

History Sequence of Learning – Why this, Why now?

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 1
Year 1 Unit of work		Toys over Time	Transport and Travel			
Disciplinary Knowledge		Similarity and Difference—To identify ways in which toys remain similar over the past c.70 years and ways in which toys have changed.	Continuity and Change—To understand that new technology has resulted in changes in transport over time.			
Substantive Knowledge		Chronology, society, technology.	Chronology, technology, society			
Year 1 Vocabulary		<ul style="list-style-type: none"> describe different group material modern past present technology 	<ul style="list-style-type: none"> transport travel locomotive advantages disadvantages journey goods			
Year 2 Unit of work	Kings and Queens	The Great Fire of London			How do these significant people make a difference?	
Disciplinary Knowledge	Continuity and change—To consider the changing power of the monarchy through analysing some key monarchs	Cause and consequence—To identify the causes of the Great Fire of London and the impact that the fire had on the people living there.			Significance—To consider what makes people significant and how significant people can bring about change.	
Substantive Knowledge	Monarchy, government, conflict, invasion, power	Monarchy, government, technology, communication, settlement, society			Society, government, conflict, power	
Year 2 Vocabulary	<ul style="list-style-type: none"> monarchy hereditary parliament Magna Carta throne Prime Minister invasion civil war 	<ul style="list-style-type: none"> compare event source cause damage technology rebuild 			<ul style="list-style-type: none"> significant human rights racism civil rights equality protest 	

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Year 3 Unit of work		Stone, Bronze and Iron Age Britain		Ancient Egypt (2024-25)	
Disciplinary Knowledge		Continuity and change—To evaluate how agriculture, tools, trade, and communities changed life throughout the Stone, Bronze, and Iron Ages.		Evidence—To analyse the evidence found by archaeologists to understand Ancient Egyptian society.	
Substantive Knowledge		Chronology, religion, settlement, society, trade.		Chronology, civilisation, government, power, religion, settlement, society, technology.	
Year 3 Vocabulary		<ul style="list-style-type: none"> • prehistory • agriculture • hunter-gatherers • trade • conflict • monument • artefact • archaeologist • settlement • hillfort 		<ul style="list-style-type: none"> • civilisation • irrigation • pharaoh • pyramid • hierarchy • hieroglyphics • temple • mummification • Egyptology • legacy • artefact • 	
Year 4 Unit of work	The Romans (Roman invasion)	Roman Britain			Maya Civilisation
Disciplinary Knowledge	Cause and consequence—To understand the causes and consequences of the Roman invasion of Britain.	Cause and consequence—To understand the legacy of the Romans in Britain/your local area			Evidence – To understand how archaeologists use evidence to find out about and make predictions about Maya life
Substantive Knowledge	Conflict, empire, invasion, power, settlement, society.	Civilisation, society, settlement, religion, technology, trade, communication.			Civilisation, communication, empire, religion, settlement, society, technology, trade.
Year 4 Vocabulary	<ul style="list-style-type: none"> • empire • invasion • rebellion • fort • decline • expansion • province 	<ul style="list-style-type: none"> • burial site • settlement • archaeological site • trade • belief • literacy 			<ul style="list-style-type: none"> • city-state • hunter-gatherer • settlement • hierarchy • worship • agriculture • irrigation • glyph • decline

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Year 5 Unit of work	Anglo-Saxons and Scots	Vikings			Baghdad and the Middle East	
Disciplinary Knowledge	Cause and consequence—To understand how Britain changed under the Anglo-Saxons.	Continuity and change—To understand that the actions of the Vikings changed over time.			Cause and consequence—To recognise the achievements of the ‘Golden Age’ of Islam and how it has influenced modern society.	
Substantive Knowledge	Defence, power, migration, monarchy, religion, settlement, society.	Conflict, invasion, monarchy, society, technology, trade, warfare			Defence, monarchy, trade, society, warfare.	
Year 5 Vocabulary	<ul style="list-style-type: none"> migration archaeology kingdom community convert Christianity pagan 	<ul style="list-style-type: none"> longship evacuation raid battle hierarchy unification truce Danegeld 			<ul style="list-style-type: none"> caliph wealth dynasty scholar advancement developed trade scribe 	
Year 6 Unit of work	Ancient Greece (2024-25)		Conflict and Resolution			
Disciplinary Knowledge	Cause and consequence, Significance—To identify key impacts of Ancient Greece on the world.		Cause and consequence, Significance - To understand some of the ways in which the two world wars changed British society			
Substantive Knowledge	Civilisation, empire, democracy, government, power, invasion, society.		Conflict, empire, government, peace, society, technology, warfare			
Year 6 Vocabulary	<ul style="list-style-type: none"> civilisation government democracy city-state conquer influence monarchy oligarchy tyranny 		<ul style="list-style-type: none"> alliance assassination conscription propaganda Home Front armistice appeasement technology			