



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2020-2021 Year A					
Class 1 FS, Yr 1 and 2				<p><b>The Royal Family today, including the life of Queen Elizabeth II</b></p> <ul style="list-style-type: none"> <li>• HR.6 know about a significant person from the past</li> <li>• H2.3 know what the word 'significant' means and why we remember significant people from the past</li> </ul> <p>H1.3 know about a significant person from the past and where this would sit within a chronological framework</p> <ul style="list-style-type: none"> <li>• H1.4 know how the significant person contributed to national and international achievements</li> </ul>		<p><b>Florence Nightingale Edith Cavell Mary Seacole</b></p> <ul style="list-style-type: none"> <li>• HR.6 know about a significant person from the past</li> <li>• H2.3 know what the word 'significant' means and why we remember significant people from the past</li> </ul> <p>H1.3 know about a significant person from the past and where this would sit within a chronological framework</p> <p>H1.4 know how the significant person contributed to national and international achievements</p> <ul style="list-style-type: none"> <li>• H2.6 know how to compare two different versions of the same account</li> <li>• H2.7 know what sources are.</li> <li>• H2.8 know how to use primary and secondary sources to find information</li> </ul>

	2021-2022 Year B					
<p>Class 1</p> <p>FS, Yr 1 and 2</p>		<p><b>The Great Fire of London. The Gunpowder Plot and Guy Fawkes Mount Vesuvius and Pompeii</b></p> <p>H2.1 know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework (e.g. Great Fire of London, the Titanic, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>HR.2 know some facts about events or people from the past that they recall from stories they have read/heard.</p> <ul style="list-style-type: none"> <li>H1.5 know how to ask questions about simple artefacts (e.g. who, what, why, when, where)</li> </ul> <p>H2.5 know how to ask a range of questions about artefacts and sources from the past</p> <ul style="list-style-type: none"> <li>H2.6 know how to compare two different versions of the same account (Samuel Pepys)</li> <li>H2.7 know what sources are.</li> <li>H2.8 know how to use primary and secondary sources to find information</li> </ul> <p>H1.7 know to distinguish between fact and fiction (stories)</p>	<p><b>Arctic and Antarctic explorers- Robert Peary, Roald Amundsen and Borge Ousland.</b></p> <p>H2.1 know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework (e.g. Great Fire of London, the Titanic, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>H1.3 know about a significant person from the past and where this would sit within a chronological framework</p> <p>H1.4 know how the significant person contributed to national and international achievements</p> <p>H1.7 know to distinguish between fact and fiction (stories)</p>	<p><b>Titanic Grace Darling Shackleton</b></p> <p>H2.1 know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework (e.g. Great Fire of London, the Titanic, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>HR.2 know some facts about events or people from the past that they recall from stories they have read/heard.</p> <p>H1.3 know about a significant person from the past and where this would sit within a chronological framework</p> <p>H1.4 know how the significant person contributed to national and international achievements</p> <p>H1.7 know to distinguish between fact and fiction (stories)</p>		

	2022-2023 Year C					
<p><b>Class 1</b></p> <p><b>FS, Yr 1 and 2</b></p>	<p><b>Family tree and family relationships/generations</b></p> <p>H1.1 know about changes in living memory (last 100 years)            HR.1 know about and discuss past events in their own life and in the lives of family members            HR.2 know some facts about events or people from the past that they recall from stories they have read/heard.</p> <p>H1.2 know how chronology reveals aspects of change in national life (e.g. transport, communication, food, school life, music, toys and books)</p> <ul style="list-style-type: none"> <li>HR.4 know the names of people who are familiar to them and can describe their role</li> <li>HR.5 know about a significant person from the local community</li> </ul> <ul style="list-style-type: none"> <li>H2.4 know about a significant historical event, person and / or place in their own locality</li> </ul> <p>HR.7 know and discuss past events in the local community</p> <p>H1.6 know that memories are not always completely reliable</p> <p>H1.7 know to distinguish between fact and fiction (stories)</p> <ul style="list-style-type: none"> <li>HR.9 know what year we are currently living in</li> <li>HR. 10 know the days of the week</li> <li>HR.11 know the year of their birth</li> <li>HR.12 know words 'older' and 'younger'</li> </ul>	<p><b>Toys today and long ago</b></p> <p>H1.1 know about changes in living memory (last 100 years)            H1.2 know how chronology reveals aspects of change in national life (e.g. transport, communication, food, school life, music, toys and books)</p> <ul style="list-style-type: none"> <li>H1.5 know how to ask questions about simple artefacts (e.g. who, what, why, when, where)</li> </ul> <p>H2.5 know how to ask a range of questions about artefacts and sources from the past</p>	<p><b>The time of the dinosaurs. Mary Anning</b></p> <p>H2.1 know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework (e.g. Great Fire of London, the Titanic, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <ul style="list-style-type: none"> <li>HR.6 know about a significant person from the past</li> <li>H2.3 know what the word 'significant' means and why we remember significant people from the past</li> <li>H1.5 know how to ask questions about simple artefacts (e.g. who, what, why, when, where)</li> </ul> <p>H2.5 know how to ask a range of questions about artefacts and sources from the past (fossils)</p>	<p><b>Neil Armstrong/ Buzz Aldrin</b></p> <p>HR.2 know some facts about events or people from the past that they recall from stories they have read/heard.</p> <p>HR.6 know about a significant person from the past            H2.3 know what the word 'significant' means and why we remember significant people from the past</p> <p>H1.3 know about a significant person from the past and where this would sit within a chronological framework            H1.4 know how the significant person contributed to national and international achievements</p> <ul style="list-style-type: none"> <li>H2.6 know how to compare two different versions of the same account</li> <li>H2.7 know what sources are.</li> <li>H2.8 know how to use primary and secondary sources to find information</li> </ul>		<p><b>Famous pirates</b></p> <p>HR.2 know some facts about events or people from the past that they recall from stories they have read/heard.</p> <p>H2.3 know what the word 'significant' means and why we remember significant people from the past</p> <p>H1.3 know about a significant person from the past and where this would sit within a chronological framework            H1.4 know how the significant person contributed to national and international achievements</p>

**To cover each year:**

HR.9 know what year we are currently living in

HR. 10 know the days of the week

HR.11 know the year of their birth

HR.12 know words 'older' and 'younger'

H1.8 know the months of the year

H1.9 know the month and year of their birth

H1.10 know and use historical vocabulary to represent the passing of time, (e.g. past, present, year, month, week, earlier, later)

H2.9 know and use historical vocabulary to represent the passing of time, (e.g. chronology, decades, centuries and specific years studied, such as 1666)

H2.10 know their full date of birth.

H2.11 know what a timeline is and how it shows the passing of time

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2020-2021 Year A					
<b>Class 2</b> <b>Yr 3 and 4</b>	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>H4.5 know an overview of when and where the first civilisations appeared including their achievements: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>H4.6 know in depth about Ancient Egypt.</li> </ul> <p>Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone</p>		<p><b>The Stone Age</b></p> <p>Changes in Britain from Stone Age to the Iron Age.</p> <p>Link to Local History – visit Bradgate Park</p> <p><a href="https://www.bradgatepark.org/for-schools">https://www.bradgatepark.org/for-schools</a>)</p> <p>Or</p> <p>Cresswell Crags Museum and Prehistoric Gorge (Nottinghamshire)</p> <p>H3.8 know how Britain changed between the beginning of the stone age and the iron age</p> <p>H3.1 know what is meant by Neolithic 'hunter-gatherers' and early farmers (e.g. Skara Brae)</p> <p>H3.2 know the main differences between the stone age, bronze age (religion, technology and travel) and iron age (hill forts, tribal kingdoms, farming, art and culture)</p> <p>Beaker, Celt, Bronze, Roundhouse, Hillfort</p>		<p><b>The Bronze Age and Celtic Culture</b></p> <p><b>The Iron Age</b></p> <p>Link to Local History – Visit Warner Woods which is believed to be the site of an Iron Age settlement.</p> <p>H3.2 know the main differences between the stone age, bronze age (religion, technology and travel) and iron age (hill forts, tribal kingdoms, farming, art and culture)</p> <p>Beaker, Celt, Bronze, Roundhouse, Hillfort</p> <p>Quern, Smelting, Druid, Borer, Domesticate, Prehistory, Hunter-</p>	

			Quern, Smelting, Druid, Borer, Domesticated, Prehistory, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homosapiens, Pelt		gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homosapiens, Pelt	
	2021-2022 Year B					
<b>Class 2</b> <b>Yr 3 and 4</b>	<p><b>The Tudors</b></p> <p>Bosworth Battlefield</p> <p>H4.17 know the duration of different civilisations and represent this on a timeline</p> <p>H3.12 know and use historical vocabulary to represent the passing of time, such as 'period', 'era' and 'millennium'</p> <p>H6.2 know about an aspect or theme in British history which extends beyond 1066 and explain why this was important in relation to British history (e.g. the changing power of monarchs, changes in an aspect of social history and a significant turning point in British history such as the Battle of Britain)</p>		<p><b>The Roman Empire and its invasions of Britain.</b></p> <ul style="list-style-type: none"> <li>H4.10 know what A.D. means and that it can also be referred to as C.E.</li> <li>H4.11 know how to plot events on a timeline accurately using A.D. / C.E. and B.C / B.C.E</li> <li>H4.12 know how Britain changed from the Iron Age to the end of the Roman occupation</li> <li>H4.15 know and chart some of the key periods within ancient civilisations and note the differences between them</li> <li>H4.16 know and make links between two overlapping periods of history, such as between The Egyptians and The Romans</li> </ul> <p>H4.17 know the duration of different civilisations and represent this on a timeline</p> <ul style="list-style-type: none"> <li>H4.1 know the iron age ended with Roman invasion by AD 42 and the power of its army</li> <li>H4.2 know when and how the Romans invaded (e.g. Claudius and the conquest, including Hadrian's Wall)</li> </ul> <p>Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Circus Maximus, Legionary, Empire, Toga, Aqeduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic</p>	<p><b>The Roman Empire and its impact on Britain.</b></p> <p>Link to Local History – Jewry Wall Museum, Leicester.</p> <p>Bosworth Battlefield</p> <p>H4.13 know the key events in Boudicca's life leading up to her rebellion and death and track these on a timeline</p> <p>H4.14 know the key events within Roman history and society up to the fall of the Roman Empire and track these on a timeline</p> <p>H4.2 know when and how the Romans invaded (e.g. Claudius and the conquest, including Hadrian's Wall)</p> <p>H4.3 know how there was British resistance to the Roman occupation (e.g. Boudica)</p> <p>H4.4 know how the Roman Empire impacted British society (e.g. advancement of technology, impact on culture and beliefs including early Christianity)</p>		

	2020-2021 Year A					
Class 3  Yr 5 and 6	<p><b>Mayans</b></p> <p>H4.17 know the duration of different civilisations and represent this on a timeline</p> <ul style="list-style-type: none"> <li>H6.3 know about a non-European society: the Mayan civilization c. AD 900; the early Islamic civilization, including a study of Baghdad c. AD 900; or the Benin (West Africa) c. AD 900-1300</li> <li>H6.4 know how that society provides contrast with British history</li> </ul> <p>Ahau, Dynasty, Maize, Codex, Hieroglyphics, Stela, Scribe, Haab, Jade, Sacrifice, City-states, Terraced, Pyramid, Peasant, Bloodletting, Cacao, Cenote, Huipil, Popol Vuh, Tzolk'in</p>		<p><b>Women at War</b></p> <p>H6.9 know how to timeline the changes in British history beyond 1066</p> <p>H6.10 know and represent the changing state of Britain beyond 1066</p> <p>H6.1 know how to place historical events and people from the past societies and periods in a chronological framework</p> <p>H6.2 know about an aspect or theme in British history which extends beyond 1066 and explain why this was important in relation to British history (e.g. the changing power of monarchs, changes in an aspect of social history and a significant turning point in British history such as the Battle of Britain)</p>			<p><b>Local History</b></p> <p>H6.11 know how to produce a timeline of the history within the local area over a period of 100 years</p> <ul style="list-style-type: none"> <li>H6.5 know about a period of history that has strong connections to their locality and understand the issues associated with the period (e.g. an aspect of history or a site that is significant in the locality or tracing how several aspects of national history are reflected in the locality)</li> </ul>

	2021-2022 Year B					
<p><b>Class</b> <b>3</b> <b>Yr 5</b> <b>and</b> <b>6</b></p>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>H.5.13 know that aspects of the past influence the western world today (e.g. Olympics, democracy etc.)</li> <li>H4.17 know the duration of different civilisations and represent this on a timeline</li> <li>H3.3 know some of the main characteristics of Greek life (e.g. culture and mythology in Sparta and Athens)</li> <li>H3.4 know about the achievements and therefore influence on western world (e.g. education, language, architecture, government and the Olympic games)</li> </ul> <p>Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula, Oracle, Terraced</p>	<p><b>Space Race</b></p> <ul style="list-style-type: none"> <li>H6.7 know how to offer some reasons for different versions of events explaining which is most accurate and why</li> <li>H6.8 know how to link sources and evaluate how conclusions have been made</li> <li>H2.2 know how to compare aspects of life in different periods in relation to a significant person from the past and understand where it sits within a chronological framework</li> <li>H2.3 know what the word 'significant' means and why we remember significant people from the past</li> </ul>	<p><b>Anglo Saxons</b></p> <p><b>Britain's settlement by Anglo-Saxons and Scots.</b></p> <p>H5.1 know about the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <ul style="list-style-type: none"> <li>H5.2 Know about the Scots invasions from Ireland to north Britain (now Scotland)</li> <li>H5.12 know some of the key conflicts between the Vikings and the Anglo-Saxons and place these on a timeline</li> </ul> <p>H4.17 know the duration of different civilisations and represent this on a timeline</p> <ul style="list-style-type: none"> <li>H5.3 Know about Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>H5.4 know the impact of the Anglo-Saxon settlers (e.g. art, culture, beliefs including Christian conversion: Canterbury, Iona and Lindisfarne; attempts to bring about law and order into the country)</li> <li>H5.5 know about Viking raids, invasions and further invasions (including Danegeld)</li> </ul> <p>H5.6 know that the Vikings and Anglo-Saxons engaged in a struggle for the Kingdom of England to the time of Edward the Confessor (e.g. the resistance by Alfred the Great and Athelstan)</p> <p>Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Lindisfarne, Hengest and Horsa, Monk, Illumination, Manuscript, Weregeld, Athelstan, Christianity</p> <p>Augustine, Alfred the Great, Aethelred the Unready</p>		<p><b>Viking raids and invasions.</b></p> <p><b>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p> <p>H4.17 know the duration of different civilisations and represent this on a timeline</p> <ul style="list-style-type: none"> <li>H5.10 know how to timeline the changes in British history between the end of The Roman occupation of Britain and 1066</li> <li>H5.11 know and represent the changing state of Britain throughout the years leading up to 1066</li> <li>H5.12 know some of the key conflicts between the Vikings and the Anglo-Saxons and place these on a timeline</li> </ul> <p>Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Yggdrasil, Runes, Farmer-warrior, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla</p>	