



| History | | |
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| Nursery | Understanding the World | <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. |
| Reception | Understanding the World | <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. |
| Early Learning Goals | Understanding the World | Past and Present <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. |

| Year | Term | Unit National Curriculum Objective | Historical enquiry | Historical understanding | Chronological understanding | Vocabulary |
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| I | Adv | Toys Past and Present Changes within living memory (change in national life). | <ul style="list-style-type: none"> • I know that some objects were different in the past to how they are today. • I can describe old objects. • I can identify objects that are old and objects that are new. • I can compare old and new objects. | <ul style="list-style-type: none"> • I know that the toys my parents and grandparents played with are different to the toys I play with today. | <ul style="list-style-type: none"> • I can order decades chronologically. | <ul style="list-style-type: none"> • Decade • Chronologically • Objects • Old • New • Toys • Today • Grandparents |
| I | Lent | The Great Fire of London Events beyond living memory that are significant nationally or globally. | <ul style="list-style-type: none"> • I can use photographs and illustrations to compare London today with London in 1666. • I can use maps to explain some of the ways London has changed over time. • I know that we can find out about the Great Fire of London from accounts written at the time, such as Samuel Pepys' diary. • I can read extracts from Samuel Pepys diary and explain what they tell us about the fire. • I can distinguish between objects, writing and pictures as historical sources. | <ul style="list-style-type: none"> • I can explain some of the ways in which London was different in 1666 to today. • I can explain the key events of the Great Fire of London. • I can explain some of the factors that made the Great Fire last so long and be so difficult to put out. | <ul style="list-style-type: none"> • I know that the Great Fire of London took place in the Stuart period. • I can place the Great Fire of London on a timeline. • I can organise dated cards into a timeline of British history. | <ul style="list-style-type: none"> • Century • Plague • Stuart • King Charles II • Source • Samuel Pepys • Thomas Farriner • Monument |

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| I | Pen | <p>Lady Jane Grey*</p> <p>Significant historical events, people and places in their own locality.</p> | <ul style="list-style-type: none"> • I can use photographs and illustrations to help me find out about life in different periods. • I can use pictures to answer true or false questions about a time period. • I can match pictures to their correct time periods. | <ul style="list-style-type: none"> • I know basic facts about Lady Jane Grey such as when she lived, where she lived and who she married. • I know that traditionally the throne passed from father to son. • I know some of the features of life in the Tudor period. • I can compare aspects of British life in the Tudor period | <ul style="list-style-type: none"> • I can identify when Lady Jane Grey lived on a timeline. • I can match dates a monarch reigned to the correct queen. • I can order dated events on a string timeline. | <p>Lady Jane Grey Tudor period Monarchy Timeline Leicestershire Bradgate House Queen King Mary I Henry VIII Edward VI Succession Executed Tower Green</p> |
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| Year | Term | Scheme of work | <ul style="list-style-type: none"> Historical enquiry | <ul style="list-style-type: none"> Historical understanding | <ul style="list-style-type: none"> Chronological understanding | <ul style="list-style-type: none"> Vocabulary |
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| 2 | Adv | Seaside Holidays Changes within living memory (change in national life) | <ul style="list-style-type: none"> I can use a range of photographs to infer information about the past. | <ul style="list-style-type: none"> I can explain why changes in society, particularly the steam train, made seaside holidays popular. I know that the lives of rich and poor people were very different in the past. I know that changes in society led to seaside holidays becoming very popular in Victorian times. | <ul style="list-style-type: none"> I can order photos from three different eras chronologically. I can compare the features of seaside holidays 100 years ago, 50 years ago and today. | <ul style="list-style-type: none"> Steam train Tradition Bathing machine Promenade Modern Old-fashioned |
| 2 | Lent | Florence Nightingale The lives of significant individuals in the past who have contributed to national and international achievements. | <ul style="list-style-type: none"> I can use a photograph to infer facts about a person and time period. I can use quotes from historical figures to learn about people and events in the past. | <ul style="list-style-type: none"> I know that rich women in Victorian times did not usually have jobs. I know that men and women had very different roles in Victorian times. I know that medical care was very different in Victorian times to today. I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me. I can explain why Florence Nightingale is still remembered today. | <ul style="list-style-type: none"> I know when the Victorian era was. I can explain the life and achievements of Florence Nightingale in chronological order | <ul style="list-style-type: none"> Florence Nightingale Nurse Florence Italy Trained Crimean War Scutari Turkey Soldiers Conditions Training Organised Victorians Chronological, Century |

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| 2 | Pen | <p>Intrepid Explorers</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> | <ul style="list-style-type: none"> • I can use simple texts to find out about people who lived a long time ago • I can pose simple questions to find out about the past. • I can compare the lives and achievements of two famous historical figures. | <ul style="list-style-type: none"> • I know that life was very different in the past to how it is today. • I know that people knew less about the world in the past than we know today. • I know that some people's achievements and discoveries can change the world. | <ul style="list-style-type: none"> • I can distinguish between different periods in time using simple markers, such as inventions. | <ul style="list-style-type: none"> • Explorer • Exploration • New World |
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| 3 | Adv | <p>Prehistoric Britain</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> | <ul style="list-style-type: none"> • I can explain how archaeologists use artefacts to learn about the past. • I can explain some of the methods archaeologists use to find out about the past. • I can explain why Star Carr is an important archaeological site • I can use a variety of sources to answer questions about the past. | <ul style="list-style-type: none"> • I know what the term 'prehistory' means. • I know that the Stone Age can be split into three different time periods. • I can describe the main features and developments of each of the eras of prehistory | <ul style="list-style-type: none"> • I can place the Stone Age, Bronze Age and Iron Age on a timeline. • I know that prehistory spans millions of years | <ul style="list-style-type: none"> • Prehistory • Archaeologist • Archaeology • Paleolithic • Mesolithic • Neolithic |
| 3 | Lent | <p>Ancient Egypt</p> <p>The achievements of the earliest civilizations.</p> | <ul style="list-style-type: none"> • I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt. • I can make suggestions about what unfamiliar artefacts might have been used for. • I can explain the significance of the discovery of the Rosetta stone. • I can generate questions I want to find the answers to about life in ancient Egypt. • I can choose an area I wish to research and use a variety of sources to carry out my research. | <ul style="list-style-type: none"> • I can describe the features of daily life in ancient Egypt. • I can explain the events surrounding the discovery of Tutankhamen's tomb. • I can describe ancient Egyptian beliefs in the afterlife. • I explain the process of mummification. | <ul style="list-style-type: none"> • I can describe the difference between ancient and modern periods. • I know when the ancient Egyptian civilization was. • I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras. | <ul style="list-style-type: none"> • Civilization • Ancient • Modern • Ancient Egypt • Before Common Era • Common Era |

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| 3 | Pen | <p>Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the western world.</p> | <ul style="list-style-type: none"> • I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. • I can identify the difference between primary and secondary sources of information • I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. | <ul style="list-style-type: none"> • I can describe some features of each of the periods in the ancient Greek civilization • I know that ancient Greece was made up of independent city states • I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. • I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. • I can compare and contrast the city states of Athens and Sparta. • I can name some of the major ancient Greek gods and explain each one's characteristics • I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena • I can name some famous ancient Greek philosophers and explain why they are remembered today. • I can explain some of the ways in which modern society has been influenced by the ancient Greek civilization. | <ul style="list-style-type: none"> • I can arrange key civilizations in world history chronologically. • I can name the periods in the ancient Greek civilization and order them on a timeline. | <ul style="list-style-type: none"> • Ancient Greece • Minoan age • Mycenaean age • Dark age • Classical period • Archaic period • Athens • Sparta • Peloponnesian • Hellenistic period • Polis (city states) • Oligarchy • Democracy • Primary source • Secondary source • Olympia • Olympians |
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| 4 | Adv | Invaders and Settlers: The Romans The Roman Empire and its impact on Britain. | <ul style="list-style-type: none"> • I can consider different points of view about a historical event. • I can study different accounts of a historical figure and suggest why they are different. • I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain. | <ul style="list-style-type: none"> • I can explain why and how the Romans invaded Britain. • I know that Celts were living in Britain at the time of the Roman invasion. • I can describe what life was like in Celtic Britain. • I can describe the events surrounding Boudicca's revolt. • I can describe some of the technological advances that the Romans brought to Britain. • I can suggest how Britain might be different today if the Romans had never invaded. | <ul style="list-style-type: none"> • I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. • I can place the Romans on a timeline. • I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD. | <ul style="list-style-type: none"> • Invade • Settle • Roman Empire • Emperor • Revolt |
| 4 | Lent | Anglo-Saxons, Picts and Scots Britain's settlement by Anglo-Saxons and Scots. | <ul style="list-style-type: none"> • I can explain some of the ways archaeologists choose which sites to excavate. • I know that there are questions about the past that have not yet been decisively answered by historians. • I can use artefacts to support my ideas about who was buried at Sutton Hoo. • I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. • I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. • I can use what I know about pagan and Christian | <ul style="list-style-type: none"> • I know who the Anglo-Saxons were and where in Europe they came from. • I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. • I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. • I can write my name using the Ogham alphabet. | <ul style="list-style-type: none"> • I can place the Anglo-Saxons on a timeline. • I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. • I know when Christianity came to Britain. | <ul style="list-style-type: none"> • Sutton Hoo • Anglo-Saxons • Picts • Scots • Conquer • Pagan |

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| | | | <p>traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts.</p> <ul style="list-style-type: none"> • I know that I need to think critically about a historical source in order to assess its reliability. | <ul style="list-style-type: none"> • I can explain how Christianity came to Britain. | | |
| 4 | Pen | <p>Vikings vs Anglo-Saxons</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England.</p> | <ul style="list-style-type: none"> • I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. • I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. • I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. | <ul style="list-style-type: none"> • I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. • I can describe the reasons and events surrounding the Viking invasions. • I can describe what Danelaw was. • I know who King Alfred was and why he was dubbed 'the Great'. • I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. • I can explain in detail the events surrounding the Battle of Hastings in 1066. • I have an increasing understanding of the struggle for power and how this changed England. • I can explain how England became a unified country. | <ul style="list-style-type: none"> • I can describe what Britain was like before the arrival of the Vikings. • I can use dates with increasing fluency to describe historical events and eras. | <ul style="list-style-type: none"> • Vikings • Peace treaty • Danelaw |

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| 5 | Adv | Ancient Benin A non-European society that provides contrasts with British history. | <ul style="list-style-type: none"> • I know that oral histories can be corrupted over time and that they are not always objective. • I know that historians do not always agree on what an artefact was used for. • I can read oral histories to explore the Kingdom of Benin. • I can critically analyze oral histories about the Kingdom of Benin. • I can use increasingly complex historical texts to find out about the past. • I am aware that historical sources should be analyzed for their trustworthiness. • I can use a variety of historical sources to explore the causes and effects of the decline of the Kingdom of Benin. | <ul style="list-style-type: none"> • I know that very few artefacts survived from the Kingdom of Benin. • I know that most of what historians know about the Kingdom of Benin derives from stories. • I can name some of the Obas of the Kingdom of Benin and describe some characteristics of their reigns. • I can describe some of the features of everyday life in the Kingdom of Benin. • I know that the slave trade was an important part of the economy in the Kingdom of Benin. • I can name some of the commodities that were imported and exported from the Kingdom of Benin • I can explain how the Benin army played an important part in the growth and development of the empire. • I can explain reasons why the Kingdom of Benin declined. | <ul style="list-style-type: none"> • I can place the Kingdom of Benin on a timeline • I can place the different eras of the Kingdom of Benin on a timeline. • I can match the Kingdom of Benin to events happening in Britain at the same time. • I know when the Golden Age of Benin took place and can compare this to the Golden Ages of other world powers | <ul style="list-style-type: none"> • Benin • Edo • Oba • Colonialism • Colonize • Era • Oral history • Slavery • Trade • Golden Age • Civil war • Punitive Expedition |

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| 5 | Lent | Richard III* A local history study | <ul style="list-style-type: none"> • I can explain the connections between Richard III, and National events at the time. • I can explain the significance of the Battle of Bosworth on the Tudor dynasty • I understand that Richard III has many links to Leicester • I know that The Battle of Bosworth was the last significant battle of the Wars of the Roses, the civil war between the Houses of Lancaster and York that extended across England in the latter half of the 15th century | <ul style="list-style-type: none"> • I can describe the way that Richard III's death at Bosworth Battlefield changed history • I can explain that the Tudors were a family who came to power in 1485 when Henry Tudor defeated King Richard III at the Battle of Bosworth. • I can explain some consequences of Richard III's reign on politics and democracy today. | <ul style="list-style-type: none"> • I can place Richard III's reign on a timeline • I can arrange The Battle of Bosworth chronologically within British history. • I can place developments from the Richard III to the Tudors | <ul style="list-style-type: none"> • Richard III • The Battle of Bosworth • Henry VII • The Tudors • Leicester |
| 5 | Pen | The Railway Revolution A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. | <ul style="list-style-type: none"> • I can use a timeline of transport in the Industrial Revolution to generate questions I want to find the answer to. • I can use a graph showing the number of passengers using railways since 1830 to infer understanding • I can read a newspaper article from 1863 to find out about the opening of the London Underground. | <ul style="list-style-type: none"> • I can explain how people travelled before the Industrial Revolution, and some of the challenges this presented. • I can explain what the Industrial Revolution was and the impact it had on Britain. • I know how the Industrial Revolution increased the need for more efficient transportation. • I know that iron tracks were first used for horses and carts. • I know how developments during the Industrial Revolution allowed trains to develop. • I can explain how the railway changed | <ul style="list-style-type: none"> • I know when the Industrial Revolution took place. • I can explore key events on a timeline of the Industrial Revolution. | <ul style="list-style-type: none"> • Industrial Revolution • Wagonway • Robert Stephenson • Steam engine • Rainhill trials |

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| | | | <p>people's lives in Britain.</p> <ul style="list-style-type: none"> • I can explain when and why the London Underground was built. • I can explain how the London Underground changed the lives of people in London. • I can explain how electricity revolutionized Britain's railways. | | |
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| 6 | Adv | The Suffragettes* A local history study. | <ul style="list-style-type: none"> • Historical enquiry • I can explain the connections between the local activist Alice Hawkins, and National events at the time. • I can describe how political and social events are linked. • I can explain the significance of the First World war on women's suffrage. • I understand that there were many causes | <ul style="list-style-type: none"> • Historical understanding • I can describe the way that democracy has changed in Britain. • I can explain some consequences of the suffrage movement in politics and democracy today. | <ul style="list-style-type: none"> • Chronological understanding • I can place women's suffrage accurately on a timeline • I can arrange women's suffrage chronologically within British history. • I can place developments in voting around the two World Wars | <ul style="list-style-type: none"> • Vocabulary • Democracy • Vote • Electorate • Suffrage • Politics • Political • Government • Parliament • Democracy • Campaign, • Petition • Protest • Significance • Cause • Consequence |
| 6 | Lent | Children in WW2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. | <ul style="list-style-type: none"> • I can use what I already know about WW2 to generate questions I want to find the answers to. • I can use photographs to suggest what has happened. • I can use photographs to infer understanding about what WW2 was like. • I can use propaganda to find out about life during the war. • I can read quotes from Anne Frank's diary to gain insight into what life was like for Jews during the war. | <ul style="list-style-type: none"> • I can explain the basic facts of WW2, such as key events, which countries fought on which side and when it took place. • I can explain what the Blitz was, why it happened and what Britain did to defend itself. • I know what evacuation was and can explain some of the arguments for and against it. • I know what rationing was, why it was necessary and how it impacted people's lives. • I can identify foods that would and wouldn't have been available during WW2. • I know what the Holocaust was and who was targeted by the Nazis. | <ul style="list-style-type: none"> • I know when the World Wars took place • I can place both World Wars on a timeline. | <ul style="list-style-type: none"> • Decade • World War I • World War II • Blitz • Air raid • Anderson shelter • Blackout • Evacuation • Evacuee • Rationing • Holocaust • Anne Frank • Nazi |

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| | | | | <ul style="list-style-type: none"> • I know the story of Anne Frank. • I can suggest what life was like for ordinary people in Britain during WW2. | | |
| 6 | Pen | <p>Life in Britain since 1948</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> | <ul style="list-style-type: none"> • I can suggest which decade a photo was taken in using historical clues. • I know the difference between a primary and a secondary source • I can suggest which sources I would need to consult to research different eras in British history. • I can identify whether a source is a primary or secondary source. • I can use primary and secondary sources to research different decades | <ul style="list-style-type: none"> • I can describe some of the features of life in Britain for each decade from the 1950s to the 1990s. • I can suggest which changes have had the biggest impact in Britain since 1948. • I can summarize the changes in Britain since 1948 | <ul style="list-style-type: none"> • I can describe changes in Britain since 1948 chronologically | <ul style="list-style-type: none"> • Primary source • Secondary source |