



St Peter's CofE Primary School: History Long Term Plan

We believe that all are made in the image of God. We seek to ensure that all are valued, valuable and empowered to be the best they can be. We learn from each other, developing our understanding of different cultures to ensure 'life in all its fullness', (John 10:10)
- the golden strand that runs through all our work.

How does our vision impact History at St Peter's?

Our History curriculum is rooted in our vision that all are made in the image of God and are valued, valuable and empowered to be the best they can be. Through the study of diverse people, cultures and civilisations, pupils develop an understanding of the richness of human experience and learn to appreciate the contributions of others. By exploring a range of perspectives and reflecting on issues of justice, responsibility and change, pupils deepen their understanding of what it means to live 'life in all its fullness' and become thoughtful, compassionate and informed citizens.

Peace	Hope	Joy
Through History, pupils learn how conflict, division and injustice have shaped societies and how individuals and communities have worked towards reconciliation and peace. By exploring different perspectives and developing empathy for people in the past, pupils learn to respect others, value diversity and become peacemakers in their own communities. In doing so, they understand that every person is made in the image of God and deserves dignity and respect.	Through History, pupils discover how people have overcome challenges, adversity and injustice to create positive change. By studying the resilience, determination and courage of individuals and communities, pupils develop a sense of hope for the future and recognise their own potential to make a difference. History teaches that change is possible and empowers pupils to contribute positively to the world around them.	Through History, pupils experience the joy of discovery as they explore the richness of human achievement, culture and innovation across time. They celebrate the diverse stories, traditions and contributions of people from different backgrounds, fostering curiosity and wonder about the world. By learning from the experiences of others, pupils gain a deeper appreciation of life in all its fullness and the shared heritage that connects us all.

History Whole School Curriculum Overview

	Autumn Term	Spring Term	Summer Term
EYFS	Who Am I?	What make a good King or Queen?	What made Amy Johnson famous?
Year 1	Who inspires me?	What made Queen Elizabeth II so successful?	How have homes changed over time?
Year 2	How did steam power affect the evolution of transport?	How have historical figures inspired us to stand up for our rights?	What changes did The Great Fire of London bring to the UK?
Year 3	What was life like in Stone Age Britain?	How did the Ancient Egyptians' beliefs impact their way of life?	How has Cleethorpes developed over the years?
Year 4	How did the Roman invasion impact Britain?	What was the legacy of Ancient Greece?	How did the fishing industry shape Grimsby?
Year 5	Why did the Saxons come to Lincolnshire?	How did the Dark Ages of Britain compare with the Golden Age of Islam?	Where did Grimsby get its name?
Year 6	Who was the rightful heir in 1066?	How did the founding of the Church of England impact lives?	Was World War II worth the sacrifice?

EYFS Curriculum

Term	Links to Early Years Foundation Stage Framework	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary	Connect: Retrieval Opportunities	Why This Why Now
Autumn Term 1	Personal, social and emotional development. Communication and Language. Personal Development. Understanding of the World.	- Who am I? - What makes me special and unique? - What do I look like? - What can my body do? - How have I changed since I was a baby?	Children will know that: Every person is unique and special. People have similarities and differences. The body has different parts with specific names and functions.	Identity - me - myself - unique - special - same - different Family and Relationships - family - parent - carer - sibling	- Daily name recognition activities. - Revisiting body parts through songs and movement. - Feelings check-ins and emotion cards. - Family photo discussions. - Comparing baby photographs with	This topic is particularly valuable at the beginning of the year; understanding "Who Am I?" provides the foundation for children's personal identity, self-awareness and emotional wellbeing. Before children can

	Literacy. Expressive arts and design.	- Who are the important people in my life? - What is a family? - How are families similar and different? - What makes me happy, sad, excited or worried? - How can I look after myself and others?	We use our senses to explore the world around us. Families can have different structures and compositions. Emotions help us express how we feel. Good hygiene, healthy food, sleep and exercise help keep our bodies healthy. Everyone belongs to different groups such as a family, class and community. People grow and change over time.	• grandparent • friend • community Feelings • happy • sad • angry • worried • excited • proud • calm • kind Health • healthy • exercise • sleep • hygiene • wash • brush • food	current photographs. - Retrieval games using vocabulary from previous weeks.	effectively understand others and the wider world, they need opportunities to develop confidence, recognise their own strengths and understand their place within a family, class and community. This topic supports communication, relationship building and positive self-esteem from the outset of their educational journey.
Spring Term 3	Personal, social and emotional development. Communication and Language. Personal Development. Understanding of the World. Literacy. Expressive arts and design. Mathematics	- What is a king or queen? - Where do kings and queens live? - What jobs do kings and queens do? - What makes someone a good leader? - How can leaders help people? - What rules help keep people safe and happy? - How was life in a castle different from life today? - What qualities would make me a good king or queen?	A king or queen is a type of leader called a monarch. Monarchs have responsibilities and represent their country. Kings and queens have existed in Britain for hundreds of years. Castles were important homes and places of protection in the past. Leaders help people by making decisions and setting good examples.	Royalty • king • queen • monarch • prince • princess • crown • throne • palace • castle • royal Castle Life • knight • tower • moat • gate • shield • kingdom Community	- Revisiting what makes a good friend and connecting this to good leadership. - Comparing home life to life in a castle. - Discussing examples of fairness and kindness during daily routines. - Linking stories of kings and queens to personal experiences of responsibility. - Using role play to recall and apply key vocabulary.	This topic builds on children's understanding of themselves, their relationships and their role within a community. Learning about kings, queens and leadership helps children begin to understand how communities are organised and how people can influence others positively. Through stories, role play and historical enquiry, children develop an

		- How do we show kindness and fairness to others? - Why do people remember some kings and queens?	Good leaders show kindness, fairness, honesty and responsibility. Rules help communities work together safely. People in the past lived differently from people today. Significant people can be remembered because of their actions and achievements.	• rules • community • citizen • help • care • protect		understanding of responsibility, fairness and decision-making. The topic also introduces early historical concepts such as the past and present, while encouraging children to reflect on their own behaviour and leadership qualities.
Summer Term 5	Understanding of the World. Mathematics. Communication and Language. Personal Development.	- Who was Amy Johnson? - Why is Amy Johnson remembered today? - What is an aeroplane? - Where did Amy Johnson fly? - What challenges did she face on her journey? - How is travel different today? - What made Amy Johnson brave? - What does it mean to persevere? - What goals would I like to achieve? - How can I keep trying when something is difficult?	Amy Johnson was a pilot from Hull, England. She became famous for flying solo from England to Australia in 1930. She was the first woman to complete a solo flight from England to Australia. Her aeroplane was called Jason. The journey took 19 days and covered approximately 11,000 miles. Flying was much more difficult and dangerous in the past than it is today. Amy Johnson showed courage, determination and resilience.	People • Amy Johnson • pilot • explorer • traveller • engineer Flight • aeroplane • flight • journey • solo • cockpit • wings Geography • England • Australia • route • map • world	- Understanding personal identity through <i>Who Am I?</i> - Exploring leadership and positive qualities through <i>What Makes a Good King or Queen?</i> - Learning about people who help us and their important roles. - Discussing challenges and achievements in everyday life. Revisiting maps and discussing journeys children have made. - Connecting Amy Johnson's perseverance to classroom learning behaviours.	This topic is particularly relevant for young children as they are developing independence, confidence and perseverance. Amy Johnson provides an inspiring introduction to significant individuals from history. Her achievements demonstrate courage, determination and resilience, helping children understand that ordinary people can achieve extraordinary things. The topic introduces historical enquiry in an engaging way while encouraging

			People remember Amy Johnson because she achieved something remarkable and inspired others.		- Using timelines to sequence key events.	children to develop confidence and a growth mindset through real-life examples.
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Year 1 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary	Connect: Retrieval Opportunities	Why This Why Now
Autumn Term 1	Changes within living memory; lives of significant individuals.	- What does it mean to inspire someone? - Who inspires me and why? - Can ordinary people do extraordinary things? - Why do some people become famous? - What was inspirational about significant individuals? (examples to use: Mary Seacole, Neil Armstrong, Rosa Parks)	- An inspiring person is someone whose actions, achievements or qualities encourage others. - People can inspire others through courage, kindness, determination, resilience, leadership or helping others. - Some people are remembered because they changed the lives of others or achieved something significant. - Historians use sources such as photographs, books, artefacts, letters and videos to learn about people from the past.	inspire, achievement, role model, significant, past, present	Place significant people on a class timeline. Who was Amy Johnson? What qualities do people have who inspire me?	This unit builds understanding of self, identity and significant people. It builds on learning from EYFS where children looked at significant individuals such as Amy Johnson and began to explore the idea of themselves. During the unit children will be given the opportunity to discover and explore other individuals who are considered inspirational for a variety of reasons such as faith, talent, contributions to science, exploration and so on.

			- People lived differently in the past and faced different opportunities and challenges.			
Spring Term 3	Lives of significant individuals who contributed to national and international achievements.	- Who was Queen Elizabeth II? - How did she become Queen? - What did she do for the United Kingdom? - How did life change during her reign? - How did she inspire people? - How is she remembered? - What made her so successful?	- Queen Elizabeth II was the monarch of the United Kingdom. - She was born in 1926. - She became Queen in 1952 following the death of her father, King George VI. - She served as Queen for 70 years, making her the longest-reigning British monarch. - She died in 2022.	monarch, queen, reign, throne, coronation, jubilee	- What is a king or queen? - What qualities make a good leader? - Why are some leaders remembered? - What makes a person significant? - What qualities do inspiring people show? - Why are some people remembered long after they have lived?	This unit builds naturally on EYFS learning about kings, queens and leadership and Year 1 work on significant individuals. By this point, pupils are beginning to understand the difference between past and present and can start to explore historical significance through a person many children will have heard about from family members, celebrations, coins, stamps and media coverage. Queen Elizabeth II offers an ideal bridge between living memory and history. Many pupils will know that she was Queen, but this unit helps them understand <i>why</i> she is remembered and <i>what</i> made her successful, preparing them for more sophisticated

						studies of monarchy, leadership and British history in Key Stage 2.
Summer Term 5	Changes within living memory.	- What is a home? - What were homes like long ago? - How did people cook, wash and keep warm in the past? - What changes can we see inside homes? - How have homes changed in our local area? - How have homes changed over time?	- People have always needed homes for shelter, safety and comfort. - Homes have changed over time because people's needs and lifestyles have changed. - Homes today often have modern kitchens, bathrooms, electricity, heating and technology. - Homes in the past had fewer modern conveniences.	past, present, change, similar, different, timeline, modern, technology, energy,	Compare photographs of different homes. Place types of homes on a timeline. Identify artefacts that belong in the past and in the present. Look at different types of technology.	This unit builds on pupils' understanding of their own homes and families developed in EYFS and extends their knowledge of the past from studies of significant individuals. As pupils become more secure with the concepts of past and present, they are ready to explore changes in everyday life through a familiar theme. Homes offer a tangible and relatable way for children to understand historical change. The unit also provides a strong foundation for later learning about local history in Key Stage 2.

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary	Connect: Retrieval Opportunities	Why This Why Now
Autumn Term 1	- Events beyond living memory that are significant nationally or globally. - Changes within living memory and how these relate to developments beyond living memory. - Historical enquiry through the use of sources and evidence. - Chronology through sequencing events and understanding the passing of time.	- How did people travel before Steam Power? - What is steam power? - Who was George Stephenson? - How did steam trains change people's lives? - What changed because of steam transport?	- Before steam engines, most journeys were made on foot, horseback, carriage or sailing ships. - Travel was often slow, uncomfortable and expensive. - Journeys over long distances could take many days. - George Stephenson was an engineer. - He is known as the "Father of the Railways." - Steam power transformed transport during the nineteenth century. - It changed how people travelled, worked and traded. - Steam-powered transport helped Britain become more industrialised.	Transport, journey, passenger, goods, travel, railway, track, locomotive, station, steam power, steam engine, Industrial Revolution	- recall modern forms of transport - compare artefacts of transport from today and the past	Transport is a familiar and engaging context through which pupils can explore the historical concepts of change, innovation and significance. By Year 2, pupils have begun to develop an understanding of past and present, historical significance and change over time through studies of significant individuals and everyday life. This unit builds directly on those concepts by focusing on a major technological development and its impact on society.
Spring Term 3	-The lives of significant individuals who have contributed to national and international achievements. - Events beyond living memory that	- What are rights? - Who was Rosa Parks and why is she remembered? - Who was Martin Luther King Jr. and what did he believe? - Who was Emmeline Pankhurst and why	- Rights are freedoms and protections people should have. - Some groups in the past were treated unfairly. - Rosa Parks refused to give up her bus	rights, equality, fairness, discrimination, protest, vote, suffrage, campaign, civil rights, peaceful, courage, determination, significant, change, evidence, source, past, present	- What makes a good leader? - What qualities make someone inspiring? - Why are people remembered? - Compare the qualities of different	This unit introduces children to the idea that people can challenge unfairness and make positive changes in society. It develops understanding of significance,

	are significant nationally or globally. - Develop awareness of the past and use historical sources to answer questions. - Understand historical significance.	did she campaign for votes for women? - How did these people stand up for their rights? - What qualities helped them bring about change? - How have historical figures inspired us to stand up for our rights?	seat and became an important figure in the American Civil Rights Movement. - Martin Luther King Jr. campaigned peacefully for equality. - Emmeline Pankhurst campaigned for women to have the right to vote. - Significant individuals can bring about change. - Courage, determination and resilience can help people stand up for what is right. - Historical significance means making a lasting difference to people's lives.		historical figures. -Revisit chronology and timelines. - Recall examples of courage, leadership and perseverance.	equality and democracy through real historical examples. Building on Year 1 studies of significant individuals, pupils are now ready to explore how people influenced society and improved the lives of others, preparing them for later studies of social change and citizenship.
Summer Term 5	- Events beyond living memory that are significant nationally or globally. - Develop chronological understanding. - Understand how we find out about the past using sources. - Use historical vocabulary and identify changes over time.	- What was London like in 1666? - How did the Great Fire start? - How did the fire spread? - How do we know what happened during the Great Fire? - What happened after the fire? - How did London change because of	- The Great Fire of London happened in 1666. - It began in Thomas Farriner's bakery in Pudding Lane. - Many buildings were made of wood and were built very close together. - Strong winds helped the fire spread quickly. - Samuel Pepys kept a diary which	Great Fire of London, London, 1666, bakery, Pudding Lane, Samuel Pepys, diary, source, evidence, fire, timber, brick, rebuilding, chronology, past, significant, change, monarch, King Charles II	- How have buildings changed? - What materials are used to build homes? - Use timelines to position 1666 in the past. - Compare homes before and after the fire.	The Great Fire of London is one of the most significant events in British history. It provides an engaging introduction to historical enquiry, chronology and cause and consequence while showing how an important event led to lasting change. The unit strengthens

		the Great Fire?	provides evidence about the fire. Thousands of homes and buildings were destroyed. - London was rebuilt using brick and stone rather than timber. - New building regulations were introduced to improve safety. - The event is significant because it changed the way cities were built and protected.			understanding of cause, consequence and evidence, providing a foundation for more complex historical enquiries in Key Stage 2.
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Year 3 Curriculum

<u>Term</u>	<u>National Curriculum Expectations</u>	<u>Suggested Learning Questions</u>	<u>Associated Substantive Knowledge</u>	<u>Key Vocabulary</u>	<u>Connect: Retrieval Opportunities</u>	<u>Why This Why Now</u>
Autumn Term 1	- Changes in Britain from the Stone Age to the Iron Age. - Develop chronological understanding. - Understand similarities and differences between ways of life in different periods. - Use evidence to ask and answer historical questions	- When was the Stone Age? - What was life like for Stone Age hunter-gatherers? - How did people survive in Stone Age Britain? - What do cave paintings tell us about the past? - How did life change during the Neolithic period? - Why was Skara Brae important?	• The Stone Age lasted for thousands of years before metal was widely used. • Early humans survived by hunting, fishing and gathering food. • Stone was used to make tools and weapons. • People lived in temporary shelters before farming developed. • Cave paintings	Stone Age, prehistory, hunter-gatherer, settlement, cave painting, archaeology, artefact, evidence, nomad, farming, Neolithic, shelter, tools, chronology, BC	- Compare Stone Age homes with later homes. - Sequence periods on timelines. - Retrieve understanding of historical evidence. - Compare past and present lifestyles. - Revisit the concept of change over time.	This unit introduces pupils to Britain's earliest history and develops understanding of how people lived before written records. It provides a foundation for studying chronological change throughout history. At the start of Key Stage 2, pupils move beyond living memory and significant

			provide evidence about prehistoric life. • During the Neolithic period people began farming and settling in permanent communities. • Skara Brae provides important evidence about Stone Age homes and daily life. • Life changed significantly as people moved from nomadic lifestyles to settled farming.			individuals to study broad historical periods. The Stone Age provides an ideal starting point for understanding chronology and long-term change.
Spring Term 3	- The achievements of the earliest civilisations, including Ancient Egypt. - Develop understanding of characteristic features of past societies. - Understand how beliefs shaped people's actions and decisions. - Use evidence from a range of historical sources.	- Who were the Ancient Egyptians? - What did the Ancient Egyptians believe about the gods? - Why was the afterlife so important? - Why were mummies created? - How did beliefs influence daily life? - What can pyramids and tombs tell us?	• Ancient Egypt developed along the River Nile. • Egyptians believed in many gods and goddesses. • Religion influenced everyday life and government. • Egyptians believed in an afterlife. • Preserving bodies through mummification was important for the journey to the afterlife. • Pharaohs were considered both rulers and religious leaders. • Pyramids and tombs were built to	Ancient Egypt, civilisation, pharaoh, Nile, pyramid, tomb, mummy, mummification, afterlife, gods, goddess, belief, religion, archaeology, hieroglyphics, artefact	- Compare beliefs and lifestyles in different societies including The Stone Age. - Use timelines to place Egypt in history. - Compare Egyptian homes and communities with earlier settlements. - Retrieve prior knowledge of artefacts and sources. - Revisit concepts of chronology and civilisation.	This unit helps pupils understand how religion and beliefs can shape societies. Ancient Egypt provides rich opportunities to study achievement, culture, leadership and historical evidence. Following the study of prehistoric Britain, pupils are ready to explore one of the world's earliest civilisations, developing their understanding of how beliefs influence people's decisions, actions and achievements.

			help prepare for the afterlife. • Many Egyptian achievements were linked to their religious beliefs.			
Summer Term 5	- A study of an aspect of local history. - Develop chronological understanding. - Understand how local areas have changed over time. - Construct informed responses using historical sources and evidence.	- What is the history of Cleethorpes? - What was Cleethorpes like in the past? - How did the railway change Cleethorpes? - Why did Cleethorpes become a seaside resort? - What buildings and landmarks tell us about Cleethorpes' past? - How has life in Cleethorpes changed over time? - How has Cleethorpes developed over the years?	• Cleethorpes began as a small fishing and farming community. • The arrival of the railway helped more visitors travel to Cleethorpes. • Cleethorpes developed into a popular seaside resort during the Victorian period. • Tourism became an important part of the local economy. • Some historic buildings and landmarks remain today. • Maps, photographs and local records help historians understand change. • Cleethorpes has changed significantly in terms of population, transport and leisure facilities. • Local history helps us understand how communities develop over time.	Local history, Cleethorpes, community, seaside resort, tourism, railway, Victorian, development, landmark, heritage, chronology, evidence, source, map, photograph, change, continuity	- How Did Steam Power Affect the Evolution of Transport? - Recall the impact of railways on communities. - How Have Homes Changed Over Time? - Compare local buildings and homes from different periods. - Compare old and modern photographs. - Use maps to identify change over time.	This unit makes history meaningful by connecting learning directly to pupils' local area. It enables children to see how historical change has shaped the community in which they live. After studying national and international history, pupils apply their growing historical skills to local history. This strengthens understanding of chronology, evidence and change while developing a sense of place and local identity.

Year 4 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary	Connect: Retrieval Opportunities	Why This Why Now
Autumn Term 1	Pupils should learn about the Roman Empire and its successful invasion of Britain; resistance by Boudicca; Romanisation of Britain including technology, culture and beliefs.	- Why did the Romans invade Britain? - Who was Boudicca and why did she resist? - How did Roman towns, roads and buildings change Britain? - What did the Romans leave behind?	- The Roman Empire expanded across Europe. - Britain was invaded in AD 43 under Emperor Claudius. - Boudicca led a rebellion against Roman rule. - Romans built roads, towns, villas and baths. Roman culture, language, laws and technology influenced Britain long after the empire ended.	Empire, invasion, conquer, legion, centurion, settlement, villa, aqueduct, Boudicca, civilisation	- Build on understanding of invasion and settlement from Year 3 studies of the Stone Age, Bronze Age and Iron Age. - Retrieve chronology skills and understanding that societies change over time.	This unit introduces pupils to one of the most significant turning points in British history. It helps to develop understanding of cause and consequence and helps explain many features of Britain that still exist today.
Spring Term 3	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	- What was life like in Ancient Greece? - How was Athens different from Sparta? - What is democracy? - How do Greek ideas influence us today?	- Ancient Greece consisted of city-states such as Athens and Sparta. - The Greeks developed democracy, philosophy, theatre, mathematics and the Olympic Games. - Greek myths influenced literature and culture. - Many aspects of modern government, sport and learning can be traced back to Ancient Greece.	Civilisation, democracy, philosopher, Olympics, city-state, Sparta, Athens, mythology, legacy, citizen	- Revisit knowledge of early civilisations from previous learning. - Strengthen chronological understanding of the ancient world. - Connect ideas of government and society to Roman civilisation studied in Autumn term.	This unit supports pupils to understand the origins of many features of modern life and encourages critical thinking about influence, significance and legacy.

Summer Term 5	A local history study. Pupils investigate an aspect of history significant in the locality beyond 1066.	- How did the fishing industry shape Grimsby? - Why did Grimsby become a major fishing port? - What was life like for fishermen and their families? - Why did the industry decline? - How is Grimsby's fishing heritage remembered today?	- Grimsby grew into one of the world's largest fishing ports during the nineteenth and twentieth centuries. - Fishing provided employment and shaped the town's economy, culture and identity. - Technological changes transformed the industry. - The decline of deep-sea fishing affected many local families and businesses. - The heritage remains visible today.	Trawler, dock, industry, economy, trade, port, heritage, community, fishing fleet, employment	- Draw on prior understanding of trade, settlement and economic activity from Roman and Ancient Greek studies. - Develop use of local evidence and historical enquiry skills.	This unit makes history meaningful and relevant by connecting learning to pupils' own community. By studying an important aspect of local history, we aim to encourage a sense of place, identity and an understanding of how local events contribute to national history.
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Year 5 Curriculum

<u>Term</u>	<u>National Curriculum Expectations</u>	<u>Suggested Learning Questions</u>	<u>Associated Substantive Knowledge</u>	<u>Key Vocabulary</u>	<u>Connect: Retrieval Opportunities</u>	<u>Why This Why Now</u>
Autumn Term 1	Pupils should learn about Anglo-Saxon invasions, settlements, kingdoms, village life and place names.	- Who were the Anglo-Saxons? - Why did they leave their homelands? - Why was Lincolnshire an attractive place to settle? - How did Anglo-Saxon settlements shape the local area?	- After the Romans left Britain, Anglo-Saxon groups migrated from northern Europe. - Many settled in eastern England, including Lincolnshire. - They established villages, farms and kingdoms,	Anglo-Saxon, migration, settlement, kingdom, invasion, village, archaeology, pagan, conversion, place name	- Recap key learning about the Romans and the end of Roman Britain. - Retrieve understanding of invasion, settlement and continuity and change over time. - Compare differences and similarities of	This unit develops pupils' understanding of how migration has shaped Britain. It links national history to local history through the Anglo-Saxon roots of Lincolnshire communities. This unit helps children

		- What evidence of the Saxons can still be seen today?	influencing language, culture and place names. - Archaeological evidence and local place names reveal Anglo-Saxon influence across the region.		settlements from The Stone Age.	to develop their understanding of both local and national history, and helps them to make links between the two.
Spring Term 3	Pupils study early Islamic civilisation, including achievements and influence on the wider world.	- What was Britain like during the Anglo-Saxon period? - What was the Islamic Golden Age? - What advances were made in science, medicine and mathematics? - How were the two societies similar and different? - What can we learn from comparing them?	- During the period often referred to as Britain's Dark Ages, the Islamic world experienced significant advances in learning and culture. - Scholars made important developments in medicine, astronomy, engineering and mathematics. - Baghdad became a centre of learning. - Comparison reveals differences in technological development, education and cultural exchange.	Civilisation, caliphate, scholar, astronomy, mathematics, medicine, trade, comparison, empire, innovation	- Revisit Anglo-Saxon Britain from the Autumn term. - Strengthen knowledge of chronology, civilisation and historical comparison. - Connect to previous studies of Ancient Greece and Rome, whose ideas influenced Islamic scholars.	This unit encourages pupils to challenge misconceptions about the past and understand that different societies develop in different ways. It promotes a broader, more balanced view of world history and enables pupils to study a civilisation different to previous eras studied and helps them to gain a wider understanding of the world in preparation for further study in Year 6 and beyond.
Summer Term 5	Pupils investigate an aspect of history significant in the locality beyond 1066 and explore how local history contributes to national understanding.	- Who was Grim and what does the legend tell us? - What evidence exists about the origins of Grimsby? - How did Viking influence shape the town? - What can place	- The name Grimsby comes from Old Norse and is linked to Viking settlement. - The suffix "-by" means village or settlement. - Local legend tells of a fisherman called Grim, while	Viking, Norse, settlement, legend, evidence, place name, archaeology, source, Scandinavia, heritage	- Build on understanding of Anglo-Saxon and Viking settlement patterns. - Revisit local history from Year 4. - Develops skills in interpreting sources	This unit strengthens pupils' connection to their local community while introducing the concept that history can be investigated through language, stories and historical evidence.

		names tell us about the past? - How has Grimsby's identity developed over time?	historical evidence highlights Scandinavian influence in the region. - Place names can provide valuable clues about migration, settlement and local history.		and evaluating evidence.	Encourages pride and curiosity in Grimsby's heritage.
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Year 6 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary	Connect: Retrieval Opportunities	Why This Why Now
Autumn Term 1	Pupils should learn about the succession crisis of 1066, the Battle of Hastings and the Norman Conquest.	- Who were the claimants to the English throne? - Why was Edward the Confessor's death a problem? - What happened at the Battle of Hastings? - How strong was each claimant's claim? - Who should have been king?	- Edward the Confessor died without an obvious heir in 1066. - Harold Godwinson, Harald Hardrada and William of Normandy each claimed the English throne. - Harold became king but was defeated by William at the Battle of Hastings. - The Norman Conquest transformed England's government, society and culture. - Historical interpretations differ regarding who had the strongest claim.	Succession, heir, claimant, throne, conquest, Norman, Anglo-Saxon, Battle of Hastings, monarchy, interpretation	- Build on Year 5 learning about Anglo-Saxon England and Viking influence. - Revisit ideas of invasion, settlement and competing interpretations from previous units. - Place the events of 1066 on a timeline.	This unit develops historical enquiry and interpretation skills by encouraging pupils to evaluate evidence and reach their own conclusions about a significant turning point in English history. It builds on the pupils' learning from across the primary phase and allows them to use their knowledge of monarchy and different civilisations to debate the events of 1066.

Spring Term 3	- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - Pupils investigate religious, political and social change in Tudor England.	- Why did Henry VIII break from the Roman Catholic Church? - What changed when the Church of England was established? - How were monasteries affected? - How did religious changes affect ordinary people? - What was the lasting impact of the English Reformation?	- Henry VIII established the Church of England after breaking from the Pope. - Dissolution of the Monasteries led to major religious, economic and social changes. - Tudor monarchs continued to shape religious practice. - These changes affected worship, education, charity and daily life across England. - The Church of England remains an important institution today.	Reformation, monarch, church, Pope, Catholic, Protestant, monastery, dissolution, worship, religion	- Build on previous understanding of power, leadership and belief systems from Ancient Greece, Rome and the Islamic Golden Age. - Place the Tudors and events of the beginnings of the Church of England on a timeline. - Revisit cause and consequence as a historical concept.	This unit helps pupils understand how religious and political decisions can have far-reaching consequences for society and supports their understanding of Britain's developing national identity. This unit also helps embed learning about their school and the foundations of a church school education.
Summer Term 5 and 6	- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - Pupils investigate a significant event in twentieth-century history and its impact on Britain and the wider world.	- What caused World War II? - How did the war affect soldiers and civilians? - What role did Britain play in the conflict? - What sacrifices were made on the Home Front? - How should we judge the impact of the war?	- World War II began in 1939 and ended in 1945. Britain played a key role in resisting Nazi Germany. - The war involved military conflict, evacuation, rationing and significant loss of life. - The Allied victory led to major political, social and international changes, including the establishment of the United Nations. - Historians continue to debate the costs	Evacuation, rationing, Blitz, Allies, Axis, propaganda, sacrifice, conflict, victory, remembrance	- Draw on pupils' growing understanding of cause and consequence, chronology and historical significance. - Connect to previous studies of conflict, leadership and societal change.	This unit provides a meaningful culmination to primary history by exploring a complex and significant event that continues to shape modern Britain. It encourages critical thinking, empathy and balanced historical judgement. This unit will provide a basis of understanding before pupils continue to study WWII in KS3.

			and consequences of war.			
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