History Scheme of Work 2025 – Years 1 to 6

Year 1–2 Cycle A: 2024-2025

Term	**Unit & Enquiry Question**	**Core Content Summary**	**Key Knowledge & Skills**	**National Curriculum Links**
Autumn 2	Powerful Voices – **What makes someone famous and what makes someone a hero?**	Study Rosa Parks and Mahatma Gandhi as significant individuals. Explore how their actions challenged injustice and changed lives.	Understand significance, chronology, and interpretation of events. Use sources to make inferences and raise questions about the past.	Pupils should learn about the lives of significant individuals in the past who have contributed to national and international achievements.
Spring 2	The Wright Brothers – **Why are the Wright Brothers so famous?**	Learn how the Wright Brothers invented the first successful powered aircraft and why this was a turning point in human history.	Sequence events on a timeline. Identify how inventions change lives. Use vocabulary like 'pioneer', 'invention', and 'legacy'.	Pupils should learn about significant individuals who have contributed to national and international achievements and compare aspects of life in different periods.
Summer 2	The Great Fire of London – **What impact did the Great Fire of London have? Was it for the better?**	Explore the events of 1666, causes, effects, and lasting changes. Examine sources like Samuel Pepys' diary.	Sequence events. Use sources to identify cause and effect. Compare different representations of the same event.	Pupils should learn about events beyond living memory that are significant nationally and globally.

Year 1–2 Cycle B: 2025-2026

Term	**Unit & Enquiry Question**	**Core Content Summary**	**Key Knowledge & Skills**	**National Curriculum Links**

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Autumn 2	Local History Study – **What changes have been made to the High Street since the 1950s and has it been for the better?**	Investigate local shops and services from the 1950s to present day using photographs and oral history.	Recognise change and continuity. Use timelines and sources to identify similarities and differences over time.	Pupils should learn about changes within living memory and aspects of change in national life.
Spring 2	Monarchs: Elizabeth I, Queen Victoria, Elizabeth II – **What makes a monarch a good ruler?**	Explore three significant queens and their reigns. Compare power, influence, and society across periods.	Develop chronological understanding. Identify similarities and differences between the monarchs studied.	Pupils should learn about the lives of significant individuals and compare aspects of life in different periods.
Summer 2	Blast Off – **Why was going to the Moon such an important event in history?**	Learn about the Space Race and the first moon landing in 1969. Explore the significance of human space travel.	Use sources and evidence to explore cause, effect, and significance. Develop use of historical vocabulary.	Pupils should learn about significant events beyond living memory that are significant globally, such as the first aeroplane flight or events linked to space exploration.

Year 3–4 Cycle A: 2024-2025

Term	Unit & Enquiry Question	Core Content Summary	Key Knowledge & Skills	National Curriculum Links
Autumn 1	Ancient Greece – **What makes Ancient Greece such a unique and influential civilisation?**	Study key features of Ancient Greek society, democracy, culture, and achievements. Compare with Ancient Egypt.	Sequence key events and explain the significance of Ancient Greece. Use sources to explore diversity and legacy.	Pupils should learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.

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Spring 1	The Roman Invasion of Britain – **What effect did the Roman invasion have on the lives of the British people?**	Investigate the Roman invasion and its consequences. Examine Roman legacies and their impact on Britain.	Use timelines to show invasion and settlement. Compare before and after effects of Roman rule.	Pupils should learn about the Roman Empire and its impact on Britain.
Summer 1	Law and Power – How did power and law change in Britain during the reigns of Henry II to Henry III?	Explore monarchy, law, and democracy from 1154–1272. Study Magna Carta and the beginnings of Parliament.	Sequence reigns and key events. Identify the development of rule of law and governance.	Pupils should learn about a significant turning point in British history such as the development of Parliament.

Year 3–4 Cycle B: 2025-2026

Term	Unit & Enquiry Question	Core Content Summary	Key Knowledge & Skills	National Curriculum Links
Autumn 1	Stone Age to Iron Age – **How can we use artefacts to find out about Stone Age life and how reliable are they?**	Study life from the Stone Age to Iron Age, exploring changes in tools, homes, and beliefs through archaeology.	Use artefacts and evidence to make deductions. Understand chronology of prehistoric Britain.	Pupils should learn about changes in Britain from the Stone Age to the Iron Age.
Spring 1	The Anglo-Saxons – **How did the Anglo-Saxon invasion affect the language, way of life, and borders in Britain?**	Learn about the settlement of Britain by Anglo-Saxons and Scots. Explore kingdoms, religion, and conflict.	Sequence events. Examine causes and consequences of invasion and settlement.	Pupils should learn about Britain's settlement by Anglo-Saxons and Scots.
Summer 1	Ancient Egypt – **Why are people today still**	Study Ancient Egyptian civilisation including	Use evidence to describe beliefs,	Pupils should learn about the

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	so fascinated by Ancient Egypt?	pharaohs, pyramids, religion, and the River Nile.	achievements, and daily life. Compare to other civilisations.	achievements of the earliest civilisations, with an overview of where and when they appeared.

Year 5–6 Cycle A: 2024-2025

Term	Unit & Enquiry Question	Core Content Summary	Key Knowledge & Skills	National Curriculum Links
Autumn 1	The Vikings – Raiders or Traders: **What were the Vikings really like?**	Study Viking invasion and settlement in Britain. Explore bias in historical accounts and Viking legacies.	Use a range of sources to analyse perspectives. Identify cause, consequence, and continuity.	Pupils should learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Spring 1	(No History – Geography focus)	—	—	—
Summer 1	World War II and Local Study – **What impact did WWII have on the lives of children living in London? How are children today still affected by war?**	Explore wartime life, evacuation, rationing, and propaganda. Examine local wartime experiences in London.	Sequence key wartime events. Use evidence and accounts to interpret impact and representation.	Pupils should learn about a significant turning point in British history, such as World War II.

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Year 5–6 Cycle B: 2025-2026

Term	Unit & Enquiry Question	Core Content Summary	Key Knowledge & Skills	National Curriculum Links
Autumn 1	Early Islamic Civilisation – **How was the Early Islamic civilisation more advanced than that of Britain at that time?**	Study the rise of Baghdad as a centre of learning and science. Compare progress in science, medicine, and mathematics.	Use primary and secondary sources to explain significance and contributions to world knowledge.	Pupils should learn about a non-European society that provides contrasts with British history – early Islamic civilisation, c. AD 900.
Spring 1	(No History – Geography focus)	—	—	—
Summer 1	Black and British – **How are Black Britons an important part of British history?**	Explore the experiences and contributions of Black people in Britain from Roman times to the present day.	Analyse sources and interpretations. Recognise diversity and the struggle for equality.	Pupils should learn about an aspect or theme in British history that extends chronological knowledge beyond 1066.