WESTON ST MARY C OF E PRIMARY SCHOOL

HISTORY CURRICULUM OVERVIEW 2025-26 CYCLE B

	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B	EARLY LEARNING GOAL
Reception	**Understanding the World – Past and Present**						
	To know about my own life-story To know how I have changed To talk about the lives of the people around us. Remembers and talks about significant events in their own experience	To know about figures from the past (family) To talk about the lives of the people around us. (family) To know that the emergency services exist and what they do. (Aspirations) To know about the past through settings, characters and events encountered in books read in class and story telling (families)	To talk about the lives of the people around us. To talk about the lives of the people around us.	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class To know about figures from the past To know about the past through settings, characters and events encountered in books read in class and storytelling	To talk about the lives of the people around us. To talk about the lives of the people around us. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class To know about the past through settings, characters and events encountered in books read in class and storytelling	To know how I have changed To talk about the lives of the people around us. Remembers and talks about significant events in their own experience To talk about the lives of the people around us. To talk about the lives of the people around us. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class To know about the past through settings, characters and events encountered in books read in class and storytelling	**<u>Past and Present</u>** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Year 1/2	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
		Romans in Britain		**The Tudors**		**Powerful Voices**
Overview		1. The Roman Empire 2. Roman armies and soldiers 3. The invasion of Britain and Boudicca 4. Roman towns 5. Roman legacy		1. Life in Tudor England 2. Henry VIII 3. The English Reformation 4. Edward VI and Mary 5. Elizabeth I		1. Gandhi 2. Rosa Parks and Martin Luther King 3. Malala Yousafzai 4. Great Thunberg 5. David Attenborough
Key Substantive Concepts		**Civilisation** **Empire** **Invasion** **Conquer** **Rebellion**		**Monarchy** **Power** **Religion**		**Empire** **Protest** **Civil rights** **Equality**
Key Disciplinary Knowledge		**Sources & evidence** (looking at how we know about the Romans from the things they left behind, included written sources) **Continuity & change** (looking at how the Roman invasion changed life in Britain)		**Sources & evidence** **Historical significance** **Similarities & differences**		**Sources & evidence** (looking at quotes from the past), **Historical significance** (beginning to develop children's understanding that historians choose to study people who they think are 'significant') **Continuity & change** (looking at the changes that have happened because of the people being studied, e.g. the Montgomery Bus Boycott which stopped segregation on buses in America)
Vocabulary		Empire Cavalry Rebellion Legion Invasion Emperor Defeat Aqueduct Centurion		Protestant The English Reformation Heir Catholic Dissolution of the Monasteries Execute Peasant		Protest Boycott Activist Civil rights Campaign Climate change
Why this, why now?		This unit provides children with an early understanding of the Roman Empire in the familiar context of Britain, which will be built on in later years. This unit is the first real introduction of the key substantive concept of empire. Before this unit, they will have some understanding of power and monarchy from their units on Kings and Queens and Parliament and Prime Ministers. They will have also looked at what a country is when learning about the UK and Seven Continents in		This unit provides children with an introduction to the Tudor monarchs. Chronologically, it leaps from the 'Romans in Britain' unit and focuses on another historically significant period in British history. Building on from the Y1/2 cycle A Kings, Queens & Leaders unit, this unit aims to deepen pupils' understanding of how Britain in the past was ruled. Henry VIII's father Henry VII is briefly discussed in this unit, however, pupils will have an opportunity to learn about him		This unit introduces key figures from the past and today, who have fought for human rights: Gandhi (political freedom), Rosa Parks and Martin Luther King Jr (equality for African Americans, freedom from discrimination), Malala Yousafzai (access to education for girls), and Greta Thunberg (climate change activist). This unit builds on chronologically from the history studied across KS1 and covers

		geography. This will enable them to develop a basic understanding of an empire being a 'group of states and/or countries ruled over by a single person or ruling power'.		in more depth in Y3/4 when studying 'The War of the Roses'		history spanning from the 19th century until the present day. Previously, the children have learned about powerful and significant people in time, such as kings and queens and prime ministers. In this unit, we look at the stories of some significant people who were not born into powerful positions (like a king or queen) but were able to use their voices to spread their beliefs to influence change.
Key End Points		The Romans were an ancient civilisation that built an empire. Romans had well-organised large armies with many soldiers. Romans invaded Britain and Boudicca led a rebellion against the Roman invasion. Romans built towns across Britain. After the fall of the Roman empire, many aspects of Roman life remained in Britain. Romans created written records which is why we know about their history.		Life was different for the rich and the poor in Tudor England Henry VII was the first Tudor monarch. Henry VIII made himself Head of the Church of England and had six wives. Edward VI was a Protestant and made religious reforms during his short reign. Mary I was a Catholic and is sometimes remembered as 'Bloody Mary'. Elizabeth I reigned for 44 years. Her reign is sometimes remembered as the Golden Age.		Throughout history, significant people have made big changes in the world. Historians like to study these significant people. Gandhi opposed British rule in India and fought for political freedom. Rosa Parks and Martin Luther King were influential in the US Civil Rights movement. Malala Yousafzai fought for all children to have a right to education. Greta Thunberg is a Swedish environmental activist who talks about climate change.

Year 3/4	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
	Ancient Greece		Life in Ancient Rome	The Rise and Fall of Rome	The Stuarts	
Overview	1. Ancient Greece: City States 2. Athens and Democracy 3. Sparta 4. The Persian Wars 5. Alexander the Great 6. Greek Philosophy 7. Gods 8. Mythology 9. Art and Architecture 10. The Ancient Olympic Games 11. The Legacy of Ancient Greece		1. Locating Ancient Rome 2. Monarchy, Republic, Empire: Rome's different Governments 3. Pompeii 4. A Day in the Life in Ancient Rome 5. Latin	1. The Punic Wars and the expanding empire 2. Julius Caesar 3. Caesar Augustus and the Pax Romana 4. Christianity in the Roman Empire 6. The Fall of the Roman Empire	1. James I and the Union of the Crown 2. The Gunpowder Plot 3. Charles I 4. The English Civil War 5. Oliver Cromwell and the Commonwealth 6. The Restoration of Charles II 7. The Great Plague of 1665 8. The Great Fire of London 9. Christopher Wren and the Rebuilding of London 10. James II and the Monmouth Rebellion 11. William of Orange and the Bill of Rights	
Key Substantive Concepts	**Power** **Democracy** **Empire** **Civilisation**		**Empire** **Civilisation** **Power** **Monarchy** **Government**	**Empire** **Conflict** **Civilisation** **Power**	**Monarchy** **Law** **Religion** **War**	

		Democracy	Religion	
Key Disciplinary Knowledge	**Sources & evidence** (looking at how we know about life in Ancient Greece) **Similarity and difference** (how the lives between rich/poor and males/females differed in this period)	**Similarities & differences** (how life in Ancient Rome was experienced differently by different people) **Sources & evidence** (preserved ruins of Pompeii)	**Historical significance** (e.g. Julius Caesar) **Continuity and change** (e.g. the rise and fall of the Roman Empire, the rise of Christianity) **Causation** (what led to the fall of the Roman Empire? What motivated Brutus and Cassius to assassinate Julius Caesar?	**Historical significance** (by explaining that historians study people and events that they ascribe historical significance too, such as Charles I and the Great Fire of London) **Causation** (e.g. looking at the causes of the English Civil War, the Gunpowder Plot and the Great Fire of London) **Consequence** (e.g. analysing some of the consequences of the Great Fire of London and the English Civil War) **Historical interpretations** (e.g. using evidence to look at different historical perspectives of Oliver Cromwell) **Continuity & change** (e.g. how did the impact of each leader keep things the same/ change things for the people in Britain at the time). They will also look at a wide range of sources and evidence including transcripts of speeches, books, diary entries, paintings, death record, and architect plans
Vocabulary	Ancient Greece Spartan Persia Athenian Democracy Olympics Legacy	Roman Empire Mediterranean Pompeii Republic Latin Aqueduct Gladiator Forum	Punic Wars Pax Romana Barbarian Assassinate Persecution Sack	Divine Right of Kings Plot The Gunpowder Plot Union of the Crowns Civil War Treasons Commonwealth Royalist Parliamentarian The Restoration Bubonic Plague Catholic Protestant
Why this, why now?	This unit builds on chronologically from the study of Ancient Egypt. Children should have some prior knowledge of how civilisation began along the Nile in Ancient Egypt. It also elaborates on substantive concepts of power and democracy which were first developed in Year 1/2 in 'Kings and Queens' and 'Parliament and Prime Ministers', deepening children's understanding of both. This unit covers the National Curriculum requirement to study Ancient Greece, Greek life and achievements and their influence on the Western World. This unit links to the Arts curriculum where children look at Greek Architecture, in particular the Parthenon. Children will see examples of realistic sculptures and statues that the Greeks created and will learn how their artistic style went on to influence the Roman art of the Renaissance.	In Year 1/2, pupils were introduced to the history unit 'The Romans in Britain'. During this unit, they were introduced to the key substantive concept of empire. Before this unit, the pupils would have also studied the Year 3/4 geography unit on 'Mediterranean Europe'. It is important the pupils have the locational knowledge of Europe, Italy and Rome before beginning this unit, utilise the knowledge organiser from geography to support with this prerequisite knowledge. In addition, pupils will also have prior knowledge of other ancient civilisations including Ancient Egypt and Ancient Greece. Building on the pupils' chronology, they have previously learnt that the Ancient Greeks influenced the Ancient Romans. The study of	Building on knowledge of Ancient Rome from the previous unit, the children will now look in more depth at the Roman Empire, how it expanded and ultimately fell. This unit will help children to understand how power and influence was important to the success of the Roman Empire, but ultimately how the struggle for power led to the fall of the Empire. Children will explore concepts such as empire, civilisation, conflict, and religion in this unit.	This unit builds on from the 'Kings and Queens' unit in Year 1/2 cycle A. During this unit, the children will retrieve prior learning on monarchy in Britain. as well as knowledge of significant British monarchs and leaders, including Charles I, Oliver Cromwell, and William and Mary. They will also deepen their understanding of significant events previously discussed in KS1, such as the English Civil War, the 'Glorious Revolution' and the signing of the Bill of Rights. Furthermore, children can apply their knowledge of the geography of Britain when looking at where events took place, and understanding the significance of the 'Union of the Crown' and the 'Union Jack' flag. From our Year ½ Art curriculum, they will also retrieve prior knowledge of British architecture and will be familiar with significant architects and buildings, including Sir Christopher Wren and St Paul's Cathedral, which will be discussed in this unit.

		Ancient Greece provides much (though by no means all) of the cultural capital that informs later European civilisations.		
Key End Points	Ancient Greece was made up of independent city-states Athens is considered to be the birthplace of democracy. The Spartans were fierce warriors and lived very modestly. Alexander the Great created a vast empire. Plato, Socrates and Aristotle were Ancient Greek Philosophers. Ancient Greeks built important buildings with large columns and that this style has been copied around the world. Ancient Olympic Games included competitive sports, including running, javelin and equestrian events. The Ancient Greeks left an important legacy and are still remembered today.	Romans believed that Romulus and Remus founded Rome Ancient Rome was a powerful empire Rome's location, in the centre of the Mediterranean, gave it a powerful position Rome began as an absolute monarchy and later became a republic Roman society varied vastly during the Roman Republic Pompeii, a wealthy town on the Italian coast, was destroyed by a volcano Archaeologist used the preserved ruins from Pompeii to learn about life in Ancient Rome Roman leisure activities included baths, the forum, chariot races and gladiator fights Romans spoke in Latin and Latin formed the basis of many other European languages Until the 17th Century, most works of science, religion and politics were written in Latin	To understand that the Punic Wars allowed Rome to become more powerful To know that Julius Caesar was one of the most influential people in world history To know that Brutus and Cassius assassinated Julius Caesar. To know that Augustus was Rome's first emperor, and the Pax Romana was a long period of peace To begin to understand that the Roman Empire came to an end in the 5th century as it became weakened and unable to keep out invaders	James I was the first Stuart king and believed in the 'divine right of kings' and didn't treat Catholics well during his reign. As a result, there was a Gunpowder Plot to blow up the Houses of Parliament. The second Stuart king, the son of James I, was Charles I. He was unpopular with parliament and his decisions as king led to the English Civil War, where he was defeated and eventually executed for treason. Following the execution of Charles I, England became a Commonwealth and the Lord Protector, Oliver Cromwell was in charge. The third Stuart king, Charles II, was restored to the throne in 1660 and ruled until his death in 1685. During his reign, the Great Plague of 1665-66 and the Great Fire of London happened. James II, the fourth Stuart king, inherited the throne from his brother Charles II . He was a Catholic and wanted more religious freedom for Catholics which upset parliament and consequently led to the Glorious Revolution. The Duke of Monmouth, the illegitimate son of Charles II attempted to overthrow James II but was defeated at the Battle of Sedgemoor The Glorious Revolution of 1688 was when some powerful lords invited James IIs daughter Mary and her husband, William of Orange (and his army) to England to take the throne. James II fled England and the two were crowned joint king and queen. The Bill of Rights was agreed by William and Mary in 1689. This limited the power of the monarchy and stated that laws and taxes had to be passed by parliament, and that people had the right to freedom of speech and fair treatment in court.

Year 5/6	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
	Baghdad c.900 CE	**The French Revolution**	**The Rise of and Fall of Hitler**	**World War II**	**The Cold War**	**The History of Human Rights**
Overview	1. The Rise of Islam 2. Baghdad: A City of Peace 3. Baghdad: Building a City 4. Baghdad: A Centre for Learning in the Islamic Golden Age 5. The Mongol Attack on Baghdad and the Regional Powers	1. Life in France before the Revolution 2. Louis XVI and Marie Antoinette Napoleon 3. Battle of Trafalgar 1. Battle of Waterloo	1. The Armistice and the Treaty of Versailles 2. The Rise of the Nazi Party 3. Life in Nazi Germany 4. Kristallnacht and the Refugee Crisis 5. The Second World War	1. World War Two 2. The Battle of Britain and the Blitz 3. The Codebreakers at Bletchley Park 4. The Holocaust 5. The Home Front	1. The Cold War 2. The Arms Race 3. The Cuban Missile Crisis 4. The Space Race 5. Proxy Wars	1. Human Rights 2. Women's Rights 3. Children's Rights 4. Racial Equality 5. Freedom of Belief and Religion
Key Substantive Concepts	**Dynasty** **Empire** **Civilisation** **Invasion**	**Monarchy** **Empire** **Alliance** **Society**	**Nationalism** **Invasion** **Dictatorship** **Refugee**	**Empire** **Conflict** **Invasion** **Warfare**	**Alliance** **War** **Capitalism, Communism**	**Migration** **Empire** **Religion** **Race**

		Tax Social hierarchy	Racism	Nationalism Propaganda Genocide	Protectionism (containment) Expansionism	Law
Key Disciplinary Knowledge	**Continuity and Change** **Sources and Evidence**	**Causation** (what led to the French revolution and the storming of the Bastille) **Consequence** (the abolition of the monarchy) and **Historical significance** (why have historians assigned historical significance to the events that happened before, during and after the French Revolution)	**Causation** (what led to the outbreak of WWII) **Sources & evidence** (analysis of Adolf Hitler quote)	**Historical significance** (e.g. Why is it important to learn about the holocaust, why are these events/people studied by historians today- what makes them historically significant?), **Similarity and difference** (between what lives were like for different people at this time) **Causation** (e.g. What factors may have led to the holocaust?)	**Causation** (e.g. looking at the cause of the Cold War) **Historical significance** (beginning to develop children's understanding that historians accredit significance to people, events and inventions e.g. the Cuban Missile Crisis and Arkhipov) **Historical interpretations** **Sources & evidence** (e.g. looking at different historical interpretations of what led to the Cold War and discussing how and why interpretations have varied based on the evidence available	**Sources & evidence** (e.g. using primary sources, including local examples), **Continuity & change** (e.g. how life in Britain has changed over time) **Significance** (e.g. the historical significance of people and events such as the Civil Rights Movement, the introduction of important legislation) **Similarities and differences** (e.g. between the way that women and men were treated in the past)
Vocabulary	Scholarship Civilisation City of Peace House of Wisdom Mongols	Revolution Republic Nobles Absolute Monarchy Clergy Debt Exile Allied The Bastille Battle of Trafalgar Battle of Waterloo	Armistice Nationalism Assassinate Treaty of Versailles Aryan race Concentration Camp Refugee Blitzkrieg Coalition	Encryption Evacuation Genocide The Blitz The Holocaust Enigma Machine Operation Sealion Propaganda	Communist Capitalism Mutually Assured Destruction Cosmonaut Containment Proxy War	Human Rights Discrimination Race Ethnicity Equality Feminism Treaty Convention
Why this, why now?	This unit builds chronologically from the Romans unit in LKS2 and on the children's prior knowledge of Islam from Religious Education. Islamic art and architecture will be studied next term in Art. This unit covers the National Curriculum requirements to study a non-European society that provides contrasts with British history.	The content in this unit goes beyond the expectations outlined in the National Curriculum. However, many historians regard the French Revolution as a turning point in the history of Europe. Building on chronologically from the unit on the 'Early British Empire' studied in cycle A, the pupils examine how France's defeat, and loss of colonies in America, led to national debt, and exasperating feelings of social inequality which sparked the French Revolution.	Having previously studied 'World War I', the pupils would have learnt about the signing of the Armistice officially ending the war, in 1918. The Armistice was an agreement between Germany and the allies to end the fighting. In 1919, the Treaty of Versailles outlined the punishments and reparations imposed on the German nation. In this unit, the pupils will examine the impact of the Armistice and the Treaty of Versailles had on German citizens, many of whom believed the punishments to be harsh and unjust. The pupils will learn about the rise of Adolf Hitler, and how the surrender of Germany in 1918 shocked him. As	This unit builds on chronologically from the 'Rise of Hitler' unit. Children begin by recalling the causes and outbreak of World War II, previously covered. Throughout this unit, children will be encouraged to make connections between what they learned about World War I and other wars in the past.	Chronologically following on from the 'World War II' unit, this unit will challenge the pupils to consider how the Cold War differed from other wars they have previously studied (such as World War I and World War II). The aftermath of the World War II changed the global balance of power, creating a polarised world led by two competing superpowers: The United States of American (USA) and the Union of Soviet Socialist Republics (USSR). This global competition is referred to as the Cold War as the two superpowers never directly engaged in combat (hot war). Before this unit, children have learned about North America	This unit provides children an opportunity to apply their knowledge from across the history curriculum to enable them to study an important theme in British and world history- the history of human rights and equality. Throughout the curriculum, the children have gained a coherent and chronological understanding of the history of Britain and the wider world and have studied the lives of people from different backgrounds, ethnicity, religion, and gender. In this unit children can use this knowledge to enable them to make connections, think critically,

			previously discussed in 'The French Revolution', pupils grapple with the idea that during times of political instability, there is growth in dictatorship.		cycle A and Eastern Europe (Year 3/4) in geography.	and use evidence to support their judgements.
Key End Points	The Islamic Empire spread rapidly after Mohammad's death Baghdad is a city that was built a long time ago near the river Tigris by Caliph AlMansur was the leader of the Abbasid Caliphate who Many people came to Baghdad to trade and to study Many important books were translated into Arabic by scholars in Baghdad In 1258 CE, Baghdad was invaded and much of the city was destroyed	Before the French Revolution there was inequality in French society King Louis XVI was an absolute monarch; he was later imprisoned and executed The French Revolution began with the storming of the Bastille Napoleon was a French military leader who seized power in France Following the French Revolution, Napoleon made himself Emperor of France The British Navy defeated the French Navy at the Battle of Trafalgar, near Spain The British Navy was led by Admiral Nelson who was killed during the battle Britain and their allies defeated Napoleon at the Battle of Waterloo Napoleon was exiled twice as punishment for trying to gain power	After WW1, many Germans were unhappy about the Armistice and Treaty of Versailles The Treaty of Versailles blamed Germany for starting the war and outlined punishments In 1921, Adolf Hitler became the leader of the Nazi party The Nazi party promoted German nationalism The Nazi party had racist views, they believed in a superior Aryan race The Nazi party controlled many aspects of life in Germany, including school curriculums German children were taught to hate 'others' including Jewish people In 1938, Kristallnacht saw Jewish homes, businesses, Synagogues attacked, & people killed Many Jews tried to leave Germany to seek refuge elsewhere In 1939, Germany invaded Poland to regain land, enslave Polish people and take power In 1939, Britain declared war on Germany as a response to the invasion of Poland	To know that WW2 was a war fought around the world by many countries from 1939-1945 The war was fought between two sides: The Allied Powers (including the UK, the Soviet Union, France, USA) and Axis Powers (including Germany, Italy, Japan) The Battle of Britain was fought in the skies and won by the British RAF Britain was heavily bombed in the war- known at the Blitz The Code-breakers at Bletchley Park played a significant role in helping the allies win the war The Holocaust is the name given to the genocide that took place at this time, where the Nazis killed millions of people, predominately Jewish people. The Home Front also played a significant role and the government used propaganda to encourage the people to support the war	To understand that the Cold War was a period of tension led by the capitalist superpower, the USA, and the communist superpower, the USSR. To know that although the superpowers never officially went to war, they fought in proxy wars- each supporting opposing sides. For example, during the Korean War and the Vietnam War. To know that the USA and USSR also competed to develop and stockpile the most dangerous nuclear weapons during the Cold War. This became known as the 'arms race'. To know that in 1962 the world came close to nuclear war during the Cuban Missile Crisis. To know that the superpowers also competed during the 'space race'. The USSR were the first to put a satellite into space and the USA were the first to put a man on the moon.	Human Rights are the rights and freedoms that belong to every person The UN established the Universal Declaration of Human Rights (1948) In the UK, the Human Rights Act (1998) protects human rights The United Nations Convention on the Rights of the Child (1989) is an international treaty that grants all children a set of rights The Race Relation Acts in the 1960s and 70s made race discrimination illegal The Equality Act 2010 replaced a number of anti-discriminatory laws with one Act which protects people