

History Overview Year 5 - 8

Year Group & Term	Driving Question	Disciplinary Knowledge (Skill focus)	Substantive Knowledge (Core takeaway)	Language
Year 5 - The Staffordshire Hoard and The Vikings	To what extent did the Vikings change England?	<ul style="list-style-type: none"> I can effectively and consistently locate and plot periods in History I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. I can begin to provide evidence to substantiate my judgements I can begin to identify change and continuity within and across periods of time. 	<ul style="list-style-type: none"> I know the Vikings invaded and settled in parts of England, creating kingdoms and communities. I know the Vikings brought new laws and customs that influenced the English legal system. I know the Vikings introduced Old Norse words and place names, which impacted the English language. I know the Vikings were skilled traders and craftsmen, bringing new goods and techniques to England. I know the Vikings and Anglo-Saxons intermarried, leading to cultural exchange and blending of traditions. I know the struggle between Vikings and Anglo-Saxons shaped England's political landscape and led to unification. 	invasion ☐ settlement kingdom conquest raid trade craftsmanship artefact hoard archaeology excavation warrior longship Danelaw culture assimilation
	What can we learn from the Staffordshire Hoard about....?	<ul style="list-style-type: none"> I can effectively consistently locate and plot periods in History I can evaluate the value of Primary and Secondary sources. 	<ul style="list-style-type: none"> Discovery of the Hoard Significance of the Hoard Theories surrounding the Staffordshire Hoard. I know that the Staffordshire Hoard is the largest collection of Anglo-Saxon gold and silver metalwork ever found. I know that the hoard was discovered by a metal detectorist named Terry Herbert in a field in Staffordshire, England, in 2009. I know that the hoard contains over 3,500 items, including intricate pieces of jewellery, weapons, and decorative objects. I know that the significance of the Staffordshire Hoard lies in its exceptional craftsmanship and the insights it provides into Anglo-Saxon art, culture, and warfare. I know that the discovery of the hoard has helped historians and archaeologists better understand the Anglo-Saxon period in England, particularly the interactions between Anglo-Saxons and other cultures. I know that the Staffordshire Hoard is considered a national treasure and is displayed in museums for people to learn from and appreciate. 	
Year 5 - The Mayan Civilisation (A Non-European Civilisation)	How does a non-European civilisation contrast with	<ul style="list-style-type: none"> I can effectively consistently locate and plot periods in History 	<ul style="list-style-type: none"> The range of Mayan achievements The reasons for the growth of the Mayan civilisation Life at the height of Mayan Civilisation The rationale for the fall of a Mayans 	civilisation empire city-state agriculture

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	Britain? (Mayan Case Study)	<ul style="list-style-type: none"> I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. I can begin to provide evidence to substantiate my judgements I can begin to identify change and continuity within and across periods of time. 	<ul style="list-style-type: none"> I know the Mayan civilization flourished with achievements in astronomy, mathematics, architecture, and agriculture. I know the Mayan civilization grew due to fertile lands, trade networks, and organized city-states. I know life at the height of the Mayan civilization included bustling cities, advanced art, science, and religious ceremonies. I know the fall of the Mayans may have been due to factors like overpopulation, warfare, environmental degradation, and drought. I know Mayan society had rulers, priests, artisans; Britain had tribal chiefs. I know Mayan lands had rainforests and rivers; Britain had forests, hills, moors 	<ul style="list-style-type: none"> trade network hierarchy ruler priest astronomy mathematics architecture settlement decline
Year 5 - Islamic Civilisation	How does a non-European civilisation contrast with Britain? (Islamic Case Study)	<ul style="list-style-type: none"> I can effectively consistently locate and plot periods in History I can consistently identify that different things happened at the same time. I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. I can begin to provide evidence to substantiate my judgements I can make begin to make judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. I can begin to provide evidence to substantiate my judgements. I can begin to identify change and continuity within and across periods of time. 	<ul style="list-style-type: none"> Why was Baghdad the centre of activity in 780AD? What was the importance of the city of Baghdad in the context of world development? Roles that people had in the Ancient City of Baghdad. The fall of the Islamic Empire I know Baghdad flourished due to its trade routes and strategic location in 780AD. I know Baghdad was vital for trade, learning, and innovation globally. I know in Baghdad, people had roles like scholars, merchants, and officials. I know the Islamic Empire fell due to internal strife and external invasions. I know Baghdad was a hub of learning, contrasting Britain's less advanced scientific and cultural development. I know Baghdad's decline after the Mongol sack contrasts with Britain's gradual development. 	<ul style="list-style-type: none"> civilisation caliphate empire scholarship innovation trade route merchant scholar culture knowledge architecture
Year 6 - Exploration (A study beyond 1066)	How has exploration impacted History?	<ul style="list-style-type: none"> I can identify the key features of different chronological periods. I can confidently evaluate the value of Primary and Secondary sources using contextual knowledge I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. I can begin to identify change and continuity within and across periods of time. 	<ul style="list-style-type: none"> Why was it important to explore? What were the theories at the time? Who were the famous explorers? What were their accomplishments? Why was the Spanish Armada significant? I know exploration was crucial for finding new trade routes, expanding empires, and spreading cultural influence globally. I know theories included finding a westward sea route to Asia and discovering new lands for riches and resources. 	<ul style="list-style-type: none"> exploration navigation voyage expedition discovery colonisation empire territory trade route conquest

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		<ul style="list-style-type: none"> I can begin to provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> I know famous explorers like Christopher Columbus, Vasco da Gama, Ferdinand Magellan, and Henry Hudson. I know they accomplished discovering the Americas, finding sea routes to India, and circumnavigating the globe. I know the Spanish Armada was significant as it attempted to invade England but failed, impacting European politics. I know the defeat of the Spanish Armada boosted England's naval power and secured its position as a global power. I know exploration led to cultural exchanges, scientific discoveries, and colonization, shaping the modern world. I know exploration sparked competition among European nations and contributed to the Age of Discovery. 	maritime
Year 6 - The Industrial Revolution (Significant Turning Point in British History)	What was the impact of the Industrial Revolution on Britain?	<ul style="list-style-type: none"> I can identify the key features of different chronological periods. I can confidently evaluate the value of Primary and Secondary sources using contextual knowledge I can make judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. I can begin to make judgements about the extent of change and continuity within and across two time periods. I can provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> the changes in industry and technology with Britain becoming the world leader in the production of goods The shift of the population from countryside to the industrial towns and cities The darker side of Victorian society and the gap between rich and poor I know the Industrial Revolution transformed Britain with innovations in industry, leading to economic growth and urbanization. I know Britain became a world leader in manufacturing goods like textiles, iron, and coal. I know the Industrial Revolution caused a shift as people moved from rural areas to urban centres for work. I know Victorian society saw rapid urbanization, overcrowded cities, poor living conditions, and child labour. I know the Industrial Revolution widened the gap between the wealthy factory owners and the impoverished workers. I know advancements in technology, like the steam engine and mechanised production, revolutionised manufacturing processes. I know the Industrial Revolution improved transportation with canals, railways, and steamships, facilitating trade and growth. I know the Industrial Revolution shaped modern society, impacting social structures, economies, and urban landscapes. 	industrialisation urbanisation manufacture factory technology mechanisation innovation population shift working conditions inequality reform
Year 6 - Crime and Punishment	How has Crime and Punishment changed from	<ul style="list-style-type: none"> I can identify the key features of different chronological periods. I can confidently evaluate the value of Primary and Secondary sources using contextual knowledge 	<ul style="list-style-type: none"> What was crime and punishment like in the past? What were the trial by ordeals? How might punishment change in the future? How have punishments changed over time? 	crime punishment justice law

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	1066 to present?	<ul style="list-style-type: none"> I can make judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. I can begin to make judgements about the extent of change and continuity within and across two time periods I can provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> How have the types of crime changed over time? I know Anglo-Saxons settled crimes through compensation or feuds, used ordeals in trials, and had physical punishments. I know Medieval period established common law and jury trials, legitimizing monarch's authority and evidential justice. I know Medieval punishments were severe, often involving hangings, beheadings, and burnings for capital offenses. I know Early Modern period (16th – 18th Century) saw criminals transported to colonies like America and Australia for punishment. I know 19th-century prison reforms prioritized rehabilitation, marking a shift in societal attitudes towards punishment. I know that during the 20th century the death penalty was abolished, human rights legislation was introduced and restorative justice practices were adopted. 	<p>trial evidence jury imprisonment rehabilitation reform deterrent</p>
Year 7 - Neolithic Revolution	How did the Neolithic Revolution lead to change in society?	<ul style="list-style-type: none"> I can apply historical labels to different historical time periods I can identify the key features of different chronological periods using increasingly sophisticated examples. I can evaluate value of Primary and Secondary sources using contextual knowledge and showing some understanding of the impact of provenance on its value for an historian. I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. I can begin to identify turning points and processes which lead to change within and across periods of time. I can provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> What was life like before the Neolithic Revolution? What was life like the after the Neolithic Revolution? How did the changes impact today's society? I know before the Neolithic Revolution, early humans were nomadic hunter-gatherers, relying on hunting and foraging for survival. I know after the Neolithic Revolution, humans began practicing agriculture, settling in permanent communities, and domesticating animals. I know advancements in agriculture allowed for food surplus, population growth, and the rise of civilizations. I know the Neolithic Revolution laid the foundation for complex societies, urbanization, and the development of written language. I know the Neolithic Period saw advancements in technology, including pottery, weaving, metallurgy, and tools (like the plough and wheel) which revolutionised transportation and agriculture. 	<p>revolution nomadic hunter-gatherer agriculture domestication feudal system monarchy aristocracy land ownership taxation authority church state monarchy parliament rebellion</p>
Year 7 - Normans	To what extent did the Norman Conquest change England?	<ul style="list-style-type: none"> I can apply historical labels to different historical time periods I can identify the key features of different chronological periods using increasingly sophisticated examples. I can evaluate value of Primary and Secondary sources using contextual knowledge and showing some understanding of the impact of provenance on its value for an historian. 	<ul style="list-style-type: none"> The key factors that made England desirable for invasion The causes of a disputed succession The causes of the outcome of the Battle of Hastings The significance of the Bayeux Tapestry and Domesday Book The organisation of Norman society The changes on the English landscape I know the Battle of Hastings was crucial, where Duke William of Normandy defeated King Harold II of England. 	

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		<ul style="list-style-type: none"> • I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. • I can begin to identify turning points and processes which lead to change within and across periods of time. • I can provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> • I know Norman architecture, including castles and cathedrals, greatly influenced English culture after the Conquest. • I know the Norman conquest (1066) established a centralized feudal system in England, with the king and nobles holding power. • I know Norman nobles replaced Anglo-Saxon aristocracy, reshaping land ownership and political authority. • I know Norman French heavily influenced English, shaping Middle English and dividing language use among classes. • I know Normans introduced structured legal system and compiled Domesday Book for taxation and land assessment. • I know Norman conquest strengthened ties with Roman Catholic Church, impacting religious leadership and architecture. 	
Year 7 - Medieval Britain	How does the Church and State develop in Medieval Britain?	<ul style="list-style-type: none"> • I can apply historical labels to different historical time periods • I can identify the key features of different chronological periods using increasingly sophisticated examples. • I can evaluate value of Primary and Secondary sources using contextual knowledge and showing some understanding of the impact of provenance on its value for an historian. • I can make secure judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. • I can begin to identify turning points and processes which lead to change within and across periods of time. • I begin to make judgements about the extent of change and continuity within and across periods of time. • I can provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> • Factors that led to the fall-out of the monarchy and church • Christendom, the importance of Religion and the Crusades • The struggle between Church and State • The Magna Carta and the emergence of Parliament • the Black Death and its social and economic impact • the Peasants' Revolt • I know the High Medieval Period saw the church's apex of power, with the Pope asserting authority over secular rulers. • I know conflicts like the dispute between King Henry II and Archbishop Thomas Becket highlighted church-state tensions. • I know the Magna Carta (1215) protected church rights and curtailed royal power during the High Medieval Period. • I know in the Late Medieval Period, church-state relations strained, challenged by events like the Hundred Years' War. • I know the Black Death and Hundred Years' War weakened both church and monarchy in the Late Medieval Period. • I know the significance of the peasant's revolt to shaping Medieval Britain. 	
	How successfully did Henry VII restore Royal Authority?	<ul style="list-style-type: none"> • I can apply historical labels to different historical time periods • I can identify the key features of different chronological periods using increasingly sophisticated examples. • I can evaluate value of Primary and Secondary sources using contextual knowledge and showing 	<ul style="list-style-type: none"> • The Wars of the Roses • Henry VII and attempts to restore stability • I know War of the Roses was a dynastic conflict between the houses of Lancaster and York. 	

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		<p>some understanding of the impact of provenance on its value for an historian</p> <ul style="list-style-type: none"> I can make secure judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. I begin to make judgements about the extent of change and continuity within and across periods of time. I can provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> I know Henry VII's victory ended War of the Roses, establishing Tudor dynasty. I know Henry VII strengthened royal power, reducing baronial privileges. I know Henry VII established the Court of Star Chamber for centralised justice. I know Henry VII's marriage to Elizabeth of York united the warring factions. I know Henry VII's reign brought stability after decades of civil unrest. 	
Year 8 - The Tudors	How does the Church, State and society develop in Tudor England? (1485 – 1603)	<ul style="list-style-type: none"> I can demonstrate a secure chronological understanding. I can place time period accurately on a timeline. I can evaluate value of Primary and Secondary sources using contextual knowledge and showing a good understanding of the impact of provenance on its value for an historian. I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. I can make secure judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. I can identify change and continuity within and across periods of time. I can identify turning points and processes which lead to change within and across periods of time. I can make judgements about the extent of change and continuity within and across periods of time. I can consistently provide evidence to substantiate my judgements. I can explain my views about potential suitors for monarchs. 	<ul style="list-style-type: none"> Renaissance and Reformation in Europe The English Reformation and Counter Reformation (Henry VIII to Mary I) The Elizabethan religious settlement and conflict with Catholics (including Scotland and Spain) I know Martin Luther's '95 Theses' ignited the Protestant Reformation, challenging Catholic doctrine. I know Henry VIII's marital issues led to England's break from the Catholic Church and the establishment of the Church of England. I know Protestantism spread across Europe, leading to religious conflicts and wars. I know the Catholic Church responded to the Reformation with reforms, including the Council of Trent. I know religious changes influenced art, literature, and societal values during this period. I know the Renaissance and Reformation left a lasting impact on European culture, religion, and politics. 	<p>reformation Catholicism Protestantism religious settlement monarchy dynasty parliament civil war restoration constitutional monarchy empire imperialism colonisation abolition slavery governance</p>
Year 8 - The Stuarts	How does the Church, State and Society develop in	<ul style="list-style-type: none"> I can demonstrate a secure chronological understanding. I can place time period accurately on a timeline. 	<ul style="list-style-type: none"> The causes and events of the civil wars throughout Britain The Interregnum (including Cromwell in Ireland) The Restoration Act of Union of 1707 	

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	<p>Stuart England? (1603 – 1714)</p>	<ul style="list-style-type: none"> • I can explain the difference between arc in time e.g. 100 years / 100 years • I can evaluate value of Primary and Secondary sources using contextual knowledge and showing a good understanding of the impact of provenance on its value for an historian. • I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. • I can make secure judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. • I can identify change and continuity within and across periods of time. • I can identify turning points and processes which lead to change within and across periods of time. • I can make judgements about the extent of change and continuity within and across periods of time. • I can consistently and provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> • I know Civil Wars erupted due to tensions between Parliament and monarchy in Britain. • I know Interregnum led by Oliver Cromwell followed the execution of Charles I. • I know Restoration brought Charles II to the throne after Cromwell's death. • I know Cromwell's rule in Ireland was marked by harsh policies against Catholics. • I know Act of Union 1707 united England and Scotland, forming Great Britain. • I know Civil Wars weakened monarchy, leading to establishment of constitutional monarchy. • I know Restoration brought back monarchy but with limitations on royal power. • I know the Restoration period saw the emergence of the Whigs and the Tories, laying the groundwork for modern political parties. • I know Interregnum saw rise of Puritan influence and temporary abolition of monarchy. 	
<p>Year 8 - Britain 1745 – 1901</p>	<p>How did the British Empire develop 1745 – 1901?</p>	<ul style="list-style-type: none"> • I can demonstrate a secure chronological understanding. • I can place time period accurately on a timeline. • I can explain the difference between arc in time e.g. 100 years / 100 years • I can evaluate value of Primary and Secondary sources using contextual knowledge and showing a good understanding of the impact of provenance on its value for an historian. • I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. • I can make secure judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. • I can identify change and continuity within and across periods of time. 	<ul style="list-style-type: none"> • The development of the British Empire • Britain's transatlantic slave trade: its effects and its eventual abolition • I know the British Empire expanded its territories across the globe through colonization, exploration, and conquest. • I know the empire profited from the transatlantic slave trade before becoming a leading force in its abolition. • I know British imperialism saw the acquisition of colonies in North America, India, Africa, the Caribbean, and the Pacific. • I know advancements during the Industrial Revolution propelled the empire's economic growth and global dominance. • I know the British Empire developed sophisticated systems of colonial administration and governance. • I know technological innovations like steamships and telegraphs facilitated imperial expansion and administration. • I know the empire engaged in military campaigns to expand and defend its territories against various adversaries. 	

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		<ul style="list-style-type: none">• I can identify turning points and processes which lead to change within and across periods of time.• I can make• judgements about the extent of change and continuity within and across periods of time.• I can consistently and provide evidence to substantiate my judgements.	<ul style="list-style-type: none">• I know by the late 19th century, the British Empire reached its zenith, becoming the largest empire in history.	
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