

Martlesham Primary Academy
History Curriculum 2026-2027



To note:

- Some areas of the history curriculum will be covered in the year group prior or year group after that which is stated as well as their own year group due to the mixed year-group classes which Martlesham Primary Academy has due to cohort numbers. When the children are exposed to the same objective area the following year, this allows them to apply it to a different context and therefore consolidates their learning.

National Curriculum for History:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught:	Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling	Pupils should be taught about: • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • Significant historical events, people and places in their own locality Pupils should: • Develop an awareness of the past, using common words and phrases relating to the passing of time • Know where the people and events they study fit within a chronological framework • Identify similarities and differences between ways of life in different periods • Use a wide vocabulary of everyday historical terms • Ask and answer questions and choose and use parts of stories and other sources to show that they know and understand key features of events • Understand some of the ways in which we find out about the past and identify different ways in which it is represented	Pupils should be taught about: • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influences on the western world • A non-European society that provides contrast with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300 Pupils should: • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • Note connections, contrasts and trends over time and develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources				

Martlesham Primary Academy
History Curriculum 2026-2027



Progression map for History:

Chronological Understanding							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Understand everyday language of time to describe the sequence of the day. Put familiar events in chronological order, using pictures and discussion.	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Order information on a timeline.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Sequence significant information in chronological order.	Dates and events can be sequenced on a timeline using CE or BCE. CE dates become larger the closer they get to the present day. BCE dates become larger the further away they get from the present day. Sequence dates and information from several historical periods on a timeline.	Timelines help us to understand longer and more complex periods of time by breaking significant events and periods into smaller parts, putting events in chronological order and helping us to understand cause and effect. Sequence significant dates about events within a historical time period on historical timelines.	Different world history civilisations existed before, after and alongside others. Sequence and make connections between periods of world history on a timeline.	Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Articulate and present a clear, chronological world history narrative within and across historical periods studied.

Martlesham Primary Academy
History Curriculum 2026-2027



Changes Over Time	Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. Describe changes within or beyond living memory.	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Describe how an aspect of life has changed over time.	Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. Summarise how an aspect of British or world history has changed over time.	Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.	Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. Frame historically valid questions about continuity and change and construct informed responses.	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. Describe the causes and consequences of a significant event in history.
--	---	--	---	---	--	--	--

Compare and Contrast	Compare and contrast characters from stories, including figures from the past,	Identifying similarities and differences help us to make comparisons between life now and in the past.	A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.	Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.	Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.	Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.
		Identify similarities and differences between ways of life within and beyond living memory.	Describe what it was like to live in a different period.	Explain the similarities and differences between two periods of history.	Compare and contrast two civilisations. (covered next/last year)	Compare and contrast an aspect of history across two or more periods studied.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
Historical Investigation and Interpretation							

Martlesham Primary Academy
History Curriculum 2026-2027



Artefacts and Sources	Recognise the past through different settings, characters and events encountered in books read in class and storytelling.	Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Use a range of historical artefacts to find out about the past. Historical sources include artefacts, written accounts, photographs and paintings. Express an opinion about a historical source.	Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. A viewpoint is a person's own opinion or way of thinking about something. Use historical sources to begin to identify viewpoint.	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Make deductions and draw conclusions about the reliability of a historical source or artefact. Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source. Identify and discuss different viewpoints in a range of historical materials and primary	Historical artefacts can reveal much about the object's use or owner. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Bias is the act of supporting or opposing a person or thing in an unfair way. Identify bias in primary and secondary sources. A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.	Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Use a range of historical sources or artefacts to build a picture of a historical event or person. Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. Find evidence from different sources, identify bias and form balanced arguments.	The usefulness of a historical source can be evaluated by questioning its creator, date, purpose, bias and similarity to contemporary sources. Ask perceptive questions to evaluate an artefact or historical source. Different types of bias include political, cultural or racial. Identify different types of bias in historical sources and explain the impact of that bias.
---	--	---	---	---	--	--	--

Martlesham Primary Academy
History Curriculum 2026-2027



				and secondary sources.	Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.		
Organisation and Communication							
Report and Conclude	Share stories and talk about events in the past.	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Create stories, pictures, independent writing and role play about historical events, people and periods.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. Make choices about the best ways to present historical accounts and information.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator. Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.

Knowledge and Understanding of Events, People and Changes in the Past									
---	--	--	--	--	--	--	--	--	--

Martlesham Primary Academy
History Curriculum 2026-2027



Significant Events	Listen to stories and discuss significant events from the past.	Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. Identify some key features of a significant historical event beyond living memory. (covered next/last year)	Significant events affect the lives of many people over a long period of time and are sometimes commemorated. Explain why an event from the past is significant. (covered next/last year)	The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Explain the cause and effect of a significant historical event.	Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. Explain in detail the multiple causes and effects of significant events.	Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Explain why an aspect of world history is significant.	Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. Present a detailed historical narrative a significant global event.
---	--	---	--	---	--	--	---

Martlesham Primary Academy
History Curriculum 2026-2027



Significant People	Know and discuss details about people from the past.	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Understand the term significant and explain why a significant individual is important.	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence. Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.	A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. Construct a profile of a significant leader using a range of historical sources.	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
---	---	---	---	--	--	---	--

Martlesham Primary Academy
History Curriculum 2026-2027



Local History	Know and talk about any family history or people in the past that have the same name.	Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Describe important events in the school's history. (covered last/next year)	Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Describe, in simple terms, the importance of local events, people and places.		A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language. Describe and explain the impact of a past society on a local settlement or community. (covered last / next year)		Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event. Present an in-depth study of a local town or city, suggesting how to source the required information.
---------------	--	--	--	--	---	--	---

Martlesham Primary Academy
History Curriculum 2026-2027



British History	Stories, or narratives, can tell us about important things that happened in the past. Listen to and talk about stories describing significant events from the past.	Significant historical events include those that cause great change for large numbers of people. Describe a significant historical event in British history.	Important individual achievements include great discoveries and actions that have helped many people. Describe and explain the importance of a significant individual's achievements on British history.	Explain the cause, consequence and impact of invasion and settlement in Britain (Romans). Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live. Describe how a significant event or person in British history changed or influenced how people live today.	Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. Explain the cause, consequence and impact of invasion and settlement in Britain (Anglo-Saxons and Vikings). <i>(covered last year)</i>		Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. Articulate the significance of a historical person, event, discovery or invention in British history.
--	---	--	--	--	---	--	---

Martlesham Primary Academy
History Curriculum 2026-2027



Everyday Life	Begin to make sense of their own life-story and family's history.	Aspects of everyday life include houses, jobs, objects, transport and entertainment. Describe an aspect of everyday life within or beyond living memory.	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. Describe the everyday lives of people in a period within or beyond living memory.	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Describe the everyday lives of people from past historical periods. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Describe the 'Romanisation' of Britain, including the	Archaeological finds are important because they can tell us about the materials used at the time, the skill of the craftworkers and the life of the owners. Explain how artefacts provide evidence of everyday life in the past.	Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. Explain how everyday life in an ancient civilisation changed or continued during different periods.	War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.
--	--	--	---	---	--	--	--

Martlesham Primary Academy
History Curriculum 2026-2027



				impact of technology, culture and beliefs.			
Hierarchy and Power	Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. Explore and talk about pictures, stories and information books of the theme of royalty.	A monarch is a king or queen who rules a country. Describe the role of a monarch. (covered next/last year)	Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. Describe the hierarchy of a past society. (covered next/last year)	Describe the hierarchy and different roles in past civilisations. A rebellion is an act of resistance against government or authority. Describe the significance and impact of power struggles on Britain.	Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants; workers and peasants and slaves. Describe the hierarchy and different roles in ancient civilisations.	Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline. Describe the significance, impact and legacy of power in ancient civilisations.	The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status. Describe and explain the significance of a leader or monarch.

Martlesham Primary Academy
History Curriculum 2026-2027



Civilisations				The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Describe the achievements and influence of the ancient Romans on the wider world. Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Describe ways in which human invention and ingenuity have	The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Viking, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. Describe the significance and	The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe the achievements and influence of the ancient Greeks on the wider world.	Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Describe and explain the common traits and motives of leaders and monarchs from different historical periods. An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. Describe some of the significant achievements of mankind and explain why they are important.
-----------------------------	--	--	--	---	---	--	---

Martlesham Primary Academy
History Curriculum 2026-2027



				changed how people live.	impact of power struggles on Britain. (covered next / last year)		
--	--	--	--	--------------------------	---	--	--

Knowledge specific for each unit of History:

School Days KS1	Coastline KS1	Magnificent Monarchs KS1
- A timeline shows information in chronological order. The building and opening of a school is the even that happened longest ago, so will be on the left-hand side of the timeline. The present day will be on the right-hand side of the timeline. - Important events in a school's history include the opening of a new building, a visit from an important guest, the celebration of a significant national or school-based event such as a centenary. - In Victorian schools, boys and girls were separated. Children sat in rows and copied letters and numbers from a blackboard onto slate boards. Teachers were strict and used the dunce's cap and the cane to punish children. Reading, writing and arithmetic, the three Rs, were the most important lesson alongside religious instruction. There were no school dinners, so children went home at lunchtime. - First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion. - In Victorian schools, children were taught cursive handwriting, reading, writing, arithmetic and religious instruction. Chanting and copying were popular teaching methods. Children were punished if the teacher thought they were not	- Over time, a town's human features, such as building and bridges can be retained, changed or demolished. People's jobs and pastimes can also remain or change. - Captain James Cook was an 18th century explorer who went on ocean voyages. He drew detailed maps of New Zealand and discovered Australia.	- Historical terms and phrases linked to monarchs include king, queen, sovereign, ruler and reign. - The current monarch is King Charles III. - In the past, some monarchs had absolute power and could make their own laws. - Today, we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation. - Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch. - A historical period is the duration of a monarch's reign. - William the Conqueror was a French duke who won the Battle of Hastings in 1066 to become the new English monarch. - William I built many castles and introduced the feudal system. - The Bayeux Tapestry is an embroidered cloth that shows the events leading up to the Norman conquest of England. - The Battle of Hastings in 1066 led to the Norman Conquest and the reign of William the Conqueror. - The feudal system was the hierarchy in Norman times; it had the king at the top followed by tenants-in-chief, knights and peasants.

Martlesham Primary Academy
History Curriculum 2026-2027



working hard enough, or if their work was messy.		- Henry VIII was a Tudor king who broke away from the Roman Catholic Church and created the Church of England. - Henry VIII had a lavish lifestyle and married six times. He supported the arts and sport and spent lots of money funding wars. - Queen Victoria ruled over Great Britain and the British Empire between 1837 and 1901. Her reign was known as the Victorian era. - Queen Victoria was the first monarch to support charities to improve education, hospitals and the lives of the poor. - British citizens copied Queen Victoria and her family. For example, people decorated Christmas trees and took afternoon tea. These traditions continue today. - Elizabeth II was the constitutional monarch of the United Kingdom and the leader of the Commonwealth between 1952 and 2022. - Elizabeth II's activities included supporting charities, hosting royal banquets and presenting awards.
Childhood KS1	Bright Lights, Big City KS1	Movers and Shakers KS1
- Photographs can be ordered chronologically on a timeline. - A family tree is a diagram that shows the relationship between people in generations of a family. - In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the radio, visited dance halls and began to watch television. - In the 1950s, families watched television and ate dinner together. Children played unsupervised in the streets and spent their pocket money on sweets. - The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London.	- A bakery fire in Pudding Lane started the Great Fire of London in 1666. A monument commemorates the event.	- Dawson's model helps historians decide if a person is historically significant based on the impact they had when they were alive and the impact they have on modern society. - A significant person in the locality is someone who made big changes in their lifetime, made people's lives better or worse and changed the way people think. Their ideas are still used today and were a very good or very bad role model. - Categories for sorting significant people include explorers, activists, monarchs, scientists and artists. - Diamond ranking is a way of organising information and data from most to least important. - Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas.

Martlesham Primary Academy
History Curriculum 2026-2027



		- Christopher Columbus wanted to find a faster way to the Indies but instead discovered the Americas in 1492. - Christopher Columbus brought things to Europe that had not been seen before, such as tobacco. - Neil Armstrong was the first person to walk on the Moon in 1969. This event started a new era of space exploration. - Explorers' modes of transport have changed over time. For example, early explorers used sailing ships and modern explorers use rockets. - An activist is a person who feels strongly about helping people, other living things or the planet. They protest to make changes happen. - Significant activists include Martin Luther King Jr, William Wilberforce, Malala Yousafzai, Mahatma Gandhi, Rosa Parks and Emmeline Pankhurst. - A fact is something that is known or true. An opinion is a thought or belief about something.
--	--	---

Through the Ages LKS2	Rocks, Relics and Rumbles LKS2	Emperors and Empires LKS2
- The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrive c2500 BC. The Stone Age is split into three periods, the Palaeolithic, the Mesolithic and the Neolithic. - The Stone Age is named after the materials humans used to make their tools and weapons. During this time, life changed and became more sophisticated as new tools, homes and food producing techniques were invented. - Stone Age tools were made from stone, wood and bone. They became more sophisticated and efficient over time. Palaeolithic tools were simple. Mesolithic tools were shaped and sharpened by removing flakes of flint from the edges of stones. Neolithic tools were sharpened, polished and mounted on handles. - Skara Brae is a Neolithic settlement on the Orkney Islands in Scotland. Well preserved dwellings and artefacts have been discovered	- Mary Anning was a 19th century palaeontologist whose discovery of the Ichthyosaur fossil challenged the way scientists believed the natural world had developed. - Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79. - Pompeii is an archaeological site of great importance.	- Life in a Roman town included the use of the forum for decision-making, shops and market places for trade and the rules of social hierarchy. - The Roman hierarchy had the ruler at the top followed by the patricians and equites of the upper class and the plebians, freed people and slaves of the lower class. People could not usually move groups. - The Roman Empire was ruled by an emperor who had absolute power and ruled for life. - The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity. - The city of Rome was founded in Italy between 750-500 BCE.

Martlesham Primary Academy
History Curriculum 2026-2027



there, which have helped historians and archaeologists to understand more about life in the Neolithic. - The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain. It ended when society in Britain and Europe collapsed. - The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain. - The discovery of bronze changed the way that people lived, farmed, fought, traded and dressed. - During the Bronze Age, tools and weapons were made from metals, such as bronze. Metal tools and weapons were more efficient than stone, so farming, trade and wealth increased. - Knowledge of ironworking arrived with the Celts. It improved tools and weapons, so farming became more efficient. It increased conflict, because all tribes had access to strong, sharp weapons that they could use to attack neighbouring tribes. Celts in Britain also traded metal, cloth and luxury goods with other Celts in Europe. - Many aspects of life changed from the Stone Age to the Iron Age due to invention, ingenuity and new technology. Iron tools and weapons were more efficient than stone. Hunting and gathering stopped and farming developed. Nomadic lifestyles stopped and people lived in permanent settlements. Clothing was made from cloth instead of animal skins. - <i>Hillforts were Iron Age settlements that were built on top of a hill. The height of a hillfort gave tribespeople a good view of the surrounding area and the ditches and ramparts around the edge provided protection.</i> - Written evidence about Celtic warriors comes from Roman invaders or Greek historians. This evidence may be unreliable, because the writers were making assumptions about Celtic warriors or they were trying to make their enemies sound frightening.		- The Roman Empire expanded until the 2nd century AD when it ruled most of western and southern Europe, and African and Middle Eastern countries bordering the Mediterranean Sea. - The Roman army was successful because it had a hierarchy where everyone followed the commands of higher-ranking soldiers and officers. - The basic structure or hierarchy of a Roman army legion was complex. - In 55 BCE and then 54 BCE, the Roman emperor, Julius Caesar, failed to conquer Britain. - In CE 43, the Roman emperor, Claudius, invaded and Romanised Britain. - The cause of the invasion in CE 43 was for Emperor Claudius to show he was a skilled military leader and a great emperor. The impact of the invasion was that Britannia became Romanised. - Boudicca, the queen of the Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction. She rebelled because Emperor Nero tried to take the land of the Iceni tribe, charged unfair taxes and attacked her family. - The Romanisation of Britain included living an urban lifestyle, worshipping Roman gods, trading across the Roman Empire and using written communication. - Roman inventions include roads, bridges, aqueducts, hypocaust and sewers. - During the second century AD, traders from Rome brought Christianity to Britannia. Many Britons converted even though the religion was banned by the Roman authorities until the emperor, Constantine, made it legal in the fourth century. - The Romans left Britain in CE 410 because of invasions in other parts of the Empire. - The western Roman Empire collapsed in CE 476. - When the Roman army left Britannia in CE 410, the Britons were left to defend themselves from
---	--	--

Martlesham Primary Academy
History Curriculum 2026-2027



- The Iron Age ended in AD 43 when the Roman emperor, Claudius, successfully invaded Britain. - Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. - The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.		invaders, such as the Angles, Saxons, Picts and Scots.
Invasion LKS2	Ancient Civilisations LKS2	
- During the period AD 410-1066, Britain came under attack from four groups of invaders, the Picts and Scots, the Anglo-Saxons, the Vikings and the Normans. - Timelines help us to understand longer and more complex periods of time by breaking significant events and periods into smaller parts, putting events in chronological order and helping us to understand cause and effect. - The Jutes first came to Britain at the invitation of the leader Vortigern, to help the Britons defend themselves from the Picts and Scots. However, the Saxons, Angles and Jutes decided to invade and settle to take advantage of Britain's good farming land. The three tribes invaded from the south and east of England. The Britons were forced to take on Anglo-Saxon ways to move west to Cornwall or Wales while the Anglo-Saxons settled in England. - After the invasion, the Anglo-Saxons settled across England from east to west. They split England into seven kingdoms: East Anglia, Essex, Kent, Mercia, Northumbria, Sussex and Wessex. Each kingdom was ruled by a separate king and there was unrest as these kings fought each other for land and power. Eventually,	- Key features to describe a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing. - Ancient Sumer was the first civilisation to develop C4500 BCE. Nomads settled there because of the food and water available in the Fertile Crescent. - The Fertile Crescent in the Middle East is known as the birthplace of farming. - Ingenious farming methods and amazing inventions meant that Ancient Sumer grew surplus food that they could trade. - Ancient Sumerian inventions made tasks quicker and easier, such as the wheel, the plough, moulded bricks and numbering and writing systems. - The hierarchy in ancient Sumerian city states had the king at the top followed by priests and priestesses, upper class professionals then lower-class craftspeople, farmers and slaves. - Ancient Egyptian civilisation grew around the banks of the Nile C3100 BCE to 30 BCE because there was fertile soil in the floodplains. - Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games.	



Martlesham Primary Academy History Curriculum 2026-2027

there were five kingdoms: East Anglia, Kent, Mercia, Northumbria and Wessex. - Sutton Hoo, in Suffolk, England, is believed to be a royal Anglo-Saxon burial site. Eighteen burial mounds called barrows were excavated and the Great Ship Burial or King's Mound, revealed a buried ship filled with objects. The craftsmanship, materials and function of the objects showed that the person buried was wealthy and important. - The first recorded Viking invasion happened in AD 789 on the Isle of Portland on the south coast of England. Three ships arrived and were greeted by the reeve of Dorchester, the local official, who was killed. - There is evidence that the Anglo-Saxons tried to deal with Viking invaders in different ways. Some surrendered their power and land, some paid money, called Danegeld, so that the Vikings would leave them in peace, and some fought the Viking invaders. By the time of the reign of Alfred the Great, only the Anglo Saxon kingdom of Wessex remained. After a series of attempted invasions, Alfred defeated the Viking, Guthrum, and made a peace treaty, splitting England into Anglo-Saxon Wessex in the west and the Viking kingdom of Danelaw in the east. - The Norman invasion was caused by the death of Edward the Confessor. There were three claimants to the throne, Harold Godwinson, Harald Hardrada and William, Duke of Normandy. Harold Godwinson was crowned king, but then marched north and defeated Harald Hardrada at the Battle of Stamford Bridge. William then invaded the south coast and defeated Harold Godwinson at the Battle of Hastings. William was crowned king on Christmas Day 1066 and this ended Anglo-Saxon and Viking rule of England.	- Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms. - The Ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves. - A pharaoh was a ruler of Ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes. - The 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs. - The Indus Valley civilisation ran from c2500 BCE to c1700 BCE. - Indus Valley traders travelled long journeys paying tolls and taxes as they passed through regions to exchange their goods. - Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues have been found. - Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities. - After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions. - After 3000 years, the ancient Egyptian civilisation ended after invasion by the ancient Greeks then the Romans three centuries later. - After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems.	
Dynamic Dynasties UKS2	Groundbreaking Greeks UKS2	



Martlesham Primary Academy **History Curriculum 2026-2027**

- China is the longest lasting civilisation starting with the Xia Dynasty in c2070 BCE. - The Shang Dynasty, c1600 BCE until 1046 BCE, is the earliest recorded ruling dynasty of China. - The 20th century dig at Yinxu uncovered the first evidence that the Shang Dynasty had existed. - Oracle bones are pieces of turtle shell, cow bone or sheep bone that were used by diviners in the Shang Dynasty. Their inscriptions provide information about life in that civilisation. - The people of the Shang Dynasty had five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits. - The bronze casting technique in the Shang Dynasty was technologically advanced, enabling craftspeople to make high quality objects, including ritual bronzes for sacrifices and burials. - The Shang Dynasty hierarchy had the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves, some of whom were offered as human sacrifices. - During the Shang Dynasty, royals and the elite lived in large houses or palaces in a separate part of the city to the lower social classes, who lived in homes dug from the earth. - During the Shang Dynasty, men and women were not treated as equals. A woman was taught to obey her father and when she got married, she was expected to obey her husband. - Warfare was a way of life in the Shang Dynasty because of attacks from neighbouring tribes. The army was well organised and consisted of foot soldiers, archers and chariot drivers. - The Shang Dynasty was similar to other Bronze Age societies because they had a hierarchy, believed in spirits and the afterlife and had skilled craftspeople. The Shang Dynasty was different because the Chinese Bronze Age started later, bronze was used primarily for elaborate ritual vessels and the skills of the	- There are six periods in ancient Greek history, from the Minoan civilisation c3000 BCE to the end of the Hellenistic period in 30 BCE. - Some primary sources, such as art and written evidence, may prove unreliable due to the creator's intentions. - Some secondary sources, such as historian's reports and reconstructions, may prove unreliable due to the creator's interpretations. - It is believed that changes due to natural disasters weakened Minoan civilisation and made it vulnerable to invasion. - The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces. - The Mycenaeans were influenced by the Minoans, so there were similarities in their religious worship, crafts and writing, but there were differences in their attitudes towards women and military power. - The Mycenaean civilisations began c1600 BCE and ended alongside the Minoan civilisation in c1100 BCE. - Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in political discussion and vote. - Democracy is still evident in many countries around the world. - Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves. - In ancient Athenian hierarchy, women took on the hierarchical status of the men in their families. - Socrates was a great Athenian philosopher who spent much of his time teaching and questioning others to make sure that their ideas were logical. - Plato was an Athenian philosopher who founded Athens' university. - The achievements and influences of the ancient Greeks on the wider world include: the English alphabet and language, democracy, including trial by jury, sport and the Olympic	-
--	---	---



Martlesham Primary Academy **History Curriculum 2026-2027**

Shang Dynasty craftspeople were far superior to any other civilisation. - The legacy of ancient China can still be seen in the world today, including Confucianism, systems of government, traditional crafts and structures, inventions and writing.	Games, the subjects of mathematics, science, philosophy, art, architecture and theatre. - Many of the ancient Greek city states had an acropolis, which was a hilltop stronghold, but the most impressive was in Athens. - Alexander the Great was an intelligent and masterful ancient Greek leader who conquered many lands to create one of the largest empires in the ancient world.	
--	--	--

Maafa UKS2	Britain at War UKS2	Frozen Kingdoms UKS2
- Topic-specific abstract terms include colonisation, empire, enslavement, rebellion and resistance. - A variety of kingdoms developed in Africa over the last 6000 years. - Many of these kingdoms, including the Kingdom of Benin, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess. - The ancient Kingdom of Benin existed on the coast of West Africa from AD 900 – 1897. - The Benin Bronzes are a group of more than 3000 sculptures made from bronze and brass. They were made in the Kingdom of Benin by the guild of metalworkers. - These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century. - Britain played a key role in the maafa, which is a term meaning the history and effects of the transatlantic slave trade. - Elizabeth I gave John Hawkins permission to become the first British slave trader. - British privateers seized lands in the West Indies from Spain and built plantations that used enslaved workers. - Britain transported over three million enslaved people across the Atlantic, more than any other country.	- Terms relating to warfare include allies, battle, civilian, combat, conflict, defence, genocide, invasion, liberate, persecution, rebellion, resistance, retaliation, surrender, tactic and victory. - Key causes of the Second World War include the impact of the Treaty of Versailles on Germany, fascism, expansionism and appeasement. - The Axis Powers were led by Germany's Adolf Hitler. - The Allied Powers were led by Great Britain's prime ministers Neville Chamberlain and then Winston Churchill. - Preparations for the Second World War included conscription, evacuation, building air raid shelters, rationing and the Dig for Victory campaign. - The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland. - The Second World War was the most technologically advanced conflict in history. - The Battle of Britain was a major air campaign fought over southern Britain in 1940. - Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain. - During the Second World War, there were food shortages, women had to take on roles	- Great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of Antarctic Exploration. - Robert Falcon Scott's final attempt to reach the South Pole failed due to his refusal to use dogs to pull sledges and taking inadequate food supplies. - Ernest Shackleton was an explorer who travelled to the Antarctic. His ship, Endurance, became stuck in sea ice, eventually sinking in 1915. In 1916, the team were rescued, with not a single member having set foot on Antarctica. - In 1912, the 'unsinkable' RMS <i>Titanic</i> sank after hitting an iceberg in the Atlantic Ocean on its maiden voyage, killing approximately 1500 people.

Martlesham Primary Academy History Curriculum 2026-2027

- The slave trade caused human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies. - The triangular slave trade consisted of three journeys: ships from Europe sailed to Africa and exchanged European goods for enslaved people, the enslaved people were transported to the Caribbean and the Americas where they worked on plantations, then the ships took the goods from the plantations back to Europe where they were sold at a profit. - The triangular slave trade caused people to suffer because they were permanently separated from their families, punished and made to work hard labour. - Many enslaved people died in the coastal forts and on slave ships. - Enslaved people had poor living conditions and food supplies when working long hours on the plantations. - Enslaved people were subjected to racism and punished by their owners, who tried to turn them against each other. - Many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery. - Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery. - The Abolition of the Slave Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards. - The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether. - The Scramble for Africa describes the continent's colonisation by European countries in the late 19th century, which destroyed many African traditions, religions, festivals and languages. - Europeans colonised Africa to take its natural resources, such as gold, ivory and diamonds.	traditionally done by men and bombing raids caused damage and loss of life. - Anne Frank and her family hid in a secret annexe when Germany invaded Amsterdam in an attempt to avoid their antisemitism. - Anne Frank wrote a diary, which her father published after her death. - People in Britain celebrated VE day on 8th May 1945. - The Second World War ended when Japan surrendered in 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki. - On D-Day, 6th June 1944, over 150,000 Allied troops landed on the coast of France, leading to the country's liberation. - The Battle of the Bulge began at the end of 1944 when German troops pushed open a gap in the Allied lines but the Allied Powers pushed back, leading to Germany's surrender in 1945.	
---	--	--

Martlesham Primary Academy
History Curriculum 2026-2027



Many African countries still experience poverty today because of this. - The Race Relations Act of 1965 was the first piece of British legislation that dealt with racism. It was replaced by the Equality Act 2010, which covers discrimination against race, gender, disability, sexual orientation and religion. - Diverse means showing a great deal of variety. Communities are made up of a diverse range of people that bring their own cultural influences, interests, celebrations and skills.		
--	--	--