

**HISTORY**

**Subject Rationale - History**

To ignite curiosity within children to make relatable links about what has happened in the past that determines who they are today.

The intent of our History curriculum is to stimulate interest and understanding about how different events and people from the past shaped the world we live in today, and the importance of learning from historical experience. Our children attain a deep sense of chronology across the phases of school, by building upon timelines as different time periods and eras are taught; engaging their long term memory of prior learning and developing a cultural understanding of historical heritage, as well as a sense of personal identity of their own place within History. Throughout each child's journey through school, we not only focus on significant events from History in Britain, but also in other parts of early civilisation, along with a focus on local studies which helps the children to appreciate the area they live in. Children are challenged to think as Historians by being exposed to a number of different sources of historical knowledge including trips, visitors, artefacts and other secondary sources.

**Long Term Overview - History**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>		Changes Within Living Memory		Significant Individual - Brunel		Local Study - School
<b>Year 2</b>	Events Beyond Living Memory - Fawkes		Significant Individual - Nightingale		Events Beyond Living Memory - Great Fire	
<b>Year 3</b>		Local Study - Sherwood Forest		Stone Age to Iron Age		Ancient Egypt
<b>Year 4</b>	Ancient Greece		Roman Empire		Anglo Saxons & Scots	
<b>Year 5</b>		Local Study - Blidworth Mines		Vikings & Anglo Saxons		Non-European Contrast - Mayans
<b>Year 6</b>	Changes to Social History - Parliament		Changing Power of Monarchs - Victoria		World War II	

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Skills Progression Mapping - History						
FS1			FS2			
Chronology	<ul style="list-style-type: none"> <li>Identify themselves as babies.</li> <li>Identify some basic changes from baby to now.</li> </ul>			<ul style="list-style-type: none"> <li>Begin to organise events using basic chronology (yesterday, today, tomorrow) recognising that things happened before they were born.</li> </ul>		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> <li>Order objects from oldest to newest.</li> <li>Talk about things that happened in own past.</li> <li>Explain the difference between new and old objects.</li> <li>Compare own life to someone from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events from someone's life, in order.</li> <li>Create a timeline of events from beyond living memory.</li> <li>Explain the difference between 'past' and 'present'</li> <li>Compare life of others from the past to the present.</li> </ul>	<ul style="list-style-type: none"> <li>Use a timeline to set out how things may have happened.</li> <li>Complete a timeline to compare various periods of history.</li> <li>Order events, accurately, using a timeline.</li> <li>Tell apart between the terms CE and BCE.</li> <li>Use a timeline to set out events from a specific period of history.</li> </ul>	<ul style="list-style-type: none"> <li>Place periods of history on a timeline showing periods of time.</li> <li>Place periods of history on a timeline using centuries.</li> <li>Create a timeline to show the history of a civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>Plot recent history on a timeline using mathematical skills.</li> <li>Plot a certain time period of history on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Place a specific event on a timeline by decade and summarise main events.</li> <li>Place features of historical events and people from past societies and periods in a chronological framework.</li> <li>Compare modern history on a timeline.</li> <li>Summarise key events in a chronological order.</li> </ul>

Skills Progression Mapping - History						
FS1			FS2			
Significant Events	<ul style="list-style-type: none"> <li>Identify landmarks around the school community i.e. kitchen, field, hall.</li> </ul>			<ul style="list-style-type: none"> <li>Identify landmarks in the local community i.e. library, church, shops.</li> </ul>		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Significant Events	<ul style="list-style-type: none"> <li>Understand how where they live was different in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why Britain has special historical events.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Discuss how events in the past shape the world we live in.</li> <li>Explain how invasion, and conquering, creates conflict.</li> <li>Explain different invasions on Britain in the past.</li> <li>Describe why Britain was an important country to invade.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that significant events in history have helped shape the country we have today.</li> <li>Identify different time periods between different groups invading Britain.</li> <li>Communicate why wars and conflict start for specific reasons.</li> <li>Describe historical events from the specific period studying.</li> <li>Explain the importance of a specific historical period.</li> <li>Explain how an invasion caused an adaptation to a historical society.</li> </ul>	<ul style="list-style-type: none"> <li>Describe features of historical events and people of past societies.</li> <li>Explore why certain events are more significant than others.</li> <li>Review how Britain and its actions has influenced world history.</li> </ul>

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<b>Skills Progression Mapping – History</b>							
		<b>FS1</b>			<b>FS2</b>		
<b>Sources</b>		<ul style="list-style-type: none"> <li>Begin to understand familiar routines and parts of the day.</li> </ul>			<ul style="list-style-type: none"> <li>Begin to explore familiar situations in the past i.e. homes, schools and types of transport.</li> </ul>		
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Sources</b>		<ul style="list-style-type: none"> <li>Tell the difference between old and new objects from the past.</li> <li>Recognise that a story has happened in the past.</li> <li>Ask questions about how life was different in the past.</li> <li>Use photographs to answer questions about the past.</li> <li>Find out information about a famous Briton from the past.</li> <li>Recognise how I know something is from the past.</li> <li>Find out information to learn about the past by asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>Research about a famous event and why it has happened for a long time.</li> <li>Find information from the past from an older person.</li> <li>Use a specific source of information to answer questions.</li> <li>Find information from the past about a local individual.</li> <li>Find important information about the past using different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of resources to answer questions.</li> <li>Use various sources to piece together information about a period in history.</li> <li>Research a specific event from the past.</li> <li>Use more than one piece of information to create a conclusion of an historical event.</li> <li>Ask questions to see what life was like for people in the past.</li> <li>Use different sources to research a period of history.</li> </ul>	<ul style="list-style-type: none"> <li>Show my understanding of how artefacts help to build pictures.</li> <li>Communicate how artefacts can create a picture of what may have happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate how historical artefacts have helped us understand more about British lives in the present and past.</li> <li>Answer questions based on my own enquiries.</li> <li>Complete research on a query of my own choice.</li> </ul>	<ul style="list-style-type: none"> <li>Describe events from Britain's past using a range of evidence from different sources.</li> <li>Create my own hypothesis and use this to complete my own research.</li> </ul>

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<b>Skills Progression Mapping – History</b>							
		<b>FS1</b>			<b>FS2</b>		
<b>Presenting</b>		<ul style="list-style-type: none"> <li>Begin to retell a story or event.</li> </ul>			<ul style="list-style-type: none"> <li>Present the past through nursery rhymes and stories</li> </ul>		
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Presenting</b>		<ul style="list-style-type: none"> <li>Retell a story that is set in the past.</li> <li>Communicate how a famous Briton has helped our lives today.</li> <li>Tell someone how an object was used in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the life of a significant individual.</li> <li>Show examples of how life is different from a specific period.</li> <li>Communicate the life of a significant Briton.</li> <li>Communicate the life of a significant local individual.</li> <li>Communicate interesting facts about an historical event.</li> </ul>	<ul style="list-style-type: none"> <li>Use information finding skills to write about historical information.</li> <li>Explain my findings about the differences and similarities between two eras.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate some differences about people who lived in the past.</li> <li>Give more than one reason to support an historical argument.</li> <li>Compare modern day life to life of the past.</li> <li>Create a visual presentation to communicate research findings.</li> </ul>	<ul style="list-style-type: none"> <li>Test out a hypothesis in order to answer a question.</li> <li>Make comparisons between differing time periods through history.</li> <li>Present findings to others, independently, using a method of my own choice.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest why there may be different interpretations of events.</li> <li>Summarise important aspects of world history.</li> <li>Communicate the legacy of a key historical person.</li> <li>Communicate the legacy of a key historical event.</li> <li>Compare and contrast two opinions of a historical event.</li> </ul>

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<b>Vocabulary Progression Mapping – History</b>					
<b>History - Foundation</b>					
yesterday, today, tomorrow, now, old, new, baby, grown up, family, real, fact, building, church, steam train, train station, hospital, fire station, police station, bridge, design, possible, find, success, idea, local, community,					
<b>History - Year 1 – Unit 1 Changes Within Living Memory</b>					
past recent	oldest newest	before I was born baby	toddler growth	story event	correct order
<b>History - Year 1 – Unit 2 Significant Individual - Brunel</b>					
significant individual	new/old a long time ago	famous structures	Briton key facts	achievements better	order range
<b>History - Year 1 – Unit 3 Local Study - School</b>					
objects features	plausible use (noun)	identify evidence	question artefacts	change different	3Rs arithmetic
<b>History - Year 2 – Unit 1 Events Beyond Living Memory – Fawkes</b>					
monarchy parliament	government gunpowder	recall chronological order	religion compare	celebration tradition	grandparent recollection
<b>History - Year 2 – Unit 2 Significant Individual - Nightingale</b>					
social reformer nursing	source of information	key events sequence	privileged soldiers infections	preacher salvation army	betterment poverty
<b>History - Year 2 – Unit 3 Events Beyond Living Memory – Great Fire</b>					
past present	former bygone	Samuel Pepys diarist	source drought	navy regulations	fire brigade insurance company
<b>History - Year 3 – Unit 1 Local Study – Sherwood Forest</b>					
Sherwood Forest	overview detail	sheriff district	outlaw taxes	myth legend	timeline scale
<b>History - Year 3 – Unit 2 Stone Age to Iron Age</b>					
Cresswell Crags	Neanderthals archaeologist	smelting bronze	Celt druid	Mesolithic Neolithic	domesticate nomad
<b>History - Year 3 – Unit 3 Ancient Egypt</b>					
ancient B.C.E./C.E. civilisation	pharaoh pyramid sphinx	Egyptologist hieroglyphics	mummification Canopic jar afterlife	sarcophagus tomb	new kingdom conquer

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<b>Vocabulary Progression Mapping – History</b>					
<b>History - Year 4 – Unit 1 Ancient Greece</b>					
period era	artefacts sculpture	citizen gods / goddesses	aristoi slave	empire debate	Olympic Games philosopher
<b>History - Year 4 – Unit 2 Roman Empire</b>					
conflict invasion	emperor republic	gladiator hypocaust	pantheon mosaic	Augustus Constantine	Fosse Way sanitation
<b>History - Year 4 – Unit 3 Anglo Saxons &amp; Scots</b>					
Angles Saxons Scots	Jutes Vikings Normans	conquer looted	barley mutton tunic	thatch wattle-&-daub	research presentation
<b>History - Year 5 – Unit 1 Local Study – Blidworth Mines</b>					
coal mining museum	Davy Lamp colliery	hypothesis conclusions	community impact	closure strike	coincide concurrent
<b>History - Year 5 – Unit 2 Vikings &amp; Anglo Saxons</b>					
Norsemen Scandinavia	time periods key invasions	war cause	prior knowledge gaps	source of evidence	comparison similarities
<b>History - Year 5 – Unit 3 Non-European Contrast - Mayans</b>					
Mayans dynasty	establish society	explorers conquistador	crime punishment	decline downfall	reflect review
<b>History - Year 6 – Unit 1 Changes to Social History - Parliament</b>					
parliament House of Commons	democracy origins	legacy suffragette	government political party	movement democratic equality	supposition politics
<b>History - Year 6 – Unit 2 Changing Power of Monarchs - Victoria</b>					
Victorian monarch	industrial revolution	poor laws factories slums	inventions economic /social changes	missionaries empress	Great Exhibition Crystal Palace
<b>History - Year 6 – Unit 3 World War II</b>					
World War II 20 <sup>th</sup> Century	summarise Holocaust	allies viewpoint	propaganda historical evidence	TRIP TO HOLOCAUST CENTRE	World influence

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**Learning Overview - History Year 1**

**Unit 1 - Theme(s) Changes within Living Memory**

LO: To identify old and new objects from the past.	LO: To order objects from oldest to newest.	LO: To talk about things that happened when you were little.	LO: To explain how you have changed since you were born.	LO: To recognise a story has happened in the past.	LO: To retell a story set in the past.
<p><input type="checkbox"/> Explore a range of objects.</p> <p><input type="checkbox"/> Understand words old and new.</p> <p><input type="checkbox"/> Begin to identify the main differences between old and new objects.</p> <p><input type="checkbox"/> Compare differences between old and new.</p>	<p><input type="checkbox"/> Discuss objects to order.</p> <p><input type="checkbox"/> Consider what makes oldest to newest.</p> <p><input type="checkbox"/> Order the objects from oldest to newest.</p> <p><input type="checkbox"/> Explain your choices.</p>	<p><input type="checkbox"/> Discuss that you were a baby.</p> <p><input type="checkbox"/> Understand being a baby is part of your past.</p> <p><input type="checkbox"/> Use a personal item to share your history as a baby.</p> <p><input type="checkbox"/> Share information of parents as a baby.</p>	<p><input type="checkbox"/> Discuss that you were a baby.</p> <p><input type="checkbox"/> Discuss being a toddler to now.</p> <p><input type="checkbox"/> Explain personal changes across passing of time.</p> <p><input type="checkbox"/> Use before and after in explanation.</p>	<p><input type="checkbox"/> Listen to the story.</p> <p><input type="checkbox"/> Discuss how we know it is in the past.</p> <p><input type="checkbox"/> Use examples of how you know.</p> <p><input type="checkbox"/> Include phrases such as passing of time.</p>	<p><input type="checkbox"/> Recall the story is in the past.</p> <p><input type="checkbox"/> Share events in the correct order.</p> <p><input type="checkbox"/> Give details that show it is in the past.</p> <p><input type="checkbox"/> Understand it was before you were born.</p>
past recent	oldest newest	before i was born baby	toddler growth	story event	correct order

**Learning Overview - History Year 1**

**Unit 2 - Theme(s) Significant Individual - Isambard Kingdom Brunel**

LO: To ask questions about how life was different in the past.	LO: To use words: 'new', 'old' and 'a long time ago' to order objects.	LO: To answer questions using photographs provided.	LO: To find out about a famous Briton from the past.	LO: To know how a famous Briton has helped our lives today.	LO: To explain why certain objects were different in the past.
<p><input type="checkbox"/> Know the past is something that has happened.</p> <p><input type="checkbox"/> Use questions to ask how life was different.</p> <p><input type="checkbox"/> Create your own questions to find out about the past.</p> <p><input type="checkbox"/> Create a list of your findings from your questions.</p>	<p><input type="checkbox"/> Look at pictures from the past.</p> <p><input type="checkbox"/> Order objects by their age.</p> <p><input type="checkbox"/> Use vocabulary to talk about each object.</p> <p><input type="checkbox"/> Use a greater range of vocabulary.</p>	<p><input type="checkbox"/> Look at photos of Brunel and his structures.</p> <p><input type="checkbox"/> Talk about what you can see in the photos.</p> <p><input type="checkbox"/> Answer questions using the photos.</p> <p><input type="checkbox"/> Ask your own questions from what you can see.</p>	<p><input type="checkbox"/> Listen to the facts about the life of a famous person.</p> <p><input type="checkbox"/> Remember the key facts about the famous person.</p> <p><input type="checkbox"/> Communicate the key facts about the famous person.</p> <p><input type="checkbox"/> Find out more information about a famous person.</p>	<p><input type="checkbox"/> Listen to the achievements of the famous person.</p> <p><input type="checkbox"/> Talk about life before their work.</p> <p><input type="checkbox"/> Communicate how their helped lives be better.</p> <p><input type="checkbox"/> Explain what life may have been like without them.</p>	<p><input type="checkbox"/> Discuss pictures from the past and present.</p> <p><input type="checkbox"/> Sort objects into the past and present.</p> <p><input type="checkbox"/> Describe how life was different in the past.</p> <p><input type="checkbox"/> Explain why certain objects were different in the past.</p>
significant individual	new/old a long time ago	famous structures	Briton key facts	achievements better	order range

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**Unit 3 – Theme(s) Local Study- School**

LO: To identify objects from the past.	LO: To give a plausible explanation about what an object was used for in the past.	LO: To identify new and old things in a picture.	LO: To ask questions about how schools were different in the past.	LO: To understand how schools were different in the past using different sources.	LO: To explain and compare their life and that with a child from the past. (TRIP TO WORKHOUSE)
<p>[ ] Explore different objects from the past.</p> <p>[ ] Talk about features you can see.</p> <p>[ ] Recognise features that show they're from the past.</p> <p>[ ] Compare object to a modern day object.</p>	<p>[ ] Explain an unknown object from the past.</p> <p>[ ] Suggest a use from the past.</p> <p>[ ] Give reasons for suggestion.</p> <p>[ ] Explain who might have used the object.</p>	<p>[ ] Explore the picture.</p> <p>[ ] Find the new things.</p> <p>[ ] Find the old things.</p> <p>[ ] Explain how you know if they are old or new.</p>	<p>[ ] Identify differences between schools in the past and present.</p> <p>[ ] Reflect on what is known about the past</p> <p>[ ] Think of questions for information not yet known.</p> <p>[ ] Use historical vocabulary to make questions clear.</p>	<p>[ ] Listen to information about the past.</p> <p>[ ] Use information to answer questions.</p> <p>[ ] Use information from difference sources.</p> <p>[ ] Know how to find two different ways they can find out about the past.</p>	<p>[ ] Consider your own school day.</p> <p>[ ] Consider the school day of a child from the past.</p> <p>[ ] Compare the school life from past and present.</p> <p>[ ] Explain which school day you would prefer.</p>
objects features	plausible use (noun)	identify evidence	question artefacts	change different	3Rs arithmetic

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Unit 1 - Theme(s) Events Beyond Living Memory - Gun Powder Plot					
LO: To know why Britain has special historical events.	LO: To research about a famous event and why it has happened for a long time.	LO: To sequence a set of events in chronological order and give reasons for order.	LO: To show examples of how life is different from a specific period.	LO: To find information from the past from an older person.	LO: To give examples of things that are different in their life to their grandparents.
<p><input type="checkbox"/> Recall what Bonfire Night is.</p> <p><input type="checkbox"/> Know why Bonfire Night is celebrated.</p> <p><input type="checkbox"/> Explain what Parliament is.</p> <p><input type="checkbox"/> Compare Parliament to our school council.</p>	<p><input type="checkbox"/> Research events of the Gunpowder Plot.</p> <p><input type="checkbox"/> Explain why it is still celebrated.</p> <p><input type="checkbox"/> Use different sources of information to research.</p> <p><input type="checkbox"/> Explain why accurate information is limited.</p>	<p><input type="checkbox"/> Recall main events of the Gunpowder Plot.</p> <p><input type="checkbox"/> Communicate events in chronological order.</p> <p><input type="checkbox"/> Include details that describe what life was like.</p> <p><input type="checkbox"/> Consider how long ago the event happened.</p>	<p><input type="checkbox"/> Consider aspects of living in the 1600s.</p> <p><input type="checkbox"/> Compare life in the 1600s to today.</p> <p><input type="checkbox"/> Explain the main differences.</p> <p><input type="checkbox"/> Give opinions to preferred time period.</p>	<p><input type="checkbox"/> Discuss whether Bonfire Night is celebrated the same.</p> <p><input type="checkbox"/> Consider how it could have been different for an older person.</p> <p><input type="checkbox"/> Generate questions to find out the differences.</p> <p><input type="checkbox"/> Use a range of questions that encourages detailed answers.</p>	<p><input type="checkbox"/> Listen to responses from Grandparents.</p> <p><input type="checkbox"/> Record answers given from Grandparents.</p> <p><input type="checkbox"/> Identify differences between Bonfire Night for Grandparents and yourself.</p> <p><input type="checkbox"/> Explain why eye witness accounts may vary.</p>
monarchy parliament	government gunpowder	recall chronological order	religion compare	celebration tradition	grandparent recollection

Learning Overview - History Year 2

Unit 2 - Theme(s) Significant Individual- Florence Nightingale

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LO: To research the life of a famous Briton.	LO: To answer questions using a specific source.	LO: To sequence events in chronological order.	LO: To recount the life of a significant Briton.	LO: To research a local individual from the past. (William Booth)	LO: To communicate about a local individual from the past using relevant words and phrases. (W. Booth)
<p>[ ] Find out information about a person from the past.</p> <p>[ ] Recall important facts about a person from the past.</p> <p>[ ] Use different sources to find your information.</p> <p>[ ] Explain why eye-witness accounts may vary.</p>	<p>[ ] Discuss different questions to ask.</p> <p>[ ] Use a specific source of information to find answers.</p> <p>[ ] Communicate answers to the questions.</p> <p>[ ] Suggest other sources of information you could use to answer questions.</p>	<p>[ ] Discuss the key events from Florence Nightingale's life.</p> <p>[ ] Order the events of her life.</p> <p>[ ] Give reasons for the order you chose.</p> <p>[ ] Describe details of chronological events.</p>	<p>[ ] Recall main events in a person's life.</p> <p>[ ] Recount main events in order.</p> <p>[ ] To organise recount into early life and later life.</p> <p>[ ] Explain which part of her life was most significant.</p>	<p>[ ] Find out information about a person from the past.</p> <p>[ ] Recall important facts about a person from the past.</p> <p>[ ] Use different sources to find your information.</p> <p>[ ] Explain why someone from our locality is associated with a special event.</p>	<p>[ ] Recall William Booth's life in the past tense.</p> <p>[ ] Use words like, 'before', 'past' and 'then'.</p> <p>[ ] Use a range of historical words and phrases to describe a life from the past.</p> <p>[ ] Use a thesaurus to upscale historical language.</p>
social reformer nursing	source of information	key events sequence	privileged soldiers infections	preacher salvation army	betterment poverty

**Learning Overview - History Year 2**

**Unit 3 - Theme(s) Events beyond living memory- Great Fire of London**

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LO: To use the terms 'past' and 'present' accurately.	LO: To know different ways to find out about the past.	LO: To know about the life of a significant individual.	LO: To recount interesting facts about an historical event.	LO: To sequence events from beyond living memory.	LO: To give an example of something different in their life to that of a long time ago. (Fire Brigade)
<p>[ ] Discuss the meaning of words, 'past' and 'present'.</p> <p>[ ] Use the terms 'past' and 'present' clearly.</p> <p>[ ] Show an understanding of the words 'past' and 'present'.</p> <p>[ ] Use a range of words to describe the passing of time</p>	<p>[ ] Explore information about the Great Fire of London.</p> <p>[ ] Recall important information.</p> <p>[ ] Describe where information was found.</p> <p>[ ] Discuss the use of each source.</p>	<p>[ ] Know that Samuel Pepys is an important figure from the past.</p> <p>[ ] Research information on Samuel Pepys.</p> <p>[ ] Explain why Samuel Pepys is important to the Great Fire of London.</p> <p>[ ] Consider why Samuel Pepys recorded the events.</p>	<p>[ ] Consider the information sources about the Great Fire of London.</p> <p>[ ] Communicate key facts from the event.</p> <p>[ ] Communicate a range of interesting facts.</p> <p>[ ] Consider why eye witness accounts may be different.</p>	<p>[ ] Recall events from the Great Fire of London.</p> <p>[ ] Sequence key events of the Great Fire of London.</p> <p>[ ] Sequence events of the whole timeline.</p> <p>[ ] Explain the importance of placing events in chronological order.</p>	<p>[ ] Identify how fires are dealt with today.</p> <p>[ ] Compare what happened in the Great Fire of London.</p> <p>[ ] Describe how fire-fighting approaches are different today.</p> <p>[ ] Explain why changes have happened over time.</p>
<p>past</p> <p>present</p>	<p>former</p> <p>bygone</p>	<p>Samuel Pepys</p> <p>diarist</p>	<p>source</p> <p>drought</p>	<p>navy</p> <p>regulations</p>	<p>fire brigade</p> <p>insurance company</p>

Learning Overview - History Year 3

Unit 1 - Theme ~ Local History Study ~ Sherwood Forest

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LO: To use a variety of resources to answer questions.	LO: To use various sources to piece together information about a period in history.	LO: To use information finding skills to write about historical information.	LO: To research a specific event from the past.	LO: To use more than one piece of information to create a conclusion of an historical event.	LO: To use a timeline to set out how things may have happened.
<input type="checkbox"/> Consider questions raised about Sherwood Forest. <input type="checkbox"/> Explore different sources. <input type="checkbox"/> Find evidence from a range of sources. <input type="checkbox"/> Explain usefulness of different sources.	<input type="checkbox"/> Discuss overview of Sherwood Forest history. <input type="checkbox"/> Use evidence to add detail to overview. <input type="checkbox"/> Produce clear notes to collect information. <input type="checkbox"/> Use internet search engines to source own information.	<input type="checkbox"/> Record an overview of Sherwood Forest history. <input type="checkbox"/> Use previous research to add detail. <input type="checkbox"/> Bring a range of information together to present findings clearly. <input type="checkbox"/> Reference sources of evidence within work.	<input type="checkbox"/> Recall the Major Oak's significance in the history of Sherwood Forest. <input type="checkbox"/> Research events of the Major Oak. <input type="checkbox"/> Describe the impact of specific actions to an event from the past. <input type="checkbox"/> Explain the significance of the Major Oak today.	<input type="checkbox"/> Discuss what makes a myth or a legend. <input type="checkbox"/> Find evidence to support your view of Robin Hood. <input type="checkbox"/> Create a balanced argument. <input type="checkbox"/> Produce a personal conclusion of your findings.	<input type="checkbox"/> Discuss different examples of timelines. <input type="checkbox"/> Decide key events needed for a Sherwood Forest timeline. <input type="checkbox"/> Create an accurate timeline in chronological order. <input type="checkbox"/> Construct a timeline to show long passages of time between events.
Sherwood Forest	overview detail	sheriff district	outlaw taxes	myth legend	timeline scale
<b>Writing Across the Curriculum</b>	Wk 5 ~ CONCLUSION INCLUDING VIEWPOINT around whether Robin Hood is a myth or a legend. Include supporting evidence.				

<b>Learning Overview - History Year 3</b>
<b>Unit 2 - Theme ~ Stone Age to Iron Age</b>

Blidworth & Rainworth Primary School Partnership  
History Subject Pathway 2025-2026

LO: To begin to see what life was like for early settlers.	LO: To recognise how archaeologists have helped to understand the past. (Stone Age)	LO: To research a period of history from different sources (Stone Age).	LO: To discuss main developments between the Stone Age and the Iron Age.	LO: To use a timeline to order certain events (Iron Age).	LO: To find out about a period in history (Iron Age).
Trip to Cresswell Crag	<input type="checkbox"/> Know what an archaeologist does. <input type="checkbox"/> Recognise how archaeologists have helped to understand the past. <input type="checkbox"/> Explain what archaeologist's evidence tells us about the past. <input type="checkbox"/> Discuss difficulties archaeologists face.	<input type="checkbox"/> Explore life in the Iron Age using different sources of information. <input type="checkbox"/> Collect key pieces of information. <input type="checkbox"/> Describe the period of history. <input type="checkbox"/> Create a conclusion about a historical event from different sources found.	<input type="checkbox"/> Find out information about the Iron Age. <input type="checkbox"/> Consider how the Stone Age developed into the Iron Age. <input type="checkbox"/> Explain why the Iron Age followed the Stone Age. <input type="checkbox"/> Justify which period of history was most significant.	<input type="checkbox"/> Identify key events in the time period. <input type="checkbox"/> Recall significant dates from the time period. <input type="checkbox"/> Create timeline to show the order of events. <input type="checkbox"/> Apply mathematical knowledge to show the difference in time.	<input type="checkbox"/> Find out key aspects of time period. <input type="checkbox"/> Explore similarities between time periods. <input type="checkbox"/> Explain differences between time periods. <input type="checkbox"/> Justify which time period you would prefer to live in.
	Neanderthals archaeologist	Celt Druid	Smelting Bronze	Mesolithic Neolithic	domesticate nomad
<b>Writing Across the Curriculum</b>	Wk 2 ~ NON-CHRONOLOGICAL REPORT to answer; <i>What is an archaeologist?</i>				

**Learning Overview - History Year 3**  
**Unit 3 - Theme ~ Ancient Egypt**

Blidworth & Rainworth Primary School Partnership  
History Subject Pathway 2025-2026

LO: To place periods of history on a timeline - using BC/AD.	LO: To piece together information about a period in history.	LO: To know how archaeologists help us to understand history.	LO: To use various sources of information to answer questions about an <b>ancient</b> period of history.	LO: To research a specific event from the past. (Tutankhamun)	LO: To use a timeline within a specific time in history to set out order of events.
<p>[ ] Discuss overall period of Ancient History.</p> <p>[ ] Produce timeline to compare with events already learned.</p> <p>[ ] Place events on a timeline and explain the use of BC/AD.</p> <p>[ ] Work out time differences between key events.</p>	<p>[ ] Explore various sources of information.</p> <p>[ ] Extract key pieces of information.</p> <p>[ ] Explain findings of a period of history.</p> <p>[ ] Produce a conclusion using multiple sources of information.</p>	<p>[ ] Recall the role of what an archaeologist does.</p> <p>[ ] Explore Ancient Egyptian artefacts discovered by archaeologists.</p> <p>[ ] Describe the information gained from archaeology.</p> <p>[ ] Research how archaeology has improved through modern technology.</p>	<p>[ ] Consider the question raised.</p> <p>[ ] Suggest suitable sources of evidence.</p> <p>[ ] Cross-reference source with other information.</p> <p>[ ] Evaluate the usefulness of different resources.</p>	<p>[ ] Explore sources of information about Tutankhamun</p> <p>[ ] Gather information about Tutankhamun.</p> <p>[ ] Explain Tutankhamun's significance to Ancient Egypt's timeline.</p> <p>[ ] Use efficient research perimeters.</p>	<p>[ ] Recall events in Ancient Egypt history.</p> <p>[ ] Sequence events clearly on the timeline.</p> <p>[ ] Use the timeline to communicate events.</p> <p>[ ] Begin to show passing of time proportionally on the timeline.</p>
ancient B.C.E/C.E. civilisation	pharaoh pyramid sphinx	Egyptologist hieroglyphics	mummification Canopic jar afterlife	sarcophagus tomb	new kingdom conquer
<b>Writing Across the Curriculum</b>	Wk 5 ~ NON-CHRONOLOGICAL REPORT to show what they have learnt about Tutankhamun. Use given sub-headings.				

**Learning Overview - History Year 4**  
**Unit 1 - Theme ~ Ancient Greece**

Blidworth & Rainworth Primary School Partnership  
History Subject Pathway 2025-2026

To place periods of history on a timeline showing periods of time.	To understand how artefacts help to build pictures.	To know some of the differences about people who lived in the past.	To compare the lives of the wealthy and poor.	To give more than one reason to support a historical argument.	To communicate my knowledge and understanding.
<p><input type="checkbox"/> Discuss the history of Ancient Greece.</p> <p><input type="checkbox"/> Order a timeline of events</p> <p><input type="checkbox"/> Create a timeline using accurate periods of time.</p> <p><input type="checkbox"/> Explain historical development over time.</p>	<p><input type="checkbox"/> Discuss what the artefacts are.</p> <p><input type="checkbox"/> Discuss where artefacts come from.</p> <p><input type="checkbox"/> Consider what they tell us about the past.</p> <p><input type="checkbox"/> Interpret how artefacts have changed over time.</p>	<p><input type="checkbox"/> Find out how people lived in the past.</p> <p><input type="checkbox"/> Compare life from then to now.</p> <p><input type="checkbox"/> Explain the differences between then and now.</p> <p><input type="checkbox"/> Explain reasons for differences between life past and present.</p>	<p><input type="checkbox"/> Use sources to find out about the lives of rich and poor.</p> <p><input type="checkbox"/> Compare the lives of the wealthy and poor.</p> <p><input type="checkbox"/> Summarise the life of the wealthy and poor.</p> <p><input type="checkbox"/> Explain the difference between how you know someone is rich or poor.</p>	<p><input type="checkbox"/> Consider a historical argument.</p> <p><input type="checkbox"/> Give reasons to support a historical argument.</p> <p><input type="checkbox"/> Explain your reasons to support a historical argument.</p> <p><input type="checkbox"/> Give a reason against a historical argument.</p>	<p><input type="checkbox"/> Bring together historical knowledge.</p> <p><input type="checkbox"/> Use both oral and written skills to present clearly.</p> <p><input type="checkbox"/> Offer your point of view on your findings.</p> <p><input type="checkbox"/> Consider alternative points of view.</p>
period era	artefacts sculpture	citizen gods / goddesses	aristoi slave	empire debate	Olympic games philosopher
<b>Writing Across the Curriculum</b>	Wk 5 ~ BALANCED ARGUMENT around given information on a historical argument about Ancient Greece.				

Learning Overview - History Year 4

Unit 2 - Theme ~ Roman Empire

Blidworth & Rainworth Primary School Partnership  
History Subject Pathway 2025-2026

To appreciate conflict in the past was associated with invasion and conquering.	To know people in the past lived differently.	To recognise the difference in lives between wealthy and poor people in the past.	To appreciate how items from the past can create a picture. (Introduction of Christianity)	To place periods on a timeline using centuries.	To know how events from the past have helped shaped our lives.
<p><input type="checkbox"/> Know when and why Romans invaded Britain.</p> <p><input type="checkbox"/> Explain the conflict created by the invasion.</p> <p><input type="checkbox"/> Describe the impact of the invasion.</p> <p><input type="checkbox"/> Link learning to other historical conflicts.</p>	<p><input type="checkbox"/> Use evidence to explore how people lived in the past.</p> <p><input type="checkbox"/> Describe what life was like in the past.</p> <p><input type="checkbox"/> Compare life in the past to today.</p> <p><input type="checkbox"/> Appreciate why there are differences from the past to today.</p>	<p><input type="checkbox"/> Understand why there were differences between the wealthy and poor.</p> <p><input type="checkbox"/> Compare the differences between the wealthy and poor.</p> <p><input type="checkbox"/> Explain the differences between the wealthy and poor.</p> <p><input type="checkbox"/> Compare to different inequalities.</p>	<p><input type="checkbox"/> Explore the selection of artefacts.</p> <p><input type="checkbox"/> Discuss what the artefacts could be used for.</p> <p><input type="checkbox"/> Consider what they tell us about life in the past.</p> <p><input type="checkbox"/> Explain why artefacts may be replicas or pictorial.</p>	<p><input type="checkbox"/> Understand what a century is.</p> <p><input type="checkbox"/> Identify key events in Roman history.</p> <p><input type="checkbox"/> Place events on a timeline using century increments.</p> <p><input type="checkbox"/> Explain the difference between time measured in BC/AD.</p>	<p>Name changes that occurred as a result of Roman influence.</p> <p>Consider whether influences are still present today.</p> <p>Evidence how historical events are still impacting present life.</p> <p>Compare influence to that of another historical civilisation.</p>
conflict invasion	emperor republic	gladiator hypocaust	pantheon mosaic	Augustus Constantine	Fosse Way sanitation
<b>Writing Across the Curriculum</b>	Wk 3 ~A DAY IN THE LIFE Imagine themselves as a rich or a poor person and explain what their day is like. Contrast it to the other person's life.				

**Learning Overview - History Year 4**  
**Unit 3 - Theme ~ Anglo-Saxons and Scots**

Blidworth & Rainworth Primary School Partnership  
History Subject Pathway 2025-2026

To place periods of history on a timeline showing periods of time.	To recognise that Britain has been invaded by several different groups over time.	To appreciate why Britain was an important country to be invaded and conquered.	To research what it was like for a child in a given period from the past. <i>(Food &amp; Clothing)</i>	To research what it was like for a child in a given period from the past. <i>(Homes &amp; Jobs)</i>	To present, as part of a group, an aspect of history they have researched.
<input type="checkbox"/> Discuss the history of Anglo-Saxons and Scots. <input type="checkbox"/> Order a timeline of events <input type="checkbox"/> Create a timeline using accurate periods of time. <input type="checkbox"/> Explain historical development over time.	<input type="checkbox"/> Understand the meaning of invasion. <input type="checkbox"/> Name groups that have invaded Britain in the past. <input type="checkbox"/> Know the order and key details of different British invasions. <input type="checkbox"/> Compare the impact of different invasions.	<input type="checkbox"/> Explore reasons Britain was important to invaders. <input type="checkbox"/> Highlight key pieces of information. <input type="checkbox"/> Explain why Britain was invaded so many times. <input type="checkbox"/> Produce a conclusion using multiple sources of information.	<input type="checkbox"/> Explore information about Anglo Saxon food and clothing. <input type="checkbox"/> Highlight key facts. <input type="checkbox"/> Evaluate how food and clothing was different for Anglo Saxon children. <input type="checkbox"/> Make inferences based on information found.	<input type="checkbox"/> Explore information about Anglo Saxon homes and jobs. <input type="checkbox"/> Highlight key facts. <input type="checkbox"/> Evaluate how homes and jobs were different for Anglo Saxon children. <input type="checkbox"/> Make inferences based on information found.	<input type="checkbox"/> Decide as part of a group how information should be presented. <input type="checkbox"/> Work as group to organise information. <input type="checkbox"/> Clearly present information as part of a group. <input type="checkbox"/> Influence group decisions to improve clarity of presentation.
Angles Saxons Scots	Jutes Vikings Normans	conquer looted	barley mutton tunic	thatch wattle-&-daub	research presentation
<b>Writing Across the Curriculum</b>	Wk 3 ~ PERSUASIVE MANIFESTO of a chief who wants to invade Britain and needs to get his clan/tribe/people on board with his reasons why.				

**Learning Overview - History Year 5**

**Unit 1 - Theme ~ Local Study ~ Blidworth/Rainworth and Mining**

Blidworth & Rainworth Primary School Partnership  
History Subject Pathway 2025-2026

To appreciate that significant events in history have helped shape the country we have today.	To appreciate how historical artefacts have helped us understand more about British lives in the present and past.	To test out a hypothesis in order to answer a question. <i>(Did mining change the landscape of the village forever - yes or no?)</i>	To describe historical events from the specific period studying.	To appreciate that significant events in history have helped shape the country we have today.	To plot recent history on a timeline using mathematical skills.
Trip to National Coal Mining Museum	<input type="checkbox"/> Understand what an artefact is. <input type="checkbox"/> Discuss what artefacts tell us about past lives. <input type="checkbox"/> Explore an artefact and draw conclusions from it. <input type="checkbox"/> Discuss what could be a disadvantage to using artefacts.	<input type="checkbox"/> Discuss the hypothesis and questions raised. <input type="checkbox"/> Use evidence to research the hypothesis. <input type="checkbox"/> Draw conclusions based on your research. <input type="checkbox"/> Create your own hypothesis for future learning.	<input type="checkbox"/> Understand why mining changed the community. <input type="checkbox"/> Understand how mining changed the community. <input type="checkbox"/> Understand the impact of mining on the village. <input type="checkbox"/> Consider what the village would look like without the mine.	<input type="checkbox"/> Understand how mining communities developed. <input type="checkbox"/> Explore the closure of the mines. <input type="checkbox"/> Understand the impact that it had on communities. <input type="checkbox"/> Consider what the future may hold for the communities.	<input type="checkbox"/> Create timeline over a 100 year period. <input type="checkbox"/> Use a scale accurately. <input type="checkbox"/> To plot the events accurately on the timeline. <input type="checkbox"/> Compare to other events which were happening at the same time.
	Davy Lamp colliery	hypothesis conclusions	community impact	closure strike	coincide concurrent
<b>Writing Across the Curriculum</b>	Wk 5 ~ FIRST PERSON SHORT NARRATIVE based on a child's view as their Dad goes on strike. Explain about the closure of the mines and the impact it had on communities.				

**Learning Overview - History Year 5**

**Unit 2 - Theme ~ Vikings and Anglo-Saxons**

Blidworth & Rainworth Primary School Partnership  
History Subject Pathway 2025-2026

To draw a timeline to show different time periods and information.	To recognise and quantify different time periods that exist between different groups that invaded Britain.	To appreciate why wars start for specific reasons.	To pose a question for research.	To answer own questions from research.	To make comparisons between historical periods; explaining things that have changed and things which have stayed the same.
<input type="checkbox"/> Discuss overview of Viking and Anglo Saxon history. <input type="checkbox"/> Order a timeline of events. <input type="checkbox"/> Create a timeline using accurate periods of time. <input type="checkbox"/> Explain historical development over time.	<input type="checkbox"/> Identify key groups that have invaded Britain. <input type="checkbox"/> Research time periods of key British invasions. <input type="checkbox"/> Order and compare time periods of key invasions. <input type="checkbox"/> Give key details of events within each time period.	<input type="checkbox"/> Explore different causes of war throughout history. <input type="checkbox"/> Highlight key pieces of information. <input type="checkbox"/> Detail reasons that wars have started historically. <input type="checkbox"/> Discuss probability of wars starting today for similar reasons.	<input type="checkbox"/> Summarise existing knowledge of Vikings and Anglo Saxons. <input type="checkbox"/> Consider missing information or evidence. <input type="checkbox"/> Develop range of new questions to research. <input type="checkbox"/> Consider the possibility of an unanswerable historical question.	<input type="checkbox"/> Review research questions. <input type="checkbox"/> Consider best source of evidence to achieve an answer. <input type="checkbox"/> Answer questions in detail giving evidence sources. <input type="checkbox"/> Analyse conflicting sources of evidence.	<input type="checkbox"/> Explore key information about Anglo Saxon and Viking Britain. <input type="checkbox"/> Analyse changes and similarities between time periods. <input type="checkbox"/> Make comparisons between the two time periods. <input type="checkbox"/> Consider Anglo Saxon and Viking influences still evident today.
Norsemen Scandinavia	time periods key invasions	war cause	prior knowledge gaps	source of evidence	comparison similarities
<b>Writing Across the Curriculum</b>	Wk 5 ~ NON-CHRONOLOGICAL REPORT to show the findings from their research in prior lesson. Present as in a non-fiction text book.				

Learning Overview - History Year 5

Unit 3 - Theme ~ A non-European society that provides contrasts with British history ~ The Mayans

Blidworth & Rainworth Primary School Partnership  
History Subject Pathway 2025-2026

To draw a timeline showing different time periods and information.	To describe historical events from the specific period.	To describe historical events from the specific period.	To understand how crime and punishment has changed over the years.	To test out a hypothesis in order to answer a question.	To communicate knowledge and understanding orally and in writing; offering points of view based upon what I have found out.
<p>[ ] Know what timelines are used for.</p> <p>[ ] Construct a timeline for periods studied.</p> <p>[ ] Enter known events onto the timeline.</p> <p>[ ] Add key human developments onto the timeline.</p>	<p>[ ] Know who the Mayans were and where they lived.</p> <p>[ ] Discuss how the Mayans first established themselves.</p> <p>[ ] Explain the importance of their society.</p> <p>[ ] Explore the impact that they had in the region.</p>	<p>[ ] Understand how long the Mayans lived and the impact they had.</p> <p>[ ] Discuss the arrival of the Spanish.</p> <p>[ ] Understand the impact of the Spanish explorers.</p> <p>[ ] Justify your opinion about the behaviour of the Spanish.</p>	<p>[ ] Discuss our understanding of crime and punishment.</p> <p>[ ] Explore how Mayans governed their society.</p> <p>[ ] Contrast their crime and punishment with modern days.</p> <p>[ ] Explain the reasons for differences.</p>	<p>[ ] Set a question and hypothesis about the Mayans.</p> <p>[ ] Research to test out hypothesis.</p> <p>[ ] Draw conclusions based on research.</p> <p>[ ] Reflect on whether your hypothesis was correct or not, and why.</p>	<p>[ ] Plan how to present findings from last week.</p> <p>[ ] Create a presentation, showing my point of view.</p> <p>[ ] Present to an audience.</p> <p>[ ] Reflect on what you have taught your audience about the Mayans and your point of view.</p>
Mayans dynasty	establish society	explorers conquistador	crime punishment	decline downfall	reflect review
<b>Writing Across the Curriculum</b>	Wk 3 ~ FORMAL LETTER from a Mayan to the King of Spain to complain about the impact of the Spanish explorers.				

**Learning Overview - History Year 6**

**Unit 1 - Theme ~ Changes in an aspect of social history ~ Parliament and British Values**

Blidworth & Rainworth Primary School Partnership  
History Subject Pathway 2025-2026

To begin to appreciate that how we make decisions has been through a Parliament for some time.	To summarise what Britain may have learnt from other countries and civilizations.	To describe a key historical person.	To recognise and describe differences and similarities between different periods of history.	To describe a key historical event from Britain's past.	To research your own question.
TRIP TO PARLIAMENT LONDON	<input type="checkbox"/> Discuss the origins of parliament and democracy. <input type="checkbox"/> Explore how other countries make decisions. <input type="checkbox"/> Explore what other civilizations taught us. <input type="checkbox"/> Present our findings in a clear way.	<input type="checkbox"/> Know how the person contributed to social history. <input type="checkbox"/> Explore the impact that they had. <input type="checkbox"/> Consider how things changed because of them. <input type="checkbox"/> Explain the legacy they left behind.	<input type="checkbox"/> Understand that our laws have changed through history. <input type="checkbox"/> Explore laws from different periods of history. <input type="checkbox"/> Describe similarities and differences. <input type="checkbox"/> Explain which law you found the strangest and why.	<input type="checkbox"/> Know how the event contributed to social history. <input type="checkbox"/> Explore the impact that it had. <input type="checkbox"/> Consider how things changed because of it. <input type="checkbox"/> Explain the legacy it left behind.	<input type="checkbox"/> Review recent historical findings. <input type="checkbox"/> Create a hypothesis for research purposes. <input type="checkbox"/> Use a range of evidence and sources. <input type="checkbox"/> Explain the choice behind your hypothesis.
	democracy origins	legacy suffragette	government political party	movement democratic equality	supposition politics
<b>Writing Across the Curriculum</b>	Wk 3 ~ AUTOBIOGRAPHICAL PIECE written as Emmeline Pankhurst looking back on her life and explaining what she did, why and the impact it had.				

Learning Overview - History Year 6

Unit 2 - Theme ~ Changing Power of Monarchs ~ Victoria

Blidworth & Rainworth Primary School Partnership  
History Subject Pathway 2025-2026

To place a specific event on a timeline by decade and summarise main events.	To describe events from Britain's past using a range of evidence from different sources (industrial revolution).	To suggest why there may be different interpretations of events (Poor Laws/Factories).	To describe features of historical events (and people) of past societies. (Watt/Stephenson).	To summarise how Britain has had a major influence on world history.	To place features of historical events and people from past societies and periods in a chronological framework.
<p><input type="checkbox"/> Understand how a timeline works and the scale that is used.</p> <p><input type="checkbox"/> Place events in the correct decades.</p> <p><input type="checkbox"/> Summarise main events on the timeline.</p> <p><input type="checkbox"/> Position events to indicate accurate time relationships.</p>	<p><input type="checkbox"/> Look at a range of evidence of the industrial revolution.</p> <p><input type="checkbox"/> Explore what different sources can give.</p> <p><input type="checkbox"/> Communicate information found from evidence.</p> <p><input type="checkbox"/> Explain the effectiveness of the different sources used.</p>	<p><input type="checkbox"/> Consider two aspects of a historical event (owner v union).</p> <p><input type="checkbox"/> Summarise two sides of an argument.</p> <p><input type="checkbox"/> Show appreciation of how events could be interpreted differently. <input type="checkbox"/> Compare to those of a similar historical event.</p>	<p><input type="checkbox"/> Recognise the inventions of Watt and Stephenson.</p> <p><input type="checkbox"/> Consider life before railways.</p> <p><input type="checkbox"/> Consider the impact of Watt &amp; Stephenson's inventions on society.</p> <p><input type="checkbox"/> Suggest why certain people are seen as more significant than others in history.</p>	<p><input type="checkbox"/> Know that Victoria was ruler of many countries.</p> <p><input type="checkbox"/> Understand how much of the world became part of the Empire.</p> <p><input type="checkbox"/> Identify the influence Britain had on the different countries.</p> <p><input type="checkbox"/> Discuss the positive and negatives.</p>	<p><input type="checkbox"/> Include main events in a chronological framework.</p> <p><input type="checkbox"/> Summarise key events.</p> <p><input type="checkbox"/> Give explanations why certain events were significant.</p> <p><input type="checkbox"/> Reference sources of evidence in conclusion.</p>
Victorian monarch	Industrial Revolution	poor laws factories slums	inventions economic /social changes	missionaries empress	Great Exhibition Crystal Palace
<b>Writing Across the Curriculum</b>	Wk 3 ~ BALANCED ARGUMENT written from one side of a historical event but discussing both sides of the argument.				

**Learning Overview - History Year 6**  
**Unit 3 - Theme ~ World War II**

Blidworth & Rainworth Primary School Partnership  
History Subject Pathway 2025-2026

To say where a period of history fits on a timeline.	To summarise the main events from a specific period in history, explaining the order in which key events happened.	To look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.	To identify and explain their understanding of propaganda.	To suggest why certain events, people and changes might be seen as more significant than others.	To summarise how Britain has had a major influence on World history.
<input type="checkbox"/> List periods of history study so far. <input type="checkbox"/> Place time periods on a timeline. <input type="checkbox"/> Research time period for WW2 and add to timeline. <input type="checkbox"/> Produce an accurate, clearly scaled timeline.	<input type="checkbox"/> Explore key events of WW2. <input type="checkbox"/> Summarise the key events of WW2. <input type="checkbox"/> Give explanations of events in the correct order. <input type="checkbox"/> Justify why some WW2 events were considered more significant than others.	<input type="checkbox"/> Explore two versions of historical evidence. <input type="checkbox"/> Compare the viewpoints of each piece. <input type="checkbox"/> Explain how each author attempted to persuade the audience. <input type="checkbox"/> Consider which methods were most effective.	<input type="checkbox"/> Explore artefacts of WW2 propaganda. <input type="checkbox"/> Understand the meaning of propaganda. <input type="checkbox"/> Demonstrate how a piece of historical evidence was propaganda. <input type="checkbox"/> Examine how propaganda is still used today.	TRIP TO HOLOCAUST CENTRE	<input type="checkbox"/> Explore Britain's role in WW2. <input type="checkbox"/> Consider how Britain's actions in WW2 influenced World history. <input type="checkbox"/> Summarise the impact of Britain's influence on World history. <input type="checkbox"/> Compare the impact of other countries.
World War II 20 <sup>th</sup> Century	summarise Holocaust	allies viewpoint	propaganda historical evidence		world influence
<b>Writing Across the Curriculum</b>	Wk 3 ~ NON_CHRONOLOGICAL REPORT As a historian that is looking at evidence from two sides, explain findings and how the viewpoints differ.				