



Year 5-9 HISTORY 2025 - 2026

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- 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
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- 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.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Subject content

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to

make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. In planning to ensure the progression described above through teaching the British, local and world history outlined below, 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.

	Year 5	Year 6	Year 7	Year 8	Year 9
Topic 1	<u>Introduction to History</u> The difference between the past and history, chronology, time periods and time lines and historical evidence	<u>What have the Romans ever done for us?</u> Importance of history, the growth of Rome, what Ancient Rome was like, the Roman Army, the Civil War, Claudius' invasion of Britain and life in Roman Britain.	<u>How well did William rule over England?</u> The contenders for the throne in 1066, the Battle of Hastings and the Bayeux Tapestry, the Harrying of the North, the Feudal System, Castles and the Domesday Book.	<u>How nasty, brutal and short was the Early Modern Period?</u> James I and witchcraft, the causes and consequences of the English Civil War, Oliver Cromwell, the Gunpowder Plot The Great Plague and the Great Fire of London.	<u>What was the most significant event of WW2?</u> Causes of WW2, Dunkirk the Battle of Britain, The Blitz, evacuation, Operation Barbarossa, Pearl Harbor, the defeat of Germany and Hiroshima.
Topic 2	<u>How advanced was the Maya Civilisation?</u> Meeting the Maya, religion and the Gods, exploration and discovery, Maya writing and communication, food and the Maya number system.	<u>How did the Vikings live?</u> Viking invaders, Viking rulers and leaders, Viking life, laws and justice and famous battles.	<u>How were the Middle Ages experienced across the globe?</u> Medieval villages, medieval medicine, the Black Death, religion, Arabian culture and Jerusalem, China, life in Khanbaliq and the Ottoman and Mali Empires.	<u>How far did the Industrial Revolution transform the world?</u> Migration from fields to factories, the main changes of the Industrial Revolution, the causes of crime, working conditions, living conditions, medical knowledge, Jack the Ripper and research project into two more countries.	<u>Was the Holocaust unique?</u> Prewar Jewish life, the history of anti-Semitism, anti-Semitism in Germany, ghettos, the Final Solution, different groups of victims and forms of resistance.
Topic 3	<u>How have the Ancient Greeks influenced us?</u> Who the Ancient Greeks were, Ancient Greek democracy, Ancient Greek Olympics, The Battle of Marathon, Religion and Gods, The Trojan War, how they lived.	<u>How did the Anglo Saxons live?</u> Anglo Saxon invaders, Anglo Saxon rulers and leaders, Anglo Saxon life, laws and justice, famous battles and comparison to the Vikings.	<u>Who was the most significant medieval king?</u> Significance, William Rufus, Henry II and Thomas Becket, King John, the Magna Carta and Edward I.	<u>Why was the Slave Trade abolished?</u> Freedom and slavery,, Africa before the Slave Trade, why Britain wanted an Empire, causes of the Slave Trade, the Middle Passage, slave auctions, conditions on the plantations, the abolition movement and slave rebellions.	<u>Why was the Twentieth Century a war of ideas?</u> Life in the USA in the 1930s, life in Russia in the 1930s, breakdown of the USA-USSR alliance, The Vietnam War, the Cuban Missile Crisis and the Age of Nuclear Fear.

Topic 4	<u>Research project</u> This will be outlined later on the year, based on current events and what will be practicable and engaging for students to study at that given time. This will also overlap with Geography.	<u>Research project</u> This will be outlined later on the year, based on current events and what will be practicable and engaging for students to study at that given time. This will also overlap with Geography.	<u>How did ideas begin to change during the Early Modern Period?</u> Marco Polo, Christopher Columbus and Sir Francis Drake, the Renaissance, medical knowledge, the Tudors and religion, and Martin Luther and the Reformation.	<u>Why was the Great War such a stalemate?</u> The causes of WW1, how warfare changed, advance of weapons, the trench system, problems the soldiers faced, the Battle of the Somme, medical changes and outcomes and consequences of WW1.	<u>Have people in society truly gained equality?</u> Gender inequality, women's suffrage movement in Europe and the USA, women in China, race inequality, Martin Luther King, race protests in the USA, Nelson Mandela and South Africa, class inequality, the Russian Revolution and Britain in the 1980s.