Year 1	Autumn	Spring		
	Victorians	Kings and Queens of the Past/War of the Roses		
	Alexander Graham Bell (class name)	Warwick Castle		
11	William Webb-Ellis	Kenilworth Castle		
Unit	William Gilbert	Homes in Warwick now and in the past (Medieval,		
	Lady Willoughby de Broke	Tudor and present day)		
		Richard III		
	Recognise the difference between past and present in their	Compare and order houses from different periods of time		
	own and other people's lives	(Medieval, Tudor and present day)		
	Recognise the difference between the past and present in	Describe the features of a castle and their purpose		
	Houlton and Rugby and describe how it has changed (n.b. this	• Learn about lives of significant historical figures (Richard III)		
	is studied in more depth in Year 3)	Recount main events from the past (War of the Roses)		
	Learn about some events of local importance (first radio	<ul> <li>Learn about communication and technology in Medieval</li> </ul>		
	communication and start of rugby)	times and compare to the present day		
	<ul> <li>Name some local people who lived in the past and their</li> </ul>	Learn about beliefs and religion in Medieval times		
Ohiostinos	<mark>significance</mark> (Alexander Graham Bell, William Webb-Ellis,	Understand the difference between fact and fiction through		
Objectives	William Gilbert and <mark>Lady Willoughby</mark> )	reading a range of fiction and non-fiction texts		
	<ul> <li>Learn about communication and technology in Victorian</li> </ul>	Find answers to simple questions about the past from sources		
	times and compare to the present day	of information e.g. How have homes changed? What was life		
	Learn about homes in Victorian times and compare to the	like in a castle?		
	present day	Ask own questions about the past, based on areas of interest		
	Learn about beliefs and religion in Victorian times	e.g. castles		
	• Find answers to simple questions about the past from sources	• Explore Lady Margaret Beaufort role in the War of the Roses		
	of information e.g. What did the first telephone look like?			
	•			



### Summer

Year 2	Autumn	Spring	Summer
Year 2 Unit	Changes in communication within living memory.         Stuarts (Great Fire of London and Gunpowder Plot)         Toys (changes within living memory)         Tim Berners-Lee         •       Explain the significance and impact of the work of Tim Berners-Lee         •       Describe changes in communication and technology within living memory         •       Use past and present when telling others about an event         •       Use evidence to describe differences between then and now         •       Learn about the sequence of events during The Great Fire of London and place the events in order using a given scale         •       Compare homes in London in the 17 <sup>th</sup> Century to London in the present day         •       Compare communication and technology in the time of the	Tudors         Titanic         Christopher Columbus         Robert Falcon Scott         • Learn about lives of significant historical figures         (Christopher Columbus- including the negative impact of this on indigenous people- and Robert Falcon Scott)         • Identify the similarities and differences between the experiences of Christopher Columbus and Robert Falcon Scott         • Recount main events from the past (expeditions), why they happened and what happened as a result         • Use evidence to explain reasons why people in the past acted as they did	Mary Seacole         Florence Nightingale         Crimean War         Nursing         Health         •       Learn about lives of significant historical figures (Mary Seacole and Florence Nightingale)         •       Compare nursing now and at the time of the Crimean War         •       Use a portrait of Mary Seacole to ask and answer questions         •       Use evidence to describe differences between then and now         •       Use evidence from sources to describe the past         •       Where appropriate, construct simple pictograms, tally charts, block diagrams and/or simple tables (link to
Objectives	<ul> <li>Compare communication and technology in the time of the Stuarts to the present day</li> <li>Recount main events from the past (The Gunpowder Plot), why they happened and what happened as a result</li> <li>Put three events in order using a given scale</li> <li>Put three people in order using a given scale</li> <li>Learn about significant historical figures (King James, Guy Fawkes, Samuel Pepys and Sir Christopher Wren)</li> <li>Identify and understand the difference between primary and secondary sources of evidence</li> <li>Use evidence from sources to describe the past</li> <li>Use evidence to explain reasons why people in the past acted as they did (linked to The Gunpowder Plot)</li> <li>Describe the significance of religion in the events of the Gunpowder Plot</li> <li>Write own date of birth and the dates of birth of some significant individuals</li> <li>Impact of Great Fire of London on women selling the 'London Gazette'</li> </ul>	<ul> <li>acted as they did</li> <li>Compare communication and technology in Tudor times to the present day and other periods of history that have already been studied</li> <li>Compare homes in Tudor times to the present day and other periods of history that have already been studied (building on knowledge from Year 1)</li> <li>Learn about beliefs and religion in Tudor times</li> <li>Identify differences between ways of life at different times</li> <li>Put three events in order using a given scale (expeditions)</li> <li>Use evidence from sources to describe the past</li> <li>Learn about social differences at the time of the Titanic</li> </ul>	<ul> <li>charts, block diagrams and/or simple tables <i>(link to Maths)</i></li> <li>Compare adults talking about the past – how reliable are their memories? Do they remember the same thing?</li> <li>Describe changes to toys within living memory and place three toys in order using a given scale</li> <li>Give reasons for changes to toys within living memory</li> <li>Recap beliefs and religion in Victorian times</li> </ul>



Year 3	Autumn	Spring	
Unit	Local history study (development of Houlton) <u>Mast site</u>	Changes in Britain from the Stone Age to the Iron Age	
Unit Objectives		<ul> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>Understand that a timeline can be divided into BC and AD and place dates on a timeline</li> <li>Use a timeline to place events in order</li> <li>Use evidence to find out about changes within a period of history and place on a timeline</li> <li>Use evidence from a range of sources to describe the past and compare with our life today</li> <li>Describe significant changes and developments from Stone Age to Iron Age Britain (including the course of events that led people to move from hunting and gathering to farming, the significance of copper mining and the development of hillforts)</li> <li>Describe what humans needed to survive in Stone Age Britain</li> <li>Understand what was found at Skara Brae and why it was important</li> <li>Learn the significance of religion and beliefs during this period of history and find out about Stonehenge</li> </ul>	
	<ul> <li>Divide recent history into present, using 21<sup>st</sup> century, and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries</li> </ul>	<ul> <li>Describe communication and technology during this period of history</li> <li>Identify how homes changed during this period</li> <li>Where appropriate, present data using bar charts, pictograms and/or tables <i>(link to Maths)</i></li> </ul>	



# Summer

Year 4	Autumn	Spring	
Unit		The Roman Empire and its impact on Britain	
	Autumn		<ul> <li>Describe the imp Egyptian times a</li> <li>Compare Ancier of history and th</li> <li>Compare method times to other h the present day</li> <li>Explain why Ancon Nile</li> <li>Compare Ancier and structures in</li> <li>Describe the imp other periods of</li> <li>Where appropriat and/or time grap</li> </ul>
		<ul> <li>Learn about Roman nomes</li> <li>Describe significant changes during this period of history and reasons why they may have occurred</li> <li>Describe the impact that the Romans had on life in other periods of history and life today</li> </ul>	• Learn about the



### Summer

### **Ancient Egypt**

mportance of religion and beliefs during Ancient es and describe some Egyptian gods

ient Egyptian beliefs to beliefs in other periods I the present day

hods of communication during Ancient Egyptian r historical periods (particularly Stone Age) and ay

ncient Egyptians were able to settle near the

ient Egyptian homes and structures to homes s in other periods of history (particularly Roman) impact that Ancient Egyptians had on life in of history and life today

priate, present discrete and continuous data riate graphical methods, including bar charts graphs *(link to Maths)* 

he status of women

Year 5	Autumn	Spring	
Unit	Ancient Greece	Significant Women of the World	Britain's settler The Viking and An of England to t
Objectives	<ul> <li>Sequence historical periods and place on a timeline</li> <li>Learn about Ancient Greek life and achievements and the influence on the western world, including philosophy and architecture</li> <li>Choose reliable sources of evidence to answer questions</li> <li>Explain how the political system worked in Ancient Greece and compare this to other political systems</li> <li>Learn about the first Olympics and how the Olympics has changed</li> <li>Place dates of key events on a timeline</li> <li>Compare Ancient Greek communication and technology to other periods of history</li> <li>Compare Ancient Greek homes and buildings to homes and buildings in other periods of history</li> <li>Describe the significance of Ancient Greek beliefs and religion</li> <li>Where appropriate, complete information in tables (<i>link to Maths</i>)</li> </ul>	<ul> <li>Sequence historical periods and place on a timeline</li> <li>Choose reliable sources of evidence to answer questions</li> <li>Place dates of key events on a timeline</li> <li>Identify causes and consequences of the main events, situations and changes during this time period</li> <li>Identify changes and links within and across time periods</li> <li>Give clear reasons why there may be different accounts of history</li> <li>Know that people can represent events or ideas in ways that persuade others</li> </ul>	<ul> <li>Compare the get day</li> <li>Place dates of ket</li> <li>Learn about the and the signification</li> <li>Compare Anglo to other periods</li> <li>Compare Anglo and buildings in</li> <li>Identify causes a situations and cline</li> <li>Identify changes</li> <li>Give clear reason history</li> <li>Know that peop persuade others</li> <li>Choose reliable</li> <li>Where appropriation Maths)</li> <li>Learn about the diversity of peop</li> </ul>



### Summer

### lement by Anglo-Saxons and Scots

Anglo-Saxon struggle for the Kingdom

the time of Edward the Confessor

geography of the Saxon Shires to the present

- f key events on a timeline
- he Anglo Saxon and Viking art, culture, weapons ficance of religion, laws and justice
- lo-Saxon/Viking communication and technology
- lo-Saxon and Viking beliefs and religion
- lo-Saxon/Viking homes and buildings to homes
- in other periods of history
- es and consequences of the main events,
- d changes during this time period
- ges and links within and across time periods
- sons why there may be different accounts of
- ople can represent events or ideas in ways that ers
- le sources of evidence to answer questions priate, complete information in tables *(link to*

he origin of Anglo-Saxons, understanding the eople

Year 6	A	lutumn	Spring	
Focus	Elizabethan Era     Learn about life in the	Crime and Punishment A study of an aspect or theme (Crime and punishment) in British history that extends beyond 1066 Justice Rule of Law Beliefs and religion • Learn how the Rule of Law, justice, beliefs and religion have changed throughout	Early Islamic Civilisation     Use, BC, AD, present day and historical periods already studied as	A significant turn
Objectives	<ul> <li>Elizabethan Era including theatre, communication, technology, homes, beliefs and religion and compare to other periods of history</li> <li>Learn about Edward Swarthye</li> <li>Learn about William Shakespeare and the significance of his work</li> <li>Complete a local history study of Stratford- upon-Avon</li> <li>Use timelines to place events, periods and cultural movements from around the world <i>(link to Art)</i></li> </ul>	<ul> <li>history</li> <li>Describe similarities and differences between some people, events and objects in different time periods, with a focus on crime and punishment</li> <li>Use timelines to demonstrate changes and developments in culture, technology, religion and society</li> <li>Understand what the Romans believed about crime and punishment</li> <li>Find out how the legal system worked in Anglo-Saxon Britain and compare this with the modern British justice system and the Roman justice system</li> <li>Describe different punishment methods used throughout history</li> <li>Understand the experiences of Victorian prisoners</li> <li>Compare modern methods of crime prevention and detection with what existed in the past</li> <li>Use timelines to demonstrate changes using BC, AD and present day as reference points</li> <li>Describe how life may have changed during a time period with a focus on changes to crime and punishment</li> <li>Give own reasons why changes to crime and punishment may have occurred, backed up with evidence</li> <li>Describe how some changes affect life today</li> </ul>	<ul> <li>reference points for chronology</li> <li>Describe important roles in early Islamic society</li> <li>Explain the importance of trade in early Islamic society times</li> <li>Investigate the significance of early Islamic society on astronomy, architecture, medicine and number system to other periods of history and the present day</li> <li>Compare early Islamic society communication and technology to other periods of history</li> <li>Compare early Islamic society homes and structures to homes and structures in other periods of history</li> <li>Describe the significance of early Islamic society beliefs and religion</li> <li>Describe the main changes during a period of history using words such as: social, religious, political, technological and cultural</li> </ul>	<ul> <li>Explain what the holo</li> <li>Describe communicat</li> <li>Explore the history of men and women, and</li> <li>Explain the impact of a</li> <li>Learn about the contrant and Asian soldiers</li> <li>Learn about the post-</li> <li>Describe the experien</li> <li>Compare Normandy of present day</li> <li>Describe how life may</li> <li>Describe causes and of changes in the period</li> <li>Suggest accurate and have been represented</li> <li>Know and understand misinformation and th</li> <li>Choose reliable source the past</li> <li>Evaluate the usefulnes</li> <li>Select the most appropriate, communication and the past</li> </ul>



### Summer

### World War 2

urning point in British history (World War 2) Code breaking Roles of men and women Impact of racial prejudice

War 2 began and place significant events on a timeline plocaust was and describe some events that happened cation and technology during World War 2

- of World War 2 including code breakers, the roles of
- nd the impact of racial prejudice
- of Alan Turing on Britain's war effort
- ntribution made by Britain's allies including African

st-war contribution of the wind rush generation

- ence of an evacuee
- y during the time of World War 2 to Normandy in the
- nay have changed during a time period
- d consequences of the main events, situations and ods studied
- nd plausible reasons for how/why aspects of the past nted and interpreted in different ways
- nd that some evidence is propaganda, opinion or
- I that this affects interpretations of history
- rces of factual evidence to describe life and change in
- ness and accuracy of different sources of evidence
- propriate source of evidence for particular tasks
- about historical events from a range of sources
- , construct pie charts and/or line graphs (link to Maths)