

	Term 1	Term 2	Term 3
	Year 1 — Changes in living memory, Rosa Parks, Railways in our locality Year 2 — Great Fire, Crystal Palace & Dinosaurs, Isambard Kingdom Brunel Year 3 — Prehistoric & Ancient London, Ancient Egypt, Stone Age to Iron Age		Year 4 — Roman Empire, Roman London (local), Ancient Greece Year 5 — Anglo-Saxons & Scots, Viking struggle, Benin Kingdom Year 6 — Industrial Britain, WWII & Windrush, Parliament & Democracy
Year 1	Changes within living memory – How have toys changed in my lifetime? Chronological Understanding: Sequence changes in their own lifetime using a timeline. Historical Enquiry: Identify and use sources (photographs, objects) to find out about the past. 1. Identify what living memory means and sort toys into the past and present. 2. Describe how Victorian toys were different from toys in the 1980s. 3. Use the Word Quadrant to define and use the terms living memory and change. 4. Investigate evidence from four source stations to find out how toys changed. 5. Explain how toys have changed over time using evidence from sources.	Lives of Significant Individuals – What made Rosa Parks a hero? Chronological Understanding: Place Rosa Parks and the Montgomery Bus Boycott on the class timeline. Historical Enquiry: Use sources to find out about a significant individual and explain why they matter. 1. Identify who Rosa Parks was and place her on the class timeline. 2. Describe the Montgomery Bus Boycott and explain why Rosa Parks was arrested. 3. Use the Word Quadrant to define and use the terms significant and boycott. 4. Investigate three sources about Rosa Parks and make inferences using the I see... I notice... scaffold. 5. Explain what made Rosa Parks a significant hero and justify with evidence.	Significant Local History – Why is the railway important to our local area? Chronological Understanding: Locate the opening of the local railway on the class timeline. Historical Enquiry: Use photographs and local maps as sources; conduct a local investigation. 1. Identify when and why railways were built and locate the local station on a map. 2. Describe four ways railways changed local communities (towns, jobs, food, tourism). 3. Use the Word Quadrant to define and use the terms locality and significant. 4. Investigate old and new photographs of the local station and describe what has changed. 5. Explain why the railway is significant for our locality using evidence.
	Vocabulary: Living memory, timeline, source, evidence, change, past, present, generation, old, new	Vocabulary: Significant, hero, evidence, source, boycott, civil rights, segregation, protest, brave, impact	Vocabulary: Railway, station, Victorian, locomotive, locality, significant, change, impact, community, source
	Prior Learning: Reception: families, homes, and familiar places.	Prior Learning: Y1 T1: timeline, sources, living memory, change.	Prior Learning: Y1 T1–T2: timelines, sources, significant individuals, living memory.
Year 2	Events Beyond Living Memory – Why did the Great Fire of London change the city forever? Chronological Understanding: Place the Great Fire of London (1666) on the class timeline; establish it is beyond living memory. Historical Enquiry: Use Samuel Pepys' diary as a primary source; distinguish primary from secondary. 1. Identify when and where the Great Fire started and place it on the timeline. 2. Describe the causes of the fire and analyse Samuel Pepys' diary as a primary source. 3. Use the Word Quadrant to define and use the terms cause and consequence. 4. Investigate maps of London before and after the fire and identify changes. 5. Explain why the Great Fire of London changed the city forever using a cause-consequence chain.	Significant Local History – Why is Crystal Palace famous in our local area? Chronological Understanding: Place the Great Exhibition (1851) and Crystal Palace on the class timeline. Historical Enquiry: Use photographs, physical evidence, and local fieldwork as sources. 1. Identify who Joseph Paxton was and why the Crystal Palace was built in 1851. 2. Describe the Crystal Palace dinosaurs and explain why they are historically significant. 3. Use the Word Quadrant to define and use the terms legacy and landmark. 4. Investigate the Crystal Palace site through fieldwork or photographs and identify historical evidence. 5. Explain why Crystal Palace is significant for our local area and describe its legacy today.	Lives of Significant Individuals – What did Isambard Kingdom Brunel achieve and why does it matter? Chronological Understanding: Place Brunel's life (1806–1859) on the class timeline within the Victorian era. Historical Enquiry: Analyse photographs and diagrams as sources; evaluate Brunel's legacy using evidence. 1. Identify who Brunel was and name his three major achievements (GWR, SS Great Britain, Clifton Bridge). 2. Describe each achievement and explain what made them technically revolutionary. 3. Use the Word Quadrant to define and use the terms achievement and engineer. 4. Investigate photographs of Brunel's achievements as they exist today and evaluate his legacy. 5. Explain why Brunel was a significant individual and judge the strength of his legacy using evidence.
	Vocabulary: Great Fire of London, Pudding Lane, Samuel Pepys, cause, consequence, primary source, rebuild, disaster, monument	Vocabulary: Crystal Palace, Great Exhibition, Victorian, legacy, landmark, dinosaurs, significant, locality, Benjamin Waterhouse Hawkins	Vocabulary: Engineer, achievement, legacy, Victorian, Great Western Railway, SS Great Britain, Clifton Suspension Bridge, significant, industrialisation
	Prior Learning: Y1: timeline, sources, significant events, living memory, change.	Prior Learning: Y2 T1: cause and consequence, primary sources, beyond living memory.	Prior Learning: Y2 T1–T2: cause, consequence, legacy, significance, locality.
Year 3	Local History – What can we discover about prehistoric and Ancient London? Chronological Understanding: Place prehistoric finds and Roman London (43–410 AD) on the class timeline. Historical Enquiry: Introduce archaeology and inference; analyse artefacts from the Museum of London. 1. Identify what archaeology is and explain how archaeologists discover the past in London. 2. Describe Roman Londinium using a mosaic source and make inferences about Roman life. 3. Use the Word Quadrant to define and use the terms archaeology, inference and artefact. 4. Investigate three Museum of London artefacts and apply the I see... I notice... This suggests... scaffold. 5. Explain what we can discover about prehistoric and Ancient London and identify what we still cannot know.	Achievements of the Earliest Civilisations – What were the greatest achievements of Ancient Egypt? Chronological Understanding: Place Ancient Egypt (c. 3100–30 BC) on the timeline alongside British prehistory. Historical Enquiry: Analyse the Rosetta Stone as a primary source; apply RADDL significance criteria. 1. Identify where and when Ancient Egypt existed and explain what made it a civilisation. 2. Describe hieroglyphs and mummification and explain what the Rosetta Stone tells us. 3. Use the Word Quadrant to define and use the terms civilisation and dynasty. 4. Complete a RADDL comparison table for four Egyptian achievements (pyramids, hieroglyphs, medicine, calendar). 5. Argue which achievement of Ancient Egypt was the greatest using RADDL criteria and evidence.	Changes in Britain – What changed in Britain from the Stone Age to the Iron Age? Chronological Understanding: Sequence the Stone Age, Bronze Age and Iron Age using BC dates. Historical Enquiry: Use artefacts (flint tools, Bronze Age sword, Iron Age hillfort) as evidence for change. 1. Sequence the three prehistoric periods using BC dates and describe the key features of each. 2. Describe the shift from hunter-gatherer to farming (Neolithic) using Skara Brae as evidence. 3. Use the Word Quadrant to define and use the terms continuity and smelting. 4. Investigate four sources across the three periods and rank the most significant changes. 5. Explain the most significant change from the Stone Age to the Iron Age and identify important continuities.
	Vocabulary: Prehistoric, archaeology, artefact, inference, primary source, Londinium, excavation, Bronze Age, Roman, Thames	Vocabulary: Pharaoh, pyramid, hieroglyphs, mummification, sphinx, Nile, dynasty, Rosetta Stone, civilisation, RADDL	Vocabulary: Stone Age, Bronze Age, Iron Age, Neolithic, Mesolithic, Palaeolithic, smelting, continuity, settlement, Skara Brae, Stonehenge
	Prior Learning: Y2: sources, evidence, legacy, significance, Brunel (Victorian).	Prior Learning: Y3 T1: archaeology, inference, artefact, primary source.	Prior Learning: Y3 T1–T2: archaeology, artefact, inference, civilisation.

Year 4	The Roman Empire – How did the Roman Empire change Britain? Chronological Understanding: Place the Roman invasion (43 AD) and departure (410 AD) on the timeline. Historical Enquiry: Cross-reference four Roman sources (hypocaust, mosaic, inscription, roads map); evaluate usefulness. 1. Identify why the Romans invaded Britain and describe the key features of Roman conquest under Claudius. 2. Describe four ways Romans changed Britain (roads, towns, technology, culture) and explain Boudicca's revolt. 3. Use the Word Quadrant to define and use the terms empire and Romanisation. 4. Investigate four Roman-Britain sources and cross-reference them to build a picture of Roman life. 5. Explain the most significant change Romans brought to Britain and acknowledge what continued from the Iron Age.	Local History – What was Roman London and why does it still matter? Chronological Understanding: Connect Roman Londinium (c. 43–410 AD) to both Y3 T1 and Y4 T1 learning. Historical Enquiry: Evaluate Roman London's legacy using RADDL criteria; use then-and-now source pairs. 1. Identify what Londinium was and explain why the Romans built their city at this location. 2. Describe four key features of Londinium (forum, amphitheatre, Temple of Mithras, Roman wall). 3. Use the Word Quadrant to deepen the terms legacy and archaeological. 4. Investigate then-and-now source pairs to find evidence of Roman London still visible today. 5. Judge whether Roman London's legacy is significant using RADDL and justify with evidence.	Ancient Greece – What did Ancient Greece give to the modern world? Chronological Understanding: Place Ancient Greece (c. 800–146 BC) alongside Egypt and Rome on the timeline. Historical Enquiry: Apply RADDL criteria to three Greek legacies; construct a four-paragraph argument. 1. Identify where and when Ancient Greece existed and explain the chain of influence: Greece → Rome → Britain. 2. Describe Athenian democracy, the Olympic Games, and Greek philosophy and their influence today. 3. Use the Word Quadrant to define and use the terms democracy and influence. 4. Complete a RADDL comparison table for three Greek legacies (democracy, Olympics, philosophy). 5. Argue which Greek legacy is most significant and include a counter-argument using RADDL evidence.
	Vocabulary: Roman Empire, invasion, conquest, Romanisation, legions, Claudius, Boudicca, roads, Latin, empire, fort	Vocabulary: Londinium, amphitheatre, basilica, forum, Mithras, Roman wall, legacy, archaeological, RADDL, Boudicca	Vocabulary: Ancient Greece, Athens, Sparta, city-state, democracy, Olympics, philosophy, influence, legacy, Parthenon, RADDL
	Prior Learning: Y3: archaeology, continuity and change, Iron Age Britain, inference.	Prior Learning: Y4 T1: Roman Empire, invasion, Romanisation. Y3 T1: prehistoric and Roman London.	Prior Learning: Y4 T1–T2: Roman Empire, legacy, RADDL. Y3 T2: civilisation criteria.
Year 5	Anglo-Saxons and Scots – How did the Anglo-Saxons shape Britain after the Romans left? Chronological Understanding: Place 410 AD (Romans leave) and the Anglo-Saxon period (410–1066 AD) on the timeline. Historical Enquiry: Synthesise evidence from the Sutton Hoo helmet and the Lindisfarne Gospels to build an argument. 1. Identify who the Anglo-Saxons and Scots were and explain why they settled in Britain after the Romans left. 2. Describe four Anglo-Saxon contributions to Britain (kingdoms, language, place names, Christianity). 3. Use the Word Quadrant to define and use the terms synthesis and perspective. 4. Investigate three Roman/Anglo-Saxon source pairs and find evidence of both change and continuity. 5. Synthesise evidence to explain how the Anglo-Saxons shaped Britain and acknowledge what continued from Roman times.	Viking and Anglo-Saxon Struggle – Who won the struggle for the Kingdom of England? Chronological Understanding: Place 793 AD (Lindisfarne) through to 1066 AD on the timeline alongside Anglo-Saxon Britain. Historical Enquiry: Analyse multiple-perspective sources; introduce the concept of historical interpretation. 1. Identify who the Vikings were and explain why they raided Britain using the Anglo-Saxon Chronicle as a source. 2. Describe Alfred the Great's achievements (burhs, law codes, literacy) using Alfred's Jewel as evidence. 3. Use the Word Quadrant to define and use the terms interpretation and Danelaw. 4. Investigate three sources that present different perspectives of the Vikings and update interpretations. 5. Construct a multi-perspective synthesis conclusion arguing who ultimately won the struggle for England.	Non-European Society – What were the key achievements of the Benin Kingdom? Chronological Understanding: Place the Benin Kingdom (c. 900–1897 AD) on the timeline alongside periods studied. Historical Enquiry: Use oral history and Benin Bronzes as sources; apply full RADDL significance evaluation. 1. Identify where and when the Benin Kingdom existed and explain why it is less well known than European civilisations. 2. Describe three Benin achievements (Bronzes, trade, political organisation) and discuss the Bronzes controversy. 3. Use the Word Quadrant to define and use the terms oral history and cultural heritage. 4. Investigate three sources (Portuguese trader, oral history, secondary text) using full source analysis including perspective and limitation. 5. Judge the most significant achievement of the Benin Kingdom using RADDL and compare with one other civilisation studied.
	Vocabulary: Anglo-Saxon, Angles, Saxons, Scots, kingdom, Sutton Hoo, Lindisfarne Gospels, synthesis, perspective, continuity, pagan	Vocabulary: Viking, Danelaw, Alfred the Great, Athelstan, longship, raid, monastery, Lindisfarne, interpretation, synthesis, perspective	Vocabulary: Benin Kingdom, Oba, Benin Bronzes, oral history, cultural heritage, ivory, trade, West Africa, Nigeria, civilisation, RADDL
	Prior Learning: Y4: Roman Britain, empire, Romanisation. Y3: Iron Age.	Prior Learning: Y5 T1: Anglo-Saxons. Y4: Romans.	Prior Learning: Y5 T1–T2: Anglo-Saxons, Vikings. Y4: Ancient Greece, Rome. All RADDL and synthesis skills.
Year 6	Industrial Britain – How did industrialisation transform British society? Chronological Understanding: Place the Industrial Revolution (c. 1760–1840) on the timeline; compare urban growth data. Historical Enquiry: Analyse three sources from different perspectives (factory worker, industrialist, statistical data). 1. Identify the key drivers of industrialisation and describe how Britain's population distribution changed 1750–1850. 2. Describe five social consequences of industrialisation (urbanisation, child labour, disease, class, reform). 3. Use the Word Quadrant to define and use the terms urbanisation and reform. 4. Investigate three sources presenting contrasting perspectives on industrialisation and synthesise findings. 5. Construct a ranked-consequences conclusion explaining how industrialisation transformed British society from multiple perspectives.	World War II and Windrush – How did WWII and the Windrush generation shape modern Britain? Chronological Understanding: Place WWII (1939–45) and the arrival of the Empire Windrush (1948) on the timeline. Historical Enquiry: Investigate four sources presenting contrasting perspectives on post-war Britain; evaluate reliability and perspective. 1. Identify key events of WWII and explain how the war left Britain in need of workers by 1948. 2. Describe who the Windrush generation were, why they came, and what discrimination they faced. 3. Use the Word Quadrant to define and use the terms discrimination and citizenship. 4. Investigate four sources about post-war Britain and identify the contradictions between them. 5. Write a five-paragraph synthesis connecting WWII and Windrush and explaining why both still matter today.	Parliament and Democracy – How has Parliament shaped British democracy? Chronological Understanding: Plot the democratic chain (1215–today) on the timeline; connect to Y4 Greek democracy. Historical Enquiry: Apply RADDL to six key moments in British democratic history to judge the most significant. 1. Identify the chain of democratic development from Magna Carta (1215) to today and connect to Greek democracy (Y4). 2. Describe the Suffragette and Suffragist movements and explain how women won the vote. 3. Use the Word Quadrant to deepen the terms democracy and legislation. 4. Complete a RADDL table for six key democratic moments and score each to identify the most significant. 5. Write a final synthesis conclusion connecting all of primary history through the development of democracy.
	Vocabulary: Industrialisation, urbanisation, factory, reform, child labour, Victorian, social class, trade union, poverty, consequence, synthesis	Vocabulary: World War II, Blitz, evacuation, Windrush, migration, discrimination, citizenship, empire, integration, oral history, legacy	Vocabulary: Parliament, Magna Carta, sovereignty, suffragette, suffragist, franchise, democracy, legislation, constitutional monarchy, RADDL
	Prior Learning: Y4: Brunel (Y2) and railways transform London. Knowledge of Victorian Britain.	Prior Learning: Y6 T1: industrialisation and social change. Battle of Lewisham context from Y5.	Prior Learning: Y6 T1–T2. Y4 T3: Greek democracy. All prior history.

