give reasons why there may be different accounts of history.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling & ICT.
	Describe how historical events studied affect/influence life today.			
	Make links between some of the features of past societies (e.g. religion, houses, society, technology).	Investigate own lines of enquiry by posing questions to answer.	Evaluate evidence to choose the most reliable forms.	Use ICT to plan and present a self-directed project about some aspect of studied local history.

Year 6

Anglo Saxons and Vikings	WWII: The Blackout
There is little written evidence about The Dark Ages which was a time in Britain that lasted between 410 and 1066 AD.	World War II started in 1939 and ended in 1945.
The Angles, The Saxons and The Jutes migrated to Britain from Germany, Denmark and The Netherlands.	The leader of Germany, Adolph Hitler, had plans to invade and occupy as many countries as he could.
The Saxon's ruled in Britain from 410 to 1066.	At the start of World War II, the United Kingdom, France and Poland made a pact to stand together against Hitler. They were later joined by the British Commonwealth, the Soviet Union, the United States of America and China.
Under Saxon rule, Britain was divided into five kingdoms.	The opposition, Germany, established allies with Japan and Italy. They were later joined by others.
The archaeological dig at Sutton Hoo revealed much information about Anglo Saxon life.	Adolph Hitler invaded and annexed Austria in March 1938. Following this, the Munich Agreement was signed by Britain France, Germany and Italy. In this agreement Hitler promised no more invasions.
The Vikings invaded from Denmark.	Hitler broke his promise and invaded Poland. Therefore, Britain declared war.
The first Viking attack took place in 793 at Lindisfarne.	Daily life in Britain was disrupted by the war: <ul style="list-style-type: none"> - Over 3.5 million children were evacuated from cities to the country - Air raid sirens were a nightly occurrence - Resources were rationed - Shelters were built to protect people during air raids - Windows were blacked out and people could not use headlights on cars to ensure no lights were visible
Alfred The Great was a famous Anglo Saxon king who brought peace between the Anglo Saxons and the Vikings.	Men were conscripted to serve their country therefore women had to take on the jobs they had left.
The Battle of Hastings took place in 1066 and showed the defeat of the Anglo Saxons and the Vikings and the victory of the Normans.	The bombing of London, known as The Blitz went on for 57 consecutive nights. Hitler wanted to quash the British spirits so that they would surrender.
Our understanding of the Anglo Saxons and the Vikings is from many different historical sources.	Legacy: The war led to social changes such as the creation of the National Health Service, which provided free healthcare to all. The Beveridge Report, published in 1942, identified five 'evils' to fight in peacetime, including squalor, ignorance, disease, want and idleness. The Labour government that won the 1945 election implemented a 'cradle to grave' welfare state based on the report's recommendations.
Legacy: The names of many towns and cities in England come from this period of time, including 'Preston'.	

Chronological Understanding	Events, People and Changes	Historical Enquiry	Historical Interpretation	Communication
Order significant events, movements and dates on a timeline.	Choose reliable sources of information to find out about the past.	Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.	Evaluate evidence to choose the most reliable forms.	Use and understand a wider historical vocabulary to communicate information about important events, changes and influences across different periods of history. Specific vocabulary to be taught (building on previous years): settlement, invasion, raid, canonised, Anglo-Saxon, Viking, bias, reliability.
Identify and compare changes within and across different periods.	Give reasons why changes may have occurred, backed up by evidence.		Know that people both in the past have a point of view and that this can affect interpretation.	
	Describe similarities and differences between some people, events and artefacts studied.		Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.	
	Describe how some of the things studied from the past affect and influence life today.			
	Make links between some of the features of past societies. (e.g. religion, houses, society, technology)	Investigate own lines of enquiry by posing questions to answer.		Use ICT to plan and present a self-directed project or research about the studied period.