Year 2
Term: Spring

History Core Knowledge
What is a monarch?

Core Knowledge

1	**Explain what a monarch is.** *By exploring the role of a monarch (King Charles III).*
2	**Understand how monarchs are crowned in a special ceremony.** *By exploring how someone becomes a monarch and the steps of the coronation.*
3	**Explore the events leading to the Norman conquest of England.** *By using images to find clues about the past.*
4	**Exploring how William the Conqueror ruled.** *By recognising the similarities and differences between castles built by the Normans.*
5	**Investigate how castles have changed over time.** *By comparing the features of castles from different eras.*
6	**Describe how the monarchy has changed.** *By comparing the monarchy from the past to the present.*

Prior Knowledge

Year 1

- Know words such as past, present, before and after.
- Sequencing simple events.
- Look at photos, objects or stories from the past and discuss what they show.
- Know that change happens over time.
- Know that change happens over time.
- Know that life in the past was not the same as today.
- Ask simple historical questions e.g. 'Who?' 'What?' 'When?'
- Learn about important individuals from the past.

Key Concepts

William the Conqueror



Became king in 1066.

King Charles III



Became king in 2022

Bayeux Tapestry



A long piece of decorated fabric that tells the story of the Norman Conquest of England in 1066, which led to William the Conqueror becoming king.

Iron Age fort



Stone keep castle



Motte and bailey castle



Concentric castle



Parts of a castle

battlements



motte



moat



gatehouse



portcullis



keep



Key Vocabulary

	**king**	A man who is the ruler of the country.
	**queen**	A woman who is the ruler of the country.
	**monarchy**	A system where a country is ruled by a king or a queen.
	**power**	The ability to make decisions and be in charge.
	**ruler**	A person who is in charge of a country or a place.
	**coronation**	A special religious ceremony where a new king or queen is crowned.

Misconceptions Answered

? "Monarchs can do what they want."	Monarchs in the past had more power but now a monarch must follow the rules and laws like everyone else.
? "All monarchs are good."	All monarchs are different and it depends on the decisions that they make.

Year 2
Term: Summer

History Core Knowledge
How did we learn to fly?

Core Knowledge

1	**Discover the history of the first flight.** By recounting events using sources.
2	**Understand why the first flight was a significant event.** By exploring how the lives of others were changed.
3	**Investigate the achievements and significance of Bessie Coleman.** By using sources including photographs.
4	**Explore the significance of Amelia Earhart.** By using primary sources.
5	**Investigate why the Moon landing was a significant event.** By asking questions about the past.
6	**Explore the history of flight.** By placing significant events on a timeline.

Prior Knowledge

Year 1

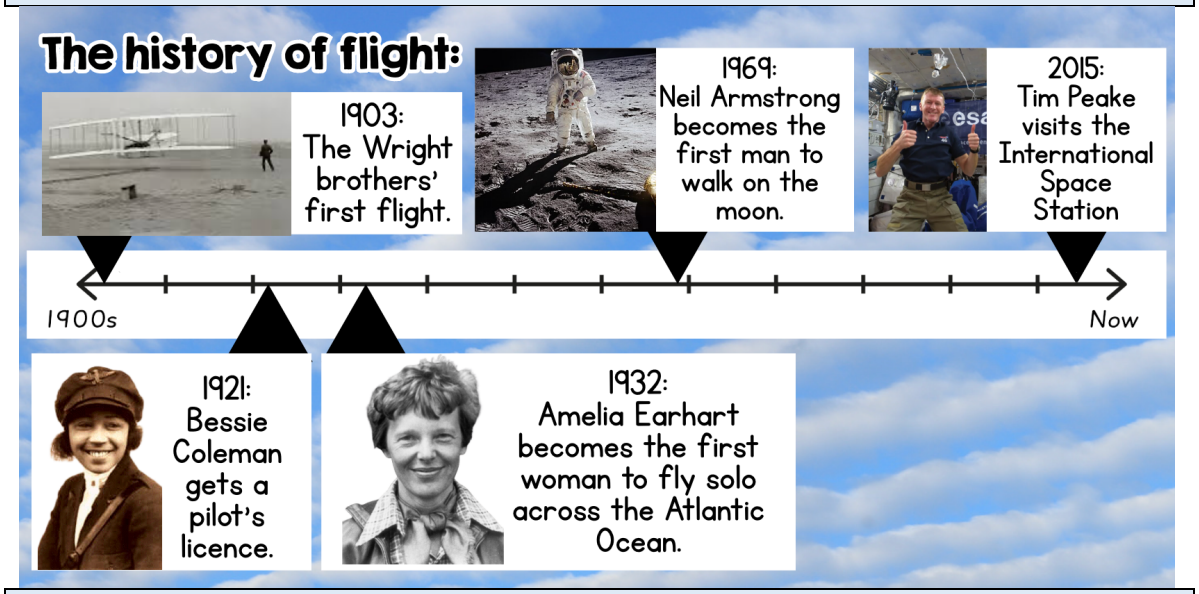
-Know words such as past, present, before and after.
-Sequencing simple events.
-Look at photos, objects or stories from the past and discuss what they show.
-Know that things change.

Know that life was different in the past.
Ask simple historical questions e.g. 'Who?' 'What?' 'When?'
Learn about important individuals from the past.

Misconceptions Answered

"Only one-person invented flying."	There are many people who were significant in the history of flight.
"Flying made no difference to people's lives"	Flying gave opportunities to people linked to travel, communication and exploration.

Key Concepts



Key Vocabulary

inventor	A person who creates something new that didn't exist before.
lifetime	The time from when someone is born until they die, or the time something exists.
source	Where something comes from or where you get information.
primary source	Something that gives direct, first-hand information about an event or time.
events	Important things that happen.
change	When something becomes different.

Year 3
Term: Autumn

History Core Knowledge
Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?

Core Knowledge

1	**Explore how long ago the prehistoric man lived.** By creating timelines to gain chronological understanding of prehistory.
2	**Investigate Stone Age settlements.** By using archaeological evidence to explore dwellings at Skara Brae.
3	**Investigate the Bronze Age.** By using archaeological evidence to carry out an historical investigation.
4	**Explore the impact of bronze in Britain.** By identifying similarities and differences.
5	**Understand the importance of trade during the Iron Age.** By exploring what was traded and how.
6	**Explore change and continuity between periods.** By using secondary sources to compare life in Iron Age settlements to Neolithic settlements.

Prior Knowledge

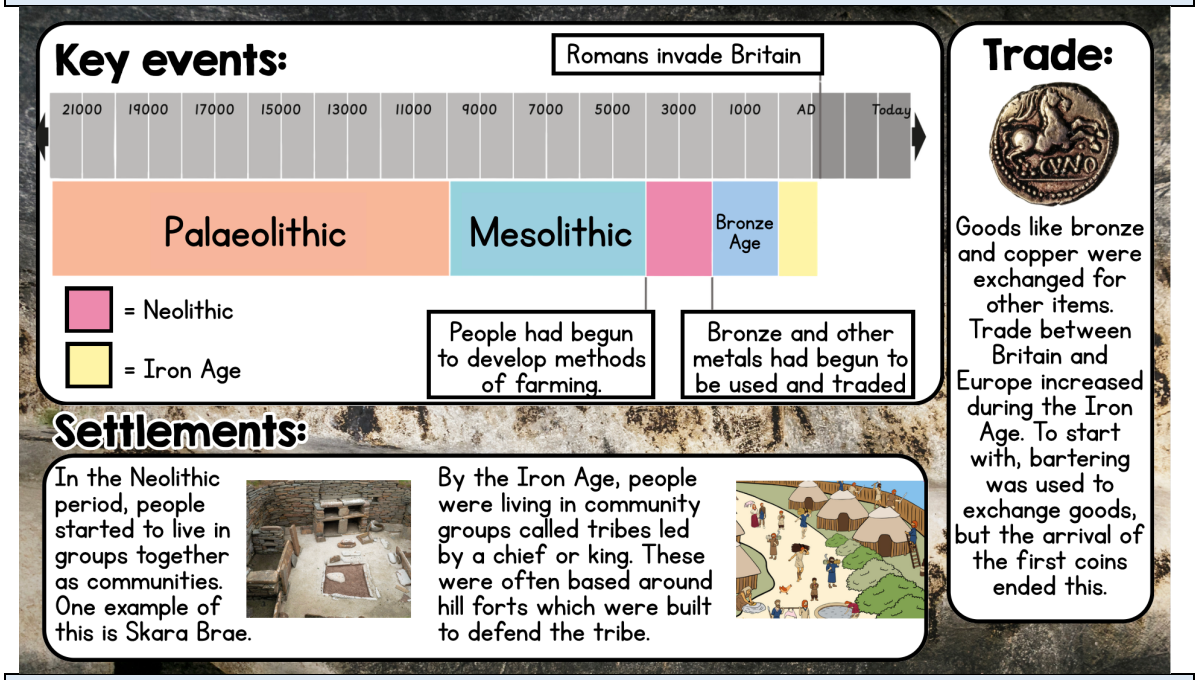
Year 2

-Ordering events on a timeline.
-Using terms like before, after, earlier, later, long ago.
-Recognise what has changed and what has stayed the same.
-Learn about important individuals.
-Begin to question photos, artefacts and simple written sources.
-Asking historical questions 'Who?' 'What?' 'Where?' 'When?'
-Know life was different in the past.

Misconceptions Answered

? "Humans lived with dinosaurs."	Dinosaurs died our millions of years before humans existed.
? "People only hunted animals"	They also gathered plants and later farmed crops.

Key Concepts



Key Vocabulary

	AD Anno-Domini	*Used for the years after the birth of Jesus.*		**settlement**	*The time before people wrote things down.*
	BC Before Christ	*Used for the years before AD.*		**trade**	*When people exchange goods or services.*
	archaeology	*Using remains to learn about the past.*		**hunter-gatherers**	*A group of people who move around hunting or collecting food.*
	prehistory	*The time before people wrote things down.*		**tribe**	*A group of people with shared values and one leader.*

Year 3
Term: Spring

History Core Knowledge
Why did the Romans invade and settle in Britain?

Core Knowledge

1	**Investigate life in Ancient Rome.** *By exploring the buildings and ruins that remain.*
2	**Investigate the Roman invasions in Britain.** *By exploring the causes/reasons behind them.*
3	**Explore how Britons responded to Roman invasion.** *By using sources of evidence to debate the pros and cons of Roman rule.*
4	**Explore the how the Roman army was successful.** *By using a range of sources.*
5	**Investigate the lives of Roman soldiers.** *By examining and making deductions from artefacts.*
6	**Explore the impact of invasion and settlement.** *By examining the legacy of the Roman Empire.*

Prior Knowledge

Year 2

-Using simple language like past, present, old, new, before, after.
-Ordering events or objects in sequence.
-Using terms like army, battle, invade.

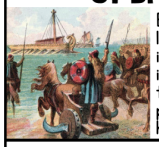
-Begin to question photos, artefacts and simple written sources as well as making inferences.
-Asking historical questions 'Who?' 'What?' 'Where?' 'When?'
-Identify simple differences between past and present, discussing what has changed.

Misconceptions Answered

? "The Romans invaded Britain once and then stayed."	There were multiple attempts to invade before a successful invasion was achieved.
? "The Romans settled everywhere in Britain."	Settlement was uneven across the country. Regions in the north were less controlled.

Key Concepts

The Roman invasion of Britain



Emperor Claudius led a successful invasion of Britain in AD 43. He wanted to show off his power and expand his empire.

Hadrian's Wall



Built by the Romans in AD 122 under Emperor Hadrian's orders, the wall marked the northern boundary if the Roman Empire in Britain and defended it from tribes to the north.

Vindolanda

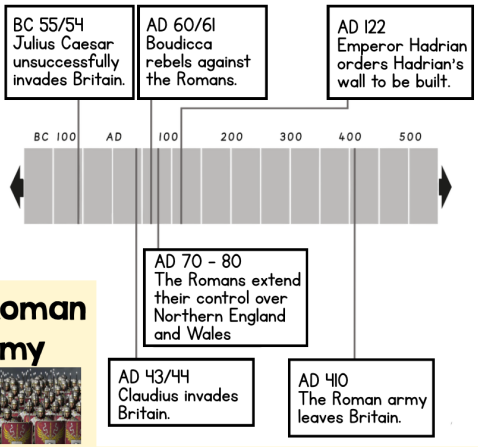


An ancient Roman fort near Hadrian's Wall, Vindolanda was a key military camp. The well-preserved artefacts and writings found there by archaeologists provide evidence about Roman life in Britain.

Boudicca



Boudicca was the Celtic queen of the Iceni tribe. She married King Prasutagus, who made a deal with the Romans to keep his land after their invasion. However, the Romans did not keep to their side of the deal. Boudicca successfully led a rebellion against the Romans and destroyed their capital. She was eventually defeated by the Romans and died in AD 60



The Roman army



The Roman army was responsible for the expansion of the Empire. It was well-organised and the soldiers were well-equipped and trained. Formations such as the testudo (tortoise) and the wedge allowed them to attack and defend themselves quickly.

The Roman army left Britain for good in AD410. Germanic groups were attacking Italy, and Emperor Honorius decided he needed the army to defend it. Britain was left to await the arrival of the next invaders. The Romans had changed life in Britain for good.

Key Vocabulary

civilisation	*A group of people living together with rules, buildings, and ways of life (like homes, roads, and jobs).*
conquer	*To take control of a place by winning a fight or battle.*
empire	*A group of countries or lands ruled by one leader or government, like the Roman Empire.*
invasion	*When an army enters a country to take control of it.*
settlement	*A place where people move to live and stay.*
primary source	*Something from the time in the past that gives us information (like a letter, object, or building).*
secondary source	*Information made later about the past (like books, websites, or documentaries).*

Year 3
Term: Summer

History Core Knowledge
What was important to ancient Egyptians?

Core Knowledge

1	**Explore where and when the first civilisations appeared.** By using sources to ask questions.
2	**Investigate the importance of the River Nile.** By exploring its uses and how it helped people.
3	**Explore the importance of ancient Egyptian hieroglyphics.** By explaining what they are and the significance of the Rosetta Stone.
4	**Explore the importance of gods and goddesses in ancient Egypt.** By using artefacts and sources of evidence.
5	**Investigate beliefs about the afterlife.** By exploring the process and reasons for mummification.
6	**Explore who ruled ancient Egypt and what happened to them when they died.** By evaluating continuity and change in where and how pharaohs were buried.

Prior Knowledge

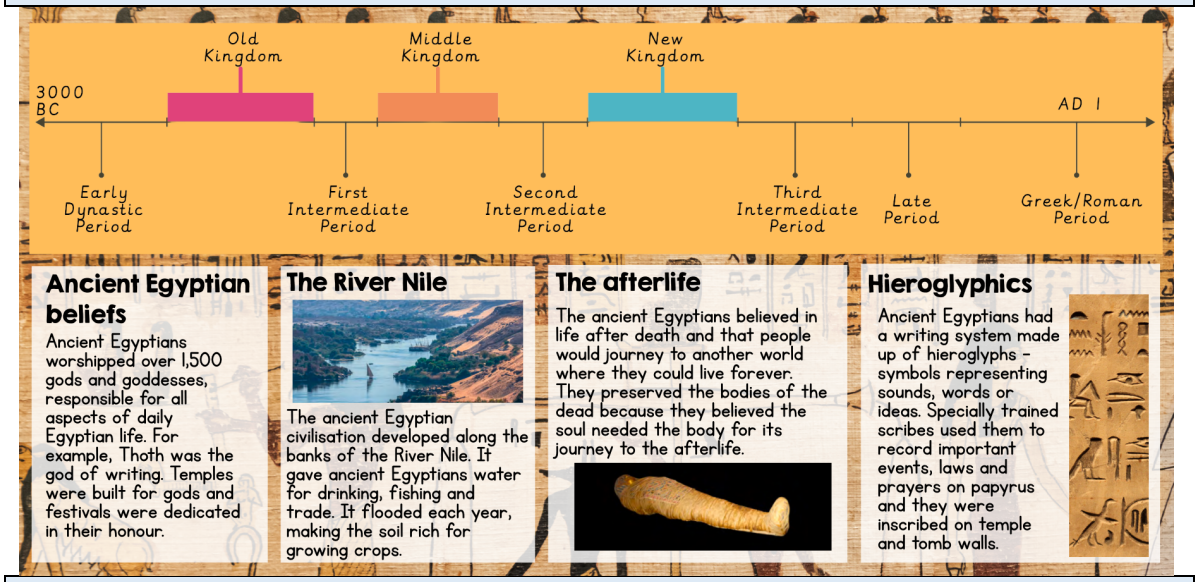
Year 2

-Using simple language like past, present, old, new, before, after.
-Order simple events.
-Look at pictures and objects to find information and talk about what they can see.
-Asking historical questions 'Who?' 'What?' 'Where?' 'When?'
-Identify simple differences between past and present, discussing what has changed.
-Recognise that things have changed over time.

Misconceptions Answered

? "All Egyptians were rich like pharaohs"	Society was a hierarchy—most people were farmers or workers, not rulers like Tutankhamun.

Key Concepts



Key Vocabulary

	achievement	Something important that someone has done or created that they are proud of.
	afterlife	What people believe happens after someone dies.
	beliefs	Things that people think are true or important.
	chronological	Putting things in order by time.
	civilisation	A group of people living together with their own way of life, including homes, rules, and jobs.
	continuity	Things that stay the same over time.
	goods	Items that people make or grow to use or sell (like food, tools, or clothes).
	trade	Buying, selling, or swapping goods between people or places.

Year 4
Term: Autumn

History Core Knowledge
What changed in Britain after the Anglo-Saxon invasion?

Core Knowledge

1	**Evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.** *By using a range of sources.*
2	**Identify change and continuity in Iron Age and Anglo-Saxon settlements.** *By comparing houses and settlements.*
3	**Explore Anglo-Saxon beliefs.** *By investigating artefacts to make deductions.*
4	**Identify how Christianity spread in Britain.** *By analysing how and why religious beliefs changed.*
5	**Evaluate King Alfred's reign and legacy.** *By exploring a range of sources.*
6	**Evaluate how and why the Anglo-Saxon rule ended.** *By investigating contenders claims to the throne.*

Prior Knowledge

Year 3

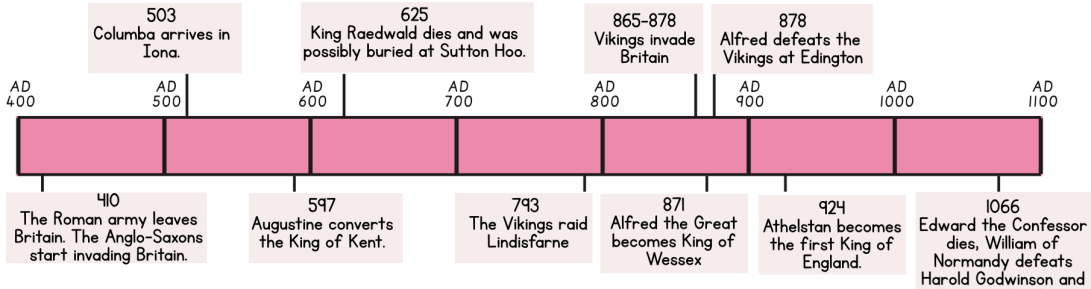
-The meaning of key vocabulary: invade, conquer, settle, empire.
-The Romans invaded and settled in Britain before eventually leaving.

-Britain was vulnerable to further invasions after the Romans left.
-Britons lived in tribes with no central governments.
-Basic chronology of Stone Age, Iron Age, Bronze Age and Romans.

Misconceptions Answered

? "The Anglo-Saxons were one group of people."	They were made up of different groups of people who came from northern Europe.
? "Anglo-Saxons were primitive and uncivilised."	They were skilled crafts people with organised communities and detailed artwork.

Key Concepts



Anglo-Saxon Settlements

The Anglo-Saxons lived in single-roomed huts in villages. Houses were made out of wattle and daub and wood with a thatched roof. They had most things they needed: food, warmth and family. They left their villages only to trade with others for essential items.



Anglo-Saxon Kingdoms



By AD 600, England was organised into five kingdoms: Northumbria, Mercia, Wessex, East Anglia and Kent. Each one was ruled by a king who made the laws. Over time, Wessex became the most important kingdom, and in AD 925, Aethlstan became the first king of England.

The Viking Raids

The Vikings raided Britain to steal items to trade. Over time, they decided they wanted to stay and settled in parts of northern England. In AD 878, Alfred the Great defeated the Vikings at the Battle of Edington and made a deal to split the country in two: Danelaw (the Viking part) and Wessex (the Anglo-Saxon part). Athelstan ended the Vikings' invasion by defeating them at York in AD 927 and became the first Anglo-Saxon king of England.

Christian missionaries

Columba, Aidan and Augustine were important Anglo-Saxon missionaries who arrived in Britain in the 6th and 7th centuries. Columba founded a monastery on the island of Iona and spread Christianity in Scotland. Aidan, from Iona, became a missionary in Northumbria, founding the monastery in Lindisfarne. Augustine was sent by the Pope to convert the Anglo-Saxons in Kent, establishing a church in Canterbury. Their work helped spread Christianity across Britain.

Key Vocabulary

claimant	A person who believes they are entitled to be king or queen.
Vikings	Seafaring people from Scandinavia who raided and invaded Britain.
invasion	A military attack in which an army uses force to take over another country.
kingdom	A part of England which was ruled by a king or queen.
missionary	A person sent to an area to promote Christianity.
oath	A solemn promise.
settlement	A place where a community of people lives.
settlers	People who move to a new country and stay there permanently.

Year 4
Term: Spring

History Core Knowledge
How have children's lives changed?

Core Knowledge

1	**Identify continuities and changes to children's lives over time.** By examining a range of sources.
2	**Investigate why Tudor children worked and their working conditions.**
3	**Research and record the working conditions of Victorian children.** By using primary and secondary sources.
4	**Evaluate the impact of Lord Shaftesbury on children's lives.** By investigating his contribution to labour laws and education in Victorian England.
5	**Explore the changes in children's leisure activities from the past.** By using illustrations and photographs.
6	**Evaluate the impact of diseases on the lives of children in the past.** By investigating past diseases and treatments.

Prior Knowledge

Year 3

People's lives changed overtime because of inventions, laws and society developing.
Able to use historical evidence to find out about the past.
Understanding of historical concepts such as change, continuity, cause and consequence.

Misconceptions Answered

? "All children went to school in the past."	School was not compulsory for everyone. Many children worked to help their families.
? "All children in the past worked long hours in dangerous jobs."	Poor children worked, often in factories or mines whereas wealthy children went to school or were educated at home.

Key Concepts

Health

Many children did not live to adulthood in Tudor and Victorian England. They were malnourished due to poor harvests. Diseases such as smallpox, choloera and the plague spread rapidly. The development of vaccines, antibiotics and medical care has led to children recovering from illnesses.

Apprentices



Tudor and Victorian children as young as seven left home to become apprentices.

They swore an oath to remain loyal to their master. In return, they received training, food and lodging. Children – mostly boys – trained to become blacksmiths, cobblers, gong farmers, chipmakers, publishers and more.

Lord Shaftesbury 1801-1885



Lord Shaftesbury encouraged the establishment of schools to give working children an education. He also publicised the poor working conditions of children and introduced parliamentary bills to reduce the number of hours children worked.

Tudor Frost Fair



Victorian Fair



Modern Fair



During the Tudor period, fairs were held to celebrate saint's days in local towns. Children would have watched jesters walking on stilts, juggling or performing tasks; watched archery demonstrations; bought food; and enjoyed plays. By the Victorian period, there were swingboats and carousels. Today, technology has transformed fairgrounds into huge theme parks.

Key Vocabulary

	class	A group of people with a similar amount of money, jobs or social status.
	continuity	Things that stay the same over time.
	apprentice	A young person who learns a trade or occupation in return for accommodation, clothing and food.
	modern	Something from the present time or recent times.
	poverty	When people do not have enough money for basic needs like food, clothes or housing.
	servant	A person who works for another person, often in their home.
	working conditions	Having more money or possessions than others.

Year 4
Term: Summer

History Core Knowledge
How did the achievements of the Maya civilisation impact their society and beyond?

Core Knowledge

1	**Understand how the rainforest influenced ancient Maya life.** By exploring challenges of rainforest life and the solutions they developed.
2	**Make inferences about life in ancient Maya cities.** By exploring archaeological remains.
3	**Describe the role of gods in ancient Maya life.** By investigating ancient Maya beliefs and characteristics of Maya gods.
4	**Develop recording skills (acting as archivists).** By exploring inventions of the ancient Maya.
5	**Understand the importance of cacao to the ancient Maya.** By drawing conclusions from information.
6	**Investigate the end of the Classic period Maya city states.** By evaluating historians' claims on the decline of the ancient Maya cities.

Prior Knowledge

Year 3

-Understand that civilisations from the past can be placed on a timeline.
-Use historical vocabulary such as civilisation, settlement, trade, artefact, and archaeologist correctly.

-Understand that historians learn about the past from different sources.
-Compare similarities and differences between life in ancient civilisations and life today.
-Explain that historical interpretations can differ depending on the evidence available.

Misconceptions Answered

? "The Maya disappeared completely."	Maya people still exist today in parts of Mexico, Guatemala, Belize and nearby countries.
? "The Maya calendar predicted the end of the world."	The Maya calendar marked cycles of time but not predict the world ending.

Key Concepts

Maya inventions



The Ancient Maya developed many things and each invention was linked to their beliefs about the world. Some examples include the ball game, which was a form of telling stories about heroes and gods; calendars to know when to plant their crops and celebrate festivals that honoured the stars and the seasons; temples where people went to give gifts to their gods and writing used to write down important things, including stories about gods and goddesses.

Maya city states



Ancient Maya cities such as Tikal thrived in the Classic period. The cities had a grand plaza (main street) on which the most important buildings (such as temples, observatory towers, ball courts and palaces) were found. Ordinary people lived in houses on the outskirts of the city and the cities themselves were connected by roads. Historians have learned more about these cities from recent archaeological discoveries in the rainforest (e.g. hieroglyphics were discovered in the buildings)

Maya Settlements

The Ancient Maya faced many challenges settling in the rainforest, including dangerous animals, dense vegetation and shady conditions, which made growing crops difficult. They solved these problems by slashing and burning trees to clear rainforest areas, becoming adaptable hunters, and developing crops that could grow successfully in the conditions, such as cacao and maize.

Ancient Maya Periods

Pre-Classic period
From 2000 BC to AD 250, the Ancient Maya were hunter-gatherers (hunting animals and gathering food from nature) to living in cities.

Classic period
From AD 250 to AD 900, the Ancient Maya thrived, invented and flourished.

Post-Classic period
From AD 900 to 1524, this period saw the development of Chichen Itza, one of the largest and most magnificent Ancient Maya cities.

Contact and Spanish conquest period
From 1524 to 1697, the Ancient Maya had more contact with the Europeans and the Spanish took control.

Key Vocabulary

archaeologist	A life that some people believe happens after death.
ancient	Very old; from a long time ago.
civilisation	A large group of people living together with laws, culture, and cities.
currency	The money used in a country.
decline	When something becomes weaker, smaller, or less successful.
Mesoamerica	A historical region that is now Mexico and Central America.
ritual	A set of actions or ceremonies performed in a fixed way, sometimes for religious purposes.
theory	An idea that is intended to explain facts or events, often based on some evidence.

Year 5
Term: Autumn

History Core Knowledge
Were the Vikings raiders, traders or something else?

Core Knowledge

1	**Investigate when and why the Vikings came to Britain.** By categorising and sequencing events.
2	**Evaluate ideas about the Vikings.** By exploring historical sources to challenge stereotypes.
3	**Understand the importance of Viking trade and trading routes.** By exploring historical representations.
4	**Compare different versions of Viking sagas.** By identifying similarities and differences.
5	**Evaluate the impact of the Viking invasions and settlements.** By using primary sources and case studies.
6	**Explain the significance of Vikings' achievements.** By evaluating a range of sources.

Prior Knowledge

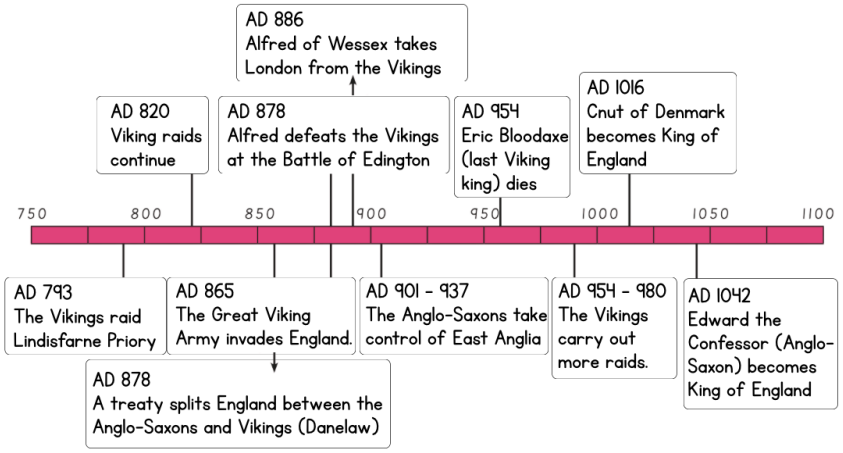
Year 4

-Understand that history is organised into different periods of time.
-Use historical vocabulary such as civilisation, settlement, invasion, and trade.
-Ask questions about the past and discuss possible answers using evidence.
-Use artefacts, pictures, and written sources to learn about history.
-Compare similarities and differences between people's lives in the past.
-Understand that historians use evidence to find out about the past.

Misconceptions Answered

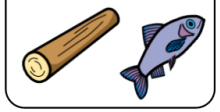
"Vikings wore horned helmets."	There is no evidence that real Vikings wore horned helmets in battle. This idea came from later stories.
"Vikings were only raiders and fighters."	Vikings were also farmers, traders, explorers, and craftspeople.

Key Concepts



Traders

Using Longboats, the Vikings established trading routes throughout Europe and as far as America, Iraq and Jerusalem. They sold items like timber, wheat, wool, fur and fish. They exchanged them for silver, spices, wine, jewellery, silk and glass.



Raiders

The Viking raids of Britain started in AD 793 when Lindisfarne's monastery was attacked. In general, the Vikings raided in the summer, when it was easier to access the sea. They stole valuable items from the monasteries and villages, and they enslaved people before returning home. For the Vikings, raiding demonstrated bravery - a characteristic they valued highly.



Settlers

In Britain, the Vikings started to stay over the winter months. Eventually, they settled down on land they had seized in eastern and northern England. Sometimes, the Anglo-Saxons gave them land to stop the Vikings from attacking them. In AD 878, Alfred the Great made a peace deal with the Vikings which split England into Anglo-Saxon and Viking-controlled areas. The Viking area, known as Danelaw, was settled and peaceful.



Key Vocabulary

	**exchange**	When people give or trade things with each other, like goods, ideas, or money.
	**trade route**	A path or journey people use to carry and trade goods between places
	**expansion**	When a group, country, or area grows bigger.
	**settlement**	A place where people build homes and live together.
	**migration**	When people move from one place to another to live.
	**longship**	A long, narrow boat used by Vikings for sailing and exploring.
	**invasion**	When an army enters another place by force to take control.

Year 5
Term: Spring

History Core Knowledge
What was life like in Tudor England?

Core Knowledge

1	**Investigate the reputation of Henry VIII.** By using portraits and primary written sources to interpret his character.
2	**Explore why Henry VIII had many wives.** By using secondary sources to evaluate in context of the Tudor period.
3	**Make deductions about power and punishment in the Tudor period.** By using a variety of sources to investigate the monarch's absolute power.
4	**Explore the use of propaganda by a Tudor monarch.** By investigating the reliability of primary sources.
5	**Make deductions about the wealth and position of Tudor people.** By using inventories.
6	**Explore the importance of inventories in Tudor times.** By using historical sources.

Prior Knowledge

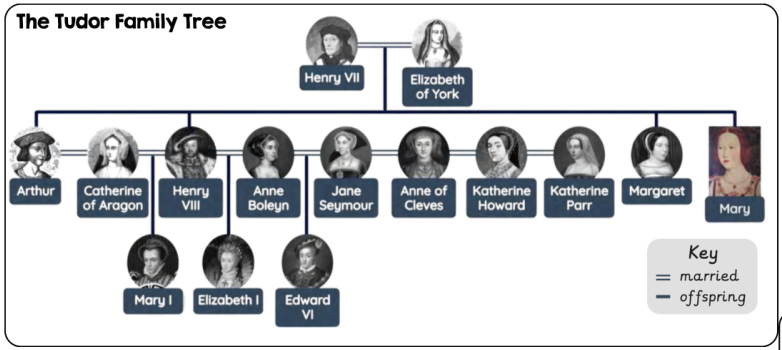
Year 4

- Place historical periods on a timeline using dates and centuries
- Understand that Britain changed over time through invasion, settlement and expansion
- Ask questions about the past and investigate using historical sources
- Use evidence from pictures, artefacts and texts to make simple conclusions
- Explain how historians know about the past
- Describe causes of events and the changes that happened afterwards
- Use historical vocabulary such as invasion, migration, monarch, trade and settlement

Misconceptions Answered

? "Everyone in Tudor times was rich and lived in castles."	Most Tudors were poor farmers or workers who lived in small homes.
? "Portraits always showed what Tudor people really looked like."	Portraits were often designed to make wealthy or powerful people look impressive.

Key Concepts



Henry VIII



Henry VIII was king of England from 1509 to 1547. He married six times to get a male heir. He used portraits of himself to portray himself as a powerful king.

Hans Holbein the Younger

A German painter and printmaker who lived at Henry VIII's court for periods of time. His portraits are some of the most famous of Henry VIII.



Anne Boleyn

The second wife of Henry VIII and the mother of Elizabeth I. She was strongly protestant and tried to influence Henry VIII to change his views.



Elizabeth I

The daughter of Henry VIII and Anne Boleyn who was queen of England from 1558 to 1603. She used portraits and coins as propaganda to show her power and authority as queen.



Key Vocabulary

bias	When someone unfairly prefers one side or opinion over another.
democracy	A system where people help choose their leaders by voting.
heir	A person who is next in line to inherit a title, money or a throne.
merchant	A person who buys and sells goods.
occupation	A person's job or work.
Parliament	A group of people who make laws and decisions for a country.
propaganda	Information made to persuade people to think a certain way.
sovereign	A king, queen or ruler with power over a country.
state	A country or area ruled by a government.
tyrant	A cruel ruler who uses too much power unfairly.

Year 5
Term: Summer

History Core Knowledge
What is the legacy of the ancient Greek civilisation?

Core Knowledge

1. **Explore who the ancient Greeks were and when they lived.**
   By explaining how geography influence life in Ancient Greece.
2. **Investigate what the Greek gods reveal about life in Ancient Greece.**
   By making deductions and inferences using primary sources.
3. **Explore how Ancient Greece was governed.**
   By identifying similarities and differences using secondary sources.
4. **Explain the influence of Athenian democracy on modern democracy.**
   By comparing direct and representative democracy.
5. **Explain the significance and impact of Ancient Greek philosophy.**
   By identifying examples of their ideas in modern life.
6. **Evaluate the legacies of the ancient Greek civilisation.**
   By explaining how these legacies influence life today.

Prior Knowledge

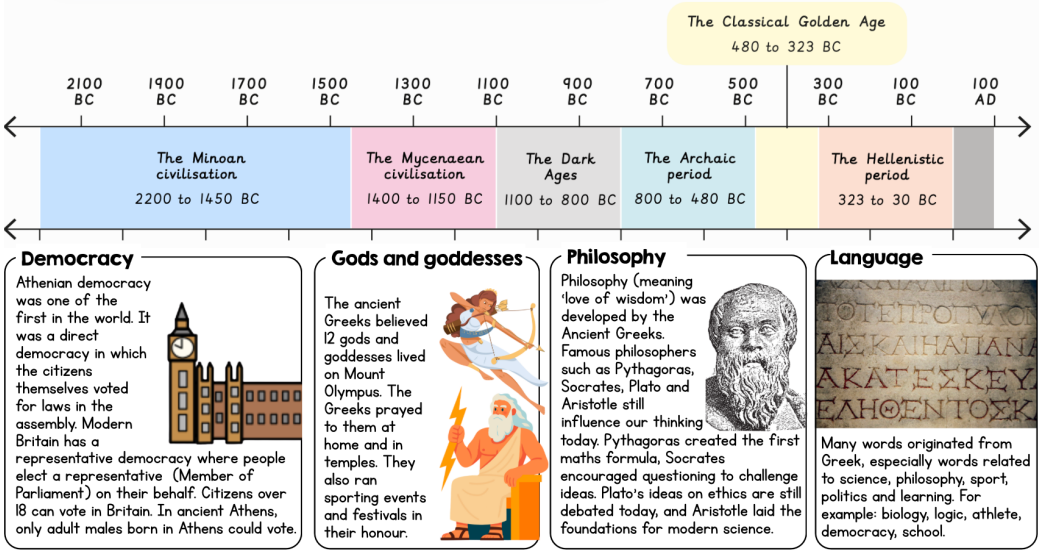
Year 4

- -Place periods of history on a timeline and understand chronology
- -Ask historical questions and investigate the past using sources
- -Use evidence from artefacts, pictures and texts to make simple deductions
- -Understand that different sources and interpretations may give - different views of the past
- -Explain causes and consequences of important events
- -Compare similarities and differences between civilisations and ways of life
- -Understand key concepts such as monarchy, government, invasion, settlement and society
- -Communicate historical ideas clearly using appropriate vocabulary and evidence

Misconceptions Answered

? "The Olympics in Ancient Greece were the same as today."	Ancient Olympic Games were only for Greek men and included different events and traditions.
? "Ancient Greece was one single country."	Ancient Greece was made up of many city-states, such as Athens and Sparta, with different rulers and laws.

Key Concepts



Key Vocabulary

assembly	A group of people gathered for a meeting or discussion.
citizen	A person who belongs to a country or community.
civilisation	A large group of people living together with their own laws, culture and way of life.
democracy	A system where people help choose their leaders by voting.
govern	To lead or control a country or group by making rules and decisions.
government	The group of people who run a country and make laws.
legacy	Something important left behind from the past.

Year 6
Term: Autumn

History Core Knowledge
What can the census tell us about local areas?

Core Knowledge

1	**Explore the purpose and creation of a census.** By using sources including transcripts.
2	**Develop questioning skills.** By using a range of sources to inform questions.
3	**Explore jobs available in the past.** By using the census and comparing jobs in the past to now.
4	**Make inferences about women's lives in the 1900s.** By using sources to create a visual timeline of suffrage movement.
5	**Investigate and compare how the census changed between 1911 and 1921.** By following the life of Evelyn Dove.
6	**Conduct an enquiry about my local area.** By investigating using census records and other sources.

Prior Knowledge

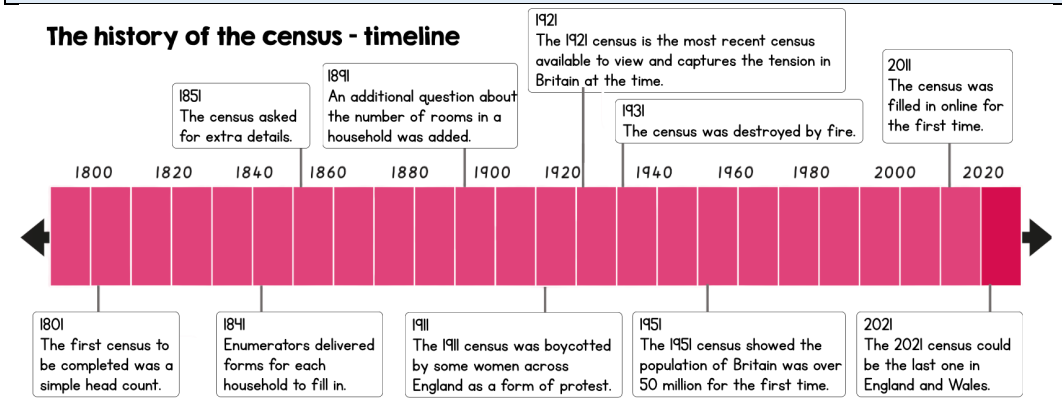
Year 5

-Use timelines to understand when events happened and how long ago they were.
-Ask questions about the past and use evidence to find answers.
-Study different historical sources such as photographs, maps, and documents.
-Decide if a source is useful and reliable.
-Identify changes and similarities between the past and today.
-Read information from charts, tables, graphs, and maps.
-Use evidence to explain ideas and make simple conclusions about the past.

Misconceptions Answered

? "The census is just about counting people."	The census also asks about homes, jobs, travel and languages.
? "Old census information tells us exactly what a place is like now."	Places can change overtime so we can use the census to compare the past to now.

Key Concepts



What sources can provide information about the local area?

The census is a survey collecting information from every household in the country. It can be used to focus on specific people and places or identiy changes in a particular household over a period of time. It contains information such as the names of people living in a household, their ages, occupations, places of birth, their relationship to the head of household and the number of rooms in a dwelling.



Birth, marriage and death records not only identify and confirm births, marriages and deaths, but also give extra information, such as who witnessed marriages and people's occupations.

Old maps or plans of the local area show what it was like in the past and allow people to identify how the local area has changed.



Key Vocabulary

census	A survey that collects information about the people living in a country or area.
decade	Ten years.
historical enquiry	Learning about the past by asking questions and finding evidence.
migration	When people move from one place or country to live somewhere else.
occupation	A person's job.
politics	How a country or community is run and how decisions are made.
reliable	Something you can trust because it works well or tells the truth.
suffrage	The right to vote. Women fought for suffrage so they could vote in elections.

Year 6
Term: Spring

History Core Knowledge
What was the impact of World War 2 on the people of Britain?

Core Knowledge

1	**Investigate the causes and consequences of the events leading to the war.** *By creating a timeline.*
2	**Explore the impact of the Battle of Britain on the Royal Air Force.** *By using first hand recollections.*
3	**Make deductions and inferences about the Blitz.** *By exploring photographs from that period.*
4	**Investigate evacuation experiences.** *By exploring primary and secondary sources.*
5	**Investigate the impact of WW2 on women's lives.** *By evaluating visual and written sources.*
6	**Investigate the lives of migrants after WW2.** *By using a range of sources to explore the experiences of the Windrush generation.*

Prior Knowledge

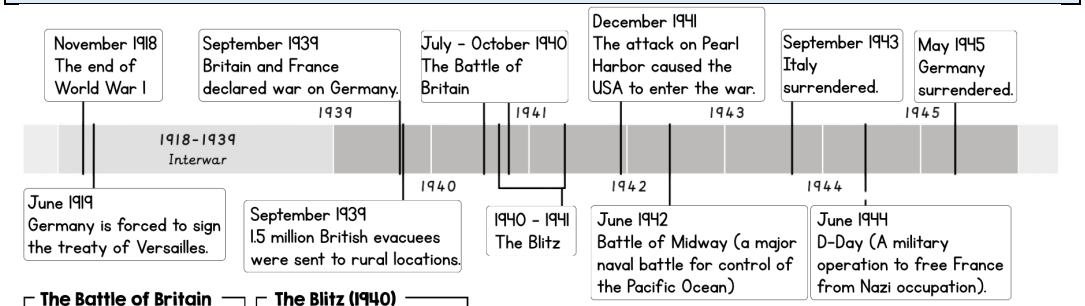
Year 5

-Place events on timelines and understand chronology (order of events over time).
-Explain simple causes and consequences of historical events.
-Use a range of historical sources such as photos, letters, and documents.
-Decide what a source shows and whether it is useful or reliable.
-Compare life in different time periods, noticing similarities and differences.
-Interpret information from maps, charts, and written evidence.
-Use evidence to answer enquiry questions and support ideas.

Misconceptions Answered

? "Britain fought alone throughout the war."	Britain worked with allies from many countries.
? "The Blitz happened everywhere in Britain equally."	Towns and cities which were larger, ports or industrial were affected more than others.

Key Concepts



The Battle of Britain

The Battle of Britain had four phases and was a major air battle over southern England. The German luftwaffe tried to destroy Britain's Royal Air Force (RAF) to prepare for an invasion. But thanks to the RAF's smart tactics, organisation and use of radar, they stopped the Luftwaffe. The RAF pilots were called 'The Few' because they defended Britain against a much larger air force.



The Blitz (1940)



Coming from the German word blitzkrieg ('lightning war'), Blitz was a period of time when German bomber planes began targeting British cities and industrial areas – particularly London, Coventry, Manchester, Cardiff, Belfast and Clydebank.

Women and children





When war was declared in September 1939, 1.5 million children were evacuated to safer areas in the countryside. More followed during the Blitz in 1940 and again in 1944. Some enjoyed their time with kind hosts, but others felt homesick or struggled to adjust. With many men away, around 5 million women worked at the start of the war, and by 1943, this number grew to over 7 million. Woken worked in various industries including the armed forces.

The Windrush generation

Arriving from the Caribbean between 1948 and the early 1970s, the Windrush generation was part of a wider wave of migration from across the British Empire. including people from Africa and Asia, who helped rebuild Britain after World War 2.
The Windrush generation filled important roles in transport, healthcare and many other industries. Their cultural influence – through music, food and traditions – continues to shape Britain today.

Key Vocabulary

	**advancement**	Moving forward or improving something, like technology, medicine, or society.
	**alliance**	When countries agree to work together and help each other.
	**appeasement**	Giving in to the demands of others to keep peace and avoid war.
	**cause**	The reason why something happens.
	conflict	A fight or disagreement between people or countries.
	**cultural exchange**	When people from different cultures share ideas, food, music, or traditions.
	**evacuation**	When people are moved to a safer place because of danger.
	**propaganda**	Information that is made to persuade people to think a certain way, sometimes not completely fair or true.

Year 6
Term: Summer

History Core Knowledge
Unheard histories: Who should go on the £10 banknote?

Core Knowledge

1	**Explain the significance of people on banknotes.** By describing the contribution of historically significant individuals.
2	**Explore what makes a monarch historically significant.** By using sources to compare monarchs.
3	**Make inferences from sources.** By asking questions about historically significant people.
4	**Investigate the historical significance of Mary Seacole.** By using primary sources.
5	**Investigate the achievements of two British sporting figures.** By researching important aspects of a person's life.
6	**Evaluate the significance of different historical figures.** By applying criteria and exploring legacies.

Prior Knowledge

Year 5

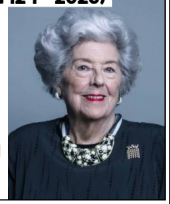
-Use historical sources to find information and support ideas about people from the past.
-Evaluate sources by thinking about reliability, bias, and usefulness.
-Understand that different sources can show different viewpoints of the same person or event.
-Ask enquiry questions and use evidence to form and justify opinions.
-Understand cause and consequence in historical change and achievement.
-Compare people, events, and time periods, identifying similarities and differences.
-Recognise that history is interpreted differently by different people.

Misconceptions Answered

? "What happened in the past is always agreed on by everyone."	Historians can have different interpretations of the same event.
? "If someone is on money or statues, they must be a perfect person"	Historical figures can have both achievements and flaws.

Key Concepts

Betty Boothroyd (1929 - 2023)



Labour MP (Member of Parliament) for West Bromwich from 1973 - 2000. In 1992, she became the very first woman Speaker of the House of Commons - a big job in Parliament - and stayed in that role until 2000.

Ellen Wilkinson (1891 - 1947)



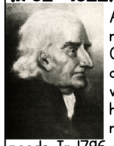
A Labour Party politician who served as an MP for Middlesborough East (1924 - 1931) and Jarrow (1935 - 1947). She strongly supported women's rights, including equal pay. She was only the second woman to hold a top government position (called the Cabinet) and helped raise the school leaving age to 15. Ellen also took part in the 'Jarrow Crusade', where 200 unemployed men marched from Jarrow in northeast England to London, to protest unemployment and poverty.

Lily Parr (1905 - 1978)



An English footballer from St Helens, Lancashire. She was famous for her powerful shots and scored almost 1000 goals in her career. At the time, the Football Association banned women's football but Lily still played and showed that women could excel at the sport.

William Tuke (1732 - 1822)



A Quaker (a member of a Christian group) and businessman who wanted to help people with mental health needs. In 1796, he opened a hospital in York called The Retreat. It offered kinder treatment, including better living conditions, healthier food and chances for patients to learn new skills.

Mary Seacole (1805 - 1881)



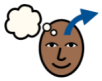
A British-Jamaican nurse and businesswoman, best known for her work during the Crimean War. She set up the 'British Hotel' near the battlefield to provide food, comfort and care for sick, wounded and recovering British soldiers. Mary Seacole also ventured onto the battlefield to treat wounded soldiers directly, earning respect for her bravery and compassion.

Betty Snowball (1909 -1989)



An English cricketer who played for the England women's team. She held the record for the most runs scored in one match for 50 years and it is still the highest score by an English woman. After she stopped playing professionally, she taught cricket and mathematics in Herefordshire.

The 5 R's Criteria: A method for evaluating the historical significance of a person or event



Remembered: a person or event that was important to the memory of a group of people.



Remarked: A person or event that was reported on at the time and later.



Resonates: A person or event that has connected to experiences, beliefs or attitudes across time and place.



Revealed: A person or event that reveals aspects of the past.



Resulted: A person or event that created change and had consequences for the future.

Key Vocabulary

	**alliance**	When people or countries agree to work together and help each other.
	**contribution**	Something you do to help or improve a group, place, or situation.
	**legacy**	What a person leaves behind after they die, like achievements, ideas, or changes that last.
	**politics**	How decisions are made about how a country is run.
	**society**	A group of people who live together in a community or country.
	**working class**	People who usually do jobs like factory work, building, or manual labour.