2025/2026 Curriculum Narrative: History (Stibbard) History links with our RE curriculum

KEY: The BIG IDEAS & CONCEPTS within the History Curriculum

CHRONOLOGY	SOCIAL HISTORY	ACHIEVEMENTS of MANKIND	CIVILISATION	EMPIRE	POLITICAL HISTORY	MILITARY HISTORY

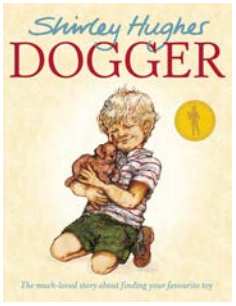
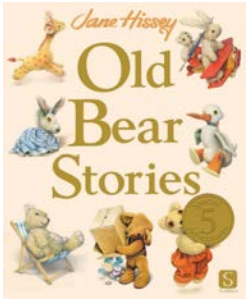
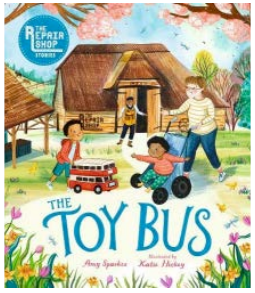
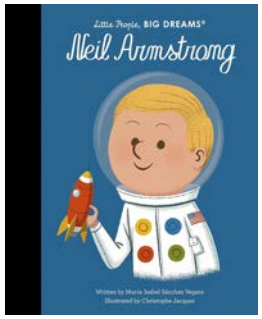
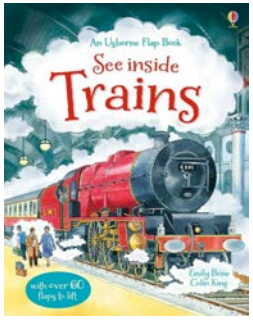
Skills

10 core skills have been identified and labelled alphabetically (see below a – j).
By the end of the year, every skill will have been covered.

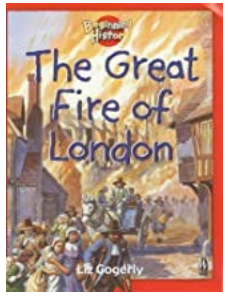
CHRONOLOGY	HISTORICAL KNOWLEDGE	HISTORICAL ENQUIRY
a) use historical terminology b) sequence in chronological order c) understand changes over time	d) understand historical events e) examine aspects of people's lives f) compare similarities and differences	g) ask questions h) interpret evidence i) compare/evaluate evidence j) research and present information

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Summer 2
EYFS	**Begin to make sense of their own life story and family history**: who is in this family photo; can you name and describe some of the people in your family; share photos and talk about what children can remember; looking at examples from books and real life notice similarities and differences between families. **Name and describe people who are familiar to them:** talk about people children may have come across in our local community i.e. shop staff, doctors, nurses, teachers, police. **Comment on images of familiar situations in the past**: look at some pictures of familiar situations in the past (homes, schools, transport); look for natural opportunities to look at basic chronology together, helping children to recognise that things happened before they were born. **Compare and contrast characters from stories, including figures from the past:** share texts, images, stories to help children gain an understanding of past/present; introduce characters from the past using songs, poems, puppets and roleplay.					
	Skills CHRONOLOGY a) recognise some basic significant events in a school year b) begin to use words to describe time passing - after, before, during, years, months, old, new c) recognise changes in their life or someone else's HISTORICAL KNOWLEDGE d) identify events from a simple story about an event from the past e) recognise an important historical figure and some basic information about them (e.g. name, job, where they lived and an important achievement) f) begin to recognise how their lives have changed and identify what is the same and what is different HISTORICAL ENQUIRY g) with adult support, come up with questions to ask their families or a visitor h) begin to make observations from photos of the past					

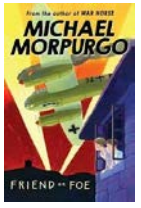
	i) with support, begin to identify whether an object or photograph is old or new j) actively listen to stories about a past event or person (e.g. from a visitor, storybook or short film)					
Year 1 **Introduce that history is an awareness of the past, using common words and phrases relating to the passing of time. Begin to know where the people and events they study fit within a chronological framework. Children to begin to gain knowledge of historical enquiry**	**BIG IDEAS: CHRONOLOGY** ***Historical Enquiry: Asking questions - guided***	**BIG IDEAS: SOCIAL HISTORY** ***Historical Enquiry: similarities and differences***	**BIG IDEAS ACHIEVEMENTS OF MANKIND** ***Historical Enquiry: Guided research***	**BIG IDEAS: CHRONOLOGY (& ACHIEVEMENTS OF MANKIND)** ***Historical Enquiry: Asking questions***	**BIG IDEAS ACHIEVEMENTS OF MANKIND** ***Historical Enquiry: Research, becoming more child-led***	**BIG IDEAS ACHIEVEMENTS OF MANKIND** ***Historical Enquiry: Research, becoming more child-led***
	Skills CHRONOLOGY a) use key vocabulary to discuss the past and present: history, past, present, then, now, before, during, after, old, new, change, day, week, month, year b) sequence a few pictures of key events for a historical figure or event c) identify whether something is from the past or the present HISTORICAL KNOWLEDGE d) retell a simple story about an event from the past e) know key facts about the life of an important historical figure (e.g. name, job, where they lived and an important achievement) f) recognise some ways things have changed or remained the same from the past to the present HISTORICAL ENQUIRY g) come up with questions to ask their families or a visitor h) share what they have noticed about photos from the past i) identify whether an object or photograph is old or new j) listen to stories and share what they have learnt about a past event or person (e.g. from a visitor, storybook or short film)					
	<u>Toys</u> **Changes within Living memory**. *<u>How toys have changed over time</u>*. What are our toys like today? How can we tell these toys are old? What were our grandparents' toys like and how do we know? **VOCAB:**Toys, change, past, present, old, new, future, timeline, similarities, differences, artefacts, objects, chronology. *Also *<u>Remembrance Day</u>* What do we remember on Poppy Day?		**<u>History of Space Travel</u>** **Learning about significant individuals in the past who have contributed to international achievements.** *<u>Neil Armstrong & Moon landing</u>* What significant thing did Neil Armstrong do? Why did he do this? How did he do it? Why was the moon landing important? **VOCAB:** Rocket, space, earth, moon, astronaut, atmosphere, gas, stars, universe, planet, artefact, photographs, newspaper, articles. **Story/Hook:**		**<u>History of Transport</u>** **Events beyond living memory & the lives of significant individuals in the past who have contributed to national & international achievements.** <u>George Stephenson and the History of Wheeled Transport</u> How has travel changed from past to present? Who was George Stephenson and what did he contribute? How did the invention of trains change the lives of people in the 19th Century? *<u>Aviation & The Wright Brothers</u>*	

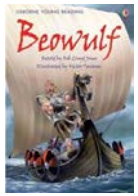
	Who and what do we do to remember on Poppy Day? Why is Poppy Day always in the second week of November? **Story/Hook:**    **REVISIT PRIOR LEARNING for all**: Who am I? Who are my Family? from EYFS learning		  **REVISIT PRIOR LEARNING for YR1**: Significant individuals (George Stephenson/Wright Brothers) and link how technology has changed and how aviation has changed. Ensure chn understand that developments in space travel were dependent on the earlier development of aviation. **RECAP Vocab**: past, technology, change		What do inventors do? Who were the first people to fly? When was the first aeroplane flight? How were they inspired? What changes has this invention made to our world? **VOCAB:** 1830, cart, car, automobile, train, tram, improvement,environment, passengers, travel, international, chronology, timeline, inventor, aeroplane, aviation, kites, helicopters, technology. **Story/Hook:**   **Building on previous knowledge:** Continue to develop the history of the past and its effect on our lives today.Building on children's understanding of chronology and making comparisons. **RECAP Vocab** past, present, timeline, chronology
Year 2	**BIG IDEAS:** **CHRONOLOGY** ***Historical Enquiry:***	**BIG IDEAS** **ACHIEVEMENTS OF MANKIND**	**BIG IDEAS** **ACHIEVEMENTS OF MANKIND (& SOCIAL HISTORY)**	**BIG IDEAS:** **CHRONOLOGY (& ACHIEVEMENTS OF MANKIND)**	**BIG IDEAS:** **SOCIAL HISTORY** ***Historical Enquiry:***	**BIG IDEAS** **ACHIEVEMENTS OF MANKIND (& SOCIAL HISTORY)**

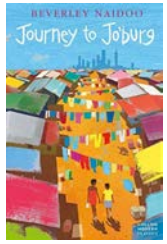
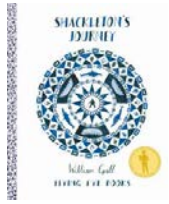
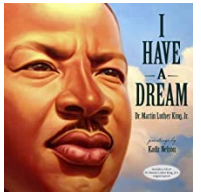
Recap that history is an awareness of the past, using common words and phrases relating to the passing of time. Continue to develop understanding of where the people and events they study fit within a chronological framework Children continue to gain knowledge of historical enquiry	***using evidence to derive understanding of chronology of events and of cause & effect***	***<u>Historical Enquiry:</u> Guided research***	***<u>Historical Enquiry:</u> Guided research, making conclusions***	***<u>Historical Enquiry:</u>using evidence to derive understanding of continuity & change***	***Contrasting arguments***	***<u>Historical Enquiry:</u> Research becoming more child-led,making conclusions***
	Skills CHRONOLOGY a) use key phrases to discuss the past – in the past, over a period of time, after a while, years later, before that, during this time, in recent years b) place the time studied on a timeline of British history AD c) offer some reasons for the changes from past to present objects HISTORICAL KNOWLEDGE d) retell a simple story about an important historical event e) recognise key items that belong to the significant person or period of history (e.g. home, clothes, food, toys, tools, artwork, weapons) f) identify some similarities and differences between the period studied and life today HISTORICAL ENQUIRY g) ask questions about pictures and artefacts h) share what they have noticed about an artefact i) sort a range of evidence based on whether it is from the past or present j) look at a source of evidence and share what they have learnt about a person or event (e.g. stories, videos, artefacts, pictures…)					
	Events beyond living memory & The lives of significant individuals in the past who have contributed to national achievements. *<u>Great Fire of London</u>* What is different and similar between how we live now to how people lived in 1666? How did the Great Fire start and spread? How was London rebuilt after the Great Fire? **VOCAB:** Cause, effect, Samuel Pepys, King Charles, Parliament, peasant, Cathedral, Monument, River Thames, cart, fire, Gunpower, fire break, squirter, leather bucket, past, represented, evidence, reliable, diary, sources of evidence, clues	**Changes within living memory - Aspects of change in national life & The lives of significant individuals in the past who have contributed to international achievements** *<u>Nurturing Nurses (3-4 lessons)</u>* Who was Mary Seacole? Why did she travel to Scutari hospital? How was she similar/different to Florence Nightingale? How did they improve nursing?	**International achievements** *<u>Black History: Rosa Parks and the US civil rights movement (3-4 lessons)</u>* Why is learning about black history important? What significant contributions by individuals from the black community do we know about? What can we learn from them? **VOCAB:** Black World wide Equality	**Significant historical events/ people/ places in their own locality** <u>Seaside Holidays in the Past</u> *(Including Queen Victoria and local hero Henry Blogg of the RNLI)* What is a monarch? What qualities does a good monarch need? What do we know about the life and death of Queen Victoria? When did she reign? How long did she reign for? What was it like in Victorian times in the UK? What was going to the seaside like 100 years ago? What did people do there? Why was the seaside mainly enjoyed by rich people in the past? Look at changes over time including bathing machines versus beach huts, sea bathing v sunbathing, British seaside holidays v holidays abroad with advanced air travel.

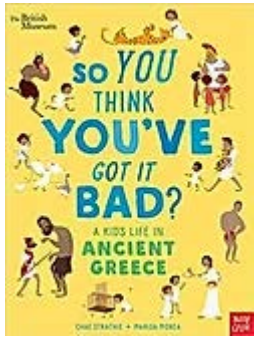
	 **REVISIT PRIOR LEARNING** Significant national events (Remembrance Day from yr1) - link to cause and effect **RECAP Vocab** past, present, timeline, chronology, significant, rescue, survivors,	**VOCAB:** Cause, consequence, Unfairness Bravery Crimean war, soldier, nurse, Jamaica, wounds battle **RECAP Vocab** timeline, chronology, significant, WW1, achievement, similarities differences	Freedom Rights racism Peace acceptance success **REVISIT PRIOR LEARNING**: Compare to prior examples of human endeavour against adversity e.g. WW1 (Remembrance Day) **RECAP Vocab:** significant, achievement, contribution, compare and contrast, Cause, consequence, Racism Unfairness Bravery	Who was Henry Blogg? What did he do to make him famous? Why do we remember him? How is he significant locally? **VOCAB:** monarch, Royal, King, Queen, Coronation, throne, Victorian, heir, rule, reign, crown, hero, lifeboatman, rescue, survivors, George Cross, Victorian, hotels, bathing machines donkey rides, promenade, funfair, arcade, swimming costumes, Punch and Judy. **REVISIT PRIOR LEARNING:** **Look at the inventions that made seaside holidays more accessible to everyone, inc the role the steam train had in allowing people to travel to the beach (George Stephenson)** **RECAP Vocab** significant, achievement, similarities, differences, hero, bravery
Year 3 **To develop a chronologically secure knowledge and understanding of British, local and world history, beginning to note connections, contrasts and trends over time and develop the appropriate use of historical terms**	**BIG IDEAS:** **EMPIRE (& CHRONOLOGY & MILITARY HISTORY)** ***Historical Enquiries: using evidence to derive understanding of empire and of cause & effect***	**BIG IDEAS:** **CHRONOLOGY (& SOCIAL HISTORY)** ***Historical Enquiries: using evidence to derive understanding of continuity & change***		**BIG IDEAS:** **SOCIAL HISTORY** **(& ACHIEVEMENTS OF MANKIND)** ***Historical Enquiry:*** ***Asking questions and independent research***
	Skills CHRONOLOGY a) read dates correctly and understand BC and AD b) place the time studied on a timeline of British/world history BC to AD c) sequence several artefacts by examining the changes HISTORICAL KNOWLEDGE d) retell an important historical event in chronological order with key details e) understand one aspect of daily life during the period studied (e.g. homelife, clothing, transport, jobs, leisure activities or education) f) identify the similarities and differences between the period studied and life today HISTORICAL ENQUIRY g) ask questions about how people lived during that time			

	h) suggest what an artefact could be, what it was used for and who might have owned it i) sort a range of evidence based on whether it is a primary or secondary source j) use printed documents to research and present relevant information about a person or event (e.g. pictures, diaries, info texts, biographies…)			
	The Roman Empire When did the Roman Empire begin? Why did the Romans want to invade? What was life like for a Roman soldier? Why was structure a priority in the Roman army? **VOCAB:** Empire, BC/AD, Invasion, resistance, conquest, Conqueror, defeat, victory, legion, fort, revolt, raised an army, razed to the ground, soldiers, Britannia, Celtic, Augustus, Frontier, Hadrian **REVISIT PRIOR LEARNING:** Recall concepts of war and conflict touched upon in yr 2 (wartime nurses). **RECAP Vocab** significant, achievement, change, similarities differences, Chronology, rule, reign.	**Impact of Romans in Britain** Why were Roman roads important? Who was Boudicca? What were the differences and similarities between the Romans and the Celts in Britain? **VOCAB:** Aqueducts, villas, mosaics, furnaces palestra, fortune, archaeologists, artefacts strigil, hypocaust, forum, theatre, basilica, temple, Aquae Sulis, Boudicca **REVISIT PRIOR LEARNING:** Concept of cause and effect (e.g. Great Fire) **RECAP Vocab** Similarities, differences, source of evidence, reliable.	***How has childhood in Britain changed?*** What was life like for children in Victorian times?Why did lots of Victorian children have to work? What were children's experiences in the workhouse like? When did children first start compulsory education? **VOCAB:** workhouse, industry, poverty, orphan, orphanage, destitute, dormitories, uniform, chalk and slate, abacus, mangle **REVISIT PRIOR LEARNING:**. Victorian Seaside Holidays (Year 2) **RECAP Vocab:** Queen Victoria, significant, evidence, artefacts, achievement, change, similarities, differences, **A study of a theme in British history that extends pupils' chronological Knowledge beyond 1066 - a significant turning point in British history.** ***How has childhood in Britain changed?*** How did Victorian children's schooling differ to ours?.Who was Barnardo and how did he help children?	**Changes in Britain from the Stone Age to the Iron Age** When was the Stone Age? What were the main features of the Palaeolithic time? What were the similarities between Palaeolithic and Mesolithic? How did people survive in the neolithic period? What changes did the discovery of bronze bring about? What can bronze age burials tell us? What was life like in an iron age hillfort? **VOCAB:** Palaeolithic, Mesolithic and Neolithic, community, gatherers, thatched roof, tribe, fur pelt, nomadic, bronze, alloy, ore, permanent settlements, monuments, Skara Brae, burials, grave goods, hillfort, BC/AD, archaeology. **REVISIT PRIOR LEARNING:** Use of evidence to make hypotheses about life in the past e.g. Great Fire of London. **RECAP Vocab:** significant, evidence, artefacts, achievement, technology, change, similarities, differences, Chronology. **A study of a theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history -**
Year 4	**BIG IDEAS:** **CIVILISATION (& CHRONOLOGY)** ***Historical Enquiries: using evidence to derive***		**BIG IDEAS:** **CHRONOLOGY (& MILITARY HISTORY)** ***Historical Enquiries: using evidence to derive***	**BIG IDEAS:** **SOCIAL HISTORY (& MILITARY HISTORY)** ***Historical Enquiry:***

To continue to develop a chronologically secure knowledge and understanding of British, local and world history, to continue to note connections, contrasts and trends over time and develop the appropriate use of historical terms	***understanding of early civilisation and of continuity & change***	***understanding of cause & consequence***	***Asking questions and completing independent research to derive cause and consequence***
	Skills CHRONOLOGY a) use most key vocabulary, including dates, BC, AD, timeline, ancient, recent, period, era b) use dates to sequence key events from the period studied c) sequence a series of changes for one aspect of life HISTORICAL KNOWLEDGE d) understand the series of events that led up to a significant event. e) understand what daily life was like for a person living in the time studied (e.g. homelife, clothing, transport, jobs, leisure activities, education and religion) f) identify connections and contrasts between the period studied and life today, giving reasons for this HISTORICAL ENQUIRY g) ask historically valid questions about similarity and difference h) examine evidence and share plausible observations – I think that… i) evaluate the usefulness of primary and secondary sources – primary or secondary; limited or useful j) use a provided book and website to research and present relevant information		
	Achievements of the earliest civilizations – *Ancient Egypt* Can I place historical events in chronological order? What was everyday life like? Why and how did ancient Egyptians mummify their dead? What were the different roles people played in the society? How does evidence give us different answers about the past? **VOCAB**: **BC/AD, Afterlife, Ancient, Archaeology, Civilisation**, Document, **Embalm**, God, Goddess, **Mummification, Pharaoh**, **slaves**, Ritual, **priest** Sacred, Sacrifice, **Scribe**, Temple, **Tomb, pyramids, Tutankhamun** **REVISIT PRIOR LEARNING:** link to yr 3 study of Stone Age and Bronze Age in Britain - compare and contrast concurrent achievements of both early settlements/civilisations. **RECAP Vocab:** timeline, chronology, past, present, significant, achievement,	**Britain's settlement by Anglo-Saxons and Scots** Can I place historical events in chronological order? Map out learning thus far Who were the Anglo-Saxons and where did they come from? Who were the Picts and Scots? How can we use various historical sources to find out about Anglo-Saxon life? What do we know about Anglo-Saxon culture including art, music, legends and poetry? **VOCAB:Anglo Saxon**, north, south, east, west, community, **settlements**, **artefacts**,**invade, migrate**, **settle, saxon graves**, **kingdoms**, **Picts, Scots**, Anglo-Saxon place names, cremation, dyke, runes **REVISIT PRIOR LEARNING:** compare concepts of invaders and settlers with the Romans in Britain from yr 3	**A study of a theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history -** *Britain during WW2 - children.* What was the Battle of Britain?How do we commemorate events of WW2? What is propaganda? What effect did the Blitz and blackouts have on British people? What was life like for evacuees? Why was rationing important? **VOCAB:** Commemorate, veteran, Home front, war effort, rationing, evacuation, dig for victory, civil defence, salvage, make-do and mend, propaganda, Blitz, blackout, 

	technology, change, Similarities Differences, prove, disprove, nomadic, early settlement 		**RECAP Vocab** Invasion, resistance, conquest, defeat, victory, community, settlements, artefacts 		
Year 5 To continue to develop a chronologically secure knowledge and understanding of British, local and world history, making more sophisticated connections, contrasts and trends over time and continuing the appropriate use of historical terms	**BIG IDEAS: SOCIAL HISTORY (& POLITICAL HISTORY)** ***Historical Enquiry:*** ***Contrasting arguments, biased evidence, debate***	**BIG IDEAS ACHIEVEMENTS OF MANKIND (& SOCIAL HISTORY)** ***Historical Enquiry:*** ***Use evidence to prove/disprove events and show contrasting opinions***	**BIG IDEAS: EMPIRE (& SOCIAL HISTORY)** ***Historical Enquiries: using evidence (ancient and modern) to compare & contrast concepts of empire and democracy***	**BIG IDEAS: CHRONOLOGY (& MILITARY HISTORY)** ***Historical Enquiries:*** ***using evidence to derive understanding of cause & consequence***	**BIG IDEAS: SOCIAL HISTORY (& POLITICAL HISTORY)** ***Historical Enquiry:*** ***Contrasting arguments, biased evidence, debate***
	Skills CHRONOLOGY a) use most key vocabulary, including millennium, century, decade, cause, effect, impact, trend b) use dates to place events from the period studied on a timeline. c) place a series of changes on a timeline and begin to suggest causes HISTORICAL KNOWLEDGE d) understand the cause of a significant event and the effect it had on people e) understand what lives were like for different people in the time studied (e.g. men, women and children; rich and poor) f) identify trends that started in the period studied and explain why they have lasted HISTORICAL ENQUIRY g) ask historically valid questions about change, similarity and difference h) examine evidence and justify conclusions – This shows that… because… i) evaluate the reliability of different sources and begin to offer a reason for different versions of events – reliable or unreliable; fact or fiction; opinion j) use a selection of books and websites to research and present relevant information				

	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history	**Exploration & explorers through the ages.**	**Ancient Greece & Philosophy – a study of Greek life and achievements and their influence on the western world**	**Viking Struggle for Kingdom of England to the time of Edward the Confessor**	**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history**
	Prejudice & Discrimination *Black history and the slave trade.* What was the British Empire? What was the slave trade? Which countries were involved? Why was slavery accepted? Who stood up to slavery? How and when was it abolished? **VOCAB:** Slavery, empire, law (legal), economy, the Triangular Trade, racism, rebellion, profit, civil rights, abolition.  **REVISIT PRIOR LEARNING:**	What did they do? What evidence is there that they did it? What was so special about it? When did they do it? How has that influenced exploration and the world since? Amelia Earhart Isabella Bird Francis Drake Christopher Columbus Howard Carter Ernest Shackleton Edward Hillary Andrew Irvine George Mallory Alison Hargreaves Sarah Outen  **REVISIT PRIOR LEARNING:** Remind chn of explorers/adventurers studied in previous years that have made important contributions	How was Ancient Greece organised? How can we know so much about Ancient Greeks? What were the similarities and differences between Athens & Sparta? How did the ancient Greeks war with each other? What were the beliefs of the AGs? What impact did ancient Greece have on the modern world? How did democracy work in Ancient Greece - did it? **VOCAB:**Sparta. Athens, Philosophers, empire, parthenon, acropolis, amphitheatre, Mt Olympus, stela, trireme, Sparta, Alexander the Great, democracy **REVISIT PRIOR LEARNING:** Refer to British Empire and Roman Empire and their similarities and differences. **RECAP Vocab:** Empire, parliament, law, civil rights, power, prosperity Re links: What can we learn about the world/knowledge/meaning of life from the great philosophers?	Why were the Vikings able to invade Britain so easily? Why was there outrage at the Vikings first attack in Britain? How did Alfred the great make peace with the Vikings? Why was he so great? Why did the peace not last? What was life like for Vikings? How did Britain become united? **VOCAB:** Struggle, migration, Danelaw, kingdoms, Danegeld, Kings, rampaging, pillaging, raids **REVISIT PRIOR LEARNING:** Anglo-Saxons and concepts of invasion and settlement **RECAP Vocab** Invasion, resistance, conquest, defeat, victory, community, settlements, artefacts RE links: Is believing in God	**Challenging democracy - pioneers & the changes they influenced.** Emily Pankhurst Martin Luther King Nelson Mandella Rosa Parks Mahatma Gandhi William Wilburforce Greta Thunberg How did they make a difference? What is the timeline of their achievements? What is their legacy?  **REVISIT PRIOR LEARNING:** Recall study of Black history and Rosa Parks from yr2 **RECAP Vocab** significant, achievement, injustice,

	Recall understanding of Empire and trade in relation to the British Empire and Roman Empire from LKS2. Also link to learning about Rosa Parks from Y2 **RECAP Vocab** empire, trade, significant, achievement, injustice, prosperity, parliament	- e.g. Armstrong, The Wright Bros, early settlers etc **RECAP Vocab** Significant, achievement, catastrophe, triumph, adversity, overcome		Reasonable? Link to importance that religion played in the Viking and Anglo Saxon struggle for the kingdom of Britain.	prosperity, parliament, Black World wide Equality Freedom rights Peace acceptance success

Year 6 To continue to develop a chronologically secure knowledge and understanding of British, local and world history, making more sophisticated connections, contrasts and trends over time and continuing the appropriate use of historical terms	**BIG IDEAS:** **SOCIAL HISTORY (& POLITICAL HISTORY)** ***Historical Enquiry:*** ***Contrasting arguments, biased evidence, debate***	**BIG IDEAS:** **EMPIRE** **(& SOCIAL HISTORY)** ***Historical Enquiries: using evidence to illustrate the development from civilisation to empire***	**BIG IDEAS:** **CHRONOLOGY** **(& ACHIEVEMENTS OF MANKIND)** ***Historical Enquiries: assessing and mapping evidence to create detailed chronology***
	Skills CHRONOLOGY a) use most key vocabulary, including millennium, century, decade, cause, effect, impact, trend b) use dates to place events from the period studied on a timeline. c) place a series of changes on a timeline and begin to suggest causes HISTORICAL KNOWLEDGE d) understand the cause of a significant event and the effect it had on people e) understand what lives were like for different people in the time studied (e.g. men, women and children; rich and poor) f) identify trends that started in the period studied and explain why they have lasted HISTORICAL ENQUIRY g) ask historically valid questions about change, similarity and difference h) examine evidence and justify conclusions – This shows that… because… i) evaluate the reliability of different sources and begin to offer a reason for different versions of events – reliable or unreliable; fact or fiction; opinion j) use a selection of books and websites to research and present relevant information		
	A study of an aspect or theme in British history	**A non-European society that provides**	**A local history study - a study over**

	that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history	**contrasts with British history**	**time tracing how several aspects of national history are reflected in the locality**
	Crime and Punishment Why has the frequency of crimes increased/decreased over time? What have been the changes in the way crime was detected? What were the major changes in the way crimes were punished? Why did pickpocketing become less common in the modern age? How do you think this crime would be judged differently if it happened today? **VOCAB:** judge, jury, lawyer, pillory, courts, trials, compensation, transportation, Proposition, opposition Evidence, Justice, Parity, Fabricate Criminal court, Capital punishment Magistrate, Assault , Hooliganism Smuggler, Deterrent **REVISIT PRIOR LEARNING:** Recall aspects of crime and punishment studied in Romans (yr3), and punishments suffered as a result of ethnic discriminations (black history yr5) **RECAP Vocab** significant, injustice, prosperity, parliament, Equality/inequality,Freedom Rights, Peace, acceptance, RE links: linking the discussion of punishments with themes of eternity and life after death.	*Baghdad's Golden Age* Why was Baghdad such an important city in the Islamic Empire? How did the early Islamic civilisation become a great power? Who were some important early Islamic scholars and what was special about them?What was life in Baghdad like during its Golden Age? What was the House of Wisdom, and what happened there? How were early Islamic and European medicine in the Middle Ages different? What were the roles and responsibilities of a caliph? How did the early Islamic civilisation become a great power? What was its lasting impact? **VOCAB**: Allies, baffling, brutal, calculation, Caliphate, Crusades, cultivate, dynasty, enchanted, exotic, fragrance, looted, manual, mercury, molten, mosque. Observatory, persecution, philosopher, prophet, radically, Reconquista, Sabeans, scholars, scribes, sorcerers, squalid, suburbs, symptoms, Zoroastrians **REVISIT PRIOR LEARNING:** Refer to beginnings of ancient civilisation such as Egypt (yr4), Greece (yr 5), and linking how they developed into Empires with how the Islamic Empire grew. **RECAP Vocab:** Empire, parliament, law, civil rights, power, prosperity, BC/AD, Invasion, resistance, conquest, Conqueror, defeat, victory,	Villages local to Stibbard & Famous and influential Norfolk folk across the ages What can we learn from looking at a census? What is the significance of war memorials? What can we learn from them? How do we construct a family tree? How did Edith Cavell, Lord Nelson, Boudicca, Julian of Norwich, Robert Kett, Elizabeth Fry become local heroes? **VOCAB:** census, artefact, family tree, memorial, legacy **REVISIT PRIOR LEARNING:** Remind chn of significant local individuals that have made important contributions - Edith Cavell (yr 1), Henry Blogg (yr2) **RECAP Vocab** Significant, achievement, catastrophe, triumph, adversity, overcome, land use, village, town, local memory, ancestors, tribute RE links: What does it mean to be human? Is being happy the greatest purpose in life? Discuss in relation to achievements of local heroes.

		RE links: How have Muslim beliefs impacted on music and art through history?	