

Matthew Arnold Primary History Curriculum Document 2024/2025

	Term 1	Term 2	Term 3
MAPS	All About Me, All About My Family, Celebrations, Black History Month		
Nursery	All About Me, All About My Family, Celebrations, Black History Month		
Reception	All About Me, All About My Family, Celebrations, Black History Month		
Year 1	Childhood Over Time How has childhood changed over time?	Improving Health Who made the most significant contribution to improving health?	Space Travel Why was the moon landing so important?
National Curriculum Objective Year 1	<i>Changes within living memory</i>	<i>Lives of significant individual who have made national and international achievements</i>	<i>Events beyond living memory that are significant nationally or globally</i>
Year 2	Great Fire of London How did the Great Fire of London become so great?	The Titanic Why did the unsinkable Titanic sink?	Significant Individuals Who has helped make the world a fairer place?
National Curriculum Objective Year 2	<i>Events beyond living memory that are significant nationally or globally</i>	<i>Significant historical events in their own locality</i>	<i>Lives of significant individual who have made national and international achievements</i>
Year 3	Stone Age What can we learn about life in the Stone Age and what is the evidence?	Bronze Age to Iron Age How did life change during the Bronze Age and Iron Age?	The Romans What was the Roman Empire and how did it impact Britain?
National Curriculum Objective Year 3	<i>Changes in Britain from Stone Age to Iron Age</i>	<i>Changes in Britain from Stone Age to Iron Age</i>	<i>The Roman Empire and Impact on Britain</i>
Year 4	Anglo Saxons Britain's settlement by Anglo Saxons: How did Britain change after the Romans left?	Ancient Egypt How have we learned so much about the ancient civilisation of Egypt?	Victorian Liverpool What was life like in Victorian Liverpool?
National Curriculum Objective Year 4	<i>Britain's Settlement by Anglo-Saxons and Scots</i>	<i>The achievements of the earliest civilisations</i>	<i>A Local History Study</i>
Year 5	Vikings Why did the Vikings come to the British Isles?	Benin Kingdom How did the African Society of Benin Develop and what became of it?	WW2 Liverpool How was Liverpool affected by WW2 and the Blitz?
National Curriculum Objective Year 5	<i>The Viking and Anglo-Saxon Struggle for the kingdom of England in the time of Edward the Confessor</i>	<i>A non-European society that provides contrast with British history</i>	<i>Local history study / A study of an aspect of history beyond 1066 – that extends chronological knowledge</i>
Year 6	Ancient Greece What have we learned from the Ancient Greeks?	Slave Trade What role did Liverpool play in the Transatlantic Slave Trade?	Black and British What is the history of black people living in Britain?
National Curriculum Objective Year 6	<i>Study of Greek life, achievements, and influence on the western world</i>	<i>Local history study / A study of an aspect of history beyond 1066 – that extends chronological knowledge</i>	<i>A study of an aspect of history beyond 1066 – that extends chronological knowledge / aspects of social history</i>

Strands and Themes within the Matthew Arnold History Curriculum

	<u>Diversity and Unheard Voices</u>	<u>Building a Fairer Society</u>	<u>Social History</u>	<u>Power and Monarchy</u>	<u>Local History</u>	<u>Ancient Civilisations</u>
Y1	Moon Landing	Improving Health	-Improving Health -Moon Landing		-Improving Health -Childhood Over Time	
Y2	Significant Individuals	Significant Individuals	-Significant Individuals -Great Fire of London -Titanic	-Great Fire of London	-Great Fire of London -Titanic	
Y3		The Romans	The Romans	The Romans	The Romans	-Stone Age -Bronze Age to Iron Age
Y4	Victorian Liverpool	Ancient Egypt	Victorian Liverpool Ancient Egypt	Anglo Saxons Ancient Egypt	Victorian Liverpool Anglo Saxons	Ancient Egypt
Y5	Benin	Benin	-Benin -WW2 Liverpool	-Vikings -Benin	-WW2 Liverpool -Vikings	
Y6	Black and British Slave Trade	Black and British Slave Trade	Black and British Slave Trade	Ancient Greece	-Slave Trade -Black and British	Ancient Greece

Change and Continuity

What has changed?
What has stayed the same?

Think like a Historian

Disciplinary Concepts should run through each lesson.

Similarities and Differences

How did people in the same historical period have similar or different experiences?

Cause

What were the factors that caused that historical event?

Historical Significance

How and why have certain historical events and individuals been given significance?

Sources and Evidence

How do sources provide evidence to a specific question?
How do historians use sources as evidence?



Consequence

What were the results of difference decisions made in different eras?

Skills Progression in History		
	KS1	KS2
Chronological Understanding	Understand and use common words relating to the passing of time (e.g., before, after, past, present, future). Sequence events in their own lives. Sequence events and objects in order of time.	Develop a secure understanding of timelines, placing events, periods, and people in chronological order. Use dates and terms to describe historical events and periods. Understand the concept of centuries and millennia and be able to use these to express time.
Knowledge and Understanding of events, people and changes in the past	Recognise and describe significant events and historical figures from the past. Compare aspects of life in different periods (e.g., homes, toys, schools). Identify similarities and differences between ways of life at different times.	Develop a broad understanding of British, local, and world history. Identify key features, aspects, and events of the periods studied. Explain how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand the connections between local, regional, national, and international history.
Historical Interpretation	Begin to distinguish between fact and fiction by looking at different sources (e.g., stories, photographs). Recognize that stories can have different versions.	Understand that history is represented and interpreted in different ways. Consider why there are different accounts and how they are constructed. Evaluate the usefulness of different sources and interpretations.
Historical Enquiry	Ask and answer simple questions about the past using sources of information (e.g., photographs, objects). Find out about the past from a range of sources.	Develop research skills, including the ability to ask historically valid questions. Use a wide range of sources to construct informed responses and descriptions of the past. Begin to select and combine information from different sources to answer questions.
Organisation and Communication	Talk, write, and draw about things from the past. Use historical vocabulary to describe the passing of time (e.g., long ago, then, now). Communicate their knowledge through discussions, drama, role-play, making models, and writing.	Develop the ability to present, communicate, and organise historical information. Use historical vocabulary accurately (e.g., empire, civilization, parliament, peasantry). Present findings in a variety of ways, including written work, oral presentations, and creative projects (e.g., models, timelines, plays).

Early Years and Foundation Stage

Early Years and Foundation Stage	MAPS	Nursery	Reception
Topics	All About Me All About My Family Key Celebrations Black History Month		
National Curriculum Links	<i>Has a sense of own immediate family and relations and pets</i>	<i>Remembers and talks about significant events in their own experience</i>	<i>Talks about past and present events in their own life and in the lives of family members</i>
Key Vocabulary	Mum, dad, sister, brother, nan, grandad, cat, dog, fish, rabbit	Previous language plus: old, new, past, yesterday, Baby, parents, uncle, aunty, family, granny, nan, cousins, Birthday, Christmas, Easter	Previous language plus: last week, last month, son, daughter, niece, nephew, ago, grandchild, celebration, relatives, relationship,
Key Knowledge Progression through EYFS	Students should be able to identify events in their own lives and others' lives as belonging to the past or present. They should understand the basic concept of time progressing and differentiate between events that happened yesterday, last week, or longer ago. Pupils need to be able to discuss changes over time related to their own experience and that of their family members, such as personal growth and development (getting older) of themselves and people around them. Create simple timelines related to their personal history or significant events in their family's history, including births, weddings, and other meaningful celebrations. Students should recognise and explain the significance of key celebrations in their family, such as birthdays, religious festivals, and national holidays. Describe how these are celebrated and why they are important. Pupils should have an awareness of major cultural and national celebrations in the UK, including Christmas, and Easter appreciating the diversity of cultural backgrounds. Students need to grasp the concept of Black History Month and explain, at a basic level, why it is observed. Discuss the idea of equality and celebrating the achievements and contributions of Black individuals to society. Encourage students to ask and answer simple questions about their past and their family's past, using phrases such as 'a long time ago', 'last week', 'before I was born' to show understanding of time. Pupils should be able to discuss what they have learned in a format appropriate for their age, such as drawings, oral discussion, or simple writings, showing their understanding of the topics covered.		

Year 1	Childhood Over Time How has childhood changed over time?	Improving Health Who made the most significant contribution to improving health?	Space Travel Why was the moon landing so important?
Vocabulary	Old, New, Past, Present, Blackboard, Cottage, bungalow	Wash house, Cholera, Hygiene, Crimean, War, Injured, Soldiers, Medicine, Disease, Health, Germs, Victorian era	Apollo 11, Astronaut, Orbit, NASA, Commander, Lunar Module Gravity, Satellite, Expedition
Knowledge Endpoints	Pupils should recognise differences between toys they play with and those from the past, including how and from what materials toys were made. Students should learn about how schooling and the experiences of children in schools have changed over time. They should discuss basic aspects such as changes in classroom settings, teaching methods, and typical school days in the past. Pupils should compare and contrast their own home life with that of children in different historical periods.	Students should describe in simple terms how each individual contributed to improving health and hygiene. Specific achievements—Seacole's herbal remedies, Nightingale's sanitation methods, and Wilkinson's promotion of wash-houses. Students should explain how the work of Seacole, Nightingale, and Wilkinson impacted the society during and after their lifetimes. To appreciate the short and long-term effects of their innovations on public health practices.	Students should be able to state that the first successful manned moon landing occurred on 20th July 1969. Pupils need to be able to identify Neil Armstrong and Buzz Aldrin, as the astronauts on the Apollo 11 mission. Recognise that the moon landing was made possible by significant advancements in technology and engineering. Pupils should understand who Katherine Johnson was and why her role was important. Learners should comprehend that the moon landing occurred during a period known as the Space Race, where the United States and the Soviet Union competed in space exploration achievements.
Concepts and Themes	-Local History	-Diversity and Unheard Voices -Building a Fairer Society -Social History -Local History	-Diversity and Unheard Voices -Social History
Skills	-Chronological Understanding: Students should be able to sequence events and changes in their own lives, and broadly understand the concept of 'past' and 'present'. -Historical Interpretation: Students should begin to understand that the ways children lived in the past, including the toys they played with, their school life, and their homes, may differ from their own experiences. -Historical Enquiry: Students should use a range of sources to find out about the past, including stories, photographs, and available artefacts. Pupils should pose simple questions about what life was like for children in the past and be able to suggest answers using what they've observed and learnt. -Organisation and Communication: Children should be able to discuss what they have learnt about the past and how they know it, using basic historical vocabulary such as 'a long time ago', 'past', 'old' and 'new'.	-Chronological Understanding: To place their actions within a historical timeline and understand the sequencing of their contributions. -Historical Interpretation: Students should discuss why Mary Seacole, Florence Nightingale, and Kitty Wilkinson chose to help others. To interpret the motivations behind their significant contributions to health and hygiene, considering the social and historical contexts. -Historical Enquiry: Students should formulate simple questions about the lives and contributions of Seacole, Nightingale, and Wilkinson. -Organisation and Communication: Students should be able to express what they have learned about these individuals through drawings, role-play or storytelling. Students should write a few sentences summarising the key contributions of one of the figures studied.	-Chronological Understanding: Students should be able to state that the first successful manned moon landing occurred on 20th July 1969. Pupils need to understand the sequence of significant events leading up to the moon landing, including key missions like Apollo 10. -Historical Interpretation: Recognise that the moon landing was viewed differently around the world; for example, it was a source of national pride in the United States. Interpret and discuss reasons why the moon landing is considered a pivotal moment in history. -Historical Enquiry: Students should be encouraged to ask questions such as "Why was the moon landing important?" and "How did scientists get astronauts to the moon?" Learn to identify and use different types of evidence available about the moon landing, such as photographs, video footage, and astronaut testimonies. -Organisation and Communication: Students should be able to communicate what they have learned about the moon landing through drawing, speaking, and writing. Collect information about the moon landing and organise it in a timeline or storyboard.

Year 2	The Great Fire of London Was the 'great fire of London' really so great?	Titanic Why did the unsinkable titanic sink?	Significant Individuals Who has helped make the world a better place?
Vocabulary	Cathedral, diary, evidence, bakery thatch, Artefact, Samuel Pepys	Titanic, maiden voyage, iceberg, Captain, Crew, Liner, hull, stern, first class , coach class, maritime, White Star Line	Rosa Parks, Civil Rights, Paul Stephenson, Racism, Equal Rights Equality, Discrimination, voting, suffragettes, boycott
Knowledge Endpoints	Pupils should be able to narrate the basic events of the Great Fire of London, starting from its origin in Pudding Lane in Thomas Farriner's bakery, through to its end. They should know the dates of the fire, from 2nd to 5th September 1666, and understand the duration over which the event occurred. Pupils should understand the physical and social impact of the fire on London. This includes knowledge of the extent of the destruction (how many homes and public buildings were destroyed) and its effect on the population. Students should be able to discuss why the fire was so rapid and severe. Pupils should identify key figures involved in the Great Fire of London. Students should be aware of how London changed as a result of the fire. Pupils should be able to articulate why the event is described as 'great' in terms of its historical significance rather than just the size of the event.	Pupils should be able to identify the Titanic as a passenger liner that sank in 1912 and be aware that it was built in Belfast and the links with Liverpool. Students should understand that the Titanic was on its maiden voyage from Southampton to New York City. Students should be able to describe how passengers were divided into different classes (first, second, and third) and the types of facilities and accommodations available to each class. Pupils should know how the class affected survival rate. Pupils must know that the Titanic struck an iceberg, leading to its sinking. They should explore basic reasons like the ship's speed, the late spotting of the iceberg, and the construction limitations of the ship. Children should be aware of the lack of adequate lifeboats and how lifeboat availability and allocation were influenced by class. children should learn about Liverpool's ship-owning company, White Star Line, which owned the Titanic. Discuss how the sinking of the Titanic affected people in Liverpool, particularly families of crew members and the impact on the local economy and shipping industry. Pupils should be made aware of various memorials and the roles places like Liverpool play in keeping the memory of the Titanic alive.	Students should be able to recognise Rosa Parks, Emily Davison, and Paul Stephenson as significant individuals who contributed to civil and women's rights. Students should describe what each of these figures did to help make the world a better place, such as Rosa Parks' role in the Montgomery bus boycott, Emily Davison's activism for women's suffrage, and Paul Stephenson's leadership in the Bristol Bus Boycott. Students should have a basic understanding of the times in which these individuals lived and the societal norms and issues they were responding to, including segregation in America, the push for women's suffrage in the UK, and racial discrimination in post-war Britain. Students should be aware of how the actions of these individuals led to changes in laws and societal attitudes, like the Civil Rights Movement's achievements in America, and the role of aggressive suffragette activities in women gaining the vote in the UK. Students should explore and discuss why Rosa Parks, Emily Davison, and Paul Stephenson might have chosen to take their actions and the challenges they faced during their activism. Students reflect on how the achievements of these historical figures affect their lives today. Discussions can include looking at current figures in civil and women's rights and comparing their methods and impacts.
Concepts and Themes	-Local History -Social History -Power and Monarchy	-Local History -Social History	-Diversity and Unheard Voices -Building a Fairer Society -Social History
Skills	-Chronological Understanding: Pupils should accurately place the Great Fire of London in time, understanding it occurred in 1666. They should be clear on the sequence of events from the fire's start on 2nd September to its end on 5th September 1666. -Historical Interpretation: Students should explain why the Great Fire of London was described as 'great', focusing on its implications rather than the scale of the fire. Pupils should discuss the extent of the destruction	-Chronological Understanding: Pupils should reconstruct the sequence of events from the Titanic's departure to the sinking, identifying key dates, such as the launch date and the date of the disaster. -Historical Interpretation: Students should interpret the data and reasons why survival rates varied significantly across different social classes during the disaster. -Historical Enquiry: Pupils should investigate the primary reasons behind the Titanic's sinking, such as the	-Chronological Understanding: Know the historical periods during which Rosa Parks, Emily Davison, and Paul Stephenson lived and acted. Place the significant actions of these figures on a timeline relative to other historical events. -Historical Interpretation: Discuss how the actions of Parks, Davison, and Stephenson influenced laws and societal attitudes towards racial and gender equality. Compare and Contrast: Analyse the different approaches taken by these individuals and the societal context each

	and the subsequent rebuilding which transformed London, recognising the event's significance in history. -Historical Enquiry: Pupils should be familiar with and able to discuss different types of sources about the Great Fire, such as Samuel Pepys' diary, and understand their uses and limitations. They need to understand how historical evidence like diaries, paintings, and architecture can provide insights into past events and should be encouraged to question the reliability and validity of these sources. -Organisation and Communication: Pupils should be able to communicate their knowledge and understanding of the Great Fire of London clearly and coherently. This includes describing the events, discussing the impact of the fire, and explaining the changes in city planning and architecture post-fire using appropriate historical terms.	iceberg collision, inadequate lifeboat numbers, and structural failures. Pupils to enquire into local archives or resources to find personal stories or records of Liverpool's crew members or residents linked to the Titanic. -Organisation and Communication: Students should be capable of organising their findings into clear, structured formats using timelines, diagrams, or oral presentations.	had to navigate. -Historical Enquiry: Investigate why these figures might have chosen to take their actions and what challenges they faced. Engage in activities that simulate the decision-making processes and struggles experienced by Parks, Davison, and Stephenson. -Organisation and Communication: Articulate the contributions and significance of each figure in both oral and written formats. Write or discuss how the achievements of these historical figures impact today's society and how current civil and women's rights issues relate to their legacies. Encourage students to think about personal actions they might take to contribute to societal improvement, inspired by historical figures. Relate past events and figures to current news stories or events regarding civil and women's rights, facilitating a deeper understanding and relevance of historical studies.
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Year 3	Stone Age What can we learn about life in the Stone Age and what is the evidence?	Bronze Age to Iron Age How did life change during the Bronze Age and Iron Age?	The Romans What was the Roman Empire and how did it impact Britain?
Vocabulary	Hunter-gatherer, Neolithic, Mesolithic, Paleolithic, Prehistoric archeologist, henge, forge, barrow, B.C, homosapien Skara Brae	Hillfort, bronze, iron, agriculture smelting, melting, ore melding, and plough, sickle, roundhouse, wattle and daub	Amphitheatre, aqueduct, Emperor Empire, Latin, rebellion, conquer conquest, villa, Boudica, Celts
Knowledge Endpoints	Students should be able to sequence the main periods of the Stone Age: Palaeolithic, Mesolithic, and Neolithic, contextualising early humans' arrival and migration in Britain. Recognise the nature of evidence used by archaeologists, such as stone tools, fossils, and footprints, to infer details about the Palaeolithic era. Explain how early humans during the Palaeolithic era used tools and fire, and describe their nomadic hunter-gatherer lifestyle. Describe the advancements in tool-making, such as microliths, and their uses in hunting and fishing. Identify the shift towards more settled communities, including evidence of temporary campsites. Detail the transition from hunter-gatherer societies to settled farming communities, highlighting the cultivation of crops and domestication of animals.	Students should be able to identify the approximate period when bronze was first used in Britain (around 2500 BC) and discuss how its introduction changed the tools, weapons, and daily living conditions of the communities at the time. Students should recognize the start of the Iron Age in Britain (around 800 BC) and identify the Celts as significant inhabitants of the period. They should understand the key characteristics that defined Celtic tribes including their art, culture, and social structure. Students should explore how the Iron Age introduced significant advancements in agriculture, including the use of iron ploughs and new farming techniques, which increased agriculture productivity and impacted the societal structure. Students should be able to describe the transition from isolated farms to larger fortified settlements and the development of trade networks during the Iron Age, illustrating the complexities of trade and interaction	Students should be able to explain what the Roman Empire was, including its inception and geographical scope. Students should understand the timeline of the Roman conquest of Britain, starting with Julius Caesar's invasions in 55 and 54 BC, through to the successful conquest by Claudius in 43 AD. Students should have a basic understanding of the military tactics and strategies used by the Romans during their conquest of Britain, including the role of the Roman legions. Students should know about Boudica, the Queen of the Iceni tribe (Celts), who led a rebellion against the Roman occupation of Britain. They should explore her motivations, focusing on Roman mistreatment of her people and the imposition of Roman laws. Students should be able to explain key changes brought about by Roman settlement in Britain, such as roads, towns, and the introduction of administrative systems. Describe the economic impact of Roman

	Explore the construction of permanent dwellings and ceremonial structures, such as henges and long barrows, reflecting societal changes. Study of Skara Brae. Discuss how social structures evolved with the development of larger communities and more complex societal roles.	between different tribes and with continental Europe.	rule in Britain, including the development of trade networks and the introduction of new agricultural techniques. Explain how Roman culture affected Britain in terms of language, customs, and daily life, including the introduction of Roman gods and religious practices. Students should identify and describe examples of Roman engineering and architectural feats still evident in Britain today, such as roads, walls (e.g., Hadrian's Wall), and baths.
Concepts and Themes	- Ancient Civilisations	- Ancient Civilisations	-Local History -Social History -Power and Monarchy -Building a Fairer Society
Skills	-Chronological Understanding: Students should accurately differentiate and order the Palaeolithic, Mesolithic, and Neolithic periods of the Stone Age. Students should organise events, artefacts, and significant cultural changes on a timeline that clearly delineates the advancements through various stages of the Stone Age. -Historical Interpretation: Pupils should explain the evolution of Stone Age tools, their production methods, and their various uses. Students should explore and offer interpretations of different forms of Stone Age art, such as cave paintings and carvings, discussing possible meanings and the insights they provide into Stone Age life. -Historical Enquiry: Investigate and describe the possible social structures and community roles during the Stone Age, using evidence to support their views. Pupils should research and report on the development of housing from temporary shelters to permanent structures throughout the Stone Age, using various sources. -Organisation and Communication: Students should be able to clearly articulate, in both oral and written forms, the chronology and major events of the Stone Age. Describe how Stone Age people adapted their lifestyles to their environments and the consequent changes in their social and economic practices.	-Chronological Understanding: Students should understand the timeline of key events from the Bronze Age beginning around 2500 BC and the onset of the Iron Age around 800 BC, recognising the development over time and how these periods fit into the broader historical context. -Historical Interpretation: Students should interpret how the introduction of bronze and later iron influenced the daily lives of people, affecting their agricultural practices, settlement structures, and social hierarchies. -Historical Enquiry: Students should pose and investigate questions such as "How did Bronze Age people trade and what did they trade?" and "What evidence do we have of Celtic life during the Iron Age?" to explore different aspects of life in these periods. -Organisation and Communication: Students should be able to organise their knowledge into coherent explanations and communicate, both orally and in writing, the changes and continuities from the Bronze Age to the Iron Age, using specific examples to support their points.	-Chronological Understanding: Pupils should construct a timeline that includes the invasion of Britain in AD 43, the rebellion of Boudica, and the eventual Roman withdrawal in the 5th century. Students should explain how Roman control influenced the course of British history during and after the occupation. -Historical Interpretation: Students should interpret the Roman and British perspectives on Boudica's uprising against Roman rule. Students need to interpret the impact of Roman paganism and the introduction of Christianity on Britain's existing religious beliefs. -Historical Enquiry: Students should formulate questions about the type of contributions Romans made to British infrastructure and daily life. Pupils should use a range of sources, from archaeological finds to historical texts, to investigate Roman life and their legacy in Britain. -Organisation and Communication: Students should be able to clearly communicate the results of their enquiries into Roman Britain using appropriate historical language. Learners should organise their findings to compare life before and after Roman invasion, highlighting major changes and continuities in British life.

Year 4	Anglo Saxons Britain's settlement by Anglo Saxons: How did Britain change after the Romans left?	Ancient Egypt How have we learned so much about the ancient civilisation of Egypt?	Victorian Liverpool What was life like in Victorian Liverpool?
Vocabulary	Anglo Saxon, Scots, Celts, Picts Pagan, Kingdom, East Anglia, Northumbria, Mercia, Wessex	Embalming, excavate, Hieroglyphics, Mummification Papyrus, Pharaoh, pyramid, Scribe, sarcophagus, Tutankhamun, archeologist, hierarchy	Victorian, industrialisation slums, merchants, sanitary court housing, Philanthropist Urbanisation
Knowledge Endpoints	Students should understand why the Anglo-Saxons invaded Britain, including political, economic, and environmental factors that influenced their migration to Britain. Students need to explain how historians and archaeologists determine where the Anglo-Saxons settled using evidence such as place names, burial sites, and artefacts. Pupils should be able to discuss what the discovery of an empty grave might indicate about social structure, burial customs, and the possible upheaval in Saxon Britain. Students should outline how the introduction of Christianity changed people's lives in Britain, emphasising shifts in culture, religious practices, and social hierarchy. Students should be able to name the main Anglo-Saxon kingdoms, understand their geographic locations, and discuss their interrelations. Pupils need to explore how and why Mercia became the most powerful of the Anglo-Saxon kingdoms, considering factors like military prowess, leadership, and strategic alliances.	Students should be able to identify different types of sources that provide information about ancient Egypt, such as artefacts, monuments, and written records. Pupils should be able to evaluate what artefacts like clay models tell us about societal roles, occupations, and daily activities in ancient Egypt. Students should understand the societal structure of ancient Egypt and hypothesise about who built the pyramids and why, integrating understandings of social hierarchy and labour. Students explore the reasons behind and methods of Egyptian embalming, discussing religious beliefs and the afterlife. Pupils need to compare and contrast grave goods found in tombs to infer beliefs about life, death, and the afterlife. Students should know similarities and differences between ancient Egypt and other contemporary civilisations in terms of culture, technology, and governance. Students should identify common factors that were pivotal in the development of early civilisations, with a focus on river valleys, agriculture, and trade systems.	Students should be able to explain how the Industrial Revolution led to major changes in technology, transportation (like the railways), and industry, significantly influencing Liverpool's growth as a port city. Students need to discuss why many people moved from the countryside to cities, including job opportunities in new industries, despite the harsh living conditions. They then should evaluate the effects of urban growth on lifestyles and opportunities, contrasting rural poverty with industrial exploitation. Students should describe the living conditions in the slums, such as overcrowding, poor sanitation, and high disease rates. Understand how poor urban conditions led to health issues like cholera outbreaks, which influenced public health reforms. Pupils should compare the affluent lifestyle of factory owners and merchants with the living conditions of the working class, detailing disparities in wealth and privileges focusing on slum and court housing. Students should know and explain how individuals campaigned to improve conditions Kitty Wilkinson: Recognise her contributions to public health and her role in establishing the first public washhouses. The Rathbone Family: Evaluate their efforts in social reform, including improvements in education and healthcare. William Henry Duncan: Acknowledge his role as Britain's first medical officer and his work in improving urban sanitation. Margaret Beavan: Understand her advocacy for better housing and her nickname 'Mother of Liverpool' reflecting her efforts in community care.
Concepts and Themes	-Local History -Social History	-Power and Monarchy -Ancient Civilisations	-Local History -Social History -Diversity and Unheard Voices -Building a Fairer Society

Skills	-Chronological Understanding: Students should understand and sequence key events during the Anglo-Saxon period, including the initial invasion, establishment of kingdoms, and the introduction of Christianity. Pupils need to contextualise the changes in Britain post-Roman rule within the broader scope of European history during the early mediaeval period. -Historical Interpretation: Students should interpret archaeological finds and historical texts to make informed guesses about the social structure, culture, and economics of Anglo-Saxon England. Pupils need to explore how historical narratives about the Anglo-Saxons can vary, and understand the reasons behind these differing viewpoints. -Historical Enquiry: Students should develop enquiry skills by formulating and justifying their own questions about the Anglo-Saxon period based on their engagement with historical sources. Pupils need to critically examine the reliability of different sources relevant to Anglo-Saxon Britain and justify the selection of certain evidence to support their historical arguments. -Organisation and Communication: Students should be able to organise their knowledge to effectively communicate historical facts and interpretations both verbally and through written work. Pupils need to use appropriate historical terminology when discussing the Anglo-Saxon period, contributing to precise and analytic discussions in their oral and written work.	-Chronological Understanding: Students should be able to place key events from ancient Egypt in chronological order and discuss the timeline of major developments like the construction of pyramids. Students should also link this timeline to other civilisations from the same period in terms of development. -Historical Interpretation: Students should be able to interpret artefacts to hypothesise about daily life, societal roles, and the economy in ancient Egypt. Students should be able to discuss how beliefs about the afterlife influenced Egyptian practices and monuments, such as tombs and the Book of the Dead. -Historical Enquiry: Students should be able to formulate questions about ancient Egyptian civilisation and use various sources to find answers. Students should be able to evaluate different kinds of evidence for reliability and bias concerning ancient Egyptian civilisation. -Organisation and Communication: Students should be able to organise information about ancient Egypt clearly in written or oral forms, using dates and terms accurately. Students should be able to communicate findings from their own historical enquiry effectively, making clear points supported by selected evidence.	-Chronological Understanding: Students should be able to sequence major events and developments in Liverpool during the Victorian period, understanding how changes at different times impacted the city. Learners will contrast the timeline of Liverpool's development with general Victorian England developments, noting specific local progressions or delays. -Historical Interpretation: Pupils will interpret how the Industrial Revolution created economic disparities between factory owners, merchants, and the working-class population. Students will assess the effectiveness of various social reforms initiated by figures like Kitty Wilkinson and the Rathbone Family. -Historical Enquiry: Students will conduct inquiries into the lives and impacts of key figures such as William Henry Duncan and Margaret Beavan, using primary and secondary sources. Students will explore primary evidence (like photographs and first-hand accounts) to investigate living conditions in Liverpool's Victorian slums. -Organisation and Communication: Students will develop structured responses to questions concerning the Victorian period in Liverpool, showcasing their understanding of the topic's complexity. Students will communicate their findings on Victorian Liverpool through various formats such as presentations, written reports, or visual displays, demonstrating effective use of historical language and concepts.
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Year 5	Vikings Why did the Vikings come to the British Isles?	Benin Kingdom How did the African Society of Benin Develop and what became of it?	WW2 Liverpool How was Liverpool affected by WW2 and the Blitz?
Vocabulary	Raider, Invader, Viking, Runes, Saga, Monks, Raid, longboat, Settlement, Conquerors. Heathen	Barter, Bronzes, Dynasty, Empire Fortifications, Loot, Oba, Nigeria Repatriation, Edo, looting	Hitler, Nazi, appeasement Treaty of versaille, naval blockade Allies, Evacuation / evacuee, Battle of Britain, Western Approaches
Knowledge Endpoints	Students should be able to explain that the Vikings originated from Scandinavia, which today encompasses Denmark, Norway, and Sweden. Pupils must understand and describe why the Vikings began to explore, including factors like overpopulation at home, political instability, and the allure of trade and wealth in new	Pupils should be able to explain that the Benin Bronzes are a collection of intricately worked sculptures and plaques from the Kingdom of Benin, mostly made of brass and bronze, which depict a variety of scenes, including figures of royalty and scenes of daily life. Students will understand that these artefacts are significant both as historical records and as masterpieces	Students can explain why Britain declared war on Germany in 1939. They should be able to describe the events leading up to the outbreak of World War II, including the invasion of Poland and the failure of appeasement. Students can define the Battle of the Atlantic and discuss its significance. They should understand how this prolonged

	territories. Students should know about significant Viking raids such as the attack on the Lindisfarne Monastery in AD 793, which marks the beginning of the Viking Age in England. Pupils should be able to outline how and where the Vikings settled in the British Isles, focusing on areas like the Danelaw in Eastern England. Learners need to understand key events where Vikings almost took control of England, like the reign of King Canute who became king of England, Denmark, and Norway. Students should be able to differentiate between Vikings as raiders — who looted and returned home, and settlers — who stayed in England and established communities. Pupils must explore how the Vikings and Anglo-Saxons influenced each other's cultures, including language, laws, and lifestyle. Students should be able to describe various types of evidence, such as rune stones, burial sites, and hoards (like Jorvik), which illustrate the presence and influence of Vikings. Pupils should discuss the lasting impact of the Vikings, noting place names, language contributions, and legal systems influenced by Viking legacy.	of metalwork, reflecting the skill and culture of the Edo people. Pupils should be able to locate Benin City within modern-day Nigeria and describe its geographical features. Students can depict what Benin City was like. They should be able to describe historical aspects of the city, including its famous walls (considered one of the world's largest earthworks pre-mechanical era) and its layout. Students should be able to identify the Obas as the monarchs of the Benin Kingdom, discussing their lineage and the hereditary aspect of their position. Students can describe the role of the Obas in society. Pupils will understand and explain the political, religious, and social roles of the Obas, including their involvement in law, warfare, and the patronage of the arts. Pupils should be able to describe the basic beliefs and deities of the Edo religion, including the concept of Olokun, the god of the sea and wealth. Students can discuss what the people of Benin believed. They should understand broader aspects of the religious practices in Benin, such as the significance of ritual and communication with ancestors. Students need to be able to recount the events of the 1897 British Expedition to Benin, which led to the looting of the artefacts. Students should discuss why the looting caused conflict. Pupils should understand and be able to express how the looting led to significant cultural loss for the Edo people and sparked a wider discussion on the ethics and whether the Bronzes should be returned.	naval conflict aimed to control supply routes and its impact on Britain's war effort. Students can describe Liverpool's strategic role in the Battle of the Atlantic. Pupils will identify how Liverpool's ports and the Western Approaches HQ were crucial in coordinating naval convoys and anti-submarine warfare efforts. Students can explain why Liverpool was heavily targeted during the Blitz. They need to identify factors that made Liverpool a key target, such as its important docks and industrial facilities. Students can discuss the reasons for the evacuation of children from Liverpool during the war. They should explore both the dangers faced due to the intensive bombings and the broader government strategy for civilian protection. Students can evaluate whether the evacuation was the best course of action. Learners should be able to weigh the pros and cons, considering the emotional and physical impacts on evacuated children and their families. Students can acknowledge the role of the Merchant Navy during the Battle of the Atlantic. They should explain how merchant ships operated from Liverpool to supply essential provisions and military equipment. Students can explore how Liverpool's shipbuilding industry contributed to the war effort. Students should recognise the city's shipyards' importance in building and repairing warships and merchant vessels.
Concepts and Themes	-Local History -Social History -Power and Monarchy	-Power and Monarchy -Diversity and Unheard Voices -Building a Fairer Society	-Local History -Social History -Power and Monarchy
Skills	-Chronological Understanding: Students should understand the timeline of Viking activity, from initial raids to eventual settlements and assimilation into British culture. -Historical Interpretation: Pupils need to compare how the Vikings were viewed differently by the Anglo-Saxons (as raiders) and by historians today (as settlers and cultural integrators). Students should analyse how Viking settlement influenced the social and cultural landscape of the British Isles, including legal systems and language. -Historical Enquiry: Students should evaluate how artefacts like rune	-Chronological Understanding: Learners need to understand and sequence the events of the 1897 British Expedition that resulted in the looting of the artefacts. Students can discuss the era of the Obas and their long-term impact on Benin's history: Pupils should be able to place the Obas within a timeline, understanding their historical significance over the centuries. -Historical Interpretation: Learners will explain the multifaceted role of the Obas, including their religious, social, and political influences, interpreting how these roles impacted the structure of Benin society. Students can evaluate	-Chronological Understanding: Students can explain the sequence of events that led to Britain declaring war on Germany in 1939. They understand the invasion of Poland and the implications of the failure of appeasement policies. Students can outline the timeline of the Battle of the Atlantic and its phases throughout World War II. They recognise the duration and changing nature of the conflict, highlighting key events that underscore its length and complexity. -Historical Interpretation: Students can discuss why the Battle of the Atlantic was critical for Britain's survival during World War II. They interpret the strategic importance of maintaining supply routes to

	stones and hoards reflect the Vikings' lifestyle and integration into British society. -Organisation and Communication: Pupils should be able to produce a structured account of why the Vikings came to Britain, using historical evidence to support their explanations. Students should be capable of presenting their findings on the Viking impact in England, using visual aids like timelines and maps to enhance their communication.	the significance of the Edo religion and its beliefs: Pupils should analyse and interpret the role of religion in the daily lives of the people of Benin, discussing how these beliefs shaped cultural and societal norms. -Historical Enquiry: Learners will explore different perspectives on the artefacts' significance, both within and outside of Africa, considering how and why these views have evolved. Students can research the consequences of the looting of the Benin Bronzes on cultural heritage: Pupils should be encouraged to inquire into the international and local impact of the looting, using a variety of sources. -Organisation and Communication: Learners should be able to structure their knowledge of the Benin Kingdom, presenting clear and logical arguments related to its history and culture. Students can communicate their findings on the Benin Kingdom effectively: Pupils should demonstrate the ability to convey their understanding through various forms, including written pieces and oral presentations, using appropriate historical language.	Britain and the role of naval power in achieving this. Students can analyse the reasons behind the heavy bombing of Liverpool during the Blitz. They interpret various sources to understand the strategic importance of Liverpool's port and industrial facilities. Students can evaluate the effectiveness and impact of the evacuation of children from Liverpool. They explore different viewpoints and use evidence to assess whether evacuation was the best strategy for protecting children during the war. -Historical Enquiry: Students can investigate the role Liverpool played in the Battle of the Atlantic using a variety of sources. They examine historical documents, photographs, and testimonies to build a detailed understanding of Liverpool's maritime contributions. Students can research the impact of the Liverpool Blitz, focusing on first-hand accounts and archival material. They use primary sources to gather information on the human and material cost of the bombings. -Organisation and Communication: Students can present a structured account of why Britain entered World War II in 1939. They organise their thoughts clearly, using historical terms and contextual information to communicate their understanding effectively. Students can create a detailed presentation on Liverpool's strategic importance during the Battle of the Atlantic. They communicate their findings through organised points, supported by evidence from their historical enquiry. Students can express their conclusions about the evacuation of Liverpool's children in a well-structured verbal or written form.
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Year 6	Ancient Greece What have we learned from the Ancient Greeks?	Slave Trade What role did Liverpool play in the Transatlantic Slave Trade?	Black and British What is the history of black people living in Britain?
Vocabulary	Agora, Aristotle, Hellas/Hellenes, Polis, Pythagoras, Hippocrates, Plato Acropolis, Spartans, philosophy	Slave, Enslaved, Transatlantic Merchant, Trade, Abolition /abolish	Racism, civil rights, windrush, British Empire, discrimination, segregation, prejudice, abolition
Knowledge Endpoints	Students should be able to explain the origins and development of democracy in Athens, including the roles and rights of citizens, contrasting with the systems in other city-states like Sparta. Students should be able to describe the daily lives, roles, and responsibilities of various social groups in ancient Greek society, specifically highlighting differences between	Students can define the Transatlantic Slave Trade and explain its origins, including the roles of trading companies and the triangular trade route. Students can describe the conditions and experiences of enslaved people during their capture, transportation, and life in the Americas. Students can identify the key roles and products involved in the triangular	Students should be able to identify and describe the roles and social statuses of black individuals in Roman Britain, using archaeological evidence such as the Ivory Bangle Lady and the Beachy Head Woman. Students should understand the presence and contributions of black individuals in Tudor England, exemplified by figures such as John Blanke, a trumpeter at the courts of Henry VII and Henry VIII.

	major city-states like Athens and Sparta. Students should be able to discuss how religion influenced daily life, government, and events such as the Olympic Games in ancient Greece. Students should be able to discuss the contributions of key philosophers like Socrates, Plato, and Aristotle, understanding their lasting influence on Western thought. Students should be able to recognise and describe the characteristics of Greek architecture (such as temples and theatres) and sculpture, singling out iconic structures like the Parthenon. Students should be able to articulate how ancient Greek culture has influenced modern democratic practices, philosophy, arts, and sciences. Students should be able to critically evaluate a variety of sources (artefacts, written sources, and archaeological evidence) to gain insights into ancient Greece, demonstrating an understanding of how evidence supports historical claims.	trade, specifically sugar, tobacco, cotton, and rum. Students can explain Liverpool's development and prominence as one of the leading slaving ports in the 18th century. Students can assess the economic impact of the slave trade on Liverpool, highlighting how wealth generated contributed to the city's expansion and infrastructure. Students can identify key figures and movements in the opposition to the slave trade, focusing on both African, European and local efforts. Students can understand the legislative acts that led to abolition, including the 1807 Act for the Abolition of the Slave Trade and the Slavery Abolition Act of 1833. Students can discuss the long-term impacts of the slave trade on Africa, including demographic, social, and economic consequences. Students can analyse the legacy of the slave trade in modern Britain, particularly in how it shapes contemporary social, cultural, and racial issues.	Students should be aware of at least seven key individuals involved in the abolition of slavery, including Olaudah Equiano, Mary Prince, and William Wilberforce, and their contributions to the movement in Britain. Pupils should grasp the significance of the Abolition of Slavery Act 1833 and its impact on black communities in the British Empire. Students should understand the reasons behind the migration of the Windrush generation, the socio-political context of their arrival, and their contributions to British society. Students should explore how the American Civil Rights Movement, including key figures and events like Martin Luther King Jr. and the March on Washington, influenced civil rights activism in Britain. Students should revisit key events and figures in Britain's civil rights movement, including the Bristol Bus Boycott and the role of figures such as Paul Stephenson and Claudia Jones. Students should understand the origins of the Black Lives Matter movement, its impact on UK society, and key events within Britain that highlight ongoing issues related to race and equality. Pupils should understand what progress has been made in terms of equality and if this has gone far enough.
Concepts and Themes	-Power and Monarchy -Ancient Civilisations	-Local History -Social History -Diversity and Unheard Voices -Building a Fairer Society	-Local History -Social History -Power and Monarchy -Diversity and Unheard Voices -Building a Fairer Society
Skills	-Chronological Understanding: Students should accurately place the era of ancient Greece within a global historical timeline, acknowledging its beginnings, pivotal moments, and conclusion. Learners will sequence significant ancient Greek events such as the establishment of democracies, major battles, and the rise and influence of key philosophers. -Historical Interpretation: Students should understand and compare the different political systems of Athens and Sparta, discussing particularly the development and function of Athenian democracy versus Spartan oligarchy. Analyse how mythology influenced the daily lives and governance of the ancient Greeks, including decisions made during wars and the Olympic Games. -Historical Enquiry: Students should	-Chronological Understanding: Students can explain the sequence of events that led from the start of the slave trade to its abolition, highlighting key turning points. Students can place the historical events of the slave trade within the wider context of British and world history during the 17th to 19th centuries. -Historical Interpretation: Students can compare different historical accounts of the slave trade, recognising the perspectives of enslaved people, traders, and abolitionists. Students can discuss the various interpretations of how the slave trade has impacted Liverpool and the world economically, socially, and culturally. -Historical Enquiry: Students can generate relevant questions about the slave trade, its impact on Liverpool, and its legacy, which can be researched	-Chronological Understanding: Students should accurately place the presence of black people within the timeline of Roman Britain, understanding the broader context of the Roman Empire. Place key civil rights movements and figures within the correct decades from the 1960s onwards, understanding their historical context. -Historical Interpretation: Students should analyse archaeological finds and historical records to develop interpretations about the life and status of black individuals in Roman Britain and beyond. Students should interpret the significance of the Empire Windrush in post-war Britain and its impact on the formation of modern black British communities. Explain the global and local origins of the Black Lives Matter movement and its effects on contemporary British society.

	critically evaluate the credibility and origins of primary and secondary sources, including artefacts, literature, and historical accounts. Conduct enquiries into the roles and social structures within Greek society to understand the distinctions in gender, class, and citizenship. -Organisation and Communication: Effectively communicate historical knowledge through structured written text, presentations, and discussions, ensuring arguments are substantiated with historical evidence. Students will be able to demonstrate the ability to organise information about Ancient Greece into coherent categories such as politics, culture, economy, and legacy.	using primary and secondary sources. Students can critically analyse a range of sources, such as diaries, letters, ship logs, and artefacts, to gather information and form conclusions about the slave trade. -Organisation and Communication: Students can effectively communicate their findings about the slave trade through presentations, which include clear spoken language, structured arguments, and supporting visuals. Students can produce detailed written accounts and essays that demonstrate a coherent understanding of the topic, using historical terms and referencing source material correctly.	-Historical Enquiry: Students should investigate how black people were perceived and treated in Tudor England through various primary and secondary sources. Compare and contrast the civil rights movements in Britain and America, using a variety of sources. Critically analyse the actual progress made and ongoing challenges faced by black communities through diverse sources and evidence. -Organisation and Communication: Students should recount personal stories of Windrush passengers, discussing their contributions and challenges clearly and concisely. Pupils should debate contemporary issues related to the Black Lives Matter movement, presenting balanced views from multiple perspectives.
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