

		Everyday Life	Some things have changed a lot through time, whilst other things have continued as they are for many years. Everyday life encompasses things like food, work, clothes, homes, art, music, games, sports, childhood and education.		
Phase	Building blocks of the big idea		Ideas	Possible examples	Key historical enquiry stems
KS1	homes	Places where people live that provide shelter and warmth.	In KS1, children explore how homes, food, clothing, childhood and technology show both change and continuity over time. Tudor and Stuart homes used timber frames and thatch, which helps explain why fires spread quickly in cities like London; later Victorian terraces added brick, chimneys and sash windows, improving warmth and cleanliness. Everyday food reflects place and season—bread, pottage and simple stews in the seventeenth century; seaside food like fresh fish as rail travel opened resorts—while festive foods (pancakes, hot cross buns) show how faith and custom shape diets. Clothing signals work and status: from smocks and shawls for labourers to nurses’ caps and aprons that spoke of service and hygiene; uniforms (firefighters, postal workers) show identity and responsibility. Childhood itself has shifted—more school, fewer chores, safer play—yet children always learn through stories, games and family routines. Simple technology (water pumps, washboards, candleholders) gradually gave way to trains, bicycles, telephones and electric light, changing how people travelled, communicated and spent their time; at the same time, familiar tools (brooms, buckets, slates) persisted in homes and classrooms for many years.	Use the Great Fire of London to compare timber-and-thatch streets with later brick-built terraces; handle artefacts like fire hooks, leather buckets and early technology for water supply to see how design responds to risk. Visit a local museum room set to contrast Victorian homes (outside toilets, sculleries) with today’s bathrooms and kitchens; sequence pictures of seaside boarding houses to show how railways broadened holidays and food choices (shellfish stalls, ice cream). Create a “wardrobe through time” with replicas: Tudor ruffs, Victorian pinafores, nurses’ aprons and caps; discuss why materials and clothing styles suited work or weather. Curate a toy timeline—spinning tops, wooden dolls, clockwork train, early battery toys—to explore childhood past and present. Finally, compare a dolly tub and mangle with a modern washing machine, an oil lamp with an electric bulb, and a hand bell with a telephone to show how technology altered domestic routines and communication.	What were homes like in the past? How are they different from our homes today? Why do you think people’s homes have changed over time?
	food	Things people eat to stay healthy and grow.			What kinds of food did people eat in the past? Why do you think their diets were different from ours? How did people get their food long ago?
	clothing	Clothes people wear to cover and protect their bodies.			What did people wear in the past? Why did they wear those clothes? How do you think clothing has changed and why?
	childhood	The time in a person’s life when they are a child, growing, learning, and playing before becoming an adult.			What was childhood like for children in the past? How is it different from your childhood? Why do you think children’s lives have changed over time?
	technology	Tools and machines people use to help them do things.			What kinds of technology did people use in the past? How did it help them? How has technology changed the way people live?
LKS2	language	The words and ways people talk and write to share ideas.	In LKS2, language, literature, religious belief, values and traditions build a richer picture of British history from prehistory to the Norman and Tudor worlds. Oral language and story in Stone Age communities carried knowledge before writing; Roman language left inscriptions, Latin place-words and military terms; language evolved again with Anglo-Saxon Old English and Norse loanwords, then shifted under the Normans with French legal and court vocabulary. Literature ranges from epic poetry and saga to monastic chronicles and illustrated gospels, revealing ideals and anxieties of their times. Religious belief helps explain sacred places (Stonehenge, Lindisfarne), Christian conversion, monastic learning, and later	Translate simple Roman inscription abbreviations from Hadrian’s Wall and map Latin words hiding in local place names; compare language from an Anglo-Saxon charter or Beowulf phrases with modern English. Read extracts from the Anglo-Saxon Chronicle or a Viking saga to spot literature themes of kinship and heroism; examine pages of the Lindisfarne Gospels to discuss craft, devotion and learning. Visit a local church or priory site to explore religious belief, relics and pilgrimage; debate Henry VIII’s Reformation to see how belief and the crown reshaped communities. Analyse values in early law codes (e.g., Alfred’s) and Magna Carta principles about justice and responsibility. Recreate traditions with a harvest	How did people communicate in the past? Why do you think languages change over time? Does it matter if languages die out?
	literature	Stories, poems, and books people read or listen to.			How do stories from the past help us understand what life was like? Should we still read stories from the past if they contain ideas we disagree with today? How might stories be used to influence people?
	religious belief	What people believe about gods, life, and how to live.			What did people believe about the world and life in the past? How did these beliefs affect their lives? What happens when people in the same society have very different beliefs?

	values	The important ideas and beliefs that guide how people behave and make choices.	Reformation debates about church and state. Shared values—loyalty, courage, hospitality, justice—surface in law codes, oath-taking and charters, while traditions such as harvest customs, feasts, crafts and seasonal games root communities to land and calendar. Across these periods, pupils see how belief and story shape belonging, how language changes yet connects, and how values and traditions guide daily life.	mini-festival or a craft day (weaving, bone carving, runes), linking skills to the agricultural year and communal identity.	What values were important to people in the past? Are they still important today? Who decides what values are “right” or “wrong”? Can values from the past ever be harmful today?
	traditions	Special ways of doing things that are passed down in families or groups.			Should all traditions be kept, even if they seem unfair or outdated? Who gets to decide which traditions are important?

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UKS2	influence	The way people or things can change how others think, feel, or act.	By UKS2, influence, heritage, economy, trade and industry connect local lives to global currents through Ancient Greece, World War II, the Industrial Revolution, and an ancient civilisation such as the Shang dynasty. Greek influence appears in government ideas, theatre, philosophy, architecture and the Olympic tradition; this becomes part of Britain’s heritage through learning, law and civic spaces. Wartime economy (rationing, state planning) and trade disruptions show how scarcity, convoy routes and alliances reshape everyday consumption; post-war rebuilding alters work and housing. The Industrial Revolution transforms industry—mills, mines, steam power, factory systems—bringing urban growth, new jobs and harsh conditions, while later reforms and unions change the balance of power at work. In the Shang dynasty, bronze casting, oracle bones (record-keeping) and river-valley agriculture reveal how industry, belief and administration develop together. Across these topics, pupils trace how ideas spread, how material change (machines, money, routes) affects families, and how heritage carries both pride and difficult histories.	Debate Greek influence by comparing a modern assembly or council debate with Athenian practices; analyse a Greek vase scene to discuss drama, myth and civic values woven into art. Build a wartime economy case study using ration books, Ministry of Food posters and convoy maps; track how trade routes and shortages changed diets (powdered eggs, spam) and daily routines. Visit or virtually tour a mill or coal mine site to reconstruct factory timetables, child labour evidence and health impacts; contrast early steam engines with later electrification to chart industry innovation and reform. Investigate heritage through local memorials, museums and street names, asking whose stories are commemorated; compare these with Shang artefacts—oracle bones and bronze ritual vessels—to see how record-keeping, belief and skilled industry shaped an ancient society’s identity.	Who or what influenced people’s lives in the past? How did this change society? Is it always good when someone or something has a big influence on society?
	heritage	The traditions, stories, and things from the past that are passed down in families or groups.			How does our heritage shape who we are? Should we always be proud of our heritage? What should we do if parts of our heritage are linked to injustice?
	economy	The way people make, use, and share money, goods, and services in a place.			How did people make and use money in the past? Is it fair that some people have much more money than others? Should the government control how people earn and spend money?
	trade	The buying, selling, or exchanging of goods and services between people or countries.			What did people trade in the past, and why? How did trade connect different groups of people? How has trade created both opportunities and problems in history?
	industry	The making of things in factories or businesses, often using machines.			How did industry change the way people lived? Should we always welcome new industries, even if they harm the environment or people’s lives? Who benefits most from industrial change?

	Hierarchy and Power		In most societies, a few people hold a lot of power and can make changes that affect everyone. A hierarchy is like a ladder or pyramid which shows the most influential and powerful people at the top (like an emperor or monarch) and those with the least say at the bottom (like peasants or slaves).		
Phase	Building blocks of the big idea		Ideas	Possible examples	Key historical enquiry stems
KS1	leaders	People who guide or direct others, making decisions and setting examples for a group.	<p>A KS1 history curriculum is likely to focus on changes in everyday life both within and beyond living memory, as well as significant people and events, and how they have changed the world.</p> <p>A good foundation for this concept in KS1 might ensure that children are familiar with the role and character of leaders within a society or group. Children might be introduced to the idea of monarchy as one type of leadership and how monarchs a long time ago held absolute power whereas today the power of a monarch is limited. Laws are important for a society to work well but laws do not always show fairness to everyone and are often adapted as times change.</p>	<p>When studying everyday life and the lives of significant people from history, the idea of fairness could be explored – was it fair that Mary Anning wasn't taken seriously at first?</p> <p>Significant events from the past, such as the Great Fire of London, are opportunities to discuss the role of the monarchy and leaders and how new laws were created to stop these events repeating.</p> <p>Studying changes in everyday life, particularly from Victorian times to today allows for discussions around laws such as the Education Act.</p> <p>Introducing children to the British monarchy in KS1 can help develop a framework for chronological understanding and how the power of monarchs was changed over time.</p>	What makes a good leader? Do you think this person was a good leader?
	laws	Rules made by leaders that everyone must follow to keep society safe.			Why did the law around this change?
	fairness	Treating all people in the same way and giving everyone the same opportunities.			Do you think that was fair? Do you think people thought it was fair back then?
	monarchy	A type of leadership when a country is ruled by a king or a queen.			Do you think monarchy is a good form of leadership? Who was a better monarch and why?
	absolute power	Complete control over everything without anyone being able to stop them.			Why is it not a good idea for a monarch to have absolute power? Can you give some examples?
LKS2	chieftain	A leader of a tribe or clan who holds authority and makes decisions for the group, often based on their leadership skills and ability to protect and provide for their people.	<p>In LKS2, children are likely to explore early British history in detail. They can build on the idea of leadership within different societies and civilizations that have ruled the British Isles.</p> <p>Prehistoric societies tended to be ruled by chieftains who may or may not have been advised by councils – examples of leadership on a local scale, advising their chieftain or monarch, and exacting justice according to their laws.</p> <p>One of the hallmarks of civilizations over societies is the formation of more complex forms of government to manage increasingly large populations of people.</p> <p>Government in its broader sense can take many forms such as monarchy, dictatorship or democracy.</p>	<p>Stone Age, Bronze Age and Iron Age civilizations tended to have a chieftain who led their tribe.</p> <p>As societies grew, councils were set up to advise the chieftains or the monarchs. Anglo-Saxon society had councils called Witan which advised kings. Viking societies were ruled by 'earls' or 'jarls' (chieftains) who held councils called 'things' to make decisions.</p> <p>Ancient Greece was not an empire but a collection of city-states each with their own type of government. Athens is famous for its early form of democracy – an idea which has influenced modern UK governance.</p> <p>Roman civilization went through different forms of government, moving from monarchy, through to a form of limited democracy to something more like a dictatorship when it</p>	How did chieftains attain and hold onto their power? Was this different in different societies?
	council	A group of people who come together to make decisions and give advice about important matters.			How much power did a local council hold in this society?
	government	A group of people who make rules and decisions for a country to help keep it running smoothly. There are different types of government.			What did government look like in this civilization? Did people from every part of society take part?
	democracy	A way of running a country where people vote to choose their leaders and have a say in decisions.			Why is democracy such an important British value? Has this always been the case in Britain?

	justice	Making sure everyone is treated fairly and that wrong actions are corrected.		became an empire. Many types of council, such as the Senate, made decisions. Local regions, such as Britain were ruled by governors.	How was justice similar and different in this society compared to others or ours? What do you consider to be the main injustices of the time? Do you think people of the time considered them to be injustices?
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				A hierarchy is like a ladder or pyramid which shows the most influential and powerful people at the top (like an emperor or monarch) and those with the least say at the bottom (like peasants or slaves).	
Phase	Building blocks of the big idea		Ideas	Possible examples	Key historical enquiry stems
UKS2	nobility	A high social class of people with special titles and privileges, often owning land and having important roles in society.	In UKS2, children can begin to explore and compare more complex social hierarchies, considering similarities and differences across time and space. Nobility in a society were often part of the councils explored in LKS2. Peasantry were often excluded from councils and governance. Below peasantry were often slaves. Slavery was a common feature of most civilizations until relatively recent times. Slavery in the UK was abolished in 1833. Today, individual liberty is an important British value.	In UKS2 history units, students explore various concepts through different civilizations. For example, in Victorian times, the nobility included wealthy landowners and titled individuals, while the peasantry worked in harsh conditions in factories and farms. The Golden Islamic Age showcased liberty through advancements in science and culture, with scholars enjoying the freedom to explore new ideas. In the Kingdom of Benin, the nobility consisted of the Oba (king) and his court, who governed the region, while the common people worked as farmers and artisans. The Mayan civilization had a hierarchical society with nobles and priests at the top, and peasants at the bottom. The concept of parliament can be seen in the way the Mayan city-states were governed by councils of nobles. Finally, the revolution in the UK, such as the Industrial Revolution, brought significant changes to society, improving liberty and working conditions over time.	Who were the nobility in this society? Did the nobility hold more power in this society compared to the nobility in other societies?
	peasantry	The class of people who work on farms and do manual labour, usually having fewer privileges and less wealth than nobles.			What was lifelike for peasants in this society?
	parliament	A group of elected people who make laws and decisions for a country – parliament is part of a country’s government.			How does parliament work in the UK? How did parliament become more powerful than the monarchy in the UK?
	liberty	The freedom to do what you want, as long as you don't hurt others or break the rules.			What did slavery look like in different civilizations? How did slavery end in modern civilizations? What is modern slavery? How much liberty should individuals have in a society?
	revolution	When people fight to change the government or system of power in their country.			When people lower down on the hierarchy protest and rebel against the ruling class, we call it a revolution . Revolutions often lead to substantial changes in the way a country is governed.

	Invasion and Settlement		When one group of people arrives to take over the land of another group of people, often by force, this is an invasion. When a group of people arrive into unclaimed land and begin to make their homes there, they are settling in the land. The British Isles have seen many different groups of people settle and invade throughout history.		
Phase	Building blocks of the big idea		Ideas	Possible examples	Key historical enquiry stems
KS1	community	A group of people who live or work together in the same place.	For KS1, community, resources, settlement, transport and nation explain how and why people move, stay and organise life together. A community forms where families share work, safety and celebration; newcomers bring skills and stories that can strengthen or challenge the group. Access to resources—fresh water, timber, grazing, fish—guides where people live and what they build; scarcity can cause movement or conflict. A settlement starts small and grows around markets, castles or harbours; street patterns, house types and public spaces show needs and protection. Transport—paths, carts, boats, later trains—connects places, enabling trade and visits and, at times, helping invaders arrive. The idea of a nation gathers many communities under common symbols, laws and leaders, and changes as borders shift and people mingle; children learn that Britain’s nations formed over long periods through encounter and exchange.	Create a “choose a settlement site” game using maps with rivers, woods and hills; decide where to build and what resources you need for homes and food. Make a river-crossing model to see why transport matters; compare a footpath, Roman road and harbour. Visit a local castle or market site to show how community grows around defence and trade; role-play welcoming newcomers with different skills (carpentry, weaving, fishing). Use flags, stories and songs to explore the idea of a nation, showing shared identity alongside local traditions.	What makes a community? How did people help each other in the past? How do communities change when new people arrive?
	resources	Things people need and use, like food, water, and materials.			What resources did people need to survive in the past? How did people find and use resources? What happened when resources ran out?
	settlement	A place where people build homes and live together.			Why did people choose to settle in certain places? What did early settlements look like? How did settlements grow and change?
	transport	Ways people and things move from one place to another, like by walking, riding, or using vehicles.			How did people travel in the past? Why was transport important for settlers and invaders? How did new ways of travelling change people’s lives?
	nation	A large group of people living in one country, often with the same government.			What is a nation? How did people in the past know they belonged to a nation? How do nations change over time?
LKS2	agriculture	Growing plants and raising animals for food and other things people need.	In LKS2 British history, agriculture, technology, exploration, invasion and defence show how groups arrived, settled or resisted across time. Early agriculture in the Neolithic and Bronze Age turned hunter-gatherers into farmers, creating surplus and more permanent homes; hillforts and field systems show planning and cooperation. Roman technology—roads, forts, aqueducts, iron tools—helped soldiers and settlers move supplies and govern provinces; later, Anglo-Saxon and Viking technology (ploughs, ships, smithing) adapted to local soils and seas. Population exploration and movement brought new customs and languages—Anglo-Saxons and Vikings sought farmland and wealth along river valleys and coasts. Periodic invasion (Julius Caesar’s expeditions, Claudius’ conquest, Viking raids, Norman landing) changed who made laws and collected taxes, while local defence—hillfort ramparts, Roman	Survey a local landscape or aerial photos to spot ancient field systems or a hillfort; plant a “three-field” classroom garden to model agriculture choices. Walk a stretch of a Roman road or study road alignments to understand supply lines; build a mini palisade or turf rampart to test defence ideas. Use replica Viking tools and ship models to explore raiding and exploration strategies; analyse the Bayeux Tapestry scenes to discuss invasion planning and consequences. Compare Roman forts with Anglo-Saxon burhs and Norman castles to see how design reflects technology, labour and local terrain.	Why was farming important for settlers? How did agriculture change the way people lived? What new farming methods did people bring with them?
	technology	Tools and machines people use to help them do things.			What new tools or inventions did settlers and invaders bring? How did technology help people settle or invade new places? Is new technology always a good thing for everyone? Who might lose out when new inventions arrive?
	exploration	Travelling to new places to find out what is there.			Why did people explore new lands? What did they hope to find? How did exploration lead to settlement or invasion?
	invasion	When a group of people enters another place by force to take control.			Why did some groups invade others? How did invasions change societies? Can invasion ever be justified?

	defence	Ways people protect themselves and their land from danger or attack.	walls, burhs, motte-and-bailey castles—shows communities responding to threat.		How did people protect themselves from invaders? Is it always right to defend your land, even if it means hurting others? When does defence become aggression?
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UKS2	empire	A group of countries or areas controlled by one ruler or country.	By UKS2, empire, colony, tax, migration and indigenous perspectives help pupils think critically about power and its human impact across well-known units. Greek city-states founded overseas colonies for trade and farmland, shaping culture around the Mediterranean; later empires (including the British Empire) extended control through administrators, merchants and soldiers. Tax—tributes, levies, duties—funded armies, roads and rulers’ projects; resistance to taxation (from colonial protests to wartime debates) reveals tensions about fairness and representation. Migration includes evacuees in WWII, rural-to-urban moves during the Industrial Revolution, and post-war arrivals like the Windrush generation; each case shows hope, hardship and cultural exchange. An indigenous lens asks whose lands were taken, whose voices are heard, and how heritage and rights are protected or ignored—vital when studying British imperial rule in Australia, parts of Africa and Asia. Across these topics, pupils weigh material gain against moral cost and learn to include multiple viewpoints when describing the past.	Map Greek colonies and debate their motives (trade, land, security); compare with British imperial ports and railways to see how empire organised movement and extraction. Investigate tax through sources: wartime purchase tax, customs duties, or colonial levies; stage a class debate on who benefits and who pays. Build migration case studies—WWII evacuee diaries, mill-town census data, Windrush oral histories—to examine choices, welcome and discrimination. Centre indigenous perspectives by reading accounts from Aboriginal Australians or African communities under British rule; evaluate museum labels and monuments to ask how we remember empire and whose stories remain untold.	Why did some nations want to build empires? How did being part of an empire affect people’s lives? Should any country have the right to rule over others? Can empires ever be a force for good?
	colony	A place that is ruled by another country, often far away.			Why did countries set up colonies? How did life change for people living in a colony? What responsibilities do colonisers have towards the people they rule?
	tax	Money people must pay to the government.			Why did rulers collect taxes? How did people feel about paying taxes? Should people have to pay taxes to a government far away? When is it right to refuse to pay taxes?
	migration	When people move from one place to live in another.			Why did people move from one place to another? What challenges did migrants face? Should people be free to move wherever they want? How should societies respond to newcomers?
	indigenous	People who were the first to live in a place.			How were indigenous people affected by invasion and settlement? Why is it important to learn about indigenous histories? How should we remember and respond to the treatment of indigenous peoples in history? Who gets to tell the story of the past?

