



History

| | Autumn Term | Spring Term | Summer term |
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| Reception | <p>ELG 13 People and communities: 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> | <p>ELG 13 People and communities: 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> | <p>ELG 13 People and communities: 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> |
| Year One | | <p>Changes within living memory: Where appropriate, these should be used to reveal aspects of changes in national life.</p> <p>Changes in events beyond living memory: Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> | <p>Study significant historical events, people and places in their own locality.</p> <p>Changes in events beyond living memory: Events beyond living memory that are significantly nationally or globally (for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).</p> |
| Year Two | <p>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>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.</p> | <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>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-</p> <ul style="list-style-type: none"> ▪ Space Race ▪ Neil Armstrong | <p>Events beyond living memory that are significant nationally or globally.</p> |
| Year Three | <p>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>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt.</p> | |



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| Year Four | <p>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>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 | |
| Year Five | <p>Tudor Period & William Shakespeare (British History)</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ol style="list-style-type: none"> the changing power of monarchs using case studies changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present | <p>Leicester's association with Space (Local History)</p> <p>A local history study:</p> <ol 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) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality <p>Victorians</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ol style="list-style-type: none"> the changing power of monarchs using case studies a significant turning point in British history, for example, the first railways or the Battle of Britain (Influential Victorian Inventions) | <p>Ancient Greece</p> <ol style="list-style-type: none"> Ancient Greece - a study of Greek life and achievements and their influence on the western world. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day |
| Year Six | <p>A non-European society that provides contrasts with British history –Mayan civilization</p> | <p>A local history study that extends pupils' chronological knowledge beyond 1066.</p> | |