ST PHILOMENA'S PRIMARY SCHOOL
HISTORY MEDIUM TERM PLANNING — YEAR 5
2026–2027

CURRICULUM INTENT AND PROGRESSION	Teaching builds on prior learning and the planned progression of substantive knowledge (significant people, events, periods and concepts) and disciplinary knowledge (how historians investigate, interpret and explain the past). Identified sticky knowledge and vocabulary are explicitly taught and revisited.
CULTURAL CAPITAL	Pupils encounter significant people, events and experiences from different periods and cultures through artefacts, photographs, stories and accounts. Where appropriate, visits, local history and links with the wider community enrich historical understanding.
HISTORICAL THINKING AND ENQUIRY	Pupils develop chronological understanding, recognise similarities and differences, identify change and continuity, and explain the significance of people and events. They use historical sources to ask and answer questions about the past.
ASSESSMENT FOR LEARNING	Teachers use targeted questioning, retrieval practice, discussion of sources and spoken, drawn or written responses to assess understanding. Misconceptions are addressed and pupils are assessed against intended knowledge and enquiry end points, not factual recall alone.
ADAPTATION AND SEND	Teaching is adapted through appropriate scaffolding, visual resources, practical experiences, explicit vocabulary teaching and targeted support. Additional challenge deepens historical thinking. Adaptations maintain ambitious expectations for all pupils.
KS2 PUPILS SHOULD BE TAUGHT	• 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. • A local history study; a study of an aspect or theme in British history extending pupils' chronological knowledge beyond 1066. • The achievements of the earliest civilisations, including an in-depth study of one; Ancient Greece and its influence. • A non-European society that provides contrasts with British history. Pupils develop chronological understanding, frame historically valid questions, analyse sources, identify connections and contrasts, and construct informed responses.

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AUTUMN — ANCIENT GREEKS

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
LEARNING OBJECTIVES	To explore some of the key events during the ancient Greek period.	To examine how Alexander the Great's Empire grew and the effects of this.	To research aspects of daily life and society in ancient Greece.	To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta.	To explore the Olympics in ancient Greek times through examining primary sources.	To explore the beliefs of the ancient Greeks.	To explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs.	Ancient Greek Day

KEY VOCABULARY	Ancient, city state, civilisation, democracy, empire, legacies, myth.
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict). Substantive Knowledge – What children should know and remember. - Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. - Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. - Many objects produced in Ancient Greece were made by enslaved people. - The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning. - Ancient Athens is where democracy began. - The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time. - The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. - There are lots of myths that originate from this time, including the Trojan War.
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Understand and describe in some detail the main changes to an aspect of a period in history. Cause and Consequence: Understand that the consequences of one historical event can sometimes become the causes of another. Similarities and Differences: - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences. Historical Significance: Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. Historical Investigations: recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. Chronological Understanding: order an increasing number of significant events, movements and dates on a timeline using dates accurately; - understand how some historical events/periods occurred concurrently in different locations. Knowledge and Understanding of Events and People in the Past: identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Presenting, Communicating and Organising: present, communicate and organise ideas about from the past using detailed - discussions, debates and more detailed written narratives; - plan and present a self-directed project or research about the studied period. Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - start to recognise that some concepts, such as technology, will be different across different periods of history; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.
PROGRESSION OF SKILLS	• Extend chronological understanding by placing Ancient Greece alongside other previously studied ancient civilisations and recognising that different societies existed at the same time. • Develop comparison by explaining similarities and differences between Athens and Sparta and between ancient and modern Olympic Games, giving reasons for some differences. • Strengthen cause and consequence by explaining how Alexander the Great's expansion affected the Greek world and how events and developments could have lasting effects. • Develop historical interpretation by analysing a wide range of primary and secondary sources, including pottery and other evidence, and considering how reliable or useful they are. • Explain historical significance and legacy by evaluating the importance of developments such as democracy, the Olympics, Greek beliefs and cultural ideas, using increasingly precise historical vocabulary.
PREVIOUS LEARNING	• Year 3 – Ancient Egypt: Children studied an ancient civilisation, exploring society, rulers, beliefs and everyday life and using historical evidence to find out about the past. • Year 4 – The Romans: Children learned about an ancient empire, expansion, society and legacy, providing a foundation for understanding the development and influence of Ancient Greece. • Year 4 – Vikings & Anglo-Saxons: Children developed comparison skills by examining different societies, rulers and ways of life and considering change and continuity. • Year 4 – Crime and Punishment Through Time: Children compared aspects of life across several historical periods and used evidence to identify patterns of change and continuity.

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SPRING — VICTORIANS

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LEARNING OBJECTIVES	To place the Victorian period on a timeline and explain some of the major changes taking place in Britain.	To explain how the Industrial Revolution changed where and how people lived and worked.	To use historical sources to compare the lives and experiences of rich and poor Victorian children.	To explain how and why education changed during the Victorian period and compare it with schooling today.	To use evidence to investigate Queen Victoria's reign and explain how power and empire shaped Victorian Britain.	To identify important Victorian inventions and changes and explain which legacies still affect Britain today.

KEY VOCABULARY	Victorian, Victorian era, monarch, reign, Queen Victoria, Industrial Revolution, industrialisation, factory, urbanisation, working class, middle class, poverty, inequality, child labour, education, empire, invention, technology, source, primary source, secondary source, legacy.
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. Empire, monarchy, ruler (queen), society, social class, inequality, poverty, work, education, technology, industrialisation, urbanisation, trade, culture and legacy. Substantive Knowledge – What children should know and remember. - The Victorian period was the time when Queen Victoria ruled Britain, from 1837 to 1901. - The Industrial Revolution brought major changes to where and how people lived and worked, including the growth of factories, towns and cities. - Victorian society was unequal, and the lives of rich and poor people, including children, could be very different. - Many children worked in factories, mines or other jobs, while education gradually became more widely available during the Victorian period. - Queen Victoria was an important monarch, and during her reign the British Empire expanded and Britain had global influence. - Victorian inventions, technology and industrial developments changed everyday life and helped shape aspects of modern Britain. - Historical sources can help us investigate the experiences of different Victorian people and understand how the period is remembered.
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Understand and describe in some detail the main changes to people's lives during the Victorian period and identify aspects of life that remained the same. Cause and Consequence: Explain how industrialisation caused changes in work, homes, towns and cities and identify some of the consequences for different groups of people. Similarities and Differences: Explain and give examples of how the lives of rich and poor Victorian people, including children, were similar and different. Historical Significance: Identify significant people, events and developments from the Victorian period and explain their impact and legacy. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: Use and analyse a range of sources to understand different experiences of Victorian life and recognise that sources may present the past in different ways. Historical Investigations: Recognise and use primary and secondary sources, selecting relevant evidence to answer historically valid questions and construct detailed, informed responses. Chronological Understanding: Place the Victorian period accurately within British history and make connections with previously studied periods and later developments. Knowledge and Understanding of Events and People in the Past: Identify connections, contrasts and trends in Victorian society and use appropriate historical vocabulary, including social, economic and political. Presenting, Communicating and Organising: Present ideas about the Victorian period through detailed discussions, written narratives and evidence-based explanations.Knowledge and Understanding of Events and People in the Past: identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Presenting, Communicating and Organising: present, communicate and organise ideas about from the past using detailed - discussions, debates and more detailed written narratives; - plan and present a self-directed project or research about the studied period. Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - start to recognise that some concepts, such as technology, will be different across different periods of history; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.
PROGRESSION OF SKILLS	• Extend chronological understanding by placing the Victorian period accurately within the wider sequence of British history and making connections with earlier and later periods. • Develop understanding of change and continuity by explaining how industrialisation transformed work, homes, towns and cities and identifying aspects of life that remained the same. • Strengthen cause and consequence by explaining why major changes occurred and how their consequences affected different social groups in different ways. • Develop comparison by using evidence to explain similarities and differences between rich and poor people, Victorian children and children today. • Use a range of primary and secondary sources to investigate experiences, significant individuals and developments, selecting relevant evidence and explaining historical significance, impact and legacy.
PREVIOUS LEARNING	• Year 2 – Travel and Transport: Children explored how developments in transport and technology changed people's lives over time. • Year 3 – Tudors: Children learned about monarchy, power, exploration and social differences, providing a foundation for studying Queen Victoria, empire and Victorian society. • Year 4 – Crime and Punishment Through Time: Children compared life across different periods, including the Victorian era, and explored how laws and social attitudes changed. • Year 5 – Ancient Greeks: Children developed their ability to compare societies, examine primary and secondary sources and explain the significance and legacy of historical developments.

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SUMMER — LOCAL HISTORY – HOW HAS OUR LOCAL AREA CHANGED OVER TIME?

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LEARNING OBJECTIVES	To investigate what our local area was like in the past.	To use historical sources to identify how our local area has changed over time.	To explain why our local area developed and changed.	To investigate the impact of transport and the railway on our local area.	To compare the lives of people in our local area in the past and today.	To make a judgement about the most significant change in the history of our local area.

KEY VOCABULARY	local history, locality, settlement, community, development, change, continuity, significance, evidence, source, primary source, secondary source, archive, artefact, photograph, map, census, population, transport, railway, industry, migration, urbanisation, legacy.
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. Community, settlement, locality, population, migration, transport, technology, industry, development, urbanisation, society, culture, economy, change, continuity and legacy. Substantive Knowledge – What children should know and remember. - The local area has changed over time and these changes can be investigated using a range of historical sources, including maps, photographs, documents, census records, buildings and artefacts. - The development of settlements is influenced by a range of geographical, economic and social factors. - Changes in population, housing, employment and transport have affected how the local area has grown and developed. - The development of transport, including the railway, can have a significant impact on where people live, work and travel and can contribute to the growth of towns and communities. - People living in the same local area at different times may have had different experiences depending on factors such as wealth, occupation, age and social circumstances. - Some features of the local area have changed significantly, while others have remained and provide evidence of the past. - Local people, places, events and developments can be historically significant because of their impact on the community and their lasting legacy.
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Understand and describe in some detail how the local area has changed over time and identify features that have remained. Cause and Consequence: Explain how and why developments, such as changes in transport, population or industry, caused the local area to change and identify some of the consequences. Similarities and Differences: Explain and give examples of how the experiences of people living in the local area were similar and different in the past and how life compares with today. Historical Significance: Identify significant local people, places, events or developments and make a judgement about why they were important and what impact or legacy they have had. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: Find and analyse a range of evidence about the local area and understand that different sources and interpretations may present the past in different ways. Historical Investigations: Use a range of primary and secondary sources, selecting relevant evidence to answer historically valid questions and construct detailed, informed responses. Chronological Understanding: Place key events and developments in the history of the local area on a timeline and make connections with wider British history. Knowledge and Understanding of Events and People in the Past: Identify connections, contrasts and trends in the development of the local area and use appropriate historical vocabulary, including social, economic and political. Presenting, Communicating and Organising: Present, communicate and organise ideas about local history through detailed discussions, written explanations, timelines, maps and evidence-based conclusions.
PROGRESSION OF SKILLS	• Apply previous chronological knowledge to place local developments within wider British history and identify how national changes could affect the local area. • Develop change and continuity by explaining how and why the local area changed over time and identifying features that have remained. • Strengthen cause and consequence by explaining how developments such as transport, population, industry and urbanisation contributed to local change. • Develop historical significance by making a supported judgement about the most important local change, person, place or development and explaining its legacy. • Use increasingly independent historical enquiry by selecting, analysing and comparing local primary and secondary sources such as maps, photographs, census records, archives, buildings and artefacts to construct evidence-based conclusions.
PREVIOUS LEARNING	• Year 2 – Travel and Transport: Children learned how changes in transport could affect where and how people travelled and lived. • Year 3 – Stone Age to Iron Age: Children explored settlement, farming, technology and change over a long period of British history, using archaeological evidence. • Year 4 – The Romans: Children investigated how roads, towns and settlements changed Britain and learned how Roman developments left a lasting legacy. • Year 5 – Victorians: Children explored how industrialisation, urbanisation, technology and transport changed where and how people lived and worked.