





HISTORY

EYFS 	Autumn 1	Autumn 2	Spring 1	Spring 2
CYCLE 1	How high can I jump? OURSELVES	Will you read me a story? SPECIAL TIMES/SPECIAL THINGS	Are we there yet? TRANSPORT	How do buildings stay up? PEOPLE WHO HELP US
Core knowledge	To sequence photographs from different parts of their life. To match objects to people of different ages. Know about similarities and differences between themselves and others, and among families	To look at photographs of their grandparents and great grandparents when they were young. To hear stories about people at home and in school in the past. To see some older artefacts such as record players or cassettes or kitchen equipment from 20 to 50 years ago, etc. Introduce the language of king and queen. Understand what a 'famous person' means.	To experience stories about space/the moon. To walk, ride the bus or tram or drive to interesting places in their locality. To have some knowledge of their locality. To use photographs in school and possibly at home which show what the local streets were like some time ago.	To recognise houses that are new and those that have been in the locality for a very long time To talk about some of the things they have observed, question why things happen and give explanations. To develop their own explanations by connecting ideas and events

EYFS 	Autumn 1	Autumn 2	Spring 2	Summer 1
CYCLE 2	Why do you love me so much? OURSELVES	What goes 'sparkle, whizz and bang'? SPECIAL TIMES/SPECIAL THINGS	How can we get to new places? TRANSPORT	Can you help me? PEOPLE WHO HELP US
Core knowledge	Be able to recognise their family in photographs. Be able to talk about differences in the past. Be able to talk about objects from the past within living memory. Be able to use sequencing words such as first, next and finally.	Use stories to encourage children to distinguish between fact and fiction. Introduce the language of king and queen. To use sequencing words such as first, next and finally. To talk about differences in the past. Introduce the language of king and queen. Understand what a 'famous person' means.	To have some knowledge of their locality. To understand that their locality changes. To explore their own locality with parents or within school. To walk, ride the bus or tram or drive to interesting places in their locality. To use photographs in school and possibly at home which show what the local streets were like some time ago.	To talk about past events in their lives and their families To have some understanding of how people lives where different in the past. To recount what they have done in their immediate past. Know about similarities and differences between themselves and others, and among families



HISTORY

Year 1 Year 2	Autumn 1	Spring 2	Summer 1	Summer 2
CYCLE 1	<u>To Bulwell and Beyond!</u> History of the locality	<u>Roarsome Relics!</u> Beyond living memory	<u>Zoom to the Moon!</u> Significant people or events	<u>History Makers!</u> Significant people or events
Retrieval / pre-teach	Children will have some knowledge of their locality and understand that it has changed They will have explored their immediate locality in different ways, both in school and with their parents They may have walked to interesting places like parks or woodlands or taken a short bus ride to somewhere important	Children will be familiar with the term 'long ago'.	Children have spoken about past and present events in their own lives and in the lives of their families Children will have some understanding of why people's lives and objects were different in the past	Children will have met the term 'famous' and will associate it appropriately Children will already have experienced language to show the passing of time such as, old, new, oldest, newest.
	<i>They should have knowledge about houses that are new and those that have been in the locality for a very long time They should have used photographs in school and possibly at home which show what the local streets were like some time ago.</i>	<i>Children should be familiar with the terms 'long ago' and a 'very long time ago'.</i>	<i>Children should have met the term 'famous' and associate it appropriately Pupils should recognise the significance between a famous person/people from within and outside the UK</i>	<i>Children should know about some famous people from the UK They may recognise the significance of a famous person/people from both within and outside the UK Pupils may make links to their locality and know of any famous people living in their village, town or city</i>
Core knowledge	To know about a significant person in or around Bulwell and how they impacted on local life. To know the main differences between their school days and that of their grandparents To know how the local area is different to the way it used to be a long time ago. To know about an event or events that happened long ago in the local area To choose and select evidence and say how it can be used to find out about the past (e.g photographs, letters, newspaper article) To know that the passage of time is marked in eras.	To know about an event or events that happened long ago, even before their grandparents were born (Dinosaur era) To be able to explain the impact of significant individuals (Mary Anning) To know how evidence can be used to find out about the past (fossils, dinosaur bones)	Name a famous UK person from the past and explain why they are famous (Neil Armstrong, Yuri Gagarin) Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after	To understand the impact of significant historical figures and events within living memory. To know about a famous person outside the UK and explain why they are famous To know that a monarch is a king or queen who rules a country. To remember parts of stories about the past To explain what lessons can be learnt from the past.
Vocabulary	yesterday, past, present, old, timeline, event	long ago, very long time ago, past, before, history, prehistoric	modern, event, evidence	earliest, latest, past, present, future, century, modern, before, after.



HISTORY

Year 1 Year 2	Autumn 1	Spring 1
CYCLE 2	<p align="center"><u>Toy Time Travellers!</u> How have things around me changed? Within Living Memory</p>	<p align="center"><u>Panic on Pudding Lane!</u> What can we find out about England's capital city? Beyond living memory</p>
Retrieval / pre-re teach	<p>Pupils will have been able to recognise their family in photographs. Pupils will have been able to talk about differences in the past. Pupils will have been able to talk about objects from the past within living memory. Pupils will have been able use sequencing words such as first, next and finally.</p>	<p>The children would have been introduced to the language of king and queen. They will be able to use sequencing words such as first, next and finally. They will be able to talk about differences in the past.</p>
Core knowlegde	<p><i>Pupils should appreciate that many things have changed between the time their grandparents were young and the time their parents were young They should have come across a collection of artefacts to re-enforce the point that things change with time They may have video extracts of their parents when they were young. This could provide a good starting point to appreciate the changes that have occurred since the internet and the www.</i></p>	<p><i>Pupils should be able to recall the Year 1 unit on 'within living memory' They should appreciate that changes were always happening and that even their grandparents were appreciative of the changes that occurred in their lifetime They should be familiar with the terms 'long ago' and a 'very long time ago' They should know that a monarch is a king or queen of a country and be able to name the monarch of our current time.</i></p>
Vocabulary	<p>past, present, yesterday, account, artefact, chronological order</p>	<p>historic, era, monarch, hierarchy, decades, century, sequence,</p>



HISTORY

Year 3 Year 4	Autumn 1	Summer 1	Summer 2
CYCLE 1	<p align="center"><u>Crafty Creators!</u></p> <p align="center">What happened from the Stone Age to the Iron Age?</p> <p align="center">British history between Stone Age to the Iron Age</p>	<p align="center"><u>Street Wise!</u></p> <p align="center">How could we improve the Urban environment?</p> <p align="center">History of the locality</p>	<p align="center"><u>Tombs and Temples versus Warriors and Walls!</u></p> <p align="center">Who were the greatest builders?</p> <p align="center">Very ancient civilizations + Roman Britain</p>
Retrieval / pre-re teach	<p>Because pupils will have knowledge of dinosaurs there will be a need to explain that the period of time they are going to look at, i.e., when people first lived in Britain, was after the dinosaurs had disappeared off our Earth</p> <p>Pupils will have explored a period beyond living memory in KS1 They know how artefacts can help to explain how things have changed Pupils will have some understanding about what we use today being linked to something that was invented or discovered some time ago; they will have used a number of photographs or actual artefacts to help them explore this a bit further</p>	<p>Children may link geographical learning about the locality. They will have knowledge about houses that are new and those that have been in the locality for a very long time They will have used photographs in school and possibly at home which show what the local streets were like some time ago.</p>	<p>Pupils will have some understanding about what we use today being linked to something that was invented or discovered some time ago They know how artefacts can help to explain how things have changed. They will be able to make comparisons between life now and in the past. Know what we use today instead of a number of older given artefacts e.g sundials / clocks, metal rings / coins</p>
Core knowledge	<p>To know how Britain changed between the beginning of the Stone Age and the iron age To know the main differences between the Stone, Bronze and Iron ages To know what is meant by 'hunter-gatherers' To know how technology has impacted on daily life To compare life now to in the past To place events on a timeline</p>	<p>To identify changes over time in our local area To know key events that have taken place in the local area To be able to display events on a timeline in chronological order To understand how technological advances and past events have impacted the locality (Bulwell stone, coal mines, railway to transport coal)</p> <p>To explain what lessons have been learnt in the local area from the past e.g nature reserves now being managed better due to previous neglect, better sanitation and clean water means fewer people die from water related diseases</p>	<p>To know about, and name, some of the advanced societies that were in the world around 3000 years ago (Ancient Egyptians, Indus Valley, Ancient Sumer) To know about the key features of Ancient Egypt To recognise that ancient people created amazing buildings and cultures To compare how life was different in Britain when these civilizations were at their strongest. Know how Britain changed from the Iron Age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor</p>
Vocabulary	BCE, CE, AD, BC, Chronology, decade, century, millennia, era	Date, archaeology, archaeologist, discoveries, reliable, source,	Date, archaeology, archaeologist, discoveries, reliable, source, civilisations



HISTORY

Year 3 Year 4	Autumn 2	Spring 2
CYCLE 2	<p align="center"><u>Raid and Invade!</u> Just how vicious were Vikings?</p> <p align="center">The Viking and Anglo Saxon Era</p>	<p align="center"><u>Catapults and Conquests!</u> Who was William the Conqueror?</p> <p align="center">1066 Norman Conquest</p>
Retrieval / pre-re teach	<p>Pupils will know about events that happened long ago, even before their grandparents were born (Dinosaur era, The great Fire of London) They will know how evidence can be used to find out about the past (fossils, dinosaur bones, photographs, artefacts) They will be able to make comparisons between life now and in the past. They will know what we use today instead of a number of older given artefacts e.g typewriter/computer, horse and carriage/cars, rotary dial telephone/mobile phone</p> <p><i>(This unit should start by telling the story so far... and then the Vikings invaded)</i> They should know some key details of how Britain changed from the Iron Age to the end of the Roman occupation. They should be able to organise a number of artefacts by age. They should know that the Roman occupation of Britain helped to advance British society They should know some key details and name some of the advanced societies that were in the world around 3000 years ago (Ancient Egyptians, Indus Valley, Ancient Sumer)</p>	<p>Pupils will know that a monarch is a king or queen who rules a country. They will be able to make comparisons between life now and in the past. They will know about an event or era that happened long ago. (The Great Fire of London, The Viking and Anglo Saxon era) They will be able to say how evidence can be used to find out about the past. They will know that the passage of time is marked in eras. They will be able to organise a number of artefacts by age. They will know what we use today instead of a number of older given artefacts e.g animals and ploughs/tractors</p> <p><i>Pupils should be able to explain the legacy of some things that happened in the past e.g Romans built roads, Anglo Saxons named counties Pupils should know about the concept of democracy through their work on British Values. Pupils should know some details of the impact of discovery during the Iron Age and the difference it made to the way of life of Iron Age people e.g finding iron ore led to making tools which made it easier for farming Because of pupils' familiarity with timelines they should be able to understand about the period of time being studied</i></p>
Core knowledge	<p>To know about the Roman withdrawal from Britain To know the chronology of Viking and Anglo Saxon invasion To distinguish between different sources and evaluate their usefulness To study the Viking and Anglo-Saxon struggle for the kingdom of power To use evidence to learn about Anglo-Saxon kingdoms, beliefs and customs; Everyday life in Viking and Anglo-Saxon Britain; To explain key features of the Viking and Anglo Saxons legacy e.g roads, names of counties, technology advances To date events on a timeline</p>	<p>To understand how the monarchy has developed To know why 1066 is one of the most famous dates in English history To use the famous Bayeux Tapestry to explore the significant events of 1066. To know what a Motte and Bailey castle is To use evidence to make a judgement To identify the impact that William the Conqueror has had</p>
Vocabulary	Evaluate, eye-witness, first hand account, reliable source	Invasion, monarchy, settle, conquest, invade



HISTORY

Year 5 Year 6	Autumn 1	Autumn 2	Spring 2
CYCLE 1	<p>Screams and Machines! Why does the Goose Fair come to Nottingham? Local History</p>	<p>Bah Humbug! What was it like to live a Victorian life? The Victorian Era</p>	<p>Britain, Blackouts and the Blitz! What were the main events of WW2? World War 2</p>
Retrieval/ pre-re teach	<p>Pupils will be able to recall aspects of the history knowledge of the locality study in Key stage 1 and LKS2. They will be able to display key events/eras on a timeline in chronological order They will understand how technological advances and past events have impacted the locality (Bulwell stone, coal mines, railway to transport coal) They will be able to explain some causation from the past. e.g Romans built roads and introduced coins</p>	<p>Pupils will understand how the monarchy has developed. They will know how technological advances have impacted on society. They will be able to use dates related to the passing of time. Pupils will be able to explain the legacy of things that happened in the past e.g Romans built roads, Anglo Saxons named counties Pupils will know the impact of discovery during the Iron Age- 1066 and the difference it made to the way of life of people e.g finding iron ore led to making tools which made it easier for farming</p>	<p>Pupils will be able to compare lives of people from the distant past to our own and identify differences. They will understand that throughout history war has been used to gain power. They will be able to date key historical events on a timeline.</p>
	<p><i>Pupils should build on the history knowledge in the locality study from Key stage 1 and LKS2 They should know some key events that have taken place and be able to identify some of the changes over time in our local area They should be able to articulate their thinking in why Bulwell exists in the first place. They should know about the wealthy and the poor in several time periods. They should know how wealth has impacted on the locality They should understand the significance of monuments or important structures in the locality.</i></p>	<p><i>They should be able to use evidence to make a judgement. They should be able to identify the changes made by significant individuals. Pupils should be able to order events on a scaled timeline in centuries. They should understand how time is ordered by centuries, decades and eras. Because of pupils' familiarity with timelines they should be able to understand about the period of time being studied</i></p>	<p><i>They should be able to distinguish between different sources and evaluate their usefulness. They should be able to order events on a scaled timeline, including dates BC and AD. They should be able to overlap points in history on a timeline. They should be able to understand about the period of time being studied</i></p>
Core knowledge	<p>To articulate their thinking in why Nottingham exists in the first place. To know about a period of history that has strong connections to Nottingham. To understand the issues associated with Nottingham in a point of history. To know the history of how and why Goose Fair began To compare the lives of the poor and the wealthy in Nottingham during this time,</p>	<p>To study life and culture in the Victorian era, including significant people and inventions of the time. To order events on a scaled timeline, including dates BC and AD, To overlap points in history on a timeline. To compare the lives, beliefs and characteristics of the Victorian era and in other points of history. To use their understanding of the time period to provide explanations for people's life choices. Know how Britain has had a major influence on the world</p>	<p>To describe how national and international events affected local lives in WW2. To develop an awareness of how WW2 could impact different groups in different ways. To examine causes and results of WW2. To evaluate the impact of events on people and society. To identify primary and secondary sources. To select relevant evidence to present a picture of an aspect of life in WW2. To know key events that took place during the period of time being studied in our local area To date the events of WW2 on a timeline. To give my own opinions about debates and events of the past. To give justified opinions with evidence to support their argument.</p>
Vocabulary	Change, citizen, continuity, Cultural	peasantry	Excavate, parliament, political.



HISTORY

Year 5 Year 6	Autumn 2	Spring 1	Spring 2	Summer 2
	<p>Barrier Breakers! Why is Africa's past important today?</p> <p>Black History</p>	<p>Darwin's Discoveries How might humans evolve in millions of years?</p> <p>Significant People</p>	<p>Banquets, Bacteria and the Black Death Would I have survived 14th - 16th Century England?</p> <p>14th - 16th Century England</p>	<p>A Tale of Two Cities: Athens and Baghdad What do we still use today from these two ancient civilisations?</p> <p>Ancient Civilisations</p>
<p><i>Retrieval/ pre-teach</i></p>	<p>Some pupils will have links to Africa because of their heritage. Pupils will have heard of Africa through geography learning and know it is a continent. Pupils will know about the United States of America. Pupils will know about the concept of democracy through their work on British Values. Pupils will have heard of Prejudice and discrimination; Diversity and multiculturalism; Inspirational black Britons through their work in assemblies, PSHE and British Values. They should know that slavery has existed since ancient times; the Ancient Egyptians kept captured soldiers as slaves.</p>	<p>Pupils should be able to describe some of the significant achievements of mankind and explain why they are important (e.g Mary Anning)</p>	<p>Pupils will know how Britain changed from the Iron Age to the end of the Roman occupation. They will know how the Roman occupation of Britain helped to advance British society. They will know how Britain changed between the beginning of the Stone Age and the iron age They will know the main differences between the Stone, Bronze and Iron ages.</p>	<p>Pupils will know about the Iron to Bronze Age, the Vikings, Anglo Saxons and Romans, including the impact of these civilizations on the world and life today. They will know about the key features Ancient Egypt. They will have learnt about life in medieval times, including the effects and impact of the Black Death. They will know how to place historical events and people from the past, societies and periods in a chronological framework.</p>
	<p><i>Pupils should have some understanding of the historical journey undertaken by the British people towards being an Empire. Pupils should understand about slavery and discrimination from PSHE lessons. Pupils should know that the USA was founded in 1776 They should know that many English people owned land in the USA.</i></p>	<p><i>Pupils should know some aspects about life and culture in the Victorian era (Charles Darwin's era), including significant people and inventions of the time.</i></p>	<p><i>They should be able to distinguish between different sources and evaluate their usefulness. They should be able to order events on a scaled timeline, including dates BC and AD. They should be able to overlap points in history on a timeline. They should be able to understand about the period of time being studied.</i></p>	<p><i>Pupils should know about, and name, some of the advanced societies that were in the world around 3000 years ago. They should appreciate how different life was in Britain when these civilizations were at their strongest.</i></p>
<p>Core Knowledge</p>	<p>To know about Africa's past and present, the development of the slave trade and its abolition To explore Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.</p>	<p>To know and understand significant aspects of the history of the wider world. To raise questions and evaluate historical/scientific evidence. e.g fossils</p>	<p>To understand life, disease and medical practices in 14th - 16th Century England, including the lives of the rich and poor and the effects and impact of the Black Death. To know the rise, fall and actions of the monarchy during this period. To understand developments in technology; exploration; medicine and changes in everyday life. To analyse and ask historically valid questions.</p>	<p>To know the nature of the ancient Greek and Early Islamic civilisations. To know why they were considered an advanced society in relation to that period of time in Europe. To articulate and present a clear, chronological world history narrative within and across historical periods studied. To demonstrate the chronology and links between key civilisations, events and significant inventions in world history. To relate to what these civilisations gave the world.</p>
<p>Vocabulary</p>	<p>Slavery, prejudice, freedom, liberty</p>	<p>Ancestry, evolution, fossil, inheritance</p>	<p>Parliament, revolt, peasant, plague, monarchy</p>	<p>Acropolis, citadel, Athenian, empire Islam, caliph, scholar, Silk Road</p>