

History Curriculum Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Objectives are progressive and build upon each other, year on year. Key words (blue) demonstrate the progression to higher order thinking skills (Bloom's taxonomy).						
Chronological Knowledge/ Understanding	Use common words and phrases relating to the passing of time: old and new, now and next, yesterday, today and tomorrow	Use common words and phrases relating to the passing of time: last week, last year, long ago, past, present, this week, future, before, now, next week, next year, new, old, time line, date order	Use common words and phrases relating to the passing of time, e.g. past, present, future, era, time frame, decade, modern, chronological order	Use common words and phrases relating to the passing of time: ancient, BC (before Christ), AD (Anno Domini), circa (c.), period	Use common words and phrases relating to the passing of time: decade, century, millennium	Use common words and phrases relating to the passing of time: BCE (before The Common Era), CE (the Common Era)	Use common words and phrases relating to the passing of time: names of centuries e.g. 18th century etc.
	Comment on images of characters from the past.	Sort events, people and artefacts using passing of time vocabulary (e.g. now, long ago, then, before, after).	Sequence events, people and artefacts within a given chronological framework.	Begin to develop an understanding of the chronological order of periods studied.	Understand how the current period of study fits into the timeline of previously studied periods.	Sequence events on a timeline, comparing where it fits in with times studied previously.	Understand how dating by centuries works and places dates within in the correct century.
Historical Terms	To begin to understand the vocabulary of everyday historical terms: history, historian, memorial, same, different, remember, important, compare	Use a wide vocabulary of everyday historical terms: important, community, nation, war, excavate, memorial, eye witness, living memory, older generation, monarchy	Use a wide vocabulary of everyday historical terms: significant, evidence, inventions, technology, artefact, explorer, worldwide, indigenous, disease	Use a wide vocabulary of everyday historical terms: prehistory, hunter-gather, nomadic, archaeologist, palaeontologist, period, settlement, migration, trade, emperor, empire, invasion, culture, religion, conquest, primary source, secondary source, reliability	Use a wide vocabulary of everyday historical terms: civilisation, pharaoh priest, afterlife, ritual, achievement, tertiary sources,	Use a wide vocabulary of everyday historical terms: stereotype, attitudes, segregation, equality, diversity, trends, usefulness, one sided/biased, propaganda, parliament, government, evolution	Use a wide vocabulary of everyday historical terms: colonisation, massacre, peasantry
Historical Enquiry and Interpretation	Know that we can find out about the past by using artefacts including replicas, photographs and memorials	Know that we find out about the past by reading books, looking at artefacts, going to museums and talking to older people.	Know that we can find out about the past by researching, by using photographs, recordings or the internet, and taking part in or watching re-enactments.	Understand how knowledge of the past is constructed from primary and secondary sources.	Understand how knowledge of the past is constructed from primary, secondary and tertiary sources.	Compare the usefulness of different sources in terms of how much information they provide about the past.	Evaluate the usefulness of sources in terms of how much information they provide about the past.
				Discuss the reliability/trustworthiness of a source.	Evaluate the extent of a source's reliability (extremely reliable - somewhat - not very reliable).	Evaluate the reliability of a range of sources.	Compare the reliability of a range of sources
				Know that knowledge of the past can be limited due to the non-existence of written records.	Understand that different versions of the past may exist, giving some reasons for this.	Discern how and why contrasting arguments and interpretations of the past have been constructed.	Deduce how and why contrasting arguments and interpretations of the past have been constructed.
	Discuss 'how' and 'why' questions in response to stories or events.	Answer questions making general reference to the story and learning.	Answer questions by retrieving information from the story or a given source.	Answer questions by retrieving and inferring information from a given source.	Answer questions by retrieving and inferring information from multiple sources.	Answer questions by retrieving and inferring information from sources independently selected from a given range.	Answer questions by retrieving and inferring information from a range of self-selected sources.
	Ask questions to clarify understanding.	Ask 'what?', 'when?' and 'where?' questions to find out more about people, places or events.	Ask 'how?' and 'why?' questions based to find out more about people, places or events.	With guidance, devise historically valid questions about similarity and difference, and significance.	Independently, devise historically valid questions about similarity and difference, and significance.	With guidance, devise historically valid questions about change, cause and consequence.	Independently, devise historically valid questions about change, cause and consequence.
Using Evidence & Communicating Ideas	Share thoughts about people, places and events in the past.	Use teacher selected parts of stories and other sources to show understanding of key concepts.	Choose parts of stories and other sources to support their opinion and show understanding on key concepts.	Construct informed responses by organising relevant historical information provided.	Construct informed responses by selecting and organising relevant historical evidence.	Construct informed responses to explain their perspective based on historical evidence.	Construct informed responses to explain their perspective and that of others based on historical evidence.
Continuity & Change	Identify a change linked to personal experience.	Know what has changed linking to personal experience.	Identify what has remained the same and what has changed linking to personal experience.	Make links between ways of life at different times, within the same locality.	Make links between ways of life at different times, within different localities.	Identify trends within historical periods.	Examine turning points within historical periods.
Cause & Consequence		Discuss why things happen and give a simple explanation.	Explain why people did things, why events happened and what happened as a result.	Summarise reasons for, results of, historical events, situations or changes.	Identify and give reasons for, results of, historical events, situations or changes [Ancient Egypt, Mayan decline]	Establish the reasons for, results of, historical events, situations or changes.	Compare reasons for, and results of historical events, situations or changes in difference periods.

Similarities & Difference	Know about similarities and differences between themselves and others.	Make simple observations about similar and different types of remembrance in society.	Explain similarities and difference between different ways of life in difference periods.	Summarise cultural and religious similarities and difference at different times, in Britain.	Identify cultural and religious similarities and differences in Britain and the wider world.	Compare within and across historical periods ethical diversity and attitudes of men, women and children in past societies with those held today.	Compare within and across historical periods - social status with those held today.
Significance	Talk about special times or events for themselves, family and friends.	Talk about who was important e.g. in a simple historical account.	Know what is meant by the terms ‘famous’ and ‘significant’ and to begin to explain the differences between the two.	Summarise the significance of a historical person and/or event.	Compare the significance of historical people and/or events.	Justify the significance of people and/or events in different historical contexts.	Conclude the significance of people and/or events in their historical context and in the present.
	Within Last 500 Years OverviewIn-depth studies during history overarching theme (shaded cells)						
	Autumn Term All about me: using the children’s own lives to demonstrate change and passage of time	Autumn Term Significant historical event in their locality: Burwell Barn Fire	Autumn Term Events beyond living memory that are significant nationally or globally: The Victorians - inventors and inventions (everyday materials and their uses focuses on transport)	Autumn Term Changes in Britain from the Stone Age to the Iron Age: Basic overview of the Stone Age to the Iron Age	Autumn Term The achievements of the earliest civilisation - an overview of where and when the first civilisations appeared and a depth study: Ancient Egypt	Autumn Term Key figure: Louis Leaky and his son, Dr. Richard Leaky (paleoanthropologists) Event/legacy: Cradle of Mankind - birthplace of earliest forms of Homo sapiens	Autumn Term Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle from the Kingdom of England to the time of Edward the Confessor: Anglo Saxons, Scots and Vikings - invasions, laws and justice, art and culture, impact on British life
	To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling. <i>(Understanding the World: Past and Present)</i>	To know that the Burwell Barn Fire happened nearly 300 years ago.	To know that Queen Victoria was the monarch from 1837 to 1901.	To know that the Stone Age is divided into three periods: Palaeolithic (Old Stone Age), Mesolithic (Middle Stone Age), and Neolithic (New Stone Age).	To know where and when the first civilisations appeared by placing Ancient Sumer, Ancient Egypt, the Indus Valley, the Shang Dynasty of Ancient China and Ancient Maya on a timeline and map.	To know that Homo sapiens, the species to which all modern humans belong, evolved through millions of years of gradual change (evolution).	To know that the Scots came from Ireland to settle in Scotland and the Anglo-Saxons came from areas of modern-day Germany, Denmark and the Netherlands to invade and settle in Britain.
	To know they/children have gained new skills with the passage of time: sitting up, walking, talking, running, starting school.	To knoe that we remember Burwell Barn fire because it had a negative impact on local people's lives.	To know that Queen Victoria is the Great-Great-Great Grandmother of King Charles III.	To know that the Stone Age, Bronze Age and Iron Age are all part of prehistory (the time before written records) meaning archaeologists rely on artefacts to understand how people lived.	To know that the earliest civilisations developed near rivers due to the resources they provided such as water, food, transport and fertile land for farming.	To know that Louis Leakey led excavations near Lake Victoria, where his team, including Mary Leakey, discovered fossils such as Proconsul africanus, an ancient ape that lived around 25 million years ago.	To know that the Anglo-Saxons were made up of three main tribes - Angles, Saxons and Jutes - who settled in different regions.
	To talk about the similarities and differences between themselves as babies/toddlers/young children compared with the adults in their immediate family. <i>(Understanding the World: People, Culture and Communities)</i>	To know that the Burwell Barn Fire was caused by a combination of overcrowding in the barn and the accidental ignition of straw, leading to a tragic loss of life.	To know how and why methods of transport changed during the Victorian era, including the development of the bicycle, horseless carriage (early car), and trains, and how these changes impacted everyday life.	To understand when and why humans moved from a nomadic, hunter-gatherer lifestyle to settled farming communities during the Stone Age.	To understand that a civilisation is a large group of people who share advanced ways of living and working (structured governance, specialised roles, a written language). (Make explicit links to the progress from Y3 Prehistory.)	To know that Richard Leakey and his team, including Kamoya Kimeu, discovered the fossil skeleton of ‘Turkana Boy,’ a Homo erectus individual who lived around 1.5 million years ago.	To know that the Anglo-Saxons were not united under a single ruler.
	To know some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class. (Changes/differences in travelling to school, attending school (gender differences), uniform, school lunches, seasonal timetables (not attending during Harvest) <i>(Understanding of the World: Past and Present)</i>	To know how the Burwell Barn Fire is remembered in our community today (memorial plaque and gravestone at St Mary’s Church) and to understand why it is important to preserve local history. *PSHE keeping safe - rules, age restrictions	To understand that steam power was a key invention of the Victorian era, powering trains, boats and factories.	To know how tools and weapons developed over time (from stone tools in the Stone Age to metal tools in the Bronze Age and Iron Age) as people learned to work with new materials.	To know that Ancient Egypt was one of the world's oldest civilisations and it is divided into three periods (Old Kingdom, Middle Kingdom and New Kingdom).	To know that these discoveries provided strong evidence that humankind first evolved in Africa, leading to the idea of Africa as the ‘Cradle of Mankind.’	To know when, where and why the Scots and Anglo-Saxons invaded Britain, including that some Anglo-Saxons were invited by the Britons to help defend against the Picts and Scots, while others came seeking farmland after Roman rule weakened.
			To understand that steam power made the Industrial Revolution possible.	To know that Grime’s Graves is a rare example of a prehistoric flint mine and is one of only ten known sites of its kind in England. [historical fieldwork - only open April-October]	To understand how Ancient Egyptians achieved large-scale farming by exploring the role of the Nile River, irrigation systems, the invention of the ox-drawn plough and its impact. (link to present day farming)		To know some of the challenges faced by Anglo-Saxon settlers, including conflict with local populations, building homes, establishing farms and adapting to a new land.

		To know that Isambard Kingdom Brunel was a famous Victorian engineer.	To know that around 2400 BC, a new group known as the Beaker people migrated to Britain, bringing with them new customs, beliefs and technologies known as the 'Beaker package'.	To know about significant Ancient Egyptian medical discoveries and practices in advancing knowledge of human anatomy (e.g. herbal remedies, surgical techniques and mummification).		To know how Anglo-Saxon homes and settlements were built, and how they differed from the towns, roads and buildings left by the Romans. (link to Y3 Roman Britain)
		To know that Isambard Kingdom Brunel designed some of the world's most important bridges, tunnels, railways and ships.	To know that the Beaker people continued to develop Stonehenge, using it as a ceremonial and burial site of high importance.	Key figure: Howard Carter Event/legacy: discovery Tutankhamun's tomb		To know that life in an Anglo-Saxon kingdom varied depending on social class, with different roles and lifestyles for kings, nobles, craftsmen and peasants.
		To know how and why the railway network in Britain grew rapidly during the Victorian period, connecting towns and cities, and helping to transport goods, raw materials and people.	To know that homes and settlements changed over time, from temporary shelters in the Palaeolithic, to permanent Neolithic farms, to Bronze Age roundhouses and larger Iron Age hillforts.	To understand that the Ancient Egyptians believed in an afterlife and that Osiris played an important role in judging the dead to decide their fate.		To know that the Vikings came from Scandinavia (modern-day Norway, Sweden and Denmark) to raid and later settle in Britain.
		To understand the positive and negative impacts of the first railways, including faster travel and cheaper goods but also pollution, dangerous working conditions and the disruption of rural communities.	To know that land use, farming methods, food production and trade evolved across the Stone Age, Bronze Age and Iron Age, as technology improved and communities grew larger.	To know that the Ancient Egyptians built pyramids (and later tombs) as grand burial places for pharaohs, designed to protect their bodies and possessions for the afterlife. (link back to Y3 Bronze Age burial)		To know when, where and why the Vikings raided Britain, including the desire for wealth, land and power.
		To know about Nellie Bly's record-breaking journey around the world in 72 days.		To know why the discovery of Tutankhamun's tomb by Howard Carter in 1922 was significant for archaeologists, including how Carter's meticulous recording methods set new standards in archaeological practice and provided well-preserved insights into Ancient Egyptian burial practices, afterlife beliefs and the life of a pharaoh.		To know key events linked to Viking raids and invasions, such as the raid on Lindisfarne in 793 AD and the creation of the Danelaw.
		To understand how Nellie Bly's journey was possible because of the improved transport and communication during the Victorian era.				To know that King Alfred the Great's leadership and military reforms helped resist Viking domination.
						To know that King Alfred the Great's leadership led to an agreement that divided England between Anglo-Saxon and Viking-controlled areas, marking a turning point in their struggle for power.
						To know that Anglo-Saxon laws were based on local customs and were often enforced by village courts, with punishments including fines (wergild), compensation or physical punishments.
						To know that there was no single national legal system during the Anglo-Saxon period — each kingdom had its own laws, though some kings, like Alfred the Great, created written law codes to bring greater consistency.
Important events in the past: Bonfire Night and Remembrance Day, birthday, Christmas and weddings	Events beyond living memory that are significant nationally and globally: Great Fire of London Key figure: Samuel Pepys Event/legacy: importance of his diary	Events beyond living memory that are significant nationally or globally: first aeroplane flight	Key figure: William Cunnington excavated for Sir Richard Colt Hoare Event/legacy: Barrow Bush - located the richest and one of the most significant examples of a Bronze Age burial in Britain.	A non-European society that provides contrast with British history: Ancient Maya civilisation	Key figure: Wangari Muta Maathai Event/legacy: Nobel Prize winner- Green Belt conservation	To know that Viking laws were also based on local assemblies (called Things), where free men gathered to settle disputes, agree laws and decide punishments.

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Knowledge	Dream Big (Traditional Tales and Fairy Tales)	The lives of significant individuals in the past who have contributed to national and international achievements: Queen Elizabeth II	The lives of significant individuals in the past who have contributed to national and international achievements: James Cook	The Roman Empire and its impact on Britain:	Key figure: Alexander Bell Event/legacy: Telephone	Key figure: Katherine Johnson Event/legacy: Apollo Missions	Key figure: Charles Darwin Event/legacy: Theory of Evolution
	To comment on images of familiar situations in the past. (Understanding the World: Past and Present)	To understand that a monarch is a king or queen.	To know that James Cook (Captain Cook) became commander of the ship HMS Endeavour.	To know that the Romans, led by Julius Caesar, attempted to invade Britain in 55 BC and 54 BC.	To know how and why Alexander Bell became interested in sound and communication, leading to his invention of the telephone.	To know that segregation in America before the Civil Rights Act of 1964 meant that Black Americans were legally and socially separated from white Americans in many aspects of daily life, including schools, transport, restaurants and public spaces, experiencing discrimination and inequality.	To know that Charles Darwin was the first person to propose the scientific theory of evolution through natural selection, which explains how species change over time. (link back to Y5 Cradle of Humanity)
	Comment on images of characters from the past.	To know that the UK monarch is Head of State, but laws are made by Parliament and the Prime Minister leads the government. The monarch meets with the Prime Minister weekly to discuss important national and international matters.	To know that James Cook (Captain Cook) led extended voyages or exploration.	To know that Julius Caesar was not successful in establishing control over the land.	To understand how the telephone has evolved over time, from its early designs to modern smartphones.	To know that the first legislation in the UK to address racial discrimination was the Race Relations Act of 1965, and how it aimed to reduce racial prejudice and promote equality.	To understand how Charles Darwin’s experiences and observations during his voyage on the HMS Beagle, particularly his study of different species, contributed to the development of his theory.
	To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling. (Understanding the World: Past and Present)	To know that Queen Elizabeth II was the longest reigning British monarch (1952–2022) . (link back to EYFS)	To know that Cook’s expeditions were commissioned by King George III, who wanted to expand Britain’s scientific knowledge and explore unknown parts of the world.	To know the main areas where the Romans first landed during their attempts in 55 BC and 54 BC	To know that Thomas Edison made improvements to Alexander Bell's telephone design, helping to make it more practical for everyday use.	To understand how equality in the workplace developed, from the early days at NACA (National Advisory Committee for Aeronautics) to the establishment of NASA	To know that Charles Darwin’s initial reluctance to publicly share his theory, due to its contradiction with the Christian view of creation, has been debated by historians and scientists.
	To know some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class. (Understanding of the World: Past and Present)	To know how key events, such as Queen Elizabeth II's Silver, Golden, Diamond and Platinum Jubilees were celebrated.	To know that King George III, who supported Cook’s voyages, was Queen Victoria’s grandfather. (link back to Y2 Victorians and Y1 King Charles)	To understand why the Romans wanted to invade Britain, including reasons such as expanding the empire.		To understand the significance of Katherine Johnson’s role at NASA, focusing on how her mathematical abilities and her position as a black women made her contributions so ground-breaking.	
		To know that when Queen Elizabeth II died, her son Charles became King Charles III. (national)	To know that during his voyages, Cook gathered valuable scientific and geographical knowledge, helping to map parts of the world that were previously unknown to Europeans.	To know that (nearly 100 years later) in 43 AD, the Romans, led by Emperor Claudius, successfully invaded Britain.			
		To know that part of the monarch’s role is to support charities and organisations - they officially represent and promote their work.	To know that Cook's explorations had a negative impact on indigenous peoples because they led to the spread of diseases, disrupted traditional ways of life, and led to land loss and conflict.	To know that Emperor Claudius began to establish control over the land.			
			To understand the moral implications of exploration, including how explorers’ power and control over indigenous lands often resulted in the enforcement of foreign laws, forced cultural changes, unequal trade relationships along with exploitation of natural resources.	To know that the Roman invasion in 43 AD marked the end of the Iron Age and the beginning of Roman rule in Britain.			
				To know that Britain was divided into tribal groups.			
				To understand how Roman rule changed the power of tribal leaders in Britain.			
				To understand the differences between Celtic warriors and the Roman army, including differences in tactics, equipment and organisation.			
				To know that Roman rule changed religious beliefs in Britain by introducing Roman gods, and later Christianity spread across Britain			

			To know that the Romans built roads, towns and fortifications in Britain, many of which continue to influence the country's infrastructure today.			
			To know that Burwell Castle, in our local area, was built on the site of a former Roman villa, highlighting the Roman legacy in Britain. (local fieldwork - source)			
			To understand how the Roman language, Latin, has influenced modern English, particularly in terms of vocabulary and terminology.			
			To know the Romans eventually left Britain in 410 AD, due to invasions from outside groups in other parts of the empire.			
Comparing our life now to life in the past: farming and shopping for food through the years	Significant historical...people and places in their locality: David Attenborough and Cambridge University	Changes within living memory: Tim Peake and space travel	Key Figure: Boudicca Event/Legacy: Queen of the Iceni tribe, who led a failed uprising against Roman rule in AD 60/61.	Key figure: Thomas Edison Event/legacy: Light Bulb	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: 1940s- 1980s - changes and developments in society, jobs, technology, fashion, economy and the impact on everyday life	
To know some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class. (Burwell shops past and present, farming technology past and present - horses and tractors) (Understanding the World: Past and Present)	To know that Sir David Attenborough was awarded a knighthood by Queen Elizabeth II for his efforts to protect the environment.	To know that Tim Peake was the first official British astronaut to live and work on the International Space Station in 2015.	To know that Boudicca was the Queen of the Iceni tribe in Eastern Britain.	To understand how the invention of the light bulb evolved over time, from early attempts to the development of the modern electric light.	To understand why more women entered the workforce during WWII. (link to learning in Y1)	
Talks about the lives of the people around him/her and their roles in society. (shopkeeper, butcher, baker, farmer) (Understanding the World: Past and Present)	To know that Sir David Attenborough attended Clare College at Cambridge University, where he studied natural sciences.	To know that during his mission, Tim Peake carried out scientific experiments in space to help scientists on Earth understand how the human body and technology respond to conditions like zero gravity.	To understand why Boudicca led a rebellion against the Romans, including the mistreatment of her people after her husband's death.	To know that Thomas Edison did not invent the light bulb itself, but he developed and marketed a practical, long-lasting design that made electric lighting widely accessible.	To understand that perceptions of women and work changed during and after WWII, which influenced gender roles in society.	
Talks about members of his/her immediate family and community. (Understanding the World: People, Culture and Communities)	To know that Sir David Attenborough officially re-opened the University Museum of Zoology, Cambridge, which houses one of the largest and most significant natural history collections in the UK. (Possible fieldwork - linked to history and science)	To understand that Tim Peake's journey to space inspired many young people to explore science, technology, engineering, and maths (STEM), and showed how space exploration can help solve problems on Earth, such as improving healthcare through research on bone and muscle loss, developing clean water recycling systems and encouraging action on environmental protection.	To know the key events of Boudicca's revolt, including the attack on Colchester, London and St Albans.	To understand the impact of Thomas Edison's light bulb on everyday life, including how it revolutionised homes, factories, and public spaces.	To know the developments in household technology during this period (such as washing machines, refrigerators and televisions) and how these innovations impacted daily life and domestic routines.	
	To know that Sir David Attenborough filmed part of The Green Planet series at the Cambridge University Botanic Garden, showcasing the diversity of plant life. (Possible fieldwork - linked to history and science)	To know that Tim Peake communicated with schools across the UK during his mission by answering questions, sharing videos, and encouraging children to learn about space, science and staying active.	To understand the reasons why Boudicca's uprising ultimately failed, including Roman military superiority, strategic leadership at the Battle of Watling Street, and the sustained control of Britain for 350 years afterwards.		To know the main fashion trends from the 1940s to the 1980s, including changes in clothing, hairstyles, and the influence of popular culture.	
			To know how and why Boudicca is remembered today, including her role as a symbol of resistance against Roman rule, her leadership in the Iceni rebellion and her portrayal in statues, literature, and popular culture.		To know that Margaret Thatcher was the first female Prime Minister of the UK.	
					To understand that Margaret Thatcher's controversial leadership and policies divided public opinion.	
					To know that coal mines in the UK closed due to factors such as declining coal reserves, cheaper imported coal and a shift to alternative energy sources.	

					To understand how the closures of coal mines led to unemployment, economic hardship and social change in mining communities	
Summer Term	Summer Term	Summer Term	Summer Term	Summer Term	Summer Term	Summer Term
Inspirational people from the past: linked to explorers and the natural world	The lives of significant individuals in the past who have contributed to national and international achievements: Winston Churchill, role during WWII	Changes within living memory that reveal aspects of change in national life: Colchester Zoo (from 1983)	Key figure: Antoni Gaudi Event/legacy: Architecture nationally and influence internationally	Key figure: Maria Osmarina da Silva Vaz de Lima, known as Marina Silva Event/legacy: Brazilian environmentalist - impact on deforestation over time	Ancient Greece: Greek life and achievements and their influence on the western world	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The British Empire and its impact in India
To compare and contrast characters from stories, including figures from the past <i>(Understanding the World: Past and Present)</i>	To understand the role of the Prime Minister, including responsibilities in leading the government and making key decisions during times of crisis.	To know how and why Colchester Zoo developed significantly during the 1990s, including changes in its size, design and the introduction of animal enrichment practices.	To know that Antoni Gaudí was a renowned Spanish architect, known for his unique and innovative designs.	To know that Marina Silva worked to build support for environmental protection in the Amazon, promoting sustainable development and conservation of the region's reserves.	To know that Ancient Greece is divided into three historical periods: the Archaic, Classical and Hellenistic periods.	To know that Queen Victoria was crowned Empress of India in 1877, marking the formal British rule. <i>(link back to Y2 Victorians)</i>
To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling. <i>(Understanding the World: Past and Present)</i>	To know that Winston Churchill served as the Prime Minister of the United Kingdom for most of WWII.	To know how events such as the Foot and Mouth disease outbreak and the Covid-19 lockdowns affected the zoo's operations, visitor numbers and finances.	To know about Gaudí's major works in chronological order, with a particular focus on the Basílica de la Sagrada Família and its ongoing construction.	To know that Marina Silva was appointed Minister of the Environment in Brazil.	To know that Ancient Greece was made up of independent city-states, each with its own government and culture.	To know that the British Empire consisted of Britain ('the mother country') and colonies, including India, which were governed to varying degrees by Britain.
	To know that Churchill's actions, including his visits to frontline troops, his powerful speeches, and key quotes, helped inspire hope and resilience in both the British people and the military.	To know that Colchester Zoo is involved in global conservation efforts and breeding programs aimed at protecting endangered species. <i>(link back to Y1 David Attenborough)</i>	To know that the Basílica de la Sagrada Família has become one of the most visited tourist destinations in Europe over the last century.	To understand the impact of Marina Silva's policies on reducing rates of deforestation in the Amazon.	To know how the lifestyles, schooling, social hierarchies, values and beliefs of Athenians and Spartans differed.	To understand how and why the East India Company took control of India and its role in British colonisation.
	Changes within living memory that reveal aspects of change in national life: World War II		To understand that Gaudí's work was influenced by his deep inspiration from nature and his Catholic faith.	To know how rates of deforestation in the Amazon have changed over time, including periods of improvement and setback.	To know that Greek women had very few political rights and were largely controlled by men throughout their lives. <i>(link to Y5 Britain 1940-1980s)</i>	To understand the positive and negative impacts of British colonisation on India's economy, society and culture.
	To know that World War II began in Europe in 1939, when Germany invaded Poland.			To know that Marina Silva has received multiple awards from US and international organisations in recognition of her work and activism for environmental protection.	To know about Greek trade and how it helped spread goods, ideas and culture across the ancient world.	Key figure: Mahatma Gandhi (1869 – 1948) Event/legacy: Led protest to gain India's independence from British ruling.
	To know that World War II ended in 1945 in Europe.				To understand the different forms of government in Ancient Greece, including democracy, oligarchy, monarchy and tyranny.	To know that Gandhi led non-violent protests and campaigns against British rule in India.
	To know what the word 'Blitz' means.				To understand how democracy in Ancient Greece influenced the development of democratic systems, including the one in the UK today.	To understand the significance of the Amritsar Massacre in increasing Indian support for independence
	To know when, where and why the Blitz occurred, including key dates and locations.				To know that the Ancient Greek language has influenced modern English, especially in science, politics and geography. <i>(link back to Y3 Romans)</i>	To know that Britain withdrew from India in 1947.
	To understand that some people who lived through the war, are still alive today, and we can learn from their first-hand accounts.				Key figure: Alexander the Great Events/legacy: significant cultural changes in the lands he conquered and changed the course of the region's history	To know that Britain withdrew from India due to growing pressure from Indian independence campaigns, the increasing unrest and demands for self-rule across India and the economic impact of WWII on Britain.

		To understand the impact of the Blitz on communities in London, including air raids, destruction and how schooling was affected.				To understand that Alexander the Great's empire expanded rapidly due to his strategic tactics, skilled and loyal army, siege warfare, and alliances through diplomacy and marriage.	
		To know that St. Paul's Cathedral has experienced changes over time (linking back to both the Great Fire of London and WWII)				To know how the empire expansion impacted the cultures and societies of the regions he conquered because it spread Greek culture (language, art, ideas), reshaped trade, and influenced local governance.	
		To know that children were evacuated to the countryside to escape bombings.					
		To understand Victory in Europe Day (VE Day) showed the end of WWII in Europe.					
		To know that communities and the nation remember and commemorate those who fought and/or died in the war, including memorials and Remembrance Day. (building on EYFS & link back to local remembrance - barn fire)					