



Ouston Primary School History – Curriculum Overview

Cycle A 2025/2026 (Cycle B updated during Summer 26)

| | <u>Year N / R</u> <u>Autumn Term</u> | <u>Year N / R</u> <u>Spring Term</u> | <u>Year N / R</u> <u>Summer Term</u> | <u>Year 1 / 2</u> <u>Spring Term 1</u> | <u>Year 1 / 2</u> <u>Summer Term 1</u> | <u>Year 1 / 2</u> <u>Summer Term 2</u> |
|----------------|--|---|---|---|--|---|
| History | Details about specific history coverage to be added in Summer 2026 | | | <p>How do we know so much about what happened in the Great Fire of London?</p> <p>AQ1: The Great Fire of London began in the early hours of 2nd September 1666 in a bakery on Pudding Lane owned by Thomas Farriner. An eyewitness called Samuel Pepys recorded what he saw and heard in his private diary, which provides historians with valuable primary evidence. The bakery oven was heated using wood, and it is likely that hot embers or sparks ignited nearby materials. Farriner and his daughter escaped, but the fire quickly spread to neighbouring houses.</p> <p>AQ2: As the fire spread through the city, strong winds carried flames and embers from building to building. Houses were built very close together and made mainly of timber, which burned easily. Over four days, around 13,000 houses, 87 churches and St Paul's Cathedral were destroyed, leaving about 70,000 people homeless. Samuel Pepys' diary and contemporary images help historians sequence the key events of the fire.</p> <p>AQ3: The fire spread rapidly because London was overcrowded, buildings were made of flammable materials and there had been a long, dry summer. Narrow streets allowed the fire to jump easily from one building to another. Firefighting equipment was very basic and there was no organised fire brigade. Delays in pulling down buildings to create firebreaks made the situation worse. The fire was finally controlled when buildings were demolished and the wind dropped.</p> | <p>Why is one of Britain's best-preserved cathedrals based at Durham?</p> <p>AQ1: What is this building and what is it used for? Cathedrals are big churches and are important to people of the Christian faith. There are 26 medieval cathedrals in England; Durham cathedral is one of these. The cathedral is shaped like a cross and is very long (over 150m in length). Durham cathedral has a large central tower (218 feet tall) which can be seen from far away and two smaller towers at the entrance. It also has a famous 'door knocker, known as the sanctuary ring and stained glass windows. The cathedral is a church and is used for Christian worship.</p> <p>AQ2: Why was Durham such a good location for the cathedral? Durham cathedral is high on a hill and surrounded by water (the river Wear). Both of these make it easier to protect. Being high also meant that the cathedral could be seen by people from far away.</p> <p>AQ3: When and why was the cathedral built? Durham cathedral was built a long time ago - during the 11th century. Between 1093 - 1133. It was built to protect the body of a holy man called Saint Cuthbert.</p> <p>AQ4: Who was St Cuthbert and why was he important? Cuthbert was an important Anglo-Saxon man and became known as a saint. He was a monk who lived on his own. He devoted his life to God when Christianity was new to England. He travelled around telling people about God and is said to have performed 'miracles'. He was seen as a figure of peace. People thought that his body needed to be protected and kept safe as they thought miracles may happen at his shrine.</p> <p>AQ5: Why is the cathedral important today? Durham cathedral is important today as it is a place of worship. It is also a place of pilgrimage (A place people want to visit). It is one of the largest 'Norman' style constructions that still exists in England today. (It is very old). The cathedral has</p> | <p>How has life changed in the last 50 years?</p> <p>AQ1: What is the past? Understand that the past has already happened, before now. Timelines show events of the past. The past can be 'within living memory' or before. Historians divide up time to help them understand the order in which events happened and how life has changed over time. They use terms such as BC and AD, as well as decades, centuries and millennia. Learning about decades helps pupils understand that the 1970s refers to a ten-year period from 1970 to 1979 and that this period is within living memory of people.</p> <p>AQ2: How were homes different in the past? Technology has developed and can be seen in homes today. Phones, TV's were different and there were no Smart (AI) devices. Television was limited (one per house) and usually broadcast in black and white. Homes in the past often had separate rooms where many homes today are open-plan. Homes often only had one bathroom.</p> <p>AQ3: What toys did children play with in the past? How are they the same or different to today? Many toys and games from the 1970s are still popular today, such as dolls, Lego, board games and model cars. This shows continuity, meaning some things stay the same over time. However, modern toys are often more interactive because of digital technology. This shows change, where inventions and developments have altered how children play. In the 1970s, there was no internet, no smartphones and no digital technology that allowed toys to connect online. In 1989, Tim Berners-Lee invented the World Wide Web, which led to major changes in toys, games and everyday life by allowing digital interaction and online connectivity.</p> <p>AQ4: What was school like in the past? Technology has changed schools over the years. In the past chalkboards were used rather than interactive boards. ICT was only being introduced. There were no tablets/ipads and very few computers</p> |



Ouston Primary School

Cycle A

History – Curriculum Overview

2025/2026 (Cycle B updated during Summer 26)

| | | | | |
|--|--|--|--|---|
| | | | <p>lots of history and is home to two important Anglo-Saxon saints and artefacts. It attracts many visitors/tourists to the North East of England.</p> | <p>in class. Schools were still quite strict with children sitting in rows and being taught information to learn. Uniform was often not worn in primary schools. Subjects such as mental health/wellbeing, MFL, were not taught.</p> <p>AQ5: How has transport changed over time? Transport has become safer, faster, more connected and increasingly electric. In the past cars were petrol or diesel, where today many more are electric, Cars did not have sat-navs. Many cars did not have seat-belts in 1970's. Wearing seatbelts became mandatory in 1983. More cars are on the road today than in the past. More people drive (especially more women). Flying was very expensive and not common. Many people only flew for business or long-distance. Less security and fewer restrictions for flying. Local metro trains began in 1980. Trains were slower and less frequent.</p> <p>AQ6: How has communication and Technology changed and effected life? Communication has changed from being slow; letters and landlines to fast; instant communication anywhere in the world. In the past people would communicate by sending letters. This would take time to be delivered. Today 'letters' and communication are often sent by email. This makes communication faster and people more accessible/ quicker information. Phones were known as landlines and attached to a building. Not everyone had a phone in their house. Today more people have a mobile phone and can use these to send messages and photos as well as making a phone call. News was spread by newspapers and TV reports. Now it is available 24/7 through the internet.</p> <p>(Optional) AQ7: What do adults I know remember about the 1960s? Historians can learn about the past by interviewing people who lived through it. Adults who remember life from the 1970s can share memories of toys, games, school and everyday life. These interviews provide primary evidence and help pupils compare life in the past with life today.</p> |
|--|--|--|--|---|



Ouston Primary School History – Curriculum Overview

Cycle A 2025/2026 (Cycle B updated during Summer 26)

| | Key Vocabulary: | Key Vocabulary: | Key Vocabulary: | Key Vocabulary: | Key Vocabulary: | Key Vocabulary: |
|----------------|--|--|---|--|--|---|
| | | | | Great Fire of London, Samuel Pepys, diary, eyewitness, primary evidence, baker, Pudding Lane, Thomas Farriner, King Charles II, embers, gunpowder, St Paul's cathedral, Christopher Wren, City of London, timber framed, Mayor of London, embers, fire brigade, explode, fire hook, water squirt, fire engine, | Cathedral; church; Durham; river; hill; St. Cuthbert; monk; holy; protect, Anglo-Saxon; worship; Lindisfarne; belief | Past; present; decade; living memory; change; timeline; technology; similarity; difference; internet; old; new |
| | <u>Year 3/ 4</u> <u>Autumn Term 1</u> | <u>Year 3/ 4</u> <u>Spring Term 2</u> | <u>Year 3/ 4</u> <u>Summer Term 1</u> | <u>Year 5/ 6</u> <u>Autumn Term 2</u> | <u>Year 5/6</u> <u>Spring 1</u> | <u>Year 5/6</u> <u>Summer 1</u> |
| History | <p>How did the arrival of the Romans change Britain?</p> <p>AQ1: Romans originally came from the city of Rome in the present-day country of Italy. By the time they invaded Britain, they ruled lands from one end of Europe to another. many lands controlled by one country like this is known as an empire and the leader of that empire is known as an emperor or empress. There were 4 main reasons why the Romans invaded Britain: Britain had many raw materials, which the Romans needed to supply their empire; the population of Britain would have been a source of new slaves to serve the Romans throughout the empire; they felt it was their duty to conquer new lands and extend the empire to include places such as Britain; finally, Claudius wanted to prove that he was a strong leader by being the first Roman emperor to conquer Britain.</p> <p>AQ2: Boudica and her husband King Prasutagus were the rulers of the Celtic kingdom of the Icenii tribe when the Romans invaded Britain. Prasutagus died in AD 59. The Romans took advantage and ended up in direct conflict with Boudica. She sought revenge, formed an army and attacked Colchester, London and St.</p> | <p>How did the lives of ancient Britons change during the Stone Age?</p> <p>AQ1: Many people imagine the Stone Age as a time when everyone lived in caves, wore animal skins and lived alongside dinosaurs. These ideas are misconceptions. Dinosaurs became extinct millions of years before the Stone Age began. Another common misunderstanding is that people regularly used caves as permanent homes.</p> <p>Historians describe these incorrect ideas as anachronisms – things that could not have existed at a particular time. Studying these misconceptions helps pupils understand that the past is often misunderstood and that historians must rely on evidence rather than imagination.</p> <p>AQ2: The Stone Age in Britain began between 850,000 and 950,000 years ago, making it a period of prehistory, before written records existed. In 2013, archaeologists discovered very old human footprints at Happisburgh beach in Norfolk. These are the oldest known human footprints in Britain.</p> <p>The footprints were made by a small family group of early humans, including adults and children. Archaeologists believe they were collecting food such as</p> | <p>What is the secret of the standing stones? (Bronze Age Britain)</p> <p>AQ1: Around 4,000–3,500 BC, the Stone Age in Britain began to come to an end because people learned how to make metal. By heating copper and mixing it with tin, people created bronze through a process called smelting. Bronze was easier to shape than stone and could be moulded into tools, weapons and decorative items. This marked a major advancement because it allowed people to farm more efficiently, build better structures and produce objects for status and decoration as well as survival.</p> <p>AQ2: The Amesbury Archer was buried near Stonehenge around 2300 BC and was given the richest burial ever found from Bronze Age Britain. His grave contained many valuable artefacts, including tools, weapons and jewellery. Archaeologists believe he was important because he may have introduced bronze-working skills to Britain from Europe. His burial suggests growing social status, international trade and a belief in an afterlife, as objects from his daily life were buried with him.</p> <p>AQ3: People build monuments to remember important people, events or beliefs. Monuments can be religious, cultural or historical</p> | <p>What was life like in Baghdad during the Golden Age of Islam?</p> <p>AQ1: In AD 762, the Abbasid caliph Abu Jafar al Mansur founded a new city called Madina al-Salam, meaning the 'City of Peace'. This city later became known as Baghdad. Very little of the original city remains today, so historians rely on written descriptions from people who lived there at the time. Sources describe Baghdad as a large, circular city built on the banks of the River Tigris. It was surrounded by thick walls and a deep moat for protection. At the centre stood the Golden Gate Palace and the Great Mosque, surrounded by government buildings, barracks, homes and markets. The design shows careful planning, organisation and power.</p> <p>AQ2: By AD 900, Baghdad had become the largest city in the world, with around one million inhabitants. It was described by the geographer Al-Yaqubi as being at the 'crossroads of the universe' because of its central position in global trade routes. Baghdad lay at the centre of overland trade routes connecting China, India, North Africa and Europe.</p> | <p>How did a pile of dragon bones help to solve an ancient Chinese mystery? (Shang Dynasty)</p> <p>AQ1: When and where did the Shang Dynasty exist?</p> <p>The Shang Dynasty ruled in ancient China from around 1600 BC to 1046 BC. It developed along the Yellow River, where fertile land supported farming and the growth of settlements.</p> <p>The Shang were one of the earliest civilisations in China and are important because they left behind written records and artefacts that help historians understand their society.</p> <p>AQ2: How do we know about the Shang Dynasty?</p> <p>Historians know about the Shang Dynasty through archaeological evidence such as oracle bones, bronze artefacts, tombs and ancient city remains.</p> <p>Oracle bones are one of the earliest forms of Chinese</p> | <p>Why did the ancient Maya change the way they lived?</p> <p>AQ1: The Maya are an indigenous people of Central America. Today, around eight million Maya people live in Mexico and parts of Guatemala, Belize, Honduras and El Salvador. The region is largely tropical, with hot, wet climates, dense rainforest, mountains and volcanoes. Understanding where the Maya live helps historians explain why farming, settlement patterns and daily life developed in the way they did.</p> <p>AQ2: Most modern Maya people live by farming, growing crops such as maize, beans and squash. Maize is the staple food of the Maya and has been for thousands of years. Other Maya people work as craftspeople, weavers, traders, factory workers or in professions such as teaching, medicine and tourism. This shows that Maya culture did not disappear but adapted over time.</p> <p>AQ3: In 1839, explorers John Stephens and Frederick Catherwood rediscovered the ruins of ancient Maya jungle cities that had been abandoned for centuries. These included cities such as Copán, Palenque, Uxmal and Chichén Itzá. Their written descriptions and detailed drawings provided historians with valuable evidence that the Maya had built large, advanced ceremonial cities deep in the rainforest.</p> <p>AQ4: Chichén Itzá was a major Maya ceremonial city. The buildings were not homes for ordinary people but places for</p> |



Ouston Primary School History – Curriculum Overview

Cycle A 2025/2026 (Cycle B updated during Summer 26)

| | | | | | |
|---|---|---|--|--|---|
| <p>Albans. Eventually, the 2 armies came face to face in AD 60 or 61 somewhere between London and North Wales. The exact location of the battle remains unknown. The Romans had 10,000 men and the Brits had 200,000. The Romans ultimately won. No one knows what happened to Boudica.</p> <p>AQ3: The Romans were the first people to leave written evidence of life in Britain, which marks the beginning of British history rather than prehistory. One of the most important discoveries from Roman Britain is a handwritten letter written around AD 100 by a Roman woman called Claudia Severa to her friend Sulpicia Lepidina. The letter was discovered at Vindolanda, a Roman fort near Hadrian's Wall, and is the oldest surviving handwritten document ever found in Britain. It was written in Latin and invites Sulpicia to Claudia's birthday celebration. From this letter, historians can learn that some Roman women in Britain were wealthy, educated and socially active. They had servants, celebrated birthdays, maintained friendships and could read and write. The letter shows that life in Roman Britain was not only about soldiers and battles, but also about family life, friendship and status.</p> <p>AQ4: Claudia Severa and Sulpicia Lepidina lived at Vindolanda because their husbands were senior officers in the Roman army. Vindolanda was one of many forts built along Hadrian's Wall, which was ordered to be built by Emperor Hadrian in AD 122. Hadrian's Wall stretched across northern Britain from east to west</p> | <p>shellfish and edible plants. This evidence helps historians understand how early humans lived and survived in Britain.</p> <p>AQ3: Because Stone Age people did not write, archaeologists rely on artefacts to understand how they lived. Artefacts include tools, weapons, buildings and monuments left behind by people in the past. Early Stone Age people were nomadic hunter-gatherers who used stone tools made from flint to hunt animals and prepare food. By the end of the Stone Age, people had begun farming, domesticating animals and settling in villages. Evidence from artefacts such as querns, pottery, houses at Skara Brae, and monuments like Stonehenge and Silbury Hill show major changes in how people lived.</p> <p>AQ4: Stone Age people lived in temporary summer and winter camps rather than permanent homes. They needed to move with the seasons to follow animals and find food. Camps were made from materials such as wood, animal skins and turf, which have not survived. Caves were sometimes used for shelter during extreme weather or for specific activities, but they were not suitable for everyday living. The need to move frequently explains why most Stone Age homes were temporary.</p> <p>AQ5: The Red Lady of Paviland was discovered in a cave in South Wales in 1883. The remains were originally thought to belong to a woman but were later identified as those of a man who lived around 33,000 years ago. The body had been buried with red ochre and surrounded by valuable objects, showing it was a ceremonial burial. This suggests the individual was important and that Stone Age people had beliefs, rituals and possibly myths</p> | <p>and often symbolise shared values or memories. Bronze Age monuments were different from modern ones because their exact purpose is unknown. Archaeologists believe they may have been used for ceremonies, burials, observing the skies or bringing communities together.</p> <p>AQ4: At Merrivale in Devon, Bronze Age people built stone rows, stone circles and burial chambers known as cists. These structures would have taken many people a long time to build, showing they were very important. Archaeologists think Merrivale may have been used for ceremonies, burials of high-status individuals or observing the movement of the Sun and stars. The site shows that Bronze Age people worked together as a community and held strong beliefs.</p> <p>AQ5: No remains have survived in the largest cist at Merrivale because the soil is acidic. However, similar Bronze Age burials suggest it may have been prepared for an important leader or warrior chief. Important people were often buried with grave goods such as weapons, jewellery and food, suggesting Bronze Age people believed in an afterlife and honoured those with high status.</p> <p>AQ6: During the Bronze Age, people developed farming, metalworking, trade and social structures. Communities became more organised, and some individuals gained higher status than others. The use of bronze tools, rich burials and large monuments shows that life in Britain had changed significantly from the nomadic hunter-gatherer lifestyle of the Stone Age.</p> | <p>Merchants traded goods such as silk, porcelain, paper, spices, glass and precious stones. The River Tigris also allowed ships to travel to and from the Persian Gulf, making Baghdad a major centre for international trade.</p> <p>AQ3: The Bayt al-Hikma, or House of Wisdom, was the greatest centre of learning in the world during the Golden Age of Islam. It contained a vast library of books, manuscripts and maps collected from many cultures. Scholars from across the world worked there as mathematicians, scientists, philosophers, historians and translators. Important works from Greek, Persian, Indian and Chinese sources were translated into Arabic. This sharing of knowledge led to major advances in science, medicine, mathematics and astronomy.</p> <p>AQ4: The geographer Ibn Hawqal travelled widely between AD 943 and 973 and recorded his journeys in a map called 'The Face of the Earth'. His map shows the parts of the world known to people living in Baghdad at the time. People of Baghdad were aware of Asia, North Africa and much of Europe, but knew little about lands beyond these regions. This was because travel was mainly overland and long sea voyages to places such as the Americas or Australia were not yet possible.</p> <p>AQ5: Al-Jazari was a brilliant engineer who lived during the Golden Age of Islam. He designed many mechanical devices powered by water. One of his most important inventions was</p> | <p>writing. They were used to record questions to gods and ancestors. These inscriptions provide direct evidence about Shang beliefs, rulers and daily life.</p> <hr/> <p>AQ3: What was life like in the Shang Dynasty?</p> <p>Shang society was highly organised, with a king at the top, followed by nobles, priests, craftsmen and farmers. Many people worked in agriculture, growing crops such as millet.</p> <p>The Shang were skilled in bronze casting, producing tools, weapons and ceremonial objects. Towns were protected by walls, and homes varied depending on social status.</p> <hr/> <p>AQ4: What did the Shang people believe?</p> <p>The Shang people believed in many gods and the importance of ancestors. They thought ancestors could influence events in the world and would communicate with them through rituals and divination.</p> <p>Oracle bones were used to ask questions about the future, such as harvests or battles. This shows the importance of religion and belief in everyday life.</p> <hr/> | <p>religious rituals, festivals and ceremonies. Structures such as the Temple of Kukulkan, the sacred cenote and the observatory show that the Maya had strong religious beliefs, advanced knowledge of astronomy and powerful priests and rulers.</p> <p>AQ5: Historians have learned about the Maya by studying artefacts such as stone carvings, pottery, hieroglyphs, codices and monuments. These artefacts show how the Maya dressed, worshipped gods, recorded information, understood mathematics and organised society. The Maya were the first civilisation to develop the concept of zero.</p> <p>AQ6: Pok-a-tok was a ritual ball game played in large courts at the centre of Maya cities. It was a form of entertainment, a religious ceremony and sometimes a way to resolve disputes between city-states. The game could involve sacrifice, showing how closely religion, power and daily life were connected in Maya society.</p> <p>AQ7: The Maya cities were gradually abandoned between AD 600 and 900. Archaeologists believe this happened because of a combination of factors including overpopulation, deforestation, drought, soil erosion, warfare and famine. These interconnected problems made life in the cities unsustainable. The Maya people did not disappear, but changed how and where they lived, moving away from the cities and adapting their way of life.</p> |
|---|---|---|--|--|---|



Ouston Primary School History – Curriculum Overview

Cycle A 2025/2026 (Cycle B updated during Summer 26)

| | | | | | |
|---|--|--|---|--|--|
| <p>and was guarded day and night by Roman soldiers. It was built to protect Roman-controlled Britain from attacks by tribes known as the Picts, who lived in what is now Scotland and were fierce and difficult to defeat. The wall allowed the Romans to control movement across the border, defend their territory and show their power. It represents the limits of the Roman Empire in Britain and shows how determined the Romans were to hold on to the land they had conquered.</p> <p>AQ5: Before the Romans arrived, most people in Britain lived in small villages in the countryside. The Romans introduced town life and built towns using stone and brick, many of which still exist as ruins today. Roman towns were carefully planned and often followed a grid pattern with straight roads meeting at right angles. They included features such as forums, basilicas, bath houses, amphitheatres, temples, gardens and toilets with running water. Historians and archaeologists know so much about Roman towns because many Roman buildings survived underground and have been excavated. Cities such as London, York, Chester, Bath, Colchester and St Albans all began as Roman settlements. These remains provide strong physical evidence of how the Romans changed the way people lived in Britain.</p> <p>AQ6: Gladiatorial games were a popular form of entertainment in Roman society. Wealthy and powerful Romans organised these games to entertain the public, especially the lower classes</p> | <p>connected to death and the afterlife.</p> <p>AQ6: At the beginning of the Stone Age, people lived as nomadic hunter-gatherers, relying on hunting animals and gathering wild plants. Life changed slowly over thousands of years. By the end of the Stone Age, many people lived in permanent settlements, farmed crops such as wheat and barley, domesticated animals and built monuments. These changes marked a major turning point in British prehistory and laid the foundations for later societies.</p> | | <p>the crankshaft. This device converts rotational motion into linear motion and is still used today in modern engines. Al-Jazari's work shows how scientific ideas from the Golden Age of Islam continue to influence modern technology.</p> <p>AQ6: On August 1st AD 937, the Battle of Brunanburh was fought in Britain. King Athelstan of the Anglo-Saxons defeated a combined army of Vikings, Scots and Irish forces.</p> <p>This victory made Athelstan the first king of a united England. While Baghdad was becoming a centre of learning and trade, Britain was forming a single nation state. Comparing these events helps pupils understand how different parts of the world were developing in different ways at the same time.</p> | <p>AQ5: Why were Shang kings so powerful?</p> <p>Shang kings were powerful because they controlled the army, led religious ceremonies and were believed to have a special connection with the gods and ancestors.</p> <p>They ruled from large cities and organised labour to build structures and produce goods. Their authority was supported by religion, military strength and control of resources.</p> <hr/> <p>AQ6: What can artefacts tell us about the Shang Dynasty?</p> <p>Artefacts such as bronze vessels, jade objects and oracle bones provide evidence about Shang craftsmanship, beliefs and social structure.</p> <p>By studying these objects, historians can make inferences about how people lived, what they valued and how their society was organised, even though there are no surviving written histories in the modern sense.</p> | |
|---|--|--|---|--|--|



Ouston Primary School Cycle A

History – Curriculum Overview 2025/2026 (Cycle B updated during Summer 26)

| | | | | | |
|--|--|---|--|--|--|
| <p>known as plebeians. Gladiators were usually slaves, prisoners of war or criminals who fought each other or wild animals in amphitheatres. They were owned and trained by people called ianistae, who ran gladiator schools and hired out gladiators to sponsors of the games. The games were expensive to organise but helped Roman leaders gain popularity, win votes and discourage rebellion by showing the power of Rome. However, not all Romans approved of the games. Some, such as the philosopher Seneca, believed they were brutal and corrupted those who watched them. This shows that Romans held different views about violence and entertainment.</p> | | | | | |
| <p>Key Vocabulary: Rome; Romans; Roman Empire; emperor; empress; Italy; invasion; motives; city; ruled; assemble; manufacture; weapons; armour; ships; raw materials; lead; forest; wood; army; leather hides; wool; gold; silver; coins; jewellery; mine; slaves; slavery; countries; Emperor Claudius; Emperor Augustus Caesar; miners; galley; gladiators; amphitheatre; entertainment; strengths; rule; pacify; impose; rule of law; morality; proud; battle; civilisation; advanced; weather; destroyed; Boudica; Celts; Icen; tribe; East Anglia; Norfolk; Suffolk; Cambridgeshire; Bedfordshire; quotation; primary evidence; sources; historian; Cassius Dio; Tacitus; extract; consequences; synonym; archaic words; taxes; protect; will; family; avoid; plundered; prize; chieftain; deprived; estate; relatives; possessions; revenge; pleads; battlefield; capital city; Colchester; surprise; ablaze; ransacked; temple; protection; surround; looted; governor; rebels; Druid; speech; outnumbered; professional; prepared; hacking; panic; retreat; trapped; wagon; legionnaires; legend; folklore; word of mouth; King Arthur; Robin Hood; stature; appearance; fierce; harsh; tawniest; tunic; diverse; mantle; invariable; archaeologist; fort; handwritten; document; Latin; commander; translation; necklace; ring; bracelet; brooch; fibula; rank; status; garments; toga; cloak; design; incorporate; hinge;</p> | <p>Key Vocabulary: Imagine; Stone Age; cave; cave man; misconception; dinosaur; chronological; time; anachronism; beach; footprint; Norfolk; United Kingdom; archaeologist; evidence; sediment; accurately; pollen; extinct; remains; mammoth; giant beaver; eroded; excavation; reconstruction; analysis; Natural History Museum; suggest; individuals; family; plants; edible; shellfish; deposit; cliff; receding; dig; exposed; organic; three dimensional; tools; vegetation; deciduous; coniferous; discovery; continuity; change; communication; Old Stone Age; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; wheat; barley; domesticated; leather; ields; quern; grain; flour; village; Skara Brae; pottery; flute; bone; spindle whorl; spin; yarn; weave; monument; Silbury Hill; Stonehenge; summer camp; winter camp;</p> | <p>Key Vocabulary: Copper; tin; smelting; bronze; manufacture; Bronze Age; museum; discovery; artefacts; advancement; progress; decoration; pleasure; social status; functional; purpose; chisel; construction; buildings; farming; shield; carcass; harness; pony; bowl; analysis; Natural History Museum; suggest; individuals; family; plants; edible; shellfish; deposit; cliff; receding; dig; exposed; organic; three dimensional; tools; vegetation; deciduous; coniferous; discovery; continuity; change; communication; Old Stone Age; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; wheat; barley; domesticated; leather; ields; quern; grain; flour; village; Skara Brae; pottery; flute; bone; spindle whorl; spin; yarn; weave; monument; Silbury Hill; Stonehenge; summer camp; winter camp;</p> | <p>Key Vocabulary: Abu Jafar al Mansur, Muslim, Abbasid, caliph, civil, religious, ruler, Muhammad, likeness, modern, statue, designed, metropolis, city, Arab world, remains, original, settlement, Al-Khatib al-Baghdadi, contemporaneous, three dimensional, circular, bank, River Tigris, constructed, outer, diameter, opposite, capped, dome, erected, tower, moat, Golden Gate Palace, midst, vast, park, enclosure, reserved, the chase, adorned, exquisite, reservoir, fountain, surrounded, sculptured, Great Mosque, immense, royal, staff, servant, barracks, state offices, protected, cubit, traversed, overseer, supervisor, cleanliness, sanitation, scholar, historian, comfort, inhabitants, Baghdad, Iraq, geographer, Al-Yaqubi, residents, cross roads, Universe, China, Abbasid Empire, North Africa, Europe, transport, merchants, silk, porcelain, trade, commercial, lapis lazuli, location, network, markets, River Tigris, river banks, navigation, import, hourglass, quadrant, sextant, protractor, manuscript, tripod, empire, chart, planet, star, Solar System, consulting, nobleman, House of Wisdom, library,</p> | <p>Key Vocabulary: Dragon; dragon bones; Chinese New Year; culture; myth; legend; folklore; fairy story; St George and the Dragon; patron saint; terrorised; inhabited; sacrificed; emerging; England; Ethiopia; Portugal; Georgia; table; Wang Yirong; hieroglyph; evil; fortune; wisdom; prosperity; strength; associated; deserving; rainfall; natural disaster; floods; typhoons; celebration; festival; emperor; China; alphabet; carved; decipher; identified; Shang Dynasty; characters; engraved; excavated; Hwang Ho River; Yellow River; transport; crops; civilisation; city; ancestors; royal family; court; ruler; foreknowledge; interpet; diviner; pharaohs; Ancient Egypt; Bronze Age; Stonehenge; oracle bone; translation; city; workshop; palace; homes; recreate; gu; gong; suspended; ceiling; barter; intricately; chariot; jade; ding;</p> | <p>Key Vocabulary: Maya; Mexico; country; *. Central America; region; Colombia; Panama; Panama City; Costa Rica; San José; Nicaragua; Managua; Honduras; Tegucigalpa; El Salvador; Guatemala; Guatemala City; landscape; climate; natural vegetation; tropical; temperate; weather; mountain; volcano; Pacific Ocean; Gulf of Mexico; Caribbean Sea; farming; maize; kernel; seed; market; staple diet; corn; tortilla; day labourer; plantation; company; traditionally; woollen; cotton; furnishing; profession; medicine; food processing; software; design; tourist; handmade; symbol; map key; column; sculptured; bold; relief; curiously; richly; portrait; solemn; stern; excite; terror; hieroglyphics; cultivated; polished; peculiar; nations; golden age; perished; unknown; links; connected; human; family; severed; memorial; footprint; romance; impressed; forcibly; spectacle; overturned; desolate; accident; discover; rediscover; overgrown; distinguish; Chichen Itza; restored; tourists; celebrations; construction; temple; pyramid; religious; rituals; festivals; constellation; summer solstice; sink hole; collapse; dredged; sacrifice; observatory; calendar; Venus;</p> |



Ouston Primary School Cycle A

History – Curriculum Overview 2025/2026 (Cycle B updated during Summer 26)

| | | | | | |
|--|--|--|--|---|--|
| <p>pin; officer; guard; tasked; Emperor Hadrian; patrol; fortified; gate; control; direction; Picts; Caledonia; Scotland; challenge; fierce; warrior; Calgacus; Julius Agricola; professional; experienced; regrouped; confronting; tactics; surprise; attack; mountains; glen; ambush; coast; barbarians; town; village; countryside; modern; educated; cultured; encourage; stone; brick; layout; ruin; subsequently; city; London; St Albans; York; Chester; Bath; Caerwent; unearthed; statue; bath house; gateway; theatre; amphitheatre; garden; basilica; forum; skull; cemetery; guard house; main road; regular; grid; pattern; right angle; toilet; fountain; gladiator; gladiatorial games; mural; mosaic; senator; nobleman; consul; entertainment; spectators; complimentary; sponsor; Colosseum; condemned; criminal; prisoner of war; bravery; deserted; Christian; Jesus Christ; brutal; skill; courage; victorious; opposition; survived; contest; ianistae; combatant; hire; nutrition; comfortable; potential; runaway; elected; officials; magistrate; compelling; testimonial; social class; plebeians; ruling class; election; defied; rebel; butchery; corrupted; spectacle; philosopher; Seneca.</p> | <p>permanent; seasons; pasture; autumn; temporary; butchery; ceremonial; burial; Western Europe; necklace; clue; life expectancy; illness; injury; fighting; sustained; cremated; ritual; ochre; pigment; iron oxide; tusk; mammoth; magical; worship; pray; myth; legend; ancient; generation; incorporates; honoured; supposition; belief; proof; knowledge; assumption; wattle; daub; manure; farming; agriculture; livestock; crops; flour; bread; settlement.</p> | <p>oarsmen; Spain; France; quiver; bow; decayed; disappeared; reputation; community; analysis; recoil; hammered; impact; wraparound; cloak; monument; statue; John Lennon; Liverpool; The Beatles; Statue of Liberty; United States; gift; France; symbol; freedom; democracy; Statue of Christ the Redeemer; Rio de Janeiro; Christianity; Eiffel Tower; France; commemorate; Paris; Brandenburg Gate; Berlin; Germany; unity; Lenin Mausoleum; Moscow; Red Square; Vladimir Lenin; Head of State; Soviet Union; Taj Mahal; India; memory; Hiroshima Peace Park; memorial; atomic bomb; Al Kaaba Al Musharrafah; Mecca; Saudi Arabia; sacred; Islam; London Eye; United Kingdom; millennium; Animals in War Memorial; Hyde Park; London; British; military; command; war memorial; construct; spiritual; belief; mystery; double; standing stones; stone circle; cist; chamber; avenue; lid; maintaining; organic; banner; theory; ranking; astronomical; analysis; aligned; summer solstice; accompanies; community; impressed; amazed; settlement; midsummer; midwinter; postcard; social media; sharing; adjectives; convention; empathise; capstone; peat; acidic; cremated; urn; warrior; chief; negotiating; peace; stable; politicians; trade.</p> | <p>country, culture, representation, philosopher, mathematician, historian, artist, writer, mathematician, scientist, translator, translate, native language, China, India, Persia, Syria, Spain, binding, prisoner, manufacturing, mill, Al-Khwarizmi, contribution, Al-Jazari, machine, mechanical, device, engineer, design, construct, vehicle, waterwheel, river, power, paddles, gearwheel, vertical, rod, axle, gears, rotating, rotational, crankshaft, connect, vertically, draw up, convert, motion, lateral, engine, momentous, alter, lamentable, terrible, cruelly, Northmen; multitude, Saxons, Athelstan, island, slain, aged, sages, confirm, Angles, war smiths, hammered, Welsh, earl, overran, eager, Brunanburh, Liverpool, poem, Viking, kingdom, King Owain, King Constantine, Scotland, King Olaf, Dublin, significant, penny, Latin, inscription, unified, separate, opposed, nation state, Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, Wessex, Winchester, England, country.</p> | <p>cauldron; society; royals; nobles; commoner; slave; illiterate; manual; farmers; labourers; mason; potter; weaving; cloth; silk; domestic servant; prisoner; tomb; burial pit; spiritual; tools; utensils; thatch; decay; decompose; plough; scythe; textiles; li; millet; stew; steaming; Cheng Tang; Di Xin; king; queen; empire; monarch; leader; behaviour; integrity; cruelty; prospered; able; govern; humble; wisdom; benevolent; farming; security; ability; peasant; harvest; scorned; robes; vanity; aid; accomplished; statesman; failure; shortcomings; blame; unselfish; drought; hunger; military; survive; bumper; harvest; destroying; overthrow; brave; clever; greedy; selfish; cruel; tortured; murder; entertainment; taxes; luxurious; parties; famously; army; advisers; besieged; Yin Au; surround; Fu Hao; inventory; profile; grave goods; pen portrait; prestigious; warrior; General; Wu Ding; statue; status; treasures; possessions; afterlife; servants; bodyguard; Shangdi; magical; valued; immortality; jewellery; graverobber.</p> | <p>Moon; seasons; Earth; immense; abilities; thatched; dousing; priest; nobility; purify; government; council; occasion; courtyard; generation; compound; civilisation; artefacts; costume; dyed; cloth; jaguar; predator; headdress; quetzal; reserved; executed; column; alphabet; correspond; codices; humid; environment; symbols; zero; pottery; ornaments; rattle; vase; figurine; depiction; harvest; plentiful; Great Ball Court; representation; pok-a-tok; queen; leisure; sinister; disputes; neighbouring; captain; beheaded; devotion; victorious; vanquished; defeated; incentive; poster; advertisement; design; overpopulation; estimated; population; necessary; malnourished; starvation; ownership; war; capture; Toltec; slaves; resources; warriors; drought; famine; deforestation; medicines; susceptible; diseases; parasites; infectious; erosion; exposed; fertile; cycle; evaporation; transpiration; water vapour; torrential; flood; condensation; unreliable</p> |
|--|--|--|--|---|--|