



History

	Autumn Term	Spring Term	Summer term
Reception	<p>ELG 13 People and communities:</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>ELG 13 People and communities:</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>ELG 13 People and communities:</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
Year One	<p><i>Shepshed Now and Then focus to be taught in 'Fantastic Me!' topic beginning 2021-22.</i></p>	<p>Topic: Bright Lights, Big City Historical Focus: <u>Queens of England (Victoria I & Elizabeth I)</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Queen Victoria I and Elizabeth I] 	<p>Topic: Enchanted Woodland Historical Focus: <u>Shepshed Now and Then</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality. <p>Topic: Seashells, Sea Shores Historical Focus: <u>British Holidays in the Past</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. <p><i>In replacement of The Great Fire of London, commencing 2020-21.</i></p>
Year Two	<p>Topic: Parade of People Historical Focus: <u>Nurses (Florence Nightingale)</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Mary Seacole and/or Florence Nightingale and Edith Cavell] 	<p>Topic: Around the World & Robots and Machines Historical Focus: <u>Explorers (Neil Armstrong & Christopher Columbus)</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Christopher Columbus and Neil Armstrong] Significant historical events, people and places in their own locality. 	<p>Topic: Deadly Dinosaurs Historical Focus: <u>Palaeontology (Mary Anning)</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Mary Anning]. <p><i>To be replaced by the Great Fire of London in 2021-22.</i></p>



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Year Three	<p>Topic: Stone Alone Historical Focus: <u>Stone Age – Iron Age</u></p> <p><u>Pre-Roman Britain</u> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Topic: Pharaoh's Fate Historical Focus: <u>Ancient Egypt</u></p> <p><u>Ancient Civilizations</u> Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p>Topic: Wild Wonders Historical Focus: <u>The Nine Day Queen from Bradgate</u></p> <p><u>Local History</u> Pupils should be taught about an aspect of local history.</p> <ul style="list-style-type: none"> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Year Four	<p>Topic: What did the Romans do for us? Historical Focus: <u>Roman Britain</u></p> <p>Pupils should be taught about the Roman empire and its impact on Britain.</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p>Topic: Chopsticks Historical Focus: <u>The Shang Dynasty of Ancient China</u></p> <p><u>Ancient Civilizations</u> Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China</p> <p>Topic: Watch Out, Invaders About! Historical Focus: <u>Anglo-Saxons & Scots</u></p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 	<p>Topic: Home Sweet Home Historical Focus: <u>Anglo-Saxons & Vikings</u></p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066



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Year Five	<p>Topic: Shakespearian Summer Historical Focus: <u>Tudors and Stuarts</u></p> <p><u>Extended chronological study</u> Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> The changing power of monarchs. 	<p>Topic: Seismic Space Historical Focus: <u>Leicester's involvement with Space Travel</u></p> <p><u>Local History</u> Pupils should be taught about an aspect of local history.</p> <ul style="list-style-type: none"> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) <p>Topic: Visionary Victorians Historical Focus: <u>The Industrial Revolution</u></p> <p><u>Extended chronological study</u> Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> Changes in an aspect of social history. 	<p>Topic: Olympus Odyssey Historical Focus: <u>Ancient Greece</u></p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world.</p>
Year Six	<p>Topic: Mighty Mayans Historical Focus: <u>Mayan civilization c. AD 900</u></p> <p><u>Non-European Study</u> Pupils should be taught about a non-European society that provides contrasts with British history: <i>Mayan civilization c. AD 900.</i></p>	<p>Topic: I'm an Evacuee, Get Me Out of Here! Historical Focus: <u>World War II</u></p> <p><u>Extended chronological study</u> Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> A significant turning point in British history. 	