



Sequence of teaching overview in HISTORY 2024 2025

	Autumn Term			Spring Term		Summer Term			
THRIVE VALUES	<p>Team – We explore how relationships between different groups led to events in the past. We work together to research and present ideas.</p> <p>Healthy – We consider how lives have changed and the impact of events and discoveries on humans. We take time to reflect on past events and opinions, which may be considered ‘unhealthy’ today and take time to care for our own and others’ emotions about past events.</p>			<p>Responsibility – We understand the importance of learning about events from the past and ensuring they are not forgotten. We ensure we use credible sources to maintain the truth about facts and events.</p> <p>Innovative – We appreciate the importance of inventions in the past which shape our lives today.</p>		<p>Valued – We understand how actions in the past have shaped our lives and those of others today. We value the impact of and lessons learned from past events and understand the need to care for and preserve historical artefacts.</p> <p>Empathetic – We consider the emotions of others during periods of history and imagine how we would have felt and reacted in those times.</p>			
Nursery	<p>Unit outcome Celebrate festivals- Harvest, Guy Fawkes (5th November) Remembrance Day (11th November) Diwali, (12th November) St Andrew’s Day (30th November) Christmas,</p>			<p>Unit Outcome Celebrate Festivals- Chinese New Year, (29th January) St David’s Day (1st March) Shrove Tuesday (4th March), Ramadan (28th February-30th March) St Patrick’s Day (17th March) Mother’s Day (30th March) Eid (30th/31st March) Easter(20th April 2025)</p>		<p>Unit Outcome St George’s Day (23rd April).</p>			
Reception	<p>Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past.</p>			<p>Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past.</p>		<p>Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past. Transition. Recount school trip to Shepreth.</p>			
Year One	<p>Unit Outcome <i>How do our toys and games compare with those of children in the past?</i></p>			<p>Unit outcome <i>Why is the history of my locality significant?</i></p>		<p>Unit Outcome <i>Who is the greatest history maker?</i></p>			
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary



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	<ul style="list-style-type: none"> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Identify and describe some of the ways in which historians divide up time such as bc and ad and decades and suggest reasons for doing this; Compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date; Identify through observation and discussion some of the most memorable events of the 1960s and suggest reasons for their significance; Identify and describe some 	<p>Historian; time; bc; ad; abbreviation; order; years; Jesus; timeline; chronological; recent; Ice Age; English Channel; farmer; crops; Britain; Stonehenge; construct; village; Celtic; manufacture; iron; coins; money; Roman; Caesar; Emperor; invade; Queen; Boudica; rebellion; Hadrian’s Wall; conquer; Wales; Vikings; raid; withdraw; Anglo Saxon; kingdom; plaque; King; battle of Hastings; Crusades; Holy Land; Spanish Armada; navy; English Civil War; Great Fire of London; Napoleon; France; slavery;</p>	<ul style="list-style-type: none"> changes within living memory events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality. 	<p>Compare and contrast locations</p> <p>Investigate key people in history linked with the local area</p> <p>Compare and contrast lives of and the achievements they have had</p> <p>Impact WWI had on the local area</p>	<p>Local area Similar Different Redbourn Change Compare Horse and carriage Inn Coronation King Queen Westminster Abbey Similar Different Local area Changes Redbourn London City Village Population WW1 World war one Trenches Soldiers Allies Memorial Remembrance Steam train Railway Locomotive Coal Electricity Invent Change</p>	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom; Describe, reason and explain what it means for someone such as Guy Fawkes to make history, that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect they had on other people’s lives, beliefs or ideas; Identify, describe and explain how six significant 	<p>Commemoration; commemorate; ceremony; celebration; Guy Fawkes Night; Bonfire Night; Firework Night; annual; event; engraving; unlawful; harmful; impression; assassinate; King James I; Parliament; House of Lords; rent; cellar; stockpile; gunpowder; guard; Catholic; Protestant; plot; discovered; arrested; torture; executed; survive; Windsor Castle; effigy; beliefs; ideas; timeline; chronology; evidence; significant; independent; chieftain; Scotland; Ireland; Poland; France; kingdom; Ancient Egypt; BC; United</p>
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		<p>of the most popular toys and games of the 1960s;</p> <ul style="list-style-type: none"> ● Compare and contrast toys and games of the 1960s with those of today, identifying and describing similarities (continuity) and differences they observe (change); ● Describe and explain the cause of the major change to toys and games since the 1960s; ● Describe what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this has affected toys, games and other aspects of life since then; 	<p>territory; First World War; Second World War; computer; television; Channel Tunnel; Olympic Games; referendum; European Union; decade; century; millennium; order; sequence; change; introduced; replace; shilling; humans; Moon; transplant; Barbie; The Beatles; James Bond; cinema; ring pull; The Jungle Book; film; Walt Disney; videotape recorder; human rights; Martin Luther King; Nobel Peace Prize; Muhammad Ali; boxing; champion; John F. Kennedy; President;</p>					<p>people made history during their lifetime;</p> <ul style="list-style-type: none"> ● Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision; ● Reflect upon what history makers might achieve during the remainder of this century and describe and explain what they might wish to be remembered for in the future – the mark they would wish to leave on history; ● Identify, describe and explain why Mary Seacole, Edith Cavell, 	<p>Kingdom; country; city; valley; Pakistan; proud; powerful; accomplished; ethnic; Pashtun; Sunni Muslim; Birmingham; childhood; encourage; study; president; possible; Taliban; extreme; Islam; religion; accompanied; demolish; blog; diary; schoolgirl; death threat; hospital; strengthened; love; prayers; United Nations; revenge; forgive; murder; Nobel Peace Prize; championing; equal rights; grocery; chemistry; university; politics; Conservative Party; chemist; law; Member of Parliament; discrimination; annoyed;</p>
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		<ul style="list-style-type: none"> Recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely; <p>Describe, collate and compare and contrast the memories of adults who lived in the 1960s by gathering primary evidence from interviews (oral histories).</p>	<p>United States of America; audiocassette; episode; television; Doctor Who; broadcast; miniskirt; Mary Quant; England; World Cup; Concorde; supersonic; airliner; maiden; flight; Harold Wilson; Prime Minister; ATM; cashpoint; London; colour; toy; game; doll; fashion; television; science fiction; space; continuity; change; similar; different; smart toy; computer; internet; app; Wi-Fi; digital; tablet; algorithm; intelligence; simulate; World Wide Web (WWF); Tim Berners-Lee; interactive;</p>					<p>Millicent Fawcett, Emmeline Pankhurst or Rosa Parks are considered history makers.</p>	<p>determined; willpower; elected; leader; prime minister; Robert Walpole; uncompromising; 'Iron Lady'; resisting; demands; strike; miners; unpopular; terrorists; IRA; war; Argentina; Falkland Islands; invade; occupy; divided; River Nile; pharaoh; king; wealthy; expedition; trade; goods; neighbouring; incense; Red Sea; temple; Luxor; hieroglyphics; tourists; marvel; Valley of the Kings; Russia; secret; scientist; Sorbonne; sacrifice; Paris; student; physics; research; experiment; investigation; fact; substance; uranium; radioactive; rays;</p>
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			smartphone; social networking; platform; online; CD; DVD; personal computer; website; radical; education; honour; primary evidence; interview; research.						prize; X-ray machine; doctor; injured; illness; treatment; front line; soldier; ambulance; dangerous; saved; laboratory; island; inherited; protecting; castle; weapon; pirate; seize; fortify; plead; bow; release; bitter; enemy; invasion; revel; will; free; crowned; Henry VIII; Anne Boleyn; conquer; claim; Sir Walter Raleigh; Trinidad; Caribbean; Empire; territories; spices; New World; orphanage; patron; William Shakespeare; paid; perform; ordinary; play; protect; peace; swift; action; Spanish Armada; English Channel;
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									Navy; fleet; victory; Mary, Queen of Scots; plotting; overthrow; Good Queen Bess; monarch.
	<p>Cross curricular links:</p> <p>Art – lines, firewords</p> <p>Music – 1980s hip hop culture</p> <p>RE – gifts given to Jesus – toys/games</p>			<p>Cross curricular links:</p> <p>Music – genres covered – blues/Latin/Irish/folk</p> <p>Maths – order – first/second</p> <p>Geography – Antarctica</p>		<p>Cross curricular links:</p> <p>Music- The history of music in context</p> <p>Musical timelines</p>			
Year Two	<p>Unit outcome</p> <p><i>Why was Charles sent to prison?</i></p>			<p>Unit Outcome</p> <p><i>What does it take to be a great explorer?</i></p>		<p>Unit Outcome</p> <p><i>How do we know so much about what happened in the Great Fire of London?</i></p>			
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<p>events beyond living memory that are significant nationally or globally</p>	<ul style="list-style-type: none"> Recognise some of the ways in which the First World War changed how adults were able to behave in Britain; Describe and suggest reasons why communication was such a challenge 	<p>war; prison; crime; enemy; army; pacifist; deserter; secret; code; front line; soldier; trench; headquarters; fine; government; molest; punish; defence; public; suppression; conviction; police; communication;</p>	<ul style="list-style-type: none"> changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are 	<ul style="list-style-type: none"> Describe the achievements of Ranulph Fiennes, the qualities he possesses and give reasons why he is recognised as the world’s greatest living explorer; Give an account of the accomplishments of Amy Johnson and give reasons 	<p>Explorer; expedition; continent; ocean; North Pole; South Pole; Antarctica; mountain; Mount Everest; summit; polar; United Kingdom; Himalayas; Asia; courage; energy; spirit; bravery; persistence; resilience; patience; determination; purpose; aeroplane; transport; pioneer;</p>	<p>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]</p>	<p>Identify and describe from a range of contemporaneous images the main effects of the Great Fire of London in 1666 on the city and its people and give reasons for their observations; Identify and describe from an eyewitness</p>	<p>Great Fire of London, homeless, Samuel Pepys, diary, eyewitness, private, published, primary evidence, painting, drawing, etching, lieutenant, sources, baker, dough, flour,</p>



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		<p>during the First World War and consequently explain why messenger pigeons were so important to the armed forces overseas;</p> <ul style="list-style-type: none"> Compare and contrast means of communication in Britain during the time of the First World War with today; Identify and describe some of the ways in which the ways of life of children, members of their families and local communities changed in Britain during the First World War; Offer reasons for the causes of some of the changes in 	<p>telephone; internet; postcard; letter; telegraph; message; cypher; reinforcements; regiment; general; advance; retreat; desperate; rescue; village; code; decoded; anagram; censored; cinema; casualty; mercy; rationing; requisition; circus; town; village; countryside; artillery; overseas; trade; propaganda; patriotic; munitions; factory; manufacturing; queue; battleship; bombardment; rehabilitation; hospital; memorial; dedication;</p>	<p>significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>which suggest why they can be considered remarkable given the role of women in society at the time;</p> <ul style="list-style-type: none"> Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did; Describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did; Recognise, observe and suggest reasons 	<p>aviator; university; 'in service'; occupation; textiles; Civil Service; clerical; administrative; management; salary; equality; 'women's work'; engineering; domestic; gender; discrimination; Old World; New World; Europe; Asia; Africa; North America; South America; Oceania; Australia; port; trade; merchant; navigated; compass; voyage; China; silk; manufactured; crew; King; Queen; ship; damaged; palm; anchor; inform; discovered; voyage; islands; numerous; possession; unfurling; standard; abound; gold; inhabitants; affection; trust; Christian; flag; banner; symbol; landscape; native; indigenous; emotions; commercial; rocket; aircraft; NASA; space; astronaut; lunar; universe; mankind;</p>		<p>account the location of the start of the fire; Suggest reasons for the cause of the fire and what happened to Thomas Farriner and his daughter after its discovery; Identify, describe, compare and contrast, observe and sequence the most significant events that occurred in the Great Fire of London;</p> <p>Create two graphic novel panel designs incorporating both words and images to depict two events which occurred in the Great Fire of London and give historical reasons to justify their choice of designs; Create two short diary entries in the style of Samuel Pepys which describe, observe</p>	<p>yeast, wheat, Pudding Lane, Thomas Farriner, King Charles II, escape, historical fiction, glowing, embers, tolled, discarded, occasional, ruled, exhausted, order, loaf, consequently, unaware, spar, wriggling, kindling, timeline, sequence, graphic novel, commemorate, anniversary, illustrated, panels, gutters, dialogue, narrator, word balloon, text box, sound effect, motion line, parallel, gestures, facial expression, feelings, intentions, motives, flashback, foreshadowing, metaphor, deduce, explicit, interval, flee,</p>
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		<p>ways of life they have identified;</p> <ul style="list-style-type: none"> Describe the variety of ways in which horses were used during the First World War and explain why their use was so important to the war effort; Describe the variety of ways in which other animals were used during the First World War and explain why their use was so important to the war effort; Know and understand through explanation some of the ways in which animals are used by the military, rescue and support services and organisations in Britain today. 	<p>honour; commemorate; habitat; food chain; carnivore; herbivore; omnivore.</p>		<p>for the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully;</p> <ul style="list-style-type: none"> Through personal research, describe the achievements of another major explorer and identify, give reasons and begin to explain the ways of life of most people in the historic period in which they lived. 	<p>planet; mission; President; United States; billion; dollars; government; world; timeline; speech; Mars; goal; ultimate; extended; remain; solar system; planet; Sun; Venus; kilometres; extremes; advertisement; recruit.</p>		<p>and give reasons for two of the most significant events in the Great Fire of London;</p> <p>Describe and explain through comparing and contrasting and synthesising a range of reasons why the Great Fire of London spread so quickly and took so long to extinguish.</p>	<p>waterside, lamentable, endeavouring, flinging, lighter, clambering, Whitehall, closet, chapel, dismayed, Duke of York, command, troubled, barge, crowded, desperately, fields, laden, extraordinary, pulled down, handkerchief, overtakes, gunpowder, grappling hook, prison, confusion, surrounding, citizens, destruction, St Paul's cathedral, melting, pavements, fiery, glowing, homeless, countryside, temporary, inhabitants, dispersed, miserable, hovels, utensils, delicateness,</p>
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									riches, accommodations, stately, well – furnished, extreme, misery, extinguished, plan, regeneration, Christopher Wren, superimpose, City of London, extinguish, diamond ranking grid, attribute, combination, meaningful, fortuitously, sporadic, militia, training, rudimentary, volunteer, equipment, refill, stand pipe, government, funds, compensation, convention, explanatory, connectives, timber framed, thatched, inflammable, tar, pitch, protect, rotting, relied, Mayor of London, easterly,
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									embers, ignite, alley, overcrowded, tenements, jetties, workshop, warehouse, debris, fire brigade, explode, fire hook, water squirt, fire engine, hose, drought, shortage, tinder dry, transport, consequently, livery stable.
	<p>Cross curricular links:</p> <p>Music – South African music/freedom songs</p> <p>Nelson Mandela as an influential person.</p> <p>PE – Dance – explorers – Columbus</p>			<p>Cross curricular links:</p> <p>Music – Reggae, historical musical styles e.g. Beatles.</p>		<p>Cross curricular links:</p> <p>Music – Classical/the history of music</p> <p>Geography – local London.</p>			
Year Three	<p>Unit outcome</p> <p><i>How did the lives of Ancient Britons change during the Stone Age?</i></p>			<p>Unit Outcome</p> <p><i>What is the secret of the standing stones?</i></p>		<p>Unit Outcome</p> <p><i>How do artefacts help us understand the lives of people in Iron Age Britain?</i></p>			
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> Describe the ways of life which are typically associated with the Stone Age 	Imagine; Stone Age; cave; cave man; misconception; dinosaur; chronological;	Changes in Britain from the Stone Age to the Iron Age	Describe the process of smelting bronze from copper and tin that	Copper; tin; smelting; bronze; manufacture; Bronze Age; museum; discovery; artefacts; advancement; progress;	Changes in Britain from the Stone Age to the Iron Age.	<ul style="list-style-type: none"> Identify and describe the common features of the archaeological remains of Iron 	Iron Age; hill fort; hectare; area; mound; earth; earthworks; constructed; hill; steep; wall;



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		<p>period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then;</p> <ul style="list-style-type: none"> Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age; Describe and suggest reasons for the presence of a small family group of people 	<p>time; anachronism; beach; footprint; Norfolk; United Kingdom; archaeologist; evidence; sediment; accurately; pollen; extinct; remains; mammoth; giant beaver; eroded; excavation; reconstruction; analysis; Natural History Museum; suggest; individuals; family; plants; edible; shellfish; deposit; cliff; receding; dig; exposed; organic; three-dimensional; tools; vegetation; deciduous; coniferous; discovery; continuity; change; communication;</p>	<p>heralded the end of the Stone Age in Britain;</p> <ul style="list-style-type: none"> Identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age; Identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer; Explain why archaeologists think that the Amesbury Archer was given the richest 	<p>decoration; pleasure; social status; functional; purpose; chisel; construction; buildings; farming; shield; carcass; harness; pony; bowl; sieve; spear; shaft; bracelet; earrings; brooch; armband; axe; arrow; dagger; scythe; archer; grave; Stonehenge; Wiltshire; skeleton; reconstruction; cremated; speculate; elaborate; lavish; transformed; wealthy; powerful; hunter; warrior; community; status; trade; international; crafts; metalworking; exchanging; elite; afterlife; tools; Switzerland; Europe; Bell Beaker people; challenges; storyboard; chamber; round barrow; mourners; mountains; Alps; boar; tusk; bracer; cushion stone; gold; ornaments; earrings; bone; pin; elderly;</p>		<p>Age hill forts found around Britain today;</p> <ul style="list-style-type: none"> Suggest how an Iron Age hill fort might have appeared when first constructed, giving reasons to justify the choice of features which have been included; Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them; Compare and contrast their reconstruction with that which professional archaeologists have produced based on available evidence; Interpret a range of 	<p>earth; ditches; rampart; plateau; remains; decay; organic; decomposed; archaeologist; evidence; protection; reconstruction; palisade; sharpened; shelter; grain; pit; framework; vulnerable; gate; weak; maze; dangerous; evidence; tribe; line graph; population; culture; social customs; religious beliefs; smelting; plough; diet; healthier; fierce; aggressive; Celts; Europe; fertile; occupied; neighbouring; attack; steal; rush; temporary; well; underground; venturing; siege; surrender; stater; animal; vegetable;</p>
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		<p>from the Old Stone Age on a beach in Norfolk and compare and contrast this with how most people use beaches today;</p> <ul style="list-style-type: none"> Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age; <p>Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required;</p> <ul style="list-style-type: none"> Recognise, describe and compare and contrast the difference between 	<p>Old Stone Age; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; wheat; barley; domesticated; leather; fields; quern; grain; flour; village; Skara Brae; pottery; bone; spindle whorl; spin; yarn; weave; monument; Silbury Hill; Stonehenge; summer camp; winter camp; permanent; seasons; pasture; autumn; temporary; butchery; ceremonial; burial; Western Europe; necklace; clue; life expectancy; illness; injury;</p>		<p>burial known in Bronze Age Britain;</p> <ul style="list-style-type: none"> Identify, describe and explain the purpose of monuments, both historically and modern day; Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout; Explain through synthesising a number of reasons the possible purpose of the stone monuments at Merrivale; Demonstrate understanding through explaining the significance of a monument either in the 	<p>farming; ceremony; foetal; womb; overland; passenger; oarsmen; Spain; France; quiver; bow; decayed; disappeared; reputation; community; analysis; recoil; hammered; impact; wraparound; cloak; monument; statue; John Lennon; Liverpool; The Beatles; Statue of Liberty; United States; gift; France; symbol; freedom; democracy; Statue of Christ the Redeemer; Rio de Janeiro; Christianity; Eiffel Tower; France; commemorate; Paris; Brandenburg Gate; Berlin; Germany; unity; Lenin Mausoleum; Moscow; Red Square; Vladimir Lenin; Head of State; Soviet Union; Taj Mahal; India; memory; Hiroshima Peace Park; memorial; atomic</p>		<p>evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time;</p> <ul style="list-style-type: none"> Recognise and describe the importance of Iron Age staters and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago; Recognise the range of reasons suggested for the discovery of a magnificent Iron Age shield in the River Witham and synthesise these reasons into an explanation; Describe who Boudica was and explain why 	<p>mineral; Ancient Greece; coin; inscription; Wales; Germany; Catti; money; barter; swap; exchange; goods; services; metal detectorists; hoard; store; heap; underground; Jersey; Yorkshire; Leicestershire; offering; gods; goddesses; controlled; Otherworld; farmers; ploughing; newspaper; media recount; artefacts; underwater; river; lake; well; precious; tools; chariot; boat; shield; votive offering; ceremony; pathway; Battersea Shield; theory; River Thames; summarise; synthesise; explanation;</p>
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		<p>historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence);</p> <ul style="list-style-type: none"> Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age. 	<p>fighting; sustained; cremated; ritual; ochre; pigment; iron oxide; tusk; mammoth; magical; worship; pray; myth; legend; ancient; generation; incorporates; honoured; supposition; belief; proof; knowledge; assumption; wattle; daub; manure; farming; agriculture; livestock; crops; flour; bread; settlement.</p>		<p>local area and/or a monument of global importance (see also possible homework activities);</p> <ul style="list-style-type: none"> Suggest and describe possible additional wooden and cloth features to the stone monuments at Merrivale and justify their selection; Empathise through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age; Based on knowledge with some additional research, identify, describe, explain and justify the choice of 10 	<p>bomb; Al Kaaba Al Musharrafah; Mecca; Saudi Arabia; sacred; Islam; London Eye; United Kingdom; millennium; Animals in War Memorial; Hyde Park; London; British; military; command; war memorial; construct; spiritual; belief; mystery; double; standing stones; stone circle; cist; chamber; avenue; lid; maintaining; organic; banner; theory; ranking; astronomical; analysis; aligned; summer solstice; accompanies; community; impressed; amazed; settlement; midsummer; midwinter; postcard; social media; sharing; adjectives;</p>		<p>she fought the Romans when they invaded Britain at the end of the Iron Age.</p>	<p>conclusion; connective; Boudica; Romans</p>
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					artefacts to be placed in the grave of a Bronze Age warrior chief.	convention; empathise; capstone; peat; acidic; cremated; urn; warrior; chief; negotiating; peace; stable; politicians; trade.			
	Cross curricular links: Music – historical music styles (R and B western, classical, musicals, Motown, soul)			Cross curricular links: Music – historical reggae Art – Celtic patterns Geography – prior knowledge of Antarctica		Cross curricular links: Music – timelines.			
Year Four	Unit outcome <i>How did the arrival of the Romans change Britain?</i>			Unit Outcome <i>Who were the Anglo Saxons and how do we know what was important to them?</i>		Unit Outcome <i>What did the Vikings really want and how did Alfred prevent them getting it?</i>			
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius; 	Rome; Romans; Roman Empire; emperor; empress; Italy; invasion; motives; city; ruled; assemble; manufacture; weapons; armour; ships; raw materials; lead; forest; wood; army; leather hides; wool; gold;	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots. 	<ul style="list-style-type: none"> Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever; Empathise with the situation and 	Primary evidence; secondary evidence; Gothics; Barbarians; Sack of Rome; Visigoths; Christian; Germany; tribe; Picts; Vandals; Huns; Franks; Saxons; alleged; defences; apologetic; empathise; weaker; vulnerable; Angles; Jutes; Anglo-Saxon; Denmark; Netherlands;	<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 	<ul style="list-style-type: none"> Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'; Describe why 'Vikings' is not, in fact, the correct name for these people and 	Inhabited; terror; lovely; appeared; suffered; pagan; race; inroad; blood spattered; priest; despoiled; ornaments; venerable; prey; closeness; joy; distress; suffering; grief; heathens; poured; saint; compass; altar; destroyed;



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	<ul style="list-style-type: none"> Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43; Interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgment about the causes and effects of her harsh treatment by the Romans; Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle 	<p>silver; coins; jewellery; mine; slaves; slavery; countries; Emperor Claudius; Emperor Augustus Caesar; miners; galley; gladiators; amphitheatre; entertainment; strengths; rule; pacify; impose; rule of law; morality; proud; battle; civilisation; advanced; weather; destroyed; Boudica; Celts; Iceni; tribe; East Anglia; Norfolk; Suffolk; Cambridgeshire; Bedfordshire; quotation; primary evidence; sources; historian; Cassius Dio; Tacitus; extract; consequences; synonym;</p>		<p>feelings of Emperor Honorius in ad 410 and make a judgment about why the Romans left Britain and the emotions the Emperor may have expressed;</p> <ul style="list-style-type: none"> Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and evaluate the advantages and disadvantages of living in this way compared with occupying the existing towns; Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious 	<p>Germany; settlement; West Stow; farmers; thatched; reeds; decayed; disrepair; ruins; plundered; villages; extended family; forest; lowland; fields; flour; leather; annotated; religion; superstitions; pagan; Wodin; Eastre; Saxnet; Tiw; Thor; Frija; feast; spring; Easter; Augustine; overseas; Kent; King Ethelbert; Church; stained-glass window; Pope Gregory; Bishop of Rome; Pope; Roman Catholic Church; slave; convert; church; abbey; priory; cross; devote; monk; nun; Lindisfarne; Whitby; portion; Lord; nobleman; dues; serf; estate; Sutton Hoo; mound; excavation; rivets; timbers; warrior; helmet; iron; bronze; tin; manufacture; Scandinavia; Norway; Sweden; brooch; cloak; clasp; gold;</p>		<p>explain who the attackers really were;</p> <ul style="list-style-type: none"> Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread; Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain; Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment; 	<p>trampled; bodies; temple; street; cliffs; rowed; longships; uprooted; rugged; storm; crest; debris; eroded; Vikings; Norsemen; Men of the North; tribe; race; chieftain; separate; Scandinavia; Norway; Sweden; Denmark; culture; unattached; invasion; homeland; adventure; vikingr; viking; Lindisfarne; Holy Island; chalice; monk; slave; priory; tabloid newspaper; journalistic report; media recount; York; Durham; iconic; symbol; design; connectives; hull; plank; overlapped; shallow; draft; waterline;</p>
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Sequence of teaching overview in HISTORY 2024 2025

		<p>and justify their decision;</p> <ul style="list-style-type: none"> • Understand through explanation the difference between historical evidence and legends and folklore; • Distinguish between historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood; • Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain; • Identify and describe the main design features of Hadrian's Wall 	<p>archaic words; taxes; protect; will; family; avoid; plundered; prize; chieftain; deprived; estate; relatives; possessions; revenge; pleads; battlefield; capital city; Colchester; surprise; ablaze; ransacked; temple; protection; surround; looted; governor; rebels; Druid; speech; outnumbered; professional; prepared; hacking; panic; retreat; trapped; wagon; legionnaires; legend; folklore; word of mouth; King Arthur; Robin Hood; stature; appearance; fierce; harsh; tawniest; tunic;</p>		<p>practices of the Anglo-Saxons were called pagan;</p> <ul style="list-style-type: none"> • Describe and explain why Britain converted to Christianity following the visit of Augustine and make a reasoned judgment about what the message from Pope Gregory to King Ethelbert might have been; • Recognise and describe some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and evaluate the costs and benefits for ordinary people compared with those of lords and noblemen; 	<p>enamel; garnets; sceptre; ruler; ceremonial; purse; decorated; leather; buckle; spear; bear; coins; Gaul; France; Belgium; Italy; bowl; stacked; Mediterranean; Greece; Turkey; warrior; battle; shield; copper; inlay; Redwald; East Anglia; craftsmanship; armour; jewellery; trade; travelling; reconstruction; place name.</p>		<ul style="list-style-type: none"> • Identify and describe the distribution of those areas of Britain settled by Viking Norsemen; • Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed; • Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed; 	<p>narrow; lightweight; symmetrical; bow; stern; mast; rigged; port; starboard; strong; flexible; voyage; river; shallow; obstacles; waterfall; beach; escape; camp; shelter; reverse; enemy; entangled; overhanging; headway; surprise; families; treasure; settlement; location; landscape; climate; temperature; precipitation; mean; average; range of temperature; growing season; Lincoln; Lincolnshire; Norway; Hamar; farmers; per cent; mountainous; restricted; barren; flat land;</p>
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		<p>and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122;</p> <ul style="list-style-type: none"> ● Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built; ● Describe what a gladiator was and what occurred at gladiatorial games; ● Explain who ianistae were and why they owned and trained gladiators in private schools; ● Understand through explanation why the 	<p>diverse; mantle; invariable; archaeologist; fort; handwritten; document; Latin; commander; translation; necklace; ring; bracelet; brooch; fibula; rank; status; garments; toga; cloak; design; incorporate; hinge; pin; officer; guard; tasked; Emperor Hadrian; patrol; fortified; gate; control; direction; Picts; Caledonia; Scotland; challenge; fierce; warrior; Calgacus; Julius Agricola; professional; experienced; regrouped; confronting; tactics; surprise; attack; mountains; glen; ambush;</p>		<ul style="list-style-type: none"> ● Identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgment as to how the burial would have been constructed and carried out; ● Identify, interpret and make a judgment about the origin of Anglo-Saxon place names in their own area or region of England. 			<ul style="list-style-type: none"> ● Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgment as to whether he is justifiably 'great' and justify their decision; ● Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066. 	<p>temperate; fertile; occupy; counties; England; Scotland; Wales; Ireland; synonymous; myth; opera; legend; unauthenticated; Robin Hood; medieval; defend; tyranny; landlord; officers; persecuted; outlaw; play; ballad; generation; notorious; associated; standards; thence; shield-wall; fought; fiercely; spirited; overthrew; slaughter; fortress; boldly; encamped; horrors; famine; fear; despair; peace; concluded; pity; speedily; King Guthrum; Christianity; accept; baptism; fulfilled; fortified;</p>
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		<p>Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians;</p> <ul style="list-style-type: none"> ● Explain why some Romans held different perspectives about gladiatorial games and how they justified their viewpoints. 	<p>coast; barbarians; town; village; countryside; modern; educated; cultured; encourage; stone; brick; layout; ruin; subsequently; city; London; St Albans; York; Chester; Bath; Caerwent; unearthed; statue; bath house; gateway; theatre; amphitheatre; garden; basilica; forum; skull; cemetery; guard house; main road; regular; grid; pattern; right angle; toilet; fountain; gladiator; gladiatorial games; mural; mosaic; senator; nobleman; consul; entertainment; spectators; complimentary;</p>						<p>burhs; defences; moat; Oxford; Buckingham; scripture; pagan; psalms; Bible; scholars; translate; navy; advisers; guidance; counsel; Witan; Privy Council; soldiers; Standing Army; volunteer; training; professional; Royal Navy; Royal Air Force; Army; law; code; court; judge; appointed; judgment; legal; learning; illiterate; compulsory; education; inscription; battle of Hastings; William; Duke of Normandy; Normans; Edward the Confessor; Normandy; English Channel; legacy.</p>
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			sponsor; Colosseum; condemned; criminal; prisoner of war; bravery; deserted; Christian; Jesus Christ; brutal; skill; courage; victorious; opposition; survived; contest; ianistae; combatant; hire; nutrition; comfortable; potential; runaway; elected; officials; magistrate; compelling; testimonial; social class; plebeians; ruling class; election; defied; rebel; butchery; corrupted; spectacle; philosopher; Seneca.						
	Cross curricular links:			Cross curricular links:			Cross curricular links:		



Sequence of teaching overview in HISTORY 2024 2025

	<p>Music historical music – Aabba 70s/80s</p> <p>Maths – Roman numerals</p> <p>Geography – Countries</p>			<p>French – Learn about BC/AD in ancient Britain.</p> <p>Music – Historical gospel/civil rights development of pop music.</p> <p>RE – Christianity</p> <p>DT – Stone age houses/tools</p> <p>Computing – animation link</p>		<p>Music – timelines</p> <p>Art – sculpture</p>			
Year Five	<p>Unit outcome</p> <p><i>Why was winning the Battle of Britain in 1940 so important</i></p>			<p>Unit Outcome</p> <p><i>How did a pile of dragon bones help to solve an ancient Chinese mystery?</i></p>		<p>Unit Outcome</p> <p><i>Why did Elizabeth’s sea dogs make Phillip so angry?</i></p>			
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was; 	<p>Second World War; invasion; Nazi Germany; occupied; territories; speech; Winston Churchill; prime minister; Parliament; Adolf Hitler; Führer; Reich Chancellor; evacuation; Dunkirk; Battle</p>	<ul style="list-style-type: none"> The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the 	<ul style="list-style-type: none"> Describe and explain the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899; Explain the significance of oracle bones to Shang rulers and reach a judgment 	<p>Dragon; dragon bones; Chinese New Year; culture; myth; legend; folklore; fairy story; St George and the Dragon; patron saint; terrorised; inhabited; sacrificed; emerging; England; Ethiopia; Portugal; Georgia; table; Wang Yirong; hieroglyph; evil; fortune; wisdom; prosperity; strength; associated; deserving; rainfall;</p>	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the Western world. 	<ul style="list-style-type: none"> Describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece; Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the 	<p>The Trojan Horse; Ancient Greece; historians; authentic; truthful; accurate; factual; myth; traditional; celebrating; fantastic; exploits; hero; judgment; evaluate; Europe; Greece; kingdoms; government; city; Troy; Sparta;</p>



Sequence of teaching overview in HISTORY 2024 2025

		<ul style="list-style-type: none"> Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940; Identify, describe, explain and evaluate the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant; Describe and explain the reasons why 	<p>of France; Battle of Britain; Channel Islands; mainland; government; surrounded; withdraw; preparations; Crown dependency; diplomatic; tantamount; non-aggression pact; retreat; sub-headline; parachutists; coast; challenge; transport; soldiers; barges; landing craft; vulnerable; strategy; Royal Navy; Kriegsmarine; Luftwaffe; Royal Air Force; battleship; aircraft carrier; destroyer; minesweeper; submarine;</p>	<p>Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China.</p>	<p>regarding how they might have been used, justifying their decision;</p> <ul style="list-style-type: none"> Identify, describe and compare and contrast the lives of people in different sections of Shang society and explain why our understanding of the Shang people as a whole is a very limited one; Recognise, describe and justify the qualities they feel are required in a great ruler and compare and contrast these with those exhibited during the reigns of King Cheng Tang and Di Xin of the Shang Dynasty; Make a reasoned judgment from the evidence of tomb artefacts about the identity of the 	<p>natural disaster; floods; typhoons; celebration; festival; emperor; China; alphabet; carved; decipher; identified; Shang Dynasty; characters; engraved; excavated; Hwang Ho River; Yellow River; transport; crops; civilisation; city; ancestors; royal family; court; ruler; foreknowledge; interpret; diviner; pharaohs; Ancient Egypt; Bronze Age; Stonehenge; oracle bone; translation; city; workshop; palace; homes; recreate; gu; gong; suspended; ceiling; barter; intricately; chariot; jade; ding; cauldron; society; royals; nobles; commoner; slave; illiterate; manual; farmers; labourers; mason; potter; weaving; cloth; silk; domestic servant; prisoner; tomb; burial pit; spiritual; tools; utensils; thatch;</p>		<p>Trojan Horse, and begin to formulate conclusions;</p> <ul style="list-style-type: none"> Reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision; Review and evaluate the 'historical' evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgment as to its reliability and trustworthiness. 	<p>Mycenae; kidnapped; Paris of Troy; Queen Helen of Sparta; King Menelaus of Sparta; King Agamemnon of Mycenae; expedition; Trojan War; Aegean Sea; capture; siege; starvation; disease; surrender; Odysseus; Athena; warriors; Sinon; interrogates; offend; demolish; punish; storyboard; timeline; authenticate; vase; depiction; sculpture; Buddhist; shrine; Gandhara; region; Pakistan; illustrated; manuscript; Roman; poet; Virgil; engraving; France; Motte; procession; scene; reliable; evidence;</p>
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Sequence of teaching overview in HISTORY 2024 2025

		<p>King John signed the Magna Carta in 1215, and evaluate and reach a judgment about why, like the Battle of Britain, it can be considered an important turning point in British history.</p>	<p>fighter aircraft; bomber aircraft; dive bomber; Stuka; morally; physically; significant; minefield; channel; Straits of Dover; sealed off; flank; coastal; artillery; command; protect; damage; torpedo; abandon; Fleet Air Arm; recognisable; speculate; significance; Reichsmarschall; anti-aircraft artillery; search light; Royal Observer Corps; radar; transmitter; operator; Fighter Command; headquarters; plotter;</p>		<p>occupant of a Shang burial chamber discovered in 1976, and explain why many similar tombs quickly became the target of graverobbers;</p> <ul style="list-style-type: none"> Describe and explain the achievements of Queen Elizabeth I as queen of England to evaluate the leadership qualities she possessed and reach a judgment about why she was such an effective leader. 	<p>decay; decompose; plough; scythe; textiles; li; millet; stew; steaming; Cheng Tang; Di Xin; king; queen; empire; monarch; leader; behaviour; integrity; cruelty; prospered; able; govern; humble; wisdom; benevolent; farming; security; ability; peasant; harvest; scorned; robes; vanity; aid; accomplished; statesman; failure; shortcomings; blame; unselfish; drought; hunger; military; survive; bumper; harvest; destroying; treatment; downfall; seize; overthrow; brave; clever; greedy; selfish; cruel; tortured; murder; entertainment; taxes; luxurious; parties; famously; army; advisers; besieged; Yin Au; surround; Fu Hao; inventory; profile; grave goods; pen portrait; prestigious; warrior; General; Wu Ding;</p>			<p>witnessed; first-hand; primary; occurred; generation; archaeological; undergoing; subterfuge; site; discovered; remains; ruins; fortifications; massive; inhabited; fact; legend; King Arthur; Robin Hood; Kingdom of Atlantis; symbolic; creation; summarising; preparation; combination; speculation; earthquake; attributed; Poseidon; collapsed; battering ram; siege tower; archers; wheeled; reconstruction; relief; Syria; hide; soaked; resembled; negotiation; envoy; mission; mutiny; galley;</p>
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Sequence of teaching overview in HISTORY 2024 2025

			<p>incoming; Messerschmitt; Spitfire; Junkers; Hurricane; Bomber Command; Lancaster; mission; Robert Watson-Watt; detection; ranging; early warning system; operator; broadcast; radio waves; patrol; airborne; altitude; factory; production line; airfield; delivered; combat; convoy; tactics; concentrate; precious; training; repair; curved; dog fight; machine gun; cannon; rescued; nursed; control centre; limped;</p>			<p>statue; status; treasures; possessions; afterlife; servants; bodyguard; Shangdi; magical; valued; immortality; jewellery; graverobber.</p>			<p>perspective; viewpoint; authenticity; accuracy</p>
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Sequence of teaching overview in HISTORY 2024 2025

			opponent; rearm; refuel; fire power; escort; adjustable; propeller; climbing; diving; cannon; fuel tank; scramble; batteries; gas fired;.						
	Cross curricular links: Music – Historical music – Jazz Geography – Countries/compass, maps		Cross curricular links: French – The Romans inventions, days of the week. Gods/Goddesses/diary of poor/rich children PE – Dance – the circus – 19 th century prejudice.		Cross curricular links: Music – History of Motown Art – Printing Royal portraits.				
Year Six	Unit outcome <i>Why did Britain once rule the largest empire the world has ever seen?</i>			Unit Outcome <i>What was life like in Baghdad during the Golden Age of Islam?</i>		Unit Outcome <i>How have medical breakthroughs of the last 250 years affected the lives of people in Britain?</i>			
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	A study of an aspect or theme in British history that extends pupils’	<ul style="list-style-type: none"> Identify and describe the extent of the British Empire in 1921 and 	Empire; invasion; occupying; rule; Roman Empire; government;	A non – European society that provides contrasts with	Interpret original written historic sources to draw a representation of what Abu Jafar al	Abu Jafar al Mansur, Muslim, Abbasid, caliph, civil, religious, ruler, Muhammad, likeness, modern,	A study of an aspect or theme in British history that extends	Describe and explain what the term life expectancy means and what change	Neolithic, New Stone Age, farming, domesticated, foraged,



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	<p>chronological knowledge beyond 1066</p>	<p>explain what it meant to be a colony;</p> <ul style="list-style-type: none"> Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choice of those factors that they consider were most significant; Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared; Interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war with Argentina in 1982 and reach 	<p>control; Governor; colony; British Empire; Canada; Australia; London Docks; sugarcane; copper mine; miners; Northern Rhodesia; tea; exports; India; raw material; minerals; gold; aluminium; iron ore; factories; manufacturing; steel; textiles; coffee; tobacco; spices; tropical; imports; affluent; Industrial Revolution; machinery; missionary; explorer; David Livingstone; Bible; Africa; duty; convert; Christian; religion; eternal; education; healthcare; community; native; law and order; superior;</p>	<p>British history: <u>early Islamic civilization, including a study of Baghdad circa AD 900.</u></p>	<p>Mansur's 'city of peace' might have looked like in AD 766 – making a judgement, justifying their views and evaluating the accuracy of their conclusions; Evaluate a range of historical sources and explain why Baghdad had become one of the most important trading centres in the world by AD 900; Analyse a number of historic sources to make and justify a judgement as to the function of the Bayt al – Hikma in central Baghdad at the height of the Golden Age of Islam; Identify and describe those areas of the modern world that were known to the people of Baghdad in AD 900 and reach a judgement</p>	<p>statue, designed, metropolis, city, Arab world, remains, original, settlement, Al-Khatib al-Baghdadi, contemporaneous, three dimensional, circular, bank, River Tigris, constructed, outer, diameter, opposite, capped, dome, erected, tower, moat, Golden Gate Palace, midst, vast, park, enclosure, reserved, the chase, adorned, exquisite, reservoir, fountain, surrounded, sculptured, Great Mosque, immense, royal, staff, servant, barracks, state offices, protected, cubit, traversed, overseer, supervisor, cleanliness, sanitation, scholar, historian, comfort, inhabitants, Baghdad, Iraq, geographer, Al-Yaqubi, residents, cross roads, Universe, China, Abbasid Empire, North Africa, Europe, transport,</p>	<p>pupils' chronological knowledge beyond 1066</p>	<p>occurred in the average length of time a baby would be expected to live about 11,000 years ago; Compare and contrast sources of evidence to reach a judgement as to why life expectancy in Britain fluctuated greatly during the period 1500-1840 and justify their views and opinions; Evaluate a range of original sources and reach a judgement regarding what people in Britain in 1665 considered to be the cause of the Great Plague and the actions they could take to cure those who had already contracted the disease and prevent others from catching it; Describe what Edward Jenner</p>	<p>countryside, fired, vessels, flint, tools, pottery, acquire, grandparents, archaeologists, life expectancy, generation, descended, average, mean, estimated, approximate, official, fluctuate, range, medicine, disease, prevention, cure, sanitation, adequate, sewage, disposal, hygiene, cleanliness; prevent, control, disease, effectively, superstition, punishment, God, quack, qualifications, pretend, working classes, density, industrial, town, city, public health, services, non-existent, hygiene, communal, vulnerable,</p>
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		<p>a judgment about the actions taken by Britain, justifying their views;</p> <ul style="list-style-type: none"> Identify and describe the countries that currently belong to the Commonwealth and explain the purposes and benefits of being part of this organisation. 	<p>race; obtain; exploit; slave labour; abolished; inhuman; West Indies; recruitment; regiment; Spain; territory; combined; British Overseas Territory; self-governing; Gibraltar; monarch; Queen Elizabeth II; Head of State; defence; foreign relations; Crown Dependency; Crown; responsible; politicians; independence; transfer of power; separation; withdrawal; moral; possession; unnatural; domination; leave; expense; Royal Navy movement; uprising; Commonwealth</p>		<p>to explain why they think they knew little about lands beyond Asia, North Africa and Europe; Describe, explain and evaluate the impact of the work of inventors, designers and engineers of the Golden Age of Islam such as Al-Jazari and reach a judgement regarding the impact they have had on modern life; Describe the events which occurred in Britain on August 1st AD 937, compare and contrast them with life in Baghdad, explain why they were of such great significance in the history of Britain and evaluate their importance.</p>	<p>merchants, silk, porcelain, trade, commercial, lapis lazuli, location, network, markets, River Tigris, river banks, navigation, import, export, empire, country, Bayt al – Hikma, tools, instruments, globe, T square, hourglass, quadrant, sextant, protractor, manuscript, tripod, empire, chart, planet, star, Solar System, consulting, nobleman, House of Wisdom, library, country, culture, representation, philosopher, mathematician, historian, artist, writer, mathematician, scientist, translator, translate, native language, China, India, Persia, Syria, Spain, binding, prisoner, manufacturing, mill, Al-Khwarizmi, contribution, Al-Jazari, machine,</p>		<p>discovered in 1796 and explain and evaluate the implications of his discovery for the future medical health of the people of Britain; Identify, describe and sequence the main milestones in the history of medicine in Britain and explain and justify their ordering; Create their own timeline of medical advances in Britain by designating appropriate equidistant intervals of time along a scale and recording the correct temporal order in which the events occurred; Structure a piece of discursive writing to give meaning to their timeline through describing, explaining and evaluating the</p>	<p>epidemic, typhoid, cholera, household, childbirth, infant mortality, maternal, pregnancy, childbirth, overseas, civil war, revolt, rebellion, pollution; health and safety, regulation, adequately, Factory Act, child labour, employment, ignored, rarely, chimney sweep, agility, rake, laystalls, engraving, depict, Bubonic Plague, London, outbreak, epidemic, rodent, bacteria, fever, buboes, contracted, death toll, diagnosis, antibiotics, treatment, displeasure, judgement, sin, punishment,</p>
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Redbourn Primary School

Sequence of teaching overview in HISTORY 2024 2025

			<p>of Nations; Commonwealth; Falkland Islands; Malvinas Islands; Argentina; casualties; losses; chronology; timeline; South Atlantic Ocean; Prime Minister Margaret Thatcher; President General Leopoldo Galtieri; sovereign; foreign; power; colonise; abandoned; referendum; disputed; claim; military; legitimate; destiny; rights; obligations; aspired; Georgia and South Sandwich Islands; citizen; struggled; experiencing; achievement; heedless; sacrifices;</p>			<p>mechanical, device, engineer, design, construct, vehicle, waterwheel, river, power, paddles, gearwheel, vertical, rod, axle, gears, rotating, rotational, crankshaft, connect, vertically, draw up, convert, motion, lateral, engine, momentous, alter, lamentable, terrible, cruelly, Northmen; multitude, Saxons, Athelstan, island, slain, aged, sages, confirm, Angles, war smiths, hammered, Welsh, earl, overran, eager, Brunanburh, Liverpool, poem, Viking, kingdom, King Owain, King Constantine, Scotland, King Olaf, Dublin, significant, penny, Latin, inscription, unified, separate, opposed, nation state, Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, Wessex, Winchester, England, country.</p>		<p>importance of the events that occurred and reaching a judgement which justifies their opinion about which they feel to have been the most significant.</p>	<p>prevalent, unpleasant, poisonous, vapours, miasma, refuse, disposal, stench, decay, cleansed, impure, preventative, flourish, herbal, potion, elaborate, posie, incense, ward off, symptom, Edward Jenner, rural, countryside, resistance, immunity, Gloucestershire, consulting room, apprehensive, administering, smallpox, virus, airborne, saliva, fluid, blisters, contaminated, scab, milkmaid, cowpox, James Phipps, pus, Sarah Nelves, immune, immunity, resistant, preventative, vaccination, clinic, compulsory,</p>
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			deployed; victory; achieved; 'The House'; gravity; tension; attacked; established; usurped; lawful; condemning; unprovoked; aggression; shred; scrap; administration; unequivocal; tradition; stock; allegiance; democratic; ambitions.						infants, campaign, United Nations, World Health Organisation, Somalia, conquered, eradicated, opposition, medieval, sinful, fee, ethics, repulsive, ungodly, inoculate, cartoonist, lampoon, vocal, civil society, politicians, compulsory, Anti-Vaccine League, interference, timeline, biology, susceptible, visceral fat, coronary heart disease, proportion, lifestyle, employment, subcutaneous fat, tendency, fatal, chronic, stroke, type two diabetes, attributed, recruited, tuberculosis,
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Sequence of teaching overview in HISTORY 2024 2025

									gender, decade, milestone, breakthrough, germs, bacteria, microscope, magnify, micro-organism, microbes, multiply, Louis Pasteur, Florence Nightingale, hygiene, textbook, instructed, instruments, uniform, circulate, qualification, James Simpson, anaesthetic, surgeon, complex, survival rate, Queen Victoria, chloroform, Joseph Lister, carbolic acid, antiseptic, John Snow, cholera, cesspit, standpipe, excrement, sewerage system, Benjamin Disraeli, Public Health Act, Prime Minister,
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Sequence of teaching overview in HISTORY 2024 2025

									convinced, government, compulsory, council, Godfrey Hounsfield, Allan Cormack, CAT scanner, emit, narrow, radiation, beam, arc, data, transmitted, three dimensional, cross section, Peter Mansfield, Paul Lauterbur, MRI scanner, invention, magnet, radio waves, ligament, tumours, spinal cord, Alexander Fleming, substance, laboratory, spores, fungus, penicillin, antibiotic, inhibits, Marie Curie, chemical element, radium, radioactive, radiology, x-ray, revolutionary, injured, First World War, blood
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Sequence of teaching overview in HISTORY 2024 2025

									transfusion, service, donors, recipients, Eduard Zirm, organ transplant, cornea, National Health Service, Organ Donor Register, National Transplant Register, maternity, general practitioner, National Insurance, Ant-Smoking Campaign, co-ordinated, banning, advertising, advisers, prescribing,
	<p>Cross curricular links: RE – Islam Geography – Country placement/Silk road</p>			<p>Cross curricular links: Music – historical context of gospel banga Geography – trading in Bagdad</p>		<p>Cross curricular links: French – The Vikings – typical day Music – timeline RE – Islam</p>			