ST PHILOMENA'S PRIMARY SCHOOL
HISTORY MEDIUM TERM PLANNING — YEAR 6
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.

ST PHILOMENA'S PRIMARY SCHOOL
HISTORY MEDIUM TERM PLANNING — YEAR 6
2026–2027

AUTUMN — WORLD WAR 1

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
LEARNING OBJECTIVES	To identify the four key factors that increased tensions in Europe before 1914.	To explain how militarism, alliances, imperialism and nationalism contributed to tensions in Europe before the First World War.	To explain how events in the Balkans and the July Crisis led to the outbreak of the First World War. To explain why Britain entered the First World War.	To explain how new weapons changed the way the First World War was fought.	To describe what life was like for soldiers in the trenches and explain why the Western Front became a stalemate. gh	To explain which factors led to the end of the First World War.	To explain the terms of the Treaty of Versailles and consider whether they were fair.	To explain why and how we remember those who died in the First World War.

KEY VOCABULARY	alliance, armistice, Balkans, conscription, empire, imperialism, militarism, nationalism, stalemate, trench warfare, Treaty of Versailles, Western Front.
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. alliance, conflict, empire, international relations, nationalism, power, technology, treaty, war Substantive Knowledge – What children should know and remember. - Militarism, alliances, imperialism and nationalism increased tensions in Europe before 1914. - The assassination of Archduke Franz Ferdinand and the July Crisis triggered the outbreak of the First World War. - Britain entered the war after Germany invaded Belgium. - New weapons and trench warfare changed how the war was fought and contributed to the stalemate on the Western Front. - The First World War ended in 1918, but the Treaty of Versailles imposed harsh terms on Germany. - The war is remembered through memorials, commemorations and acts of remembrance, including Remembrance Day.
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Cause and Consequence: Explain how long-term tensions and short-term events contributed to the outbreak of war and how decisions and developments affected its course and outcome. Continuity and Change: Explain how technology and warfare changed during the conflict and identify developments that continued from earlier wars. Similarities and Differences: Compare the experiences and perspectives of different countries and groups involved in the war. Historical Significance: Make supported judgements about the significance of key events, developments and individuals, including the Treaty of Versailles and the legacy of remembrance. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: Compare different accounts and interpretations of the causes, events and consequences of the war and explain why interpretations may differ. Historical Investigations: Select, analyse and evaluate a range of primary and secondary sources, including letters, photographs, propaganda, maps, statistics and memorials. Chronological Understanding: Securely place the First World War within the wider chronology of the twentieth century and explain links between events before, during and after 1914–1918. Knowledge and Understanding of Events and People in the Past: Explain the interaction of political, military, social and technological factors and the experiences of people affected by war. Presenting, Communicating and Organising: Construct evidence-based explanations and arguments using precise historical vocabulary. Substantive Concepts and Historical Vocabulary: Apply concepts such as nationalism, alliance, imperialism, conflict and power when explaining the causes and consequences of the First World War.
PROGRESSION OF SKILLS	• Apply secure chronological understanding to explain how events before, during and after 1914–1918 were connected and how the First World War fits within wider British, European and world history. • Develop increasingly complex causal reasoning by distinguishing between long-term causes, short-term triggers and consequences, and explaining how several factors interacted. • Evaluate historical significance by making supported judgements about turning points, the Treaty of Versailles and the legacy of remembrance. • Select, analyse and evaluate a range of primary and secondary sources, comparing interpretations and constructing evidence-based arguments using precise historical vocabulary.
PREVIOUS LEARNING	• Year 4 – The Romans: Children explored invasion, empire, conflict and the impact of military power on Britain, providing a foundation for understanding how war can reshape societies. • Year 4 – Crime and Punishment Through Time: Children compared change across historical periods and considered how laws, power and social attitudes can change over time. • Year 5 – Victorians: Children learned about empire, industrial and technological change and social inequality, providing useful context for understanding Britain and Europe before 1914. • Year 5 – Local History: Children investigated how national developments could affect local communities and used historical sources to explain change over time.

ST PHILOMENA'S PRIMARY SCHOOL
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2026–2027

SPRING — WORLD WAR 2

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
LEARNING OBJECTIVES	To explain the factors that helped Hitler rise to power.	To explain how the Nazis influenced and controlled young people in Germany.	To explain what the Nazis believed the role of women should be in Germany.	To explain the factors that contributed to the outbreak of the Second World War.	To explain why the Battle of Britain was a turning point in the Second World War.	To explain how the Second World War changed everyday life for people on the Home Front.	To explain how key events contributed to the end of the Second World War.

KEY VOCABULARY	Allies, appeasement, atomic bomb, Battle of Britain, Blitz, dictator, evacuation, fascism, Holocaust, Nazi, propaganda, rationing, Treaty of Versailles.
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. conflict, democracy, dictatorship, ideology, international relations, power, propaganda, society, technology, war Substantive Knowledge – What children should know and remember. - Adolf Hitler and the Nazi Party rose to power in Germany during a period of political and economic instability. - The Nazi regime used propaganda, education and youth organisations to influence and control people, including young people and women. - The Treaty of Versailles, economic problems, appeasement and Nazi expansion all contributed to the outbreak of the Second World War. - The Battle of Britain was a significant turning point because Britain resisted German air attacks and prevented a planned invasion. - The war changed everyday life on the Home Front through evacuation, rationing, air raids and changes to work and family life. - Key events contributed to the defeat of the Axis powers, while the use of atomic bombs against Japan remains a subject of historical and ethical debate.
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Cause and Consequence: Explain how political, economic and social factors combined to help Hitler rise to power and contributed to the outbreak and outcome of the war. Continuity and Change: Explain how war changed everyday life and identify experiences and structures that continued. Similarities and Differences: Compare the experiences and perspectives of different groups, including civilians, soldiers, women and young people. Historical Significance: Make supported judgements about significant events and turning points, including the Battle of Britain and the use of atomic bombs. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: Compare contrasting interpretations of controversial events and explain how evidence, perspective and hindsight can influence historical judgements. Historical Investigations: Select, analyse and evaluate a range of sources, including propaganda, speeches, photographs, posters, letters, statistics and eyewitness accounts. Chronological Understanding: Place the Second World War within the wider chronology of the twentieth century and explain connections with the First World War and its aftermath. Knowledge and Understanding of Events and People in the Past: Explain how political ideas, power, technology and individual and collective actions shaped events and experiences. Presenting, Communicating and Organising: Construct balanced, evidence-based explanations and arguments using precise historical vocabulary. Substantive Concepts and Historical Vocabulary: Apply concepts such as dictatorship, ideology, propaganda, appeasement, alliance and conflict to explain events and developments.
PROGRESSION OF SKILLS	• Build on the study of the First World War by explaining connections between the Treaty of Versailles, political instability, the rise of Hitler and the outbreak of the Second World War. • Develop increasingly sophisticated causal reasoning by explaining how political, economic, ideological and social factors interacted rather than treating events as having a single cause. • Compare the experiences and perspectives of different groups and evaluate how war affected civilians, women, young people and communities in different ways. • Make balanced, evidence-based judgements about historical significance and controversial decisions, including the Battle of Britain and the use of atomic bombs. • Independently select, analyse and evaluate a wide range of sources and interpretations, recognising how purpose, audience, perspective and context can affect historical accounts.
PREVIOUS LEARNING	• Year 1 – The Gunpowder Plot: Children explored how religion, power and differing beliefs could lead to conflict and used evidence to investigate a significant historical event. • Year 5 – Victorians: Children learned about empire, industrial and technological change and social inequality, providing context for understanding the world that developed into the twentieth century. • Year 6 – The First World War: Children explored nationalism, alliances, imperialism, warfare, the Treaty of Versailles and the consequences of conflict. This provides the immediate foundation for understanding the rise of Hitler and the outbreak of the Second World War.

ST PHILOMENA'S PRIMARY SCHOOL
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SUMMER — BENIN

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
LEARNING OBJECTIVES	To find out where the Kingdom of Benin was and about the time period we will be exploring.	To explore how we know about the Kingdom of Benin from 900 to 1300.	To find out about the leaders of the Kingdom of Benin.	To find out about the lives of the people of the Kingdom of Benin.	To find out about the trade network of the Benin Empire.	To find out about the Benin Empire's Golden Age.	To find out about the decline of the Benin Empire.

KEY VOCABULARY	Benin Bronzes, city-state, decline, Edo, empire, Golden Age, Oba, palace, plaque, Portuguese, trade, tribute.
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. civilisation, culture, empire, monarchy, power, society, trade, wealth, technology Substantive Knowledge – What children should know and remember. - The Kingdom of Benin was a powerful West African kingdom, located in present-day southern Nigeria, with a history dating back many centuries. - Historians use oral traditions, archaeology, written accounts, artefacts and artworks to learn about the Kingdom of Benin. - The Oba was the ruler of Benin and held significant political, religious and ceremonial power. - Benin had a highly organised society, and the city of Benin was an important political and cultural centre. - Trade connected Benin with other African societies and with European traders, contributing to its wealth and influence. - Benin experienced a Golden Age known for its wealth, urban development and highly skilled artists, including makers of brass plaques and sculptures. - Changes in trade, conflict and political power contributed to the later decline of the Benin Empire.
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Explain how the Kingdom of Benin developed over time and identify factors that contributed to both its growth and decline. Cause and Consequence: Explain how leadership, trade, technology and contact with other societies affected the development of Benin. Similarities and Differences: Compare aspects of Benin society with other previously studied civilisations and identify similarities and differences in leadership, trade and everyday life. Historical Significance: Make supported judgements about the significance of the Obas, Benin art and the kingdom's cultural and historical legacy. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: Compare different accounts of the Kingdom of Benin and explain how the type, origin and purpose of evidence can shape what we know. Historical Investigations: Select, analyse and evaluate a range of evidence, including oral traditions, archaeology, artworks, written accounts and museum collections. Chronological Understanding: Place the Kingdom of Benin accurately alongside other societies and historical periods already studied, recognising that different civilisations developed at the same time. Knowledge and Understanding of Events and People in the Past: Explain how power, trade, culture and society shaped the development and legacy of the Kingdom of Benin. Presenting, Communicating and Organising: Communicate evidence-based conclusions clearly, making comparisons and using precise historical vocabulary. Substantive Concepts and Historical Vocabulary: Apply concepts such as civilisation, empire, monarchy, trade, wealth and power when explaining the Kingdom of Benin.
PROGRESSION OF SKILLS	• Apply secure chronological understanding by placing the Kingdom of Benin alongside previously studied civilisations and recognising that different societies developed at the same time. • Make increasingly meaningful comparisons between societies by analysing similarities and differences in leadership, trade, social organisation, culture and power. • Develop complex causal reasoning by explaining how leadership, trade, technology, conflict and contact with other societies contributed to Benin's growth and decline. • Evaluate historical significance and legacy by making supported judgements about the importance of the Obas, Benin art and the kingdom's place in African and world history. • Independently select, analyse and evaluate diverse forms of evidence, including oral traditions, archaeology, artworks and written accounts, considering provenance, purpose, perspective and limitations.
PREVIOUS LEARNING	• Year 3 – Ancient Egypt: Children studied an ancient civilisation, including rulers, society, beliefs and everyday life, and used historical evidence to investigate the past. • Year 4 – The Romans: Children explored how empire, power, trade, settlement and cultural influence shaped a civilisation and left a lasting legacy. • Year 5 – Ancient Greeks: Children compared different societies and used artefacts and other sources to investigate culture, beliefs and historical legacy. • Year 5 – Local History: Children used a range of primary and secondary sources to investigate change over time and construct evidence-based conclusions.