



Our History Intent

## Key Concepts Developed

Chronology of Monarchy  
Transport, Travel & Trade  
Homes, Settlements and Lifestyles  
Beliefs & Religion  
Invasion and Impact  
Childhood  
Social Change

Prior knowledge & vocabulary to be built on/retrieved in blue text

## History Substantive Conceptual Knowledge Overview

Key Concept Threads: Chronology of Monarchy	Transport, Travel & Trade	Homes, Settlements & Lifestyles	Beliefs & Religion	Invasion & Impact	Childhood	Social Change
EYFS	<b>Marvellous Me</b>		<b>People Who Help Us</b>		<b>Celebrations</b>	
	<b>My Family, My Home, My World</b>		<b>Long, Long, Ago</b>		<b>Out and About</b>	
Year 1	<b>Robin Hood &amp; Sherwood Forest</b> Significant historical events, people and places in their own locality.		<b>Up &amp; Away-History of Flight</b> The lives of significant individuals in the past who have contributed to national and international achievements.  Changes within living memory. These should be used to reveal aspects of change in national life		<b>Land Ahoy</b> 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.	
Year 2	<b>All the Fun of the Fair</b> Significant historical events, people, and places in their own locality- Goose Fair		<b>Great Fire of London</b> Events beyond living memory that are significant nationally or globally.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (fire service & housing).		<b>Heroes</b> 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 (Emmeline Pankhurst and Rosa Parks)	
Year 3	<b>Tribal Tales-</b> Stone Age to Iron Age Homes, settlements, lifestyles & inventions		<b>Tremors-</b> the Impact of Vesuvius on the People of Pompei		<b>Gods and Mortals-</b> How the Ancient Greeks honoured their gods through the Olympics	
Year 4	<b>Maya Civilisation-</b> the way of life of the Maya Civilisation; settlements, lifestyles & inventions.		<b>Invasion &amp; Impact-</b> Roman Britain		<b>Traders &amp; Raiders-</b> Anglos Saxons & Vikings	
Year 5	<b>Pharaohs-</b> Ancient Egypt Hierarchy of Ancient Egyptian civilisation & their beliefs		<b>Off with Her Head!-</b> The Tudors The battle between Henry VIII and the Catholic Church		<b>Castles &amp; Caves</b> Local study- the changes in use of Nottingham castle and caves overtime.	
Year 6	<b>Rich &amp; Poor-</b> the Victorians		<b>A Child's War-</b> WWII		<b>Crime &amp; Punishment</b>	

	The impact of social & economic background on the lives of children	The impact of the war on the lives of children	changes in an aspect of social history
--	---	--	--



## Nursery Curriculum Intent

### Understanding the World

Understanding the world involves experiencing and valuing culture, community and environment. Developing positive interactions which show care and concern for all aspects of God's world. Exploring and observing the world through people, places and technology.

#### Past and Present

ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.

#### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"><li>To know their own life-story.</li><li>To know their own family's history.</li></ul>	<ul style="list-style-type: none"><li>To know how to talk about significant events in my own experience.</li></ul>	<ul style="list-style-type: none"><li>To know how to talk and remembers about significant events in my own experience.</li></ul>

#### People, Culture, and Communities

ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communicates in this country, drawing on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

#### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"><li>To know own immediate family and relations.</li><li>To know how to show an interest in different occupations and ways of life. (starting to)</li><li>To know that my new friends have similarities and differences that connect them to, and distinguish them from, others.</li></ul>	<ul style="list-style-type: none"><li>To know how to imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea in pretend play.</li><li>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li></ul>	<ul style="list-style-type: none"><li>To know how to show interest in the lives of people who are familiar to me.</li><li>To knows how to develop positive attitudes about the differences between people.</li><li>To know how to recognise and describe special times or events for family or friends.</li></ul>

### The natural world

**ELG:** Explore the natural world around them, making observations and drawing pictures of animals and plants, know some similarities and differences between the natural world around them and contrasting environments, drawings on their experiences and what has been read in class, understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"><li>• To know how to play with small-world models such as a farm, a church or a train track.</li><li>• To know about and notices features of objects in the environment</li><li>• To know how to use all their senses in hands-on exploration of natural materials.</li><li>• To know to show care and concern for living things and the environment</li><li>• To know about and understands the key features of the life cycle of a plant and an animal.</li></ul>	<ul style="list-style-type: none"><li>• To know how to explore collections of materials with similar and/or different properties.</li><li>• To know that they need to respect and care for the natural environment and all living things. (starting to).</li><li>• To know how to talk about what they see, using a wide vocabulary.</li><li>• To know how to talk about the differences between materials and changes they notice.</li><li>• To knows how to talk about why things happen and how things work.</li><li>• To know how to talk about some of the things I have observed such as plants, animals, natural and found objects.</li></ul>	<ul style="list-style-type: none"><li>• To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world.</li><li>• To knows about and understands the key features of the life cycle of a plant and an animal.</li><li>• To know about and is developing an understanding of growth, decay and changes over time.</li><li>• To know how to plant seeds and care for growing plants.</li><li>• To know how to explore and talk about different forces they can feel.</li></ul>

## Reception Curriculum Intent


### Understanding the World

Understanding the world involves experiencing and valuing culture, community and environment. Developing positive interactions which show care and concern for all aspects of God's world. Exploring and observing the world through people, places and technology.

#### Past and Present

ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.

#### Children in Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"><li>To know how to talk and remember about significant events in own experience.</li><li>To know that some places are special to members of their community.</li><li>To know how to compare and contrast characters from stories, including figures from the past.</li><li>To know how to comment on images of familiar situations in the past.</li></ul>	<ul style="list-style-type: none"><li>To know how to recognise and describe special times or events for family or friends.</li></ul> 	<p>ELG Past and Present</p> <ul style="list-style-type: none"><li>To know how to talk about the lives of the people around them and their roles in society</li><li>To 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>To know how to understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>

#### People, Culture, and communities

ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

#### Children in Reception

Advent	Lent	Pentecost
--------	------	-----------



<ul style="list-style-type: none"> <li>• To know how to show interest in the lives of people who are familiar to them.</li> <li>• To know how to talk about members of their immediate family and community.</li> <li>• To know how to name and describe people who are familiar to them</li> <li>• To know how to show an interest in different occupations and ways of life (starting to)</li> <li>• To know how to draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• To know how to recognise some similarities and differences between life in this country and life in other countries.</li> <li>• To know how to show an interest in different occupations and ways of life.</li> </ul>	<b>ELG: People, Culture and Communities</b> <ul style="list-style-type: none"> <li>• To know how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• To know how to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>
--	--	---

#### The natural world

**ELG:** Explore the natural world around them, making observations and drawing pictures of animals and plants, know some similarities and differences between the natural world around them and contrasting environments, drawings on their experiences and what has been read in class, understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### Children in Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world.</li> <li>• To know how to talk about some of the things I have observed such as plants, animals, natural and found objects.</li> <li>• To know about growth, decay and changes over time (developing understanding).</li> <li>• To know how to show care and concern for living things and the environment</li> <li>• To know how to explore the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to talk about why things happen and how things work.</li> <li>• To know how to describe what they see, hear and feel whilst outside.</li> <li>• To know how to recognise some environments that are different to the one in which they live.</li> <li>• To know and understand the effect of changing seasons on the natural world around them.</li> <li>• To know how to explore the natural world around them, making observations</li> </ul>	<b>ELG: The Natural World</b> <ul style="list-style-type: none"> <li>• To know how to explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• To know how to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>



## Y1 History Curriculum Intent

<b>National Curriculum</b> <ul style="list-style-type: none"> <li>significant historical events, <b>people and places</b> in their own locality.</li> </ul>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (aeroplanes).</li> </ul>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally.</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>
<b>Advent</b> <b>Children will know:</b>	<b>Lent</b> <b>Children will know:</b>	<b>Pentecost</b> <b>Children will know:</b>
<p><b>Robin Hood &amp; Sherwood Forest</b>  <b>Robin Hood and Sherwood Forest as significant local people and places-</b></p> <ul style="list-style-type: none"> <li>that beyond living memory means history that no one alive now can remember.</li> <li>some significant historical locations in their locality (<b>school, parish church</b>, Sherwood Forest, Nottingham Castle) and the main differences between the area now and in medieval times.</li> <li>significant historical individuals in their own locality (Robin Hood) who he was and why he is remembered.</li> <li>the order of significant events recorded in accounts of the life of Robin Hood</li> <li>why some sources may not be reliable.</li> <li>King Richard of Lionheart was the King of England at the time Robin Hood lived.</li> </ul> <p><b>Disciplinary &amp; Procedural Knowledge</b>  <b>Know how to:</b></p> <ul style="list-style-type: none"> <li>order some significant historical events that relate to the history of Robin Hood on a timeline</li> <li>consider one reason why Robin Hood might be significant.</li> </ul>	<p><b>Up and Away</b>  <b>The history of flight how air travel has changed overtime-</b></p> <ul style="list-style-type: none"> <li><b>different types of air transport/flight</b> (hot air balloon, glider, aeroplane, helicopter, space craft)</li> <li>the first form of flight was by hot air balloon</li> <li>the <b>Wright Brothers</b> invented the first aeroplane.</li> <li><b>Amelia Earhart</b> was one of the first female aviators to make significant solo flights</li> <li>the similarities and differences in modern aeroplanes to the original aeroplanes</li> <li>know how aeroplanes have been used throughout history.</li> </ul> <p><b>Disciplinary &amp; Procedural Knowledge</b>  <b>Know how to:</b></p> <ul style="list-style-type: none"> <li>order some significant historical events in the development of flight in the period studied.</li> <li>consider one reason why one of these events or people might be significant.</li> <li>identify a few changes occurring within a particular unit of study- flight.</li> <li>identify a few similarities and differences occurring within a particular unit of study- aeroplanes past and present</li> </ul>	<p><b>Land Ahoy</b>  <b>How maps were developed to help us navigate the sea and know where places around the world are-</b></p> <ul style="list-style-type: none"> <li>Queen Elizabeth I was the reigning monarch of England during the golden age of piracy.</li> <li>when the Golden Age of Piracy was in relation to events already studied.</li> <li>Pirates mostly found their way around the world following the stars and using a compass for direction.</li> <li>Pirates Annie Bonnie and Blackbeard invaded ships that were carrying goods to trade and stole them.</li> <li>James Cooke was an explorer who discovered New Zealand and was one of the first map makers.</li> <li>the invention of maps was important in understanding the world and how to travel around it.</li> <li>Ellen MacArthur was born in Derbyshire; she a solo long-distance yachtswoman who circumnavigated the globe. (<b>build on Yr 1 Lent Term knowledge</b>)</li> </ul> <p><b>Disciplinary &amp; Procedural Knowledge</b>  <b>Know how to:</b></p> <ul style="list-style-type: none"> <li>identify a few changes occurring within a particular unit of study- finding our way around on journeys.</li> </ul>

<ul style="list-style-type: none"> <li>• Talk about how Sherwood Forest has changed over time.</li> <li>• Use common words and phrases relating to the passing of time.</li> <li>• find answers to simple questions about the past using sources of information e.g. pictures, stories.</li> <li>• begin to distinguish between fact and fiction.</li> <li>• Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking)</li> </ul>	<ul style="list-style-type: none"> <li>• with guidance, extract information from several different types of sources including written, visual and oral sources and artefacts.</li> <li>• Use common words and phrases relating to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• consider one reason why an event or person might be significant.</li> <li>• with guidance, extract information from several different types of sources including written, visual and oral sources and artefacts.</li> <li>• find answers to simple questions about the past using sources of information</li> <li>• recognise the difference between past and present in their own and others' lives.</li> <li>• Use common words and phrases relating to the passing of time.</li> </ul>
<b>Diversity Links</b> <a href="#">Bartholomew was an African on the run in Nottingham in the 13th century.</a> He is mentioned in the Pipe Roll (21 June, 1259), where he was called an 'Ethiopian' and a 'Saracen.' The Pipe Roll says, Bartholomew was brought to England by 'Roger de Lyntin.' The roll also gives 'a mandate to arrest' Bartholomew, for 'running away from his said lord Roger de Lyntin.' Bartholomew may have been on his way to the city of Nottingham to escape his lord's authority.	<b>Diversity Links</b> <a href="#">Amelia Earhart</a> was a female aviator at a time when the role of women didn't encourage them to undertake activities that were considered to be dangerous or adventurous.	<b>Diversity Links</b> <a href="#">Ellen MacArthur</a> was born in Derbyshire; she a solo long-distance yachtswoman who circumnavigated the globe.  <a href="#">Explorers for children</a>
<b>Vocabulary</b> Sherwood Forest, Robin Hood, Sheriff of Nottingham, Major Oak, law, fact, fiction, legend, historic, significant, <a href="#">school</a> , <a href="#">parish church</a> , Nottingham Castle, <a href="#">first</a> , <a href="#">then</a> , <a href="#">next</a> , <a href="#">order</a> , sources.	<b>Vocabulary</b> <a href="#">travel</a> , <a href="#">flight</a> , <a href="#">aeroplane</a> , glider, <a href="#">space craft</a> , hot air balloon, Wright Brothers, Amelia Earhart, <a href="#">significant</a> , <a href="#">then</a> , <a href="#">now</a> , past, present, sequence, <a href="#">changes</a> , <a href="#">same</a> , <a href="#">different</a> , <a href="#">sources</a> .	<b>Vocabulary</b> pirate, piracy, <a href="#">ship</a> , discover, explorer, circumnavigate, artefacts, deck, sail, piracy, James Cook, map, compass, Ellen MacArthur, yacht, globe, the Golden Age of Piracy,

## Year 2 History Curriculum Intent


<b>National Curriculum</b> <ul style="list-style-type: none"> <li>significant historical <b>events</b>, and <b>places</b> in their own locality.</li> </ul>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally.</li> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (fire service &amp; housing).</li> </ul>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>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 (Emmeline Pankhurst and Rosa Parks)</li> </ul>
<b>Advent</b> <b>Children will know:</b>	<b>Lent</b> <b>Children will know:</b>	<b>Pentecost</b> <b>Children will know:</b>
<p><b>Roll Up, Roll Up all the Fun of the Fair</b>  <b>Goose Fair is a significant event that has happened nearly every year in Nottingham for nearly 1000 years</b></p> <ul style="list-style-type: none"> <li>Know that Goose Fair is an event that happens every year in October only in Nottingham.</li> <li>Know that what happens at Goose Fair has changed in different ways over time.</li> <li>Know why the Goose Fair has moved sites.</li> <li>Know how the Market Square has changed over time.</li> <li>Know how technology changed what happened at Goose Fair in the Victorian era when Queen Victoria was the ruling monarch.</li> <li>Know why Goose Fair is important to Nottingham.</li> </ul> <p><b>Disciplinary &amp; Procedural Knowledge</b>  <b>Know how to:</b></p> <ul style="list-style-type: none"> <li>confidently identify several relevant causes for some of the main events covered.</li> <li>identify and describe a range of similarities and differences within a specific time period.</li> </ul>	<p><b>London's Burning</b>  <b>Understanding the reasons for the Great Fire of London</b></p> <ul style="list-style-type: none"> <li>King Charles II was King of England at the time of the Great Fire of London.</li> <li>houses in London at this time were built very close together, made of wood and straw (flammable materials).</li> <li>heat and light at this time came from live flames-candles, lanterns and fires.</li> <li>the sequence of events in The Great Fire of London</li> <li>why the Great Fire of London caused extensive damage to a large part of London</li> <li>why a fire today wouldn't be as devastating as in the past because of changes to materials used to build houses (science &amp; DT link) and fire prevention and fire services today.</li> </ul> <p><b>Disciplinary &amp; Procedural Knowledge</b>  <b>Know how to:</b></p> <ul style="list-style-type: none"> <li>confidently identify several relevant causes for some of the main events covered e.g., houses built</li> </ul>	<p><b>Heroes</b>  <b>Significant people who have changed views to make the world a more equal place</b></p> <ul style="list-style-type: none"> <li>in certain periods in history that not everyone was treated fairly because of their race or gender.</li> <li>Emmeline Pankhurst worked to change attitudes about equality towards women.</li> <li>Martin Luther King Jr. and Rosa Parks worked to change attitudes about equality towards people of different races.</li> <li>the actions of people in the past have influenced people today.</li> <li>race and gender are protected characteristics, and it is now illegal to discriminate against people with these characteristics.</li> </ul> <p><b>Disciplinary &amp; Procedural Knowledge</b>  <b>Know how to:</b></p> <ul style="list-style-type: none"> <li>confidently identify several relevant consequences of some of the main events covered.</li> <li>accurately identify and describe a range of changes within a specific time period.</li> </ul>

<ul style="list-style-type: none"> <li>accurately identify and describe a range of changes within a specific time period.</li> <li>select information independently from several different types of sources including written, visual and oral sources and artefacts to answer historical questions.</li> <li>observe and handle sources of evidence to answer questions about the past on the basis of simple observations.</li> <li>sequence independently on an annotated timeline a number of events related to change in the local area.</li> <li>identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.</li> </ul>	<p>from flammable materials, houses built too closely together so fire spread quickly, etc</p> <ul style="list-style-type: none"> <li>confidently identify several relevant consequences of some of the main events covered: - development of a fire service, improvements in building construction for safety, electrical power.</li> <li>identify and describe a range of similarities and differences and changes within a specific time period.</li> <li>sequence independently on an annotated timeline a number of objects or events related to particular themes, events.</li> <li>select information independently from several different types of sources including written, visual and oral sources and artefacts to answer historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.</li> <li>select information independently from several different types of sources including written, visual and oral sources and artefacts to answer historical questions.</li> <li>understand time securely and use a wider range of time terms.</li> </ul>
	<p><b>Diversity Links</b></p> <p><a href="#">Frank Bailey</a> became the first black firefighter in London in 1955. Frank saved a fellow firefighter's life when he fainted by carrying him to safety in a fireman's lift. Use as an example of how the fire service has changed since the Great Fire of London, even within living memory.</p>	<p><b>Diversity Links</b></p> <p>Know that Martin Luther King and Rosa Parks worked to change attitudes about equality towards people of different races.</p> <p>Know that Emmeline Pankhurst worked to change attitudes about equality towards women.</p> <p><a href="#">Martin Luther King</a>, <a href="#">Rosa Parks</a> and <a href="#">Emmeline Pankhurst</a> and their respective campaigns for equality. Use as case studies of individuals who have fought for equality and had such an impact that they have changed attitudes in society</p>
<p><b>Vocabulary</b></p> <p><b>Building names, transport</b>, colliery, railway, <b>transport</b>, employment, fieldwork, <b>cause, consequence, similar, different, significant, sequence, change</b></p>	<p><b>Vocabulary</b></p> <p>The Great Fire of London, diary, <b>sequence, differences, cause, consequence, significant</b>, modern day, <b>changes, buildings, firefighters, past, present, sources</b></p>	<p><b>Vocabulary</b></p> <p>discrimination, equality, disability, gender, race, racism, inclusion, protest, courageous, suffragettes, <b>significant, change, consequence</b>, protected characteristics.</p>



### Y3 History Curriculum Intent


<b>National Curriculum</b> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> </ul>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>
<b>Advent Term</b> <b>Children will know:</b>	<b>Lent Term</b> <b>Children will know:</b>	<b>Pentecost Term</b> <b>Children will know</b>
<p><b>Tribal Tales</b></p> <ul style="list-style-type: none"> <li>where in history the Stone Age, Bronze Age and Iron Age are.</li> <li>how Stone Age people hunted and gathered their food in the Palaeolithic Stone Age.</li> <li>how climate change impacted the lives of humans in the Mesolithic Stone Age.</li> <li>why humans began to settle in one place in the Neolithic Stone Age.</li> <li>the move from hunting/gathering to farming</li> <li>how homes changed from Stone Age to Iron Age (caves, hut/teepee, animal bone structure, permanent dwelling)</li> <li>how human technology developed in the Bronze Age.</li> <li>how human communities changed in the Iron Age</li> <li>What the Stone Age and Iron Age people have done for the modern world, e.g. the invention of bronze and iron, the discovery of fire</li> </ul> <p><b>Disciplinary &amp; Procedural Knowledge</b>  <b>Know how to:</b></p> <ul style="list-style-type: none"> <li>comment on the causes for some of the key events and developments.</li> </ul>	<p><b>Tremors</b></p> <ul style="list-style-type: none"> <li>where and when the Romans originally lived</li> <li>the Romans were ruled by men – emperors.</li> <li>the different ways the Romans lived depending on their wealth, e.g. wooden huts, grand single storey building</li> <li>the beliefs and ways the Romans worshipped- gods and goddesses</li> <li>what happened to the people and their homes when Mount Vesuvius erupted in Pompeii.</li> <li>what archaeologists have learned about life in Ancient Rome from the site at Pompeii.</li> </ul> <p><b>Disciplinary &amp; Procedural Knowledge</b>  <b>Know how to:</b></p> <ul style="list-style-type: none"> <li>comment on the importance of the consequences of some of the key events and developments.</li> <li>recognise possible uses of a range of sources for answering historical enquiries.</li> <li>use sources of evidence to build up a picture of a past event i.e. from excavations over time of Pompeii.</li> <li>select what is most significant in a historical account.</li> <li>distinguish between different sources of evidence, comparing the versions of the same story.</li> </ul>	<p><b>Gods and Mortals</b></p> <ul style="list-style-type: none"> <li>where and when the Ancient Greeks originally lived</li> <li>the Greeks were ruled by men – the most famous king was Alexander the Great</li> <li>the beliefs and ways the Ancient Greeks worshipped - gods and goddesses, e.g. Zeus, Poseidon, Aphrodite, Athena</li> <li>the Ancient Greek Olympics started as a festival to honour their gods.</li> <li>the similarities and differences between the sports in Ancient Greek Olympics and today's Olympic games.</li> </ul> <p><b>Disciplinary &amp; Procedural Knowledge</b>  <b>Know how to:</b></p> <ul style="list-style-type: none"> <li>comment on the importance of the consequences of some of the key events and developments.</li> <li>make valid statements about the main similarities and differences occurring in the units studied this year e.g. homes, beliefs, way of life.</li> <li>recognise possible uses of a range of sources for answering historical enquiries.</li> <li>begin to use the library and internet to research a specific enquiry.</li> </ul>

<ul style="list-style-type: none"> <li>• make valid statements about the main changes occurring in the units studied.</li> <li>• recognise possible uses of a range of sources for answering historical enquiries.</li> <li>• use sources of evidence to build up a picture of a past event.</li> <li>• sequence some periods from history covered by providing a few dates and/or period labels and terms.</li> <li>• place the time studied on a timeline.</li> <li>• Use dates and terms related to the unit and the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• place the time studied on a timeline. Use dates and terms related to the unit and the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• place the time studied on a timeline. Use dates and terms related to the unit and the passing of time.</li> <li>• select what is most significant in a historical account.</li> </ul>
<b>Diversity Links</b> Know that Neanderthals died out during the Palaeolithic Stone Age and homosapiens became dominant. <a href="#">The first homosapiens (humans) originated in Africa 200,000 years ago</a> before migrating across the world. This means we all have common ancestors from Africa. Use this as part of the chronological study placing the key periods of the Stone Age in sequence.	<b>Diversity Links</b> 	<b>Diversity Links</b> Know about the influence the gods had on Ancient Greece. The Greeks worshipped female gods as well as male gods, These include Hera, the Queen of the Gods, and <a href="#">Athena</a> , the Goddess of War and Wisdom, who the city of Athens is named after. Use these as examples of goddesses worshipped by the Ancient Greeks.
<b>Vocabulary</b> Stone Age, Bronze Age, Iron Age, cave, hut / tepee, animal bone structure, permanent dwellings, hunter, gatherer, Skara Brae, <a href="#">source</a> , <a href="#">artefact</a> , archaeologist hillfort, roundhouse, ditch, wooden wall, wattle and daub	<b>Vocabulary</b> Romans, <a href="#">Rome</a> , <a href="#">Italy</a> , Roman Empire, wooden hut, insulae, domus, villa, beliefs, gods/goddesses, festival, superstition, prayer, omen, ritual, sacrifice, worship, Mount Vesuvius, Pompeii, eruption, ash cloud, debris, preserve, <a href="#">source</a> , <a href="#">archaeologist</a> , <a href="#">artefact</a>	<b>Vocabulary</b> Ancient Greece, beliefs, <a href="#">gods</a> , <a href="#">goddesses</a> , <a href="#">festival</a> , Zeus, Poseidon, Aphrodite, Athena, Olympics, chariot racing, pentathlon, boxing, influence, democracy,

## Year 4 History Curriculum Intent

<b>National Curriculum</b> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one</li> <li>a non-European society that provides contrasts with British history</li> </ul>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> </ul>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>
<b>Advent</b> <b>Children will know:</b>	<b>Lent</b> <b>Children will know:</b>	<b>Pentecost</b> <b>Children will know:</b>
<b>Maya Civilisation</b> <ul style="list-style-type: none"> <li>when and where the Maya Civilisation existed</li> <li>about the Maya settlements-they lived in separate cities with separate kings and queens but shared similar beliefs.</li> <li>how their beliefs influenced the way they lived.</li> <li>how developing calendars by studying the stars and the weather helped them to become successful farmers.</li> <li>some developments of the Maya Civilisation that impacted developments in the wider world later in history e.g. development of a writing system, a calendar and roads.</li> <li>what happened to the Mayan civilisation and the causes for their decline.</li> </ul> <b>Disciplinary &amp; Procedural Knowledge</b> <b>Know how to:</b> <ul style="list-style-type: none"> <li>explain with confidence the significance of particular consequences of many of the key events and developments studied.</li> </ul>	<b>Invasion and Impact</b> <ul style="list-style-type: none"> <li>the Celts lived in Britain before the Romans invaded</li> <li>when and why the Romans invaded Britain</li> <li>Boudica was a Celt Queen and led the revolt against the Romans</li> <li>how the Romans fought in battle and why they were successful</li> <li>some ways the Romans shaped Britain</li> </ul> <b>Disciplinary &amp; Procedural Knowledge</b> <b>Know how to:</b> <ul style="list-style-type: none"> <li>explain with confidence the causes for many of the key events and developments studied.</li> <li>explain with confidence the significance of particular consequences of many of the key events and developments studied.</li> <li>explain why certain changes and developments were of particular significance within and across time periods studied.</li> <li>explain why some aspects of historical themes or periods are significant.</li> </ul>	<b>Traders and Raiders</b> <ul style="list-style-type: none"> <li>the Anglo-Saxon period followed the Roman occupation.</li> <li>where the Anglo Saxons came from and why they came to Britain</li> <li>how the Anglo-Saxons attempted to bring about law and order into the country.</li> <li>Anglo Saxon Kings ruled Britain for about 300 years and Alfred the Great was one of these Kings</li> <li>the Viking era occurred at the same time as the Anglo-Saxon period and that they battled.</li> <li>where the Vikings came from, why and how they raided Britain.</li> <li>how the Anglo-Saxons and Vikings agreed to divide Britain.</li> <li>some ways the Anglo Saxon and Vikings shaped Britain</li> <li>how King Athelstan defeated the Vikings to become the first "King of all England".</li> </ul> <b>Disciplinary &amp; Procedural Knowledge</b>



<ul style="list-style-type: none"> <li>• explain why certain changes and developments were of particular significance within and across time periods studied.</li> <li>• explain why some aspects of historical periods are significant.</li> <li>• comment on the usefulness and reliability of a range of sources for particular enquiries and ask a variety of questions to find out more about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• comment on the usefulness and reliability of a range of sources for particular enquiries and ask a variety of questions to find out more about the past.</li> </ul> 	<p><b>Know how to:</b></p> <ul style="list-style-type: none"> <li>• explain with confidence the causes for many of the key events and developments studied.</li> <li>• explain with confidence the significance of particular consequences of many of the key events and developments studied.</li> <li>• explain why certain changes and developments were of particular significance within and across time periods studied.</li> <li>• explain the similarities and differences within and across history e.g. reasons for and methods of invasion and trade</li> <li>• explain why some aspects of historical themes or periods are significant.</li> <li>• comment on the usefulness and reliability of a range of sources for particular enquiries and ask a variety of questions to find out more about the past.</li> </ul>
<p><b>Diversity Links</b></p>	<p><b>Diversity Links</b></p> <p>Know some of the key leaders of the Roman Empire. <a href="#">Emperor Septimius Severus</a> was the first African-born Roman Emperor and ruled the Empire from York. Use as an example of the Roman emperors with close links to Britain.</p>	<p><b>Diversity Links</b></p> <p>Know that the Anglo-Saxons were not "British" but settled here, while their descendants still live in modern Britain today. The <a href="#">Anglo-Saxons</a> were migrants from continental Europe and are one part of the migration of many communities to Britain, which now makes up our rich, diverse culture and demographics. For a large majority of people today, our own origins are from other countries and cultures beyond Britain. Use this as a learning point when teaching where the Anglo-Saxons originated from before settling in England.</p>
<p><b>Vocabulary</b></p> <p><a href="#">Ancient</a>, <a href="#">civilisation</a>, <a href="#">BC</a>, <a href="#">river</a>, <a href="#">archaeologist</a>, excavate, <a href="#">artefacts</a>, <a href="#">evidence</a>, exchange, trader, <a href="#">farmer</a>, <a href="#">builder</a>, craft worker, migration, immigration, plumbing</p>	<p><b>Vocabulary</b></p> <p>Legions, weapons, armour, tactics, invader, Britannia, conquer, defeat, emperor, empire, rebellion, revolt, Repel-cavalry, tortoise, orb, wedge, Pilum, dagger, shield, sword, helmet</p>	<p><b>Vocabulary</b></p> <p>Angles, Jutes and Saxons, <a href="#">invader</a>, <a href="#">trader</a>, raider, <a href="#">settlement</a>, Vikings, plunder, conquer, longhouse, monastery, Pagan, <a href="#">Britain</a>, Anglo-Saxons</p>

## Y5 History Curriculum Intent

<b>National Curriculum</b> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one</li> </ul>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>a local history study</li> <li>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>
<b>Advent</b> <b>Children will know:</b>	<b>Lent</b> <b>Children will know:</b>	<b>Pentecost</b> <b>Children will know:</b>
<b>Pharaohs</b> <b>Ancient Egypt</b> <ul style="list-style-type: none"> <li>when and where the Ancient Egyptians lived</li> <li>Pharaohs ruled the Ancient Egyptians as head of religion and government.</li> <li>hierarchy of Ancient Egyptian civilisation</li> <li>beliefs of the Ancient Egyptians</li> <li>pyramids were built as a tomb to allow Pharaohs to enter the afterlife</li> <li>Reasons for mummification (the afterlife)</li> </ul> <b>Disciplinary &amp; Procedural Knowledge</b> <b>Know how to:</b> <ul style="list-style-type: none"> <li>compare changes within and across History, e.g. development of society and leadership/monarchy</li> <li>explain reasons why particular aspects of a historical society were of particular significance.</li> </ul>	<b>Off with her head!</b> <b>The Tudors</b> <ul style="list-style-type: none"> <li>the start and end date of the Tudor period</li> <li>about the six wives of King Henry VIII and his marriage to them</li> <li>the outcome of each marriage and why it ended.</li> <li>the Church is an organisation of people based on religious belief; a network of churches across Europe with shared ideas and belief but also disagreement.</li> <li>why Henry VIII broke from the Catholic Church and created the Church of England of which he was Head.</li> <li>that every subsequent British Monarch was/is Head of the Church of England.</li> </ul> <b>Disciplinary &amp; Procedural Knowledge</b> <b>Know how to:</b> <ul style="list-style-type: none"> <li>explain the role and significance of different consequences of a range of events and developments.</li> </ul>	<b>Castles &amp; Caves</b> <b>Local study- the changes in use of Nottingham castle and caves overtime.</b> <ul style="list-style-type: none"> <li>how the Nottingham 870 caves have been used in different ways across history.</li> <li>that Nottingham's caves have had various uses dating back to the 9th century.</li> <li>some caves were used as tanneries (for leather-making) in the 16th and 17th centuries.</li> <li>one cave network was used to isolate plague victims in the 16th and 17th centuries.</li> <li>the Luddites were a group of textile workers in the 19<sup>th</sup> century who protested by destroying machinery because it threatened the jobs of factory workers; they used the caves as hiding places in the 19th century.</li> <li>the caves have been used as gaols.</li> </ul>

<ul style="list-style-type: none"> <li>comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries. E.g., Hieroglyphics as a form of communication and record of events</li> <li>select relevant sections of information using research with increasing confidence to answer a line of enquiry.</li> <li>make informed comparisons between different times in the past.</li> </ul>	<ul style="list-style-type: none"> <li>compare changes within and across History, e.g., in terms of importance and the type and nature of the change.</li> <li>explain reasons why particular aspects of a historical event, development, society or person were of particular significance.</li> <li>select relevant sections of information using research with increasing confidence to answer a line of enquiry.</li> <li>explain how and why it is possible to have different interpretations of the same event or person and link sources / work out how conclusions were arrived at.</li> <li>be aware that different evidence may lead to different conclusions.</li> <li>sequence with independence the key events, objects, themes, societies and people covered using dates, period labels and terms.</li> </ul>	<ul style="list-style-type: none"> <li>the caves were used as air raid shelters during the Second World War.</li> <li>how the caves bring tourism to Nottingham today</li> </ul> <p><b>Disciplinary &amp; Procedural Knowledge</b> <b>Know how to:</b></p> <ul style="list-style-type: none"> <li>explain the role and significance of different causes of a range of events and developments.</li> <li>explain the role and significance of different consequences of a range of events and developments.</li> <li>compare changes within and across History, e.g., in terms of importance, progress or the type and nature of the change.</li> <li>explain reasons why particular aspects of a historical event, development, society or person were of particular significance.</li> <li>select relevant sections of information using research with increasing confidence to answer a line of enquiry.</li> <li>sequence with independence the key events, objects, themes, societies and people covered using dates, period labels and terms.</li> </ul>
<p><b>Diversity Links</b> Know that Cleopatra was the last Egyptian Pharaoh before the Romans took over. It wasn't unusual for women to rule as pharaoh over Egypt. Cleopatra is the most famous, but others include <a href="#">Nefertiti</a> and <a href="#">Hatshepsut</a>. Use these as examples of other female pharaohs.</p>	<p><b>Diversity Links</b> <a href="#">In Tudor England racism was not common</a>. Many black people came to live in England and in the Royal household. They came to England from Africa, from Europe and from the Spanish Caribbean. They came with privateers, pirates, merchants, aristocrats, even kings and queens, and were accepted into Tudor society. They</p>	<p><b>Diversity Links</b></p>

	were baptised, married and buried by the Church of England and paid wages like other Tudors.	
<b>Vocabulary</b> Nile, Egyptians, Africa, <b>source</b> , levee, mummification, <b>gods</b> , canopic jars, afterlife, pyramids, pharaoh, <b>empire</b> , <b>religion</b> , <b>government</b> , hieroglyphics	<b>Vocabulary</b> Tudors, beheading, hanging, monarch, heir, divorce, <b>religion</b> , Catholicism, Church of England, <b>reign</b> , Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard and Catherine Parr	<b>Vocabulary</b> caves, network, sandstone, Castle Hill, Park Rock, <b>Vikings</b> , tannery, bubonic plague, Narrow Marsh, Luddites, protest, machinery, gaols. air raid, shelter, <b>tourist attraction</b> , City of Caves, century



## Y6 History Curriculum Intent

<p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present</li> </ul>
<p style="text-align: center;"><b>Advent</b> <b>Children will know:</b></p>	<p style="text-align: center;"><b>Lent</b> <b>Children will know:</b></p>	<p style="text-align: center;"><b>Pentecost</b> <b>Children will know:</b></p>
<p><b>Rich and Poor</b></p> <ul style="list-style-type: none"> <li>the dates of the beginning and the end of the Victorian period. (1837-1901)</li> <li>Queen Victoria was the reigning monarch.</li> <li>how the homes of rich and poor Victorians differed including slums.</li> <li>the differences between Victorian school and modern school.</li> <li>that some children had to work jobs in poor conditions instead of going to school.</li> <li>the rise of the workhouses for the poorest people and their poor conditions</li> <li>how social class impacted the life of a child in Victorian Britain.</li> </ul> <p><b>Disciplinary &amp; Procedural Knowledge</b> <b>Know how to:</b></p> <ul style="list-style-type: none"> <li>sequence several historical events on a timeline, considering the relationships to each other.</li> <li>confidently use sources of information such as the library/ the internet to follow up a line of enquiry.</li> </ul>	<p><b>A Child's War</b></p> <ul style="list-style-type: none"> <li>the dates of the beginning and end of WWII (1939-1945)</li> <li>King George VI was the reigning monarch in England during the war.</li> <li>the reasons for the start of WWII leading to invasion by the German army of parts of Europe.</li> <li>the main countries involved in WWII and which side they were on</li> <li>how and why the lifestyle for children in WWII Britain changed including: <ul style="list-style-type: none"> <li>-rationing to ensure fair shares for all in national shortages,</li> <li>-fathers in the army, mothers in work.</li> <li>-evacuation during the war</li> </ul> </li> <li>what the Holocaust was and who was affected by this, including life in concentration camps</li> <li>the impact WWII had on society today including the formation of the United Nations and the world peace that ensued.</li> </ul> <p><b>Disciplinary &amp; Procedural Knowledge</b></p>	<p><b>Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>how to use timelines to demonstrate the key changes and developments in crime and punishment across history.</li> <li>how crimes were punished in the Roman period</li> <li>how crimes were punished in the Anglo Saxon period.</li> <li>how crimes were punished in Tudor England.</li> <li>how crimes were punished in Victorian Britain.</li> <li>about the establishment of the Police Force in 1829.</li> <li>how crimes are punished in modern Britain.</li> </ul> <p><b>Disciplinary &amp; Procedural Knowledge</b> <b>Know how to:</b></p> <ul style="list-style-type: none"> <li>have a confident chronological overview of the key periods studied across KS2.</li> <li>suggest omissions in information and suggest the means of finding this out.</li> <li>compare the significance of developments across History and time periods studied.</li> </ul>



<ul style="list-style-type: none"> <li>bring together knowledge from different sources of information in a fluent account.</li> <li>compare the significance of events, developments and people across History and time periods studied.</li> <li>compare similarities and differences within and across a wide range of periods in suitable depth.</li> <li>debate independently on the different types of causes for most of the events covered, including longer- and shorter-term aspects.</li> <li>debate independently on the different types of consequences of most of the events covered, including longer- and shorter-term aspects.</li> <li>compare the significance of events, developments and people across history and time periods studied.</li> <li>articulate a coherent narrative that highlights the depth of their knowledge and understanding</li> <li>understand and explain the nature and reasons for different interpretations in a range of topics.</li> <li>consider how to check the accuracy of interpretations, fact, fiction or opinion.</li> </ul>	<p><b>Know how to:</b></p> <ul style="list-style-type: none"> <li>explain independently the sequence of key events, and people using dates and terms accurately.</li> <li>understand and explain the nature and reasons for different interpretations</li> <li>consider how to check the accuracy of interpretations, fact, fiction or opinion.</li> <li>evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.</li> <li>compare the significance of events and people across history and time periods studied.</li> <li>articulate a coherent narrative that highlights the depth of their knowledge and understanding.</li> <li>debate independently on the different types of causes for most of the events covered, including longer- and shorter-term aspects.</li> <li>debate independently on the different types of consequences of most of the events covered, including longer- and shorter-term aspects.</li> </ul>	<ul style="list-style-type: none"> <li>articulate a coherent narrative that highlights the depth of their knowledge and understanding.</li> <li>evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.</li> </ul>
<p><b>Diversity Links</b> The British Empire was dissolved in 1949 to form <a href="#">the Commonwealth of Nations</a>, with a goal of <a href="#">co-operation and sharing cultures and traditions</a> among the former territories of the British Empire. Use this to explain what the British Empire became after the Victorian era.</p>	<p><b>Diversity Links</b> Know that the war is still within living memory of some people. Know the lasting impact on families. <a href="#">The "Windrush Generation"</a> is the name given to the 500,000 people who migrated from the Caribbean to help Britain to rebuild after the war. Many of these people and their descendants still live in the UK today.</p>	<p><b>Diversity Links</b> Know that Eric Irons was the first black magistrate in the UK. <a href="#">Eric Irons</a> was born in Jamaica but served in the RAF during WW2 before settling to live in Nottingham. Use as an example of how our justice system is constantly developing and becoming more inclusive.</p>

	Use this as an example of how the consequences of WW2 has changed Britain today.	
<b>Vocabulary</b> <b>Victorian, Queen Victoria</b> , Prince Albert, Empire, slums, workhouses, chimney sweep, John Barnardo, ragged <b>school</b> , disease, <b>reign, rich, poor, society</b> ,	<b>Vocabulary</b> WWII, treaties, WWI, Allies, Adolf Hitler, Neville Chamberlain, Winston Churchill, rationing, evacuation, Nazi Germany, persecution, holocaust, concentration camp, propaganda, Anne Frank.	<b>Vocabulary</b> criminal, hung, drawn and quartered, judge, jury, court, trial, law, police, prison, guilty, innocent, execution, torture, scold's bridle, pillory, stocks, ducking stool, drunkard's cloak, rack, treason, vagrant, peelers, hard labour, transportation, oakum, shot drill, the crank

