

History Curriculum 2025/26 – Years 5 & 6

	Autumn 1	Autumn 2
Topic	<p>Ancient Egypt - What were the greatest achievements of the Ancient Egyptians? Society and Civilisation. Beliefs, Religion and Culture. British Value - Tolerance of those of different faiths and beliefs.</p> <p>Children will learn that, for 3000 years, Ancient Egypt was home to some of the most influential inventions and discoveries in history such as hieroglyphics, pyramids and beliefs of the after-life. They will compare and contrast Ancient Egypt and the Bronze/Iron Age in Britain (studied in Y3/4), and the development of communities, settlements and farming in everyday life, particularly the importance of the River Nile. Pupils will learn about the social hierarchy of the Ancient Egyptian period, and compare this to Bronze/Iron Age Britain. Pupils will learn about Ancient Egyptian beliefs of the 'afterlife' and the process of mummification, and compare and contrast burials of rich and poor members of Egyptian society. They will then compare this to the beliefs and burial rituals of important people during the Bronze/Iron Age.</p>	No Focus
	<p>Prior Learning and Sticky Knowledge Stone Age to Iron Age (Year 3/4)</p> <ul style="list-style-type: none"> Know that people during the Middle Stone Age set up camps along the coast/river banks, hunted in teams using spears, bows and arrows, and tamed wolves to work as hunting dogs and guard their camps. Know that people during the Neolithic Stone Age settled in small communities and learned to farm, used flint, antler and bone to make tools, and developed the skill of making clay pots. Know that during the Bronze Age, people lived in small communities led by a warrior chief, and learned to work with copper, tin, gold and bronze and began to travel to trade with other settlements. Know that people, called the Celts, lived in different clans and tribes and learned to use iron to make tools and weapons. Know that tribes fought against each other and many people lived in hill forts to protect themselves. 	
Know & Do	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Understand how some historical events occurred concurrently in different locations (Ancient Egypt and Bronze/Iron Age Britain). Use timelines to place events, periods and cultural movements from around the world. Describe the main changes in Ancient Egypt, using words such as: social, religious, political, technological and cultural <p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> Describe some similarities and differences between Ancient Egypt and the Bronze/Iron Age in Britain (farming, communities, settlements, beliefs, burials). Make links between the development of communities, settlements and farming in Ancient Egypt and the Bronze/Iron Age in Britain. Know that people settled near water sources in Ancient Egypt (River Nile) and Bronze/Iron Age Britain. Give own reasons why people settled near water sources, backed up by evidence. Make links between societies and social hierarchy in Ancient Egypt and the Bronze/Iron Age in Britain. Know that the ancient Egyptians were ruled by kings and queens called pharaohs and ancient Britons lived in small communities led by a warrior chief. Make links between the beliefs and burial rituals in Ancient Egypt and the Bronze/Iron Age in Britain. Know that important people (e.g. Tutankhamun, The Amesbury Archer) were buried with many objects in Ancient Egypt and Bronze/Iron Age Britain. Know that important Ancient Egyptians were buried in tombs/pyramids and in Britain people were buried in barrows. Know that both civilisations ended when they were invaded by the Romans and became part of the Roman Empire. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Use the internet, images, artefacts and historic buildings (e.g. pyramids) to collect evidence and information about the past. Investigate own lines of enquiry by posing questions to answer. 	
Vocab	<p>Afterlife, Canopic jars, Dynasty, Egyptologist, Hieroglyphics, Irrigation, Mummification, Papyrus, Pharaoh, Pyramid, Sarcophagus, Temple, Tomb.</p>	



History Curriculum 2025/26 – Years 5 & 6

	Spring 1	Spring 2
Topic	<p>Kings and Queens – The Changing Power of the Monarchy - How has the power of the Monarchy changed in Britain since 1066? <i>Empire and Monarchy</i> Society and Civilisation British Value – Rule of Law, Democracy, Children will learn about how the Power of the Monarchy has changed since 1066. Children will explore the roles different monarchs played in affecting political change within Britain and how the role of the monarch has changed significantly over the course of history.</p>	
	<p>Prior Learning and Sticky Knowledge Victorians (KS1) <ul style="list-style-type: none"> Know that Queen Victoria reigned during the Victorian Era. Local Castles (KS1) <ul style="list-style-type: none"> Know that The Battle of Wakefield was a major battle during the Wars of the Roses, where the Lancastrians defeated the Yorkists. Anglo-Saxons (Year 3/4) <ul style="list-style-type: none"> Know that there was conflict in Britain between Celtic tribes, the Picts and the Scots. Know that Anglo-Saxons took control of Britain and ruled over different kingdoms. Know that Anglo Saxon tribes were led by a warrior chief. Know that a successful leader became 'cyning' (King) and that each king ruled a kingdom. </p>	
	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Use timelines to place and sequence national events (The Battle of Hastings, Magna Carta, King Henry VIII, England and Scotland unite to form Great Britain, Queen Victoria, Queen Elizabeth II) Describe the main changes in the power of the monarchy, using words such as: social, religious, political, technological and cultural. Know that, over the course of history, monarchs have been forced to pass their power over to Parliament. Know that, by the end of Queen Victoria's reign, all power lay in the hands of Parliament in Westminster. 	
Know & Do	<p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> Give own reasons why the power of the Monarchy may have changed, backed up by evidence (e.g. Bayeux Tapestry, Domesday Book, Magna Carta, royal portraits/paintings, letters, diaries, newspapers.) Describe the main events of the Battle of Hastings. Know that the Domesday Book was created on the orders of King William I (William the Conqueror) so that he knew how much money and resources the country had. Know that the Domesday Book took some power away from the king and was used to clarify what taxes the king could claim from his people. Know that the Magna Carta was the first written document that established the rule of law across England for the first time. Know that the idea that the law should still apply to the king or queen, that everyone should have a fair trial, and that people shouldn't be taxed too much were all created in the Magna Carta. Know that King Henry VIII was a Tudor king, remembered for his six wives and his cruelty towards them. Know that King Henry VIII began the English Reformation that established the Church of England and divided England between the two types of Christianity. Give own reasons why King Henry VIII may have established the Church of England, backed up by evidence. Know that Henry VIII's religion was devoutly Catholic until the age of 25 when he wanted to divorce his first wife. Evaluate the reliability of information that is used to find out about Henry VIII 	<p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> Give own reasons why the power of the Monarchy may have changed, backed up by evidence (e.g. Bayeux Tapestry, Domesday Book, Magna Carta, royal portraits/paintings, letters, diaries, newspapers.) Know that Queen Anne became the first sovereign of Great Britain. Know that Scotland and England were united into one Kingdom, called Great Britain. Know that the Act of Union meant there would only be one Parliament – in Westminster. Know that the argument over Scottish independence still continues today. Know that Queen Victoria was one of Britain's longest-reigning monarchs. Know that during Queen Victoria's reign the British Empire doubled in size. Know that, by the end of Queen Victoria's reign, all power lay in the hands of Parliament in Westminster. Know that Queen Elizabeth II was the longest-reigning British monarch in British history. Know that King Charles III is the reigning monarch. Know that, while the King is 'Head of State', it is Parliament that is responsible for making and passing laws. Know that the monarch needs to give approval to any new laws passed in Parliament – called 'Royal Assent'. Know that the King gives out honours to reward success, excellence and significant achievements. Know that the King is the Head of the Church of England, as all monarchs have been since Henry VIII.
	<p>Historical Enquiry</p> <ul style="list-style-type: none"> Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Evaluate the usefulness and accuracy of different sources of evidence <p>Historical Interpretation</p> <ul style="list-style-type: none"> Know that people in the past have a point of view and that this can affect interpretation. Suggest accurate and plausible reasons for how and why aspects of the past have been represented and interpreted in different ways. 	
Vocab	Church of England, Freedom, Heir, Kingdom, Legacy, Magna Carta, Monarch, Parliament, Power, Reign, Reformation, Rights, Rule, Sovereign, Treason	



History Curriculum 2025/26 – Years 5 & 6

	Summer 1	Summer 2
Topic	<p>Benin - a non-European society that provides contrasts with British history - Should the Benin bronzes be returned? Empire and Monarchy, Beliefs, Religion and Culture. Invasion and Settlement. British Value - Individual Liberty, Tolerance of those of different faiths and beliefs, Mutual Respect.</p> <p>Children will learn about where the ancient Kingdom of Benin was located and how it became powerful and successful. They will explore what people there believed in and how they showed this in their artwork. The children will also learn about the story of Eweka through the oral tradition of history telling and discover how European invaders threatened the civilisation of ancient Benin. They will investigate lines of enquiry and form their own opinion about whether the Benin Bronzes should be returned to Africa.</p>	No Focus
	<p>Prior Learning and Sticky Knowledge Victorians (KS1)</p> <ul style="list-style-type: none"> Know that Queen Victoria reigned during the Victorian Era. <p>Kings and Queens (Year 5/6)</p> <ul style="list-style-type: none"> Know that Queen Victoria was one of Britain's longest-reigning monarchs. Know that during Queen Victoria's reign the British Empire doubled in size. 	
Know & Do	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Understand how some historical events occurred concurrently in different locations (Ancient Kingdom of Benin and British history – using timeline). Use timelines to place events, periods and cultural movements from around the world. Describe the main changes in Benin, using words such as: social, religious, political, technological and cultural <p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> Know that the Ancient Kingdom of Benin was in what is now Nigeria and the region was called Igodomigodo. Describe the main changes during the Osigo Dynasty and the Oba Dynasty. Know that people in the Kingdom of Benin were first ruled by kings called Ogisos, meaning 'Kings of the Sky', followed by Obas, meaning 'king'. Know that the Obas had strong armies and took over neighbouring areas, making the Kingdom of Benin much larger. Know that the Edo people were a community of farmers and craftspeople, who traded successfully with Europe. Know that the people of Benin worshipped many gods. Know that people believed that the Obas of Benin were the direct descendants of Osanobua, the creator god. Know that the Edo people believed brass had the power to keep evil away and used it to create sculptures, plaques and masks. Know that the people of Benin made many different kinds of art, featuring people, animals and gods. Know that many pieces of art in the Kingdom of Benin are called the 'Benin Bronzes' even though they are made from brass. Describe some similarities and differences between the ways in which British and African history has been recorded. Know that African societies used the oral tradition of history telling to pass their history down through different generations (the story of Eweka). Know that eventually Benin came under threat from Britain, who wanted to gain control of Benin so they could sell its palm oil and rubber. Know that the British invade Benin and the kingdom of Benin became part of the British Empire. Know that many bronzes were taken when the kingdom of Benin became part of the British Empire. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Use artwork / artefacts (such as brass heads/plaques) to collect evidence and information about the what life and religion were like in the Kingdom of Benin. Use artwork / artefacts (such as sculptures) to form opinions about how Europeans were perceived by the people of Benin. Investigate lines of enquiry and form own opinion about whether the Benin Bronzes should be returned to Africa. <p>Historical Interpretation</p> <ul style="list-style-type: none"> Know that people in the past have a point of view and that this can affect interpretation. Suggest accurate and plausible reasons for how and why aspects of the past have been represented and interpreted in different ways. Evaluate the usefulness and accuracy of different sources of different versions of the story of Eweka. 	



Vocab

Kingdom, Oba, Ogisos, bronzes, sculpture, plaques, masks, oral tradition of history telling, invade.



History Curriculum 2026/27 – Years 5 & 6

	Autumn 1	Autumn 2
Topic	<p>World War 2 - How did WWII affect people in the UK? <i>Conflict, Society and Civilisation, Beliefs, Religion and Culture. British Value - Tolerance of those of different faiths and beliefs, Democracy, Individual Liberty, Mutual Respect.</i></p> <p>Children will learn about how WW2 was a significant turning point in British history and the impact it had locally, nationally and globally. They will continue to develop a chronologically secure knowledge and understanding of British history to help them establish clear narratives within and across the periods they study. They will study a range of sources of evidence to help them learn about people and places of the past.</p>	No Focus
	<p>Prior Learning and Sticky Knowledge WW1 (KS1)</p> <ul style="list-style-type: none"> • Know that WW1 lasted for four years • Know that millions of soldiers died and many more people (and animals) were injured. • Know that much of the war was fought by soldiers in trenches and that in the middle was no man's land. • Know that Edith Cavell was a British nurse during WW1 who saved the lives of soldiers from both sides. • Know that people hold a minute's silence on Remembrance Day and wear red poppies to remember the soldiers. 	
Knowledge	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Describe the main changes during and after WWII, using words such as: social, religious, political, technological and cultural • Uses timelines to place and sequence local, national and international events during WWII in chronological order <p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> • Describe how WWII caused change, and the consequences of this in later years, backed up by evidence. • Know that WWII was a global conflict that brought into opposition more than 30 countries of the Allies (France, Great Britain, USA and the Soviet Union) and the Axis powers (Germany, Italy and Japan). • Know that Winston Churchill was the British Prime Minister during WWII, who forged crucial alliances with the USA and Russia and led the country to victory. • Know that Adolf Hitler was a German politician and leader of the Nazi Party, who initiated World War II in Europe and was central to the perpetration of the Holocaust. • Know that Britain was heavily bombed, especially during the Blitz, and the Battle of Britain was one of the biggest air battles of all time. • Know that people carried gas masks, built air raid shelters and blacked out windows and doors to make it harder for enemy planes to spot inhabited areas. • Know that Reginald Earnshaw was a 14 year old boy from Ossett, who lied about his age to enlist in the British Merchant Navy. He died at sea during WWII, and was officially declared the youngest known British service casualty. • Know that Anne Frank and her family were Jewish and went into hiding for two years before they were arrested by the Nazis. • Know that approximately 50 million people died during WWII. • Know that many Jews were taken to concentration camps where they later died. • Know that 6 million Jews died in the Holocaust. • Know that nearly 2 million children were evacuated during WWII and describe their experiences. • Know that many food items were rationed during WWII. • Describe similarities and differences between the role of women and men during and after the war, and give some reasons why this occurred, backed up by evidence <p>Historical Interpretation</p> <ul style="list-style-type: none"> • Evaluate the reliability of information that is used to find out about WWII • Suggest accurate and plausible reasons for how and why aspects of WWII have been represented and interpreted in different ways • Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of WWII • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Investigate own lines of enquiry by posing questions to answer • Select the most appropriate source of evidence for particular tasks 	
Vocab	Air raid, allies, axis powers, blackout, blitz, concentration camp, D-day, evacuee, holocaust, Nazi, occupied, propaganda, rationing, surrender	



History Curriculum 2026/27 – Years 5 & 6

	Spring 1	Spring 2
Topic	<p>Crime and Punishment - How has crime and punishment changed since the Romans? Society and Civilisation, Technology and Industry British Value – Rule of Law, Democracy, Individual Liberty, Mutual Respect.</p> <p>Children will study Crime and Punishment in Britain and consider connections, contrasts and trends over time. They will continue to develop a chronologically secure knowledge and understanding of British history to help them establish clear narratives within and across the periods they study.</p>	No Focus
	<p>Prior Learning and Sticky Knowledge</p> <p>Romans (Year 3/4)</p> <ul style="list-style-type: none"> Know that the Roman army built an Empire across Europe and decided to invade Britain. Know that Julius Caesar attempted to invade Britain unsuccessfully and Emperor Claudius successfully invaded Britain. <p>Anglo-Saxons (Year 3/4)</p> <ul style="list-style-type: none"> Know that there was conflict in Britain between Celtic tribes, the Picts and the Scots. Know that Anglo-Saxons took control of Britain and ruled over different kingdoms. <p>Tudors (Year 5/6)</p> <ul style="list-style-type: none"> Know that King Henry VIII was a Tudor king, remembered for his six wives and his cruelty towards them. Know that King Henry VIII began the English Reformation that established the Church of England and divided England between the two types of Christianity. Give own reasons why King Henry VIII may have established the Church of England, backed up by evidence. <p>Victorians (KS1)</p> <ul style="list-style-type: none"> Know that Queen Victoria reigned during the Victorian Era. 	
Knowledge	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Describes main changes to crime and punishments within and across historical periods using words such as: social, religious, political, technological and cultural Uses timelines to place and sequence changes to crime and punishments in chronological order Describe dates of and sequences historical periods studied within the unit of work (Romans, Anglo-Saxons, Tudors, Georgians, Victorians) <p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> Make links between some of the features of crime and punishment in past societies and the present day. Describe how historical events studied have caused change within society, and the consequences of this in later years, backed up by evidence Know that the modern-day justice system is based around legacies that remain from earlier civilisations. <p>Romans:</p> <ul style="list-style-type: none"> Know that the Romans introduced their laws called the Twelve Tables and people accused of committing a crime were taken to court to be judged guilty or not guilty by a jury or judge. Know that punishments were harsh during Roman times and slaves had no rights. <p>Anglo-Saxons:</p> <ul style="list-style-type: none"> Know that Anglo-Saxon society was based on communities called tithings. The men in each tithing were responsible for each other's behaviour and brought criminals to court by raising a 'hue and cry'. Juries were made up of members from the village who knew the accused. Know that, if the jury could not decide on guilt or innocence, then they turned to trial by ordeal Know that a common way to solve disputes was through payment called Wergild, but other punishments included: drowning, branding, whipping, hanging, and mutilation. <p>Tudors:</p> <ul style="list-style-type: none"> Know that Tudor kings and queens were very worried about treason, so punishments for that were severe. Know that public punishments and executions became huge events with families, food stalls and people queuing for hours to get a 'good spot'. Other punishments introduced included the scold's bridle and the ducking stool. Wergild was abolished, and fines were instead paid to the king or queen. <p>Georgians:</p> <ul style="list-style-type: none"> Know that the Georgians introduced the 'Bloody Code'; crimes punished with the death penalty. Know that Highwaymen (such as Dick Turpin) became a greater threat, as trade was increasing and there were more wealthy people travelling on the roads. <p>Victorians:</p> <ul style="list-style-type: none"> Know that the police force was introduced by Robert Peel, and court rooms were created where the accused could defend themselves. Know that the death penalty became less common, and gaols (jails) became the main form of punishment to try to prevent people re-offending. <p>Modern-Day:</p> <ul style="list-style-type: none"> Know that invention of new technologies has increased the amount of crimes that can take place (cybercrime, identity fraud), the amount of recorded crime (CCTV), and the ways police officers can tackle crime (forensics, databases of information, police cars and radios). Know that corporal and capital punishments have been abolished in the UK, and there are new punishments such as anti-social behaviour orders, community service, probation and electronic tagging. 	
Vocab	Confinement, defend, evidence, jury, justice, law, morality, prevention, prosecute, reformation, rehabilitation, retribution, rights, sentence, sin, treason, trial, witchcraft	



History Curriculum 2026/27 – Years 5 & 6

	Summer 1	Summer 2
Topic	<u>No Focus</u>	<p>A turning point in British History - Who are the Windrush Generation and why are they important? <i>Society and Civilisation, Contribution and Legacy</i> British Value – Rule of Law, Individual Liberty, Mutual Respect.</p> <p>Children will explore the arrival of the Empire Windrush in 1948 and learn about the contribution the Windrush Generation and their descendants have made to British life. They will also learn about how the challenges faced by the Windrush Generation, and consider topics such as discrimination and social exclusion. Children will learn about the mistreatment of the Windrush Generation in 2018, also known as the Windrush Scandal.</p>
		<p>Prior Learning and Sticky Knowledge</p> <p>Rosa Parks (Year 1/2)</p> <ul style="list-style-type: none"> Know that Rosa Parks was a member of a civil rights group which fought for black and white people to be treated the same. Know that white people and black people were kept apart (segregated) in the past. <p>Bristol Bus Boycott (Year 3/4)</p> <ul style="list-style-type: none"> Know that, in 1963, it was legal to discriminate against someone because of the colour of their skin in Britain. Know that Black and Minority Ethnic people were not allowed to do some jobs because of the colour of their skin. Know that the Bristol Bus Boycott helped to create more equal rights in Britain. <p>WW2 (Y5/6)</p> <ul style="list-style-type: none"> Describe similarities and differences between the role of women and men during and after the war, and give some reasons why this occurred, backed up by evidence
Knowledge		<p>Chronological Understanding</p> <ul style="list-style-type: none"> Use timelines to place and sequence local, national and international events (arrival of the Windrush Generation) in chronological order with other events studied. <p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> Describe how WWII caused change in Britain, and the consequences of this in later years, backed up by evidence Know that there was a shortage of workers following the war so the British government encouraged members of the Commonwealth of Nations to emigrate and work in the UK. Know that, in 1948, the Empire Windrush transported passengers from Jamaica to London; these people later became known as the Windrush Generation. Know that the Windrush generation played an important part in helping rebuild Britain's economy. Many of them worked in industries, such as transport, manufacturing and the National Health Service. Know that the majority of the Windrush Generation remained in the UK permanently. Know that the Windrush Generation played a vital role in changing and shaping British society by introducing their culture, food and music. Know that the Notting Hill Carnival was created as a celebration of cultural diversity and is now an annual event in London, helping to bring people from different communities together and promote social cohesion. Make links between some of the features of past societies (Windrush Generation, Rosa Parks, Bristol Bus Boycott). Know that many of the Windrush Generation faced challenges, and many black immigrants suffered discrimination, were excluded from the social and economic life around them, and struggled to find housing because of their race. Know that, in 2018, some of the Windrush Generation were threatened with deportation from the UK and arrested. This became known as the Windrush scandal. Know that many people were told that they were living in the UK illegally, some people lost their jobs, and others were refused NHS care or benefits. Know that the British Prime Minister, Theresa May, apologised for the government's treatment of the Windrush Generation and assured their right to remain in the UK. Know that National Windrush Day was established on 22nd June 2018; it became an annual day of recognition in order to honour the contributions that the Windrush generation made to British society and culture. <p>Historical Interpretation</p> <ul style="list-style-type: none"> Evaluate the reliability of information that is used to find out about the Windrush Generation Know and understand that some evidence is opinion or misinformation and that this affects interpretations of history Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past <p>Historical Enquiry</p> <ul style="list-style-type: none"> Form own opinion about historical events from a range of sources of information Evaluate the usefulness and accuracy of different sources of evidence
Vocab		Commonwealth, emigrate, economy, cultural diversity, social cohesion, discrimination, exclusion, scandal, recognition, misinformation

