



## Sequence of teaching overview in HISTORY 2025-2026

	Autumn Term	Spring Term	Summer Term
<b>THRIVE VALUES</b>	<p><b>Team</b> – We explore how relationships between different groups led to events in the past. We work together to research and present ideas.</p> <p><b>Healthy</b> – 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><b>Responsibility</b> – 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><b>Innovative</b> – We appreciate the importance of inventions in the past which shape our lives today.</p>	<p><b>Valued</b> – 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><b>Empathetic</b> – We consider the emotions of others during periods of history and imagine how we would have felt and reacted in those times.</p>
<b>Nursery</b>	Unit outcome Celebrate festivals- Harvest, Guy Fawkes (5 <sup>th</sup> November) Remembrance Day (11 <sup>th</sup> November) Diwali, (12 <sup>th</sup> November) St Andrew’s Day (30 <sup>th</sup> November) Christmas,	Unit Outcome Celebrate Festivals- Chinese New Year, (29 <sup>th</sup> January) St David’s Day (1 <sup>st</sup> March) Shrove Tuesday (4 <sup>th</sup> March), Ramadan (28 <sup>th</sup> February-30 <sup>th</sup> March) St Patrick’s Day (17 <sup>th</sup> March) Mother’s Day (30 <sup>th</sup> March) Eid (30th/31 <sup>st</sup> March) Easter( 20 <sup>th</sup> April 2025 )	Unit Outcome St George’s Day (23rd April).
<b>Reception</b>	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past.	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past.	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.



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Year One	Unit Outcome <i>How have toys changed?</i>			Unit outcome <i>How am I making history?</i>			Unit Outcome <i>How have explorers changed the world?</i>		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	To know: •that throughout someone's lifetime, some things will change and some things will stay the same. •that everyday objects have changed over time. •that everyday objects have changed as new materials have been invented. •some similarities and differences between the past and their own lives. •that everyday objects have similarities and differences with those used for the	•Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). •Sequencing three or four artefacts from different periods of time. •Beginning to look for similarities and differences over time in their own lives. •Describing simple changes and ideas/objects that remain the same. •Understanding that some things change while other items remain the same and some are new. • Asking why things happen and beginning	artefact change clue different memory past present similar timeline	To know: • some similarities and differences between the past and their own lives. • that a timeline shows the order events in the past happened. • that we start by looking at 'now' on a timeline then look back. • that 'the past' is events that have already happened. • that 'the present' is time happening now • that within living memory is 100 years. • that people change as they grow older. • that throughout someone's lifetime, some things will change and some things will stay the same.	• Sequencing three or four events in their own life. • Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). • Placing events on a simple timeline. • Being aware that some things have changed and some have stayed the same in their own lives. • Describing simple changes and ideas/objects that remain the same. • Understanding that some things change while other items remain the same and some are new. • Beginning to look for similarities and differences over time in their own lives.	change different event future memory present past similar timeline	To know: • that a timeline shows the order events in the past happened. • that we start by looking at 'now' on a timeline, then look back. • that 'the past' is time that has already happened. • that 'the present' is time happening now. • that within living memory is 100 years • that there are similarities and differences between their lives today and lives in the past.	• Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). • Placing events on a simple timeline. • Recording on a timeline a sequence of historical stories heard orally. • Describing simple changes and ideas/objects that remain the same. • Understanding that some things change while others remain the same and some are new. • Asking why things happen and beginning to explain why with support. • Using artefacts, photographs and	



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	<ul style="list-style-type: none"><li>same purpose in the past.</li><li>• that we can find out about the past by asking people who were there.</li><li>• that artefacts can tell us about the past.</li><li>• that we remember some (but not all) of the events that we have lived through</li><li>• that the past can be represented in photographs.</li><li>• some inventions that still influence their own lives today.</li></ul>	<ul style="list-style-type: none"><li>to explain why with support.</li><li>• Being aware that some things have changed and some have stayed the same in their own lives.</li><li>• Recalling special events in their own lives.</li><li>• Using artefacts, photographs and visits to museums to answer simple questions about the past.</li><li>• Finding answers to simple questions about the past using sources (e.g. artefacts).</li><li>• Sorting artefacts from then and now.</li><li>• Beginning to identify different ways to represent the past (e.g. photos, stories).</li><li>• Asking how and why questions based on</li></ul>	<ul style="list-style-type: none"><li>• that there are similarities and differences between their lives today and their lives in the past.</li><li>• that people celebrate special events in different ways.</li><li>• that some people and events are considered more 'special' or significant than others.</li><li>• that photographs can tell us about the past.</li><li>• that we can find out about the past by asking people who were there.</li><li>• that we remember some (but not all) of the events that we have lived through.</li><li>• that the past can be represented in photographs.</li></ul>	<ul style="list-style-type: none"><li>• Recalling special events in their own lives.</li><li>• Using artefacts, photographs and visits to museums to answer simple questions about the past.</li><li>• Beginning to identify different ways to represent the past (e.g. photos, stories).</li><li>• Making simple observations about the past from a source.</li><li>• Interpreting evidence by making simple deductions.</li><li>• Describing the main features of concrete evidence of the past or historical evidence.</li><li>• Communicating findings through discussion and timelines with physical objects/pictures.</li><li>• Using vocabulary such as – old, new, long time ago.</li></ul>		<ul style="list-style-type: none"><li>• some similarities and differences between the past and their own lives.</li><li>• that some people and events are considered more 'special' or significant than others.</li><li>• that photographs can tell us about the past.</li><li>• that the past can be represented in photographs.</li><li>• some inventions that still influence their own lives today.</li><li>• some achievements and discoveries of significant individuals.</li></ul>	<ul style="list-style-type: none"><li>museum visits to answer simple questions about the past.</li><li>• Finding answers to simple questions about the past using sources (e.g. artefacts).</li><li>• Beginning to identify different ways to represent the past (e.g. photos, stories).</li><li>• Asking how and why questions based on stories, events and people.</li><li>• Asking questions about sources of evidence (e.g. artefacts).</li><li>• Using sources of information, such as artefacts, to answer questions.</li><li>• Drawing out information from sources.</li><li>• Making simple observations about the past from a source.</li></ul>	
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	<p>stories, events and people.</p> <ul style="list-style-type: none"><li>• Asking questions about sources of evidence (e.g. artefacts).</li><li>• Using sources of information, such as artefacts, to answer questions.</li><li>• Drawing out information from sources.</li><li>• Making simple observations about the past from a source. Interpreting evidence by making simple deductions.</li><li>• Making simple inferences and deductions from sources of evidence.</li><li>• Describing the main features of concrete evidence of the past or historical evidence.</li><li>• Drawing simple conclusions to</li></ul>		<ul style="list-style-type: none"><li>• Asking how and why questions based on stories, events and people.</li></ul>		<ul style="list-style-type: none"><li>• Interpreting evidence by making simple deductions.</li><li>• Making simple inferences and deductions from sources of evidence.</li><li>• Describing the main features of concrete evidence of the past or historical evidence.</li><li>• Drawing simple conclusions to answer a question.</li><li>• Communicating findings through discussion and timelines with physical objects/ pictures.</li><li>• Using vocabulary such as – old, new, long time ago.</li><li>• Discussing and writing about past events or stories in narrative or dramatic forms.</li><li>• Expressing a personal</li></ul>	
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	<p>answer a question.</p> <ul style="list-style-type: none"> <li>• Communicating findings through discussion and timelines with physical objects/ pictures.</li> <li>• Using vocabulary such as – old, new, long time ago.</li> </ul>							response to a historical story or event.	
	<p>Cross curricular links:</p> <p>Art – lines, fireworks</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>How did we learn to fly?</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>	
	<p>Knowledge</p> <p>Skills</p> <p>Vocabulary</p> <p>events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> <li>• Recognise some of the ways in which the First World War changed how adults were able to behave in Britain;</li> <li>• Describe and suggest reasons why</li> </ul>	<p>Knowledge</p> <p>Skills</p> <p>war; prison; crime; enemy; army; pacifist; deserter; secret; code; front line; soldier; trench; headquarters; fine; government; molest; punish; defence; public; suppression;</p>	<p>Knowledge</p> <p>Skills</p> <p>Know that 'the past' is events that have already happened (history of travel)</p> <p>Know that historians use evidence from sources to find out more about the past.</p>	<p>Skills</p> <p>Sequencing up to six events on a timeline.</p> <p>Recognising some things which have changed/stayed the same as the past.</p> <p>Identifying simple reasons for changes.</p>	<p>Vocabulary</p> <p>Beyond living memory</p> <p>inventor</p> <p>lifetime</p>	<p>Knowledge</p> <p>events beyond living memory that are significant nationally or globally [for example, the <b>Great Fire of London</b>, the first aeroplane flight or events commemorated]</p>	<p>Skills</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;</p>	<p>Vocabulary</p> <p>Great Fire of London, homeless, Samuel Pepys, diary, eyewitness, private, published, primary evidence, painting, drawing, etching,</p>	



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	<p>communication was such a challenge 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"><li>● Compare and contrast means of communication in Britain during the time of the First World War with today;</li><li>● 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;</li></ul>	<p>conviction; police; communication; 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;</p>	<p>Identify achievements and inventions that still influence their own lives today (The Wright brothers, Bessie Coleman and Amelia Earhart)</p>	<p>Identifying similarities and difference between ways of life at different times. Making simple observations about a source or artefact.</p> <p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Recognising different ways in which the past is represented (including eye-witness accounts).</p>	<p>through festivals or anniversaries]</p>	<p>Identify and describe from an eyewitness 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; 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</p>	<p>lieutenant, sources, baker, dough, flour, 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,</p>
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	<ul style="list-style-type: none"><li>Offer reasons for the causes of some of the changes in ways of life they have identified;</li><li>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;</li><li>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;</li><li>Know and understand through explanation some of the ways in which animals are used by the military, rescue</li></ul>	hospital; memorial; dedication; honour; commemorate; habitat; food chain; carnivore; herbivore; omnivore.					style of Samuel Pepys which describe, observe and give reasons for two of the most significant events in the Great Fire of London; 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.	metaphor, deduce, explicit, interval, flee, 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,
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## Redbourn Primary School

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	and support services and organisations in Britain today.							miserable, hovels, utensils, delicateness, 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,
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									rotting, relied, Mayor of London, easterly, 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.
	Cross curricular links:  Music – South African music/freedom songs  Nelson Mandela as an influential person.  PE – Dance – explorers – Columbus	Cross curricular links:  Music – Reggae, historical musical styles e.g. Beatles.	Cross curricular links:  Music – Classical/the history of music  Geography – local London.						
<b>Unit outcome</b> <i>How did the lives of Ancient Britons change during the Stone Age?</i>			<b>Unit Outcome</b> <i>What is the secret of the standing stones?</i>		<b>Unit Outcome</b> <i>How do artefacts help us understand the lives of people in Iron Age Britain?</i>				
<b>Year Three</b>	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	Changes in Britain from the Stone Age to the Iron Age	• Describe the ways of life which are typically	Imagine; Stone Age; cave; cave man; misconception;	Changes in Britain from the Stone Age to the Iron Age	Describe the process of smelting bronze from	Copper; tin; smelting; bronze; manufacture; Bronze Age; museum; discovery; artefacts;	Changes in Britain from the Stone Age to the Iron Age.	• Identify and describe the common features of the	Iron Age; hill fort; hectare; area; mound; earth; earthworks;



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	<p>associated with the Stone Age 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"><li>● 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;</li><li>● Describe and suggest reasons for the presence of a</li></ul>	<p>dinosaur; chronological; 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;</p>		<p>copper and tin that heralded the end of the Stone Age in Britain;</p> <ul style="list-style-type: none"><li>② 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;</li><li>② Identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer;</li><li>② Explain why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze</li></ul>	<p>advancement; progress; decoration; pleasure; social status; functional; purpose; chisel; construction; buildings; farming; shield; carcass; harness; pony; bowl; sieve; spear; shaft; bracelet; earrings; brooch; armlet; 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; farming; ceremony; foetal; womb; overland; passenger;</p>		<ul style="list-style-type: none"><li>● 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;</li><li>● Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them;</li><li>● Compare and contrast their reconstruction with that which professional archaeologists have produced based on available evidence;</li></ul>	<p>archaeological remains of Iron Age hill forts found around Britain today;</p> <ul style="list-style-type: none"><li>● Constructed; hill; steep; wall; 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;</li></ul>
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	<p>small family group of people 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"><li>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;</li><li>Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required;</li><li>Recognise, describe and compare and contrast the</li></ul>	<p>change; communication; 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; flute; 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;</p>	<p>Age Britain;</p> <ul style="list-style-type: none"><li>Identify, describe and explain the purpose of monuments, both historically and modern day;</li><li>Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout;</li><li>Explain through synthesising a number of reasons the possible purpose of the stone monuments at Merrivale;</li><li>Demonstrate understanding through explaining the significance of a monument either in the local area and/or a monument of global importance (see also</li></ul>	<p>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 bomb; Al Kaaba Al Musharrafah; Mecca; Saudi Arabia; sacred; Islam; London Eye; United Kingdom; millennium;</p>	<ul style="list-style-type: none"><li>Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time;</li><li>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;</li><li>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;</li></ul>	<p>animal; vegetable; 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;</p>
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	<p>difference between 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"><li>• Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age.</li></ul>	<p>life expectancy; illness; injury; 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>possible homework activities);</p> <ul style="list-style-type: none"><li>□ Suggest and describe possible additional wooden and cloth features to the stone monuments at Merrivale and justify their selection;</li><li>□ Empathise through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age;</li><li>□ Based on knowledge with some additional research, identify, describe, explain and justify the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief.</li></ul>	<p>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; convention; empathise; capstone; peat; acidic; cremated; urn; warrior; chief; negotiating; peace; stable; politicians; trade.</p>		<ul style="list-style-type: none"><li>• Describe who Boudica was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age.</li></ul>	<p>synthesise; explanation; conclusion; connective; Boudica; Romans</p>
	Cross curricular links:		Cross curricular links:		Cross curricular links:		Cross curricular links:	



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	Music – historical music styles (R and B western, classical, musicals, Motown, soul)	Music – historical reggae Art – Celtic patterns Geography – prior knowledge of Antarctica	Music – timelines.						
	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>						
Year Four	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> <li>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;</li> <li>Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43;</li> <li>Interpret primary sources of historical</li> </ul>	<ul style="list-style-type: none"> <li>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; silver; coins; jewellery; mine; slaves; slavery; countries; Emperor Claudius; Emperor Augustus Caesar; miners; galley; gladiators; amphitheatre;</li> </ul>	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots.</li> </ul>	<ul style="list-style-type: none"> <li>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;</li> <li>Empathise with the situation and 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;</li> <li>Describe and explain why</li> </ul>	<ul style="list-style-type: none"> <li>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; 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;</li> </ul>	<ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings';</li> <li>Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were;</li> <li>Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have</li> </ul>	<ul style="list-style-type: none"> <li>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; trampled; bodies; temple; street; cliffs; rowed; longships; uprooted; rugged; storm; crest; debris; eroded; Vikings; Norsemen; Men of the North; tribe; race; chieftain;</li> </ul>	



## Sequence of teaching overview in HISTORY 2025-2026

	<p>evidence to describe the physical appearance of Boudica and make a judgment about the causes and effects of her harsh treatment by the Romans;</p> <ul style="list-style-type: none"><li>• Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision;</li><li>• Understand through explanation the difference between historical evidence and legends and folklore;</li><li>• Distinguish between</li></ul>	<p>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; archaic words; taxes; protect; will; family; avoid; plundered; prize; chieftain; deprived; estate; relatives; possessions; revenge; pleads; battlefield; capital city;</p>		<p>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;</p> <ul style="list-style-type: none"><li>• Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan;</li><li>• Describe and explain why Britain converted to Christianity following the visit of Augustine and make a reasoned judgment about what the message</li></ul>	<p>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; 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>	<p>made as news of the attack spread;</p> <ul style="list-style-type: none"><li>• 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;</li><li>• Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment;</li><li>• Identify and describe the distribution of those areas of Britain settled by Viking Norsemen;</li><li>• Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and</li></ul>	<p>separate; Scandinavia; Norway; Sweden; Denmark; culture; unattached; invasion; homeland; adventure; víkingr; víking; 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; narrow; lightweight; symmetrical; bow; stern; mast; rigged; port; starboard; strong; flexible; voyage; river; shallow; obstacles; waterfall; beach; escape; camp;</p>
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## Sequence of teaching overview in HISTORY 2025-2026

	historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood; <ul style="list-style-type: none"><li>Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain;</li><li>Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122;</li><li>Identify and describe the key features of the layout of typical Roman</li></ul>	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; diverse; mantle; invariable; archaeologist; fort; handwritten; document; Latin; commander; translation; necklace; ring; bracelet; brooch; fibula;	from Pope Gregory to King Ethelbert might have been; <ul style="list-style-type: none"><li>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;</li><li>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</li></ul>	suggest reasons for the similarities and differences observed; <ul style="list-style-type: none"><li>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;</li><li>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;</li></ul>	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; temperate; fertile; occupy; counties; England; Scotland; Wales; Ireland; synonymous; myth; opera; legend; unauthenticated; Robin Hood; medieval;
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## Sequence of teaching overview in HISTORY 2025-2026

	<p>towns in Britain and explain why historians know so much about how they were designed and built;</p> <ul style="list-style-type: none"><li>● Describe what a gladiator was and what occurred at gladiatorial games;</li><li>● Explain who lanistae were and why they owned and trained gladiators in private schools;</li><li>● Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians;</li><li>● Explain why some Romans held different perspectives</li></ul>	<p>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; coast; barbarians; town; village; countryside; modern; educated; cultured; encourage; stone; brick; layout; ruin; subsequently; city; London; St</p>	<p>constructed and carried out;</p> <ul style="list-style-type: none"><li>● Identify, interpret and make a judgment about the origin of Anglo-Saxon place names in their own area or region of England.</li></ul>			<ul style="list-style-type: none"><li>● Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.</li></ul>	<p>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; burhs; defences; moat; Oxford; Buckingham; scripture; pagan; psalms; Bible; scholars; translate; navy; advisers; guidance; counsel; Witan; Privy Council; soldiers; Standing</p>
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## Sequence of teaching overview in HISTORY 2025-2026

		about gladiatorial games and how they justified their viewpoints.	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; sponsor; Colosseum; condemned; criminal; prisoner of war; bravery; deserted; Christian; Jesus Christ; brutal; skill; courage; victorious; opposition;					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.
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# Sequence of teaching overview in HISTORY 2025-2026

			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:  Music historical music – Aabba 70s/80s  Maths – Roman numerals  Geography – Countries	Cross curricular links:  French – Learn about BC/AD in ancient Britain.  Music – Historical gospel/civil rights development of pop music.  RE – Christianity  DT – Stone age houses/tools  Computing – animation link				Cross curricular links:  Music – timelines Art – sculpture			



## Sequence of teaching overview in HISTORY 2025-2026

Year Five	Unit outcome <i>Why was winning the Battle of Britain in 1940 so important</i>			Unit Outcome <i>How did a pile of dragon bones help to solve an ancient Chinese mystery?</i>		Unit Outcome <i>Why did Elizabeth's sea dogs make Phillip so angry?</i>			
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	
	<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>	<ul style="list-style-type: none"> <li>• 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;</li> <li>• Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an</li> </ul>	Second World War; invasion; Nazi Germany; occupied; territories; speech; Winston Churchill; prime minister; Parliament; Adolf Hitler; Führer; Reich Chancellor; evacuation; Dunkirk; Battle of France; Battle of Britain; Channel Islands; mainland; government; surrounded; withdraw; preparations; Crown dependency; diplomatic;	<ul style="list-style-type: none"> <li>• 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 Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899;</li> <li>• Explain the significance of oracle bones to Shang rulers and reach a judgment regarding how they might have been used, justifying their decision;</li> <li>• Identify, describe and compare and contrast the lives of people in different sections of Shang society and explain why our understanding of</li> </ul>	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; 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;	<ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece;</li> <li>• Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions;</li> <li>• Reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is</li> </ul>	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; Mycenae; kidnapped; Paris of Troy; Queen Helen of Sparta; King Menelaus of Sparta; King Agamemnon of Mycenae; expedition; Trojan War; Aegean Sea; capture; siege;



## Sequence of teaching overview in HISTORY 2025-2026

	<p>invasion of Britain in 1940;</p> <ul style="list-style-type: none"><li>● <b>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;</b></li><li>● <b>Describe and explain the reasons why 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</b></li></ul>	<p>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; fighter aircraft; bomber aircraft; dive bomber; Stuka; morally; physically; significant; minefield; channel; Straits of Dover; sealed off; flank; coastal; artillery;</p>	<p>the Shang people as a whole is a very limited one;</p> <ul style="list-style-type: none"><li>● 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;</li><li>● Make a reasoned judgment from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976, and explain why many similar tombs quickly became the target of graverobbers;</li><li>● Describe and explain the achievements of Queen Elizabeth I as queen of</li></ul>	<p>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; 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;</p>	<p>(in their opinion) fact, legend or myth, and justify their decision;</p> <ul style="list-style-type: none"><li>● 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.</li></ul>	<p>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; witnessed; first-hand; primary; occurred; generation; archaeological; undergoing; subterfuge; site; discovered; remains; ruins; fortifications; massive; inhabited; fact;</p>
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### Sequence of teaching overview in HISTORY 2025-2026

	an important turning point in British history.	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; incoming; Messerschmitt; Spitfire; Junkers; Hurricane; Bomber Command; Lancaster; mission; Robert Watson-Watt; detection; ranging; early		England to evaluate the leadership qualities she possessed and reach a judgment about why she was such an effective leader.	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; statue; status; treasures; possessions; afterlife; servants; bodyguard; Shangdi; magical; valued; immortality; jewellery; graverobber.			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; perspective; viewpoint; authenticity; accuracy
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## Sequence of teaching overview in HISTORY 2025-2026

		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; opponent; rearm; refuel; fire power; escort; adjustable; propeller; climbing; diving; cannon; fuel tank; scramble; batteries; gas fired;.					
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## Sequence of teaching overview in HISTORY 2025-2026

	<p>Cross curricular links:</p> <p>Music – Historical music – Jazz</p> <p>Geography – Countries/compass, maps</p>	<p>Cross curricular links:</p> <p>French – The Romans inventions, days of the week. Gods/Goddesses/diary of poor/rich children</p> <p>PE – Dance – the circus – 19<sup>th</sup> century prejudice.</p>				<p>Cross curricular links:</p> <p>Music – History of Motown</p> <p>Art – Printing Royal portraits.</p>		
Year Six	<p><b>Unit outcome</b> <i>Why did Britain once rule the largest empire the world has ever seen?</i></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>Unit Outcome</b> <i>What was life like in Baghdad during the Golden Age of Islam?</i></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony;</li> <li>Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choice of those factors that</li> </ul> <p>Skills</p> <p>Vocabulary</p> <p>Empire; invasion; occupying; rule; Roman Empire; government; control; Governor; colony; British Empire; Canada; Australia; London Docks; sugarcane; copper mine; miners; Northern Rhodesia; tea; exports; India; raw material;</p>	<p><b>Unit Outcome</b> <i>How have medical breakthroughs of the last 250 years affected the lives of people in Britain?</i></p> <p>Knowledge</p> <p>Skills</p> <p>Vocabulary</p> <p>Interpret original written historic sources to draw a representation of what Abu Jafar al 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</p>	<p><b>Unit Outcome</b> <i>How have medical breakthroughs of the last 250 years affected the lives of people in Britain?</i></p> <p>Knowledge</p> <p>Skills</p> <p>Vocabulary</p> <p>Abu Jafar al Mansur, Muslim, Abbasid, caliph, civil, religious, ruler, Muhammad, likeness, modern, 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,</p>	<p><b>Unit Outcome</b> <i>How have medical breakthroughs of the last 250 years affected the lives of people in Britain?</i></p> <p>Knowledge</p> <p>Skills</p> <p>Vocabulary</p> <p>Describe and explain what the term life expectancy means and what change 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</p>	<p><b>Unit Outcome</b> <i>How have medical breakthroughs of the last 250 years affected the lives of people in Britain?</i></p> <p>Knowledge</p> <p>Skills</p> <p>Vocabulary</p> <p>Neolithic, New Stone Age, farming, domesticated, foraged, countryside, fired, vessels, flint, tools, pottery, acquire, grandparents, archaeologists, life expectancy, generation, descended, average, mean, estimated, approximate, official, fluctuate,</p>		



## Sequence of teaching overview in HISTORY 2025-2026

	<p>they consider were most significant;</p> <ul style="list-style-type: none"><li>● Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared;</li><li>● Interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a judgment about the actions taken by Britain, justifying their views;</li><li>● Identify and describe the countries that currently belong to the Commonwealth and explain the</li></ul>	<p>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; race; obtain; exploit; slave labour; abolished; inhuman; West Indies; recruitment; regiment; Spain; territory; combined; British Overseas Territory; self-governing;</p>		<p>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 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</p>	<p>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, 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,</p>		<p>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 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</p>	<p>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, epidemic, typhoid, cholera, household, childbirth, infant mortality, maternal, pregnancy, childbirth, overseas, civil war, revolt, rebellion, pollution; health and safety,</p>
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# Sequence of teaching overview in HISTORY 2025-2026

	<p>purposes and benefits of being part of this organisation.</p>	<p>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 of Nations; Commonwealth; Falkland Islands; Malvinas Islands; Argentina; casualties; losses; chronology; timeline; South Atlantic Ocean; Prime Minister Margaret</p>	<p>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>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, 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,</p>	<p>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 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>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, prevalent, unpleasant, poisonous, vapours, miasma, refuse, disposal, stench, decay, cleansed, impure, preventative, flourish, herbal, potion, elaborate, posie, incense, ward off, symptom,</p>
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## Redbourn Primary School

### Sequence of teaching overview in HISTORY 2025-2026

		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; deployed; victory; achieved; 'The House'; gravity; tension; attacked; established; usurped; lawful; condemning; unprovoked; aggression; shred; scrap; administration;		nation state, Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, Wessex, Winchester, England, country.			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 Nelmes, immune, immunity, resistant, preventative, vaccination, clinic, compulsory, infants, campaign, United Nations, World Health Organisation, Somalia, conquered, eradicated, opposition, medieval, sinful, fee, ethics, repulsive, ungodly,
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## Redbourn Primary School

### Sequence of teaching overview in HISTORY 2025-2026

		unequivocal; tradition; stock; allegiance; democratic; ambitions.						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, gender, decade, milestone, breakthrough, germs, bacteria, microscope, magnify, micro-organism, microbes, multiply, Louis Pasteur, Florence Nightingale, hygiene, textbook,
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## Redbourn Primary School

### Sequence of teaching overview in HISTORY 2025-2026

									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, sewage system, Benjamin Disraeli, Public Health Act, Prime Minister, convinced, government, compulsory, council, Godfrey Hounsfield, Allan Cormack, CAT scanner, emit, narrow, radiation, beam, arc, data, transmitted, three dimensional,
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## Redbourn Primary School

### Sequence of teaching overview in HISTORY 2025-2026

									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 transfusion, service, donors, recipients, Eduard Zirm, organ transplant, cornea, National Health Service, Organ Donor Register, National Transplant Register, maternity, general
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Redbourn Primary School

**Sequence of teaching overview in HISTORY 2025-2026**

									practitioner, National Insurance, Anti- Smoking Campaign, co- ordinated, banning, advertising, advisers, prescribing,
	Cross curricular links:  RE – Islam  Geography – Country placement/Silk road	Cross curricular links:  Music – historical context of gospel bangra  Geography – trading in Bagdad						Cross curricular links:  French – The Vikings – typical day  Music – timeline  RE – Islam	