

# History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>		Discovering History / Significant figures in space		Kings, Queens and leaders		Parliament and Prime Ministers
<b>Year 2</b>	Powerful voices			The Romans in Britain		The Tudors
<b>Year 3</b>	The Stone Age to the Iron Age		Ancient Egypt		The Anglo-Saxons, Scots and Vikings	
<b>Year 4</b>	Ancient Greece			Life in Ancient Rome	The Stuarts	
<b>Year 5</b>		The Transatlantic Slave Trade / The Early British Empire		World War 1		The Industrial Revolution / The Victorian Age
<b>Year 6</b>	Baghdad 900 AD		The Suffragettes		World War 2 and Holocaust (The History of Human Rights)	

## Reception

	Autumn	Spring	Summer
<b>Reception</b>	<p><u>Family</u> - Talk about members of their immediate family.</p> <p><u>People who help us</u> - Name and describe people who are familiar to them.</p> <p><u>Bonfire Night, Diwali, Christmas</u> - Recognise people have different beliefs and celebrate special times in different ways.</p> <p><u>Black History Month</u> - Marie Seacole</p> <p>Engage in story times (specific stories from the past) [Talk about the lives of the people around them and their roles in society]</p>	<p><u>Traditional tales, Castles, knights and princesses</u> - Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations from the past.</p> <p><u>Pancake day</u></p> <p>[Understand the past through settings, characters and events encountered in books read in class and storytelling. [Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.]</p>	<p><u>Growing up - generations</u> - name and describe people who are familiar to them. Talk about members of their immediate family.</p> <p><u>Mermaids and Pirates</u> - Comment on images of familiar situations in the past.</p> <p><u>Summer holiday past and present</u> Comment on images of familiar situations in the past.</p> <p>[Talk about the lives of the people around them and their roles in society] [Understand the past through settings, characters and events encountered in books read in class and storytelling.]</p>
<b>Reception - understanding the world and past and present</b>	<p><b>Three and Four year olds (prior learning)</b> Begin to make sense of their own life-story and family's history.</p> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>€ Comment on images of familiar situations in the past.</li> <li>€ Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>€ Talk about the lives of people around them and their roles in society.</li> <li>€ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>€ Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		
	<p><b>Continuous Provision Opportunities:</b> <b>Inside</b> Reading corner - books linked to topics above. Writing area - retelling stories through writing and drawing e.g. Celebrations like Christmas, pirates stories, Marie Seacole etc. Creative Area - Painting images from stories (e.g. celebrations), making decorations. Home corner/roleplay area - reenacting stories, roleplaying as characters in costume, discussing that they are people from</p>		

the past and the differences from now. Family role play and linked to different ages and generations.

Block play - building structures linked to stories e.g. castles

Small world - using toys linked to historic periods - knights, dinosaurs etc.

Computers - purple mash knights, princesses, pirates etc. discussing clothing design and roles etc.

### **Outside**

Change over time e.g. earlier this year it was... now it is...

Fruit and veg patch - growing over time In the past they were seeds.. Now they are...

Sand - building structures from the past, digging to discover things (proto-archaeology)

Painting easel - painting images linked to stories etc.

Water - boats, sailing etc. link to subjects like pirates etc.

Den building - making structures, discussing how people lived like this at different times.

Bikes/trikes etc. - transport, how it's changed.

## Year 1

	Discovering History	Kings, Queens and leaders	Parliament and Prime Ministers
<b>Knowledge Goals</b>	<p>History is the stories people</p> <p>People who study history are called historians</p> <p>Historians use sources to learn about the past</p> <p>Archaeologists find out about the past through looking at things found in the ground</p> <p>Things found by archaeologists are called artefacts</p>	<p>England has been ruled by Kings and Queens for a long time. His Royal Highness King Charles III is our current king.</p> <p>King John was forced to sign the Magna Carta by the Barons.</p> <p>Parliament was set up to make decisions for the country.</p> <p>There was a time when there was no King of England.</p> <p>Oliver Cromwell was called upon to rule the country and become the 'Lord Protector'.</p>	<p>William and Mary signed the Bill of Rights.</p> <p>Parliament makes decisions about our country.</p> <p>The Prime Minister is the leader of the government.</p> <p>The Prime Minister leads the country.</p> <p>Robert Walpole is considered by historians to have been the first Prime Minister.</p> <p>Adults vote to choose the people who run our country.</p>
<b>Tier 2 vocabulary</b>	<p>Past, present, story, history, historian, family tree, related, relation, relationship, parent, grandparent, great-grandparent, ancestor, census, source, information, archaeology, archaeologist, artefact, transport, London underground, horse, cart, carriage, steam train</p>	<p>King, queen, rule, majesty, royalty, reign, inherited, crown, coronation, throne, scepter, orb, ring, bow, curtsy, prison, trial, tax, power, rule, Parliament, representatives, cause, executed, republic</p>	<p>Laws, government, Parliament, Religion, Government, vote, election, budget</p>

## Year 2

	Powerful voices	The Romans in Britain	The Tudors
<p><b>Knowledge Goals</b></p> <p>These should be taken from the End Points section of the Unit Rationale or Specific Knowledge Goals on the final page of the Lesson Plans</p>	<p>Throughout history there have been significant people who have made big changes in the world. Historians like to study these significant people.</p> <p>Gandhi was known for opposing British rule in India and fought peacefully for equality and the right for Indian people to rule their own country</p> <p>Rosa Parks and Martin Luther King were influential people in the Civil Rights movement in the USA</p> <p>Malala Yousafzai fights for all children to have a right to education</p> <p>Greta Thunberg is a Swedish environmental activist who talks about climate</p>	<p>The Romans were an ancient civilisation that built a large empire.</p> <p>Romans had well-organised large armies with many soldiers.</p> <p>Romans invaded Britain and Boudicca led a rebellion against the Roman invasion.</p> <p>Romans built towns across Britain.</p> <p>After the fall of the Romans empire, many people and aspects of roman life remained in Britain.</p> <p>Romans created written records which is why we know about their history.</p>	<p>Life was different for the rich and the poor in Tudor England</p> <p>Henry VII was the first Tudor monarch. Henry VIII was the son of Henry VII. He made himself Head of the Church of England and had six wives.</p> <p>Edward VI was Henry VIII's only son. He was a Protestant and made religious reforms during his short reign.</p> <p>Mary I was Henry VIII and Catherine of Aragon's daughter. She was a Catholic and the first queen to rule without a king. She is sometimes remembered as 'Bloody Mary' because she executed people who refused to be Catholic.</p> <p>Elizabeth I reigned for 44 years. Her reign is sometimes remembered as the Golden Age.</p>

<p><b>Tier 2 vocabulary</b>  <a href="#">These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.</a></p>	<p>Empire, British Empire, rule, colony, peace, independence, protest, boycott, civil rights, equality, activist education, campaign, right, environment, climate change, strike, Earth, broadcaster, documentary, naturalist, humanity</p>	<p>Ancient, empire, Italy, civilisation, technology, army, soldier, service, armour, conquered, invasion, Emperor, tribes, defeat, rebellion, roads, cities, towns, trade, connect canals, aqueducts, sewage, records history, influence</p>	<p>Rich, poor, peasants, ornate, diet, life expectancy, source, King, Queen, heir marriage, divorce, executed, reformation, Catholic, Protestant Pope, treason, succession, convert, executed, martyr, heretics, heresy, compromise, religious, settlement, symbol, colony, theatre</p>
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### Y3

	The Stone Age to the Iron Age	Ancient Egypt	The Anglo-Saxons, Scots and Vikings
<p><b>Knowledge Goals</b>   <a href="#">These should be taken from the End Points section of the Unit Rationale or Specific Knowledge Goals on the final page of the Lesson Plans</a></p>	<p>To know that the Stone Age is divided into three sections: The Palaeolithic, Mesolithic and Neolithic</p> <p>To know that when the British Isles were joined to Europe, Palaeolithic people sometimes came to Britain to hunt</p> <p>During the Mesolithic/Middle Stone Age, people in Britain were hunter-gatherers and were usually nomadic</p> <p>To know that farming began in the New Stone Age/Neolithic</p> <p>To know that the Bronze Age began when people learned how to make objects from Bronze</p>	<p>To know the ancient Egyptians were an ancient civilization who lived near the Nile in Egypt.</p> <p>To know the River Nile floods, creating fertile land to grow crops</p> <p>To know that ancient Egyptian society was hierarchal and the Pharaoh was the leader at the top</p> <p>To know the Ancient Egyptians used a writing system called hieroglyphics which we have been able to translate and use to find out more about them</p> <p>To know that the ancient Egyptians believed in many gods and goddesses and prepared for the afterlife</p>	<p>Anglo Saxons came to England after the Romans left</p> <p>Anglo Saxons comprised of the Angles, Saxons and the Jutes</p> <p>During this time, England was divided into kingdoms</p> <p>The Picts and the Scots were early settlers in Scotland</p> <p>Many Anglo Saxons were farmers and grew crops and kept animals</p> <p>Many Anglo Saxons &amp; Vikings, who originally had Pagan beliefs, converted to Christianity</p>

	<p>To know that Stonehenge is a prehistoric monument built over 5000 years ago</p> <p>To know that the Iron Age began around 800 BCE when people learned how to make objects from Iron</p>	<p>To know the archaeologist, Howard Carter, discovered the tomb of Tutankhamun- a Pharaoh that was mummified.</p>	<p>The Vikings raided, invaded and settled in England</p> <p>Many Vikings lived on farms, growing crops and looking after animals</p> <p>Danelaw was an area of England ruled by the Vikings</p> <p>King Alfred was the Anglo-Saxon King of Wessex</p> <p>King Alfred defeated the Vikings and made an agreement to trade peacefully</p> <p>King Canute was a Viking King; he understood the limits of his power</p> <p>Later, England had an English King called Edward the Confessor, who left no clear heir</p> <p>The Battle of Hastings was fought in 1066</p>
<p><b>Tier 2 vocabulary</b>  These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.</p>	<p>Archaeologist, Migration, Artefacts, Prehistory, Hunter-gatherer, Nomad, Pottery, Trade, Wheat, Barley, Cattle, Crop, Tomb, Farm, Bronze, Copper, Gold, Beaker, Pottery, Excavation, Timber, Thatch, Turf, Ditch, Midsummers Day, Midwinters Day, Fort, Plough, Loom, Conflict</p>	<p>Africa, Egypt, continent, country, River Nile, Flood, silt, fertile, farming,, Slave Society, Hierarchy, Polytheistic, God, Goddess, Afterlife, Tomb, Archaeologists, statues, scribe, language, translate,</p>	<p>Ruler, crops, invade, migrate, Dark Ages, farm, settlement, slave, famine, crop, hunt, stonemason, carpenter, glassmaker, feasting, Christianity, convert, Pagan, Monk, Pope, craft workers, monasteries, Scandinavia, trade, migrate, invade, raid, exploration, attack, conquer, valuable, carving, retreat, defeat, oath, law, custom, culture,</p>

			conquered, Pagan, empire, tide, power, confession, defeat, victorious, victory
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Y4

	Ancient Greece	Life in Ancient Rome	The Stuarts
<p><b>Knowledge Goals</b></p> <p><a href="#">These should be taken from the End Points section of the Unit Rationale or Specific Knowledge Goals on the final page of the Lesson Plans</a></p>	<p>Ancient Greece was made up of independent city-states</p> <p>Athens is considered to be the birthplace of democracy.</p> <p>Spartans were fierce warriors and lived very modestly.</p> <p>Alexander the Great created a vast empire.</p> <p>Plato, Socrates and Aristotle were Ancient Greek Philosophers.</p> <p>Ancient Greeks built important buildings with large columns and that</p>	<p>Romans believed that Romulus and Remus founded Rome</p> <p>Ancient Rome was a powerful empire</p> <p>Rome's location, in the centre of the Mediterranean, gave it a powerful position</p> <p>Rome began as an absolute monarchy and later became a republic</p> <p>Roman society varied vastly during the Roman Republic</p> <p>Pompeii, a wealthy town on the Italian coast, was destroyed by a volcano</p>	<p>James I was the first Stuart king and believed in the divine right of kings and didn't treat Catholics well during his reign. As a result, there was a Gunpowder Plot to blow up the Houses of Parliament</p> <p>The second Stuart king and son of James I was Charles I. He was unpopular with parliament and his decisions as king led to the English Civil War, where he was defeated and eventually executed for treason.</p> <p>Following the execution of Charles I, England became a Commonwealth and the Lord Protector, Oliver Cromwell was in charge.</p>

	<p>this style has been copied around the world.</p> <p>Ancient Olympic Games included competitive sports, including running, javelin and equestrian events.</p> <p>People today remain fascinated with Ancient Greece and historians are still studying them and writing books about them.</p>	<p>Archaeologist used the preserved ruins from Pompeii to learn about life in Ancient Rome</p> <p>Roman leisure activities included baths, the forum, chariot races and gladiator fights</p> <p>Romans spoke in Latin and Latin formed the basis of many other European languages</p> <p>Until the 17th Century, most works of science, religion and politics were written in Latin</p>	<p>The third Stuart king, Charles II was restored to the throne in 1660 and ruled until his death in 1685. During his reign, the Great Plague of 1665-66 and the Great Fire of London happened</p> <p>James II, the fourth Stuart king, inherited the throne from his brother Charles II. He was a Catholic and wanted more religious freedom for Catholics which upset parliament and consequently led to the Glorious Revolution.</p> <p>The Duke of Monmouth, the illegitimate son of Charles II attempted to overthrow James II but was defeated at the Battle of Sedgemoor</p> <p>The Glorious Revolution of 1688 was when some powerful lords invited James II's daughter Mary and her husband, William of Orange (and his army) to England to take the throne. James II fled England and the two were crowned joint king and queen.</p> <p>The Bill of Rights was agreed by William and Mary in 1689. This limited the power of the monarchy and stated that laws and taxes had to be passed by parliament, and that people had</p>
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			the right to freedom of speech and fair treatment in court.
<b>Tier 2 vocabulary</b> These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.	Civilization, city-states, Olympic games, Tyrant, Democracy, Vote, Warrior, Discipline, Allies, Enemy, Conquered, Civilization, Empire, Conquer, Slavery, Ruthless, Philosophy, Philosopher, Wisdom, Student, Polytheistic, Fate, Myth, Mythology, Explain, Moral, Hero, Architecture, Possession, Compete, Legacy, Influence, Democracy, Language, Theatre, Sports, Arts, Science, Mathematics, Medicine	Empire, Mediterranean, century, trade, conquer, society, monarchy, Republic, empire, volcano, preserved, archaeologist, artefact, Latin, root words, etymology, etymologist	Heir, Inherit, Crown, Union, Kingdom, Tax, Monarchy, Plot, Treason, Catholic, Protestant, Conspirators, Trial, Execution, Radicalised, civil war, Power, rebellion, tyranny, Noble, Cause, Consequence, Commonwealth, Military, Dictatorship, Restoration, Exile, Illegitimate, Patron, Habeas Corpus, Plague, Cart, Symptom, Cure, Epidemic, Fumigate, Architect, Boulevards, Insurance, Fire brigade, Policy holders, Reign, Overthrow, Abdicated

## Y5

	The Transatlantic Slave Trade /	World War 1	The Industrial Revolution
<b>Knowledge Goals</b> These should be taken from the End Points section of the Unit Rationale or Specific Knowledge Goals on the	<p>The Transatlantic Slave Trade was established to provide slave labour from Africa to work on plantations in the Americas.</p> <p>The ‘middle passage’ or ‘Atlantic passage’ was the journey taken in slave ships from West Africa to America, where enslaved Africans faced horrific conditions. Many people died.</p>	<p>Prior to 1914, tension was mounting in Europe with secret alliances between countries</p> <p>The assassination of Archduke Ferdinand resulted in Austria-Hungary declaring war on Serbia. Britain declared war on Germany on 4th August 1914 after Germany invaded Belgium</p>	<p>To know that ‘Industrial Revolution’ describes the transition from a society based on hand manufacturing and human or animal power, to a society based on machinery.</p> <p>To understand the Industrial Revolution had an enormous impact on British society, changing many people’s way of life.</p>

<p><a href="#">final page of the Lesson Plans</a></p>	<p>The treatment of enslaved Africans was extremely cruel.</p> <p>The Abolitionists in Britain were campaigners, including black former slaves, who tried to persuade Parliament to end the slave trade.</p> <p>In 1807 the slave trade was abolished, and 1833 when slavery was abolished throughout the British Empire.</p> <p>Historians believe that the Slave Trade was abolished due to African resistance, economic factors and the humanitarian campaigns led by the abolitionists.</p>	<p>WWI was fought on land, at sea and in the air</p> <p>On the Western Front, World War I was fought from trenches. Soldiers, who came from all over the world, faced terrible and dangerous living conditions in the trenches.</p> <p>While many British men were away fighting on the front lines, the people left at home, including many women, took up jobs in factories, farms, offices etc.</p> <p>The war ended on 11th November 1918 when Germany and the allies signed a ceasefire, or armistice, and the Treaty of Versailles was signed</p> <p>Over 15 million people were killed during the war and many more were injured</p>	<p>To understand the significance of cotton spinning moving from being a hand craft, to being mechanised.</p> <p>To understand why coal and iron were so important for the Industrial Revolution.</p> <p>To know that there was a surge in child labour during the industrial revolution</p>
<p><b>Tier 2 vocabulary</b>  <a href="#">These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.</a></p>	<p>Transatlantic, Enslaved, African, slavery, plantation, trade, goods, West Africa, America, mutiny, resistance, source, Auction, revolt, boycott, petition, Abolitionists, British Empire, economic, profit, activist</p>	<p>Allies, War, Empire, Politics, Invade, Militarism, Alliance, Nationalism, Imperialism, Assassination, Technology, Navy, Army, Home Front, Propaganda, Conscription, Ceasefire, Armistice, Democratic, Vote, Territorial, Military, Financial, Economic</p>	<p>Society, industrialisation, factory, engine, machine, mechanise, mass produce, urbanisation, migrate, textile, cotton, Invention, Steam engine, rotary-motion, mining, Scavenger, Apprentices</p>

Y6

	Baghdad 900 AD	The Suffragettes	World War 2 and Holocaust (The History of Human Rights)
<b>Knowledge Goals</b>  <i>These should be taken from the End Points section of the Unit Rationale or Specific</i>	<p>To understand that Baghdad 900 CE is historically significant.</p> <p>To know the Islamic empire spread rapidly after Mohammad's death</p> <p>To know Baghdad is a city that was built a long time ago near the River</p>	<p>To understand that during the 19th and early 20th century, only wealthy men could vote.</p> <p>To know that the National Union for Women's Suffrage Societies (the Suffragists), led by Millicent Fawcett wanted women to have the same voting rights as men.</p>	<p>To understand that WW2 was a war fought around the world by many countries from 1939-1945</p> <p>The war was fought between two sides: The Allied Powers (including the UK, the Soviet Union, France, USA) and Axis Powers (including Germany, Italy, Japan)</p>

<p>Knowledge Goals on the final page of the Lesson Plans</p>	<p>Tigris by Caliph AlMansur, leader of the Abbasid Caliphate.</p> <p>To know lots of people came to Baghdad to trade and to study.</p> <p>To know many important books were translated into Arabic by scholars in Baghdad.</p> <p>To know that Baghdad was invaded in 1258 and much of the city was destroyed.</p>	<p>To know the NUWSS campaigned peacefully, writing letters, and signing petitions. To know that the Women’s Social and Political Union, led by Emmeline Pankhurst, wanted suffrage for all women.</p> <p>To know the WSPU campaign was more radical, and members (Suffragettes) were sometimes violent and broke the law.</p> <p>To understand that while many people supported women’s suffrage, there was also an ‘anti-suffrage’ movement at the time.</p> <p>To understand some of the reasons why some women were given the vote in 1918, and why women were given the same voting rights as men in 1928</p>	<p>The Battle of Britain was fought in the skies and won by the British RAF</p> <p>Britain was heavily bombed in the war- known at the Blitz</p> <p>The Codebreakers at Bletchley Park played a significant role in helping the allies win the war</p> <p>The Holocaust is the name given to the genocide that took place at this time, where the Nazis killed millions of people, predominately Jewish people.</p> <p>The Home Front also played a significant role, and the government used propaganda to encourage the people to support the war</p>
<p><b>Tier 2 vocabulary</b> These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.</p>	<p>Islam, Empire, persecution, Mosque, philosophy, trade route, fertile, dynasty, location, Mosque, Palace, government, accommodation, avenue, concentric, medicine, philosophy, law, translation, scholar, trade, Asia, depopulate, uninhabitable, irrigation, Empire, Transcontinental empire</p>	<p>Democracy, Vote, Wealthy, Electorate, Suffrage, Politics, Government, Parliament, Committee, Democracy, Electorate, Vote, Campaign, Petition, Deeds, Radical, Arson, Marches, Protests, Opposition, Empire, Nation, Equality, War, Home Front, Feminist, Working-class</p>	<p>Invasion, nation, codebreaking, cryptology, cipher, intelligence, intercept, decode, Ghetto, Genocide, Antisemitism, Propaganda</p>