



The Meadows Primary Academy



History

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



Chronology	Chronology is the study of the big picture of events across time – also referred to in the National Curriculum as 'a chronological framework' and 'the long arc of development'. This means that children gradually build up a sense of how periods and events fit together in sequence. In this concept, it is also necessary to develop understanding of historical language and terminology, the idea of sequence, duration and the sense of period.
Diversity	This concept is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions, helping children to develop a greater understanding of diversity in modern global society. Diversity is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.
Democracy	Democracy is based around looking at the ideas and principles of freedom that have been moulded throughout History.
Significance	Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.
Cause and consequence	This concept considers the 'how and why' of history. The causes look for 'what were the actions/beliefs/circumstances...?' that led to a change or event that we examine, and then the consequences of these
Similarity and difference	Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.

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The Meadows Primary Academy - History progression through EYFS
UW- Past and Present/ The World

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
Finding out & exploring Playing with what they know Being willing to 'have a go'	Being involved & concentrating Keep on trying Enjoying achieving what they set out to do	Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UW-Past and Present

Talk about the lives of the people around them & their roles in society

Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class

Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary to be used daily.
Nursery skills	Retell past events in correct order Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Remember & talk about significant times or events for family & friends	Question why things happened & give explanations Understand why and how questions Ask who, what, when & how	Develop an understanding of growth, decay and changes over time Share photographs, videos, visitor Preserve memories of special events e.g., make a book, video, photos	Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world Share stories about people from the past who have an influence on the present	Understand and use vocabulary such as yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as how, why, because Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves – All About Me	Families & Celebrations	Traditional Tales	What a Wonderful World – Growing and Changing	What's the story	People Who Help Us
Nursery Knowledge	<p>Able to follow the daily routine with support of visuals</p> <p>Describe special events such as a birthday/ day out/ first day at school by looking at images.</p> <p>Describe what is the same and what is different.</p>	<p>Name their own immediate family</p> <p>Talk about how they have changed over time from baby-Toddler-child.</p> <p>Talk about the events in the Christmas story. Describe what we 'remember'.</p>	<p>Begin to develop an understanding of characters from the past</p> <p>Sequence the events in a story.</p> <p>Make predictions about what might happen next</p> <p>Question words of 'who', 'why', 'where' and 'when'.</p>	<p>Take images of growth and change and sequence events and retell what happened over time.</p>	<p>Talk about similarities and differences between</p> <p>Describe a memory linked to photographs and special objects.</p> <p>Recount key events linked to visitors into school using past tenses</p>	<p>Recount visitors and visits using photographs using past tenses</p>
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future.						

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Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
Finding out & exploring Playing with what they know Being willing to 'have a go'	Being involved & concentrating Keep on trying Enjoying achieving what they set out to do	Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UW-Past and Present

Talk about the lives of the people around them & their roles in society

Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class

Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- to be used daily
Reception Skills	Use talk to organise, sequence and clarify thinking and events Compare & contrast characters from stories, including figures from the past Comment on images of familiar situations in the past	Ask questions to find out more & to check understanding of what has been said Understands questions such as who, why, when, where & how Understands a range of complex sentence structures including tense markers Engage in non-fiction books	Articulate ideas & thoughts in well-formed sentences Ask questions to find out more & to check understanding of what has been said	Use talk to organise, sequence & clarify thinking, ideas, feelings & events	Understand and use vocabulary yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as how, why, because, find out, I wonder what, if, when, why? Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain

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Our Mission: To drive personal and academic excellence; everyone, every day.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who am I?	Who am I?	Food to fork	Food to fork	Where will we go now? / Water, water everywhere.	Where will we go now? / Water, water everywhere.
Reception knowledge	Share their experience of holidays with friends – trips out at the weekend, holiday's children take.		Describe what is the same and what is different about themselves and their friends.		Know that our society is made up of lots of different people that help us.	
	Describe special events and special people in their own lives. Explain what makes their home special.		Talk about fictional characters and compare these with people they know in real life – Kings & Queens. Use a range of sources to find new information – books, internet.		Talk about different occupations in the present and compare them with occupations from the past – Fire Service, Farmers and their roles.	
	Can look at homes from the past and compare these with their homes. Talk about themselves in the past and in the present.		Order stages in their lives (birth to Reception).		Use their experiences to talk about and create a whole class simple timeline of events from their year in Reception.	
	Talk about stories from the past - Christmas Nativity story.		Talk about important places built in the past		Talk about how technology has changed our world.	
	Know that some stories teach us life lessons (morals)		Talk about places in the past – Stoke (black and white photographs) compared to the present day.		Compare different celebrations which relate to family life – Chinese New Year, Christmas, Easter, Eid, Diwali.	
	Traditional Tales Children see themselves as explorers in their immediate environment.					
Exploring Events and Celebrations			Fiction and Non-Fiction		Changes within Living Memory	
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future.						

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Key Stage 1 Cycle A

Cycle A: Disciplinary concepts: Chronology, Diversity, Democracy, Cause and Change

History skills progression

KS1 Programme of Study

- 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.
- 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
- Significant historical events, people and places in their own locality

Knowledge and understanding of events, people and changes in the past

- Describe changes within living memory
- Recall some facts about people/ events beyond living memory
- Look at evidence to give and explain reasons why people in the past may have acted in the way that they did
- Use information to describe the past
- Describe the differences between then and now
- Recount the main events from a significant event in history
- Say why people may have acted the way that they did

Historical enquiry

- Identify different ways in which the past is represented
- Ask questions about the past
- Explore events, look at pictures and ask questions such as 'which things are old and which are new' or 'what were people doing?'
- Look at objects from the past and ask questions such as 'what were they used for?' and try to answer
- Use a wide range of information to answer questions

Chronological understanding

- Understand and use the words past and present when telling other about an event
- Use words and phrases such as *now, yesterday, tomorrow, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my mummy was young etc*
- Recount changes in my own life over time
- Describe things that happened to themselves and other people in the past
- Understand how to put people, events and objects in order of when they happened using a scale the teacher has given me

Historical interpretation

- Look at and use books and pictures, stories, eyewitness accounts, photographs, artefacts, historical buildings, museums and the internet to find out more about the past

Organisation and communication

- Describe objects, people or events in history
- Use timelines to order events or objects or place significant people
- Communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay, storytelling and using ICT

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KS1 Cycle A – End points	
The Past: London	<p>The Stuart period was over 400 years ago. London had wooden houses with straw roofs built close together. Streets were crowded, dirty, and dark. Rats were common and spread disease. There was no proper fire service. Buckets and simple fire engines were used to fight fires. People washed in the dirty River Thames. The Great Plague hit London in 1665–1666. It came from fleas on rats. Infected homes were locked and marked with red crosses. Rich people and the king escaped to the countryside. Plague doctors wore masks with beaks. The Great Fire started on 2 September 1666 in a bakery. Dry weather and wind helped it spread quickly. Half of London burned by 4 September. People escaped using the River Thames. The fire ended on 6 September. Around 13,000 houses and 87 churches were destroyed. About 70,000 people lost their homes. Rebuilding began with wider streets and brick houses. St Paul's Cathedral was rebuilt by Christopher Wren. Samuel Pepys wrote a diary that helps us understand what happened.</p>
The Great Change Makers	<p>James Watt was born in Scotland in 1736. He learned at home when he was little. He became an inventor. He helped improve the steam engine so it worked better and cost less money. His engine helped power machines in mines, factories and trains. He used the word “horsepower” to show how strong engines were. We still use his ideas today. Emmeline Pankhurst was born in Manchester in 1858. At that time, women were not allowed to vote. She thought this was unfair and wanted to change it. She started a group called the Suffragettes.</p>

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	<p>They marched, protested and even went to prison. Because of their work, women were given the right to vote. Amelia Earhart was born in 1897 in America. She loved flying and became a pilot. She was the first woman to fly alone across the Atlantic Ocean. She showed that women could be brave and do amazing things. She disappeared while trying to fly around the world. Lord Shaftesbury was born in 1801 in London. He wanted to help poor children. He helped stop children from working too long in factories and mines. He helped children go to school. He made life safer and better for many children. Josiah Wedgwood was born in 1730 in Stoke-on-Trent. He made pottery and improved how it was made. He made it strong, beautiful and cheaper for people to buy. His work created jobs and helped his town. He also spoke out against slavery.</p>
Queen Victoria	<p>Queen Victoria ruled from 1837 to 1901. The Victorian era is named after her. She became queen at 18 years old. She ruled over a large empire, including India. She married Prince Albert and had 9 children. After Prince Albert died, she wore black forever. Her reign lasted more than 63 years. Victorian society had 3 classes: upper, middle, and working. The Industrial Revolution brought big changes. New machines and inventions made work faster. Railways helped people travel and send goods. Isambard Kingdom Brunel built railways, tunnels, bridges, and ships. Steam trains made travel cheaper and quicker. Before trains, people used horses and canals. The electric telegraph sent messages using wires. The sewing machine made making clothes faster. The Great Exhibition in 1851 showed off new inventions. The Crystal Palace was built to hold the exhibition.</p>

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	People came from all over the world to see it.
Victorian Lives	<p>Victorian children were poor and had to work to help their families. Children worked in factories, mines, farms, and homes. Some jobs were dangerous and hard, like working in coal mines or cleaning machines. Children worked long hours for little pay. Later, laws made sure children went to school instead of working. Schools were strict, and children learned reading, writing, and maths. Girls learned sewing and cooking; boys learned woodwork. Victorian toys were different; rich children had fancy dolls, poor children made toys from wood. Children played outside safely because there were no cars.</p>
Ships and Seafarers Through Time	<p>The Ancient Egyptians lived all along the Nile River. They didn't build roads because the river was their main way to travel. Most cities were near the Nile because it gave them water, food, and a way to trade. They made boats from papyrus plants that grew near the river. These boats were light and easy to make but didn't last long in water. Later, they built wooden boats from acacia and cedar wood. These boats were stronger and could carry heavier loads. Over time, they made bigger boats with many oars called galley boats. These were fast and used for war and trade. For thousands of years, people did not know the world well until explorers like Christopher Columbus sailed to find new lands. Columbus sailed west in 1492 with three ships hoping to reach Asia but found America instead. Life on the ships was hard: sailors had little rest, bad food, and many got sick. Vikings from Denmark and Norway sailed wooden long boats without maps. They used the sun, stars, birds, and sea signs to find their way. Captain James Cook from England explored the Pacific Ocean in the 1700s. He mapped new lands like Australia and New Zealand and learned about local people. Over time, boats changed how people lived and traded. Trade grew from swapping goods to using money. Today, big cargo ships carry goods all around the world. To make travel faster, humans built shortcuts like the Suez Canal between Africa and Asia.</p>
Stories of Rulers	<p>Monarchs are rulers (like kings or queens) who used to be chosen by birth, not voting. Alfred the Great was king of Wessex (part of England) in the 800s. He became king at 21, even though he was the youngest brother. England was made of small kingdoms and often attacked by Vikings. Alfred protected Wessex from the Vikings and made peace by sharing land. He made fair laws, encouraged education, and had books translated so more people could read. He started a history book called the Anglo-Saxon Chronicle. He was called "King of the English" and helped shape England. Mansa Musa ruled Mali (in Africa) from 1312 to 1337. He was extremely rich—possibly the richest person in history. Mali was full of trade, colour, music, and gold.</p>

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	<p>He travelled to Mecca with 60,000 people and 80 camels carrying gold. He gave generously to the poor and made Mali famous worldwide. He improved farming, trade, and created a strong government. He built schools, libraries, and mosques, and encouraged learning. People called him "Musa the Magnificent". Boudicca was queen of the Iceni tribe in Britain during Roman times. Her husband made a deal with the Romans to share power. After his death, the Romans broke the deal and treated Boudicca and her daughters cruelly. She led a rebellion, destroying Roman towns and killing thousands. Her army was large, but the Romans were better trained and defeated her. It's not clear how she died—some say in battle, others say by poison. Boudicca is remembered as a brave but tragic leader.</p>
The Stone Age (Y2)	<p>How human ancestors arrived in Great Britain. How the Stone Age people lived – the tools that they used, their hunger-gather lifestyle for food The meaning of pre-historic Skara Brae – where it is and its importance in terms of the Stone Age What and how Stone Age people built. The significance of Stonehenge and how it was built.</p>
Neolithic Age (Y2)	<p>Dorothy Garrod loved learning about the Stone Age and our ancestors. She knew Stone Age people hunted with stone tools and moved to find food. In 1929, Dorothy went from England to Palestine to dig in caves where Stone Age people lived. Dorothy and her friends found a small, unique tool with a bone handle coated in wild grass. This tool was a sickle, used for cutting grass, showing Stone Age people were also farmers. Dorothy named these farmers the Natufians and wanted to learn more about their farming. Natufians slowly changed from hunter-gatherers to farmers growing food yearly. Grain, like wheat and barley, could last many years and was easy to grow. A stone bowl (mortar) and heavy stone (pestle) were found nearby, used to grind grain. The Neolithic Age ("new stone") was when humans learned to grow food and farm. Neolithic people also started keeping animals (tending) for milk and meat. Farming meant people didn't need to keep moving to find food. They invented the plough, a sharp tool with a wooden handle, to dig soil faster. Neolithic people kept animals like cows, sheep, pigs, and dogs, changing wild animals into domesticated ones. Humans in Kazakhstan carved images of a man riding a horse, showing animal domestication. Neolithic people respected their dead, burying them in long barrows—large mounds with stones. Long barrows had an entrance, tunnel, and a main burial room for many people. Skara Brae was a Neolithic village where people built houses with solid foundations and wattle and daub walls.</p>

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Wattle and daub is made from clay, mud, and manure on sticks, keeping houses warm.
Houses had straw roofs with a hole for smoke from the fire (hearth) in the centre.
Neolithic houses had beds, shelves, and places to store pots.
People began twisting plant fibres and weaving cloth using a loom.
Neolithic people made the oldest human sculptures and many useful objects.
They created pots from wet clay to store grain; these were dried with fire to harden.
Pots were stacked in layers, smoothed, fired, and sometimes decorated.
The oldest known wooden wheel was found in Slovenia; another ancient wheel was found near Peterborough, Britain.
Wheels helped transport goods faster and were also used to spin and shape wet clay for pots.
Before wheels, people carried things on heads or backs, or used animals to carry or drag loads.



Key Vocabulary							
The past: London	The Great Change Makers	Queen Victoria	Victorian Lives	Ships and Seafarers through time (Y1)	Stories of Rulers (Y1)	Stone Age (Y2)	Neolithic Age (Y2)
Stuart period, over 400 years ago, London, wooden houses, straw roofs, close together, streets, crowded, dirty, dark, rats, disease, fire, buckets, fire engines, River Thames, wash, Great Plague, fleas, infected, red crosses, rich people, king, countryside, plague doctors, masks, beaks, Great Fire, bakery, dry weather, wind, spread, burned, escape, houses, churches, homes, rebuild, wider streets, brick houses, St Paul's Cathedral, Christopher Wren, Samuel Pepys, diary	James Watt, Scotland, home, inventor, steam engine, machines, trains, horsepower, Emmeline Pankhurst, Manchester, women, vote, unfair, change, group, Suffragettes, march, prison, Amelia Earhart, America, flying, pilot, first, alone, ocean, brave, Lord Shaftesbury, London, help, poor children, factories, mines, school, safer, Josiah Wedgwood, Stoke-on-Trent, pottery, strong, pretty, jobs, town, slavery, speak out	Queen Victoria, ruled, 1837, 1901, queen, empire, India, Prince Albert, children, black, reign, years, Victorian era, society, classes, upper, middle, working, Industrial Revolution, machines, inventions, work, railways, travel, goods, Isambard Kingdom Brunel, tunnels, bridges, ships, steam trains, horses, canals, electric telegraph, messages, wires, sewing machine, clothes, Great Exhibition, 1851, Crystal Palace, people, world	Victorian, children, poor, work, families, factories, mines, farms, homes, dangerous, coal, machines, long hours, pay, laws, school, strict, reading, writing, maths, sewing, cooking, woodwork, toys, dolls, wood, play, outside, safe, cars	Ancient Egyptians, Nile River, river, boats, papyrus, plants, wooden boats, acacia, cedar wood, galley boats, oars, war, trade, explorers, Christopher Columbus, ships, America, sailors, Vikings, long boats, sun, stars, birds, sea signs, Captain James Cook, Pacific Ocean, Australia, New Zealand, local people, trade, goods, money, cargo ships, Suez Canal, Africa, Asia, travel, shortcuts	monarch, king, queen, ruler, birth, Alfred the Great, Wessex, England, Vikings, peace, laws, education, books, Anglo-Saxon Chronicle, King of the English, Mansa Musa, Mali, Africa, rich, trade, gold, Mecca, camels, poor, farming, government, schools, libraries, mosques, learning, Musa the Magnificent, Boudicca, queen, Iceni tribe, Britain, Romans, rebellion, army, battle, brave, leader	land-bridge, ancestors, nomadic, tools, hunter-gatherers, Stone Age, mammoths, pre-history, pre-historic, Skara Brae, mounds, Stonehenge, Midsummer's Day, Midwinter's Day	Bronze Age, Iron Age, farming, farmer, grass, grow, Neolithic, tending, plough, domestic, domesticated, barrow, bury, wattle and daub, loom, clay, pot, mould, object, pole, wheel, metal, cast, sword, saw, scythe, brooch, ornament, armour

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Experiences	SMSC	British Values	The Meadows Values
<p>Learn what life was like a long time ago, like in the Stuart and Victorian times</p> <p>Find out how people lived in old London — homes, streets, and sickness</p> <p>Hear stories about big events like the Great Plague and the Great Fire</p> <p>Meet important people who helped change the world</p> <p>Understand how life was different for children long ago, including work and school</p> <p>Discover early inventions like the steam engine and trains</p> <p>Learn about ancient people and how they lived by the river and hunted for food</p> <p>Hear about explorers who found new places</p> <p>Find out how farming began and how people built homes long ago</p> <p>See how we learn about history through old objects and buildings</p> <p>Understand how life has changed over thousands of years</p>	<p>Spiritual: reflect on beliefs and values of people in different times. Consider the wonder of human achievement and exploration. Explore how people made sense of disasters like the Great Fire and Plague</p> <p>Moral: discuss ideas of right and wrong in history. Think about fairness and justice through the actions of people like Emmeline Pankhurst and Lord Shaftesbury. Understand the impact of choices on others, such as the consequences of poor working conditions</p> <p>Social: learn about how communities worked and supported each other. Explore how society changed over time with inventions and laws. Discuss social roles and responsibilities in past societies and today</p> <p>Cultural: discover traditions, lifestyles, and customs of different periods. Appreciate how culture and technology evolve. Understand the diversity of people and places in history, such as the Mali Empire or the Vikings</p>	<p>Democracy: The fight for voting rights led by Emmeline Pankhurst and the Suffragettes. How laws were made to protect children and improve working conditions. The role of Parliament and monarchy over time.</p> <p>Rule of Law: Laws introduced during Victorian times to protect workers and children. The importance of laws in keeping society safe. Understanding consequences of breaking laws in history.</p> <p>Individual Liberty: People like Amelia Earhart showing bravery and challenging traditional roles. Rights gained through social change movements (women's suffrage). The right to express beliefs and stand up for what is right.</p> <p>Mutual Respect: Respect for different social classes and cultures across British history. Learning about different communities and their contributions. Understanding the need to respect others' rights and cultures.</p> <p>Tolerance: Recognising religious diversity in British history. How people of different beliefs lived and worked together. Encouraging respect and acceptance of different cultures and beliefs today.</p>	<p>Respect: Learning about different people and treating everyone fairly. Understanding how some helped others. Respecting different cultures and beliefs.</p> <p>Resilience: People staying strong during hard times like the Plague and Great Fire. Emmeline Pankhurst fighting for women's rights even when it was tough. Amelia Earhart not giving up, even with big challenges.</p> <p>Kindness: Helping others, like Mansa Musa giving to the poor. Children working to help their families. Caring for people during sickness and hard times.</p> <p>Aspiration: James Watt inventing new machines to make work easier. Amelia Earhart trying to be the first woman to fly alone across the ocean. Queen Victoria leading the country for a long time.</p> <p>Curiosity: Explorers like Columbus finding new places. People studying the past to learn about history. Children asking questions and learning new things.</p> <p>Teamwork People working together to rebuild London after the fire. The Suffragettes joining together to fight for women's votes. Workers helping each other in mines and factories.</p>

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Key Stage 1 Cycle B

Disciplinary concepts: Chronology, Diversity, Democracy, Cause and Change

History skills progression

KS1 Programme of Study

- 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.
- 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
- Significant historical events, people and places in their own locality

Chronological understanding

- Understand and use the words past and present when telling other about an event
- Use words and phrases such as *now, yesterday, tomorrow, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my mummy was young etc*
- Recount changes in my own life over time
- Describe things that happened to themselves and other people in the past
- Understand how to put people, events and objects in order of when they happened using a scale the teacher has given me

Knowledge and understanding of events, people and changes in the past

- Describe changes within living memory
- Recall some facts about people/ events beyond living memory
- Look at evidence to give and explain reasons why people in the past may have acted in the way that they did
- Use information to describe the past
- Describe the differences between then and now
- Recount the main events from a significant event in history
- Say why people may have acted the way that they did

Historical interpretation

- Look at and use books and pictures, stories, eyewitness accounts, photographs, artefacts, historical buildings, museums and the internet to find out more about the past

Historical enquiry

- Identify different ways in which the past is represented
- Ask questions about the past
- Explore events, look at pictures and ask questions such as 'which things are old and which are new' or 'what were people doing?'
- Look at objects from the past and ask questions such as 'what were they used for?' and try to answer
- Use a wide range of information to answer questions

Organisation and communication

- Describe objects, people or events in history
- Use timelines to order events or objects or place significant people
- Communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay, storytelling and using ICT

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KS1 Cycle B – End points	
The Past: Local area	<p>The past means something that has already happened.</p> <p>Photographs can help us see what life was like a long time ago. Historians – people who learn about the past – use photographs as evidence to find out what happened.</p> <p>A long time ago, cameras were very different. They were big and people couldn't see their photos straight away. They had to wait for the pictures to be printed. Old photos were often black and white, especially before 1855. Even later, coloured photos were rare because they were expensive.</p> <p>Our local area has changed a lot over time. It used to be busy with pottery factories. Houses have also changed in the last 100 years because people's needs are different now. That's why we have many kinds of houses – some are very old and some are brand new.</p> <p>Victorian houses were built over 100 years ago. They were heated with fires, so they had chimneys. There were no garages because there were no cars. The first car was only made near the end of Victorian times. Roads were narrow, and there wasn't much space for cars.</p> <p>Lots of terraced houses were built close together. Richer Victorians lived in bigger houses with special features like bay windows – these are curved windows that stick out.</p> <p>Even though these houses are old, many are still lived in today. On the outside, they might look the same, but inside they've changed.</p> <p>In Victorian times, there were no modern things like central heating or hot water from the tap. People used fires to keep warm and heated water on a big cooker called a range.</p> <p>Many houses didn't have bathrooms, and most didn't have electricity. People used candles, gas lamps or paraffin lamps for light. There was no central heating, so they used lots of blankets to keep warm.</p> <p>The town of Hanley has also changed a lot. Buildings have been updated or moved to new places.</p>
The Past: Local people	<p>Families have parents and sometimes brothers or sisters called immediate family.</p> <p>Grandparents are parents of your mum or dad and are part of the wider family.</p> <p>A family tree shows how family members are connected.</p> <p>Ancestors are family members from the past.</p> <p>School became compulsory in 1880.</p> <p>Victorian classrooms were different: children sat close on benches and copied from blackboards.</p> <p>Teachers were strict and punished children for misbehaviour.</p> <p>Old toys were made from wood, metal, glass, or fabric and moved without batteries.</p> <p>People have always communicated in different ways like cave paintings, smoke signals, and animals.</p> <p>Transport moves people or goods; early transport included sailing ships, horses, bicycles, steam trains, and early cars.</p> <p>Children used to work to help their families, doing jobs like farming, looking after animals, working in mines, or pottery factories.</p> <p>Children often did hard jobs for less pay and long hours.</p>

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



<p>Queen Elizabeth</p>	<p>A monarch is a king or queen. In Britain, there was a queen called Queen Elizabeth II. She was queen for 70 years! She was queen of Britain and the Commonwealth (a group of countries that are friends with Britain). Before her, there were many other kings and queens. Usually in England, the eldest son becomes the next king. If there is no son, the oldest daughter becomes queen. In 1952, Princess Elizabeth's father, King George VI, died. Because she was his oldest child, Elizabeth became the new queen. She was only 25 years old. When Queen Elizabeth died in 2022, her oldest son, Prince Charles, became King Charles III. Princess Elizabeth didn't go to school like most children. She was taught at home by tutors and her father. She learned about history and law. She had a nanny who looked after her and her sister, Princess Margaret. She had many hobbies like horse riding, swimming, pigeon racing, and she loved football – she even supported Arsenal! During the war, Elizabeth was evacuated to Windsor Castle to keep safe. When she was just 14 years old, she spoke on the radio for the first time to comfort children during the war. As she got older, she joined the women's branch of the British Army and helped during World War II. A coronation is a big ceremony when a new king or queen is crowned.</p>
<p>Stories about the past</p>	<p>Robert the Bruce lived over 700 years ago and was King of Scotland. He fought to free Scotland from English rule. He became king in 1306. In 1314, he won the Battle of Bannockburn against a bigger English army. In 1605, some men planned to blow up the Houses of Parliament. Guy Fawkes hid gunpowder under Parliament but was caught on 5th November. The Titanic was a very big ship that sank in 1912 in the Atlantic Ocean. It carried over 2,200 people in First, Second, and Third Class. The ship hit an iceberg and sank in about 90 minutes. There were not enough lifeboats, so many people died. Women and children were saved first. Some people helped others, and a nearby ship rescued survivors.</p>
<p>Stories of rulers</p>	<p>Monarchs are rulers (like kings or queens) who used to be chosen by birth, not voting. Alfred the Great was king of Wessex (part of England) in the 800s. He became king at 21, even though he was the youngest brother. England was made of small kingdoms and often attacked by Vikings. Alfred protected Wessex from the Vikings and made peace by sharing land. He made fair laws, encouraged education, and had books translated so more people could read. He started a history book called the Anglo-Saxon Chronicle.</p>

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

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	<p>He was called “King of the English” and helped shape England. Mansa Musa ruled Mali (in Africa) from 1312 to 1337. He was extremely rich—possibly the richest person in history. Mali was full of trade, colour, music, and gold. He travelled to Mecca with 60,000 people and 80 camels carrying gold. He gave generously to the poor and made Mali famous worldwide. He improved farming, trade, and created a strong government. He built schools, libraries, and mosques, and encouraged learning. People called him “Musa the Magnificent”. Boudicca was queen of the Iceni tribe in Britain during Roman times. Her husband made a deal with the Romans to share power. After his death, the Romans broke the deal and treated Boudicca and her daughters cruelly. She led a rebellion, destroying Roman towns and killing thousands. Her army was large, but the Romans were better trained and defeated her. It’s not clear how she died—some say in battle, others say by poison. Boudicca is remembered as a brave but tragic leader.</p>
Ships and Seafarers through time	<p>The Ancient Egyptians lived all along the Nile River. They didn’t build roads because the river was their main way to travel. Most cities were near the Nile because it gave them water, food, and a way to trade. They made boats from papyrus plants that grew near the river. These boats were light and easy to make but didn’t last long in water. Later, they built wooden boats from acacia and cedar wood. These boats were stronger and could carry heavier loads. Over time, they made bigger boats with many oars called galley boats. These were fast and used for war and trade. For thousands of years, people did not know the world well until explorers like Christopher Columbus sailed to find new lands. Columbus sailed west in 1492 with three ships hoping to reach Asia but found America instead. Life on the ships was hard: sailors had little rest, bad food, and many got sick. Vikings from Denmark and Norway sailed wooden long boats without maps. They used the sun, stars, birds, and sea signs to find their way. Captain James Cook from England explored the Pacific Ocean in the 1700s. He mapped new lands like Australia and New Zealand and learned about local people. Over time, boats changed how people lived and traded. Trade grew from swapping goods to using money. Today, big cargo ships carry goods all around the world. To make travel faster, humans built shortcuts like the Suez Canal between Africa and Asia.</p>
The Stone Age (Y2)	<p>How human ancestors arrived in Great Britain. How the Stone Age people lived – the tools that they used, their hunger-gather lifestyle for food The meaning of pre-historic Skara Brae – where it is and its importance in terms of the Stone Age What and how Stone Age people built.</p>

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

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	The significance of Stonehenge and how it was built.
Neolithic Age (Y2)	<p>Dorothy Garrod loved learning about the Stone Age and our ancestors. She knew Stone Age people hunted with stone tools and moved to find food. In 1929, Dorothy went from England to Palestine to dig in caves where Stone Age people lived. Dorothy and her friends found a small, unique tool with a bone handle coated in wild grass. This tool was a sickle, used for cutting grass, showing Stone Age people were also farmers. Dorothy named these farmers the Natufians and wanted to learn more about their farming. Natufians slowly changed from hunter-gatherers to farmers growing food yearly. Grain, like wheat and barley, could last many years and was easy to grow. A stone bowl (mortar) and heavy stone (pestle) were found nearby, used to grind grain. The Neolithic Age ("new stone") was when humans learned to grow food and farm. Neolithic people also started keeping animals (tending) for milk and meat. Farming meant people didn't need to keep moving to find food. They invented the plough, a sharp tool with a wooden handle, to dig soil faster. Neolithic people kept animals like cows, sheep, pigs, and dogs, changing wild animals into domesticated ones. Humans in Kazakhstan carved images of a man riding a horse, showing animal domestication. Neolithic people respected their dead, burying them in long barrows—large mounds with stones. Long barrows had an entrance, tunnel, and a main burial room for many people. Skara Brae was a Neolithic village where people built houses with solid foundations and wattle and daub walls. Wattle and daub is made from clay, mud, and manure on sticks, keeping houses warm. Houses had straw roofs with a hole for smoke from the fire (hearth) in the center. Neolithic houses had beds, shelves, and places to store pots. People began twisting plant fibers and weaving cloth using a loom. Neolithic people made the oldest human sculptures and many useful objects. They created pots from wet clay to store grain; these were dried with fire to harden. Pots were stacked in layers, smoothed, fired, and sometimes decorated. The oldest known wooden wheel was found in Slovenia; another ancient wheel was found near Peterborough, Britain. Wheels helped transport goods faster and were also used to spin and shape wet clay for pots. Before wheels, people carried things on heads or backs, or used animals to carry or drag loads.</p>



Key Vocabulary							
The Past: Local area	The Past: Local people	Queen Elizabeth	Stories about the past	Stories of rulers (Y1)	Ships and Seafarers through time (Y1)	The Stone Age (Y2)	Neolithic Age (Y2)
past, photographs, historians, evidence, cameras, old photos, black and white, coloured photos, expensive, local area, changed, pottery factories, houses, Victorian houses, chimneys, fires, no garages, cars, roads, narrow, terraced houses, rich, bigger houses, bay windows, inside, modern, central heating, hot water, tap, cooker, range, bathrooms, electricity, candles, gas lamps, paraffin lamps, blankets, town, Hanley,	Families, parents, brothers, sisters, immediate family, grandparents, wider family, family tree, ancestors, past, school, compulsory, Victorian, classroom, benches, blackboard, teachers, strict, punishment, old toys, wood, metal, glass, fabric, batteries, communication, cave paintings, smoke signals, animals, transport, people, goods, sailing ships, horses, bicycles, steam trains, cars, work, farming, animals, mines, pottery factories,	Monarch, king, queen, Britain, Queen Elizabeth II, Commonwealth, eldest son, eldest daughter, Princess Elizabeth, King George VI, Prince Charles, King Charles III, tutors, nanny, history, law, hobbies, horse riding, swimming, pigeon racing, football, Arsenal, war, evacuated, Windsor Castle, radio, women's army, World War II, coronation, ceremony, crown	Robert the Bruce, King, Scotland, fight, free, English rule, Battle of Bannockburn, army, Houses of Parliament, gunpowder, Guy Fawkes, caught, 5th November, Titanic, ship, sank, Atlantic Ocean, iceberg, lifeboat, survive, First Class, Second Class, Third Class, women, children, rescue,	monarch, king, queen, ruler, birth, Alfred the Great, Wessex, England, Vikings, peace, laws, education, books, Anglo-Saxon Chronicle, King of the English, Mansa Musa, Mali, Africa, rich, trade, gold, Mecca, camels, poor, farming, government, schools, libraries, mosques, learning, Musa the Magnificent, Boudicca, queen, Iceni tribe, Britain, Romans, rebellion, army, battle, brave, leader	Ancient Egyptians, Nile River, river, boats, papyrus, plants, wooden boats, acacia, cedar wood, galley boats, oars, war, trade, explorers, Christopher Columbus, ships, America, sailors, Vikings, long boats, sun, stars, birds, sea signs, Captain James Cook, Pacific Ocean, Australia, New Zealand, local people, trade, goods, money, cargo ships, Suez Canal, Africa, Asia, travel, shortcuts	land-bridge, ancestors, nomadic, tools, hunter-gatherers, Stone Age, mammoths, pre-history, pre-historic, Skara Brae, mounds, Stonehenge, Midsummer's Day, Midwinter's Day	Bronze Age, Iron Age, farming, farmer, grass, grow, Neolithic, tending, plough, domestic, domesticated, barrow, bury, wattle and daub, loom, clay, pot, mould, object, pole, wheel, metal, cast, sword, saw, scythe, brooch, ornament, armour

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E

Our Mission: To drive personal and academic excellence; everyone, every day.



buildings, updated, moved	pay, long hours, hard jobs						
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Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



Experiences	SMSC	British Values	The Meadows Values
<p>Understand what the past means and how photos show it.</p> <p>Learn how local places and houses changed over time.</p> <p>Discover what Victorian homes, schools, and toys were like.</p> <p>Explore old ways of communication and transport.</p> <p>Know about child labour in history.</p> <p>Learn about monarchs like Queen Elizabeth II and other key figures.</p> <p>Hear stories of famous events like the Titanic and Guy Fawkes.</p> <p>Discover ancient civilizations and early explorers.</p> <p>Understand Stone Age life, farming, tools, and homes.</p> <p>See how humans moved from hunting to farming and invented the wheel.</p>	<p>Spiritual: Reflect on the lives and beliefs of people from the past. Consider the courage and leadership of figures like Robert the Bruce and Boudicca. Understand the impact of historic events on people's lives and communities.</p> <p>Moral: Discuss fairness and justice through stories like child labour, the Gunpowder Plot, and laws made by Alfred the Great. Explore right and wrong in history, such as rebellion, punishment, and helping others. Understand respect for ancestors and traditions.</p> <p>Social: Learn about family structures and relationships. Explore how communities lived and worked together. Understand social changes, compulsory education and changes in housing.</p> <p>Cultural: Appreciate different cultures and historical periods. Learn about traditions, clothing, homes, and communication methods from different times. Recognise the diversity of people's experiences across history and how culture shapes daily life.</p>	<p>Democracy: Understand how laws were made by leaders. Learn about historical events involving government. Discuss the development of voting and leadership.</p> <p>Rule of Law: Explore how laws affected people in history. Understand consequences of breaking rules. Recognise the importance of laws to protect people.</p> <p>Individual Liberty: Consider people's rights and freedoms over time, such as education becoming compulsory. Reflecting on the courage of individuals. Understand personal choices.</p> <p>Mutual Respect: Learn about respecting different cultures, traditions, and family structures. Recognise the importance of helping others. Understand respect for ancestors and historical achievements.</p> <p>Tolerance: Study diverse religions and beliefs in history. Recognise cultural diversity across time and place. Promote acceptance and understanding of different ways of life.</p>	<p>Aspirational: Historical figures who aimed high and changed the world. Stories of children or people striving to learn and improve. Encourage pupils to dream big and learn from history's role models.</p> <p>Respect: Understanding and valuing different cultures, beliefs, and traditions. Learning about the importance of laws and rules that protect people and encourage fairness. Recognising bravery and kindness in history.</p> <p>Resilience: Stories of people overcoming challenges. Children in difficult historical conditions who kept going.</p> <p>Curiosity: Explore history's mysteries and asking questions about how people lived in the past. Investigating different cultures, traditions, and beliefs from across the world and time. Fostering a love of learning by examining stories, artefacts, and events.</p> <p>Teamwork: Examples of people working together for a common goal. Children cooperating in schools or families through history. Encouraging collaborative learning activities and group discussions.</p> <p>Kindness: Acts of kindness in history. Learning about empathy through stories of hardship and compassion. Promoting kindness in classroom and school community.</p>

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



Key Stage 2 Year 3

Disciplinary Concepts: Change and Continuity, Evidential Thinking, Causation & Similarities and Differences.

History Skills Progression

Programme of Study

- Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared
Ancient Egypt: location, geography (Nile), belief systems, government, art, monuments, writing, change over time
Ancient Mesopotamia (Sumer): river settlements, writing, ziggurats, trade
Indus Valley: cities like Mohenjo Daro and Harappa, craftsmanship, trade, archaeological evidence
Ancient Greece: city-states (Sparta, Athens), wars, democracy, culture, philosophy, literature (Homer), art, architecture
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
Politics, religion, war, literature, philosophy, Alexander the Great, and the Library of Alexandria
- A non-European society that provides contrasts with British history
Early Islamic civilization linked through the later stages (Ptolemaic Egypt, Library of Alexandria)

Knowledge and understanding of events, people and changes in the past

- Learn about key events, people, and changes in major ancient civilisations.
- Explore the roles of pharaohs, rulers like Alexander the Great, and thinkers like Aristotle.
- Understand how societies like Egypt, Sumer, the Indus Valley, and Greece developed beliefs, governments, writing, and monuments.
- How these civilisations changed over time and what made them similar or different.

Historical enquiry

Chronological understanding

- Understand how ancient civilisations like Egypt, Mesopotamia, the Indus Valley, Greece, and Macedonia developed over time.
- Explore when and where these civilisations existed, how they changed, what they had in common, and how they influenced each other.
- Through timelines, comparisons, and source analysis, understand the sequence of key events, causes of change, and what stayed the same across ancient history.

Historical interpretation

- Explore the idea that history is interpreted in different ways using evidence from artefacts, writings, and monuments.
- Understand that historians sometimes disagree or have incomplete information, especially about places like the Indus Valley.
- Explore how beliefs, achievements, and events are viewed differently over time and in different cultures
- Begin to question sources and think critically about the past.

Organisation and communication

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



- Carry out historical enquiries by asking questions like "How do we know about the past?" and "What can artefacts tell us?"
- Examine sources such as ancient art, writing, buildings, and objects (e.g. seals, statues, pyramids).
- Explore puzzles historians face, especially with limited evidence.
- Begin to make judgements using clues from the past to build their own understanding of ancient civilisations.

- Organise historical information clearly using timelines, maps, charts, and written summaries.
- Use key vocabulary (e.g. pharaoh, civilisation, democracy, artefact) and present their ideas through discussions, drawings, and writing.
- Explain what they've learned about the past in a structured way, showing understanding of events, people, and changes.

Year 3 End points

Ancient Egypt	<p>Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture.</p> <p>How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems.</p> <p>Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming.</p> <p>How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p> <p>Disciplinary focus: change/continuity In what ways did ancient Egypt change?</p>
Cradles of Civilisation	<p>The land between two rivers: Ancient Mesopotamia – the unique 'cradle' (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities.</p> <p>Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations.</p> <p>Ziggurats</p> <p>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</p>
Indus Valley Civilisation	<p>Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, weights, toys)</p> <p>Bricks, buildings, baths, bathrooms, drainage</p> <p>Mohenjo Daro, Harappa, Lothal</p> <p>Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments)</p> <p>Craftsmanship, trade, barter</p> <p>Puzzles for historians, including rulers and religion</p> <p>Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?</p>
Persia and Greece	<p>Start with ancient Persia and its empire to set geographical & political context.</p>

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



	<p>Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses Disciplinary focus: similarity and difference What did Greek city-states have in common?</p>
Ancient Greece	<p>Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (revisits content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer's Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle. Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece</p>
Alexander the Great	<p>Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall? Disciplinary focus: causation How did Alexander the Great conquer so much land?</p>

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Curriculum Intent: R-A-I-S-E

Key Vocabulary

Ancient Egypt	Cradles of Civilisation	Indus Valley Civilisation	Persia and Greece	Ancient Greece	Alexander the Great
Valley of the Kings, archaeologists, excavate, tomb, ruler of ancient Egypt, archaeologist, remains, hieroglyphic, ebony, Tutankhamun, historians, civilisation, BC/Before Christ, BCE/Before the Common Era, civilisations, Nile, Mediterranean Sea, kingdom, Upper Egypt, Lower Egypt, united, crown, kingdoms, double crown, pharaoh, taxes, enemies, priests, scribes, hieroglyphics, Fertile, protected, mine, Old Kingdom, Middle Kingdom, New Kingdom, pyramids, Giza, Cheops, Amun, Ankh, chariots, overpower, weapons, Amun Ra, hawk, Osiris, Isis, dependent, flooded, universe, order, Ma'at, Anubis, afterlife, underworld, soul, ba, limb, decaying, preserve, canopic jars, embalming, mummification, Rosetta, hieroglyphs, Rosetta Stone, translated, Demotic, Greek, cartouche, inscriptions, carved, papyrus	tablets, Sumer, Tigris, Euphrates, Mesopotamia, Fertile Crescent, trade, weaving, herding, ziggurat, cuneiform, Cradles of Civilisation, Core vocabulary, Gilgamesh, epic, Assyria, Indus valley, Shang, nomadic, cradle, bronze, altar, sacrifices, decipher, sculptures, mythical, decorative	necklace, bangles, Mohenjo-Daro, merchants, market, Indus Valley civilisation, reconstruction, reconstructed, Harappa, monuments, seals, sources, evidence, trench, pottery, potsherds, threshed, threshing, barley, beekon, urban, citadel, fired, kiln, technology, sewage, Lothal, drain, wells, draw water, jewellery, oxen, rhinoceroses, unicorns, terracotta, ornaments, carnelian, barter, weights, transport, prow, trade route, governed, governments, robe, figurines, fertility, Asia, Asian, Hindu, granary	Darius, empire, Persian Empire, Cyrus, Babylon, slaves, succeeded, satrapy, satrap, tax, city-state, polis, agora, acropolis, temple, gymnasium, theatre, Zeus, Olympus, shrines, Poseidon, trident, Ares, Hera, alphabet, alpha, beta, Homer, Iliad, Achilles, besiege, Battle of Marathon, strait	democracy, citizens, voted, assembly, Pericles, Golden Age, declared war, Peloponnesian War, starve, plague, allies, surrendered, enslaved, Parthenon, architecture, architects, inspired, columns, scrolls, frieze, sculptures, pediment, Ancient Greece, Core vocabulary, spectators, chorus, masks, playwrights, Sophocles, tragedy, comedy, satire, gestures, literature, Homer, Odyssey, Odysseus, off course, Cyclops, Sirens, sailors, mast, nymph, disguised, revealed, philosophy, wisdom, philosophers, Socrates, Plato, Academy	Macedon, puppet king, hoplite, Philip of Macedon, captured, hostage, sarissa, phalanx, Delphi, oracle, prophecy, prophesy, league, League of Corinth, Bucephalas, assassinated, determined, Gordium, wagon, legend, pledged, loyalty, Issus, Alexandria, Gaugalmela, chariots, retreated, victor, divine, flew into a rage, Ptolemy, founded, scrolls, Euclid, geometry, astronomy, astronomer, Galen, Alexander the Great, vocabulary

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



Experiences	SMSC	British Values	The Meadows Values
<p>Explore maps and timelines to place ancient civilisations in context.</p> <p>Investigate real and replica artefacts (e.g. seals, tools, statues)</p> <p>Take part in role-play or drama (e.g. life along the Nile, Greek debates)</p> <p>Engage in creative tasks like building models of ziggurats or pyramids</p> <p>Compare cultures through stories, myths, and historical sources</p> <p>Ask and answer historical questions through enquiry-based learning</p>	<p>Spiritual: Exploring beliefs about gods, the afterlife (e.g. Egyptian and Greek beliefs), and the role of religion in ancient life, encouraging reflection on different worldviews.</p> <p>Moral: Discussing fairness, leadership, and justice in different civilisations (e.g. pharaohs' rule, Athenian democracy), and exploring right and wrong in historical contexts.</p> <p>Social: Working collaboratively on group tasks and discussions; learning how ancient societies were structured and how people lived and worked together.</p> <p>Cultural: Appreciating the diversity of ancient cultures, including their art, language, writing, architecture, and customs, and understanding their influence on the modern world.</p>	<p>Democracy: Learning about Athenian democracy and comparing it to modern democratic systems encourages respect for democratic processes and participation.</p> <p>Rule of Law: Exploring how laws and leadership worked in civilisations like Egypt and Greece helps children understand the importance of laws in maintaining order and fairness.</p> <p>Individual Liberty: Discussions around freedom in different societies (e.g. citizens in Athens vs. Sparta) promote understanding of personal rights and responsibilities.</p> <p>Mutual Respect: Comparing beliefs, cultures, and traditions of different ancient civilisations helps foster respect for diversity and other ways of life.</p> <p>Tolerance of Different Faiths and Beliefs: Studying a variety of ancient religions (e.g. Egyptian gods, Greek mythology, Indus Valley beliefs) supports an appreciation of different belief systems and their significance.</p>	<p>Curiosity: Encouraged through asking questions about ancient civilisations, exploring mysteries like the Indus Valley, and investigating artefacts and stories.</p> <p>Teamwork: Developed during group activities, discussions, and role-plays about life in ancient societies.</p> <p>Kindness: Explored by considering how people lived, worked, and treated each other in different civilisations, promoting empathy for others across time.</p> <p>Aspiration: Inspired by learning about great achievements (like building pyramids, Greek philosophy, or Alexander the Great's conquests) and encouraging children to aim high.</p> <p>Resilience: Seen in how ancient peoples overcame challenges (floods, wars, political change) and how historians piece together incomplete evidence.</p> <p>Respect: Fostered through studying diverse cultures, beliefs, and values, and appreciating their contributions to the world.</p>

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



Key Stage 2 Year 4

Disciplinary Concepts: Change and Continuity, Evidential Thinking, Causation & Similarities and Differences.

History Skills Progression

Programme of Study

- Explore the major changes and developments in Britain and the wider world from prehistory to the early Islamic civilisation, developing historical understanding through a mix of chronology, depth studies, and thematic learning.
Key areas include:
- From Stone Age hunter-gatherers to Iron Age tribal life, including sites like Skara Brae and Stonehenge.
- The rise and structure of the Roman Republic and Empire, Roman religion, politics, and daily life, including in towns like Pompeii and Aquae Sulis. Pupils will examine Britain's Romanisation, resistance movements (e.g. Boudicca), and the diversity of the empire, such as Black Romans.
- Saxons and Vikings: Settlement, culture, laws, and key figures like Alfred the Great and Edward the Confessor.
- From persecution in Rome to the founding of Constantinople and the development of Christianity in Africa (Aksum and Ethiopian traditions).
- The life and impact of Muhammad in Arabia and the cultural, scientific and religious advancements in Muslim Cordoba, where Muslims, Christians and Jews collaborated in a thriving intellectual and artistic society.
- Pupils will learn to think like historians by examining *similarity and difference*, *change and continuity*, and *evidential thinking*—using sources to understand past societies and how they connect to today's world.

Knowledge and understanding of events, people and changes in the past

- Learn about important events like the founding of Rome, the Punic Wars, Julius Caesar's rule, and the spread of Christianity.
- Study key people such as Romulus and Remus, Hannibal, Julius Caesar, Constantine, Boudicca, and Muhammad.
- Understand major changes like the shift from Roman Republic to Empire, the rise of Christianity, Roman expansion into Britain, and the cultural achievements of Islamic Cordoba.

Historical enquiry

Chronological understanding

- Develop chronological understanding by learning about the rise and fall of Ancient Rome—from its legendary founding, through the Republic and Empire, to its decline and legacy.
- Place key events like the Punic Wars, Julius Caesar's rule, and the spread of Christianity in order.
- Explore Roman Britain and the interactions with Celtic peoples.
- Trace the continuation of Roman influence in Byzantium and the spread of early Christianity, as well as significant developments in the Islamic world, linking these stories across time and cultures.

Historical interpretation

- Understand that history can be viewed differently depending on who tells the story and the evidence available.
- Explore how myths like Romulus and Remus shape understanding of Rome's origins, how sources like Roman records or archaeological finds offer different perspectives, and how interpretations change over time—especially about events like the fall of Rome or the spread of Christianity.
- Think critically about how historians build stories from clues.

Organisation and communication

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E

Our Mission: To drive personal and academic excellence; everyone, every day.



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| <ul style="list-style-type: none">• Investigate questions like “How do we know about Roman life?” and “What can artefacts from Pompeii tell us?”• Examine sources such as ancient writings, ruins, and objects to uncover evidence about events, people, and daily life.• Explore puzzles historians face, such as conflicting accounts of rebellions or the spread of religions, developing skills to analyse and interpret historical evidence. | <ul style="list-style-type: none">• Organise information using timelines, maps, and charts to show the sequence of events and locations of key places like Rome and Pompeii.• Use specific historical vocabulary (e.g., empire, republic, emperor, legion) and practise communicating ideas clearly through writing, discussions, storytelling, and presentations about people, events, and changes in Roman and early Islamic history. |
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Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



Year 4 End points	
The Roman Republic	<p>Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic</p> <p>Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic?</p>
The Roman Empire	<p>Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (links to Judaism in Y3; and Christianity in Year 4 so far, re Roman province of Judea). Persecutions of Christians in Rome (links to Christianity 1 and 2) Amphitheatres and games Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography)</p> <p>Disciplinary focus: evidential thinking What can sources reveal about Roman ways of life?</p>
Roman Britain	<p>The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian's Wall Black Romans in Britain</p> <p>Disciplinary focus: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources?</p>
Christianity in Three Empires (300-600CE)	<p>This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity.</p>

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



	<p>Narrative as follows: 1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becomes official religion of Roman Empire.</p> <p>2.Constantine founding of Constantinople.</p> <p>3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture.</p> <p>4.Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum.</p> <p>5.Ethiopian Christianity: the rock churches and other cultural artefacts; importance in world Christianity.</p> <p>6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</p> <p>Disciplinary focus: similarity/difference What made each early Christian state special?</p>
<p>Islamic civilisations (1) Arabia and early Islam</p>	<p>Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world.</p> <p>An oral culture and a land of poetry.</p> <p>Stories about the birth of Muhammad.</p> <p>Makkah, Medina and the birth of Islam.</p> <p>Disciplinary focus: change and continuity What kind of change did Muhammad bring about in Arabia?</p>
<p>Islamic civilisations (2) The Rise of Islam</p>	<p>Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba.</p> <p>How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together.</p> <p>The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p> <p>Disciplinary focus: similarity and difference How did worlds come together in Muslim Cordoba?</p>

Key Vocabulary

The Roman Republic	The Roman Empire	Roman Britain	Christianity in Three Empires (300-600CE)	Islamic civilisations (1) Arabia and early Islam	Islamic civilisations (2) The Rise of Islam
<p>legend, Romulus, Remus, Tiber, shepherd, omen, 753 BCE, Rome, senators, unity, toga, temples, cunning, Sabine, festival, signal, religious, seven hills, Tarquin, Tarquin the Proud, Brutus, senate, represent, consuls, republic, SPQR, Peninsula, Carthage, Carthaginians, surrendered, Punic Wars, heavy fines, Hannibal, The Roman Republic, revenge, camp, cavalry, battlefield, were lost, ambushed, Scipio, Scipio Africanus, threat, criticised, patrician, plebeians, elect, representatives, overrule, enslaved</p>	<p>survival, peninsula, province, governor, centurion, legion, standard, height, rebel, frontier, forts, Julius Caesar, Gaul, Pompey, foreign, Brutus, Ides of March, Mark Antony, descended, cunning, Augustus, The Roman Empire, emperor, Claudius, proclaim, advantage, aqueducts, Nero, Colosseum, Pompeii, Vesuvius, vapour, Pliny, panicked, debris, Judea, rebellion, imperial, culminated, enslaved, trophies, pockets of resistance</p>	<p>Britannia, veni, vedi, vici, invasion, Celtic tribes, Claudius, chieftain, Caratacus, warriors, ambushed, captured, forces, fort, ascend, breast-plates, defeat, placed in chains, heavy taxes, revenge, capital city, Colchester, stationed, revolt, Iceni, Boudicca, raised an army, razed to the ground, Londinium, Watling Street, increased in number, heavily outnumbered, without delay, showed no mercy, Roman, Britain, Aquae Sulis, spring, fortune, strigil, hypocaust, furnaces, palestra, intersecting, branched off, grid, aqueducts, forum, basilica, theatre, temple, frontier, height, Hadrian, Hadrian's Wall, approaching, Vindolanda, wooden tablets, garrison</p>	<p>Bethlehem, three wise men, frankincense, myrrh, miracles, forgiveness, rose from the dead, converted, baptised, sins, shepherd, persecution, persecute, incense, disloyal, suspicious, amphitheatres, memorial, martyrs, Christianity in three empires, official religion, Constantine, rivals, vision, Byzantium, Byzantine Empire, Constantinople, harbour, culture, cultures, mosaic, Goths, Huns, Visigoths, sacked, marble, hippodrome, stadium, Justinian, code, innocent, law courts, rights, Empress Theodora, court, halo, baptismal font, Aksum, plateau, terraces, lowlands, Adulis, caravan, export, ivory, tusks, perfumes, Yemen, mints, state, Ethiopia, preserve, perilous, hewn, saints, sacred, rock-hewn, shipwreck, Ezana, bishop, patriarch, erected, stela, Professor</p>	<p>dominated, Arabia, desert, Arabs, Islam, Makkah, pilgrimage, pilgrims, Bedouin, campfires, recite, Kaaba, shrines, idols, pagan, spirits, Quraysh, Aminah, Muhammad, pastoral, nomads, widows, orphans, warrior, pastures, clansmen, clans, blood feud, in praise of, ancestors, heritage, Petra, reared, oases, fragrant, Arabia and early Islam, Khadijah, matchmaker, turning point, followers, revelations, submission, submitting, paradise, preach, scorned, betraying, disapproved, refugees, tragedy, jeering, plunge, grove, mosque, Prophet, Medina, Arabic, negotiate, truce</p>	<p>warring, disputes, Caliphs, warfare, Samarkand, Sind, territory, advance, factors, liberators, tolerant, booty, inheritance, taking them captive, pride, treasurers, surveyors, dynasty, Umayyad, Damascus, criticise, rally round, Abbasids, unfurled, banners, Abd al-Rahman, massacre, biblical, fugitive, Cordoba: city of light, Cordoba, unwinding, turban, emir, stranger, homeland, exile, urgent, stonemasons, honour, glance, sturdy, delicate, aisles, jade, musician, lute, Peoples of the Book, provoked, clamped down, locust, minaret, splendour, ancestors, sought out, mihrab, adapted, production, extension, Berbers, deadly, Almohads, momentum, expelled, triumph, cathedral, enraged, town council, permission, unique</p>

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



Experiences	SMSC	British Values	The Meadows Values
<p>Exploring maps and timelines.</p> <p>Handling replica artefacts, and examining images or videos of Roman ruins and Pompeii.</p> <p>Take part in role-plays (e.g., Roman soldiers, senators), build models of Roman roads or amphitheatres, and create stories based on myths and historical events.</p> <p>Engage in discussions and investigations to explore different viewpoints and deepen their understanding of ancient life and cultures.</p>	<p>Spiritual: Exploring ancient beliefs, myths, and religions (Roman gods, early Christianity, Islamic faith), encouraging reflection on different worldviews and spirituality.</p> <p>Moral: Discussing themes of justice, leadership, rebellion (e.g., Boudicca's revolt), and persecution (early Christians), helping children consider right and wrong in historical contexts.</p> <p>Social: Learning about how societies were organised, the roles of individuals and groups, and working collaboratively on projects or debates about Roman politics or cultural exchange.</p> <p>Cultural: Appreciating the diversity of ancient cultures and their contributions, such as Roman architecture, Celtic traditions, Byzantine art, and Islamic achievements in Cordoba, fostering respect for different heritages.</p>	<p>Democracy: Understanding the Roman Republic's senate and how power was shared, linking to modern democratic principles.</p> <p>Rule of Law: Exploring Roman laws and governance, and the importance of law in society.</p> <p>Individual Liberty: Discussing personal freedoms and restrictions in ancient times, such as citizens' rights and the persecution of Christians.</p> <p>Mutual Respect: Comparing different cultures (Romans, Celts, early Christians, Muslims) and their beliefs, promoting respect for diversity.</p> <p>Tolerance: Learning about how people of different faiths (Christians, Jews, Muslims) coexisted and influenced each other, especially in places like Cordoba.</p>	<p>Curiosity: Encouraged by exploring myths, asking questions about ancient civilisations, and uncovering historical mysteries like Pompeii's destruction.</p> <p>Teamwork: Developed through group discussions, role-plays (e.g., Roman senate debates), and collaborative projects on ancient cultures.</p> <p>Kindness: Explored by reflecting on how people were treated in the past, including rebels like Boudicca and persecuted Christians, fostering empathy.</p> <p>Aspiration: Inspired by stories of great leaders like Julius Caesar and Alexander the Great, and the achievements of ancient societies in art, architecture, and governance.</p> <p>Resilience: Seen in how ancient peoples survived wars, rebellions, and natural disasters, and how historians piece together incomplete evidence.</p> <p>Respect: Fostered by studying diverse cultures, beliefs, and achievements from Rome to Islamic Cordoba, promoting appreciation of different traditions.</p>

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



Key Stage 2 Year 5

Disciplinary Concepts: Change and Continuity, Evidential Thinking, Causation & Similarities and Differences.

History Skills Progression

Programme of Study

- Learn about the Anglo-Saxon and Viking struggle for power in Britain, focusing on key figures like Alfred the Great, Aethelflaed, and Athelstan.
- Explore settlements, religion, laws, daily life, and Viking invasions, as well as Norse mythology and how stories like *Beowulf* compare with other world epics.
- Study Jorvik as a local case and consider how historians know about the past through archaeology and written sources.
- Make global links through a study of Baghdad c. AD 900, exploring its design, the House of Wisdom, and Islamic contributions to science, medicine, and learning, showing connections between world cultures.
- Key historical skills include understanding evidence, causation, similarity and difference, change and continuity, and how different perspectives shape the stories we tell about the past.

Knowledge and understanding of events, people and changes in the past

- Learn about the Roman withdrawal from Britain and the arrival of the Anglo-Saxons and Scots, including how they settled, formed kingdoms, and shaped daily life, culture, and religion.
- Understand the Christianisation of Britain, including key figures such as Augustine, Bede, Offa, and Cynethryth, and the role of monasteries and the Synod of Whitby in shaping religious life.
- Explore the Viking raids and invasions, their motivations and impact, including Alfred the Great's resistance, the establishment of the Danelaw, and how Viking culture adapted through interaction with others.
- Recognise the role of women, rules and ordinary people in relation to Aethelflaed, Athelstan, and the eventual unification of England.

Chronological understanding

- Understand the transition from Roman Britain to Anglo-Saxon rule after the Roman withdrawal in c. AD 410.
- Learn how the Anglo-Saxon kingdoms formed, including the arrival of Christianity and the role of early monasteries.
- Explore the arrival and impact of the Vikings from the late 8th century, including raids, invasions, settlements, and cultural changes.
- Trace how power shifted over time—from fragmented kingdoms to unification under Athelstan in the early 10th century.
- Place these events in a broader world context by studying Baghdad c. AD 900, understanding its importance during the Islamic Golden Age and how it influenced later European developments.
- Compare Norse sagas and mythology with other ancient epics, building a cross-cultural and time-spanning perspective.

Historical interpretation

- Develop skills to understand how history is interpreted and recorded from different perspectives.
- Recognise that history is told from multiple viewpoints, such as those of rulers, ordinary people, men, women, and children, and that some stories may be overlooked or lost over time.
- Understand how archaeologists and historians use evidence like artefacts, written sources, and archaeology to reconstruct the past, especially for periods like Anglo-Saxon Britain and Viking settlements.
- Explore how interpretations of events and people change over time, influenced by new evidence or changing societal attitudes.
- Appreciate the complexity of causation, by examining why events like Viking invasions happened and how migrations and cultural exchanges shaped societies.

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



- Understand the significance of Baghdad c. AD 900 as a global centre of learning and innovation during the Islamic Golden Age, appreciating how Islamic scholars preserved and advanced knowledge in science, medicine, and mathematics.
- Compare Norse mythology and literature, such as *Beowulf*, with epic traditions from other world cultures, deepening their understanding of shared human experiences across time and place.

- Compare stories and myths (e.g., Norse sagas, *Beowulf*) with those from other cultures to explore similarities and differences in historical narratives.
- Consider the reasons behind differing historical narratives and the importance of including diverse voices to gain a fuller understanding of the past.

Historical enquiry

- Examine different types of evidence such as artefacts, written records, archaeological findings, and oral traditions to build a picture of historical life.
- Evaluate the reliability and usefulness of sources, understanding that some evidence may be incomplete, biased, or interpreted in different ways.
- Use evidence to make informed conclusions and support their ideas about how people lived, why events happened, and what changes occurred over time.
- Practise chronological thinking to place events, people, and developments in order and understand cause and effect.
- Pose historical questions such as why certain migrations took place, how cultures interacted, or why particular events were significant.
- Engage with case studies and depth studies (e.g., Anglo-Saxon kingdoms, Viking settlements, Baghdad) to explore history in detail and understand how historians construct knowledge.

Organisation and communication

- Structure ideas and findings in a logical sequence, often using chronological order to show how events and changes connect over time.
- Use a range of historical vocabulary to describe people, places, events, and concepts accurately.
- Communicate understanding through different formats such as written work, spoken presentations, timelines, diagrams, and storytelling.
- Compare and contrast historical events and perspectives, helping them explain similarities, differences, and changes.
- Use dates and terms confidently to frame their narratives and explanations.
- Express viewpoints and conclusions while backing them up with evidence, showing awareness of different interpretations.
- Collaborate and discuss historical ideas with others, fostering discussion and reflection.



Year 5 End points	
Islamic Civilisations	<p>Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.</p> <p><u>Disciplinary focus: causation Why were there so many restless minds in Cordoba and in Baghdad?</u></p>
Anglo-Saxon Britain	<p>Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: 'not Angles but angels'). Early monasteries in British Isles; Bede. Offa and Cynethryth of Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo</p> <p><u>Disciplinary focus: How have historians learned about Anglo-Saxon Britain?</u></p>
Vikings in Britain: Lady of the Mercians	<p>The first Viking raids and invasions King Alfred of the Kingdom of Wessex The 'Great Heathen Army' Alfred in Athelney, his victory over Guthrun, Guthrun's baptism and the Danelaw Scandinavian settlements in Britain. Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled and interacted with diverse cultures Aethelflaed as a child. Women in Wessex and Mercia Aethelflaed & Aethelred take on the Vikings Aethelflaed & Edward build burhs and press into the Danelaw. Raid on Bardney and Battle of Tettenhall. Aethelflaed ruling in her own right from 911 as Lady of the Mercians.</p> <p><u>Disciplinary focus: causation? Why did Vikings dominate large parts of Britain by 910?</u></p>

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



<p>Norse Culture</p>	<p>Sagas, art, poetry, folklore. Norse gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion) <u>Disciplinary focus: similarity and difference How were the Norse connected with other lands and peoples?</u> *(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)</p>
<p>Vikings in Britain: Changing Rulers, Changing Worlds</p>	<p>Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. Why we must tell differing stories (Vikings & AngloSaxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (changing interpretations of the period). Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918. Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland) <u>Disciplinary focus: change/continuity How did the Vikings shape Britain?</u></p>
<p>Local history study</p>	



Key Vocabulary

Islamic Civilisations	Anglo-Saxon Britain	Vikings in Britain: Lady of the Mercians	Norse Culture	Vikings in Britain: Changing Rulers, Changing Worlds	Local history study
al-Mansur, Baghdad, dirham, astrologers, descended, descendants, Caspian Sea, establish, silk roads, decree, engineers, revenue, dome, quilts, peter out, scholar, House of Wisdom, madrasas, universities, reconstruction, numerals, evolved, calculate, observatories, astrolabe, predict, astrology, minerals, antiseptic, influence, anatomy, arteries, nerves, surgery, medical, medicine, encyclopaedia, smallpox, qualifications, qualified, surgeons, surgical, compass, rays of light, lenses, optics, The Round City: Baghdad.	Picts, Scots, pillaged, Saxons, Germanic, Jutes, Angles, North Sea, pleas, Anglo-Saxons, Anglo-Saxon, battle-axe, throwing axe, Frankish, axe head, Britons, legends, overcome, migrating, migrate, chief, garnet, Sri Lanka, grave goods, conclude, amber, buckle, artefacts, high-born, nobleman, noblewomen, high-status, glassware, settle their differences, compensation, status, ranks, widowed, Augustine, overlord, Canterbury, monasteries, monks, scholarship, Bede, Hilda, missionary, missionaries, Columba, Easter, Synod of Whitby, Cynethryth, authority, Charters, Offa, worn on, security, barrier, Offa's Dyke, abbey, abbess, wore on, trowel, unearthing, self-taught, earthen mounds, rivet, meandering, silverware, helmet, decomposed.	flanks, furrows, chasms, seeping, ploughshare, Norsemen, Vikings, wintered, launch, ingots, spindle, spindle whorl, daring, seat of royal power, crypt, abandon, Anglo-Saxon Chronicle, according to, encounter, tremble, illuminated, pace, widespread, martyrdom, claiming, campaigns, prowled, at bay, to and fro, ferociously, in a good light, decisive, learned, depicts, re-enacting, threatening, warlord, occupied, sought, ancestral, residence, triumphantly, commotion, forage, ransacked, shires, ealdorman, grave, war-bands, hilt, font, triumphed, shore up, fortify, rampage, wary, fortifications, burhs, fortified, prosperous, witan, wilderness, priory, boulders, vividly, reputation.	lush, Vinland, encampment, locals, war-cry, imminent, foreigners, heavily pregnant, catapult, Norse, saga, seafaring, fjords, fjord, Iceland, exile, exiled, mysterious, Greenland, Leif Erikson, pelts, Skraeling, myths, Midgard, Asgard, mead hall, Valhalla, Odin, Valkyries, Loki, trickster, inspired, Thor, amulet, giants, eddas, runes, revealed, Ragnarok, Yule, pilot, course, hoisted, mast, inland, manoeuvred, harbour, stern, upended, crew, portaging, portage, good spirits, construction, moor, Beowulf, plight, made ready, fists, bare hands, inevitable, clasp, lurking, revenge, severed, scoured, distraught, fearsome, search party, forged, subjects, dragon, slew, fatal. 40	Jorvik, errands, woodturner, in tow, cellars, bellows, cobbler, awl, pendants, kinsman, thronging, detour, wharves, vessel, sable, loom, chivvies, idly, outrage, fragments, finds, upheaval, taunt, stronghold, yielding, coordinating, assault, contemplated, disgruntled, laid to rest, Athelstan, consecrated, churned, acclaim, anoint, consecration, realms, sceptre, circlets, reverently, coronation, tribute, perpetual, consequence, pious, rebuke, courtiers, hogbacks, unique.	

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



Experiences	SMSC	British Values	The Meadows Values
<p>Handling or examining replica artefacts (like pottery, tools, coins) from Anglo-Saxon, Viking, or Islamic cultures.</p> <p>Acting out historical events or stories (e.g., Viking children's story in Jorvik, Aethelflaed's leadership).</p> <p>Reenacting the Synod of Whitby or Viking raids.</p> <p>Creating models or drawings of the round city of Baghdad or Anglo-Saxon villages and Viking burhs.</p> <p>Listening to and retelling sagas or <i>Beowulf</i>, comparing with other epics.</p>	<p>Spiritual: Reflect on the quest for knowledge and wisdom in Baghdad's House of Wisdom. Explore the role of religion in shaping societies (Christianity's arrival in Britain, Norse beliefs). Consider big questions about human nature through myths and epics like <i>Beowulf</i>.</p> <p>Moral: Discuss ethical decisions in history (e.g., Viking raids vs. settlement and integration). Reflect on leadership and justice through figures like King Alfred and Aethelflaed. Explore themes of good vs. evil in epic stories and their moral lessons.</p> <p>Social: Understand community life in Anglo-Saxon villages and Viking settlements. Explore roles and status of women and men, rulers and common people. Examine migration, cultural integration, and conflict (Vikings, Anglo-Saxons, Danelaw).</p> <p>Cultural: Appreciate the rich cultural heritage of medieval Islamic scholars and European societies. Compare myths, stories, and traditions from different cultures (Norse, Greek, Anglo-Saxon, Islamic). Celebrate diversity in historical narratives, recognizing multiple perspectives and forgotten voices.</p>	<p>Democracy: Exploring how leaders like King Alfred, Aethelflaed, and others made decisions and ruled. Understanding governance changes during Viking influence and creation of England.</p> <p>Rule of Law: Studying the establishment of laws and order, such as Alfred's laws and Danelaw agreements. Considering how societies maintained peace amid conflict and raids.</p> <p>Individual Liberty: Recognising the roles of individuals (e.g., Aethelflaed as a female ruler) exercising leadership and making choices. Exploring migration stories showing people seeking new lives and freedoms.</p> <p>Mutual Respect: Learning about cultural interactions and respect among Vikings, Anglo-Saxons, and others. Discussing religious tolerance and changes (e.g., Christianity spreading in Britain).</p> <p>Tolerance: Understanding the coexistence and conflict between religions (Christianity, Norse paganism, Islam). Appreciating different cultural contributions to knowledge and society.</p>	<p>Aspiration: Learning about famous leaders and scholars inspires children to dream big and work hard.</p> <p>Curiosity: Exploring old artefacts and stories makes children want to ask questions and learn more.</p> <p>Teamwork: Finding out how people worked together in the past helps children understand the importance of cooperation.</p> <p>Kindness: Hearing different stories and learning about respect helps children be kind and understanding to others.</p> <p>Respect: Learning about different cultures and beliefs teaches children to respect everyone's ideas and history.</p> <p>Resilience: Stories about overcoming challenges show children how to keep trying even when things are hard.</p>

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



Key Stage 2 Year 6

Disciplinary Concepts: Change and Continuity, Evidential Thinking, Causation & Similarities and Differences.

History Skills Progression

Programme of Study

- Study of Maya civilisation (c. AD 900): rulers, society, agriculture, language, art, calendar, religion, and decline.
- Study of medieval Benin (c. AD 900-1300) and medieval Ethiopia, linked to earlier work on Aksum.
- These fulfil the NC expectation for a non-European society contrast with British history.
- Recurring characteristics of cities from ancient Mesopotamia (revisited) through Pompeii, Viking/medieval London, Samarqand (10th–16th century), and modern urban studies.
- Links to study of early civilisations and urban development over time.
- The story of 19th century Manchester through Abel Heywood: urbanisation, industrialisation, social reform, and city change.
- Addresses the theme of significant turning points in British history and social history changes.
- Evidential thinking: how historians know about Maya through material culture and sources.
- Comparative history: similarities and differences between Benin and Ethiopia.
- Causation: why Manchester changed rapidly in the 19th century.
- Similarity and difference: typicality of local urban history.

Chronological understanding

- Place the Maya civilisation in time (c. 2000 BCE–1500 CE) and understand it was flourishing before and during medieval Britain.
- Compare the timeline of medieval Benin and Ethiopia with medieval Europe, developing a broader world chronology.
- Understand the Industrial Revolution as a major period of change in 19th century Britain, following the medieval period.
- Sequence and compare cities across time—from ancient Mesopotamia and Pompeii, to Viking London, Samarqand, and modern cities.
- Build a sense of overlapping civilisations and how different parts of the world developed at the same or different times.

Knowledge and understanding of events, people and changes in the past

- Learn about the Maya civilisation – rulers, society, beliefs, achievements (e.g. calendar, writing, architecture), and theories about its decline.
- Explore the kingdoms of Benin and Ethiopia – their culture, leadership, technology, and trade.
- Understand the impact of industrialisation through the story of Abel Heywood and 19th century Manchester.

Historical interpretation

- Learn how historians use evidence like artefacts, monuments, and texts to understand the Maya civilisation.
- Explore different explanations for the decline of the Maya and how interpretations can vary.
- Compare how historians view Benin and Ethiopia, identifying multiple perspectives on these societies.
- Understand how personal stories, like Abel Heywood's, help interpret the impact of industrialisation.

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



<ul style="list-style-type: none"> • Study the development of cities through time – from ancient to modern – and what caused them to grow or decline. • Recognise similarities and differences across civilisations and time periods, building a global perspective on history. 	<ul style="list-style-type: none"> • Develop critical thinking about how history is constructed and how interpretations change with new evidence.
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Investigate how historians know about the Maya using material culture, writing, and archaeological evidence. • Ask questions and gather evidence to understand why the Maya civilisation declined. • Compare sources and evidence about Benin and Ethiopia to identify similarities and differences. • Explore primary and secondary sources related to 19th century Manchester and Abel Heywood's life. • Conduct independent studies of a local city's history, evaluating how typical its story is compared to other cities. • Develop skills in sourcing, questioning, and interpreting evidence to build historical narratives. 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Learn to sequence historical events chronologically and create timelines. • Develop skills in organising information clearly using headings, categories, and simple summaries. • Use a range of historical vocabulary (e.g., civilisation, ruler, agriculture, artefact, industrialisation). • Communicate findings through writing, presentations, and discussions, including comparisons and explanations. • Use maps, diagrams, and images (e.g., Maya pyramids, city plans) to support explanations. • Present independent studies on local cities, structuring information logically and coherently.



Year 6 End points	
The Maya	<p>Geography of Maya on Yucatán peninsula (link to Y5 Spring 2 North and South America). Maya rulers, customs and structure of society Maya agriculture including maize, chocolate. Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as pyramids). Maya calendar and mathematics. Maya religious belief and practice including creation myth and ritual bloodletting. Historians' explanations for what happened to the Maya civilisation. <u>Disciplinary focus: evidential thinking How do historians know about the Maya?</u></p>
Life in two kingdoms in the African Continent	<p>This half-term's unit will focus on (i) material culture, society, government and technology in the medieval kingdom of Benin (ii) material culture, society, government and technology in Ethiopia. This builds on pupils' earlier knowledge of East African worlds gained in Year 4 work on the empire of Aksum. <u>Disciplinary focus: similarities and differences How similar and different were medieval Ethiopia and Benin?</u></p>
Cities in Time: Part 1: This Manchester Man	<p>Shock cities The story of 19th century industrial Manchester told through the life of Abel Heywood, who first arrived in the slums of Manchester in 1819 and rose to oversee numerous city improvements become mayor and build the new town hall. Recurring characteristics of cities beginning with ancient Mesopotamia (revisited from Year 3). <u>Disciplinary focus: causation Why did Manchester change so rapidly in the 19th century?</u></p>
Cities in Time: Part 2	<p>Greek and Roman Pompeii Viking and medieval London 10th to 16th century Samarqand Independent study: a city near you <u>Disciplinary focus: similarity and difference How typical of urban history is the history of my city / the city of xxx?</u></p>
Britain in the era of the Second World War	<p>Britain in the era of the Second World War This unit will include the impact of war and post-war developments. It will include evacuation, the impact of WW2 on cities, towns and rural areas, and on diverse people, impact on small towns; the involvement of diverse peoples in a global war; the causes and effect of post-war migration to Britain, including Windrush; the causes and effects of the establishment of the NHS and mass secondary schooling.</p>

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

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**Impact of WWII on
Stoke on Trent**

WWII had a huge impact on Stoke-On-Trent
The Spitfire was created by Reginald Mitchell from Stoke-On-Trent
There were around 20 recorded bombings across Stoke-on-Trent and North Staffordshire
Stoke-On-Trent became known for their 'resilience' and 'Best of British attitude'.
Stoke –On-Trent helped rebuild a village in Czech Republic (Lidice) after it was destroyed by the Nazis in 1942.
In September 1942 an appeal - Lidice Shall Live - was launched by Stoke city councillor Sir Barnett Stross and local miners.

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Key Vocabulary

The Maya	Life in two kingdoms in the African Continent	Cities in Time: Part 1: This Manchester Man	Cities in Time: Part 2	Britain in the era of the Second World War	Impact of WWII on SoT
shard, bloodletting, acceding, accession, aligned, potent, hallucinating, hallucination, founder, Maya, precise, Mayan, texts, Mesoamerica, roasted, delicacy, godliest, maize, fashioned, primordial, shaman, Long Count, solar calendar, obsidian, Chichen Itza, abandoned, collapse, temple, pyramid, flagstones, adorned, Pakal, turmoil, plaza, stelae	transform, millet, spectacular, befell, felled, quarries, overthrown, Solomonian, appointed, furtively, Zara Yaqob, entreaty, heartfelt, tonsured, lavish, forefathers, hive of activity, hierarchy, feverish, banquet, distributed, hides, tendons, rations, numerous, Christendom, ambassadors, brocade, relics, psalter, psalms, miniature, parasol, trapping of power, medieval, deftly, hornbills, pangolins, reclaim, Edo, intricately, virtues, oral traditions, maze, creeks, canoes, navigate, exploiting, smelt, iron ore, smelting, okra, hesitant, Ile-Ife, superior, Uzama, mystical, earthly, coral, society, ceremonial, guilds, turret, protruding, gaping, resemble, perch, gallery, spectacle, gong, responsible, apprentices, regalia, artisans, Igwe	Abel Heywood, Sunday School, incremental, Manchester, lodgings, meagre, expanse, lately, steeples, horizon, odours, foundry, brewery, dyeworks, mill, scuttling, labyrinth, scavenged, slum, abject, strove, yearning, notorious, endured, flexible, woven, warp, weft, revolution, handloom, nimble, shuttle, humid, ceasing, flying shuttle, spinning jenny, fustian, Arkwright, water frame, contemporaries, venture, bought the lease, premises, partitions, ceaseless, whirling, awestruck, clogs, outdo, underworld, teemed, artisans, took their ease, noxious, unscrupulous, rabbit warren, privy, ailments, This Manchester man, oversupply, powerloom, livelihoods, petition, Parliament, strikes, Corn laws, political, eligible, universal suffrage, radicals, radical, reform, Sunday best, demands, demonstrate, yeomanry, manufacturers, magistrates, Peterloo, pamphlets, subscription, lectures, intellects, subscribing, acquaint, enterprise, alerting, tagline, illegal, agitating, make an example of, ignorance, intellectual, Members of Parliament, constituencies, middle classes, undoubtedly, browsing, dialect, enterprising, fizzled out, at its forefront, incorporation, town council, ratepayers, incorporated, mayor, jubilant, locomotive, insurmountable, stood for, laid off, relief, steamroller, mahogany, innovation, wryly, level crossing, come to fruition, gothic		enamel, hand-me-down, wireless, bulletins, reassured, gas mask, evacuated, autobiography, insight, Adolf Hitler, Winston Churchill, home front, billeted, evacuation, evacuees, air raids, Phoney War, propaganda, shimmer, barrage balloons, air raid shelters, Anderson Shelters, wardens, all clear, Luftwaffe, drone, intensified, Blitz, arsenal, Royal Air Force, Battle of Britain, consecutive, blackout regulations, ministers, allotments, enticing, shearing, hostels, rationing, ration books, coupons, allocated, the black market, substitute, The era of the Second World War, impending, village green, memoir, bewildered, in all weathers, mesmerised, 'Yanks', anticipated, currency, off-limits, segregated, padre, gospel songs, VE Day, revellers, passage, Commonwealth citizenship, politicians, Tilbury docks, ran the headline, labour exchange, racism, acute, Windrush generation, lay preacher, race relations, carnival, Buckingham palace, MBE, steels, pit, elementary, fees, scholarships, seamstress, inquisitive, insatiable, insurance, trade union, Bevan, general election, welfare, Beveridge Report, pensions, welfare state, vulnerable, matron, ceremoniously, National Health Service (NHS), entourage, National Insurance, Trinidad, Empire Windrush, enlisted, mother country	Impact, rationing, Lidice, resilience, survivors, Reginald Joseph Mitchell, bombings

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Curriculum Intent: R-A-I-S-E



Experiences	SMSC	British Values	The Meadows Values
<p>Explore the geography and environment of the Maya on the Yucatán Peninsula.</p> <p>Investigate Maya society, rulers, customs, and religious beliefs.</p> <p>Compare material culture and governance of medieval Benin and Ethiopia.</p> <p>Learn about industrial Manchester's rapid growth through the life of Abel Heywood.</p> <p>Examine cities across history—from ancient Mesopotamia and Pompeii to Viking London and modern urban centres.</p>	<p>Spiritual: Explore beliefs, creation myths, and rituals in Maya, Ethiopian, and Benin cultures.</p> <p>Moral: Discuss ethics of rituals (e.g. bloodletting), leadership decisions, and social justice in industrial Manchester.</p> <p>Social: Understand roles, hierarchy, community life in ancient and medieval societies; impact of urban change.</p> <p>Cultural: Appreciate diverse languages, art, architecture, and achievements from non-European civilisations and world cities.</p>	<p>Democracy: Compare leadership and governance in Maya, Benin, and Ethiopia with democratic systems. Explore civic participation through the life of Abel Heywood in industrial Manchester.</p> <p>Rule of Law: Understand how different civilisations maintained order and justice (e.g. Maya city-states, African kingdoms). Discuss the development of law and civic responsibility in urban history.</p> <p>Individual Liberty: Reflect on freedoms (or lack thereof) in historical contexts—e.g. class structure in Maya society, industrial Manchester. Explore how individuals shaped history, such as reformers and leaders.</p> <p>Mutual Respect & Tolerance: Develop respect for different cultures, religions, and practices (e.g. Maya beliefs, African traditions). Encourage open discussion of sensitive topics (e.g. sacrifice, inequality) with empathy and understanding.</p>	<p>Respect: Respect for diverse cultures and beliefs (e.g. Maya religion, Benin and Ethiopian traditions). Valuing the achievements of non-European civilisations.</p> <p>Resilience: Learning about how people overcame challenges (e.g. Abel Heywood rising from poverty; Maya innovations). Recognising how cities and societies adapt and rebuild after change or disaster (e.g. Pompeii, industrial Manchester).</p> <p>Responsibility: Understanding the roles of leaders and citizens in shaping fair, functional societies. Exploring moral choices in history and their consequences.</p> <p>Curiosity: Encouraging enquiry into the past through sources and evidence (e.g. "How do historians know?"). Asking questions about how and why civilisations rose, fell, and changed.</p> <p>Kindness: Promoting empathy when learning about cultures with different beliefs and customs. Encouraging fair and inclusive discussion about sensitive historical practices.</p>

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