

Malmesbury CE Primary School History Curriculum

Key Stage 1 History Overview

At Malmesbury Primary School we aim to exploit the rich history of the local area to inform children’s learning. This shapes the curriculum and brings it to life.

The teaching of history is planned to balance four different forms of knowledge: 1) Topic knowledge leads to children understanding events and societies in depth. 2) Chronological knowledge enables pupils to secure a mental timeline. 3) Substantive concepts run through units of study so that the children’s overall understanding of history grows. These concepts include technological progress, empires, transport, how societies ensure their safety, religion, culture and societal structures. 4) Disciplinary knowledge includes the key methods and techniques which historians use to find out about the past.

Year 1		Y1 Term 2	Y1 Term 5	Y1 Term 6
		Amazing Toys	Caves to Castles	Journeys
Year 2	Y2 Term 1	Y2 Term 2		Y2 Term 6 (with Year 3)
	The Victorians	The Gunpowder plot and the Great Fire of London		Year A: Vikings Year B: Local History- Brunel

History is taught on a partial 2-year cycle in Year 2. The children collaborate with Year 3 in the final half of the summer term. This is done to challenge children, connect the KS1 & 2 history curriculums and aid transition between the key stages. The academic year 2026-7 is Year A of the cycle.

Each unit of study begins with an ‘entry point’ activity and finishes with an ‘exit point’. These are used to generate enthusiasm for the coming learning and seal it with memorable experience. They will often involve dressing up or a trip, and are times of rapid learning.

Click the hyperlinks above or scroll down to see details of what children learn in each unit of study.

Year 1	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
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Year 1 Term 2 Amazing Toys	National Curriculum				
	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Understand ways we find out about the past.	Identify similarities and differences between ways of life in different time periods.	Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms.	Children should be able to ask and answer questions using sources.
	Malmesbury Key Learning				
	I can create a timeline of toys from my family's childhood.	I understand why toys are different from the past. I can use a range of sources to find out what the past was like.	I can compare and contrast toys now and in the past.	change, past, present, timeline, wood, metal, plastic, wind-up, old-fashioned, digital, modern, batteries, electronic, same, different,	I can sort objects from then and now. I can gain knowledge from parents and/or family members. I can ask questions related to sorting old and new toys.
Linked Learning					
In EYFS children learn that: Time is measured in units • Time has a pattern e.g. days of the week, months in a year • About annual events • Things were different in the past • The vocabulary that describes time • My Place in history • There is a past before I was born • Things were different in the past to how they are now • About significant events in my life • About significant events and people in the past and their place in our history. The historical understanding gained in this topic is very general and applies broadly, underpinning all future learning.					

Year 1	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
Year 1 Term 5 Caves to Castles	National Curriculum				
	Children should learn about the lives of significant individuals in the past who have contributed to national and international achievements.	Events beyond living memory that are significant nationally	Children identify similarities and differences between ways of life in different periods.	Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms.	Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
	Malmesbury Key Learning				
	William of Normandy and Harold Godwinson. Features of castles. Sequence changes in the way castles were built in the UK and why they developed.	The battle of Hastings. The coming of the Normans to Britain and their impact, including the structure of society and the building of castles.	Sequence events to explain the Norman invasion and building of castles. I can understand the roles people played in the castle and how these are similar/ different to now. Hierarchy: understand the roles which people played in castle life: Lord, Lady, Knight, Cook, Taster.	Castles, home, King, Queen, moat, drawbridge, battlements, bailey, portcullis, arrow loops.	Describe different artefacts and their uses. Visit to Berkeley castle. I understand there are different ways to find out about the past (books, visits, videos). The Bayeux Tapestry.
Linked Learning					
EYFS: Knowledge of geographical features including hills, seas and rivers. Knowledge of Malmesbury as 'our' town and a very old town - the first capital of England. Knowledge that life was different in the past – study of the seaside and Punch & Judy. 1066 is the end of the sequenced periods of British history studied in Key Stage 2. This unit gives an important early insight into the distant past, which informs and connects to children's developing knowledge of chronology during future study.					

Year 1	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
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Year 1 Term 6 Journeys	National Curriculum				
	How Britain has influenced and been influenced by the wider world	Identify events beyond living memory that are significant nationally or globally	Identify similarities and differences between ways of life in different time periods.	Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms.	Children can identify the lives of significant individuals in the past who have contributed to national and international achievements. Children can look at significant historical events, people and places in their own locality.
	Malmesbury Key Learning				
	I can sequence transportation on a timeline. I can look at how air travel has changed over time.	I can name 3 pioneers of modern days transport. (Ford, Wright, Stephenson) Local balloonist Walter Powell. Neil Armstrong.	I can make connections between the transport we use now and how it is the same/ different to the past.	Transport, wheels, train, steam engine, carriage, petrol, aeroplane. Wright Flyer, Penny Farthing.	I can retell the Wright Brothers' aviation journey and discuss its importance to air travel today.
Linked Learning					
EYFS: Children have seen images of familiar transport from the past. They have talked about experiences that are familiar to them and how these may have differed in the past. They have organised events using basic chronology, recognising that things happened before they were born. They have looked at how and why things have changed e.g. cars being made less damaging to the environment. This study will inform the Year 2/3 units on Vikings and Brunel and lead on to Explorers and Adventurers in Y4.					

Year 2	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
Year 2 Term 1 The Victorians	National Curriculum				
	How Britain has influenced and been influenced by the wider world	Identify events beyond living memory that are significant nationally or globally	Identify similarities and differences between ways of life in different time periods.	Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms.	Children can identify the lives of significant individuals in the past who have contributed to national and international achievements.
	Malmesbury Key Learning				
	Sequence artefacts closer together in time. Sequence events on a timeline.	Collections of artefacts – describe similarities and differences and compare to objects nowadays.	Compare pictures or photographs of people or events in the past, looking at different ways the past is represented. Interpret these using different media.	British Empire, emigration, poor law, ragged school, workhouse, servant,	Find out about Victorian people through drama and role play. Entry point activity: A Victorian School Day. Famous Victorians: Victoria, Mary Seacole, Florence Nightingale, Alexander Graham Bell.
Linked Learning					
Year 1: Children made connections between significant inventions in the past and life now. Year 1: Castles to Caves project, looking at royalty and the different roles people had in the castle. This unit sets the background for the Y2 or Y3 study of Brunel - an in depth study of one character who drove innovation in the Victorian era. Children return to it in Y5/6 when they study the Roman empire and the background of WW2.					

Year 2	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
Year 2 Term 2	National Curriculum				

The Gunpowder plot and the Great Fire of London Studied as part of a wider Celebrations topic. Learning is applied in the English curriculum.	How Britain has influenced and been influenced by the wider world	Events beyond living memory that are significant nationally or globally	Identify similarities and differences between ways of life in different time periods.	Gain and deploy a historically grounded understanding of abstract terms such as... 'Parliament'.	Studying a contemporary historical source.
	Malmesbury Key Learning				
	Why we still remember these events today.	Children to recall events leading up to The Gunpowder Plot and The Great Fire of London.	Children to compare how houses are built then to now and how that helped the fire to spread. Different religious beliefs in England in the 1600s as a source of conflict.	Parliament, gunpowder, treason, pudding lane, plot, plotter, Catholic, Protestant, monarch, evacuated, fire hooks, water pump, firebreaks, conspirator, bonfire, executed.	Samuel Pepys diary as a first hand source for children to explore. Thomas Farynor's bakery, Guy Fawkes, Robert Catesby.
	Linked Learning				
	Link Y2 to study on the Victorians. Compare and contrast life in 1666. Compare the role of royalty through history - King Charles II, James I, Victoria, also William I – Y1 Castles). This approximate period is revisited in Year 4 (Explorers and Adventurers). This study gives important context because it is outside the main chronology studied in KS2. Y5/6 study empires and emperors (Romans), alternative systems of government – democracy (Ancient Greece, WW2.) The theme of religion and religious conflict recurs especially in Key Stage 2 when studying Romans, Anglo Saxons, Vikings, Maya, Explorers and Discoverers. Remembrance day learning will link into Yr5/6 study of WWII and look more in depth at why we celebrate our veterans today.				

Year 2	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
Year 2 Term 6 Year A Local History- Brunel (with Year 3)	National Curriculum				
	How Britain has influenced and been influenced by the wider world	Identify events beyond living memory that are significant nationally or globally	Identify similarities and differences between ways of life in different time periods.	Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms.	Children can identify the lives of significant individuals in the past who have contributed to national and international achievements. Trip: Brunel walk around Malmesbury Trip: SS Great Britain
	Malmesbury Key Learning				
	How the Industrial Revolution influenced the wider world.	Building and construction of bridges around the UK- why and how they are created. Why the transport system transformed the UK	Local links (entry point) with Malmesbury, as the GWR used to run through Malmesbury and there are still remains. Why did it stop here?	Engineer, suspension bridge, Industrial Revolution, biography, museum, Victorians, steam engine, local.	Children to have first-hand experience on board the SS Great Britain to discover what life was like on board and see the engineering feat of Brunel.
	Linked Learning				
Children will be familiar with the concept of a timeline and be able to add Brunel to their knowledge of the Victorian timeline. In Year 1: children will have looked at the history of transportation and will be able to make links between this and Brunel. In future years children will return to themes of invention & technological development, transport and empire.					

Year 2	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
Year 2 Term 6 Year B	National Curriculum				
	Gain historical perspective by placing	Know and understand the history of	Understand historical concepts such as	Use common words and phrases relating	Understand how our knowledge of the

Vikings (with Year 3)	their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	to the passing of time. Use a wide vocabulary of everyday historical terms. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.	past is constructed from a range of sources.
	Malmesbury Key Learning				
	To place Vikings on a timeline and understand what came before/ after and what overlapped.	To recognise how Vikings changed the way people lived in Britain, and the materials they used to create tools, housing, transport	Children to look at the cause and consequences of the Vikings invasion.	Runes, invade, trade raid, ragan, Danelaw, saga, longboat, longhouse, monastery, Scandinavia, conflict conquer, archaeology settlement, Kingdom	- The story of Saint Aldheim) local study- how he saved Malmesbury from the Vikings - Changing views of the Vikings using different sources.
	Linked Learning				
	The Year 1 study of Castles gave children an introduction to invasion and an insight into the fact that the past was less secure and more violent than the present. It included the events of 1066. The Year 3 study of the Stone Age, Bronze Age and Iron Age brings children up to the point where Celts lived in Britain. This unit moves beyond the Roman conquest and occupation to the end of the Anglo-Saxon period. Children return to study the intervening period in Year 5 or 6. The children build on previous learning about Journeys (Y1), understanding more of the history of transport and reasons for migration. The Y2/3 study of Brunel expands their understanding of modes of transport: iron ships, steam power, railways.				

Key Stage 2 History Overview

In KS2 we teach history on a 2-year cycle, which means that year groups alternate in their pathway through the different units of study:

Year A,B	Y2 T6	Y3 T1	Y3 T6	Y4 T1	Y4 T3	Y4 T6	Y5 T2	Y5 T4	Y6 T2
Current Y4	Brunel – local	Ancient Egypt	Brunel – local	Stone age to Iron Age	Explorers and	Mayan	WW2	Ancient	Romans & Anglo-Saxons (The

& 6	history		history	(Scavengers & Settlers)	Adventurers	Civilisation		Greece	Great, The Bold and the Brave)
Year B,A	Y2 T6	Y3 T1	Y3 T3	Y3 T6	Y4 T1	Y4 T6	Y5 T2	Y6 T2	Y6 T4
Current Y3 & 5	Vikings	Stone age to Iron Age (Scavengers & Settlers)	Explorers and Adventurers	Vikings	Ancient Egypt	Mayan Civilisation	Romans & Anglo-Saxons (The Great, The Bold and the Brave)	WW2	Ancient Greece

Chronology: The Key Stage 2 National Curriculum defines that children should study British history from the Neolithic to 1066. At Malmesbury Primary this is split into 3 units of study. Children study the beginning and end of this period in Year 3, and the intervening years (Romans and Anglo-Saxons) in Year 6. Other studies are placed in time through carefully planned teaching activities at the start of each unit.

As an academy school, MPS is permitted to deviate from the National Curriculum where we believe this delivers improvements for our children. We do this in the following ways:

1. Combining Romans & Anglo Saxons. In Malmesbury there is a very significant local history across the Roman and Saxon eras. We combine them into a single unit heavily focused on local history.
2. Teaching one KS2 unit in Year 2 term 6. This is done to challenge children, connect the KS1 & 2 history curriculums and aid transition between the key stages.
3. The National Curriculum asks that local history study is “linked to one of the British areas of study listed”. Our area is so rich in history that we interweave local history with multiple studies: Stone age and Iron age (Avebury and Malmesbury), Romans (Cirencester), Anglo-Saxons (Athelstan), Vikings (William of Malmesbury, St Aldhelm), Victorians (Brunel), and World War 2 (impact of evacuation).
4. We teach an additional history study linked to Geography in Years 3 and 4: Explorers and Adventurers. This is an opportunity to help children understand the long arc of human development and key characters and events which shaped the modern world.

Each unit of study begins with an ‘entry point’ activity and finishes with an ‘exit point’. These are used to generate enthusiasm for the coming learning and seal it with memorable experience. They will often involve dressing up or a trip, and are times of rapid learning.

Year 3 (with Y2)	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
Year A Vikings	National Curriculum				
Term 6	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse	Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Gain and deploy a historically grounded understanding of abstract terms such as	Understand how our knowledge of the past is constructed from a range of sources. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	and how Britain has influenced and been influenced by the wider world. Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	'empire', 'civilisation', 'parliament' and 'peasantry'.	claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
	Malmesbury Key Learning				
	Where the Vikings came from and the extent of their travels. Malmesbury, Wessex, England and the international reach of the Vikings. Reasons for conflict: land, wealth, religion.	Viking religion. Raids on English monasteries. Historical character: Alfred the Great and his battle with the Vikings. Local history: Vikings in Malmesbury: their attack and the 'miracle of St Aldhelm'.	Reasons for Viking voyages, raids and settlement. Examine a range of Viking artefacts: What can they tell us about the Vikings' lives? Contrast with our lives – clothes, food, homes, jobs, family roles. Research and describe a Viking longship in detail – design, speed, size, capacity, construction, how it worked.	Raid, settle, longboat, artefact, stereotype. Runes, Invade, Trade, Raid, Pagan, Danelaw, Saga, Longhouse, Monastery, Scandinavia, Conflict, Conquer, Archaeology, Kingdom.	Examine the bad reputation of Vikings - why has this endured? Is it valid? Dramatize raid on Lindisfarne –monks' point of view. Sources of evidence: William of Malmesbury.
	Linked Learning				
	The Year 1 study of Castles gave children an introduction to invasion and an insight into the fact that the past was less secure and more violent than the present. It included the events of 1066. The Year 3 study of the Stone Age, Bronze Age and Iron Age brings children up to the point where Celts lived in Britain. This unit moves beyond the Roman conquest and occupation to the end of the Anglo-Saxon period. Children return to study the intervening period in Year 5 or 6. The children build on previous learning about Journeys (Y1), understanding more of the history of transport and reasons for migration. The Y2/3 study of Brunel expands their understanding of modes of transport: iron ships, steam power, railways.				

Year 3 (with Y2)	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
Brilliant Brunel	National Curriculum				
Year B Term 6 A local history study and significant historical figure.	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Teachers should combine overview and	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	Understand how our knowledge of the past is constructed from a range of sources. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

	long-term timescales.	depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.			Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
	Malmesbury Key Learning				
	Understand the industrial revolution (1760-1840) as a driver of transformation in British society. Innovation in engineering: railways, bridges, tunnels, ships.	Railways: connecting towns and cities. The British empire and global economy: Brunel's ships used to connect with New York and Australia.	The innovation and infrastructure building of the Victorian era, driving economic and social change, including the growth of cities.	Industrial revolution, museum, biography, Victorian, empire, steam engine.	Primary sources: trace local railway line and buildings, visit to SS Great Britain . Assess the impact of Brunel on Britain.
	Linked Learning				
	This unit expands and builds on the study of The Victorians in Year 2. Different motives for building: The year 1 Castles study looked at military infrastructure; this study examines civil infrastructure. The Y3 study of the Stone Age looks at Avebury and Stonehenge, built for religious reasons. The Year 1 unit 'Going on Holiday' gave an overview of changes in transportation through history. This study builds on that and examines one aspect in more depth.				

Year 3&4	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
Year A Term 1	National Curriculum				
Temples, Tombs and Treasures - Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: Ancient Sumer;	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Teachers should combine overview and depth studies to help pupils understand both the long arc	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Gain and deploy a historically grounded understanding of abstract terms. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	Understand how our knowledge of the past is constructed from a range of sources. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Ask perceptive questions, think critically,

The Indus Valley; The Shang Dynasty of Ancient China. A depth study of Ancient Egypt.		of development and the complexity of specific aspects of the content.			weigh evidence, sift arguments, and develop perspective and judgement.
	Malmesbury Key Learning				
	Achievements of ancient Sumerian city states 4100-1750 BC. Indus Bronze Age Civilisation 3300-1300 BC. The Shang Dynasty 1600-1046 BC.	Everyday life in Egypt: social hierarchy, food, houses, jobs, clothes. Egyptian Gods, religion, tombs, burial customs. Detailed study of the discovery of Tutankhamun’s tomb. How pyramids were built.	How geographical factors affected the Egyptian civilisation. Hieroglyphs, scribes and the importance of writing in developing societies. Significance of the Rosetta Stone. Note development of cuneiform in Sumer.	Hieroglyph, papyrus, pyramid, scribe, pharaoh, priest, mummification, peasant	Practical activities: experience tombs, mummification and writing with hieroglyphs. Experimental archaeology – how could the pyramids have been built?
	Linked Learning				
	Contemporary events - 2500BC: The 4 th Dynasty and the building of the Great Pyramid. The beginning of the Indus Valley civilisation. The construction of the stone circle at Stonehenge. The great ziggurat at Ur was built around 2100BC. When studying the development of writing note Viking runes studied in Y3. Religious Education: biblical narratives of Moses and the Exodus are set in the time of the New Kingdom. The story of Abraham begins in the Sumerian city of Ur.				

Year 3&4	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
Year B - Term 1	National Curriculum				
Scavengers and Settlers Changes in Britain from the Stone Age to the Iron Age.	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	Understand how our knowledge of the past is constructed from a range of sources. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

	Malmesbury Key Learning				
	This period is the start of human history in Britain, which became an island around 6000BC. It ended when the Romans invaded c450. Dates of stone age, bronze age and iron age in Britain. Development of tools and weapons. Changes in the local environment (Malmesbury) over time. Impact of discovery and migration, leading to different settlements and tribes.	Hunter-gatherers moved around with the seasons, following the animals they hunted. They developed farming, leading to small settlements. The settlement at Skara Brae.	Religion: Avebury Trip. Avebury was built in the late Stone age, 800 years before Stonehenge. Technological development: The stone, bronze and iron ages are named after tools which early people made. Settlement: Malmesbury's Iron Age fort is built on a hill with a cliff on one side and rivers on the other sides - a natural fortress.	Archaeologist, artefact, barrow, BC/BCE, henge, hill fort, hunter-gatherer, Mesolithic, Neolithic, Paleolithic, settlement, tribe, monument, migration, technology, prehistoric.	Primary sources: Avebury, Skara Brae, Lascaux Caves, landscape of Malmesbury including Iron Age hill fort. Artefacts in Avebury museum. Understand the gaps in what can be known from primary sources and the role of interpretation to build competing theories. E.g. what was Avebury stone circle for?
	Linked Learning				
	This period is contemporary with Ancient Egypt e.g. Stonehenge was built around the same time as the Great Pyramid. It links chronologically to the study of Romans in Britain and Anglo-Saxons in year 5 or 6. Reasons for settlement - links to Vikings – understand why there was a settlement in Malmesbury from at least the Iron Age. Fortifications previously studied in Y1 unit on Castles.				

Year 3 & 4	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
Year B Term 3 Explorers and Adventurers: an overview study Including Geography – see Geography	National Curriculum				
	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Teachers should combine overview and depth studies to help pupils understand	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	Understand how our knowledge of the past is constructed from a range of sources. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Ask perceptive questions, think critically,

curriculum.		both the long arc of development and the complexity of specific aspects of the content.			weigh evidence, sift arguments, and develop perspective and judgement.
	Malmesbury Key Learning				
	The ‘age of discovery’ ran from c1400 to 1750. It preceded the industrial revolution and the Victorian era. Until this period nobody knew the size or shape of the world.	Most explorers came from wealthy, powerful European countries. How the ‘New World’ and the empire influenced Britain: vast wealth and power, cultural changes, migration. How the world has been influenced by Britain: English as a universal language, the export of democracy. Overview of discoveries including Scott, Amundsen and the South Pole.	Explorers set out on dangerous journeys around the world in search of new lands. They were motivated by fame, wealth and the desire to spread the Christian faith. (3 Gs – Glory, Gold and God.) How is the world different today because of them?	Continent, ocean, country, equator, hemisphere, Tropics, Primary and secondary sources, Empire, discovery.	Develop contrasting views of the achievements of explorers: from the perspective of Europeans and those living in the countries ‘discovered’. The rise of the slave trade. Altering perceptions of key characters over time – heroes or villains – debate Columbus and Scott & Amundsen. Using evidence to support a viewpoint.
	Linked Learning				
	Link to Year 2 study of the Victorians – Understand that this period underpinned the power and global reach of the British empire in Victorian times, also reflected in World War 2 (Y5/6), and the Roman Empire. Link to concept of migration introduced in Scavengers and Settlers. The development of travel and transport in Y1T6 (Journeys) and Brunel (Y2 or 3 T6). This topic links to a Geography unit of study.				

Year 4	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
Years A and B	National Curriculum				
Term 6 The Mayan Civilisation c900 AD A non-European society that provides contrasts with British history.	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	Understand how our knowledge of the past is constructed from a range of sources. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Ask perceptive questions, think critically, weigh evidence, sift arguments, and

		specific aspects of the content.			develop perspective and judgement.
	Malmesbury Key Learning				
	The period of the Maya covered 250-1697. The empire rose, declined and was ended by Europeans.	Mayan gods and religion. The Mayan number system. Mayan agriculture – the ‘3 sisters’ – corn, beans and squash. Mayan calendars. Ball games.	Similarities with and difference to other ancient civilisations. Independent research of Chichen-Itza leading to a structured non-chronological report.	Artefact, Maya / Mayan, evidence, inference, conclusion, interpretation, primary and secondary sources, archaeologist, CE/AD, civilisation, sacrifice, worship, blood-letting, ritual, Xibalba (underworld), upper world,	Study of Mayan artefacts: what we can learn from – making inferences, different interpretations.
	Linked Learning				
	Link to Explorers and Adventurers who ‘discovered’ South America from a European viewpoint – note the impact of Europeans on the Mayan civilisation. Linked art project carried out in parallel: Mayan prints. Designing a Mayan pattern to be block printed onto a T-shirt. Linked DT project (food): Design and make a tasty tortilla with associated advertising.				

Year 5&6	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
Year A Term 4 Ancient Greece A study of Greek life and achievements and their influence on the western world. The Minoan civilization, the golden age of Athens, the Athens-Sparta wars, Alexander the	National Curriculum				
	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.	Understand how our knowledge of the past is constructed from a range of sources. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
	Malmesbury Key Learning				

Great, Battle of Corinth.	Carefully place this period in time and geographically to understand drivers of Greek development and influences & legacy. Seafaring and the development of city states, trade, warfare, conquest and empire. Sparta, Olympia, Corinth, Delphi, Athens, Knossos.	The Battle of Marathon: armour and weapons, tactics, key events, consequences. Consider reasons for differing accounts of the battle. Battle of Corinth: Greek empire coming under control of the Romans.	Greek influence on Roman empire and the modern day – legacy: religion, democracy, philosophy, architecture, art, literature, theatre, medicine, sport. The move from city states to country. Impact of geography on development of the civilisation: Islands, sea, mountainous terrain, warm climate.	Polis (city state), Odyssey, myth, legend, fresco, temple, demos / democracy, agora, citizen, slave, legacy, empire, Aegean, Mediterranean, philosopher, Olympus / Olympic, Marathon, Persian, Athenian, hoplite, trireme, bias, legacy.	Sources of evidence. Homer's Odyssey. Writings of Plato. Black and red-figure pottery. Archaeology. Written accounts, oral traditions. Myths and basis in facts e.g. Theseus & the Minotaur.
	Linked Learning				
	This project connects to the study of the Romans, who defeated the Greeks and took over their empire but, in the words of the Roman poet Horace, "Captive Greece held captive her uncouth conqueror and brought the arts to the rustic Latin lands." The Minoan civilisation overlapped with these periods previously studied: Ancient Egypt, Ancient Sumer, the Indus Valley, the Shang Dynasty and the Stone Age, Bronze Age and Iron Age in Britain.				

Year 5 & 6	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
British History Study: World War 2 Year A Term 2 A study of an aspect or theme in British history that extends pupils' chronological	National Curriculum				
	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	Understand how our knowledge of the past is constructed from a range of sources. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

knowledge beyond 1066.	Malmesbury Key Learning				
	Differences to previous studies: A period within living memory. A short (5-year) time scale. Conflict on a global scale. Significant legacy in today's global politics. Chronology: Please the period is n time. Key events of the war. War as a driver of technological advances.	The influence of WW2 in creating the Britain of today. Contrast Malmesbury in WW2 with Malmesbury today. Key personalities – leaders of the most powerful countries and their influence.	Key events: How other nations were drawn into the war: invasion, attack, battles, treaties, supporting allies. Rationing and the evacuation of children: impact on ordinary people. Events and impact of the Blitz. The D-Day landings. Changes to everyday life since 1945.	World War, modern, global, empire, treaty, ally / Allies, Axis, blitz(krieg), propaganda, censorship, rationing, air raid, Anderson / Morrison shelter, blackout, siren, evacuation, identity card, gas mask, post card, D-Day, VE Day, VJ Day, primary and secondary sources.	Contrast the sources available to study a period within living memory with those from ancient history. Does this lead to greater certainty and consensus? The role of propaganda in modern media. Interpreting and explain statistics from WW2. Learn from obsolete artefacts. Cooking using rations. Role play evacuation. REME Museum workshop in school.
	Linked Learning				
	Evacuation as a form of migration – link to other factors driving migration in multiple previous studies: Celts, Romans, Saxons, Vikings, Explorers. Familiar drivers from previous studies: expansionism and conflict between empires. Link to the Victorians and the British Empire (Y2 or 3). Explorers and Discoverers (Y3 or 4). Technological advances driving and being driven by conflict – from stone / bronze / iron age weapons and tools, through C16 th explorers subjugating the Maya, to the atom bomb and nuclear power.				

Year 5&6	Developing a coherent chronological narrative	Range and Depth of Historical Knowledge	Historical concepts and connections	Vocabulary & abstract terms	Historical Enquiry
Year B Term 1 The Great, The Bold & the Brave: The Roman Empire and its impact on Britain. Britain's settlement by Anglo-Saxons and Scots.	National Curriculum				
	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	Use common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	Understand how our knowledge of the past is constructed from a range of sources. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Including local history study.	Malmesbury Key Learning				
	During the Iron Age, the people of Britain lived in tribes. They were called Celts and they lived in roundhouses. The Celts were conquered by the Roman empire, which withdrew in 410. The Anglo-Saxons then invaded and settled. Characters: Julius Caesar, Claudius, Boudicca, King Athelstan.	The Romans were the people of Italy and they established an empire that lasted from 753 BCE until AD 476. (Approximately 1129 years) Romans worshipped their own gods when they came to Britain and later introduced Christianity. After the Romans left Britain in AD 410, the country was invaded by warriors from across the North Sea called the Anglo-Saxons.	The Romans invaded Britain to obtain slaves, farmland and natural resources such as minerals and gold. Boudicca's rebellion. While the Romans occupied Britain, they built villas and towns connected by a vast network of roads. The Anglo-Saxons divided Britain into seven kingdoms ruled by different kings, which were united by Athelstan. Understand that many Roman innovations were lost when they left Britain.	Anglo-Saxons, artefacts, Celts, centurion, conquer, emperor, empire, invade, legion, primary source, rebellion, Roman, roundhouse, secondary source, tribe, villa.	Where can the Roman legacy can still be seen in modern day Britain? (Roman baths, roads, mosaics, central heating etc.) Today, we can learn about Celts, Romans and Anglo-Saxons from studying artefacts (primary sources) and from researching written materials in books and online (secondary sources). Trip to Corinium Museum.
	Linked Learning				
	This topic completes the KS2 study of British history begun in Year 3, where children studied 1) the Stone Age to the Iron Age, up to the Roman invasion and 2) The Vikings and Normans, who attacked, invaded and eventually overthrew the Anglo-Saxons. The topic fills the gap between those two studies. Children should also recall their study of castles in Year 2 and visit to Berkeley Castle, built in 1067 as a Norman motte and bailey, as part of the Normans' attempts to impose their rule. Prior learning about the Victorians in Year 2 will have introduced the concept of empire. The Greeks (Y5/6) significantly influenced Roman culture, including the pantheon of Gods, who were renamed by the Romans but essentially the same. After the battle of Corinth the Greek empire came under Roman control. The kingdom of ancient Egypt (studied in Y3/4) ended in 30BC when it was subsumed into the Roman empire following the defeat of Cleopatra. Previous studies of the movement of peoples, from hunter-gatherers through Celtic migration, Viking raids and settlement, Norman invasion, Exploration and Discovery, WW2 evacuation.				