

History						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><i>Begin to make sense of their own life story and family's history</i></p> <p><i>Continue developing positive attitudes about the differences between people</i></p> <p>Historical people and significant events Diversity</p> <p>To understand who I am and learn to remember routines and events.</p> <p>Family, mum, dad, carer, me</p> <p>I can talk about my family.</p> <p>I know my name.</p> <p>I can remember routines in the classroom.</p> <p>I know how I am different other children</p>		<p>Chronology</p> <p>To learn that stories are told in an order. To follow instructions and learn routines.</p> <p>order, first, next, then</p> <p>I can follow a story told in order.</p> <p>I can remember routines.</p>	<p><i>Talk about changes they notice</i> Changes</p> <p>To understand that all living things change.</p> <p>animal, grow</p> <p>I know that baby animals get bigger.</p> <p>I can remember routines</p>	<p><i>Talk about changes they notice</i> Changes</p> <p>To understand that all living things change.</p> <p>change, plants, animals, people born grow</p> <p>I know how a plant changes from seed to plant.</p> <p>I know how a person changes from a baby to adult.</p>	
Reception	<p><i>Talk about members of their immediate family and community.</i></p> <p><i>Name and describe people who are familiar to them.</i></p> <p>Historical people and significant events Local History</p> <p>To learn about members of my family and community and their experiences of being a child.</p> <p>Family</p> <p>I can name my family members from a photo and say how I am related to them.</p> <p>I can talk about what I do with my family.</p> <p>I know that all families are different and diverse.</p>	<p><i>Comment on images of familiar situations in the past.</i></p> <p>Historical people and significant events Diversity</p> <p>To learn about festivals my family celebrate today and have celebrated in the past.</p> <p>Christmas, Hanukah, Diwali, celebration</p> <p>I can talk about how I have celebrated Christmas in the past.</p> <p>I know how Christmas / Diwali / Hanukah / Diwali used to be celebrated in the past from looking at pictures.</p>	<p><i>Comment on images of familiar situations in the past.</i></p> <p><i>Name and describe people who are familiar to them.</i></p> <p>Local History Diversity</p> <p>To learn about favourite foods and any traditions celebrated involving food.</p> <p>Food, tradition,</p> <p>I know who makes my food.</p> <p>I can say what foods are eaten during celebrations.</p> <p>I can compare what food people ate in the past to today.</p>	<p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p>To learn that Dinosaurs lived on Earth before humans did. To learn that palaeontologists find fossils and bones of Dinosaurs. To learn we must look after our planet.</p> <p>Past, fossil, planet Earth, recycle</p> <p>I know that dinosaurs were alive a long time ago.</p> <p>I know where dinosaurs are now.</p> <p>I know a fossil is the remains of animals from a long time ago.</p> <p>I know what a palaeontologist is and how they explore really old artefacts</p> <p>I know Mary Anning was the first female to find a fossil.</p> <p>I know that it is important to look after the planet for a better future.</p>	<p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p>Historical people and significant events Changes</p> <p>To learn about different types of transport and how they have changed over time.</p> <p>Movement, car, rocket, ship, horse, invention</p> <p>I know what NASA is.</p> <p>I know that Astronauts have been to space and the moon, long before I was born.</p>	

	<p>I can name and describe familiar people.</p> <p>I know what happens on my birthday.</p> <p>I know what toys my family members played with when they were children.</p>	<p>I know that people celebrate different things.</p>		<p>To learn about festivals my family celebrate today and have celebrated in the past.</p> <p>I know how Eid used to be celebrated in the past from looking at pictures.</p> <p>I know that people celebrate different things.</p>	<p>I know how transport has changed from the past.</p> <p>I know that modes of transport were invented.</p> <p>I know what transport I use.</p>
Year 1	<p><b>Local History</b></p> <p>To learn how we have changed over time and the different things I have learnt what to do. Similarity, Differences, Past, Present</p> <p>I know that I was once a baby.</p> <p>I know that I have changed since I was a baby.</p> <p>I know that still have the same needs as a baby but I am now more independent.</p> <p>I know that I have just moved class.</p> <p>I know how Year One is different to Reception.</p> <p>I know the lifecycle of a human being</p>		<p><b>Historical people and significant events</b></p> <p>To learn about how David Attenborough and Jane Goodall have impacted the world. Past, Famous, Significant, Single use plastic, Environment, Chimpanzee, Habitat</p> <p>I know who Jane Goodall is.</p> <p>I know that she is famous for her work with chimpanzees.</p> <p>I know that Jane was resilient when researching the chimpanzees.</p> <p>I know that in she became a UN messenger of Peace for her work into protecting animals.</p> <p>I know who David Attenborough is.</p> <p>I know that he is famous for his work with animals.</p> <p>I know that he wants others to help him to protect animals.</p> <p>I know that he was knighted for his work</p> <p>I know the lasting impact the both Attenborough and Goodall have made</p>		<p><b>Historical people and significant events</b></p> <p>To learn what happened at the 2022 Jubilee. Royal family, Queen, Jubilee, years, Past, coronation, party</p> <p>I know when the Jubilee took place.</p> <p>I know why there was a jubilee.</p> <p>I know how people celebrated.</p> <p>I know how many years the Queen has been Queen.</p> <p>I know the similarities and differences between the Coronation in 1952 and the Jubilee in 2022.</p>

Year 2		<p><b>Local History</b> <b>Democracy and society</b></p> <p>To learn about life in Victorian times including clothing, toys, schools, work in mills and compare to life now. <b>Queen Victoria, poor, rich, class, workhouse, mill, child labour, slate, quill, reigned.</b></p> <p>I know that Queen Victoria reigned over a hundred years ago.</p> <p>I know she became queen in 1837</p> <p>I know that children went to school and were separated into girls and boys. They wrote on a slate or with a quill. Children were punished with a cane.</p> <p>I know that poor children worked in the mill.</p> <p>I know that the first Christmas tree came to England from Norway.</p> <p>I know that toys were mainly made from wood.</p>	<p><b>Economic activity</b> <b>Local History</b> <b>Historical people and significant events</b> <b>Democracy and society</b></p> <p>To learn about how Sir Titus Salt impacted on workers in the Victorian Mills. <b>Sir Titus Salt, Saltaire, mill, textile, wool, loom</b></p> <p>I know Sir Titus Salt built Salts Mill</p> <p>I know that he wanted to help the people of Bradford.</p> <p>I can say what changes he put in place – built village, workers rights etc.</p>		<p><b>Economic activity</b> <b>Historical people and significant events</b></p> <p>To learn about the events of the Great Fire of London and how we know about it today. <b>Samuel Pepys, diary, King Charles 2<sup>nd</sup>, Pudding Lane, Bakery, River Thames, Thomas Farriner, maid, evidence</b></p> <p>I know the fire started in Pudding Lane in a Bakery owned by Thomas Farriner.in 1666.</p> <p>I know it spread because of the wind and houses being made from wood and built close together.</p> <p>I know about the plague and unsanitary conditions</p> <p>I know that Samuel Pepys kept a diary of the events.</p> <p>I know that London was rebuilt differently from brick and with spaces between buildings.</p> <p>I know that the fire brigade was developed as a result of the fire.</p>	<p><b>Historical people and significant events</b> <b>Diversity</b></p> <p>To understand what the Olympics are and what it takes to be an Olympian. <b>Olympics, Olympians, hero, role model, aspiration, commitment, resilience</b></p> <p>I know what the Olympics are.</p> <p>I know that they started in Ancient Greece.</p> <p>I know the modern Olympics started in 1896</p> <p>I can name Jesse Owens, Roger Bannister, Nicola Adams, Mo Farrah, Jessica Ennis Hill and say what events they are famous for.</p> <p>I know what it takes to become an Olympian.</p>
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Year 3	<p><b>Movement of people (settlements)</b></p> <p>To learn about life in the Stone Age including food, clothing and shelter, how these things changed as life moved into the Iron Age.</p> <p>Stone Age, Bronze Age, Iron Age, hunter-gather, forage, Neolithic, develop, discover, tools, weapons, farming, agriculture, metal, settled, nomadic</p> <p>I can place the stone age/iron age in a timeline</p> <p>I know that in the Stone Age people found food by hunting and gathering, made clothes from animal skins, made shelters from stone, wood and animal skins.</p> <p>I know that as people discovered different metals tools and weapons improved.</p> <p>I know that as tools and weapons improved in the iron age, people settled down and agriculture began.</p>	<p><b>Movement of people</b> <b>Democracy and society</b></p> <p>To learn how the Romans were able to invade Britain and the impact it had on British culture for 400 years.</p> <p>Empire, conquered, invasion, army, soldier, ruler, emperor, resistance slave, Caesar, Claudius, formation, settlement</p> <p>I know where Rome is and when the Roman Empire was at its strongest.</p> <p>I know slaves, plebians, citizens and the emperor all had different roles and different rights.</p> <p>I know which countries the Roman Empire conquered using their strong army.</p> <p>I know that Emperor Julius Caesar attempted to invade Britain in BC55 but failed.</p> <p>I know Emperor Claudius successfully invaded Britain in AD43 due to improved weaponry and a stronger army but there was resistance from British people.</p> <p>I know Hadrian's Wall was built in AD122 to defend against Scotland (Caledonia).</p> <p>I can say what impact the Romans had on culture (art, music) technology (roads, aqueduct) and beliefs (Christianity).</p>		<p><b>Movement of people</b> <b>Economic activity</b> <b>Democracy and society</b></p> <p>To learn about the ancient civilisation of Benin</p> <p>Society, Civilisation, Religion, Non – European, Architecture, Population, Knowledge of dates (AD).</p> <p>I know where Benin is on a world map.</p> <p>I know that the kingdom of Benin began in the 900s</p> <p>I know that the Kingdom came to an end in 1897 because of The British Empire</p> <p>I know that Benin became an Empire</p> <p>I know that Benin had a royal family</p> <p>I know that they worshipped different gods</p>	<p><b>Movement of people</b> <b>Local History</b> <b>Democracy and society</b> <b>Diversity</b></p> <p>To learn about the tradition of Carnival and specifically the Leeds West Indian Carnival</p> <p>Tradition, culture, ancestors, inherited, population,</p> <p>I know that the Leeds West Indian Carnival was the brainchild of Arthur France and it started in 1967. Why did it start?</p> <p>I know that Carnival is a celebration of West Indian culture through art, music and dance.</p> <p>I know about the beginning and abolition of slavery. Including a timeline of key events.</p> <p>I know that the carnival is a cultural celebration that was unable to happen during slavery. The abolition of slavery sparked the reintegration of carnival into everyday life. Carnival is not a celebration of the abolition of slavery.</p>
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Year 4	<p><b>Movement of people</b> <b>Democracy and society</b></p> <p>To learn about the changes in Britain from the end of the Romans to 1066.</p> <p>Angles, Jutes, Saxons, Germany, monarchy, kingdom</p> <p>I know the Anglo Saxon period was between 449-1066.</p> <p>I can place the Anglo-Saxons in a timeline I know why they came. I know why they left their old settlements to set up new ones.</p> <p>I know that they were Pagans and Christianity was emerging, including Whitby Abbey being built.</p> <p>I know that hill forts were strategically built.</p>	<p><b>Movement of people</b> <b>Economic activity</b> <b>Local History</b> <b>Democracy and society</b></p> <p>To learn about the Viking invasion, where they came from and their impact on future society.</p> <p>Invade, settle, long ships, conquer, govern</p> <p>I know the Vikings invaded in 8<sup>th</sup> Century.</p> <p>I know that the Vikings came from Scandinavia on wooden boats (Norway, Denmark, Sweden) I know the Vikings settled in Northern England and Scotland.</p> <p>I know the reasons for their invasions (gold, land, weather)</p> <p>I know they lived in small settlements with timber buildings and farmed animals and crops.</p> <p>I can explain the difference between primary and secondary sources</p>			<p>NC: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>NC: a significant turning point in British history, first railways, closing of mines</p> <p><b>Economic activity</b> <b>Local History</b></p> <p>A local history study of mining in Yorkshire and the impact it had on people over different time periods</p> <p>Mining railway steam engine industry workers rights union Yorkshire canal</p> <p>I know coal is the most used fossil fuel on earth and has been used since Roman times.</p> <p>I know there was a rapid increase in coal after 1536 when it was privatised.</p> <p>I know James Watt improved the steam engine, which needed coal to function in 1764.</p> <p>I know that canals and trains transported coal to mills in the 1800s. <i>Huddersfield Broad Canal. Leeds Liverpool. Barnsley Coal Railway.</i></p> <p>I know working conditions in mines were poor and dangerous. Victorian children worked down the Yorkshire mines in the 1800s.</p> <p>.</p> <p>I know that the coal industry was nationalised in 1947 (after WW2).</p> <p>I know poverty increased in former coal mining areas and South Yorkshire was one of the poorest areas in the country.</p> <p>I can place these events on a timeline.</p>
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Year 5		<p><b>Economic activity</b> <b>Democracy and society</b></p> <p>To learn the achievements of the Ancient Egyptians Civilisation, pharaoh, artefact, research, archaeology</p> <p>I can place the Ancient Egyptians in a timeline</p> <p>I know that Egypt is in Africa.</p> <p>I know that Tribes settled around the Nile.</p> <p>I know that hieroglyphics were used as a means of communication.</p> <p>I know pyramids were built to symbolise wealth and as burial tombs.</p> <p>I know Egyptians believed in an afterlife and prayed to several Gods.</p> <p>I know that a Pharaoh was a hereditary ruler.</p>			<p><b>Economic activity</b> <b>Local History</b> <b>Historical people and significant events</b> <b>Democracy and society</b></p> <p>To learn about the history of Leeds including its industry and monasteries. County, industrial, chronology, religion, local, Henry 8<sup>th</sup>, Monasteries,</p> <p>I know the timeline of events in Leeds from the Romans to present day.</p> <p>I know that Briggate has always been a thriving market place but the change is to be noted between past (1200) and present (2019).</p> <p>I know why monasteries were built around Leeds</p> <p>I know that Leeds was transformed from a small market town to a thriving industrial city during Victorian times.</p> <p>I know the impact the WW2 Blitz had on Leeds.</p>	<p><b>Economic activity</b></p> <p>To learn about the history of Whitby including Whaling and the Jet industry. Authority, infrastructure, civil, transport, welfare, whaling,</p> <p>I know the timeline of events in Whitby from the Romans to present day.</p> <p>I know that Monasteries were built in Whitby.</p> <p>I know that Whaling was a major trade in Whitby.</p> <p>I know the journey Captain Cook took in 1769.</p> <p>I know that jobs in Leeds are more diverse than those in Whitby.</p>
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Year 6	<p><b>Local History</b> Historical people and significant events</p> <p>To review the chronology of history learned in primary school. <b>chronology AD/BC ancient/modern decade/century 20<sup>th</sup>/21<sup>st</sup> century</b></p> <p>I know that the order is: Stone Age, Iron Age, Roman Empire, Anglo- Saxon and Scots Invasions, Vikings.</p> <p>I know how to explain the changes over time in Leeds. (See key knowledge from year 5.)</p> <p><b>Movement of people</b> <b>Local History</b> Historical people and significant events <b>Democracy and society</b></p> <p>To learn about some key events of WW2 and how they impacted on British life. To learn about World War Two: the outbreak and early stages</p> <p><b>evacuation/evacuee, rationing air raids , Blitz, Anderson shelter , Army/Navy/RAF political /economic expansionism, appeasement Phoney War, Dunkirk Spirit stoicism, Tobruck</b></p> <p>I know how the Blitz / the Battle of Britain impacted on the day to day life of British citizens: e.g. evacuation, rationing and air raid precautions.</p> <p>I know the political and economic conditions in Germany that gave rise to the Nazi party's popularity.</p>	<p><b>Local History</b> Historical people and significant events</p> <p>To learn about World War Two: turning points and victory <b>[Battle] front strategy/strategic advantage momentum</b></p> <p>I know how the Blitz / the Battle of Britain impacted on the day to day life of British citizens: e.g. evacuation, rationing and air raid precautions.</p> <p>I know that the Battle of Britain was fought in the skies between the Allies and Germans in 1940; I know that Hitler planned to invade Britain (Operation Sealion).</p> <p>I know that Winston Churchill gave rousing speeches which motivated the country.</p> <p>I know the war was fought on different fronts (e.g. North Africa/desert warfare compared to Russia)</p> <p>I know key details about how victory was achieved in Europe (Stalingrad, Sicily/Italy, DDay Landings, Hurtgen Forest, Berlin).</p>	<p><b>Movement of people</b> <b>Democracy and society</b></p> <p>To learn about World War Two: turning points and victory <b>[Battle] front strategy/strategic advantage momentum advance/retreat VE Day refugees/the displaced</b></p> <p>I know that the Allies gradually took back control of Europe– turning the tide of war (1943–45).</p> <p>I know how the war on the eastern front affected the war on the western front.</p> <p>I know how victory was celebrated and the ongoing repercussions of the war</p>	<p><b>Movement of people</b> <b>Local History</b> Historical people and significant events <b>Democracy and society</b> <b>Diversity</b></p> <p>To learn about how people from the Caribbean came to the UK after World War 2 to help rebuild the country and the challenges they faced. <b>migrants immigration Discrimination empire</b></p> <p>I know that during WW2, lots of Caribbean men and women served in the British armed forces.</p> <p>I know that after WW2, Caribbean migrants helped to rebuild Britain.</p> <p>I know that the first ship which came from the Caribbean with migrants was called the Empire Windrush and it carried 492 Jamaicans to Tilbury Docks in Essex.</p> <p>I know that many of the new arrivals faced racism and discrimination and found it difficult to get jobs and find homes.</p> <p>I know that an estimated 500,000 people now living in the UK who arrived between 1948 and 1971 from Caribbean countries have been called the Windrush generation</p>	<p><b>Economic activity</b> <b>Democracy and society</b></p> <p>To learn about key figures and their impact on British society</p> <p><b>empire civilisation democracy parliament philosophy</b></p> <p>I know that Ancient Greek civilisation influenced the development of British society.</p> <p>I know who Pythagoras, Aristotle, Socrates and Plato were and the impact they have had on British society.</p> <p>I know that Ancient Greece was the birthplace of democracy; I know that Ancient Greek ideas influenced the way democracy developed in Britain.</p>
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	<p>I know that during the 1930s Britain and France followed a policy of appeasement.</p> <p>I know that war was declared by Britain in September 1939 when Hitler invaded Poland.</p> <p>I know that the Battle of Dunkirk led to the evacuation of 340,000 British and French troops during Operation Dynamo.</p> <p>I know that Operation Dynamo came to embody the idea of Dunkirk Spirit (stoicism).</p> <p><i>[NB made clear to the children that we will predominately focus on the war in Europe, but that this was a <u>world</u> war and fighting took place far beyond Europe's borders]</i></p>				
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