

"A people without the knowledge of their past history, origin and culture is like a tree without roots."
– Marcus Garvey

VISION: Our history curriculum aims to inspire our pupils' curiosity to know more about the past and how it has shaped the present – and will shape the future. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. We hope that their knowledge and historical skills will help them make more informed life choices and aspire to be open-minded citizens, making a valuable contribution to society: asking perceptive questions, thinking critically, weighing evidence and developing perspective. Our local area in the Exe Valley has a rich and diverse history and we believe this should drive our curriculum, along with familial stories so that children develop their understanding of the community in which they are rooted and the diversity of their own country, the UK and the wider world.



Bramford Speke C of E Primary School



History Pathways

OUR HISTORY GOLDEN THREADS

Invasion and settlement: entering a country or region with an armed force; a place where people establish a community.

Civilisation and Society: the society, culture, and way of life of a particular area; a community or group having common traditions, institutions, and interests.

Empire and Monarchy: an extensive group of states/countries ruled by a single monarch or sovereign state.

Legacy: something which is a direct result of a period which continues to exist after it is over.

EYFS and KS1 Mixed-Age Pathway Model

Pupils from Nursery to Year 2 explore the same historical enquiry together, with **Pathway 1** outlining EYFS expectations and **Pathway 2** outlining KS1 expectations. EYFS pupils develop an understanding of the past through stories, discussion, images, artefacts and practical experiences, while KS1 pupils build on these through developing chronological understanding, use of historical sources, comparisons and explanations.

On some occasions, the historical content or enquiry goes beyond the expectations of EYFS and would not be appropriate for younger pupils. At these points, EYFS pupils engage in separate, age-appropriate learning linked to the time of year or their current topic, while KS1 pupils continue with the historical enquiry. Teaching, scaffolding and outcomes are adapted to ensure all pupils are appropriately challenged while maintaining clear progression within each phase.

KS2 mixed-age pathway model: Pupils in Years 3–6 study the same historical enquiry together. Pathway 1 sets the LKS2 expectation and Pathway 2 sets the UKS2 expectation. UKS2 pupils develop their understanding with greater breadth, depth and independence, use and evaluate a wider range of historical sources, make more complex connections between events and periods, and support their interpretations and conclusions with evidence. Teaching, scaffolding and outcomes are adapted so that all pupils are challenged appropriately.

EYFS & KS1 Year A (25/26)	Autumn Gunpowder plot / Sparks in the Sky (EYFS)	
Resource Bank	Twinkl	
Learning Focus	- Who was Guy Fawkes? - Problems for the plotters - The end of the plot - Wanted! The search for Thomas Percy - The plot in Six acts - Remember, remember...	
Pathway	Pathway 1	Pathway 2
Assessment Questions (linked to Lesson Focus)	- How did people and houses in 1600 look similar or different to today? - What is Diwali and how do people celebrate it? - What happened in the gunpowder plot? - What is Hanukah and how is it celebrated? - Christmas past and present: How has Christmas changed over time? - How are the posters of Bonfire night similar or different to today?	- How are Guy Fawkes and the other people in 1600 similar or different to people today? - What problems did the plotters face? - Describe what happened in the Gunpowder Plot - Who was Thomas Percy? - Ask a question about the gunpowder plot - Name a similarity and a difference between bonfire night in the past to bonfire night now
Key Vocabulary	Gunpowder, parliament, government, fireworks, celebrate, festival, religion, Christmas	Gunpowder, parliament, government, source, letter, cellar, explosives,
Key Knowledge	Recognise some environments that are different to the one in which they live. Comment on images of familiar situations in the past Explore how things work (fireworks). Explore and talk about different forces	Talk about some of the key events and people involved in the Gunpowder Plot. Explain why the Gunpowder Plot happened. Sequence the main events of the Gunpowder Plot. Show an awareness of the differences in ways of living in 1605 compared to the present. Explain about how the Gunpowder Plot has had an impact on national life in the present day.
Key Skills	Compare and contrast characters from stories, including figures from the past. Describe events in some detail. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Think about the perspectives of others	Think of some questions for their own further enquiry into the significance and impact of the Gunpowder Plot. Begin to question and show understanding of the different roles of the people involved in the Gunpowder Plot. Imagine and recreate the experiences of people involved in the Gunpowder Plot through drama, role play activities and their writing. Imagine and write about the experiences of people in different historical periods based on factual evidence.

EYFS & KS1 Year A (25/26)	Spring People who help us/ The History of the Emergency Services	
Resource Bank	Twinkl – History seekers	
Lesson focus	1. There's an Emergency! Who Helps Us? 2. Sirens and Lamps! How Has Emergency Healthcare Changed over Time? 3. Buckets and Engines! How Has Today's Fire and Rescue Service Changed from the Past? 4. Watchmen and Bobbies! How and why did the police force begin? 5. Lighthouses and Lifeboats! How Were Sea Rescues in the past Different from Today? 6. Mountains and Maps! Who Helps When There Is an Emergency in the Hills and Mountains?	
Pathway	Pathway 1 (EYFS)	Pathway 2 (Year 1&2)
Assessment Questions (linked to Lesson Focus)	1. Who helps us? Identify different jobs and their equipment 2. What happens when we are poorly? Is it different today than in the past? 3. What equipment do firemen have now that they didn't in the past? 4. Why do we need police? How did the police look different in the past? 5. Who keeps us safe at the seaside?	1. Describe artefacts used in emergencies, identifying if they are from the past or present. 2. Explain how the help we receive in a medical emergency has changed over time. 3. Compare the fire and rescue service in the present and the past. 4. Explain how and why the police force began. 5. Describe how sea safety and rescues have changed over time 6. Which people and events were important in the history of the emergency services?
Key Vocabulary	<i>Emergency, emergency services, help, job, role, support, nurse, firefighter, police officer, compare, history, past, equipment, health, injured, rescue, skilled, search, present, past, coast, lighthouse, mountains, stretcher, countryside, law, officer, hospital</i>	<i>Emergency, emergency services, organisation, artefact, healthcare, hygiene, paramedic, evidence, source, present, past, brigade, extinguish, hydrant, coast, navigate, vessel, countryside, stretcher, constabulary, officer, watchman, law</i>
Key Knowledge	Show interest in different occupations. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Know and talk about the different factors that support their overall health and wellbeing:	Develop an awareness of the past, using common words and phrases relating to the passing of time. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Learn about changes within living memory and how these led to change in national life Learn about events beyond living memory that are significant nationally or globally. Know where events fit within a chronological framework and identify similarities and differences between ways of life in different periods
Key Skills	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Identify similarities and differences between ways of life in different periods. Ask and answer questions choosing and using sources to show that they know and understand key features of events.

EYFS & KS1 Year A (25/26)	Summer Travel and Transport	
Resource Bank	Twinkl History Seekers	
Lesson focus	1. What Were Boats Like in the Past? 2. How Have Bicycles Changed over Time? 3. Why Were Trains Invented and How Have They Changed Since Then? 4. How Have Cars Changed Since They Were Invented? 5. How Has Flight Changed? 6. How Are Journeys Today Different to in the Past?	
Pathway	Pathway 1	Pathway 2
Assessment questions linked to focus	1. How do the boats in the past look different to those today? 2. How does a bike work? Can you ride a bike and/or trike? 3. When are trains better than boats or bikes? 4. Which cars were around when your parents were young and which were when your grandparents were young? 5. How does a hot air balloon work? 6. How is the way you get to school similar or different to the way your friends do, your parents did or your grandparents did?	1. What similarities and differences have we found about boats from the past using pictures? 2. Name two ways bicycles have changed over time and why 3. Why were trains invented? 4. Give three ways that cars have improved over time 5. How were the first planes different to the ones we use today? 6. Describe two ways that journey's have changed over time.
Key Vocabulary	<i>Past, present, change, transport, invention, travel, journey, compare, distance, vehicle, factory, engine</i>	<i>Past, present, change, transport, invention, timeline, journey, compare, evidence, cyclist, distance, vehicle, ancient, steam train, tram, sedan chair, petrol, diesel, engine, propel</i>
Key Knowledge	Comment on images of familiar situations in the past.- An awareness that transport and vehicles were different in the past and that journeys were often slower and more difficult than today Talk about members of their immediate family and community. How do different families' travel? Was it different when your parents/grandparents were young? Recognise some similarities and differences between life in this country and life in other countries. Find out about different transport in other countries throughout history. Explore how things work. – How boats, bikes, cars, planes and trains work Learn new vocabulary.	Transport has changed over time from past to present We can learn about the past using pictures and artefacts as evidence Different types of transport were invented for specific purposes Bicycles, trains, cars and planes have all changed in design over time Trains were invented to transport goods such as coal Significant individuals contributed to the development of transport Timelines help us understand when things happened Journeys in the past were often slower and more difficult than today
Key Skills	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Ask and answer questions about the past using evidence Sequence events and objects in chronological order Identify similarities and differences between past and present Use historical vocabulary to describe change over time Interpret pictures and artefacts to draw conclusions Compare different types of transport and explain changes

EYFS & KS1 Year B (26/27)	Autumn Kings, Queens and Castles (+ Festivals EYFS)	
Resource Bank	Grammarsaurus	
Lesson focus	How can we find out about the past? Why did monarchs build castles? Who were the kings and Queens of the past? Who was Queen Victoria and where did she live? Who was the first Queen Elizabeth? Why do we remember King William 1? Where did Kings and Queens live through time?	
Pathway	Pathway 1	Pathway 2
Assessment questions linked to focus	1. Who is the King of England? 2. Can you make a model of a castle? Can you tell me the names of any of the parts? 3. What is Diwali? Where and why is it celebrated? 4. Who was the first Queen Elizabeth? 5. What is Hannukah and who celebrates it? 6. Christmas past and present: How has Christmas changed over time?	1. What sources can we use to find out about the past? 2. How did castles protect Kings and Queens? 3. What is Queen Victoria remembered for today? 4. How were Elizabeth 1st and Elizabeth 2 nd different? 5. Which monarch would you most like to have as your ruler and why? 6. What are the similarities and differences between Kings, Queens and castles now and in the past?
Key Vocabulary	<i>King, Queen, prince, princess, castle, battlements, turrets, royal, defence, drawbridge, moat, kingdom, Diwali, Hannukah, Festival, religion</i>	<i>monarch, parliament, succession, power, reign, royal, rule, British Empire, siege, catapult, trebuchet, coronation</i>
Key Knowledge	Show interest in different occupations. Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate special times in different ways. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. develop an awareness of the past, using common words and phrases relating to the passing of time. Find similarities and differences between different monarchs that ruled at different times Know where the people and events they study fit within a chronological framework
Key Skills	Describe events in some detail. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Ask and answer questions about the past using evidence Sequence events and objects in chronological order Identify similarities and differences between past and present Use historical vocabulary to describe change over time Interpret pictures and artefacts to draw conclusions Compare aspects of life in different periods and identify similarities and differences.

EYFS & KS1 Year B (26/27)	Spring Childhood then and now	
Resource Bank	Plan Bee	
Lesson focus	1. Toys from the past 2. Childhood crazes 3. Homes 4. Schools 5. Clothes 6. Entertainment	
Pathway	Pathway 1	Pathway 2
Assessment questions linked to focus	1. Can you sort the toys into past and now? 2. How are the toys from the past different from yours? 3. How do the houses from the past look different to your house? 4. How is the school from the past different to our school? 5. How are the children's clothes different to yours? Which do you prefer? 6. What do you like to do at home? Is that the same or different to the children from the past?	1. What similarities and differences are there between toys now and toys in the past? 2. Can you order the different crazes chronologically? 3. How were homes different in the Victorian era? 4. Do you think school was better in the past or now? Why? 5. How were clothes in the Victorian era less practical than clothes today? 6. Why have children's hobbies changed over time? Have any stayed the same?
Key Vocabulary	<i>past, present, then, now, year, today, long ago, remember, time period toy, character, craze, home, similarity, difference, entertainment, hobby</i>	<i>As pathway 1 and in addition: era, fashion, leisure, external, internal, chronological</i>
Key Knowledge	Begin to make sense of their own life-story and family's history. Compare and contrast characters from stories, including figures from the past	Describe toys of the past. Compare toys from the past with toys my toys. Investigate and identify how homes have changed over time. Compare how schools have changed over time. Compare what children wore at different times. Compare how hobbies have changed over time.
Key Skills	Talk about members of their immediate family and community. Comment on images of familiar situations in the past.	Order photographs chronologically. Use photos as sources of evidence. Ask questions to learn more about children's clothing. Organise things into categories.

EYFS & KS1 Year B (26/27)	Summer Intrepid Explorers	
Resource Bank	Plan Bee	
Learning Focus	1. Ibn Battuba 2. The First Voyage of Christopher Columbus 3. Sea Voyages then and now 4. Neil Armstrong and the Moon Landing 5. Technology and Space Exploration 6. Life in the 1490s and 1960s 7. Modern Explorers	
Pathway	Pathway 1	Pathway 2
Assessment Questions (linked to Lesson Focus)	1. Can you sort the pictures of Ibn Battuba's travels into people, places and things. Which one would you most like to see and why? 2. How was the way Christopher Columbus travelled different to how Ibn Battuba travelled? 3. How were sea voyages in the 1490s different to sea voyages today? 4. How do you think the astronauts felt during the Apollo11 mission? 5. Compare the different tools and devices that we have today as a result of space exploration and order these from most to the least important 6. Can you sort the facts into Christopher Columbus's time or Neil Armstrong's? 7. How do people explore today?	1. Describe some of the places Ibn Battuta travelled to, the people he met and the things he saw. 2. Can you sequence or retell the events of Christopher Columbus's first voyage in chronological order? 3. Identify the similarities and differences between sea voyages then and now. 4. Can you describe the events of the moon landing? 5. Can you name and describe some of the technology we have today because of space exploration? 6. Identify and describe similarities and differences between the 1490s and the 1960s. 7. Can you describe some of the ways we explore today? How is this similar or different to the explorers from the past we have studied?
Key Vocabulary	<i>past, present, then, now, year, today, long ago, remember, time period, intrepid, explorer, change, similar, different, important, significant, modern, daily life, caravan, land journey, space exploration, sea voyage, mission, moon landing, sea exploration, mountaineering, polar exploration, similarities, differences</i>	<i>As pathway 1 and in addition: within living memory, beyond living memory, generation, decade, century, timeline, chronology, chronological order, sequence, development, technology, pilgrimage, source, artefacts, evidence</i>
Key Knowledge	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.	Learn about changes within living memory (where appropriate, these should be used to reveal change in national life) Learn about events beyond living memory that are significant nationally or globally Study the lives of significant individuals in the past who have contributed to national and international achievement. Some should be used to compare aspects of life in different periods Develop an awareness of people, events and changes of the past Know where the people and events they study fit within a chronological framework Understand some of the ways in which we find out about the past
Key Skills	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. Think about the perspectives of others. Express their feelings and consider the feelings of others	Use common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms Identify similarities and differences between ways of life in different periods Ask and answer historical questions, using stories and other sources to show knowledge and understanding Identify different ways in which the past is represented.

EYFS & KS1 Year C (27/28)	Autumn War and Remembrance	
Resource Bank	Twinkl	
Learning Focus	1. The Life of Walter Tull 2. Remembering Walter 3. Life on the Front Line 4. Animals in the War 5. Women on the Home Front 6. Remembrance Day	
Pathway	Pathway 1	Pathway 2
Assessment Questions (linked to Lesson Focus)	EYFS will only be joining with some parts of this unit 1. How was Walter's life different to yours? 2. N/A 3. N/A 4. How did animals help in the war? 5. What jobs did women do in the war? 6. What is Remembrance Day?	1. How was Walter Tull's life different to yours? 2. Why do people remember Walter Tull? 3. Why was it hard in the trenches? 4. Which animals helped in WW1? 5. What jobs did women do in WW1? 6. Why is Remembrance Day important?
Key Vocabulary	<i>World, war, fight, home, country, remember, history, poppy, peace, soldier, protect, support, role,</i>	<i>Europe, Western Front, armistice, trench, No Mans Land, front line, invade, allied, officer, cenotaph, Womens Land Army, serve</i>
Key Knowledge	Comment on images of familiar situations in the past. Understand that some places are special to members of their community.	Know some of the key events and the countries involved in the First World War. Learn about the life of Walter Tull and understand his significance in history. Recall key facts about the First World War and the experiences of soldiers and animals in the trenches. Describe some experiences of men, women and animals involved in the First World War. Explain what happens on Remembrance Day and why it is marked.
Key Skills	Compare and contrast characters from stories, including figures from the past. Think about the perspectives of others.	Use primary sources such as photographs to decide what are facts, what opinions can be formed from the evidence, and identify questions they have from studying them. Use common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms Ask and answer historical questions, using stories and other sources to show knowledge and understanding

EYFS & KS1 Year C (27/28)	Spring The Great Fire of London	
Resource Bank	Plan Bee	
Learning Focus	1. London in 1666 2. Ordering events of the Great Fire of London 3. Sources 4. How the fire spread 5. The effects of the Great Fire	
Pathway	Pathway 1	Pathway 2
Assessment Questions (linked to Lesson Focus)	1. Where was the fire? 2. Can you tell a partner what happened? 3. What were the people like in 1666? 4. What were the houses like in 1666? 5. How do the pictures of London today and 1666 look different?	1. When and where was the Great Fire 2. Can you retell the events of the Great Fire of London in chronological order? 3. What sources do we have about the Great Fire of London? 4. Explain some of the reasons why the fire spread so quickly, and why it lasted so long 5. What changes happened as a result of the Great Fire of London?
Key Vocabulary	<i>past, present, long ago, modern, today, fire, weather, buildings, bakery, homes, city, London, River Thames, daily life, communication, same, different,</i>	<i>timeline, time period, events, order, chronological order, 17th century, King, Charles II, Stuart, reign, monarch, government, rebuilding, safety, materials, timber, thatch, brick, stone, concrete, glass, fire-resistant, flammable, firebreak, settlement, smart phones, internet, social media, news, Thomas Farriner, Samuel Pepys, Lord Mayor, stories, sources, artefacts, diary, eyewitness, record, maps, monuments, paintings, order, interpret.</i>
Key Knowledge	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live	Develop an awareness of people, events and changes of the past – Great Fire of London, Samuel Pepys, Thomas Farriner Know where the people and events they study fit within a chronological framework – the events of the Great Fire and when the Great Fire happened. Identify similarities and differences between ways of life in 1666 and today Understand some of the ways in which we find out about the past- diaries, pictures, eyewitness accounts, records Identify different ways in which the past is represented
Key Skills	Draw information from a simple map.	Use common words and phrases relating to the passing of time use a wide vocabulary of everyday historical terms Ask and answer historical questions, using stories and other sources to show knowledge and understanding

EYFS & KS1 Year C (27/28)	Summer Seaside Holidays	
Resource Bank	Plan Bee	
Learning Focus	1. Features of a seaside holiday 2. Using sources 3. Victorian Seaside holidays 4. When and how seaside holidays became popular 5. Seaside holidays within living memory 6. Comparing seaside holidays then and now	
Pathway	Pathway 1	Pathway 2
Assessment Questions (linked to Lesson Focus)	1. Why do people go to the seaside? 2. How do the pictures of Victorian seaside holidays look different to life today? 3. What would you do on a Victorian trip to the seaside (role play) 4. How can we get to the seaside? 5. What were your parents and grandparents seaside holidays like? 6. Which past and present seaside holiday activities did you like the best?	1. What is a seaside holiday and when do people normally go on one? 2. What can pictures tell us about the past? 3. What did people do by the sea in Victorian times? 4. When and why did seaside holidays become more popular? 5. What did people do on seaside holidays in the 1950s? 6. How have seaside holidays changed and what has stayed the same?
Key Vocabulary	<i>seaside, beach, summer, holidays, modern, now, the past, Victorian, beach hut, Punch and Judy, horse and carriage, steam engine, steam train, carriage, railway, bank holiday, coach, caravan, B&B, fish and chips, ice cream, stick of rock, candy floss, cockles, whelks, jellied eels, amusement arcade, funfair</i>	<i>Coast, Queen Victoria, Georgian era, King George III, century, sources, historian, promenade, pier, bathing machine, parasol, stagecoach, annual leave,</i>
Key Knowledge	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family	Develop an awareness of people, events and changes of the past – Victorian era, 1950s, holidays and transport Know where the people and events they study fit within a chronological framework – Victorian era, Georgian era, King George III, Queen Victoria Identify similarities and differences between ways of life in the Victorian and Georgian eras, the 1950s and today Understand some of the ways in which we find out about the past – photographs, pictures, diaries, newspapers etc Identify different ways in which the past is represented
Key Skills	Develop storylines in their pretend play	Use common words and phrases relating to the passing of time use a wide vocabulary of everyday historical terms Ask and answer historical questions, using stories and other sources to show knowledge and understanding

KS2 statutory entitlement: all pupils study the same essential historical content. Pathways vary depth of explanation, chronological precision, independence, source evaluation and quality of argument.

KS2 2024/2025	Autumn The Mayan Civilisation	
Resource Bank	Grammarsaurus	
Learning Focus	1. Where and when did the Maya live? 2. What made the civilisation so successful? 3. How do we know about the Maya? 4. How were the Maya ruled? 5. How was Anglo Saxon England ruled? What do we know about the Maya city states and the Anglo Saxon kingdoms?	
Pathway	Pathway 1 - LKS2	Pathway 2 - UKS2
Assessment Questions (linked to Lesson Focus)	1. Name 3 ways in which Mexico has changed. 2. Choose 4 reasons why you think the Mayan empire became stronger, and order these from most important to least important. 3. Name 3 different sources of evidence which could be used to find out about the Mayan civilisation. 4. Choose one aspect and describe how it was different for poor and rich. 5. What questions do you still need to ask about Anglo-Saxon England so you can make a detailed comparison between that and the Maya? 6. <i>Use what you know from this lesson to prove Professor Know-it-all wrong!</i>  Professor Know-it-all is wrong because...	1. Compare the physical and human features of a Maya city state to a modern country such as Mexico. 2. Identify 4 reasons why you think the Mayan empire became stronger and order these, explaining why you chose this order. 3. Choose 3 different sources of evidence and explain what they could tell us about the Mayan civilisation. 4. Draw a Venn Diagram to show what life was like for rich and poor Maya people. 5. What is the same and what is different about rule in the Mayan civilisation and Anglo-Saxon Britain? 6. <i>Use what you know from this lesson to prove Professor Know-it-all wrong!</i>  Professor Know-it-all is wrong because...
Key Vocabulary	historian, archaeologist, artefacts, region, drought, crops, settlement, ravine, comparing, kingdom, abandoned, obsidian, annex, invade, trade, port	In addition: irrigate, porous, limestone, jadeite, ajaw, hostile
Key Knowledge	Understand the terms BC and BCE Identify where the Ancient Mayan civilisation settled Describe Mayan settlements Explain ways in which Mexico (and other countries) were different thousands of years ago Describe the length and height of the civilisation, including its decline Provide reasons for the growth of the civilisation Understand that society was hierarchical Describe what life was like for rich and poor Maya people Describe how the Mayan civilisation and Anglo Saxon England were ruled	Understand the terms BC and BCE and BC and AD Identify where the Ancient Mayan civilisation settled and name the modern countries there now Describe Mayan settlements, and offer valid reasons as to why this offered growth and provided challenge Explain ways in which Mexico (and other countries) were different thousands of years ago Describe the length and height of the civilisation, including its decline Provide reasons for the growth of the civilisation Give examples of how society was hierarchical Give examples and compare life for richer and poorer Maya people. Describe how the Mayan civilisation and Anglo Saxon England were ruled, making comparisons
Key Skills	Use geographical skills to locate countries Share observations and thoughts from a range of visual clues Begin to make links to other eras studied, such as Romans or Egyptians Recognise that there are different sources of evidence Ask historical questions	Use geographical skills to locate countries Speculate and make deductions from a range of visual clues Make links to other eras studied, such as Romans or Egyptians Recognise how different sources of evidence are analysed Raise valid historical questions and make inference beyond the literal

KS2 2024/2025	Spring Medicine and Disease	
Resource Bank	PlanBee	
Learning Focus	1. Prehistoric and Ancient Egyptian civilisations 2. Ancient Greeks and Romans 3. The Black Plague 4. Tudors 5. Victorians 6. 20th and 21st Century Medicine 7. An overview	
Pathway	Pathway 1 - LKS2	Pathway 2 - UKS2
Assessment Questions (linked to Lesson Focus)	1) How might a historian use primary and secondary sources to find out about prehistoric medical practices? 2) Can you identify one or more aspects of medicine in the Roman era? 3) How did people attempt to cure themselves of the Black Plague? 4) Can you name and describe a treatment used in the Tudor period? 5) How was medical care improved during the Victorian era? 6) How does modern medicine compare with medicine in the past? 7) How many facts can you recall on the history of disease and medicine?	1) What are the similarities and differences in the medical practices of prehistoric and ancient civilisations? 2) What influenced the Roman view of health and medicine? 3) How did lifestyle aspects help the spread of the Black Plague? 4) How were folk cures used during the Tudor period? 5) Who were the key 19th century figures who changed medical treatments and practices forever? 6) How have important discoveries of the past 100 years changed modern medicine? 7) How has medicine changed and developed through time?
Key Vocabulary	<i>primary source, secondary source, prehistoric, civilisation, Greek physician, Hippocrates, Galen, disease, Roman Empire, health, medicine, culture, Medieval, epidemic, Black Plague, lifestyle, archaeologist, Tudor, hypothesis, folk cure, Victorian, NHS</i>	<i>As pathway 1 + anaesthetic, antiseptic, vaccination, public health, NHS, chronology, continuity, change, cause, consequence, significance, interpretation, reliability, evidence</i>
Key Knowledge	Talk about the medical practices of prehistoric civilisations and Ancient Egyptians. Identify one or more aspects of medicine in the Roman era. Describe aspects which influenced the Roman view of health and medicine. Name a medical treatment from the medieval period. Describe what happened to people and their beliefs during the plague. Name a treatment used in the Tudor period. Describe some of the ways in which medical care was improved during the Victorian era. Name a particular important medical discovery in the past 100 years	Make comparisons between the medical practices of prehistoric civilisations and Ancient Egyptians. Identify several aspects of medicine in the Roman era. Confidently describe aspects which influenced the Roman view of health and medicine. Explore medical treatment from the medieval period. Describe what happened to people and their beliefs during the plague. Identify lifestyle aspects which helped the spread of the plague. Find out about treatments used in the Tudor period. Describe some of the ways in which medical care was improved during the Victorian era. Name some of the key individuals who made improvements in medical care during the Victorian era. Name a particular important medical discovery in the past 100 years and consider the impact it has had on modern medicine.
Key Skills	Distinguish between a primary or secondary source. Give an example of a primary or secondary source. Compare Roman ideas with the ideas of modern culture or previously studied cultures. Pose my own questions about an artefact. Compare modern medicine with a period of past medicine. Evidence my opinions with facts.	Distinguish between a primary or secondary source. Give an example of a primary or secondary source. Compare Roman ideas with the ideas of modern culture or previously studied cultures. Pose my own questions about an artefact. Compare modern medicine with a period of past medicine. Evidence my opinions with facts.

KS2 2024/2025	Summer Romans	
Resource Bank	PlanBee	
Learning Focus	1. Roman invaders 2. The Roman army 3. Celtic life 4. Who was Boudicca? 5. Boudicca's revolt 6. Life in Roman Britain 7. What the Romans did for us	
Pathway	Pathway 1 - LKS2	Pathway 2 - UKS2
Assessment Questions (linked to Lesson Focus)	1. What is meant by 'invade' and 'settle'. 2. What was life like for a Roman soldier? 3. Who were the Celts? 4. Who was Boudicca and what did she do? 5. What were the key events of Boudica's revolt? 6. Can you describe some aspects of Roman life? 7. What do we still have today that came from Roman Britain?	1. Why have people have invaded and settled in Britain in the past? 2. How did the Roman army make it possible to conquer Britain? 3. What was Celtic daily life like? 4. How do the Roman and Celtic viewpoints on Boudicca differ? 5. Why did Boudicca's revolt fail? 6. What do sources tell us about daily life in Roman Britain? 7. What might life lhave been like in Britain if the Romans had never arrived?
Key Vocabulary	<i>invade, settle, Roman occupation, invasion, conquer, Celts, Boudica, revolt, Roman rule, fall of the Roman Empire</i>	In addition: emigration, immigration, migration, technique, manoeuvre, tortoise/'testudo'
Key Knowledge	Understand the terms 'invade' and 'settle'. Suggest some reasons why the Romans invaded Britain. Describe what the Roman army was like. Imagine what life was like for Roman soldiers. Know when the Celts lived in Britain. Describe what Celtic daily life was like. Know who Boudica was and what she did. Explain the events of Boudica's revolt. Know why Boudica's revolt failed. Explain some aspects of Roman life. Explain some of the things the Romans invented or introduced to Britain. Identify aspects of our lives that are affected by the Roman rule in Britain.	Understand the terms 'invade' and 'settle'. Explain reasons why people have invaded and settled in Britain in the past. Suggest some reasons why the Romans invaded Britain and how it was possible for them to do so. Describe what the Roman army was like and consider what made them successful. Imagine what life was like for Roman soldiers. Know when the Celts lived in Britain. Describe what Celtic daily life was like. Know who Boudica was and what she did. Explain the events of Boudica's revolt. Know why Boudica's revolt failed. Explain some aspects of Roman life. Explain some of the things the Romans invented or introduced to Britain. Identify aspects of our lives that are affected by the Roman rule in Britain. Suggest what life would have been like in Britain if the Romans had never arrived.
Key Skills	Place the Romans on a timeline. Use sources to find out about Celtic life. Know that history is represented in different ways by different people. Represent understanding in different ways. Explain own point of view. Ask and answer questions. Select and record information.	Place the Romans on a timeline. Use sources to find out about Celtic life. Know that history is represented in different ways by different people. Represent understanding in different ways. Explain own point of view. Ask and answer questions. Select and record information.

KS2 2025/2026	Autumn Stone Age to Iron Age	
Resource Bank	Key Stage History	
Learning Focus	1. Was Stone Age man simply a hunter and gatherer? 2. How different was life in the Stone Age when man started to farm? 3. What can we learn about life in the Stone Age from a study of Skara Brae? 4. Why is it so difficult to work out why Stonehenge was built? 5. How much did life really change during the Iron Age and how can we possibly know? 6. Can we solve the mystery of the 52 skeletons of Maiden Castle?	
Pathway	Pathway 1 - LKS2	Pathway 2 - UKS2
Assessment Questions (linked to Lesson Focus)	1. Was Stone Age man simply a hunter and gatherer? Explain why you think so. 2. Name 2 things that humans could do once they began farming which they couldn't do before. 3. Tell me 2 things the discovery of Skara Brae told us about life 5,000 years ago? 4. I think Stonehenge was built because... 5. Label and annotate 4 parts of the image to show what life was like during the Iron Age.	1. Give 2 reasons why historians may say Stone Age Man were simply hunter gatherers, and 2 reasons how they enriched their lives in other ways. 2. Which change do you think was most significant? Why? Which change do you think was least significant? Why? 3. What can Skara Brae tell us about life 5,000 years ago — and why did it change what we thought we knew? 4. Pupils write high quality caption to accompany photo in new guide book for tourists, which explains why Stonehenge was built. 5. Label and annotate 6 parts of the image to show what life was like during the Iron Age.
Key Vocabulary	Stone Age Hunter-gatherer Farming Tools Fire Crops Animals Skara Brae Stonehenge Evidence Timeline Archaeologist	Pathway 1 plus Prehistory Neolithic Domesticated Settlement Trib Hillfort Artefact Interpretation Significance Continuity Change Iron Age
Key Knowledge	Know that the Stone Age, Bronze Age and Iron Age form a long period of British prehistory before written records. Describe how early Stone Age people survived through hunting, gathering, tools and the use of fire. Explain that the development of farming during the Neolithic period led to more permanent settlements and changes in daily life. Describe how Bronze Age metalworking, trade and beliefs brought further change. Explain that Iron Age Britain included farming communities, tribal kingdoms, skilled craftspeople and hill forts. Use Skara Brae, Stonehenge and Maiden Castle as case studies showing how archaeological evidence helps us understand the period. Identify important examples of continuity and change across the Stone Age, Bronze Age and Iron Age.	Know the same core sequence from the Stone Age to the Iron Age and place its principal developments securely within British chronology. Explain how changes in climate, farming, settlement, technology, trade and belief interacted over time. Analyse the significance of the transition to farming and the development of bronze and iron technologies. Compare change and continuity in homes, work, social organisation, conflict, trade and ritual across the three periods. Use Skara Brae, Stonehenge and Maiden Castle as depth studies, evaluating what the surviving evidence can and cannot establish. Explain why historians and archaeologists may construct different interpretations from incomplete evidence. Reach supported judgements about which prehistoric developments had the greatest impact on life in Britain.
Key Skills	Sequence events and periods on a timeline using terms like Stone Age, Bronze Age, and Iron Age. Use historical terms such as BC, AD, prehistory, archaeologist, and artefact accurately. Ask and answer questions about the past using a range of sources, including artefacts and reconstructions. Begin to consider the reliability and usefulness of sources. Recognise that interpretations of the past may differ based on the evidence available. Communicate findings using drawings, writing, and discussion to explain what life was like in the past.	Compare different periods and civilisations, identifying similarities and differences in lifestyle, belief, and technology. Construct explanations for historical change using cause and effect (e.g. farming led to permanent homes). Evaluate the significance of historical sites and the reliability of evidence used to understand them. Suggest and explore valid historical questions and investigate possible answers using a range of sources. Identify different interpretations of the past and explain why these differences exist. Communicate historical ideas using structured writing, supported by evidence and historical vocabulary.

KS2 2025/2026	Spring Anglo Saxons and Scots	
Resource Bank	Twinkl	
Learning Focus	1) Roman withdrawal and migration 2) Angles, Saxons, Jutes, Scots and Picts 3) Settlement, kingdoms and place names 4) Village life, society, art and culture 5) Anglo-Saxon beliefs 6) Conversion to Christianity: Canterbury, Iona and Lindisfarne	
Pathway	Pathway 1 - LKS2	Pathway 2 - UKS2
Assessment Questions (linked to Lesson Focus)	Why did Roman rule in Britain end, and who migrated and settled afterwards? Where did the Angles, Saxons, Jutes and Scots come from and where did they settle? What do kingdoms and place names tell us about settlement? What was life like in an Anglo-Saxon village? What do artefacts reveal about Anglo-Saxon beliefs and culture? How and why did Christianity spread?	How did Roman withdrawal create opportunities for migration and political change? How far can evidence establish where different groups settled? How did the seven kingdoms develop and compete? What can settlement evidence reveal about Anglo-Saxon economy, hierarchy and daily life? How should historians interpret artefacts such as those from Sutton Hoo? How significant were Augustine, Columba and Aidan in Christian conversion?
Key Vocabulary	<i>Roman withdrawal, invade, migrate, settle, Angle, Saxon, Jute, Scot, Pict, kingdom, place name, village, thane, ceorl, artefact, pagan, Christianity, missionary, monastery, Canterbury, Iona, Lindisfarne</i>	<i>As Pathway 1 and in addition: power vacuum, migration, heptarchy, hierarchy, economy, craft, trade, burial, interpretation, provenance, conversion, continuity, change, significance</i>
Key Knowledge	Know that Roman rule ended in Britain around AD 410 and that different peoples migrated and settled. Locate the origins and broad settlement areas of Angles, Saxons, Jutes and Scots. Name selected Anglo-Saxon kingdoms and explain how place names preserve evidence of settlement. Describe village life, work, homes, social groups, art and culture. Explain that early settlers followed pagan beliefs. Describe the spread of Christianity through Canterbury, Iona and Lindisfarne.	Explain causes and consequences of Roman withdrawal and migration. Describe how kingdoms, leadership, landholding, farming, craft and trade shaped society. Use archaeological and written evidence to construct and qualify accounts of Anglo-Saxon life. Explain what Sutton Hoo suggests about status, belief and international connections. Compare pagan and Christian beliefs and evaluate the significance of conversion. Identify continuity and change between Roman Britain and Anglo-Saxon England.
Key Skills	Place Roman withdrawal, settlement and conversion on a timeline. Use maps, place-name evidence, artefacts and reconstructions to answer questions. Distinguish evidence from inference and describe what a source can tell us. Compare aspects of Roman and Anglo-Saxon life. Communicate a supported historical explanation.	Construct a chronologically precise narrative from c. AD 410. Cross-reference archaeological, written and place-name evidence and consider limitations. Explain cause, consequence, continuity, change and significance. Compare interpretations and justify which is better supported. Select and organise evidence independently in an extended response.

KS2 2025/2026	Summer Vikings	
Resource Bank	Twinkl	
Learning Focus	1) Viking raids and invasion 2) Alfred the Great and resistance 3) Athelstan and the Kingdom of England 4) Viking settlement, Danegeld and power 5) Viking life, trade, beliefs, laws and justice 6) Edward the Confessor and the succession crisis of 1066	
Pathway	Pathway 1 - LKS2	Pathway 2 - UKS2
Assessment Questions (linked to Lesson Focus)	Who were the Vikings, and why did they raid and settle in Britain? How did Alfred resist Viking expansion? Why is Athelstan remembered as an important king? What were Danelaw and Danegeld? What was everyday Viking life like? How did laws and beliefs compare with Anglo-Saxon England? Why did Edward the Confessor's death create a crisis?	Why did Viking activity change from raiding to conquest and settlement? How effective were Alfred's military and political responses? How significant was Athelstan in creating a Kingdom of England? How did Danelaw, Danegeld and renewed invasions alter power? What do different sources reveal and conceal about Viking society? How did law, religion and trade connect Viking and Anglo-Saxon communities? How did long-term struggle lead to the succession crisis of 1066?
Key Vocabulary	<i>Viking, Norse, raid, invade, settle, longship, monastery, Lindisfarne, Alfred the Great, Athelstan, Wessex, Danelaw, Danegeld, kingdom, Jorvik, trade, pagan, conversion, law, justice, Edward the Confessor, succession</i>	<i>As Pathway 1 and in addition: chronology, resistance, treaty, conquest, unification, sovereignty, tribute, assimilation, continuity, change, interpretation, reliability, consequence, claimant</i>
Key Knowledge	Know when and why Vikings raided, invaded and settled in Britain. Describe the significance of Lindisfarne and locate Viking settlement areas. Explain how Alfred resisted and reached agreement with Viking leaders. Know that Athelstan became the first king to rule a united English kingdom. Explain Danelaw and Danegeld. Describe Viking homes, work, trade, religion, laws and justice. Know that Edward the Confessor died in 1066 without a clear heir.	Explain interacting causes for raids, conquest and settlement and how these changed over time. Evaluate Alfred's and Athelstan's significance in the struggle for England. Explain consequences of treaties, Danelaw, Danegeld and Scandinavian rule. Analyse continuity, exchange and conflict between Viking and Anglo-Saxon communities. Evaluate stereotypes by comparing chronicles, archaeology and later representations. Construct a causal account linking Edward's reign to the succession crisis of 1066.
Key Skills	Sequence key events from AD 793 to 1066. Use maps and sources to identify patterns of raid, invasion and settlement. Compare Viking and Anglo-Saxon life, beliefs and justice. Ask valid questions and support conclusions with evidence. Recognise that interpretations of Vikings differ.	Build a precise narrative across the Viking Age. Analyse cause, consequence, continuity, change and significance across several reigns. Cross-reference chronicles, artefacts, maps and archaeology, evaluating purpose and limitation. Challenge interpretations and stereotypes using evidence. Produce an independently organised, evidence-based judgement.

KS2 2026/2027	Autumn World War II	
Resource Bank	Grammarsaurus	
Learning Focus	1) Germany after the First World War and Hitler's rise 2) Causes and outbreak of the Second World War 3) Britain enters the war 4) Civilian life: evacuation, rationing and the Home Front 5) The Blitz and Battle of Britain 6) Local history depth study: wartime Devon and the Exeter Blitz 7) Turning points, victory and remembrance	
Pathway	Pathway 1 - LKS2	Pathway 2 - UKS2
Assessment Questions (linked to Lesson Focus)	What was Germany like after the First World War, and how did Hitler gain power? Why did war begin in 1939, and why did Britain become involved? How did evacuation, rationing and wartime work change civilian life? What happened during the Blitz and Battle of Britain? How did the war affect Devon and Exeter? Which events helped lead to Allied victory, and how is the war remembered?	How did the consequences of the First World War, economic crisis, propaganda and dictatorship enable Hitler's rise? How did appeasement, expansion and alliances contribute to war? How varied were civilian experiences across Britain? Why was the Battle of Britain a significant turning point? What can local evidence reveal about the Exeter Blitz, evacuation, airfields and wartime communities in Devon? How should the relative significance of major turning points be judged?
Key Vocabulary	<i>First World War, Germany, Nazi, Adolf Hitler, dictator, democracy, propaganda, invasion, appeasement, alliance, evacuee, rationing, Home Front, Blitz, Luftwaffe, RAF, Battle of Britain, air raid, shelter, Devon, Exeter Blitz, Allied, Axis, victory, remembrance</i>	<i>As Pathway 1 and in addition: Treaty of Versailles, unemployment, authoritarian, fascism, anti-Semitism, mobilisation, occupation, civilian, morale, interception, radar, turning point, consequence, reliability, interpretation, commemoration</i>
Key Knowledge	Know that conditions in Germany after the First World War contributed to Hitler's rise and dictatorship. Explain that Germany's invasion of Poland led Britain to declare war in 1939. Describe evacuation, rationing, wartime work, shelters and the Home Front. Explain the Blitz and why the RAF's victory in the Battle of Britain mattered. Know how bombing, evacuation, military sites and wartime work affected Devon and Exeter. Sequence selected turning points and explain how the war ended in Europe. Understand that experiences and memories of war were diverse.	Explain multiple short- and long-term causes of the war and distinguish cause from trigger. Analyse how dictatorship, propaganda and persecution shaped Nazi Germany. Compare civilian experiences and explain continuity and change in British society. Evaluate the strategic and symbolic significance of the Battle of Britain. Use local primary and secondary evidence to construct a depth study of wartime Devon and the Exeter Blitz. Evaluate turning points and explain why interpretations and commemorations differ.
Key Skills	Build a chronological narrative from 1919 to 1945. Use maps, photographs, oral histories, posters and official records to answer questions. Identify cause, consequence, change and significance. Compare national and local experiences. Distinguish fact, opinion and interpretation and support conclusions with evidence.	Integrate local, national and international chronology. Cross-reference sources, considering provenance, purpose, context and limitations. Explain complex causation and reach supported judgements about significance. Analyse propaganda and contrasting interpretations. Devise an enquiry and construct a sustained, evidentially supported account.

KS2 2026/2027	Spring Ancient Egyptians	
Resource Bank	Planbee	
Learning Focus	1) Earliest civilisations: where and when they appeared 2) Ancient Egypt in time and place 3) The Nile, farming and settlement 4) Social hierarchy and the pharaohs 5) Religion, gods and beliefs about the afterlife 6) Pyramids, tombs and archaeological evidence 7) Writing, technology and achievements	
Pathway	Pathway 1 - LKS2	Pathway 2 - UKS2
Assessment Questions (linked to Lesson Focus)	Where and when did the earliest civilisations appear? Why was the River Nile important to Ancient Egypt? How was Egyptian society organised, and what power did pharaohs have? What did Egyptians believe about gods and the afterlife? Why were pyramids and tombs built? What can artefacts, tomb paintings and writing tell us? Which Egyptian achievements were most important?	What common conditions supported the emergence of Sumer, the Indus Valley, Ancient Egypt and Shang China? How did the Nile shape economy, settlement, power and belief? How secure was the pharaoh's authority across Egyptian history? How did religion structure daily life and death? How should archaeologists interpret tombs while recognising gaps and bias? How did writing, administration, engineering and trade sustain civilisation? Which achievements were most significant, and by what criteria?
Key Vocabulary	<i>civilisation, BCE, CE, chronology, Sumer, Indus Valley, Ancient Egypt, Shang Dynasty, Nile, irrigation, settlement, agriculture, hierarchy, pharaoh, scribe, deity, afterlife, mummification, tomb, pyramid, hieroglyph, artefact, achievement</i>	<i>As Pathway 1 and in addition: emergence, surplus, administration, dynasty, monarchy, economy, taxation, polytheism, funerary, archaeology, provenance, interpretation, continuity, significance, legacy</i>
Key Knowledge	Know where and when the earliest civilisations appeared and place them on a timeline. Locate Ancient Egypt and explain the Nile's importance for water, farming, travel and settlement. Describe Egyptian social hierarchy and the role of the pharaoh. Explain selected gods, religious practices and beliefs about the afterlife. Know why pyramids and tombs were built. Explain what hieroglyphs, artefacts and tomb evidence reveal. Describe important achievements in writing, mathematics, medicine and engineering.	Compare the emergence and broad chronology of the four earliest civilisations before studying Egypt in depth. Explain relationships between environment, agricultural surplus, government, religion and social hierarchy. Analyse how pharaonic power varied and was represented. Evaluate what tombs, inscriptions and artefacts reveal, including whose experiences are underrepresented. Explain the role of writing, taxation, trade and technology in sustaining civilisation. Judge the significance and legacy of Egyptian achievements using explicit criteria.
Key Skills	Order BCE dates correctly and compare concurrent civilisations. Use maps, timelines, artefacts, tomb paintings and written sources. Ask questions and distinguish observation from inference. Compare lives of different social groups. Select evidence to explain an achievement's importance.	Use precise chronological language and recognise duration and concurrence. Cross-reference material and written evidence, evaluating provenance and limitations. Explain cause, consequence, similarity, difference and significance. Develop and test interpretations. Construct an independently organised, evidence-based judgement.

KS2 2026/2027	Summer British History Heroes	
Resource Bank	PlanBee	
Learning Focus	1) What makes a historical figure significant? 2) William Wilberforce and abolition 3) Elizabeth Fry and prison reform 4) Lord Shaftesbury and reform of child labour 5) Mary Seacole and the Crimean War 6) Emmeline Pankhurst and women's suffrage 7) Winston Churchill and wartime leadership 8) Comparing significance, legacy and contested interpretations	
Pathway	Pathway 1 - LKS2	Pathway 2 - UKS2
Assessment Questions (linked to Lesson Focus)	What makes someone historically significant? How did Wilberforce contribute to abolition, and who else was involved? Why did Fry campaign for prison reform? How did Shaftesbury help change children's working conditions? What did Seacole achieve during the Crimean War? Why did Pankhurst campaign for votes for women? Why is Churchill remembered? Whose contribution was most significant?	How should historians judge significance rather than simply label someone a hero? How did enslaved people, Black abolitionists and wider campaigns contribute alongside Wilberforce? What causes, methods, opposition and consequences shaped each reform movement? How have interpretations of Seacole and Churchill changed and why are some legacies contested? How did individual agency interact with organisations, social conditions and political change? Which figure had the most significant impact, using clear criteria and evidence?
Key Vocabulary	<i>significance, hero, campaign, reform, abolition, enslavement, transatlantic slave trade, William Wilberforce, Elizabeth Fry, prison, Lord Shaftesbury, child labour, factory, Mary Seacole, Crimean War, Emmeline Pankhurst, suffrage, suffragette, vote, Winston Churchill, leadership, legacy</i>	<i>As Pathway 1 and in addition: agency, collective action, parliament, legislation, industrialisation, inequality, discrimination, franchise, protest, interpretation, commemoration, contested legacy, short-term, long-term, criteria</i>
Key Knowledge	Know the principal achievements and contexts of the selected figures. Understand that abolition resulted from resistance by enslaved people and the work of many campaigners, not one individual. Explain how reform campaigns sought changes to prisons, child labour and voting rights. Describe Seacole's work during the Crimean War and Churchill's wartime leadership. Know that historical significance can be judged through impact, duration and remembrance. Recognise that people can be significant while aspects of their actions or legacy remain debated.	Place each figure within the political and social conditions of their period. Explain how individuals, groups and institutions interacted to produce change. Analyse causes, methods, opposition and short- and long-term consequences of reform. Evaluate changing and contested interpretations, including the limits of a 'hero' narrative. Compare significance using defensible criteria and a balanced evidence base. Connect reform movements to longer developments in rights, democracy and society.
Key Skills	Sequence people and reforms on a timeline. Use biographies, images, speeches, letters and laws to answer questions. Identify cause, consequence and change. Compare contributions and viewpoints. Give a supported opinion about significance.	Place developments within overlapping chronological and thematic narratives. Cross-reference primary and secondary sources and evaluate provenance and omission. Distinguish achievement, reputation and legacy. Analyse contested interpretations respectfully. Construct a balanced comparative judgement using independently selected evidence.

KS2 2027/2028	Autumn Ancient Greece	
Resource Bank	Grammarsaurus	
Learning Focus	1) Early Greece: Minoans, archaeology and trade 2) Athens and Sparta 3) Persian invasion and the Greek city-states 4) King Philip II and Macedon 5) Alexander the Great and the spread of Greek culture 6) Greek achievements and influence on the western world	
Pathway	Pathway 1 - LKS2	Pathway 2 - UKS2
Assessment Questions (linked to Lesson Focus)	Where and when was Ancient Greece? What can excavations tell us about the Minoans? How did trade support early Greek societies? How were Athens and Sparta similar and different? How did Greek city-states respond to Persian invasion? Why are Philip II and Alexander remembered? What did the Greeks achieve, and how do these achievements influence us?	How securely can archaeological evidence reconstruct early Greece? How did geography and trade influence the development of city-states? How did citizenship, government, education and society differ in Athens and Sparta, and whose experiences are missing? Why did divided city-states cooperate against Persia? How did Philip and Alexander expand Macedonian power? How far did conquest spread Greek culture while also creating exchange? Which Greek achievements most influenced the western world?
Key Vocabulary	<i>Ancient Greece, BCE, civilisation, Minoan, Crete, excavation, archaeology, trade, import, export, city-state, Athens, Sparta, citizen, democracy, oligarchy, Persian Empire, invasion, Macedon, Philip II, Alexander the Great, achievement, influence, legacy</i>	<i>As Pathway 1 and in addition: chronology, maritime trade, economy, social hierarchy, citizenship, exclusion, militaristic, alliance, resistance, conquest, Hellenistic, cultural exchange, interpretation, significance</i>
Key Knowledge	Locate Ancient Greece and place its principal periods and events on a timeline. Explain what archaeological evidence suggests about the Minoans and trade. Compare key features of Athens and Sparta. Describe the Persian invasions and cooperation between city-states. Explain how Philip II and Alexander expanded Macedonian power. Know selected Greek achievements in government, philosophy, theatre, art, architecture, mathematics and sport. Identify ways Greek achievements continue to influence the western world.	Explain how geography, trade and political organisation shaped Greek civilisation. Evaluate archaeological evidence and competing interpretations of early Greece. Compare Athens and Sparta while considering class, gender, citizenship and enslavement. Analyse causes and consequences of Persian conflict and Macedonian expansion. Evaluate Alexander's significance and the complexity of cultural exchange. Judge the relative influence of Greek achievements on later societies and the modern western world.
Key Skills	Use BCE chronology and maps accurately. Use artefacts, ruins, texts and reconstructions to make supported inferences. Compare societies and explain cause and consequence. Recognise that evidence and interpretations differ. Present a supported conclusion about Greek achievement and influence.	Relate Greek chronology to other studied civilisations. Cross-reference archaeological and written sources and evaluate limitations. Analyse similarity, difference, cause, consequence, significance and influence. Interrogate whose perspectives survive. Construct an independent, balanced historical argument using selected evidence.

KS2 2027/2028	Spring Why did Henry VIII marry 6 times?	
Resource Bank	Planbee	
Learning Focus	1) The Tudors and Henry VIII's accession 2) Portraits, character and royal image 3) Power and life as a Tudor monarch 4) Catherine of Aragon and the succession problem 5) Anne Boleyn, the break with Rome and religious change 6) Jane Seymour and the male heir 7) Anne of Cleves, Catherine Howard and Catherine Parr 8) Henry's reign, marriages and legacy	
Pathway	Pathway 1 - LKS2	Pathway 2 - UKS2
Assessment Questions (linked to Lesson Focus)	Where do the Tudors and Henry VIII fit on a timeline? What can portraits and accounts tell us about Henry? What power and responsibilities did a Tudor monarch have? Why did Henry's marriage to Catherine of Aragon end? What happened to Anne Boleyn and Jane Seymour? Why did Henry marry Anne of Cleves, Catherine Howard and Catherine Parr? How did Henry's marriages affect England?	How did Henry VII's victory and Henry VIII's accession shape Tudor monarchy? How and why did Henry manage his royal image? How far was Tudor monarchy constrained by Parliament, religion and the need for an heir? How did dynastic, personal, religious and diplomatic motives interact in each marriage? Why did the break with Rome occur, and what were its consequences? How reliable are surviving portrayals of Henry and his wives? Was religious and political change more significant than the marriages themselves?
Key Vocabulary	<i>Tudor, Bosworth, monarch, succession, heir, dynasty, portrait, court, power, parliament, Catherine of Aragon, divorce, Anne Boleyn, execution, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr, Catholic, Protestant, Pope, Reformation, break with Rome</i>	<i>As Pathway 1 and in addition: legitimacy, royal image, propaganda, diplomacy, alliance, annulment, supremacy, Church of England, succession crisis, faction, primary source, provenance, interpretation, consequence, legacy</i>
Key Knowledge	Locate the Tudors and Henry VIII's reign chronologically and name his six wives in order. Use portraits and written accounts to describe how Henry was represented. Describe the power, duties and daily life of a Tudor monarch. Explain the succession problem and key reasons for the end of the marriage to Catherine of Aragon. Describe the outcomes of Henry's later marriages. Know that the break with Rome made Henry head of the Church of England. Explain selected religious, political and dynastic consequences of his reign.	Explain Henry VII's accession and the importance of dynastic security. Evaluate royal portraits and accounts as constructed representations. Analyse the interaction of personal, dynastic, diplomatic, religious and political motives. Explain the causes and consequences of the break with Rome and the Act of Supremacy. Compare agency and constraints affecting Henry and each queen. Evaluate interpretations of Henry's character and judge the most significant legacy of his reign.
Key Skills	Use timelines and chronological vocabulary. Ask questions of portraits and written sources. Extract relevant evidence and distinguish fact from interpretation. Sequence causes and consequences. Compare viewpoints and communicate a supported explanation.	Construct a causal narrative of political and religious change. Evaluate provenance, purpose and reliability of primary and secondary sources. Cross-reference representations and identify omission or bias. Analyse change, consequence and significance. Develop and justify an independent interpretation of Henry's reign.

KS2 2027/2028	Summer Leisure and Entertainment	
Resource Bank	Twinkl	
Learning Focus	1) Holidays and increasing leisure time in the 20th century 2) Access to sport and spectatorship 3) Music, youth culture and technology 4) The golden age of cinema 5) Television and everyday life 6) Computers, gaming and new technology 7) Judging the most significant change in leisure and entertainment	
Pathway	Pathway 1 - LKS2	Pathway 2 - UKS2
Assessment Questions (linked to Lesson Focus)	How and why did holidays change during the 20th century? How did people's access to sport change? How did music and music technology affect people's lives? Why did cinema become popular? How did television change home and family life? How did computers and gaming change entertainment? Which change had the greatest impact?	How did changes in pay, working hours, transport and social expectations shape leisure? How did class, gender, age and location affect access to holidays and sport? How did music, cinema and television influence identity and shared culture? How did technological change alter access, participation and commercialisation? What continuities remained alongside rapid change? How representative and reliable are memories, advertising and media sources? Which development was most significant, using explicit criteria and evidence?
Key Vocabulary	<i>20th century, leisure, entertainment, holiday, seaside, holiday camp, paid leave, transport, spectator, professional sport, radio, record, music, cinema, television, broadcast, computer, video game, technology, continuity, change, impact</i>	<i>As Pathway 1 and in addition: social history, working hours, disposable income, mass participation, commercialisation, popular culture, youth culture, accessibility, representation, oral history, provenance, trend, turning point, significance</i>
Key Knowledge	Know how paid holidays, rising incomes and transport widened access to holidays. Describe changes in participation in and spectatorship of sport. Sequence developments in recorded music, radio, cinema, television, computers and gaming. Explain how cinema and television became mass forms of entertainment. Identify ways leisure differed by time, place and social group. Recognise important continuities as well as changes. Explain how leisure and entertainment affected everyday life.	Explain interacting economic, social and technological causes of change. Analyse how access and experience varied by class, gender, generation and location. Trace long-term trends and identify acceleration, continuity and turning points. Evaluate the influence of popular culture and commercialisation. Use oral histories, statistics, advertising and media sources critically. Judge relative significance using scale, duration, reach and legacy.
Key Skills	Order developments on a 20th-century timeline. Use photographs, advertisements, memories, statistics and media extracts. Identify connections, contrasts, continuity and change. Ask valid questions and select relevant information. Give a supported judgement about impact.	Construct a thematic chronology and connect changes to wider social history. Cross-reference quantitative, visual and oral evidence, evaluating representativeness and reliability. Analyse causation, trends, turning points and significance. Devise an enquiry and select evidence independently. Produce a persuasive, balanced judgement acknowledging counterarguments.