

	Autumn	Spring	Summer
YEAR 1	<p>How did Queen Victoria influence society in the past and today?</p> <p>As historians, by the end of Year 1, we will know:</p> <ul style="list-style-type: none"> When Queen Victoria reigned (from 1837 to 1901). Some of the events Queen Victoria attended, like ceremonies, royal visits, and important celebrations. How Queen Victoria changed the role of the monarchy by being more visible to the public and supporting education and the arts. The reasons the Victoria and Albert Museum was opened—to help everyone learn about art, design and the world. <p>How did Queen Elizabeth II influence society and modernise the monarchy?</p> <p>As historians, by the end of Year 1, we will know:</p> <ul style="list-style-type: none"> When and where Queen Elizabeth II was born (on 21st April 1926 in London). How to list important dates in Queen Elizabeth II's life and add them to a timeline. Some of the activities Queen Elizabeth II did, such as meeting people, visiting other countries, and giving speeches. That Queen Victoria started many of the traditions Queen Elizabeth II followed. That Queen Elizabeth II gave her first Christmas message on television in 1957. 	<p>How has the invention of the World Wide Web changed the way we live, learn and share information?</p> <p>As historians, by the end of Year 1, we will know:</p> <ul style="list-style-type: none"> What Berners-Lee's legacy is and why it matters. The most important achievements in Tim Berners-Lee's life. The difference between the internet and the World Wide Web. The main ways the World Wide Web has changed society and what it helps us do in everyday life. How to use primary and secondary sources to learn about people from the past. That artefacts don't always have to be old. <p>Why was the Battle of Hastings such an important event, and how do we know what really happened?</p> <p>As historians, by the end of Year 1, we will know:</p> <ul style="list-style-type: none"> When and where the Battle of Hastings took place and when William I became king. Who William the Conqueror was, where he came from, and how he defeated King Harold. The types of soldiers in the Norman army, and the tactics used during the battle. Why the Bayeux Tapestry is a useful source for learning about the Norman Conquest. 	<p>How and why did the Great Fire of London change the city and the lives of its people?</p> <p>As historians, by the end of Year 1, we will know:</p> <ul style="list-style-type: none"> How and when the fire started, and reasons why it spread quickly. How the fire spread across London, shown through maps. How many houses were lost. Important eyewitnesses and historical sources, such as diaries, help us understand the fire. How King Charles II ordered the city to be rebuilt using fewer flammable materials. <p>How did Jethro Tull's invention help to revolutionise farming?</p> <p>As historians, by the end of Year 1, we will know:</p> <ul style="list-style-type: none"> Who Jethro Tull was and how he helped bring about the agricultural revolution How Jethro Tull's invention of the seed drill changed farming Food was gained in various ways before permanent settlements were established <p>How did Benjamin Ferrey help shape Victorian Bournemouth into a successful seaside resort?</p> <p>As historians, by the end of Year 1, we will know:</p> <ul style="list-style-type: none"> Who Benjamin Ferrey was and where he was born. What his early talents were and what his first major project was. Which buildings and areas he designed in Bournemouth. Which of his buildings still exist today and why they matter.
YEAR 2	<p>How did Queen Victoria influence society in the past and today?</p> <p>As historians, by the end of Year 2, we will know:</p> <ul style="list-style-type: none"> What Queen Victoria's role was during her reign and how she helped to lead the country. Why Queen Victoria is an important person in history and what makes her special or significant. How Queen Victoria influenced future kings and queens and how some of her ideas and traditions are still used today. Whether it's true or false that Queen Victoria became popular by attending public events—and why that helped people feel closer to her. What Queen Victoria did to encourage learning, such as supporting museums, schools and discoveries. <p>How did Queen Elizabeth II influence society and modernise the monarchy?</p> <p>As historians, by the end of Year 2, we will know:</p> <ul style="list-style-type: none"> How Queen Elizabeth II helped to run the country, and how this was similar or different to Queen Victoria. How Queen Elizabeth II and Queen Victoria are related. Some of the big changes that happened in Britain during Queen Elizabeth II's reign, like new inventions or changes in travel. How people learn about the royal family, like through TV, books, or special royal events. Why Queen Elizabeth II wanted the royal family to be more modern. 	<p>How has the invention of the World Wide Web changed the way we live, learn and share information?</p> <p>As historians, by the end of Year 2, we will know:</p> <ul style="list-style-type: none"> How the World Wide Web is similar to and different from the printing press. How the invention of the web has changed people's lives. That the web has made it easier for people to communicate, listen to music and watch TV. How the web helps us learn about history and artefacts. <p>Why was the Battle of Hastings such an important event, and how do we know what really happened?</p> <p>As historians, by the end of Year 2, we will know:</p> <ul style="list-style-type: none"> Why the Battle of Hastings in 1066 was a significant turning point in English history. Who William of Normandy was and what gave him a claim to the English throne. What happened in the lead-up to the battle, including Harold's journey and earlier battles. How the Bayeux Tapestry helps us understand the Norman Conquest and how reliable 	<p>How and why did the Great Fire of London change the city and the lives of its people?</p> <p>As historians, by the end of Year 2, we will know:</p> <ul style="list-style-type: none"> Why the fire spread so quickly and caused so much damage. How the fire affected people's lives and the city of London. Why the Great Fire was an important historical event. What sources tell us about the fire and how reliable they are. How London was rebuilt after the fire and what changes were made. <p>How did Jethro Tull's invention help to revolutionise farming?</p> <p>By the end of Year 2, as historians, we will know:</p> <ul style="list-style-type: none"> Different farming methods were used throughout history and how they compare to farming methods used today What impact the agricultural revolution had on Britain How gaining a reliable source of food is important in building a successful civilisation <p>How did Benjamin Ferrey help shape Victorian Bournemouth into a successful seaside resort?</p> <p>As historians, by the end of Year 2, we will know:</p> <ul style="list-style-type: none"> Why Benjamin Ferrey was asked to design buildings in Bournemouth. How his work helped Bournemouth grow as a Victorian seaside resort. What made Bournemouth different from or similar to other resorts like Brighton. Who Ferrey's buildings were built for and why they were important.

YEAR 3	<p>How did life change during the Stone Age and can we be sure our historical view is accurate?</p> <p>As historians, by the end of Year 3, we will know:</p> <ul style="list-style-type: none"> • The difference between people who are nomadic and settlers • About significant events of the Stone Age and when they took place • How Stone Age people found food and what they ate • How different Stone Age artefacts can tell us about their life. <p>How did trade, travel and exploration impact society during the Bronze Age?</p> <p>As historians, by the end of Year 3, we will know:</p> <ul style="list-style-type: none"> • When the Bronze Age began in Britain and significant events that took place • Where trade began during the Bronze Age and what goods may have been traded • What bronze was used for and who wore bronze jewellery <p>How did developments in settlements and farming impact society?</p> <p>As historians, by the end of Year 3, we will know:</p> <ul style="list-style-type: none"> • Key dates of the Iron Age and why this time in history was important. • Important facts about Iron Age settlements, including what a roundhouse was like and how people lived. • What a blacksmith did, and why they were such an important part of Iron Age society. • How iron was made and why it was such a useful material. 	<p>What was the impact of the Roman Empire on Britain, and why did it eventually fall?</p> <p>As historians, by the end of Year 3, we will know:</p> <ul style="list-style-type: none"> • The key dates and figures in Roman and Roman British history. • How and why the Romans expanded their territory, including the building of Hadrian's Wall. • Who Boudica was and how the Iceni tribe resisted Roman rule. • That Latin was the language of Ancient Rome, and key terms like territory and prosperous. • What the Colosseum was and what it reveals about Roman society. <p>Who were the Anglo-Saxons, and how did they shape the future of England?</p> <p>As historians, by the end of Year 3, we will know:</p> <ul style="list-style-type: none"> • Where the Anglo-Saxons came from, why they came to Britain, and which tribes settled after the Romans left. • What the main Anglo-Saxon kingdoms were and how events unfolded on a timeline during this period. • Who King Alfred was and how he resisted the Vikings. • How Anglo-Saxon rule ended. • What Sutton Hoo reveals about Anglo-Saxon beliefs and the meaning of terms like descendants. 	<p>How did the Vikings influence Anglo-Saxon England and change its history?</p> <p>As historians, by the end of Year 3, we will know:</p> <ul style="list-style-type: none"> • Where the Vikings came from, and when key events in Viking history happened. • What made the Vikings skilled warriors. • Where the Vikings raided, including churches and monasteries, and why these places were targeted. • What the Viking capital in England was called and the importance of the raid on Lindisfarne. <p>What do Ancient Egyptian burials and artefacts tell us about their beliefs, society, and way of life?</p> <p>As historians, by the end of Year 3, we will know:</p> <ul style="list-style-type: none"> • When the Ancient Egyptian civilisation existed and how it fits into world history. • What the Ancient Egyptians invented and what artefacts help us learn about their lives. • How the Egyptians prepared for the afterlife, including burial practices, mummification and what they believed was needed to reach the afterlife. • Whether the builders of the pyramids were slaves and how different people were buried.
	<p>How did life change during the Stone Age and can we be sure our historical view is accurate?</p> <p>As historians, by the end of Year 4, we will know:</p> <ul style="list-style-type: none"> • During the Stone age people began as hunter-gatherers but by the Neolithic period (also known as the New Stone Age), permanent settlements, such as Skara Brae, were made. • Stone Age people were hunter gatherers, but after establishing more permanent settlements, their ways of sourcing food and their subsequent diet changed. • Primary sources are limited, so we often can only infer what the past was like during the period. <p>How did trade, travel and exploration impact society during the Bronze Age?</p> <p>As historians, by the end of Year 4, we will know:</p> <ul style="list-style-type: none"> • The key differences between the Stone Age and the Bronze Age • How trade, travel, and exploration affected life in Bronze Age Britain • Why Must Farm Quarry is significant and how it helps historians understand more about the Bronze Age • That the Beaker people brought bronze metalworking skills to Britain and what they used bronze to make <p>How did developments in settlements and farming impact society?</p> <p>As historians, by the end of Year 4, we will know:</p> <ul style="list-style-type: none"> • Why Iron Age settlements were fortified • The key features of an Iron Age settlement, such as hillforts and roundhouses. • What life was like during the Iron Age and how it was similar to or different from the Stone Age and Bronze Age—including how people got their food, farmed the land, and built their homes. • Which artefacts are most important in helping us learn about Iron Age people and how they lived. 	<p>What was the impact of the Roman Empire on Britain, and why did it eventually fall?</p> <p>As historians, by the end of Year 4, we will know:</p> <ul style="list-style-type: none"> • How the Romans influenced Britain through changes in daily life. • Where the Roman Empire spread, how it was governed and why it eventually fell. • How Roman military tactics enabled small forces to defeat larger armies, such as in the battle with the Iceni. • Why violent entertainment was popular in ancient Rome and how buildings like the Colosseum reflect Roman society. <p>Who were the Anglo-Saxons, and how did they shape the future of England?</p> <p>As historians, by the end of Year 4, we will know:</p> <ul style="list-style-type: none"> • How and why the Anglo-Saxons came to Britain, and what changed after the Romans left. • How Anglo-Saxon kingdoms were formed, ruled and eventually united into England. • Why key battles like Edington and Stamford Bridge were important in shaping British history. • How beliefs, battles and burials like Sutton Hoo help us understand Anglo-Saxon beliefs, life and legacy. 	<p>How did the Vikings influence Anglo-Saxon England and change its history?</p> <p>As historians, by the end of Year 4, we will know:</p> <ul style="list-style-type: none"> • The main events and battles involving Vikings and Anglo-Saxons, and why Vikings are important in British history. • How Viking longboats helped them in battle and that they had a rich culture beyond fighting. • The impact of Viking raids on monasteries and how their beliefs differed from Christians. • Who claimed the English throne in 1066 and why this was a turning point. <p>What do Ancient Egyptian burials and artefacts tell us about their beliefs, society, and way of life?</p> <p>As historians, by the end of Year 4, we will know:</p> <ul style="list-style-type: none"> • Why the Ancient Egyptians settled near the Nile and how they used irrigation to support farming. • What daily life was like for both pharaohs and ordinary people, and how religion and gods shaped their lives. • How Ancient Egyptian burials compare to those of earlier periods like the Stone and Bronze Ages. • Why tombs and pyramids were robbed and what this tells us about Ancient Egyptian beliefs and society.

YEAR 5	<p>How did Aztec engineering shape the lives of the people living in Tenochtitlan? As historians, by the end of Year 5, we will know:</p> <ul style="list-style-type: none"> • How the Aztec and Iron Age settlements compare • The Aztecs produced a wide range of goods and traded these, making Aztec rulers very wealthy • The Aztecs grew crops in innovative ways <p>How did innovations during the Victorian era impact society in Bournemouth? By the end of Year 5, as historians, we will know:</p> <ul style="list-style-type: none"> • When the Victorian era took place (from 1837 to 1901, during the reign of Queen Victoria). • Some key Victorian innovations in the locality and when they happened, such as Bournemouth railway and station in the 1870s–1880 • The main differences between the lives of the rich and the poor, such as the size of their homes, the jobs they did and their access to education and healthcare. • How Bournemouth developed as a Victorian seaside resort, becoming popular for its fresh air, beaches and easy access by train 	<p>How did the Kingdom of Benin's settlements, culture and pastimes differ to Britain during the same period? By the end of Year 5, as historians, we will know:</p> <ul style="list-style-type: none"> • Where the Kingdom of Benin was in the world • The purpose of the Great Wall of Benin • What the Kingdom of Benin traded and how this occurred. <p>What were the consequences of the Second World War, both during and after the war had ended? By the end of Year 5, as historians, we will know:</p> <ul style="list-style-type: none"> • How the Second World War began and which countries were involved. • The key events and turning points of the Second World War and when they happened. • What the Blitz was and how it impacted British cities and civilians. • The effects of atomic weapons used at the end of the war and their global consequences. • What rationing was and how it affected people's access to food and goods. • How the war changed everyday life for people living in Britain. 	<p>How has Ancient Greek life and achievements influenced the western world? As historians, by the end of Year 5, we will know:</p> <ul style="list-style-type: none"> • The significance of democracy and political changes since the Ancient Greeks • The key characteristics of Ancient Greek architecture • How artefacts help us to deduce information from the past • How sources vary in reliability <p>How did Tudor monarchs influence change in society? By the end of Year 5, as historians, we will know:</p> <ul style="list-style-type: none"> • When the medieval period was • When Tudor monarchs reigned • During the Tudor times, marriage helped form alliances • Henry VIII broke from the Catholic church, which caused significant turmoil
	<p>How did Aztec engineering shape the lives of the people living in Tenochtitlan? By the end of Year 6, as historians, we will know:</p> <ul style="list-style-type: none"> • The similarities and differences between Aztec settlements and Tudor settlements in Britain • How Aztec farming methods and those of Iron Age settlers were connected, focusing on land use. • That the Aztecs were highly skilled farmers who developed ingenious farming techniques <p>How did innovations during the Victorian era impact society in Bournemouth? By the end of Year 6, as historians, we will know:</p> <ul style="list-style-type: none"> • Why the Victorian era was a time of rapid scientific and technological development, including how new inventions and discoveries changed people's lives. • What impact the Industrial Revolution had on political and social organisation, including changes to work, laws, housing and the growth of towns and cities, including Bournemouth. • How Bournemouth changed during the Victorian period, especially with the expansion of the British Empire and improvements in transport, such as railways. • How to use multiple sources of evidence to explain the idea of the 'middle classes', including who they were, what jobs they did and how they lived. 	<p>How did the Kingdom of Benin's settlements, culture and pastimes differ to Britain during the same period? By the end of Year 6, as historians, we will know:</p> <ul style="list-style-type: none"> • How defence systems differed between Benin and the Iron Age • How farming methods differed between Benin and the Iron Age • How Benin's location and trade opportunities led to the growth of an Empire but also its end <p>What were the consequences of the Second World War, both during and after the war had ended? By the end of Year 6, as historians, we will know:</p> <ul style="list-style-type: none"> • Why the Second World War was a significant event in British and world history. • Why Germany used air power in its attempt to invade Britain. • How Britain's geography influenced the course and outcome of the war. • Why the Battle of Britain and the Dunkirk evacuation are considered turning points in the war. • How propaganda was used during the war and its impact on public opinion. • What political and social changes occurred as a result of the Second World War. 	<p>How has Ancient Greek life and achievements influenced the western world? As historians, by the end of Year 6, we will know:</p> <ul style="list-style-type: none"> • How the Ancient Greeks have influenced modern day political systems and structures • How Ancient Greek architecture has influenced building design throughout history and even in the modern day. • How to select reliable artefacts that will help us to investigate the past <p>How did Tudor monarchs influence change in society? By the end of Year 6, as historians, we will know:</p> <ul style="list-style-type: none"> • Key details about influential Tudor monarchs • How Tudor pastimes were influenced by other periods of History • How beliefs changed during the Tudor period and what led to these changes