

# History Content Spine

		Autumn	Spring
		Stone Age	Iron Age to Bronze Age
Year 3	<p>The children will learn: The Stone Age alone divides into three periods: the Palaeolithic, Old Stone Age (450,000–10,000 BC); the Mesolithic, Middle Stone Age (10,000–4500 BC); and the Neolithic, New Stone Age (4500–2300 BC)</p> <p>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle.</p> <p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.</p>	<p>The children will learn: Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</p> <p>Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy.</p> <p>Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p>	<p>The children will learn: Timeline of the chronology of the Ancient Greeks and include the key battles and events.</p> <p>Greece was divided into city states that had their own laws and ways of life, but who all spoke the same language. Two well known states were Athens and Sparta.</p> <p>In Athens, Greek styles of art, architecture, philosophy were developed – these helped shape our modern society along with Science and Maths.</p> <p>Other achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; sport and the Olympic Games and theatre.</p>
			Stone Age



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	Roman Empire	Anglo-Saxons and Vikings
Year 4	<p>The children will learn:</p> <p>Place Rome on a map and learn how Rome spread to create an empire.</p> <p>The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals.</p> <p>Account of Boudicca (written by the Roman, Dio Cassius) reflects some of the images that we have seen of Boudicca helps us to understand what the Romans thought about her.</p> <p>That the study of Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important.</p>	<p>The children will learn:</p> <p>Know the dates of significant events in the period of history between CE 410 and 1066 e.g. when Roman rule ends in Britain, Saxon raids worsen, Viking raiders first attack Britain and Alfred becomes king. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p> <p>Know how to use primary and secondary sources to find out about: homes, farming, food, hierarchy within a kingdom, crime and punishment, beliefs, customs, fighting and clothing.</p>



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	Autumn	Spring	
	Ancient Egypt: The Pharoahs	Tudors	Tudors: A local Study
Year 5	<p>The children will learn:</p> <p>Learn of Significant events include: the reign of Tutankhamun (1332–1323 BCE), the unity of Upper and Lower Egypt (3000 BCE) and the building of the Great Pyramid of Giza (2584 BCE).</p> <p>Learn how the ancient civilisation of Egypt influenced the world over the last 5000 years with formation of cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures.</p> <p>Know ways in which life was different for Ancient Egyptians of different social class and make comparisons to modern day life.</p>	<p>The children will learn:</p> <p>Know how to use a range of source materials to sequence a Tudor timeline, from the Battle of Bosworth (1485) to the death of Elizabeth I (1603) and to find out each monarch's, birth and death dates, length of reign and key events.</p> <p>When Henry VIII was worried that his first wife, Catherine of Aragon, would fail to bear him a son and heir, he decided to divorce her. The only way to do this was to break away from the Catholic Church and establish his own church, which became known as the Church of England.</p> <p>To understand the lives of the rich and poor would be different in terms of everyday life (homes, childhood, food and drink).</p>	<p>The children will learn:</p> <p>Know how the local area was influenced or changed during Henry VIII's reign and recognise local Tudor buildings.</p> <p>To carry out a local field study. Finding evidence of the Tudors influence on our local area.</p> <p>Understand the role of archaeologists and how artefacts and primary and secondary sources help to build up a bigger picture of the past. To understand how our knowledge of the past can change with new findings.</p>

# History Content Spine

	Spring	Summer
	WWII	Mayans
Year 6	<p>The children will learn:</p> <p>Know when major events of the Second World War occurred, between 1939 and 1945 such as the start of the war, the introduction of rationing, the first evacuations, the Battle of Britain and the Blitz.</p> <p>Know the key similarities and differences between English, Jewish and German children during the war through the lens of displacement, the impact of war and sacrifices.</p> <p>Use a range of historical sources and fiction to find out what it was like to go to school during the war and the key similarities and differences between schools then and now.</p> <p>In the wartime home, toilets were often outside, and there was often no bathroom, but a jug and basin for washing. Imagine living with no TVs or video games.</p> <p>Know the key similarities and differences between homes then and now.</p> <p>Investigate the local war memorials at Emmbrook and Wokingham Town Hall and what role did Wokingham have the WW2 – investigate local landmarks that were used.</p>	<p>The children will learn:</p> <p>The Maya were an ancient civilisation of people who lived in an area that used to be known as Mesoamerica which was made of Mexico and parts of Central America. They lived in places such as Guatemala, Belize, Honduras, Yucatán Peninsula and El Salvador.</p> <p>As a civilization, they are recognised for their sophisticated calendar systems as well as their achievements in areas such as agriculture and architecture and sporting inventions.</p> <p>The Maya had no central king ruling their huge empire. Instead, there were as many as 20 separate areas, similar to ancient Greek city-states. Each major city had its own ruler and noble class supported by smaller cities and the surrounding villages and farms.</p>



# History

## Key Concepts



# History Key Concepts

Concept	What It Means	How to Apply in Lessons
<b>Chronology</b>	Placing events in time order, using timelines, understanding terms like BC/AD, century, decade	Create class timelines showing studied periods in order; compare overlapping timelines (e.g., Romans in Britain at the same time as Han Dynasty in China)
<b>Change &amp; Continuity</b>	Spotting what has changed and what has stayed the same	Compare housing, clothing, transport, or schools then and now; identify long-lasting features
<b>Cause &amp; Consequence</b>	Why something happened and what followed	Identify short-term and long-term causes; discuss intended and unintended consequences
<b>Similarity &amp; Difference</b>	Comparing life in different times and places	Compare rich/poor, men/women, child/adult experiences in the same time period
<b>Evidence</b>	Using sources to find out about the past	Analyse artefacts, photographs, and documents; discuss what we can/can't tell from them
<b>Significance</b>	Why people/events are remembered	Debate "Who was more important in history and why?"; identify reasons someone is famous
<b>Interpretation</b>	How the past is represented differently	Compare paintings, films, and history books; discuss why depictions differ

# History Progression Map – Chronological Understanding

## Year 3

- Begin to place the time studied on a timeline.
- Use dates and terms related to the study unit and passing time.
- Sequence several events or artefacts.

## Year 4

- Place events from the time studied on a timeline
- Use dates and terms related to the period and begin to date events.
- Understand more complex terms e.g. BCE/CE
- Make simple comparisons between time periods.

## Year 5

- Know and sequence key events of the time studied.
- Use relevant terms and period labels.
- Make comparisons between different times in the past.
- Relate current studies to previous learning

## Year 6

- Place current study on a time line in relation to other studies.
- Use relevant dates and terms.
- Sequence several events on a timeline.
- Identify and compare changes within and across different periods.

# History Progression Map – Interpretations of History

## Year 3

- Identify differences in accounts and the different ways in which the past is represented.
- Distinguish between different sources and begin to evaluate their usefulness e.g. museum, artefacts, books etc.

## Year 4

- Evaluate the usefulness of different sources.
- Identify differences in accounts and give reasons why they may be different.

## Year 5

- Know that people (now and in the past) can represent events or ideas that persuade us.
- Compare accounts from different sources about the same event
- Suggest justified reasons as to why there may be different accounts of history

## Year 6

- Evaluate and link sources to work out how conclusions have been made.
- Suggest accurate and plausible reasons as to how / why aspects of the past have been represented and interpreted in different ways.
- Provide explanations as to why there may be different accounts of history.

# History Progression Map – Cause and Consequence

## Year 3

- Give a simple reason for an event happening
- Recognise an immediate effect of an event
- Use phrases like because and as a result

## Year 4

- Identify more than one cause for an event
- Recognise long-term and short-term causes
- Identify multiple consequences

## Year 5

- Explain which causes were more important and why
- Recognise that events can have unintended consequences
- Link consequences to later developments

## Year 6

- Analyse how different causes combined to trigger events
- Explain complex chains of cause and effect
- Evaluate which causes had the most lasting impact

# History Progression Map – Change and Continuity

## Year 3

- Identify one clear change over time in a theme
- Recognise one thing that has stayed the same
- Use simple comparative language (then/now)

## Year 4

- Identify changes in multiple themes (e.g., homes, jobs)
- Recognise gradual vs sudden change
- Give simple reasons for why some changes occurred

## Year 5

- Explain reasons for key changes in society, technology, or culture
- Identify examples of continuity alongside change
- Describe how change affected different groups

## Year 6

- Analyse the pace and scale of change over centuries
- Prioritise the most significant changes and explain impact
- Recognise patterns or cycles of change

# History Progression Map – Similarity and Difference

## Year 3

- Spot obvious differences between past and present
- Identify simple similarities between two time periods
- Compare one theme (e.g., clothes, housing)

## Year 4

- Compare life for different groups in the same period
- Recognise cultural and social diversity in the past
- Compare two aspects of life (e.g., work and leisure)

## Year 5

- Explain why similarities and differences existed between groups
- Compare different societies at the same time in history
- Use evidence to support comparisons

## Year 6

- Analyse similarities and differences in depth
- Explain how and why they arose
- Compare experiences across different cultures and time periods

# History Progression Map – Using Evidence

## Year 3

- Use pictures, artefacts, and stories to ask questions
- Describe what a source shows
- Recognise that not all sources give the full story

## Year 4

- Compare two sources and note what is the same/different
- Suggest why a source might be useful
- Begin to recognise bias or opinion in sources

## Year 5

- Evaluate usefulness of a source based on origin, purpose, and content
- Recognise gaps in the evidence
- Cross-check information from multiple sources

## Year 6

Critically evaluate reliability and bias  
Explain how and why sources are selected  
Understand how historians build interpretations from evidence

# History Progression Map – Significance

## Year 3

- Name an important person/event from the past
- Say why they are remembered
- Use simple terms like famous and important

## Year 4

- Explain why someone is more significant than another
- Link significance to impact or achievements
- Recognise that significance can be personal or national

## Year 5

- Compare significance of people/events within a theme or period
- Explain how significance is judged differently by groups
- Recognise how memory changes over time

## Year 6

- Use agreed criteria to judge significance (impact, legacy, symbolism)
- Debate historical significance with evidence
- Analyse how historical reputations are created and maintained