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Intent

Our vision.

Through inspirational teaching, all our children have the confidence to achieve success in a safe and healthy school with Christian values at its core.

At Deddington Primary School we aim to inspire and engage every child in the rich world of history that leads them from a journey of discovery about their past, the past of the school and our community, other nations and the wider world. Our love of history is rooted in our school values of faith, respect, honesty, kindness, friendship, responsibility, perseverance and forgiveness so that what is learned in our lessons has clear links to everyday life.

The curriculum is planned to ensure that every child has access to the National Curriculum which is enriched to provide them with the skills, knowledge and vocabulary required to thrive in today's world. We provide history learning that has inspiration, belief and achievement at its heart. Deddington Primary School is at the heart of the local community and uses local links to ensure our children become aware of what the local community has to offer; learning about its past to make the future a better place.

Children develop skills to think and behave as historians and archaeologists, posing their own historical questions before conducting research to develop historical concepts. Critical thinking skills are taught in order to bring the past to life and develop a better understanding of chronology, cause and effect and continuity and change.

Curriculum enrichment plays an important part in the planning of activities, themed days and opportunities to visit our local and wider community.

Implementation

We implement our vision and curriculum intent in the following ways:

- Deeply embedded vision, values and our 6 principles of success.
- A supportive and nurturing environment encouraging pupil achievement.
- A broad and balanced curriculum through all aspects of History
- Strong, supportive but ambitious and determined leadership
- Clear progressive skills forming the foundation of the delivery and assessment of History.
- Pupils reflect upon their learning throughout lessons and through response tasks and are encouraged to discover, explore and develop their own personal skills and interests through a wide range of learning opportunities within History.
- High quality teaching through passion, praise, subject knowledge and enthusiasm.
- A commitment to constantly improving our practice.
- Building Learning Power approaches develop independence, resilience and pupil involvement, engagement and deeper thinking.
- Historical vocabulary is specifically taught to deepen children's schema coupled with deeper questioning within teaching approaches to promote an inquiry-based approach to acquiring key historical knowledge.

- High quality and appropriate resources to support teaching and learning. This includes planning using a Quality First Teaching approach and provision for the safe use of technology to support learning.
- Teachers plan lessons using the knowledge-rich history curriculum based on the 2014 National Curriculum, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. This establishes clear progression through the year groups in a coherent and related way.
- Utilising cross curricular links and opportunities to PSHE, Science, Geography, Music, Art, PE, French, RE, Maths and Literacy to ensure pupils can transfer and apply the skills they develop.
- Pupil and parent voice is encouraged, respected and informs the constantly improving provision. Pupil interviews inform our planning of activities and parents are kept informed through our medium-term plans.

Impact

In History, progress is measured through a child's love of History which underpins their ability to know, remember and explain more as they travel through the year groups. As a result, you will see:

- Happy, engaged and challenged pupils in lessons.
- Confident children who are eager to talk about their learning of History.
- History represented in a variety of ways within the school.
- Knowledge of the school and local community within a historical context.
- Learning is tracked and monitored to ensure children make good progress.
- Children who are actively curious to learn more and who see the relevance of what they learn in History lessons with the real world.

The National Curriculum for History across Key Stages

EYFS

As part of 'Understanding the world', children are expected to know about some similarities and differences between the past and now, and to understand the past through settings, characters and events they learn about. The EYFS also highlights the importance of children developing vocabulary that will support their understanding across a range of areas (Ofsted 2023).

Key stage 1

Pupils should be taught to:

Develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.

- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

Key stage 2

Pupils should be taught to:

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

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.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Subject strands

Substantive concepts of society, power, monarchy, democracy, religion and empire taught through:

British history, world history, historical perspective, substantive concepts, disciplinary knowledge, disciplinary concepts.

Skills in history

Our curriculum broadly follows the Primary Knowledge Curriculum (PKC) for History and their (and our) rationale relating to progressions skills in the history curriculum is as follows:

The curriculum does not detail the specific 'I can' skills to be developed in individual lessons or topics because it is clear that we must be careful when thinking about how we measure progress of 'skills' in history'. Unlike in subjects like music and PE, the tasks we ask children to 'do' in history cannot be improved in isolation through repeated practice. Therefore, we cannot measure discrete skills in history, as our skills in history are dependent on our level of background knowledge (both substantive, and disciplinary).

The type of tasks we engage with in our history lessons include, but are not limited to:

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- analysing sources
- making comparisons and drawing contrasts
- discussing and constructing historical narratives
- constructing informed responses, or arguments, through selecting and organising historical information

Progression in these areas is intrinsically linked to a pupil's substantive and disciplinary knowledge. For example, a pupil's ability to analyse a source well does not improve through engaging in discrete 'source exercises' but is dependent upon their knowledge of the historical content required to access the source, and their knowledge of how historians use sources.

The curriculum has been designed to develop both substantive and disciplinary through repeated encounters in meaningful contexts over time. We agree with the PKC rationale that there is no need for our school to create 'progression in skills' statements, such as 'I am beginning to analyse simple sources' as these marginalise knowledge and understanding, create additional workload as these are not an effective way of measuring progress in history.

Curriculum topics by term

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Past/present events in our lives/families	Differences in celebrations and comparison with own families	History of light Thomas Edison Florence Nightingale			All about me/new beginnings
Year 1		Discovering History		Kings, Queens and Leaders		Parliament and Prime Ministers The Victorians from 2026
Year 2		Intrepid Explorers		Romans in Britain		Powerful Voices
Year 3		Stone Age to the Iron Age		Ancient Egypt		The Anglo Saxons, Scots and Vikings
Year 4		Ancient Greece		Life in Ancient Rome		The History of Human Rights
Year 5		Baghdad c.900 CE		The French Revolution		The Industrial Revolution including Local Study
Year 6		The Tudors		Crime and Punishment		World War II and Local Study

Deddington Church of England Primary School History Curriculum overview

	F1	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
F1	Topic	All about me; past/present events in our lives/families	Differences in celebrations and comparison with own families	History of light Thomas Edison Florence Nightingale			All about me/new beginnings
	'I Know' The knowledge to be learnt	My past and present Developing a sense of chronology; before I was born, before I came to school	Christmas and other religious and non-religious festivals around the world	The difference between light and dark Some different light sources			Our school year Which classroom I will be in next year
	Key Vocabulary	Past, present, before, now, local, community, family, days of the week, older, younger, baby, mum, dad, sister, brother, grandma, grandpa/dad, aunt, uncle, cousin, stepmum, stepdad, stepbrother, stepsister, different, same, change, person, people, important, photograph, actions consequence, house, flat, bungalow, cottage, caravan, boat	Halloween, Bonfire Night, Diwali, Christmas, birthdays, celebrate, party, fireworks, festive, special, gathering, traditions, festival, gifts, cake, candles, decorations, cards, invitations, church, Jesus, Christmas tree, Christmas lights, diva lamp, nativity,	Night, day, dark, light, sun, cloud, rain, rainbow, lightning, snow, dull, reflection, bright, colours, black, white, candle, lamp, lightbulb, torch, tv screen, nocturnal animals			Plant, seeds, leaf, stem, flower, soil, compost, grow, bigger, smaller, taller shorter, sun, water, food, time, space, new, old, same, different, now, next, younger, older, actions, cause, consequence, teachers, children
	'I can' The skills to be developed	Describe or paint a picture of myself Create a picture of my family Describe older and younger family members Describe different parts of our school community Describe something that happened before I was born	Explain what a birthday is Explain what happens at a party Describe what fireworks are Describe what happens at Christmas in school / at home	Explain light and dark Explain night and day Compare different light sources Find out about someone from a long time ago (Edison / Florence Nightingale) Find out about every day objects and how they link to the past			Explain some things I have done/learned/ enjoyed this year Explain how seeds grow into new plants Explore my next/new classroom (Year 1) Find out who my new teacher/s will be

	Year 1	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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Deddington Church of England Primary School History Curriculum overview

Year 1	Topic		Discovering History		Kings, Queens and Leaders		Parliament and Prime Ministers
	'I Know' The knowledge to be learnt		<p>History is the stories people tell about the past</p> <p>Family trees tell us who lived in the past</p> <p>Historians study books, pictures and many other sources to find out about the past</p> <p>Archaeologists find out about the past through looking at things found in the ground</p> <p>To understand what life was like in the past where we live</p>		<p>The United Kingdom has been ruled by kings and queens for many years</p> <p>King John I made an important promise to the people of England</p> <p>Parliament was set up to make decisions for the country</p> <p>King Charles I did not want to listen to Parliament</p> <p>There was a time when England did not have a king</p>		<p>William and Mary made an important promise</p> <p>Parliament discusses and makes decisions about our country</p> <p>The Prime Minister is in charge of our government</p> <p>Prime Ministers lead the country</p> <p>Adults vote to choose the people who run our country</p>
	Key Vocabulary		<p>past, present, time before, long time ago, story, history, pre-history, historian, person, family tree, related, relation, relationship, parent, grandparent, great-grandparent, ancestor, census, source, information, clues, archaeology, archaeologist, artefact, clues, ground, transport, London underground, horse, cart, carriage, steam train, dinosaurs, Must Farm, Mary Seacole, us, now, texts, diaries, pictures, photographs</p>		<p>King, queen, rule, majesty, royalty, reign, inherited, crown, coronation, throne, sceptre, orb, ring, bow, curtesy, prison, trial, power, rule, baron, the Magna Carta, cause, parliament, representatives, power, tax, civil war, Battle of Lewes, taxes, executed, republic, Charles I, capture, Commonwealth, republic, puritan, law, Lord Protector, King John, Henry III, Charles I, Oliver Cromwell, Charles II, King Charles III</p>		<p>laws, government, parliament, Bill of Rights, religion, budget, tax, Houses of Parliament, prime minister, Hanover, Germany, 10 Downing Street, government, minister, vote, election, polling station, party, ballot box, King James II, William and Mary, Robert Walpole, Keir Starmer</p>

Deddington Church of England Primary School History Curriculum overview

	<p>'I can'</p> <p>The skills to be developed</p>	<ul style="list-style-type: none"> - analysing sources - making comparisons and drawing contrasts - discussing and constructing historical narratives - constructing informed responses, or arguments, through selecting and organising historical information
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	Year 2	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 2	Topic		Intrepid Explorers		Romans in Britain		Powerful Voices or Victorians
	'I Know' The knowledge to be learnt		<p>What characteristics make for an intrepid and significant explorer</p> <p>Key characteristics of 8 intrepid explorers from the past; what they did, how they did it and why they did it..</p> <p>Christopher Columbus Captain James Cook Jeanne Baret Nellie Bly Ernest Shackleton Amy Johnson Jacque Cousteau Neil Armstrong</p> <p>When, in relation to each other, they carried out their explorations</p> <p>The impact our intrepid explorers had on the world...</p>		<p>Romans were an ancient civilisation with a huge empire</p> <p>Romans had several large armies with many soldiers from around the Empire</p> <p>Romans invaded Britain</p> <p>Romans built towns across Britain</p> <p>Romans made changes to Britain</p>		<p>Gandhi is remembered as a significant person in history for his peaceful protests</p> <p>Rosa Parks and Martin Luther King fought for equal rights for black people in America</p> <p>Malala Yousafzai stood up for girls and their right to education even when it was dangerous to do so</p> <p>Greta Thunberg is a young, environmental activist</p> <p>David Attenborough is a British broadcaster who makes natural history documentaries and speaks about taking care of our planet</p>
	Key Vocabulary		<p>Explorer, exploration, intrepid, significant, discover, discovery, achievement, journey, expedition, adventurous,</p>		<p>Ancient, empire, Roman, Roman Empire, Rome, Italy, civilisation, technology, army, legion, soldier, centurion, service, helmet,</p>		<p>Empire, British Empire, rule, colony, peace, independence, protest, peaceful protest, boycott, civil rights, equality,</p>

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			courage, effort, fearless, successfully, skill, effect, influence, impact, Christopher Columbus, Captain James Cook, Jeanne Baret, Nellie Bly, Ernest Shackleton, Amy Johnson, Jacque Cousteau, Neil Armstrong, America, Caribbean, Arctic, South Pole, the moon		shield, armour, conquered, invasion, Emperor, tribes, defeat, rebellion, Iceni, roads, cities, towns, York (Eboracum), London (Londinium), forum, Basilica, public baths, trade, Hadrian's Wall, connect, canals, aqueducts, sewage, villa, records, history, influence		segregation, activist education, campaign, right, Taliban, Nobel Peace Prize, environment, climate change, strike, Asperger's syndrome, disability, Earth, Earth Day, broadcaster, documentary, natural, historian, naturalist, humanity, television
	'I can' The skills to be developed	<ul style="list-style-type: none"> - analysing sources - making comparisons and drawing contrasts - discussing and constructing historical narratives - constructing informed responses, or arguments, through selecting and organising historical information 					

	Year 3	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 3	Topic		Stone Age to the Iron Age		Ancient Egypt		The Anglo Saxons, Scots and Vikings
	'I Know' The knowledge to be learnt		How people lived in Britain during the Old Stone Age (Palaeolithic) and Middle Stone Age (Mesolithic) Farming began in the Neolithic Age Bronze Age began when people learned how to make objects from Bronze Stonehenge is a prehistoric monument built over 5000 years ago Iron Age began around 800 BCE when people learned how to make objects from Iron		Location of Egypt and understand the importance of the Nile Ancient Egyptian society was hierarchical Ancient Egyptians worshipped many Gods and believed in the afterlife Howard Carter discovered the tomb of Tutankhamun Hieroglyphics can tell us about life in Ancient Egypt		Anglo Saxons came to England after the Romans left Picts and the Scots were early settlers in Scotland What life was like in an Anglo-Saxon settlement Over time many Anglo Saxon people converted to Christianity How shipbuilding skills helped the Vikings to explore The Vikings invaded Britain

Deddington Church of England Primary School History Curriculum overview

							<p>King Alfred defeated the Vikings</p> <p>The Anglo Saxons and Vikings lived in Britain</p> <p>Vikings believed in many gods and goddesses</p> <p>King Canute understood the limits of his power</p> <p>Battle of Hastings was fought in England in 1066</p>
	Key Vocabulary	<p>archaeologist, migration, artefacts, prehistory, Palaeolithic, Mesolithic, Neolithic, Stone Age, Ice Age, hunter-gatherer, nomad, auroch, migration, pottery, trade, wheat, barley, cattle, crop, long barrow, burial site, tomb, stone circles, farm, causewayed enclosure, bronze, copper, gold, beaker, barrows, hill forts, excavation, wattles, timber, thatch, turf, henge, circular monument, Stonehenge, Rollright Stones, ditch, Sarsens, bluestone, angler, horseshoe, trilithon, Midsummers Day, Midwinters Day, tribes, quern stone, fort, plough, loom, wattle and daube, druids, Celtic priest, conflict, Creswell Crags, Howick House, Cheddar Man, Star Carr, Skara Brae, Must Farm, Amesbury Archer, Lindow Man</p>		<p>Africa, Egypt, continent, country, River Nile, Black Land, flood, irrigation, silt, fertile, farming, pyramid, pharaoh, vizier, slave, society, hierarchy, polytheistic, Book of the Dead, God, Goddess, Pharaohs, papyrus, afterlife, tomb, mummification, embalming, archaeologists, statues, mummy, Valley of the Kings, hieroglyphics, hieroglyphs, scribe, language, translate, artefacts, Tutankhamun, Howard Carter, Alexander the Great, conquer</p>		<p>Anglo-Saxon kingdom, ruler, crops, Mercia, Wessex, Northumbria, invade, migrate, Dark Ages, Pict, invade, Scotti, Scots, English, Hadrian's Wall, Dál Riata, Pictland, farm, settlement, slave, famine, crop, hunt, stonemason, carpenter, glassmaker, feasting, Christianity, convert, Pagan, monk, Pope, craft workers, monasteries, Vikings, Scandinavia, Denmark, Norway, long ships, trade, raid, exploration, invasion, attack, conquer, valuable, burial site, carving, retreat, defeat, marshland, oath, Danegeld, Danelaw, law, custom, culture, conquered, farming, wattle, daub, thatched roof, pit, weaving, firewood, Odin, Thor, Loki, Freja, King Canute/Cnut, empire, tide, power, Edward the Confessor, confession, defeat, victorious, victory,</p>	

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							<p>knight, chainmail, lance, mace, Alfred the Great, Wantage, Kenneth MacAlpin, Bede (the Venerable), Ethelred the Unready, William the Conqueror, Battle of Hastings, Westminster Abbey</p>
	<p>'I can' The skills to be developed</p>	<ul style="list-style-type: none"> - analysing sources - making comparisons and drawing contrasts - discussing and constructing historical narratives - constructing informed responses, or arguments, through selecting and organising historical information 					

	Year 4	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 4	Topic		Ancient Greece		Life in Ancient Rome		The History of Human Rights
	'I Know' The knowledge to be learnt		<p>Ancient Greeks lived in independent city-states - city-states came together to compete in the Ancient Greek Olympic Games</p> <p>Athens was a democracy; Spartans were famous for being great warriors</p> <p>Alexander the Great was a warrior who conquered a large area of land</p> <p>Ancient Greeks worshipped many gods</p> <p>Ancient Greek myths/stories are still read today</p>		<p>Ancient Rome was a powerful empire</p> <p>Roman society during the Roman Republic</p> <p>Pompeii was a town buried after the eruption of Vesuvius</p> <p>Leisure activities that took place in Ancient Rome</p> <p>Many words we use today come from the Ancient Roman language, Latin</p>		<p>Human Rights are the rights and freedoms that belong to every person</p> <p>Women's rights in the UK are protected by the law</p> <p>The United Nations Convention on the Rights of the Child (1989) is an international treaty that grants all children a set of rights</p> <p>Racial discrimination was made illegal in the 1960s</p> <p>The Equalities Act 2010 made it illegal to discriminate against a person because of their religion or belief</p>

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			Ancient Greeks left a legacy that influences how we live and learn today				
Key Vocabulary			Civilization, city-states, Athens, Sparta, tyrant, democracy, vote, ostraca (single), ostracon (plural), Athenians, Spartans, warrior, discipline, Persia, allies, enemy, conquer, conquered, empire, Gordian Knot, ruthless, slavery, philosophy, philosopher, wisdom, student, polytheistic, Mount Olympus, Zeus, Hera, Poseidon, Hades, Titans, Prometheus, fate, myth, mythology, explain, moral, hero, centaur, cyclops, sphinx, Olympics, Olympia, compete, legacy, influence, language, theatre, sports, arts, science, mathematics, medicine		Rome, Romulus, Remus, Mediterranean, Empire, century, trade, conquer, society, monarchy, republic, consul, senate, senator, patrician, Plebeian, slave, Pompeii, volcano, Vesuvius, pyroclastic flow, ash, casts, preserved, archaeologist, artefact, forum, gladiator, amphitheatre, theatre, chariot race, circus, Circus Maximus, Colosseum, Latin, Roman language, root words, etymology, etymologist		Liberty, human right, United Nation, legal, law, trial, discrimination, European Convention, rights, equal pay, equality, pay gap, Suffragettes, gender/sex, feminism, feminist, childhood, child, poverty, refugee, UN, treaty, ethnicity, Windrush, the Civil Rights Movement, Colonisation, British Empire, slavery, racism, boycott, persecution, heretical, discrimination, catholic, protestant, religion, faith, belief
'I can' The skills to be developed	<ul style="list-style-type: none"> - analysing sources - making comparisons and drawing contrasts - discussing and constructing historical narratives - constructing informed responses, or arguments, through selecting and organising historical information 						

Year 5	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Topic		Baghdad c.900 CE		The French Revolution		The Industrial Revolution, the Great Exhibition and steam trains including Local Study

Deddington Church of England Primary School History Curriculum overview

Year 5	'I Know' The knowledge to be learnt		<p>The Religion of Islam spread around the world</p> <p>Baghdad is a city that was built near the Tigris River by Caliph Al-Mansur</p> <p>The layout of the city Baghdad in 900 CE</p> <p>Many people came to Baghdad from around the world to trade, teach and learn</p> <p>The Mongol attack on Baghdad destroyed the city in 1258</p>		<p>Before the French Revolution there was inequality in French Society</p> <p>King Louis XVI and Queen Marie Antoinette were arrested before being executed</p> <p>Napoleon was a French military leader who seized power in France following the French Revolution</p> <p>The British Navy and the French Navy fought the Battle of Trafalgar</p> <p>Napoleon was exiled twice as punishment for trying to gain power</p>		<p>Why the Industrial Revolution was important to Britain</p> <p>The Significance of cotton spinning moving from being a hand craft to being mechanised</p> <p>The significance of the steam engine during the Industrial Revolution</p> <p>Why coal and iron were so important for the Industrial Revolution</p> <p>Children were put to work during the Industrial Revolution</p>
	Key Vocabulary		<p>Islam, empire, persecution, Mecca, Medina, Alhambra Palace, Cordoba, mosque, philosophy, Caliph, Caliphate, Tigris River, trade route, fertile, City of Peace, dynasty, location, palace, government, accommodation, avenue, concentric, medicine, law, translation, House of Wisdom, scholar, trade, Mongols, Asia, Abbasid Caliphate, depopulate, uninhabitable, irrigation, empire, transcontinental empire</p>		<p>Clergy, nobles, peasant, Absolute Monarch, revolution, inequality, society, estates, taxation, colonisation, debt, guillotine, revolution, royalists, revolutionaries, nobility, consul, emperor, battles, military, gentry, commander, pre-emptive strike, navy, battle, invade, Trafalgar, Nelson, Napoleon, exiled, allied, Elba, St Helena, Battle of Waterloo</p>		<p>Industrial Revolution, society, industrialisation, factory, engine, machine, mechanise, mass produce, urbanisation, migrate, water frame, mill, textile, mass produce cotton, spinning, cottage industry, pre-industrial, invention, steam engine, rotary-motion, locomotive steam train, blast furnace, smelting, coalfield, coal mine, mining, cotton mill, scavenger, apprentices</p>
	'I can' The skills to be developed	<ul style="list-style-type: none"> - analysing sources - making comparisons and drawing contrasts - discussing and constructing historical narratives - constructing informed responses, or arguments, through selecting and organising historical information 					

Deddington Church of England Primary School History Curriculum overview

	Year 6	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Topic		The Tudors		Crime and Punishment		World War II and Local Study
Year 6	'I Know' The knowledge to be learnt		<p>How did the Tudor era begin – what do I know about the Battle of Bosworth and who were the members of the House of Tudor</p> <p>How did Henry VIII as a catholic make England a protestant country</p> <p>How did Henry VIII benefit from the dissolution of the monasteries</p> <p>What impact did Elizabeth I (the first protestant monarch) have on British History and why was this time in British History known as the Age of Discovery</p> <p>The impact of the defeat of the Spanish Armada on the beginnings of the British Empire</p> <p>What was life like in the Tudor era like for different parts of society</p>		<p>The types of crimes committed, how law and order was maintained and how different people from different sections of the community were affected across different time periods:</p> <p>Ancient Rome</p> <p>Anglo-Saxons and Vikings</p> <p>Medieval and Tudor</p> <p>Early Modern Period</p> <p>Victorians</p> <p>Modern-day</p>		<p>When and where World War II took place and who it was fought between</p> <p>What happened during the Battle of Britain and the Blitz</p> <p>The Significant role that Bletchley Park played in helping the Allied Powers win the war</p> <p>The Holocaust was a time during WWII when millions of people were killed by the Nazis</p> <p>The Home Front played a vital role in supporting the war effort</p>

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	Key Vocabulary		King Henry VIII, Bosworth, Elizabeth I, Anne Boleyn, dynasty, heir, successor, monarch, marriage, dissolution, divorce, pope, catholic protestant, religion, Church of England, Rome (break with Rome), monastery, monasteries, Tower of London, Thomas Cromwell, abbey, monk, nun, discovery, New World, voyage, armada, fleet, empire, Spain, Spanish, Sir Walter Raleigh, Sir Francis Drake, galleon, navy, defence, defeat, exploration,		Crime, law, order, Roman Empire, robbery, muggings, burglary, theft, slaves, fraud, arson, rioting, murder, major, minor, punishment, whipping, confiscation of property, fines, crucifixion, fight, harsh, legionaries, decimation, status, policing, justice, courts, magistrates, right to appeal, customs, tithing, Saxon justice, folkmoot, trial by ordeal, trial by fire, hot water, cold water, sacrament, fair, injustice, execution, clergy, religious, juries, sanctuary, Shari'ah law, outlaw, enemy,		Invasion, blitz, conquer, Allied Powers, Axis Powers, Operation 'Sealion', Red Army, Nazi, nation, D-Day, VE Day, Royal Airforce (RAF), Luftwaffe, Spitfire, Hurricane, Messerschmitt, junkers, Heinkel, the Blitz, codebreaking, cryptology, cipher, intelligence, enigma, Colossus, bombs, intercept, decode, ghetto, concentration camp, extermination camp, Death March, genocide, antisemitism, air raid shelter, Blackout, evacuation, rationed, civilians, air raid siren, Land Army, Home Guard, propaganda, campaign
	'I can' The skills to be developed	<ul style="list-style-type: none"> - analysing sources - making comparisons and drawing contrasts - discussing and constructing historical narratives - constructing informed responses, or arguments, through selecting and organising historical information 					

Deddington Church of England Primary School History Curriculum overview

Progressive knowledge overview by strand.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
society	Past/present events in our lives/families History of light, Thomas Edison and Florence Nightingale		Powerful Voices	Stone Age to the Iron Age, Ancient Egypt	Ancient Greece, Life in Ancient Rome, the History of Human Rights	Baghdad c.900 CE, The Industrial Revolution	The Tudors, Crime and Punishment, World War II
power		Parliament and Prime Ministers (or Victorians), Kings, Queens and Leaders	Romans in Britain	Ancient Egypt	Ancient Greece, Life in Ancient Rome	Baghdad c.900 CE, The French Revolution	The Tudors, Crime and Punishment, World War II
monarchy	Differences in celebrations and comparisons with own families	Kings, Queens and Leaders	Intrepid explorers?	The Anglo-Saxons, Scots and Vikings	Life in Ancient Rome	The French Revolution, The Victorian Age	The Tudors
democracy		Parliament and Prime Ministers ?	Powerful Voices		Ancient Greece, Life in Ancient Rome, History of Human Rights		
religion and empire	Differences in celebrations and comparisons with own families	Kings, Queens and Leaders	Powerful Voices, Romans in Britain	Stone Age to the Iron Age, Ancient Egypt, The Anglo-Saxons, Scots and Vikings,	Ancient Greece, Life in Ancient Rome, The History of Human Rights	Baghdad c.900 Ce, The French Revolution, The Victorian Age	The Tudors, World War II