

	Term 1	Term 2	Term 3
Year 1	Transport - How has transport changed? <ul style="list-style-type: none"> Chronological Understanding: Sequence events in their life. Historical Enquiry: Ask and answer questions about old and new objects. <ol style="list-style-type: none"> Identify different types of transport. Recognize old and new types of transport. Understand how transport has changed over time. Describe how transport was different in the past. Identify reasons why transport changes. Explain how changes in transport affect people’s lives. 	Lives of Significant Individuals - How were Mary Seacole, Florence Nightingale and Edith Cavell heroes? <ul style="list-style-type: none"> Chronological Understanding: Place the lives of these individuals in chronological order. Historical Enquiry: Use sources to find out about the past. <ol style="list-style-type: none"> Identify who Mary Seacole, Florence Nightingale, and Edith Cavell were. Understand what each individual did. Explain why they are considered heroes. Compare the contributions of each individual. Discuss the impact of their work on modern healthcare. Reflect on the qualities that make someone a hero. 	Changes within living memory - What has changed in my lifetime? <ul style="list-style-type: none"> Chronological Understanding: Sequence events in their own lives. Historical Enquiry: Ask questions about the past and use different sources to find answers. <ol style="list-style-type: none"> Recognize significant events in their own lives. Identify changes in technology over their lifetime. Describe changes in their local area. Discuss changes in toys and games. Explain how family life has changed. Reflect on how these changes have affected their lives.
	Vocabulary:	Vocabulary:	Vocabulary:
	Prior Learning: The Night Pirates	Prior Learning:	Prior Learning:
Year 2	Significant events, people & places in own locality – Was Frederick Horniman a hero or a villain? <ul style="list-style-type: none"> Chronological Understanding: Place events in chronological order. Historical Enquiry: Use sources to find out about the past. <ol style="list-style-type: none"> Identify who Frederick Horniman was. Understand what he did in the local area. Discuss why some people see him as a hero. Explore why some people might see him as a villain. Describe the impact of his work on the local community. Reflect on how people’s actions can be seen in different ways. 	Significant individual – What was the impact of Rosa Parks and Emily Davidson’s bravery? <ul style="list-style-type: none"> Chronological Understanding: Sequence the events in the lives of Rosa Parks and Emily Davidson. Historical Enquiry: Use different sources to find out about their actions. <ol style="list-style-type: none"> Identify who Rosa Parks and Emily Davidson were. Understand the actions they took. Explain why their actions were significant. Discuss the impact of their bravery on society. Compare the contexts of their actions. Reflect on the importance of standing up for what is right. 	Events beyond living memory – What was the impact of the great fire of London? <ul style="list-style-type: none"> Chronological Understanding: Place the Great Fire of London in chronological order. Historical Enquiry: Recognise the difference between primary and secondary sources Use different sources to find out about the event. <ol style="list-style-type: none"> Use a range of sources to identify differences between ways of life in 1666 and now. Describe what happened during the Great Fire of London. Identify the causes of the fire. Explain how the fire spread. Discuss the immediate impact of the fire on people’s lives. Understand the long-term changes that resulted from the fire.
	Vocabulary:	Vocabulary:	Vocabulary:
	Prior Learning: The Night Pirates – Reception, Transport – Y1 , Significant individuals – Y1	Prior Learning: Significant individuals – Y1	Prior Learning: Where do we live? Geography Y1 A Walk in London Y2
Year 3	Leisure and entertainment – Which part of the 20th Century would you like to live in and why? <ul style="list-style-type: none"> Chronological Understanding: Place the decades of the 20th century in order. Historical Enquiry: Use sources to compare leisure activities across the 20th century Knowledge & Interpretation: Identify how leisure activities have changed over time. <ol style="list-style-type: none"> Identify key leisure activities in the early 20th century. Describe changes in entertainment during the mid-20th century. Explain how technology influenced leisure activities in the late 20th century. Compare leisure activities in different decades. Discuss reasons for changes in leisure activities. Reflect on which decade they would prefer to live in and why. 	Stone Age to the Iron Age –The Iron Age and Bronze Age was better than the Stone Age because nothing really happened, true or false? <ul style="list-style-type: none"> Chronological Understanding: Sequence the Stone Age, Bronze Age, and Iron Age. Historical Enquiry: Investigate artefacts to learn about these periods. Knowledge & Interpretation: Compare life in the Stone Age, Bronze Age, and Iron Age <ol style="list-style-type: none"> Describe key characteristics of the Stone Age. Identify significant changes that occurred in the Bronze Age. Explain developments in the Iron Age. Compare the lifestyles in the Stone Age, Bronze Age, and Iron Age. Discuss the technological advancements of each period. Evaluate whether the statement is true or false, providing reasons. 	The Indus Valley – How do we know about life in an ancient civilisation? <ul style="list-style-type: none"> Chronological Understanding: Place the Indus Valley civilization in a timeline of ancient civilizations. Historical Enquiry: Use archaeological evidence to learn about the Indus Valley. Knowledge & Interpretation: Interpret findings from the Indus Valley to understand its culture. <ol style="list-style-type: none"> Identify where the Indus Valley civilization was located. Describe key features of the Indus Valley civilization. Explain how we know about the Indus Valley through archaeological discoveries. Discuss the importance of the Indus River to the civilization. Compare the Indus Valley with other ancient civilizations. Reflect on what we can learn from the Indus Valley about ancient life.
	Vocabulary:	Vocabulary:	Vocabulary:
	Prior Learning:	Prior Learning:	Prior Learning:
Year 4	Inventions and inventors – How has the invention of the railroad effected London? <ul style="list-style-type: none"> Chronological Understanding: Place the development of the railroad in a timeline. Historical Enquiry: Investigate the impact of the railroad on London using various sources. Knowledge & Interpretation: Understand the social and economic changes brought by the railroad. <ol style="list-style-type: none"> Identify when the railroad was invented. Describe how the railroad was developed. Explain the immediate impact of the railroad on London. Discuss the long-term effects of the railroad on London’s growth. Compare London before and after the invention of the railroad. Reflect on the significance of the railroad in modern London. 	The Roman Empire – what impact did the Romans coming to Britain have? <ul style="list-style-type: none"> Chronological Understanding: Place the Roman occupation of Britain in a timeline. Historical Enquiry: Use evidence to investigate the impact of the Romans on Britain. Knowledge & Interpretation: Understand the cultural and technological influences of the Romans. <ol style="list-style-type: none"> Identify when the Romans came to Britain. Describe key aspects of Roman life in Britain. Explain the changes the Romans brought to Britain. Discuss the impact of Roman technology and culture on Britain. Compare pre-Roman and Roman Britain. Reflect on the legacy of the Romans in modern Britain. 	Ancient Egypt – How did we discover the achievements of Ancient Egypt? <ul style="list-style-type: none"> Chronological Understanding: Place Ancient Egypt in a timeline of world history. Historical Enquiry: Use artefacts and hieroglyphs to learn about Ancient Egypt. Knowledge & Interpretation: Understand the achievements of Ancient Egypt through evidence. <ol style="list-style-type: none"> Identify key achievements of Ancient Egypt. Describe the significance of the Nile River to Egyptian civilization. Explain the process of mummification and its importance. Discuss the construction and purpose of pyramids. Interpret hieroglyphs to understand Egyptian writing. Reflect on how archaeological discoveries have shaped our understanding of Ancient Egypt.
	Vocabulary:	Vocabulary:	Vocabulary:
	Prior Learning:	Prior Learning:	Prior Learning:

	Vocabulary:	Vocabulary:	Vocabulary:
	Prior Learning: Transport – year 1	Prior Learning: Stone age to iron age – year 3, Latin	Prior Learning: Indus Valley – year 3
Year 5	Ancient Greece – What is the legacy of <ul style="list-style-type: none"> Chronological Understanding: Place Ancient Greece in a timeline of world history. Historical Enquiry: Use primary and secondary sources to investigate Greek achievements. Knowledge & Interpretation: Understand the influence of Ancient Greece on modern society. <ol style="list-style-type: none"> Identifying the chronological context of the Ancient Greeks in relation to past periods studied Describe the structure of Greek society and government (Compare Athens and Sparta) Explain the significance of Greek philosophy and education. Discuss the impact of Greek art and architecture (including Olympics) Examine the impact of Alexander the Great’s role in spreading Greek culture Reflect on the legacy of Ancient Greece in the modern world. 	Battle of Lewisham – How did Lewisham show that everyone belongs here? <ul style="list-style-type: none"> Chronological Understanding: Place the Battle of Lewisham in the context of 20th-Century Britain. Historical Enquiry: Investigate the events and causes of the Battle of Lewisham using various sources. Knowledge & Interpretation: Understand the social and political impact of the Battle of Lewisham. <ol style="list-style-type: none"> Identify the key events of the Battle of Lewisham. Describe the social and political context of the event. Explain the causes of the Battle of Lewisham. Discuss the immediate impact of the event on the local community. Compare the Battle of Lewisham with other similar events in history (eg: Suffragette movement and/or civil rights movement in US) Reflect on the significance of the event in promoting diversity and inclusion. 	Anglo-Saxons and Scots - Did Britain benefit from the settlement of the Anglo-Saxons and Scots more than the Romans? <ul style="list-style-type: none"> Chronological Understanding: Place the Anglo-Saxon and Roman periods in a timeline Historical Enquiry: Investigate the impact of the Anglo-Saxons and Romans using various sources. Knowledge & Interpretation: Compare the influence of the Anglo-Saxons and Romans on Britain. <ol style="list-style-type: none"> Identify key aspects of Anglo-Saxon and Roman life. Describe the settlement patterns of the Anglo-Saxons Explain the contributions of the Romans to British society. Discuss the impact of the Anglo-Saxons on British culture. Compare the technological and cultural influences of both groups. Reflect on whether Britain benefited more from the Anglo-Saxons or the Romans.
	Vocabulary:	Vocabulary: Racism, National Front, march, campaign, community leaders, primary & secondary sources, cause and effect, discrimination	Vocabulary: Anglo-Saxon, Dark ages, primary, secondary sources, impact, settlements, invaders, chronology
	Prior Learning: Indus Valley – year 3 Ancient Egypt – Year 4	Prior Learning: Significant individuals – Year 2, English Texts	Prior Learning: Stone age to iron age – year 3, Latin Roman Empire – year 4
Year 6	Migration – How did the Windrush generation contribute to British society? <ul style="list-style-type: none"> Chronological Understanding: Place the Windrush migration in the context of post-war Britain. Historical Enquiry: Use primary and secondary sources to investigate the experiences of the Windrush generation. Knowledge & Interpretation: Understand the social and cultural impact of the Windrush migration. Bring knowledge gathered from several sources together in a fluent account <ol style="list-style-type: none"> Understand the links between Britain and parts of the Caribbean and the reasons for this. Identify the reasons for the Windrush migration. Describe the experiences and challenges of Windrush migrants (primary and secondary sources) Discuss the contributions of the Windrush generation to British society at the time. Compare the experiences of Windrush migrants with other migrant groups. Reflect on the significance of the Windrush generation in shaping modern Britain. 	The Vikings and the Anglo-Saxons - what impact did the Vikings coming to Britain have? <ul style="list-style-type: none"> Chronological Understanding: Place the Viking and Anglo-Saxon periods in a timeline Historical Enquiry: Use various sources to investigate the impact of the Vikings on Britain. Knowledge & Interpretation: Understand the cultural and political influence of the Vikings. Bring knowledge gathered from several sources together in a fluent account <ol style="list-style-type: none"> Describe the Viking invasions and settlements in Britain. Identify key aspects of Viking life. Explain the impact of the Vikings on British society. Discuss the cultural exchanges between the Vikings and Anglo-Saxons. Compare the influence of the Vikings with that of the Anglo-Saxons. Reflect on the long-term effects of Viking settlement in Britain. 	Benin Kingdom – What are the key achievements and contributions of the Benin Kingdom? <ul style="list-style-type: none"> Chronological Understanding: Place the Benin Kingdom in a timeline of world history. Historical Enquiry: Use artefacts and oral histories to learn about the Benin Kingdom. Knowledge & Interpretation: Understand the achievements and influence of the Benin Kingdom. <ol style="list-style-type: none"> Identify key aspects of the Benin Kingdom’s society. Describe the art and culture of the Benin Kingdom. Explain the significance of trade in the Benin Kingdom. Discuss the political structure of the Benin Kingdom. Compare the Benin Kingdom with other African civilizations. Reflect on the legacy of the Benin Kingdom in modern history.
	Vocabulary:	Vocabulary:	Vocabulary:
	Prior Learning: Battle of Lewisham – Year 5	Prior Learning: Stone age to iron age – year 3, Latin Roman Empire – year 4, Anglo Saxons & Scots – Year 5	Prior Learning Indus Valley – year 3 Ancient Egypt – Year 4 Ancient Greece – year 6 Geography Economic trade links – year 6