

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>All About Me</b>	<b>All About Me</b>	<b>Food</b>	<b>Our Natural World</b>		<b>Journeys</b>
<b>Theme</b>	<i>Talk about members of their immediate family and community.</i>	<i>Comment on images of familiar situations in the past.</i>	<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>	No history		<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>
<i>National Curriculum</i>						
<b>Key Learning</b>	To understand people are older/younger depending on when they were born	To develop an understanding of past and present	To develop and understanding of past and present			<i>Comment on images of familiar situations in the past.</i>
<b>Key concepts/ Vocabulary</b>	Family, old, young	Celebration, past, before, now/nowadays, tradition	Past, present, before, now/nowadays, old fashioned, modern			Past, present, old fashioned, modern, before, now/nowadays
<b>Objectives</b>	I can say who is older/younger out of people I know I can put my family in birth order I can talk about things I have done with my family in the past	I can talk about celebrations I have been part of in the past. I can say which pictures are of long ago (before I was born) and which show nowadays. I know that people celebrate different things.	I know some cooking tools are old fashioned I know some cooking tools are modern I can talk about the differences between old-fashioned and modern cooking tools			I know that machines like cars and trains were invented. I know things like boats, cars and trains have changed over time. I can compare/sort/order images of historical/modern modes of transport
Year 1	<b>Me, Myself and I</b>		<b>Space</b>	<b>Hot and Cold Countries</b>	<b>Dinosaurs</b>	<b>Paddington Visits London</b>
<b>Theme</b>	<i>To investigate changes within living memory</i>		<i>To compare significant historical figures</i>	No History	<i>To compare significant historical figures</i>	<i>To investigate changes within living memory</i>
<i>National Curriculum</i>	Big question: What was childhood like for my grandparents?		Big question: Who has been to space?		Big question: Who found out about dinosaurs?	Big question: Who's on our money?
<b>Key Learning</b>	Similar, different, past, present, a long time ago, now		Past, present, a long time ago, now, change, problem, actions, year		Past, present, a long time ago, now, change, problem, actions, year	Past, present, a long time ago, now
<b>Key concepts/ Vocabulary</b>	I can order people by age (eg from pictures) I can order the years people were born I can compare and order toys from older to modern I can compare and order technology from older to modern.		I can listen to stories about events in the past I know Neil Armstrong, Mae Jemison and Helen Sharman were all astronauts I know different groups of people were treated differently in that past. I can say what problem a person in the past faced and how they tackled it		I can listen to stories about events in the past I know Mary Anning was a fossil hunter I know different groups of people were treated differently in that past. I can say what problem a person in the past faced and how they tackled it	I can order events by the year they took place. I know that in the UK we have a hereditary monarch I can ask people questions about the past
<b>Objectives</b>	I can ask people questions about the past I can talk about how childhood was different in the past (within living memory)					

Year 2		<b>Victorians</b>	<b>Local legends</b>		<b>Great Fire of London</b>
<b>Theme</b>		<i>To learn about significant events beyond living memory</i>	<i>To compare significant historical figures</i>		<i>To learn about significant events</i>
<i>National Curriculum</i>		Big question: What was life like for Victorian children?	Big question: Who's in our Leeds Gallery of Greatness?		Big question: Why was London burning?
Key Learning		Monarch, queen, wealthy, poor, class, sources	Past, present, a long time ago, now, change, problem, actions, year, timeline		Sources, primary, secondary, reliable
Key concepts/ Vocabulary		I know Victorian times was about 200 years ago and were named after Queen Victoria I know how life was different for wealthy and poor Victorian children I know poor Victorian children worked in mills and factories I can use pictures to learn about the past I can read texts to learn about the past I can say what I think was fair or unfair about the past	I can read texts to learn about the past I can say what I think was fair or unfair about the past I can say what problem a person in the past faced and how they tackled it I can say what a person achieved in the past I can say whose achievements I think were the most important I can order events within the last 200 years		I know the fire started in Pudding Lane in a bakery in 1666. I know it spread because of the wind and houses being made from wood and built close together. I know that Samuel Pepys's diary is an important primary source about the Great Fire. I know that London was rebuilt differently from brick and with spaces between buildings. I know that the fire brigade was developed as a result of the fire. I can use primary and secondary sources to learn about the past
Objectives					Monarchy
					<i>To compare significant historical figures</i>
					Big question: How should the King behave?
					Monarch, century, power, past, present
					I know that in the UK we have a hereditary Monarch I know that Charles III is our current monarch I know that Henry VIII was the monarch 500 years ago I know Henry VIII took over the church so he could do what he wanted I know Henry VIII divorced or beheaded his wives I know Henry VIII seized Temple Newsam house when he beheaded its owner I know modern monarchs have a lot less power than Henry VIII

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Year 3	<b>Stone Age – Iron Age</b>	<b>Roman Empire</b>	<b>Benin</b>	<b>Carnival</b>
<b>Theme</b>	<i>To learn about changes in Britain from the Stone Age to the Iron Age</i>	<i>To learn about the Roman Empire and its impact on Britain</i>	<i>To learn about the ancient civilisation of Benin</i>	<i>To learn about significant local events</i>
<i>National Curriculum</i>	Big question: Were cavemen clever?	Big question: Would you welcome the Romans?		
<b>Key Learning</b>	Stone Age, Bronze Age, Iron Age, hunter-gather, forage, develop, discover, tools, weapons, farming, agriculture, metal, settled, nomadic, sources	Empire, society, slave, citizen, emperor, formation, invaded, settlements	Society, kingdom, empire, art, culture, religion	Tradition, culture, ancestors, inherited, population, migration
<b>Key concepts/ Vocabulary</b>	I can order Stone/Bronze/Iron Ages and know those names are linked to technological developments	I know that there were different levels of Roman society with different rights	I can use maps to compare the location of Ancient Benin and modern countries.	I know that the Leeds West Indian Carnival was the brainchild of Arthur France and it started in 1967.
<b>Objectives</b>	I can use a range of sources to compare how people lived in the Stone/Bronze/Iron Ages	I know which modern countries were part of the Roman empire.	I can form historical questions	I know Carnival is an important cultural event for people of Caribbean heritage
	I know that as people discovered different metals tools and weapons improved.	I can use maps to compare the spread of the Roman Empire at different times	I can use a range of sources to learn about life in Benin	I know that Carnival is a celebration of West Indian culture through art, music and dance.
	I know that as tools and weapons improved, nomadic people settled down and agriculture began.	I know that there was resistance to Roman rule, eg Boudicca	I know that the Kingdom came to an end in 1897 when they were invaded by the British Empire	I know that Carnival is a cultural celebration that was suppressed during slavery.
	I recognise Stone Henge as a major site from the Stone/Bronze Age	I can form historical questions		
		I can use a range of sources to learn about Roman life		
		I know that when Vesuvius erupted it led to the destruction and preservation of Pompeii		
		I know the excavation of Pompeii has been a key source of knowledge for archeologists		

Year 4	<b>Anglo Saxons/Vikings</b>			<b>Temple Newsam</b>
<b>Theme</b>	<i>To learn about Britain's settlement by Anglo-Saxons</i> <i>To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England</i>			<i>To study an aspect of history that is significant in the locality – Land use local to Temple Newsam House</i>
<i>National Curriculum</i>				
<b>Key Learning</b>	Big question: Has England always been a nation of immigrants?			Big Question: How has our area changed over time?
<b>Key concepts/ Vocabulary</b>	Angles, Jutes, Saxons, monarchy, kingdom, invasion, raid, settlement, conquer, govern			Land use, agriculture, farming, mining, leisure, development, industry, employment, housing, building
<b>Objectives</b>	<p>I can order key events on a timeline (from the end of Roman rule in the British Isles to Norman invasion in 1066)</p> <p>I know factors which drew people to the British Isles</p> <p>I know that during this time, Pagan beliefs were replaced by Christianity, including the founding of Whitby Abbey</p> <p>I know that hill forts were strategic strongholds.</p> <p>I can use sources to compare Anglo-Saxon and Viking ways of life</p> <p>I can find evidence of Anglo-Saxon and Viking influence on place names on modern maps</p> <p>I know that the first Vikings were raiders, including the sacking of Whitby Abbey</p> <p>I know Viking raiding developed into long term settlement and the Danelaw.</p> <p>I know Anglo-Saxon/Danelaw England ended with the Norman invasion of 1066</p>			<p>I can order key events in the history of Temple Newsam in a timeline</p> <p>I know Temple Newsam house was seized and gifted monarchs during Tudor times</p> <p>I know Temple Newsam house and grounds have changed from private to public ownership over time</p> <p>I can use historical maps to identify changes in land use over time</p> <p>I can form historical questions and use them to conduct oral history interviews</p> <p>I can describe changes in local employment over time.</p> <p>I can describe changes in local housing over time</p>

Year 5		<b>Ancient Egypt</b>			<b>Yorkshire's Abbeys</b>	<b>Whitby</b>
<b>Theme</b>		<i>To learn the achievements of the Ancient Egyptians</i>			<i>To study an aspect of history that is significant in the locality</i>	<i>To study an aspect of history that is significant in the locality</i>
National Curriculum						
Key Learning		Big question: Who <i>really</i> built the pyramids? And why?			Big question: What happened to Yorkshire's Abbeys?	Big question: What work is there in Whitby?
Key concepts/ Vocabulary		Civilisation, pharaoh, society, hierarchy, archaeology			Chronology, religion, Henry VIII, monasteries, abbeys, dissolution, Middle Ages, Medieval, Tudor	Trade, industry, employment, tourism
Objectives		<p>I can place phases and events of Ancient Egypt in a timeline</p> <p>I understand the social hierarchy of Egyptian society</p> <p>I know that the Ancient Egyptians believed in gods and an afterlife</p> <p>I can form historical questions and lines of research</p> <p>I can use a range of sources to find out about life and beliefs in Ancient Egypt</p> <p>I know about Howard Carter's role in Egyptian Archeology</p> <p>I can say whether I think Egyptian artefacts should be kept in other countries or returned to Egypt</p>			<p>I know that many Abbeys were built in Yorkshire during the Middle Ages</p> <p>I know Kirkstall Abbey is an example local to us</p> <p>I know what life was like in a Medieval Abbey</p> <p>I know Henry VIII dissolved the monasteries in the 1530s</p> <p>I know the factors that led to the Dissolution of the Monasteries</p> <p>I can explain the arguments of those attacking and defending the monasteries</p>	<p>I know that Whaling was a major trade in Whitby.</p> <p>I know that Jet was a major trade in Whitby.</p> <p>I know that fishing was and is a major trade in Whitby.</p> <p>I know that traditional trades have been replaced by tourism.</p>

Year 6	To review the chronology of history learned in primary school.	<b>World War II</b>	<b>World War II</b>	<b>Windrush</b>	<b>Ancient Greece</b>
<b>Theme</b>					<i>To learn about the legacy of Ancient Greek culture</i>
<i>National Curriculum</i>	<b>Chronology, AD/BC, ancient, modern, century, decade</b>	<i>An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<i>An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<i>An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	Big question: What did the Ancient Greeks do for us?
Key Learning	<b>I can order periods/events from previous learning on a timeline</b>	Big question: Why was there a second World War?	Big question: How was the War won?	Big Question: What was Windrush?	<b>Empire, civilization, democracy, parliament, philosophy</b>
<b>Key concepts/Vocabulary</b>	<b>World War II</b>	<b>political/economic, invasion, appeasement, retreat</b>	<b>[Battle] front, advance, retreat, strategy/strategic advantage momentum</b>	<b>Migrants, empire, society discrimination, primary, secondary</b>	<b>I know that Ancient Greek civilisation influenced the development of British society.</b>
<b>Objectives</b>	<p><i>An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Big question: What was it like to be a child in the Blitz?</p> <p><b>evacuation/evacuee, rationing, air raids, Blitz, Anderson shelter, Army/Navy/RAF, primary, secondary</b></p> <p>I can order key events on a timeline.</p> <p>I can use a range of primary and secondary sources to find out about children's experience of the Blitz</p> <p><i>[NB made clear to the children that we will predominately focus on the war in Europe, but that this was a world war and fighting took place far beyond Europe's borders]</i></p>	<p>I know the political and economic conditions in Germany that gave rise to the Nazi party's popularity.</p> <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 Britain was fought in the skies between the Allies and Germans in 1940;</p> <p>I know the significance of Dunkirk</p> <p>I know that Winston Churchill gave rousing speeches which motivated the country.</p>	<p>I know the significance of D-Day</p> <p>I know how the war on the eastern front affected the war on the western front.</p> <p>I know key details about how victory was achieved in Europe (Stalingrad, Sicily/Italy, D-Day Landings, Hurtgen Forest, Berlin).</p> <p>I know that there were periods of slow and rapid change.</p> <p>I can use primary and secondary sources to find out about people's reactions to VE day</p>	<p>I know that during the British Empire slaves were taken from Africa to the Caribbean</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 the Empire Windrush was the most famous ship to bring Caribbean Migrants to the UK</p> <p>I know what primary and secondary sources are.</p> <p>I can use a range of primary sources to find out about the experience of Windrush migrants.</p> <p>I can research the contributions to British life made by the "Windrush generation"</p> <p>I know what the "Windrush Scandal" is</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</p> <p>I know that Ancient Greek ideas influenced the way democracy developed in Britain.</p> <p>I know that Greek mythology has influenced British art and culture</p>

