



'Working together to succeed'

Democracy	Culture & Society	Technology & Progress	Equality & Diversity (Role of women)	Environment	Social Mobility and Aspirations
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History Curriculum Overview and Big Questions 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Black History Month: Rosa Parks & the Bristol Bus Boycotts (1-2Lessons) History of toys What were the similarities and differences between the toys of poor and wealthy children	Famous Explorers - Captain Scott How did explorers like Captain Scott travel to places no one had been before?		History of ourselves past and present. Changes within living memory How has life changed for me, my family, and my community		
Year 2	BHM: Mary Seacole and Florence Nightingale (Medical care comparison between then and Modern life) How did Mary Seacole and Florence Nightingale change hospitals and medical care?		The Great Fire of London- events before living memory. Fire at Windsor Castle - within living memory and locality. How did the Great Fire of London change the way we live?		Local history: Looking at local locations - Changes overtime/ covered in fieldwork How has High Wycombe changed over time?	
Year 3	Black History Month: Frank Bowling Achievements of the earliest civilisations. Depth study of Ancient Egyptians What made Ancient Egypt such an amazing civilisation?			Early Britons and settlers: Stone Age, Bronze Age and Iron Age How did life change for people from the Stone Age to the Iron Age?		The Roman Empire and its impact on Britain How did the Romans shape the way we live and rule today?
Year 4	Black History Month: Bob Marley (significance of Music as a form of protest)	Britain's settlement by Anglo Saxons & Scots How did the Anglo-Saxons and Scots shape life in Britain?	Vikings Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Who really ruled Britain — the Vikings or the Anglo-Saxons?			Local History: change in Industry (Study of the Local area) How did industry change life in High Wycombe?
Year 5	Black History Month: Martin Luther King The Reign of Queen Elizabeth I What made Elizabeth I a successful leader?	The Reign of Queen Victoria- The woman who redefined Britain's monarchy How did Queen Victoria change what it meant to be a monarch?			Early Islamic Civilisation- Golden age How did the Islamic Golden Age change the world?	
Year 6	Black History Month: Malorie Blackman Battle of Britain and Subsequent Events in British Society including post war study (contribution of commonwealth nations) Who helped Britain win the war and rebuild our country?		Ancient Greece Study of life, achievements and their influence on the Western world How did the Ancient Greeks shape the way we live and rule today?	The Suffragettes Why was the fight for women's rights so important?		

History Curriculum Threads and Golden Nuggets

Year 1	Golden Nuggets	Thread/	Vocabulary
<u>Autumn 1:</u> History of Toys NC objectives: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<u>Timeline:</u> To be able to distinguish between toys they play with and toys their grandparents played with and use vocabulary related to past and present (Dis)	What are the similarities and differences between toys of the poor and wealthy?	• Past: Time that has already happened. • Present: Time that is happening right now. • Timeline: A way of showing the order in which things happened in history. • Old and New: Used to distinguish between objects from a previous time and those made recently. • Living Memory: Events that people alive today can remember, such as stories from parents or grandparents. • Decade: A period of 10 years. • Victorian: Things related to the time when Queen Victoria ruled (the 1800s) • Materials: What a toy is made of, such as wood, metal, fabric, or plastic. • Natural Materials: Materials like wood or bone that come from nature, common in older toys. • Man-made Materials: Materials like plastic or nylon, common in modern toys. • Clockwork/Wind-up: Older toys that move using a metal key or gears instead of electricity. • Electronic: Modern toys that use batteries, computer chips, or screens to move and make noise. • Handmade: Toys made by hand rather than in a factory. • Museum: A building where interesting or old objects are kept and shown to people. • Compare: Looking at two things to see how they are the same or different • Living memory: any time or event that can be remembered by people who are still alive today
	<u>Cause and effect</u>		
	<u>Everyday life</u> To know how and why toys have changed from the past to today. (Dis and Sub)		
	<u>Invasion and legacy</u> To be able to predict how toys will look in the future based on how they have developed in the past (Dis)		

Autumn 2: Famous Explorers - Captain Scott	<u>Timeline</u> To know where Captain Scott's adventure sits on a timeline (Dis)	How did explorers like Captain Scott travel to places no one had been before?	• Explorer: A person who travels to new or unfamiliar places to learn more about them. • Expedition: A long and carefully planned journey, usually for a special purpose like scientific discovery. • Antarctica: The frozen, ice-covered continent at the bottom of the world where Captain Scott travelled. • South Pole: The southernmost point on Earth; the goal of Scott's final expedition. • Sledge: A vehicle that slides over snow and ice, used by the team to carry their heavy equipment • Primary Source: Something made at the time an event happened, such as Scott's famous diary or old photographs. • Evidence: Clues from the past that help us figure out what happened, like the letters Scott wrote to his family. • Timeline: A way of putting events in the order they happened to see how much time passed. • Royal Navy: The British sea-fighting force where Scott was an officer. • Race: The competition between Captain Scott and the Norwegian explorer Roald Amundsen to see who could reach the South Pole first. • Terra Nova: The name of the ship Scott used for his last expedition
	<u>Cause and effect</u>		
	<u>Everyday life</u>		
	<u>Invasion and legacy</u> Why is it important to remember Captain Scott? (Dis) Who is Captain Scott? (Sub)		

Spring 2: History of ourselves NC objectives: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<u>Timeline</u> To order events in our lives. (Dis)	How has life changed for me, my family, and my community	• Timeline: A line that shows the order of events in your life, from birth to now. • Sequence: Putting events, like starting school or losing a tooth, in the correct time order. • Past and Present: "Past" is everything that has already happened (like when you were a baby), and "Present" is now. • Then and Now: Used to compare how you have changed over time. • Memories: Things you can remember from your own life • Source: Something that gives us information about the past, such as a photograph, diary, or letter. • Living Memory: Events remembered by people still alive today, including your parents and grandparents.
	<u>Cause and effect</u>		
	<u>Everyday life</u> Explain how they have changed with time. (Dis)		
	<u>Invasion and legacy</u> Compare similarities and differences between our childhoods and that of our grandparents. (Sub)		

Year 2	Golden Nuggets	Thread/	Vocabulary
<u>Autumn 1:</u> BHM: Mary Seacole and Florence Nightingale (Medical care comparison between then and Modern life) NC objectives: Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Mary Seacole and/or Florence Nightingale	<u>Timeline:</u> To order events in the life of Florence Nightingale and Mary Seacole	How did Mary Seacole and Florence Nightingale change hospitals and medical care?	• Nurse: A person trained to care for the sick or injured. • Hospital: A place where people go to be treated when they are ill. • Wounded: Soldiers who have been hurt in a battle. • Crimean War: The specific war (1853-1856) where both women worked. • Medicine: Substances used to treat illness or pain. • Hygiene: Keeping things clean to stop the spread of germs. • Scutari: The name of the hospital in Turkey where she worked. • Founder: Someone who starts something new (she is the founder of modern nursing). • Statistics: Using math and charts to show how cleaning hospitals saved lives. • Organised: Florence was famous for making hospitals neat, tidy, and efficient. • Significant: Why they are important enough to remember today. • Legacy: The good things they left behind that still help us (like better hospitals). • Similarities: Both were brave, both went to the war, and both wanted to save lives. • Differences: Their methods (herbal vs. clinical) and where they worked (battlefield vs. hospital).
	<u>Cause and effect</u> To know how Mary Seacole's and Florence Nightingale helped and influenced nursing and hospitals today		
	<u>Everyday life</u> To know why Florence Nightingale went to Scutari and how she improved the conditions at the Scutari hospital.		
	<u>Invasion and legacy</u> To identify similarities and differences between medical care now and in Victorian times.		

Spring 1: The Great Fire of London Great Fire of London - events before living memory. Fire at Windsor Castle - within living memory and locality. NC Objectives: Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	<u>Timeline:</u> To position the Great Fire of London along the timeline. (Dis)	How did the Great Fire of London change the way we live?	People and Places Pudding Lane - The street in London where the Great Fire began in 1666. Bakery - A place where bread is made; the fire started in a bakery on Pudding Lane. Thomas Farriner - The king's baker, whose bakery was the starting point of the fire. St Paul's Cathedral - A famous church in London that was destroyed during the fire. River Thames - The river running through London, used by people to escape the fire. King Charles II - King of England at the time of the Great Fire. Queen Victoria - A later queen of England; included for comparison with different historical periods. Fire and Destruction Inferno - A very large and dangerous fire. Firebreak - A gap made by pulling down buildings to stop the fire spreading. Impact - The effect the fire had on London and its people. Historical - Related to the past. Past - What has already happened. Present - What is happening now. Future - What has not yet happened. Change - How things become different over time. Diary - A daily written record; Samuel Pepys' diary is an important source of evidence. Source - Information that helps us learn about the past. Evidence - Facts or objects that show what happened. Research - Finding information to learn more about a topic. Investigate - To study something carefully to find answers. Experts - People who know a lot about a subject. Websites - Online places where information can be found. Time and Order Timeline - A way of showing events in the order they happened. Chronological - In the correct time order.
	<u>Cause and effect</u> To know how, when and where The Great Fire of London started (Sub)		
	<u>Everyday life</u> Identify ways in which London was different in 1666 to London today. (Sub)		
	<u>Invasion and legacy</u> - To know that the way houses were build changed following TGFL and the significance of St Paul's Cathedral. (Sub) - Who was Samuel Pepys? (Sub)		

Summer 1: Local history: Looking at local locations - Changes overtime/ covered in fieldwork	<u>Timeline</u> Identify how High Wycombe chagged to accommodate the Eden shopping Centre	How has High Wycombe changed over time?	• Fieldwork: Being a "history detective" by looking at real things outside. • Local: The area very close to where we live and go to school. • Landmark: A famous building or statue that helps us know where we are (like the Red Lion). • Map: A drawing of the town from high up in the sky. • Past: Things that happened a long time ago (like when everyone made chairs). • Present: What is happening right now (like us shopping at Eden). • Timeline: A way to put pictures in order from the "olden days" to today. • Culvert: A giant tunnel that "hides" the River Wye under the ground. • Bodger: A person from the past who lived in the woods and made chair legs. • Industry: When lots of people in one town make the same thing (Wycombe's industry was chairs!). • Tradition: Something special we do every year (like Weighing the Mayor). • Factory: A big building where things are made by machines instead of by hand.
	<u>Cause and effect</u> How did the River Wye change over as High Wycombe became more built up?		
	<u>Everyday life</u> Identify the impact of the Chair museum in High Wycombe and compare to todays life in High Wcombe		
	<u>Invasion and legacy</u> What impact does the mayor have on Wycombe?		

Year 3	Golden Nuggets	Thread /	Vocabulary
<u>Autumn 1:</u> Achievements of the earliest civilisations. Depth study of Ancient Egyptians NC objectives:	Timeline: Place the periods of Ancient Egypt on a timeline and compare to previous areas of learning	What made Ancient Egypt such an amazing civilisation?	Substantive Knowledge • The Nile: The river that provided water and food, allowing the civilisation to grow in the desert. • Pharaoh: The king or queen who ruled Ancient Egypt and was treated like a god. • Hieroglyphs: A system of writing using pictures instead of letters. • Mummification: The process of preserving a body for the Afterlife. • Sarcophagus: A stone coffin, often decorated, used for important people. • Tutukhamun: • Papyrus: A type of paper made from reeds that grew along the river. • Pyramid: A giant stone tomb built for pharaohs. Disciplinary Knowledge • Chronology: Putting events in order on a Timeline (e.g., seeing how long ago Egypt was compared to the Stone Age). • Artifact: An object made by a human being, typically one of historical interest. • Primary Source: Something that comes directly from the time (like a real Egyptian tomb painting). • Secondary Source: Something made later about the past (like a history textbook or a modern video). • Cause and Effect: Understanding <i>why</i> the Nile flooded (cause) and <i>how</i> it helped crops grow (effect). • Evidence: Using clues from Archaeology to prove what life was like thousands of years ago.
	Cause and effect To know that this era ended with the death of Cleopatra VII in 30 BCE To know who Tutankhamen was and how artefacts have helped us to learn about people from the past		
	Everyday life To know what everyday life was like for men, women and children in Ancient Egyptian times, including social structure including tombs, pyramids and burials. Explore the roles of pharaohs		
	Invasion and legacy how Archaeologists found Hieroglyphics to learn how Pharaohs lived!		

Spring 2: Early Britons and settlers: Stone Age, Bronze Age and Iron Age National curriculum objectives: Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	<u>Timeline:</u> Place the Stone Age on a timeline including dates (i.e. - Old Stone Age, New Stone Age, Bronze Age and Iron Age)	How did life change for people from the Stone Age to the Iron Age?	Substantive Knowledge (The Facts) The Stone Age (Oldest) Hunter-Gatherer: People who moved around to hunt animals and gather wild plants for food. Nomadic: Moving from place to place rather than living in one permanent home. Settlement: A place where people started to stay and build homes (like Skara Brae). The Bronze Age (Middle) Smelting: The process of melting rocks (ore) to get metal out of them. Alloy: Mixing two metals (copper and tin) to make a stronger one called Bronze. Roundhouse: A circular home made of wood and mud with a thatched roof. The Iron Age (Newest) Hillfort: A protected village built on high ground with big ditches to keep enemies away (like Maiden Castle). Tribes: Large groups of people living together, often led by a warrior king or queen. Druid: A religious leader or "wise person" in the Iron Age. Disciplinary Knowledge (The Skills) Chronology: Placing the three ages in the correct order: Anachronism: Something that is in the "wrong time" (e.g., a Stone Age man wearing a digital watch). Prehistory: The huge period of time before people started writing things down. Inference: Using an artefact (like a flint arrowhead) to "guess" that people were hunters. Comparison: Looking at what changed (e.g., stone tools vs. iron tools) and what stayed the same (e.g., farming for food). Reliability: Deciding if a clue is "strong" or "weak" based on what we find in the ground.
	<u>Cause and effect</u>		
	<u>Everyday life</u> Describe changes in home and everyday life in Britain throughout the Stone Age period and compare to previous areas of study including Ancient Egypt.		
	<u>Invasion and legacy</u> - Know when the Iron Age ended and who invaded Britain in 55BC. - To know changes in technology, tools and inventions from this period in history.		

Summer 2: The Roman Empire and its impact on Britain	<u>Timeline</u> Place the Roman period in Britain on a timeline and compare to previous areas of learning	How did the Romans shape the way we live and rule today?	Republic - A system of government where people elect leaders to make decisions. Latin- The language spoken by the Romans. Aqueduct- A structure built to carry water into Roman towns and cities. Round houses- Traditional Celtic homes made from wood, mud, and thatch. Villas- Large country houses owned by wealthy Romans. Mosaics- Pictures or patterns made from small coloured tiles. Julius Caesar- A powerful Roman general and politician who helped end the Republic. Boudicca - Queen of the Iceni tribe who led a revolt against the Romans in Britain. Soldiers-Members of the Roman army who fought to expand and protect the empire. Slaves- People forced to work without freedom or pay in Roman society. Claudius- The Roman emperor who ordered the invasion of Britain in AD 43. Emperor The ruler of the Roman Empire with supreme power. Empire A large group of countries or regions controlled by one ruler or government. Colchester - One of the first major Roman towns in Britain. London- A Roman settlement that grew into today's capital city. <u>Historical</u> Invasion- When an army enters another country by force. Conquer - To take control of a place by force. Source - A piece of evidence from the past (e.g., artefact, writing). Bias - When a source shows only one side or opinion.
	<u>Cause and effect</u> Describe how life changed for the Celts when the Romans invaded and identify reasons for Boudicca's rebellion.		
	<u>Everyday life</u> - Know where the Romans came from and explain why they came. - To know what daily life was like for the ancient Romans.		
	<u>Invasion and legacy</u> To know the Roman legacy - technology, culture and religion		

Year 4	Golden Nuggets	Thread/	Vocabulary
Autumn 2: Britain's settlement by Anglo Saxons & Scots NC objectives: - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne	Timeline: Place the Anglo-Saxon period on a timeline and compare to previous areas of learning	How did the Anglo-Saxons and Scots shape life in Britain?	Anglo-Saxon Scots Warrior farmers Chief Kingdom Trade Textiles Invaders Northumbria Essex Wessex Sussex East Anglia Mercia Kent Pagan Paganism Christianity Sutton burial Royal family earls Thegn Freenmen Serfs Historical Invade Conquer Society Royalty Tradition Religion Evidence Settlement Kingdom BC/AD Primary sources Secondary sources
	Cause and effect - Know where the Anglo-Saxons come from and why. - Name the seven Anglo-Saxon kingdoms and describe the daily life of an Anglo-Saxon using a range of sources as evidence. - To know the social structure during the Anglo Saxon period, including the role of women during this era.		
	Everyday life		
	Invasion and legacy Identify the key changes Anglo-Saxons made in Britain and who interrupted their rule.		
Spring 2: Vikings Vikings and Anglo Saxons struggle for the Kingdom of England to the time of Edward the Confessor NC Objectives:	Timeline: Place the Viking period on a timeline and compare and contrast eras which led to the Vikings. (Dis)	Who really ruled Britain — the Vikings or the Anglo-Saxons?	People and Places Viking - A person from Scandinavia who travelled to other lands to raid, trade, or settle.
	Cause and effect Understand the factors that led to the end of Viking rule in England, including the		

Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066	historical role and significance of Edward the Confessor . (Sub)		• Scandinavia - A region in northern Europe including modern-day Norway, Sweden, and Denmark. • Norse - The name used to describe the Vikings and their language and culture. • Tribe - A group of people who share a common culture and leader. • Jorvik (York) - A major Viking settlement and trading centre in England. Conflict and Invasion • Raiders - People who make sudden attacks to steal goods. • Attack - A violent action against a place or people. • Invasion - When an army enters another land to take control. • Conquer - To gain control of land through force. • Battle - A fight between opposing armies. • Defeat - To win against an enemy. Daily Life and Economy • Farming - Growing crops and raising animals for food. • Weavers - People who make cloth by weaving threads together. • Wealth / Treasure - Valuable items such as gold, silver, and jewellery. • Longships - Fast, narrow Viking ships used for travel, trade, and raids. Beliefs and Religion • Gods / Goddesses - Powerful beings worshipped by the Vikings. • Norse Myths - Traditional stories explaining Viking beliefs and the world. • Valhalla - A great hall where Vikings believed brave warriors went after death.
	<u>Everyday life</u> • Understand where the Vikings originated from and explain the reasons they travelled to and settled in Britain. (Sub) • Describe and explain aspects of everyday Viking life, including their work and occupations, crafts and trade, diet and food preparation, and the types of homes they lived in. (Sub)		
	<u>Invasion and legacy</u> • Recall facts about Viking raids, invasion, resistance by Alfred the Great and the creation of Wessex and Danelaw (including facts about 'Danegeld' tax) (Sub)		

			• Religion - A set of beliefs about gods and how people should live. Kings, Laws, and Control • Alfred the Great - An Anglo-Saxon king who defended England against Viking invasions. • Athelstan - The first king to rule over a united England. • Danegeld - Money paid to Vikings to stop them from attacking. • Danelaw - Areas of England ruled by Viking law. Settlements and Society • Settlement - A place where people live and build homes. • Society - How people live together, including rules queen. • Monasteries - Religious buildings often targeted by Viking raiders. Historical Skills and Concepts • Historical - Related to the study of the past. • Evidence - Information that helps us understand history. • Primary Sources - Original materials from the time, such as artefacts or written records. • Secondary Sources - Information written later by historians.
Summer 2 Local History: change in Industry (Study of the Local area) National Curriculum	<u>Timeline</u> • Identify and place on a timeline, the period in history that water mills were utilised along the River Wye.	How did industry change life in High Wycombe?	Corn mill Saw mill Paper mill Flour mill Lace Pann Mill Wye
	<u>Cause and effect</u> • Describe how workers in High Wycombe reacted to the introduction of the Fourdrinier machine.		

• A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)	• To know how technology changed the manufacturing processes and led to the shutting of the mills.		Thames Domesday Book Produce Site Underground Manufacture Labour Society Museum Settlement Primary Sources Secondary sources Excavation Archaeology Change Timeline Chronological
	<u>Everyday life</u> • Know where some of the mills were situated along the Wye River and explain the history of Pann Mill (The last remaining mill). • Understand how water mills work. Describe the range of produce that mills along the River Wye manufactured and their usage.		
	<u>Invasion and legacy</u>		

Year 5	Golden Nuggets	Thread/	Vocabulary
Autumn 1: Black History Month: Martin Luther King The Reign of Queen Elizabeth I NC objectives: Say why a single source of evidence cannot give the full answer to questions	<u>Timeline:</u> . Place Queen Elizabeth I's reign on a timeline and compare to previous time periods studied including Ancient Egypt, Stone Age, Roman Empire, Vikings, Mary Seacole, Florence Nightingale, The Great Fire of London and Guy Fawkes.	What made Elizabeth I a successful leader?	Queen Elizabeth I Explorer Christopher Columbus Walter Raleigh Francis Drake, The Spanish Armada Circumnavigate Chart Navigational instruments Merchant Galleon Pirate Scurvy Ricketts Sea monster <u>Historical</u> Royalty Aristocracy Conflict Continent Globe, Route Trade Sources Change Timeline Chronological
	<u>Cause and effect</u>		
	<u>Everyday life</u> . To know the role of a Tudor sailor and their explorations (Christopher Columbus, Walter Raleigh and Francis Drake) on a map and a globe . . To know that that the queen had utmost authority and rule, compared to the monarchy today.		
	<u>Invasion and legacy</u> To know how people's understanding of the geography of the world altered and improved in the Elizabethan era		
Autumn 2:	<u>Timeline:</u>	How did Queen Victoria change what it meant to be a monarch?	Queen Victoria Prince Albert

The Reign of Queen Victoria- The woman who redefined Britain's monarchy National curriculum A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Place Queen Victoria's reign on a time line and compare to previous time periods studied including Ancient Egypt, Stone Age, Roman Empire, Vikings, Mary Seacole, Florence Nightingale, The Great Fire of London and Guy Fawkes, Reign of Queen Victoria and Early Islamic Civilisation.		Hughenden Manor Woodsmen cottage Disraeli, Invention Chimney sweep Trapper (miner) Maid Nanny Governess Prime Minister AD Anno Domini Empire Opinion Research Sources Effects Evidence Significance Impact Reliable Museum Transport Artefact
	<u>Cause and effect</u> To understand how much life changed for people between the beginning of her reign and the end of it and compare to Queen Elizabeth I period.		
	<u>Everyday life</u> - To know how class developed during the Victorian era. - To know who Benjamin Disraeli was.		
	<u>Invasion and legacy</u> To know the ways in which medical care was improved during the Victorian era and compare to Mary Seacole and Florence Nightingale. To know the government consisted of the monarch, the two houses of Parliament, the House of Lords and the House of Commons.		
Summer 1 Early Islamic Civilisation- Golden age	<u>Timeline</u> To know where and when the first civilisations began, place it on a timeline and compare to previous time periods	How did the Islamic Golden Age change the world?	Baghdad Islam Silk road ancient astronomy trade architecture religion economy population mosque calligraphy civilisation Trade Travel Religion Settlements Civilisation Conquer Historical accounts
	<u>Cause and effect</u> To understand how the Islamic faith developed from its beginnings to where it is today.		
	<u>Everyday life</u> - Describe life in Baghdad c. AD 900. - Explain contrasts between life in Britain (Anglo-Saxon era) and that of the early Islamic civilisation c. AD 900. - Describe trade (spices) and travel (the Silk Route) of the period		
	<u>Invasion and legacy</u> To explain how the Islamic civilisation made important contributions to the world and why the empire declined.		

			Consequences Causes Source Evidence Reliable Change Impact Bias Change Timeline Chronological

Year 6	Golden Nuggets	Thread/	Vocabulary
Autumn 1: NC objectives:	<u>Timeline:</u> Place WWII on a timeline and compare to previous time periods studied including Ancient Egypt, Stone Age, Roman Empire, Anglo Saxons, Vikings, Mary Seacole, Florence Nightingale, The Great Fire of London and Guy Fawkes, Reign of Queen Victoria and Early Islamic Civilisation	Who helped Britain win the war and rebuild our country?	Air raid Spitfire Luftwaffe RAF Bomb Black out Blitz Evacuee Rationing Refugee Chancellor Nazi Winston Churchill Adolf Hitler Mankind Follies Land Army Invasion Conquer Consequences Causes Source Evidence Reliable
	<u>Cause and effect</u> To understand the changes to everyday life in the 20 th century, including the emancipation of women, which came about as a result of the effect on British society of WWII.		
	<u>Everyday life</u> To understand the life of an evacuee <i>To know the role that women played in WWII.</i>		
	<u>Invasion and legacy</u> To know the key events of WWII including the lead-up to the Battle of Britain and afterwards <i>Describe how WWII changed British life: society and culture.</i> THREAD To know the role that High Wycombe played with WWII. To know the environmental impact of WWII on England and the world		

			Change Impact Bias Propaganda Decade Century Achievement Empire Civilisation Peasantry Similarities Differences Military Cultural Civilian Economic Political
Spring 1: Ancient Greece Study of life, achievements and their influence on the Western world National Curriculum Ancient Greece - a study of Greek life and achievements and their influence on the western world	<u>Timeline:</u> Locate Ancient Greek civilisation on a timeline and compare to previous time periods studied including Ancient Egypt, Stone Age, Roman Empire, Anglo Saxons, Vikings, Mary Seacole, Florence Nightingale, The Great Fire of London and Guy Fawkes, Reign of Queen Victoria and Early Islamic Civilisation.	How did the Ancient Greeks shape the way we live and rule today?	<u>Topic</u> Republic Greek Writing system Philosophy Astronomy Mythology Medicine Mathematics Gods (Zeus) Heroes Slaves Athens Olympics Theatre Pottery <u>Historical</u> Trade Historical accounts Consequences Causes Source Evidence Reliable Change Impact Sculpture Architecture Change Timeline Chronological
	<u>Cause and effect</u> To understand how the discoveries made by Ancient Greeks and the art/philosophy still plays a part in people's lives today.		
	<u>Everyday life</u> Describe life in Ancient Greece. To know the three main types of government in ancient Greece: monarchy, oligarchy and democracy. To know ancient Greeks social classes		
	<u>Invasion and legacy</u> To know about the political reform 'demokratia'		
Spring 2: The Suffragettes	<u>Timeline</u> To place the Suffragette period on a timeline and compare to previous time periods studied	Why was the fight for women's rights so important?	Suffrage The right to vote in political elections. Suffragette

National curriculum: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<u>Cause and effect</u> To understand how the role of women in society change pre and post Suffrage.		A woman who campaigned for women's right to vote, often using bold or militant actions. Suffragist Someone who campaigned for women's voting rights using peaceful methods. Campaign A planned series of actions to achieve a goal. Protest An action showing you disagree with something. Equality Being treated the same as others. Rights Thing's people are allowed to do or have by Emmeline Pankhurst- Leader of the Suffragettes and founder of the WSPU. Christabel Pankhurst Emmeline's daughter and a leading Suffragette organiser. Emily Davison A Suffragette known for her extreme protests, including the Derby incident. Parliament The group of people who make laws in the UK Democracy A system where people choose their leaders by voting.
	<u>Everyday life</u> To understand the organisations of the British Government and Parliament		
	<u>Invasion and legacy</u> - Outline changes which resulted because of the Suffragette movement - Describe the impact of the Suffragette movement on modern-day Britain		

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