

History Medium Term Plan

Year 1 History Curriculum

Teachers plan sequences of lessons across the unit that will build on and develop the children's knowledge and skills. In Key Stage 1, our curriculum is mapped to enable children to develop an awareness of the past, using common words and phrases relating to the passing of time. They will start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. As they progress through the key stage, they will begin to make comparisons and connections between people and events in the past.

Unit	Autumn 2 Toys Then and Now	SPRING 2 A Local History Study Towers, Tunnels and Turrets	SUMMER 1 Explorers and Journeys (Columbus and Armstrong)
Concepts	Similarity and difference	Continuity and Change	Continuity and Change
Threads	Societal change	Societal structure	Societal change Significant People
National Curriculum	Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. (Toys)	Significant historical places in their own locality. (Conisbrough Castle – English heritage site)	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 (Christopher Columbus and Neil Armstrong)
Overview	Teachers start by comparing toys from the past with the ones we have now. We will consider the materials they were and are now made from and make links to our science learning. In this unit we appreciate how different life was in the past and imagine how it might change in the future.	Teachers will start by looking at what castles are what their purpose was. By the end of the unit, pupils will know what the main features of a castle are and their purpose. In this unit, we appreciate how different life for the various groups of people living in the castle at the time. We will also have a memorable local visit to a castle.	As a result of our previous learning, we have begun to understand that history is the study of everything that has happened in the past to people and things. To further develop our historical understanding, we will be learning about the experiences of some famous explorers: Neil Armstrong and Christopher Columbus. By travelling back in time from the present, through living memory and before, we will begin to consolidate our understanding of chronology. We will see that people through time have had the desire to explore our planet and beyond and that advances in technology have enabled us to reach new frontiers.
Key theme/questions	How were toys different in the past? <ol style="list-style-type: none"> 1. What do we mean by past, present and future? 2. What are toys like today? 3. What were toys like at different times in the past? (parents/grandparents) 4. How are toys from the past different and how are they the same as my toys? 	Why was Conisbrough Castle an important place? <ol style="list-style-type: none"> 1. What is a castle? 2. What were the features of a castle? 3. What was life like in the castle? 4. Why was Conisbrough Castle significant? 	Why are explorers important? <ol style="list-style-type: none"> 1. What did Christopher Columbus and Neil Armstrong achieve in their lifetime? 2. What is an explorer? What are journeys? When and why do we make them? 3. Who was Christopher Columbus and why is he remembered today? 4. Who was Neil Armstrong and why is he remembered today? 5. Why were Columbus and Armstrong's journeys similar/different?

Vocab	Use simple phrases and words to describe the passing of time eg. 'past' 'before' 'now' 'then' 'present' 'old' 'new' 'artefacts' 'compare' 'Long ago' 'before I was born' 'changes to now'	Use simple words and phrases to describe events and people from the past – eg. 'rich' 'poor' 'local' 'national' 'important' 'Knight' 'Lady' 'Lord' 'Bailey' 'portcullis' 'arrow slits' 'drawbridge' 'battlements' 'turrets' 'moats' Use simple phrases and words to describe the passing of time - eg. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now'	Use simple phrases and words to describe the passing of time - eg. 'past' 'before' 'now' 'then' 'explorer' 'discovered' 'voyage' 'exploration' 'impact' 'achievements' 'compare' 'period' 'Long ago' 'before I was born' 'changes to now' Use simple words and phrases to describe events and people from the past – eg. 'rich' 'poor' 'local' 'national' 'important' 'significant person' 'explorer' 'journey' 'India, China, Japan and the Spice Islands' 'Asia' 'fleet' 'ship' 'Christopher Columbus' 'landed' 'sea voyage' 'identify' 'similarities' 'differences' 'exploration' 'Neil Armstrong' 'astronaut' 'Buzz Aldrin and Michael Collins' 'crew' 'mission' 'blasted off' 'mission was named Apollo 11 and the rocket was the Saturn V' 'landing' 'impact' 'space exploration' 'achievements'
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Year 2 History Curriculum

Teachers plan sequences of lessons across the unit that will build on and develop the children's knowledge and skills. In Key Stage 1, our curriculum is mapped to enable children to develop an awareness of the past, using common words and phrases relating to the passing of time. They will start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. As they progress through the key stage, they will begin to make comparisons and connections between people and events in the past.

Unit	SPRING 1 The Great Fire of London	SPRING 2 Monarchs	SUMMER 2 Take to the skies!
Concepts	Cause and consequence	Similarity and Difference	Historical significance
Threads	<ul style="list-style-type: none"> Legacy Significant event 	<ul style="list-style-type: none"> Significant People Legacy 	<ul style="list-style-type: none"> Significant People Legacy
National Curriculum	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]	(Queen Elizabeth 1 and Queen Victoria) 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.	The lives of significant individuals in the past who have contributed to national and international achievements. Wright Brothers Events beyond living memory that are significant nationally or globally [for example, the first aeroplane flight Amelia Earhart
Overview	In this unit, we will travel back in time to London in the seventeenth century. In 1665, the plague hit London, killing thousands of people. While the people were still recovering, a second disaster hit the city in 1666: the Great Fire of London. The fire started in Pudding Lane on 2 September 1666 in the bakery of Thomas Farriner, who was the King's baker. We will learn about the different reasons for the fire spreading so quickly and causing such devastation. We will also discover the lasting legacy of the fire and what makes an event that occurred more than 300 years ago so significant.	Throughout history, individuals have contributed to national and international achievements. In this unit, children will learn about significant female Monarchs whose legacy is still remembered today: Queen Elizabeth I and Queen Victoria. Through understanding the context and lived experience of each individual, the children will develop an understanding of why and how they chose to promote change. By making comparisons between the Monarchs. Pupils will identify and explain similarities and differences in their methods and their lasting legacy.	In this unit, we will travel back to a time when we did not see countless planes flying above our heads. Instead, people had long been looking up at the sky and wishing to fly. We will discover that there were many futile attempts to build the first aeroplane and that the history of flight can be traced back hundreds of years to the first kites and even the drawings of Leonardo da Vinci.
Key theme/questions	What effects did the "Great Fire" of 1666 have on London? <ol style="list-style-type: none"> I can explain measures that were taken to ensure another such fire couldn't happen again. (re-designing of buildings, introduction of the fire service and water pipes into London) What did buildings look like in London in 1666? What happened during The Great Fire of 1666? What was left of London? How did London change after the Great Fire. 	What did Queen Elizabeth I and Queen Victoria achieve in their lifetime? <ol style="list-style-type: none"> Who was Queen Elizabeth I and what is she remembered for today? What was life like in Tudor times? Who was Queen Victoria and what is she remembered for today? What was life like in Victorian times? 	How has air travel changed over time? <ol style="list-style-type: none"> What were some of the earliest developments in flight? Which were the most significant? When was the first aeroplane flight, who achieved it and how do we know it happened? How has air travel developed over time? Why should we remember Bessie Coleman, Amy Johnson and Amelia Earhart? What impact has air travel had on us?
Vocab	<p>Use phrases and words to describe the passing of time - eg. 'past' 'before' 'now' 'then' 'present' 'period' 'change'</p> <p>'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Use words and phrases to describe events and people from the past – eg. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'</p>	<p>Use phrases and words to describe the passing of time - eg. 'past' 'before' 'now' 'then' 'present' 'period'</p> <p>'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Use words and phrases to describe events and people from the past – eg. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer' 'monarch' 'society' 'inventions' 'monarch' 'palace' 'empire' 'inventions' 'Tudor life' 'Victorian Life' 'Queen Elizabeth II' 'Queen Victoria' 'King Charles III', Sovereign, Head of State' 'achievements' 'British Empire' 'technological advances' 'impact'</p>	<p>Use phrases and words to describe the passing of time - eg. 'past' 'before' 'now' 'then' 'present' 'period'</p> <p>'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Use words and phrases to describe events and people from the past – eg. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer' 'Icarus' 'Bessie Coleman, Amy Johnson and Amelia Earhart' 'explorer'</p>

Year 3 History Curriculum

In Key Stage 2, children will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. This chronology, or sequence of events, will be referred to throughout KS2 so that children become secure in their understanding of important historical events and eras. It will also enable them to begin to identify trends over time and develop the appropriate use of historical terms such as ancient and civilisation. The explicit mapping and rigorous teaching of vocabulary ensures that children can gain and deploy a historically grounded understanding of abstract terms such as ‘empire’ or ‘legacy’.

Unit	AUTUMN 2 Stone Age to Iron Age	SPRING 2 Down the Pit – A Local History study	SUMMER 2 Ancient Civilizations- Egypt
Concepts	Continuity and Change	Continuity and Change	Similarity and difference
Threads	<ul style="list-style-type: none"> Settlement Societal Structure Trade 	<ul style="list-style-type: none"> Societal change 	<ul style="list-style-type: none"> Societal Structure Legacy
National Curriculum	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<ul style="list-style-type: none"> A local history study A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient Chin
Overview	In this unit, we will learn that people have been living in Britain for a very long time. We will learn about the changes that occurred over a time span of 10,000 years during the three main periods in prehistory: the Stone Age, Bronze Age and Iron Age. During the Stone Age, the Neolithic Revolution changed the way people lived from hunter-gatherers to farmers. Copper, then bronze and finally iron started to be used to make weapons and tools. By the Iron Age, the Celts built hill forts for protection from their enemies.	In this unit we will learn what coal is and why it was so important to our locality in the past. We will learn where the local collieries are and how this helped shape our local community today. We will look at why significant technological changes over the centuries contributed to the demise of the coal industry. We will undertake a memorable visit to a local coal mining museum.	In this unit, we will travel back to 3,000 years before the birth of Christ to learn about the Ancient Egyptians. We will discover that the Ancient Egyptians were united under one ruler, Menes, and the empire lasted until 30BC, when the Romans conquered Egypt. We will understand what the greatest achievements
Key theme/questions	<p>What changed in Britain from the Stone Age to the Iron Age?</p> <ol style="list-style-type: none"> When was the Stone Age to the Iron Age? (Timelines) What were the achievements of the prehistoric people? (Achievements) How did housing change in each period of prehistoric history? (Housing) How did the Societal Structure change from Stone Age to the Iron Age? (Society / Trade including people) 	<p>How has mining impacted/changed our local community?</p> <ol style="list-style-type: none"> What is coal? Why was coal so important in our local area? What was life like in the mines? How did the closure of the mines effect our local community? 	<p>What impact have the Ancient Egyptians had on our lives?</p> <ol style="list-style-type: none"> Who were the earliest civilizations? Who were the Ancient Egyptians and when did they live? (Chronological Understanding) Who were the Pharaohs and why were they important? What did the Ancient Egyptians believe? What were the greatest inventions and achievements of the Ancient Egyptians?
Vocab	<p>Use phrases and words to describe the passing of time -</p> <p>eg. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘decade’ ‘century’ ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’</p> <p>Use words and phrases to describe events and people from the past –</p> <p>eg. ‘hunter-gatherer’ ‘impact’ ‘significant’ ‘continuity’ ‘change’ ‘warrior’ ‘prehistoric’ ‘artefact’ ‘BC/AD’ ‘henge’ ‘Stone henge’ ‘duration’ ‘pre-history’ ‘civilisations’ ‘timeline’ ‘chronological’ ‘Stone age’ ‘Three ages’ ‘Bronze Age’ ‘Iron Age’ ‘duration’ ‘period’ ‘BC’ ‘AD’ ‘chronological order’ ‘timeline’ ‘achievements’ ‘Palaeolithic’ ‘Mesolithic’ ‘Neolithic’ ‘round house’ ‘society’ ‘hunter gatherers’ ‘Nomadic’ ‘settled’ ‘Hill Fort’ ‘ruled’ ‘power’ ‘trade’ ‘Celts’ ‘Druids’ ‘slaves’ ‘trade’ ‘debt’ ‘War Lords’ ‘village’</p>	<p>Use phrases and words to describe the passing of time -</p> <p>eg. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘decade’ ‘century’ ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’</p> <p>Use words and phrases to describe events and people from the past – eg. ‘hunter-gatherer’ ‘impact’ ‘significant’ ‘continuity’ ‘change’ ‘warrior’ ‘prehistoric’ ‘artefact’ ‘BC/AD’</p> <p>‘coal’ ‘coal mine’ ‘pit’ ‘colliery’ ‘shaft’ ‘cage’ ‘mine’ ‘lamp’ ‘Davy lamp’ ‘dust’ ‘dangerous’ ‘Trapper’ ‘Hurrier’ ‘Thruster’ ‘Getter’ ‘Seam’ ‘Gate’ ‘Coal tub’ ‘Winding gear’ ‘pit ponies’</p>	<p>Use phrases and words to describe the passing of time -</p> <p>eg. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘decade’ ‘century’</p> <p>‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’</p> <p>Use words and phrases to describe events and people from the past – eg. ‘hunter-gatherer’ ‘impact’ ‘significant’ ‘continuity’ ‘change’ ‘warrior’ ‘prehistoric’ ‘artefact’ ‘BC/AD’ ‘Pharaoh’ ‘tomb’ ‘Howard Carter’ ‘pyramids’ ‘mummy’ ‘mummification’ ‘hieroglyphics’ ‘influence’ ‘civilisation’ ‘excavate’ ‘ancient’ ‘modern’ ‘civilisation’ ‘dynasty’ ‘Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China’ ‘chronological order’ ‘timeline’ ‘civilisations’ ‘Stone Age’ ‘overlapped’ ‘locate’ ‘River Nile’ ‘inherited’ ‘fertile’ ‘floods’ ‘located’ ‘old, middle, new’ ‘harvested’ ‘trade’ ‘goods’ ‘rights’ ‘roles’ ‘Tutankhamun’ ‘worshipped’ ‘Gods’ ‘Godesses’ ‘belief’</p>

Year 4 History Curriculum

Unit	SPRING 1 Romans	SPRING 2 Anglo-Saxons and Scots	SUMMER 1 Vikings
Concepts	Historical Significance	Continuity and Change	Cause and Consequence
Threads	Societal Change Invasion and settlement Significant People Legacy	Invasion and Settlement Societal Structure	Invasion and Settlement Significant People
National Curriculum	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs,</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066
Overview	Having explored the developments in <i>Britain</i> from the Stone Age to the Iron Age, this unit helps us to understand that during the same period, in <i>Italy</i> , the Roman Empire had started to flourish. We will begin by learning about the successful invasion led by Emperor Claudius in AD 43. Having become the dominant power in the Mediterranean, the Romans realised that a bigger empire would bring ever-greater treasures so they decided to invade Britain. To understand the success of this invasion we will study the development of the Roman army into the most efficient and effective force the ancient world had ever seen. We will return to the Celts to examine their resistance and will conclude this unit by considering the lasting legacy of the Roman empire in Britain.	In this unit, we will be learning about what happened to Britain after the Romans left. We will find out who the Anglo-Saxons were and how they settled in Britain. We will contrast them to the Roman invaders by examining similarities in their motivations for invasion and differences in how they built society. We will examine their settlements and discover what life was like in Anglo-Saxon Britain. How did they live? How did they make a difference to our lives today?	In this unit, children will continue their learning about British history with a study of the mediaeval period. They will continue to explore the thread of invasion and settlement by revisiting their learning about the Roman, Anglo-Saxon and Scot invasions. In AD 787, the first three Viking ships landed on the Dorset coast from Denmark. As well as being excellent sailors, the Vikings were ferocious fighters. They plundered the monasteries and raided any settlements they could find. Eventually, they started to settle, finding the land more suited to farming than the forests and mountains of their homeland.
Key Theme / Questions	<p>How did the Roman invasion change Britain and what did they leave behind?</p> <ol style="list-style-type: none"> Why and how did the Romans successfully invade Britain? Did the native Britons welcome or resist the Romans, and why? How did the Romans influence the culture of the people already here? 	<p>Why did the Anglo-Saxons settle in Britain?</p> <ol style="list-style-type: none"> Who were the Picts and Scots? Who were the Anglo Saxons and why did they invade/settle in Britain? What was life like in an Anglo Saxon Britain? (Buildings, farming, clothing, jobs and leisure and religion) 	<p>What was the Viking and Anglo-Saxon struggle for the Kingdom of England?</p> <ol style="list-style-type: none"> Who are the Vikings and why did they invade Britain? When and where did the first Viking invasions take place? Who was King Alfred and why was he named "Alfred the Great"? How did the Anglo-Saxon and Viking struggle for power result in England becoming a unified country?
Vocab	<p>Use phrases and words to describe the passing of time -eg. 'duration' 'period' 'era' 'concurrent', 'during this time' 'previously' 'compared to'</p> <p>Use words and phrases to describe events and people from the past – eg. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable' 'empire' 'era' 'conquest' 'legacy' 'invasion' 'tribe' 'rebellion' 'Roman Empire' 'Boudica' 'Celts' 'invade' 'settle' 'aqueduct' 'Julius Caesar' 'Claudius' 'Emperor' 'uprising' 'legacy' 'Hadrian's Wall'</p>	<p>Use phrases and words to describe the passing of time - eg. 'duration' 'period' 'era' 'concurrent', 'during this time' 'previously' 'compared to'</p> <p>Use words and phrases to describe events and people from the past – eg. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable' 'Picts' 'Scots' 'invader' 'raid' 'long-ship' longhouse' 'runes' 'settlement' 'Pagan' 'thatch' 'clan' 'Christianity' 'Anglo-Saxon' 'invade' 'settle' 'Grampian Mountains' 'Angle' 'Angle-land' 'Jutes' 'craftsmen'</p>	<p>Use phrases and words to describe the passing of time - eg. 'duration' 'period' 'era' 'concurrent', 'during this time' 'previously' 'compared to'</p> <p>Use words and phrases to describe events and people from the past – eg. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable' 'raid' 'invade' 'settle' 'King Alfred' 'Alfred the Great' 'Anglo-Saxon' 'Romans' 'Vikings' 'invasion' 'Scandinavia' 'Lindisfarne' 'Jorvic' 'reign' 'danegeld' 'Battle of Ashdown 871' 'Battle of Chippenham' 'Battle of Edington' 'peace treaty' 'Danelaw' 'defensive forts' 'Ethelred' 'Cnut' 'Athelstan' 'King Edward' '1066' 'Battle of Hastings' 'Norman Conquest'</p>

Year 5 History Curriculum		
Unit	SPRING 1 & 2 Ancient Greece	SUMMER 2 Mayan Civilization
Concepts	Historical Significance	Similarity and Difference
Threads	Societal Structure Legacy	Societal Structure Trade Legacy
National Curriculum	A study of Greek life and achievements and their influence on the western world A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
Overview	In this unit children will develop their understanding of the achievements of one of earliest European Civilizations. They will develop their understanding of historical concepts such as cause and consequence and continuity and change by looking at the Ancient Civilisation of Greece. They will look at how evidence is used to make historical claims and begin to understand connections between national and international history. Learning will be further enhanced by a 'Living History' visitor.	In this unit, we will be learning about the Maya civilisation that used astronomy, developed calendar systems and used hieroglyphic writing. The Maya people were also known for creating elaborate ceremonial buildings, such as pyramids, temples, and observatories and we will be looking at aspects of their life.
Key Theme / Questions	How has modern day life been influenced by the Ancient Greeks? 1. Who were the Ancient Greeks? 2. How were the Ancient Greeks governed and are there any similarities in how we are governed today? 3. What were the main ideas and beliefs of some of Ancient Greece's most famous philosophers/scholars? 4. How have the Olympic games changed since they were first held in Ancient Greece? 5. What influence has Ancient Greek architecture had on the modern world?	What contributions have the Mayans made to life as we know it? 1. Where, when and who were the Maya? 2. How were Religion and the Gods significant in Maya Civilisation? 3. What do Maya ruins tell us about city-states? 4. What were the achievements of the Maya? (including their number, writing and calendar systems) 5. What is the mystery behind the abandoned cities?
Vocab	Use words and phrases to describe events and people from the past – eg. 'farmer-warrior' 'democracy' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias' 'legacy' 'civilisation' 'empire' 'Archaic, Classical and Hellenistic' 'locate' 'Democracy' 'Oligarchy' 'Monarchy' 'Tyranny of ancient Greece' 'city states' 'features' 'characteristics' 'scholar' 'philosopher' 'Pythagoras, Socrates, Hippocrates, Plato, Aristotle and Archimedes' 'Olympic Games' 'Theatre' 'University' 'temples' 'architectural features' 'Olympic games' 'empire' 'legacy' 'settlement' 'civilisation' 'society' 'monarchy' 'peasantry' 'tax' 'trade' 'invasion' 'parliament' 'architectural features' 'Greek columns - Doric, Ionic, and Corinthian' 'identify' 'modern' 'architecture' Use phrases and words to describe the passing of time and context of civilisations eg. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'	Use words and phrases to describe events and people from the past – eg. 'civilisation' 'empire' 'hierarchy' 'trader' 'merchants' 'Mesoamerica' 'Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama = Central America' 'religious rituals' 'worshipped' 'creation' 'cacao' 'maize' 'sacrifice' 'trade' 'Hero twins' 'city-states' 'Chichen Itza' 'architects' 'Temple, Palace, Ball Court, Observatory tower' 'John Lloyd Stephens and Frederick Catherwood' 'Maya calendar cycles' 'Hieroglyphs' 'syllabograms' 'Codices' 'pok-ta-pok' 'mass abandonment' 'drought' 'disease' 'Spanish Invasion' 'Spanish Conquest' Use phrases and words to describe the passing of time and context of civilisations eg. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'

Year 6 History Curriculum

Unit	AUTUMN 1 World at War	AUTUMN 2 Benin (West Africa)	SUMMER 1 More Mighty Monarchs
Concepts	Cause and Consequence and Historical Significance	Similarity and Difference	Historical Significance
Threads	Invasion and Settlement Societal Change Legacy	Trade Societal Structure Settlement	Significant people Legacy
National Curriculum	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (significant turning point in British history, for example, the first railways or the Battle of Britain)	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - This could include: The changing power of monarchs using case studies such as John, Anne and Victoria.
Overview	Throughout this unit, pupils will be expected to describe the features of historical events and ways of life from periods studied; presenting to an audience. They will be able to summarise the main events from a specific period of history, explaining the order in which key events happened and describe a key event from Britain's past using a range of evidence from different sources. They will also be able to identify and explain differences, similarities and changes between different periods of history and summarise how Britain has learnt from other countries and civilizations (historically and more recently).	During this unit of study, pupils will be expected to understand the key events in African History related to Benin. They will learn about religious and cultural beliefs of Ancient Benin and how European preconceptions about African civilisations often differ from reality about the oral tradition of Ancient Benin and the stories passed down through its history. Pupils will learn how artefacts provide evidence about the past, how the growth of Europe, trade and Empires contributed to the fall of the Benin Kingdom.	In this unit, pupils will describe a chronologically and secure knowledge and understanding of British history, establishing clear narratives within and across the periods of the Monarchy they study. They will be able to describe a study of an aspect or theme in British history that extends their chronological knowledge beyond 1066. They will also be able to construct informed responses that involve a thoughtful selection and organisation of relevant historical information relating to the Monarchs they have studied.
Key Theme / Questions	How did WWII impact on/change Britain? <ol style="list-style-type: none"> How did WWII begin and which countries and world leaders were involved? What was the Blitz and how did it affect communities? How did the role of woman change during the war? How was the food supply affected during WWII? How has the war impacted on Britain today – legacy? 	Why did the Benin civilization appeal to people in Europe at the time? <ol style="list-style-type: none"> What did settlements look like in early Benin? What was the importance of trade to the expansion of the Benin Empire? How did the lives of Benin royalty compare with the lives of ordinary people? What were the reasons behind the decline of the Benin Empire? 	How did the changing power of Monarchs affect Britain? <ol style="list-style-type: none"> Why did William the Conqueror succeed in becoming King? Was King John a great king because he gave us the Magna Carta? Why did King Henry VIII marry six times? Why was Queen Anne important in creating the United Kingdom of Great Britain?
Vocab	<p>Use phrases and words to describe the passing of time and context of civilisations - eg. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p> <p>Use words and phrases to describe events and people from the past eg. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression' 'rationing' 'axis' 'allies' 'Blitz' 'Blackout' 'air raids' 'shelters' 'gasmasks' 'evacuated' 'evacuees' 'roles' 'rationing' 'propaganda' 'alliance' 'imperialism' 'economy' 'holocaust' 'nationalism' 'remembrance' 'assassination'</p>	<p>Use phrases and words to describe the passing of time and context of civilisations - eg. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p> <p>Use words and phrases to describe events and people from the past – eg. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression' 'Empire' 'settlement' 'trade' 'Benin' 'Oba' 'decline' 'empire' 'Golden Age' 'slavery' 'imported' 'reign' 'settlement'</p>	<p>Use phrases and words to describe the passing of time and context of civilisations - eg. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p> <p>Use words and phrases to describe events and people from the past – eg. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression' 'empire' 'legacy' 'monarch' 'trade' 'reign' 'monarch' 'William the Conqueror' 'King John' 'hero' 'villain' 'Henry VIII' 'divorce' 'creation of the C of E' 'civil war' 'impact' 'Queen Anne' 'Magna Carta'</p>