

Curriculum Outline 2025-26: **HISTORY**

[This document summarises the content to be delivered over the course of the year. There will be some rotation of topics due to resourcing implications]

| Term                                  | Autumn 1  | Autumn 2  | Spring 1 | Spring 2   | Summer 1 | Summer 2 |
|---------------------------------------|---|---|----------|--|----------|----------|
| <b>Year 5</b>                         | <b>Introduction unit - Historical methods</b><br><br>Mystery bag; inference activity<br>Chronology, dates and timelines.<br>Case study: Using sources to investigate the Titanic disaster | <b>Ancient Maya</b><br>Who / where?<br>Daily life and hierarchical structure<br>Cities<br>Government<br>Gods<br>Why did Maya Society decline?<br>Spanish Conquest and its impact<br>Using the Maya numbering system |          | <b>Earliest Civilisations and the Indus Valley</b> <ul style="list-style-type: none"> <li>● <b>Overview: Where were the first civilisations and what did they have in common?</b></li> <li>● <b>Where was the Indus Valley?</b></li> <li>● <b>Artefacts</b></li> <li>● <b>Beliefs and the growth of Hinduism</b></li> <li>● <b>Daily life</b></li> </ul> |          |          |
| <b>LITERACY</b>                       | <b>Extended explanatory writing: Who was responsible for the disaster?</b>  | <b>Instructional writing: How to make a sacrifice to the Gods.</b><br><b>Balanced argument: Was the Spanish Conquest a good thing?</b>  |          | <b>Inference skills: What can artefacts tell us about Indus people?</b><br><b>Descriptive writing: describe the Priest king.</b>   |          |          |
| <b>NUMERACY:</b>                      | <b>Dates/Timelines of events from our own lives and the whole school curriculum</b><br><br><b>Venn Diagrams to compare sources (2 and 3 sets)</b>   | <b>Venn diagrams: pros and cons of the Spanish Conquest.</b>  |          | <b>Timelines of the Indus settlements</b>  |          |          |
| <b>SMSC/Creativity/ Careers Focus</b> | <b>Understanding historical perspectives and different theories about events.</b>   | <b>Playing the Maya ball game and bul</b><br><b>The morality of the Spanish Conquest of Mesoamerica</b>   |          | <b>Careers: what do archaeologists do? How do they contribute to our understanding of the past?</b>  |          |          |

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| <p style="text-align: center; font-size: 24pt; color: purple;">Year 6</p>             | <p><b>Anglo Saxons and Viking Struggle for the kingdom of England</b></p> <ul style="list-style-type: none"> <li>● Who was buried in the Empty Grave? Artefacts and inference</li> <li>● Invade / settle?</li> <li>● Ancient Kingdoms before 793AD and town names.</li> <li>● Viking raids on Lindisfarne</li> <li>● Viking longboats and navigation.</li> <li>● Was Alfred Great?</li> <li>● Research on the life of Aethelflaed.</li> <li>● Compare Saxons/Vikings</li> <li>● Interpretation of the Vikings</li> </ul> |   | <p><b>Post 1066 study: The Growth of the Railways</b></p> <ul style="list-style-type: none"> <li>● North Eastern Rail pioneers - Stephenson</li> <li>● Growth of the mainline network</li> <li>● Development of Whitley Bay after the era of rail</li> <li>● Railways during the War</li> <li>● Metro network</li> </ul> |
| <p style="text-align: center; font-weight: bold;">LITERACY</p>                        | <p>Explanation: Who was in the empty grave?<br/> News article: Lindisfarne raid.<br/> Etymology: names of settlements in England.</p>  | <p>Biography: Aethelflaed, daughter of Alfred the Great<br/> Report: Viking Longboats and navigation</p>  | <p style="text-align: center;">Biography: George Stephenson</p>  |
| <p style="text-align: center; font-weight: bold; color: red;">NUMERACY:</p>           | <p style="text-align: center; color: red;">Roman numerals to be embedded as starter activities.</p>  | <p style="text-align: center; color: red;">Roman numerals to be embedded as starter activities<br/> Viking/Saxon comparison Venn diagrams<br/> Timelines - Anglo Saxon/Viking events using scale.</p> |  |
| <p style="text-align: center; color: purple;">SMSC/Creativity/<br/> Careers Focus</p> | <p style="text-align: center; color: purple;">Creativity: Solving the mystery of Sutton Hoo</p>  | <p style="text-align: center; color: purple;">Drama: reenacting Viking myths<br/> Social/Moral: Aethelflaed and female leaders: why might her contributions be underrepresented in history?</p>       | <p style="text-align: center; color: purple;">Visit to Discovery Museum - reenacting the Rainhill Trials</p>   |

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| <p><b>Year 7</b></p>                           | <p><b>Citizenship Models of government</b><br/>The Parliamentary system and political parties rights, responsibilities and the justice system</p> <p><b>Norman conquest:</b><br/>Invasions of 1066, Battle of Hastings<br/>Feudalism and the Domesday book<br/>Harrying of the North<br/>Death in Forest Magna Carta King John - Good/Bad?</p> | <p><b>Medieval England:</b><br/>Crown Vs Church:<br/>Importance of Church and Catholic beliefs,<br/>The First and Third Crusades,<br/>Murder of Thomas Becket, King's Great Matter,<br/>The Reformation in Europe and England,<br/>Mary I and the Counter Reformation<br/>Religious rollercoaster</p> | <p><b>Civil War:</b><br/>Causes of the Civil War, Major battles, Cromwell and the Protectorate, Restoration</p> |
| <p><b>Extended Literacy opportunities:</b></p> | <p><b>Explanation: Who should be king in 1066? Why did William win?</b></p>  | <p><b>Explanation: Why was Becket killed? Why did Henry VIII break with Rome?</b></p>   |   |
| <p><b>NUMERACY:</b></p>                        |  | <p><b>Simulating and modelling the spread of the Black Death</b><br/><b>Venn Diagrams to represent information: Who was responsible for Becket's murder?</b></p>  | <p><b>Timelines of the road to Civil War</b></p>  |
| <p><b>SMSC/Creativity/ Careers Focus</b></p>   | <p><b>Re-enactment: Hastings</b><br/><b>Citizenship: Our roles as young citizens.</b><br/><b>British values: the development of democracy and the rule of law in Britain</b><br/><b>Careers: the role of politicians.</b></p>  | <p><b>Reenactment: The Crusades and War of the Roses</b><br/><b>Representing continuity and change visually: Religious Rollercoaster.</b></p>   | <p><b>Re-enactment: Civil War Battles</b><br/><b>Holiday brochure: visit Puritan England</b></p>                |

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| <p><b>Year 8</b></p>                           | <p><b>British Empire &amp; Industrial Revolution:</b><br/>         How did GB change?<br/>         Causes of the Industrial Revolution, Population growth and working conditions,<br/>         Case study - Broad Street Cholera outbreak<br/>         Comparison of voting rights 1830 and 2020</p> <p><b>What was the impact of the Empire in India?</b> Case Study East India Company - trade and expansion<br/>         Clive: Hero or Villain?<br/>         The Indian Mutiny of 1857<br/>         Gandhi and the independence movement</p> | <p><b>Slavery and the Slave Trade</b><br/>         Why did Britain get involved in the slave trade?<br/>         The Middle Passage<br/>         The experiences of slaves in the Americas.<br/>         Why was slavery abolished? : moral and economic arguments</p> | <p><b>World War 1</b><br/>         MAIN causes of WW1<br/>         Assassination of Ferdinand<br/>         Schlieffen Plan and British Involvement<br/>         Trench Warfare<br/>         Why did Germany lose in 1918?<br/>         End of the War and the Peace Settlement<br/>         Impact of Versailles and rise of extremism</p> |
| <p><b>Extended Literacy opportunities:</b></p> | <p><b>Balanced argument: Robert Clive</b><br/>         Newspaper article: the spread of Cholera in 1854.</p>   | <p><b>Recount: Middle Passage</b><br/>         Explanation: Why was the slave trade abolished?</p>   | <p><b>Explanation: Why did Germany lose the war?</b><br/>         Writing a tribute to a fallen soldier</p>  |
| <p><b>NUMERACY:</b></p>                        | <p><b>Population line graphs</b></p>   | <p><b>Reading charts and statistics related to the scale of the slave trade.</b></p>   | <p><b>Line graph: Naval Arms Race</b></p>  |
| <p><b>SMSC/Creativity/ Careers Focus</b></p>   | <p><b>Changing perspectives of empire</b><br/>         Discussions of the morality and long term effects of colonisation.<br/>         Child labour: understanding the ethical dilemma facing working class parents.</p>   | <p><b>Discussion of the immorality of the slave trade throughout topic.</b><br/>         Comparison of the economic and moral imperatives for the abolition of slavery.</p>  | <p><b>Re-enactment of trench warfare</b><br/>         Understanding the impact of WWI on individuals from our community.<br/>         Understanding the varying motivations of German voters in 1933? Why did they vote Nazi?</p>  |

Numeracy - children will learn key years and dates throughout all topics (e.g. date of the Battle of Hastings 14/10/1066). This will occur in all four years. Quick Fire maths questions will be used to embed calculation skills.

Throughout the curriculum, reading from textbooks and source material will be embedded. This will require retrieval and inference skills.