











Autumn 2025-26		Vocabulary	Historical enquiry	Cause and consequence	Chronological understanding	Similarity / Difference	Continuity and change	Significance
KS1	 <p>How should we remember people who devoted their lives to serve others?</p>	Crimean War Legacy Diversity Ethnicity	Children use historical sources to find out about the lives of significant women in history	Know why Florence Nightingale, Edith Cavell and Mary Seacole helped others 	Place the lives of MS, EC and FN in chronological order relating their work to other periods of history they already know	Know the key similarities and differences between FN, EC and MS and be able to explain that life was different for rich and poor.	 <p>Compare how nurses work today with the lives of MS, EC and FN.</p>	Children decide who they would most like to remember and can say why she was important.
KS2	<p>What might archaeological finds tell us about the past?</p> 	Artefact Archaeology Excavate Invasion Defence	Use Historical artefacts to learn about how people lived and protected themselves in the past	Know that the Romans leaving Britain led to the arrival of the Saxons from Europe Know why the Vikings invaded Anglo Saxon Britain	Order the key events from The Romans leaving to the Norman conquest	Compare the weapons and armies of the Saxons and the Vikings 	How people from the past conquered land through invading other civilisations. Understand why land was important – are there any parallels with Russia and Ukraine?	Know the significance of local Anglo Saxon sites.




Spring 2025-26		Vocabulary	Historical enquiry	Cause and consequence	Chronological understanding	Similarity / Difference	Continuity and change	Significance
KS1	Who would you put on a £50 note ?	Technology Engineer Commemoration Inventor  Determination	Learn how we know about the mistakes inventors made and their determination to create new technologies	Know how 4 different inventors developed new technologies. (Steve Jobs, Sir J Harrington, Steven Farfler Ole Kirk Kristiansen)	Order the inventions chronologically making links to historical events already studied both beyond living memory and more recently.	Compare the impact of 4 inventions on society – (i.e. The I Phone, the flushing toilet, the self-propelled wheel chair and Lego) Was this the same for rich and poor.	 Identify how the inventions studied changed the lives of people from when their grandparents were children.	Use the facts they have learnt to decide which inventor they would like to commemorate giving reasons for their decision
KS2	Did we learn anything from the events of 1666?	Chronology Combustible Cladding Inquiry Diversity	Understand how historic sources inform us about events. Recognised that modern events need to be documented for future historians British Culture	Know what caused the fire of 1666 and 2017 Children experience the impact and speed of fire through observing controlled burning of materials	 Order the key fires and events from 1666 to 2017	Understand how living conditions in 1666 and 2017 contributed to the loss of so many lives and was this the same for all regardless of religion or background	Understand how technological and legal changes have been made to improve safety.	Compare facts about two fires in London to decide if improvements have been made to keep people safe, justifying their response with evidence


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KS1	Do we still need castles?	Defend protect ramparts drawbridge portcullis turret moat hierarchy	<p>Use historical artefacts and observations of buildings to learn how people lived in the 12th century</p> 	Children can say what caused a castle to be built in Suffolk and what happened as a result	Children learn that castles were built 100s of years ago and use a time line to see that this is way beyond living memory	Children learn the features of Norman castles and compare these to modern homes and compare the lives of rich and poor.	<p>Life for people living in castles was different depending on their status</p> <p>Children decide if we still need castles to</p>	<p>Children visit a local castle and learn about how people lived in it. Why is it special and are there special objects in it?</p> 
KS2	How did WW2 divide people?	diversity segregation Blitz evacuee remembrance Propaganda	<p>Know how different sources inform us about how people lived the past – is it first hand or second hand – an opinion?</p> <p>Use evidence to answer questions</p>	Children understand that the beliefs of Hitler caused societies and families to separate	<p>Children know how long ago WW2 took place and how long it lasted for</p> <p>Children compare this to the length of their own life time.</p>	Children learn what life was like as a child during the war (i.e blitz, evacuees, rationing) and consider how their lives are	Compare the evacuation of children in WW2 to the lives of modern day refugees considering how people are	Learn the significance of the number of people who lost lives in WW2 in all countries. How did life change for those who lost loved ones?



						different from yours and was this the same for everyone from all religions and walks of life?	divided in modern life.	Commemorate the lives of soldiers in WW2
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KS1	 What is the life of a queen like?	Hierarchy Monarch Equality Succession Chronology Coronation	Use different sources to tell us what happened in the past (i.e footage of coronation v images) Say what we can tell about the past from pictures	 Know what events caused Elizabeth I and Elizabeth II to become queen	Place the life and reign of both Queens in chronological order. Begin to understand the significance of the time difference	Compare the reign of the two Queens consider their families, how the general public viewed them. Did it matter that they were female monarchs?	 Know the changes to the monarchy that occurred after the death of QEII	Know the names and roles of significant people in the current royal family and explain why they are special.

KS2	How could life for ancient queens be different from today's royal family?	Invasion Resistance Legacy Empire BC/AD	Understand how artefacts teach us how historic tribes fought their battles	Know the events that caused Boudica to become a warrior queen.	Place the Roman invasion of Britain in chronological order understanding the relevance of BC and AD	 <p>Compare the armies and resources of the Iceni and the Romans.</p>	Children can explain how the Roman invasion caused change for British people. How does this compare with other invasions that you know about?	Understand why Colchester is a town of historic significance
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Autumn 2027-28		Vocabulary	Historical enquiry	Cause and consequence	Chronological understanding	Similarity / Difference	Continuity and change	Significance
KS1	How should we remember people who devoted their lives to serve others?	Crimean War Legacy Diversity Ethnicity	Children use historical sources to find out about the lives of significant women in history	Know why Florence Nightingale and Mary Seacole helped others	Place the lives of MS and FN in chronological order relating their work to other periods of history they already know	Know the key similarities and differences between FN and MS and be able to explain that life was different for rich and poor.	Compare how nurses work today with the lives of MS and FN.	Children decide who they would most like to remember and can say why she was important.

KS2	What makes someone a great leader?	Empire Conquest Dominance Leadership	Use historical sources to find out about the lives of historical leaders (i.e. Marco Polo's writing on Genghis Khan)	Understand what caused historic figures to need armies and lead battles 	Place significant historic people's lives in chronological order relative to prior knowledge	Compares the leadership of historic figures such as Alexander the Great v Genghis Khan, or Julius Cesar v Constantine the great	Discuss how to make change through peaceful and respectful decisions- will the change be lasting and will it be the same everywhere? 	Be able to explain what qualities make people follow a leader and why what these leaders did was important and what impact they had on society
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KS1	Who would you put on a £50 note ?	Technology Engineer Commemoration Inventor Determination 	Learn how we know about the mistakes inventors made and their determination to create new technologies	Know how 4 different inventors developed new technologies. (Steve Jobs, Sir J Harrington, Steven Farfler Ole Kirk Kristiansen)	Order the inventions chronologically making links to historical events already studied both beyond living memory and more recently.	Compare the impact of 4 inventions on society – (i.e. The I Phone, the flushing toilet, the self-propelled wheel chair and Lego) Was this the same for rich and poor.	Identify how the inventions studied changed the lives of people from when their grandparents were children. 	Use the facts they have learnt to decide which inventor they would like to commemorate giving reasons for their decision






KS2	Did we learn anything from the events of 1666?	Chronology Combustible Cladding Inquiry Diversity	Understand how historic sources inform us about events. Recognised that modern events need to be documented for future historians British Culture	Know what caused the fire of 1666 and 2017 Children experience the impact and speed of fire through observing controlled burning of materials	Order the key fires and events from 1666 to 2017 	Understand how living conditions in 1666 and 2017 contributed to the loss of so many lives and was this the same for all regardless of religion or background	Understand how technological and legal changes have been made to improve safety.	Compare facts about two fires in London to decide if improvements have been made to keep people safe, justifying their response with evidence
	What was the Victorians greatest legacy?	Industrial revolution Legacy Victorian Technological change Primary and secondary source	Use historical sources to learn about the lives of Victorian children	Understand what caused the industrial revolution and how this changed the lives of Victorian families 	Place the Victorian era in history relative to prior knowledge Know significant events such as the birth and death of Queen Victoria	Experience life as a Victorian child in an immersive school day to enable comparisons with modern childhood	Identify some modern technologies that originate from the Victorian industrial revolution and explain why these are significant to us in the 21 st century	Know some significant people who created revolutionary inventions or legislation

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Autumn 2028-29		Vocabulary	Historical enquiry	Cause and consequence	Chronological understanding	Similarity / Difference	Continuity and change	Significance
KS1	Do we still need castles?	Defend protect ramparts drawbridge portcullis turret moat hierarchy	Use historical artefacts and observations of buildings to learn how people lived in the 12 th century 	Children can say what caused a castle to be built in Norfolk and what happened as a result	Children learn that castles were built 100s of years ago and use a time line to see that this is way beyond living memory	Children learn the features of Norman castles and compare these to modern homes and compare the lives of rich and poor.	Life for people living in castles was different depending on their status Children decide if we still need castles to protect us	Children visit a local castle and learn about how people lived in it. Why is it special and are there special objects in it? 
KS2	Did the suffragettes resolve inequality for women?	Commemoration Election Vote Suffragette Legislation Propaganda Sacrifice	Use historical sources to inform us about the past Learn how evidence can be used to support a specific viewpoint	Examine the social and political circumstances that faced women in the early 1900s Know what caused the suffragette movement to form	Place the suffragette movement in context between the Tudors, and modern day Britain 	Compare the rights of men and women in the early 1900s to today	What has changed for modern women as a result of the suffragettes' determination? Which changes are most significant and why?	Know the significance of the lives and actions of prominent suffragettes and what impact they had on other peoples' lives

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KS1	<p>What is the life of a queen like?</p> 	<p>Hierarchy Monarch Equality Succession Chronology Coronation</p>	<p>Use different sources to tell us what happened in the past (i.e footage of coronation v images)</p> <p>Say what we can tell about the past from pictures</p>	<p>Know what events caused Elizabeth I and Elizabeth II to become queen</p> 	<p>Place the life and reign of both Queens in chronological order. Begin to understand the significance of the time difference</p>	<p>Compare the reign of the two Queens consider their families, how the general public viewed them.</p> <p>Did it matter that they were female monarchs?</p>	<p>Know the changes to the monarchy that occurred after the death of QEII</p> 	<p>Know the names and roles of significant people in the current royal family and explain why they are special.</p>
KS2	<p>Does inequality still impact society?</p>	<p>legislation segregation exploitation inequality</p>	<p>Learn how historic documents, speeches, videos and photographs inform us about the lives of people in the past</p> <p>Use historic photos from different eras to reflect on changes in beliefs (England football team)</p>	<p>Explain the historic beliefs and actions of society towards different ethnic groups in short and long term.</p> 	<p>Recognise the relevance in how recently ethnic groups were discriminated against by society</p> <p>Place key events in chronological order</p>	<p>Compare the experiences of diverse ethnic groups from a period of history (i.e African slaves compared to modern black footballers</p>	<p>Children understand of the key experiences of significant individuals in past societies (i.e W Tull , M L King, Malcolm X) and compare ot current examples.</p> 	<p>Children use persuasive writing to reflect how they can show respect for equality and diversity noting significant historic events that support their beliefs and describe which changes have been most important to them.</p>

