

Skills

CU = Chronological Understanding

IH = Interpretations of History

RDHK = Range and Depth of Historical Knowledge

HE = Historical Enquiry



A.R.H. Curriculum Progression Document - History

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

National Curriculum Aims - History					
Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind	Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short-and long-term timescales.

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Year 1	Twisted Tales	Inspirational Occupation	Best of Leicester	Weird and Wonderful Weather	Marvellous Makers	World Explorers	
NC Objective	Previous Knowledge	Knowledge and skills				Date Covered	Vocabulary
Significant historical people in their own locality <ul style="list-style-type: none"> Richard III Themes: monarchy, chronology, impact		What was discovered in a Leicester car park in 2012? (Local History) <ul style="list-style-type: none"> I know that an archaeologist is someone who finds physical evidence to help us understand history I know that the body of King Richard III was found in a car park in Leicester in 2012 I can see that the skeleton and DNA meant that we can identify the body as King Richard III I know that Richard III died more than 500 years ago Richard III - Story of Leicester 					Archaeologist King Past Statue Historian A long time ago Grave Skeleton
		Who was Richard III and how has he made Leicester special? <ul style="list-style-type: none"> I know that Richard III was a king of England more than 500 years ago I know that Richard III was killed in the Battle of Bosworth I know that his body was missing for a long time I know that Richard III is now buried in Leicester Cathedral I know that there is a statue in Leicester of Richard III I know that there Richard III visitor centre in Leicester that people visit to find out about him 					Funeral Site Remains Evidence
Changes within living memory Themes: chronology, technology, civilisation	ELG Past and Present: Know some similarities and differences between things in the past and now, drawing on their experiences	How has my school changed over time? <ul style="list-style-type: none"> I know the difference between past and present I know that ARH opened in 1938 I can talk about old and new parts of the building I can compare uniforms and classrooms at ARH through time I can sort photos of the school and children into past and present and explain how I know I can think of questions I'd still like to know about how school has changed 					Old New Compare Similar Different Memory Past Present Now Change Then Before After

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	and what has been read in class			Before I was born
		<p>Skills:</p> <ul style="list-style-type: none"> • IH – Compare adults talking about the past and consider the reliability of their memories (when speaking to people who used to go to ARH) • CU – Sequence 3 or 4 artefacts relating to school from now and the past and match those objects to children now and children in the past • CU - Use common words and phrases relating to the passing of time • HE - Find answers to some simple questions about the past from simple sources of information (interviewing people who went to ARH in the past) • RDHK - Ask and answer relevant basic questions about the school in the past • RDHK - Identify some similarities and differences between ways of life in different periods by looking at how ARH has changed 		
<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"> • Florence Nightingale • Mary Seacole 	<p>ELG Past and Present: Talk about the lives of the people around them and their roles in society</p>	<p>Who was Florence Nightingale and what did she achieve?</p> <ul style="list-style-type: none"> • I know that Florence Nightingale was a nurse • I know that she lived 200 years ago • I know that she opened the first nursing school and taught lots of nurses • I know that she taught people that hygiene is important • I know that she was a mathematician • I know she wrote a book on nursing • I know that nurses are important in wars • I know she led a group of nurses to help in the Crimean War 		<p>Achievement</p> <p>Explorer</p> <p>Pilot</p> <p>Past</p> <p>Equal</p> <p>Nurse</p> <p>War</p> <p>Hygiene</p> <p>Compare</p> <p>Equipment</p> <p>Similar</p> <p>Different</p>
		<p>Who was Mary Seacole and what did she achieve?</p> <ul style="list-style-type: none"> • I know that Mary Seacole was a nurse • I know that she lived 200 years ago • I know that she wrote the first autobiography by a black woman in England • I know that she independently went to Crimea to help in the war 		<p>Old</p> <p>New</p> <p>Because of what happened</p>

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<p>Themes: exploration, civilisation, technology, impact</p>		<p>How is nursing different now than it was for Mary Seacole and Florence Nightingale?</p> <ul style="list-style-type: none"> • I know that both Mary Seacole and Florence Nightingale faces challenges due to their gender and race • I can compare current medical equipment, clothing and hospitals with those of Mary Seacole and Florence Nightingale 		<p>many years ago...</p>
		<p>Skills:</p> <ul style="list-style-type: none"> • IH – Use stories to encourage children to distinguish between fact and fiction focusing on Mary Seacole and Florence Nightingale • RDHK - Describe some similarities and differences between artefacts used by nurses in the past and now 		
<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> <ul style="list-style-type: none"> • The first aeroplane flight <p>Themes: technology, impact,</p>	<p>ELG Past and Present: Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>How has transport changed people’s lives?</p> <ul style="list-style-type: none"> • I know that people used to travel by ship to explore and trade • I know that for a long time, trains, cards and planes had not been invented • I know that the invention of cars, trains and planes has made travel much easier • I know that more people travel now than in the past 		<p>Invention Transport Technology Old New Past Present Change Improve Compare Famous Now Parachute</p>
		<p>How have cars changed over time?</p> <ul style="list-style-type: none"> • I know that people used carriages before cars were invented • I know that Karl Benz invented the first petrol car • I know that an electric car was made over 100 years ago • I know that people have started using electric cars again 		
		<p>How did people learn to fly?</p> <ul style="list-style-type: none"> • I know that Da Vinci designed a helicopter • I know that Da Vinci invented the first parachute • I know that the Wright Brothers invented the plane and made the first flight 		
		<p>Have children always played with toys?</p> <ul style="list-style-type: none"> • I know that toys have existed for thousands of years • I know that toys have changed over time • I know that toys have been made out of lots of different materials 		

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civilisation, chronology	<ul style="list-style-type: none">• I know that toys today sometime need electricity to work• I know that lots of our toys today use technology that wasn't around in the past• I know that some toys and games we play with now were also not around 100 years ago		
	<p>Skills:</p> <ul style="list-style-type: none">• RDHK – recognise the difference between past and present focusing on technology and toys• HE – Find answers to simple questions about the past using toys as historical artefacts• RDHK - Identify some similarities and differences between ways of life in different periods and how different inventions have changed people's lives		

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Year 2	Captivating Capitals	Terrible Tudors	Food Glorious Food	Magnificent Materials	Into The Woods	Tales from Around the World	
NC Objective	Previous Knowledge	Questions, knowledge and skills				Date Covered	Vocabulary
<p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> Elizabeth I Francis Drake Walter Raleigh <p>Themes: monarchy, exploration, empire, chronology, invasion</p>	<p>Monarchy: Year 1 – Richard III</p> <p>Exploration: Year 1 – Amelia Earheart, Wright brothers</p> <p>Chronology: Year 1 – old/new, changes over time</p>	<p>When was the Tudor period and what is the connection to Leicester? (Local History)</p> <ul style="list-style-type: none"> I know that Tudors reigned after Richard III was defeated at the Battle of Bosworth (Market Bosworth, Leicestershire) I know that the Battle of Bosworth was a pivotal moment in British History Richard III - Story of Leicester I know that the Tudors reigned before The Great Fire of London I can explore a timeline to know that there were different kings and queens during the Tudor period I know that Lady Jane Grey was only a queen for 9 days and spent most of her life living at Bradgate House in Leicestershire 					<p>Reign Queen Period Rule Trade Circumnavigate <i>Explorer</i> In the past In Tudor times Royal Monarch Behead Imprison Tower of London Enslave</p>
		<p>Who was Elizabeth I?</p> <ul style="list-style-type: none"> I know that Elizabeth I was a Tudor queen I know that Elizabeth I never married or had children which made it unclear who the next king or queen would be I know that Elizabeth I was 25 years old when she became queen I know she reigned from 1558-1603 					
		<p>Who was Sir Francis Drake?</p> <ul style="list-style-type: none"> I know that explorers travel the world to discover new things I know Francis Drake was a Tudor explorer I know he circumnavigated the globe I know that he helped Elizabeth I's army at sea I know he made lots of money trading goods while he travelled I know he enslaved people 					
		<p>Who was Sir Walter Raleigh?</p> <ul style="list-style-type: none"> I know that Walter Raleigh was a Tudor explorer I know that he went to America with his half brother I know that he brought new plants, such as potatoes, to the United 					

Key History Thread = Movement of People

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		<p>Kingdom</p> <ul style="list-style-type: none"> • I know that he was captain of Elizabeth I's guard • I know that he was imprisoned and beheaded 		
		<p>Skills:</p> <ul style="list-style-type: none"> • RDHK – Recognise why people did things, why events happened and what happened as a result (Walter Raleigh/Francis Drake's expeditions) • CU - Show an awareness of the past, using common words and phrases relating to the passing of time 		
<p>Events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> • The Great Fire of London <p>Themes: monarchy, civilisation, impact, chronology</p>	<p>Impact: Year 1 – memorials/st atues</p> <p>Chronology: Year 1 – old/new</p>	<p>How has London changed since 1666?</p> <ul style="list-style-type: none"> • I know that London has been an important city for a long time • I can compare London now to how it was in 1666, using maps, photos and pictures • I know that famous buildings now such as the Shard, the Gherkin and the London Eye did not exist in 1666 • I know that buildings in London used to be made from different materials • I know that the Thames has always been a central part of London 		<p>Memorial Evacuate Source Evidence Timeline Monarch <i>King</i> <i>Equipment</i> Extinguish Blaze Diary Artefact</p>
		<p>How do we know about the Great Fire of London?</p> <ul style="list-style-type: none"> • I know that Samuel Pepys wrote a diary • I know people painted pictures of the fire • I know maps show us how the city changed after the fire • I know memorials help people to remember big events • I know that we have objects from 1666 		
		<p>How did the Great Fire of London happen?</p> <ul style="list-style-type: none"> • I know that the Great Fire of London happened in 1666 • I know the fire spread because of how the buildings were built • I know how the fire was stopped • I know the fire started in a bakery on Pudding Lane • I know King Charles II helped to put the fire out 		

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		<p>Skills:</p> <ul style="list-style-type: none"> • CU – sequence photographs (how has London changed?) • CU – describe memories of key events (Samuel Pepys diary) • IH – compare 2 different versions of the great fire of London using the diary and a newspaper article • IH – Discuss the reliability of the diary and newspaper 		
<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"> • Pieter Bruegel the Elder • LS Lowry <p>Themes: civilisation, technology</p>		<p>Who was Pieter Bruegel the Elder?</p> <ul style="list-style-type: none"> • I know that Bruegel was a famous artist • I know Bruegel was Dutch • I know Bruegel lived 500 years ago • I know that Bruegel often made paints out of powders and oils • I know that Bruegel often painted onto wooden panels and would have to paint lots of layers • I know that sometimes Bruegel would use animal glue and paint onto canvas instead of wood 		<p>Artist Canvas <i>Change</i> Evidence <i>Compare</i> Contract Landscape Reflect Perspective Pigments Materials Equipment Depict Crowd Civilians</p>
		<p>Who was LS Lowry?</p> <ul style="list-style-type: none"> • I know that Lowry was a famous artist • I know that Lowry was English • I know Lowry lived over 100 years ago • I know that Lowry bought his paints ready-made • I know Lowry only used five colours 		
		<p>How can paintings help us to learn about the past?</p> <ul style="list-style-type: none"> • I know that both Lowry and Bruegel painted ordinary people • I know that both Lowry and Bruegel’s painting show what life was like during their lifetimes • I know that children in Bruegel’s’ time played games like ‘hoopla’ and ‘blind man’s buff’ because I can see it in his paintings • I know that during Lowry’s lifetime there were lots of factories 		
		<p>Skills:</p> <ul style="list-style-type: none"> • CU – sequence artefacts (compare paintings from different time periods) • KDHK – identify differences between ways of life at different times using the painting of Lowry and Bruegel 		

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		<ul style="list-style-type: none">• IH – compare pictures of people in the past• HE – Use paintings of the past to answer questions about the past on the basis of simple observations		
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Year 3	Awesome Oceans	Kapow!	Smashing Saxons	Rock 'n' Roll	Rotten Romans	The Wizarding World of Harry Potter	
NC Objective	Previous Knowledge	Questions, knowledge and skills				Date Covered	Vocabulary
<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Themes: monarchy, exploration, chronology, invasion, civilisation, religion</p>	<p>Exploration: Year 1 – Amelia Earhart Year 2 – Walter Raleigh, Francis Drake</p>	<p>Who were the Anglo-Saxons?</p> <ul style="list-style-type: none"> • I know the Anglo-Saxons came from Scandinavia and Germany • I know the Anglo-Saxons lived in Britain between around 410AD and 1066AD • I know the three main tribes of the Anglo-Saxons: Angles, Jutes and Saxons • I know the Anglo Saxons ruled Britain for about 500 years 					<p><i>Archaeology</i> Artefact Settlers Defend <i>Ruler</i> Tribe Kingdom Culture Anglo-Saxon Scots and Picts Angles, Jutes and Saxons Mercia Invasion Wattle and Daub Village</p>
		<p>Why did the Anglo-Saxons and Scots come to Britain?</p> <ul style="list-style-type: none"> • I know many Anglo-Saxons came peacefully, to find a new home • I know many Anglo-Saxons came to farm because their homeland often flooded • I know that Saxon warriors were asked to help the Britons defend England from the Scots and Picts • I know that the Scots came from Ireland and established 'Scotland' around the same time for more land • I know that the Scots did not come peacefully 					
		<p>What was life like in Anglo-Saxon Britain?</p> <ul style="list-style-type: none"> • I know Anglo-Saxons lived in villages • I can describe Anglo-Saxon houses • I know farming was important for the Anglo-Saxons • I know that Anglo-Saxons spoke Old English • I know that Anglo-Saxons were pagan, but that many converted to Christianity • I know that Anglo-Saxons were craft-workers, story-tellers and musicians • I know that Anglo-Saxon children enjoyed games like spinning tops and dice • I can talk about how historians use archaeology to learn about the Anglo-Saxons, e.g. Sutton Hoo 					

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		<p>Skills:</p> <ul style="list-style-type: none"> • CU – Sequence several events or artefacts • RDHK – find out about everyday lives of people in the Anglo-Saxon period • RDHE – compare life in the Anglo-Saxon period with life today • RDHE – identify reasons why the Anglo-Saxons came to Britain and the results of those actions • HE – use a range of sources to find out about the Anglo-Saxons 		
<p>The Roman Empire and its impact on Britain</p> <p>Themes: monarchy, civilisation, empire, exploration , chronology , technology , impact,</p>	<p>Civilisation: Year 3 – Anglo-Saxons</p> <p>Monarchy: Year 3 – Anglo-Saxons</p> <p>Religion: Year 3 – Anglo-Saxons</p> <p>Invasion: Year 3 – Anglo-Saxons</p> <p>Chronology: Year 3 – Anglo-Saxons</p>	<p>Who were the Romans?</p> <ul style="list-style-type: none"> • I know that the Roman Empire began in Italy • I know the Roman Empire lasted from 27BC – 476AD • I know the Roman Empire stretched across many countries • I know that Julius Caesar was a powerful Roman leader before there were emperors • I know that the Roman Empire was led by an emperor • I can name and talk about the Roman Emperors Augustus, Hadrian and Claudius <p>How did the Romans conquer Britain?</p> <ul style="list-style-type: none"> • I know the Romans wanted Britain’s precious metals (gold, tin and iron) and cattle • I know Julius Caesar tried and failed to invade Britain in 55-54 BC • I know that Claudius successfully invaded Britain in AD 43 • I know that some Celts, such as Boudicca, resisted the Romans • I know Britain was a peaceful part of the Roman Empire for around 300 years 		<p><i>Empire</i> Emperor Elect Democracy Slave Engineering <i>Impact,</i> <i>influence,</i> legacy Forum Latin Legion Senator, consul Villa Aqueduct Auxiliaries Centurions</p>

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religion, invasion	Saxons	What was life like in Roman Leicester? (Local History) <ul style="list-style-type: none">• I know the Romans built and developed towns in Britain, including Leicester• I can talk about important buildings in Roman towns, such as the Jewry Wall Public Baths• I can describe Roman houses and villas• I know the Roman language was Latin• I know that the Romans worshipped gods and goddesses and used churches such as St. Nicholas in Leicester• I know that many people in Roman Britain were Christian• I know the Romans had slaves The Romans in Leicester - Story of Leicester		Formation Drill Shield Spear Javelin Helmet
	Technology: Year 1 – changes in transport	How did the Romans change Britain? <ul style="list-style-type: none">• I know the Roman empire ended when Germanic tribes invaded Rome• I know Roman soldiers in Britain left to defend Rome• I know the Romans built over 10,000 miles of road, including what is now the A46 to Leicester• I know that there are still Roman ruins in Britain, such as Hadrian’s wall• I know that some of our language comes from Latin• I know that Roman numerals are still sometimes used, such as on clocks• I know that Roman engineering, such as drainage systems, roads and aqueducts, have influenced what we use today		
		Skills: <ul style="list-style-type: none">• CU – Place events from the Roman times on a timeline• CU – Understand more complex terms such as AD and BC• RDHK – use evidence to reconstruct life in the Roman times• RDHK – offer a reasonable explanation for the Romans conquering Britain• IH – use textbooks to gain historical knowledge about the Romans		

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Year 4	Rockin' Rainforest	Willy Wonka's Wonderful World of Chocolate	Rotten Romans	Groovy Greeks	Whodunnit?	Around the World	
NC Objective	Previous Knowledge	Questions, knowledge and skills				Date Covered	Vocabulary
<p>A non-European society that provides contrasts with British history – one study chosen from: Mayan civilisation c. AD 900</p> <p>Themes: monarchy, civilisation, empire, chronology, impact, religion, invasion</p>	<p>Monarchy: Year 3 – Shang Dynasty, Anglo-Saxons</p> <p>Civilisation: Year 3 – Shang Dynasty, Anglo-Saxons</p> <p>Invasion: Year 3 – Anglo-Saxons</p> <p>Chronology: Year 2 – Tudors Year 3 – Anglo-Saxons, Shang Dynasty</p> <p>Religion: Year 3 – Shang</p>	<p>Who were the Maya?</p> <ul style="list-style-type: none"> I know the Maya civilisation began in 2000BC and lasted until 1600AD, much longer than other ancient civilisations I know that the Maya civilisation coincided with Britain all the way from the Stone Age to the Tudors I know the Maya lived in Mesoamerica (Mexico and part of Central America) I know that Maya society was made up of hundreds of cities I know that Maya society had a hierarchy made up of commoners, a middle class, nobles and the king 					<p><i>Civilisation</i> <i>Invasion</i> <i>Hierarchy</i> <i>Worship</i> <i>Coincide</i> <i>Society</i> <i>Culture</i> <i>Agriculture</i> <i>Eradicate</i> <i>Poktapok</i> <i>Mesoamerica</i> <i>Glyphs</i> <i>Astronomy</i> <i>Mathematics</i> <i>Calendar</i></p>
		<p>How did the Maya live?</p> <ul style="list-style-type: none"> I know that Itzamna, Chaac, Ix Chel are the names of Mayan gods I know what the Maya wore I can describe Maya houses I know the Maya were great mathematicians and astronomers 					
		<p>How and why did the Maya farm?</p> <ul style="list-style-type: none"> I know that farming was important to the Maya I know that the Maya grew food such as sweet potato, avocado and chocolate I know that cacao beans were used for different purposes 					
		<p>How were the Maya and Anglo-Saxons similar and different?</p> <ul style="list-style-type: none"> I know how the Anglo-Saxons and Maya had different political systems, housing, clothing and food I know the Anglo-Saxons were around during part of the Maya civilisation 					
		<p>Skills:</p> <ul style="list-style-type: none"> CU – Use terms related to the Maya time period and begin to date events HE – Ask a variety of questions about the Mayans 					

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	Dynasty	<ul style="list-style-type: none"> RDHK - compare and contrast the Anglo-Saxons and the Maya 		
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Themes: monarchy, civilisation, empire, chronology, impact, religion, invasion</p>	<p>Religion: Year 3 – Anglo-Saxons</p>	<p>Who were the Ancient Greeks?</p> <ul style="list-style-type: none"> I know that Ancient Greece lasted from 800BC to 146BC I can put the Ancient Greeks on a timeline with the Romans and Maya I know the Greeks lives in mainland Greece and the Greek island, but also in colonies scattered around the Mediterranean Sea I know the Ancient Greeks travelled to trade and explore 		<p><i>Trade</i> Military Architecture <i>Culture</i> Influence Unite Literature <i>Artefact</i> Democracy Colony Battle Patron Sacrifice Worship Politics Olympics Invasion Philosophy Education architecture</p>
	<p>Chronology: Year 3 – Anglo-Saxons</p>	<p>What was it like to live in an Ancient Greek family?</p> <ul style="list-style-type: none"> I can describe Ancient Greek villages and cities I can describe Ancient Greek homes I can describe Ancient Greek fashion I can describe Ancient Greek food I can describe childhood in Ancient Greece, including food and toys 		
		<p>What do we know about Ancient Greek culture?</p> <ul style="list-style-type: none"> I know that the Ancient Greeks invented theatre I know that the Ancient Greeks made pottery, which is still famous for its red and black style I know that the Greeks held big festivals and the first Olympic Games I know that Ancient Greece had distinctive architecture which can still be seen today 		
		<p>How did the Ancient Greeks change the world?</p> <ul style="list-style-type: none"> I know that Alexander the Great led the Greek army to many places, taking Greek ideas and ways of life with him I know the Romans took over Ancient Greece in 30BC I know the Romans did not destroy Greek culture, but took on many of their ideas and carried them to even more countries I know that the Ancient Greeks had important philosophers and scientists and can compare them to scientists now 		

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		<p>Skills:</p> <ul style="list-style-type: none"> • RDHK – identify key features and events of the Greeks • IH – Look at the evidence available to show the impact that the Greeks had • CU - Place some historical periods in a chronological framework • RDHK - compare democracy in Ancient Greece to democracy now • RDHK - compare the Olympic games in Ancient Greece to now • RDHK - compare the Greek culture to ours, including art and theatre 			
<p>The Roman Empire and its impact on Britain</p> <p>Themes: monarchy, civilisation, empire, exploration, chronology, technology, impact, religion, invasion</p>	<p>Civilisation: Year 3 – Anglo-Saxons</p>	<p>Who were the Romans?</p> <ul style="list-style-type: none"> • I know that the Roman Empire began in Italy • I know the Roman Empire lasted from 27BC – 476AD • I know the Roman Empire stretched across many countries • I know that Julius Caesar was a powerful Roman leader before there were emperors • I know that the Roman Empire was led by an emperor • I can name and talk about the Roman Emperors Augustus, Hadrian and Claudius 		<p><i>Empire</i> Emperor Elect Democracy Slave Engineering <i>Impact, influence, legacy</i> Forum Latin Legion Senator, consul Villa Aqueduct Auxiliaries Centurions Formation Drill Shield Spear Javelin Helmet</p>	
	<p>Monarchy: Year 3 – Anglo-Saxons</p>				<p>How did the Romans conquer Britain?</p> <ul style="list-style-type: none"> • I know the Romans wanted Britain’s precious metals (gold, tin and iron) and cattle • I know Julius Caesar tried and failed to invade Britain in 55-54 BC • I know that Claudius successfully invaded Britain in AD 43 • I know that some Celts, such as Boudicca, resisted the Romans • I know Britain was a peaceful part of the Roman Empire for around 300 years
	<p>Religion: Year 3 – Anglo-Saxons</p> <p>Invasion: Year 3 – Anglo-Saxons</p> <p>Chronology: Year 3 – Anglo-Saxons</p> <p>Technology:</p>				<p>What was life like in Roman Leicester? (Local History)</p> <ul style="list-style-type: none"> • I know the Romans built and developed towns in Britain, including Leicester • I can talk about important buildings in Roman towns, such as the Jewry Wall Public Baths • I can describe Roman houses and villas • I know the Roman language was Latin • I know that the Romans worshipped gods and goddesses and used churches such as St. Nicholas in Leicester

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	Year 1 – changes in transport	<ul style="list-style-type: none">• I know that many people in Roman Britain were Christian• I know the Romans had slaves <p>The Romans in Leicester - Story of Leicester</p>		
		How did the Romans change Britain? <ul style="list-style-type: none">• I know the Roman empire ended when Germanic tribes invaded Rome• I know Roman soldiers in Britain left to defend Rome• I know the Romans built over 10,000 miles of road, including what is now the A46 to Leicester• I know that there are still Roman ruins in Britain, such as Hadrian’s wall• I know that some of our language comes from Latin• I know that Roman numerals are still sometimes used, such as on clocks• I know that Roman engineering, such as drainage systems, roads and aqueducts, have influenced what we use today		
		Skills: <ul style="list-style-type: none">• CU – Place events from the Roman times on a timeline• CU – Understand more complex terms such as AD and BC• RDHK – use evidence to reconstruct life in the Roman times• RDHK – offer a reasonable explanation for the Romans conquering Britain• IH – use textbooks to gain historical knowledge about the Romans		

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Year 5	Ancient Egypt	Invaders and Traders	Narnia	Wonders of the Universe	Human Body	Innovative Inventions	
NC Objective	Previous Knowledge	Questions, knowledge and skills				Date Covered	Vocabulary
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Themes: monarchy, civilisation, exploration, chronology, impact, religion, invasion</p>	<p>Monarchy: Year 3 – Anglo-Saxons Year 4 – Romans, Maya</p> <p>Civilisation: Year 3 – Anglo-Saxons Year 4 – Romans</p> <p>Exploration: Year 3 – Anglo-Saxons</p> <p>Religion: Year 4 – Romans</p> <p>Invasion: Year 3 – Anglo-Saxons Year 4 – Romans</p> <p>Chronology:</p>	<p>Who were the Vikings and what did they do?</p> <ul style="list-style-type: none"> I know the Viking age was from about 700-1100AD I know the Vikings travelled in longboats from their homes in Scandinavia (Norway, Sweden and Denmark) I know the Vikings were great sailors who travelled and explored I know the Vikings traded goods and people I can talk about some famous Viking explorers, such as Leif Erikson 					<p><i>Conflict</i> <i>Tribes</i> <i>Ruler</i> <i>Territory</i> <i>Native</i> <i>Kingdom</i> <i>Defend</i> <i>Danelaw</i> <i>King</i> <i>Jarl</i> <i>Karl</i> <i>Thrall</i> <i>Farmer</i> <i>Craft-worker</i> <i>Jeweller</i> <i>Blacksmith</i> <i>Potter</i> <i>Pagan</i> <i>Longhouse</i> <i>Longboat</i> <i>Raid</i> <i>Hierarchy</i></p>
		<p>How did the Vikings and Anglo-Saxons live together? (Local History)</p> <ul style="list-style-type: none"> I know the Vikings invaded Lindisfarne, an important monastery, in AD793 I know King Alfred the Great stopped the Vikings from taking over Britain I know the Vikings lived in an Eastern part of England, called the Danelaw (Nottingham, Leicester, Derby, Stamford and Lincoln) I know that Leicester was a central point where Viking and Saxon conflict occurred I know that Leicester was an important Viking stronghold I know that the Vikings used Leicester's close proximity to the River Trent meant that Viking trade was prominent there I know that Anglo-Saxon and Viking conflicts restarted after Alfred's death I know Athelstan drove Eric the Bloodaxe out of Jorvik I know that the Anglo-Saxons were most successful under Edgar I know that Ethelred tried to bribe the Vikings with money called Danegeld I know that after Ethelred, there were a series of Viking rulers, such as Sweyn and Cnut I know that the last Viking battle was the Battle of Hastings <p>Danelaw: Exploring the Rise and Fall of England's Viking Kingdom</p>					

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	<p>Year 3 – Anglo-Saxons</p> <p>Year 4 – Maya, Ancient Greece, Romans</p> <p>Impact:</p> <p>Year 4 – Romans, Ancient Greece</p>	<p>What happened in 1066?</p> <ul style="list-style-type: none"> • I know that the Bayeaux Tapestry is an important historical artefact • I can explain the events of the Battle of Hastings in 1066 • I know that the Normans came after the Anglo-Saxons and ended Viking Britain 		
		<p>Skills:</p> <ul style="list-style-type: none"> • CU – know and sequence key events of the Viking period • CU – make comparisons between different times in the past • RDHK – examine causes and results of the events in 1066 and its impact on people • IH – Compare how different sources portray the events of 1066 (tapestry) • HE – use the Bayeaux tapestry to build a picture of the Battle of Hastings 		
<p>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt</p> <p>Themes:</p> <p>monarchy, civilisation, chronology, religion, invasion</p>	<p>Monarchy:</p> <p>Year 3 – Anglo-Saxons,</p> <p>Year 4 – Romans, Maya</p>	<p>Who were the Ancient Egyptians and how do we know about them?</p> <ul style="list-style-type: none"> • I know the Ancient Egyptian civilisation lasted for over 3000 years and begun around 3000BC • I know that the Egyptians civilisation was built around the river Nile • I know that Egyptology is the study of Egyptian history • I know that Egyptian ruins remain, such as the Valley of the Kings • I know the Rosetta Stone helped us to translate Egyptian hieroglyphs 		<p><i>Period</i></p> <p><i>Pharaoh</i></p> <p><i>Hieroglyph</i></p> <p><i>Culture</i></p> <p><i>Museum</i></p> <p><i>Settlement</i></p> <p><i>Adapt</i></p> <p><i>Merchant</i></p> <p><i>Ritual</i></p> <p><i>Burial</i></p> <p><i>Monument</i></p> <p><i>Rosetta stone</i></p> <p><i>Civilisation</i></p> <p><i>Appropriate</i></p> <p><i>Priest</i></p> <p><i>Worship</i></p> <p><i>Sacrifice</i></p>
	<p>Civilisation:</p> <p>Year 3 – Anglo-Saxons,</p> <p>Year 4 – Romans, Maya, Ancient Greece</p>	<p>Why was the Nile so important?</p> <ul style="list-style-type: none"> • I know that the Nile was an important source of water in a hot and dry climate • I know the Nile enabled the Egyptian to grow crops, including flax for clothing and papyrus to make paper • I know that an annual flood made the land around the Nile very fertile • I know the farmers adapted their farming technique around the Nile • I know the three Egyptian seasons were based around the flooding of the Nile 		
	<p>Religion:</p> <p>Year 4 – Maya</p>	<p>What was life like in Ancient Egypt?</p> <ul style="list-style-type: none"> • I know Egyptians had a variety of jobs such as bakers, priests, doctors, scribes, craftspeople and merchants • I can describe Egyptian houses • I know that women had more rights in Ancient Egypt than in other 		

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Chronology: Year 3 – Anglo-Saxons Year 4 – Maya, Ancient Greece, Romans Invasion: Year 4 – Maya, Romans, Ancient Greece	<p>ancient civilisations</p> <ul style="list-style-type: none">• I can talk about the food the Ancient Egyptians ate• I know the Egyptians worshipped many gods and made sacrifices• I know that Pharaohs were considered divine, and that they built temples and performed rituals		
	<p>What happened to Ancient Egypt?</p> <ul style="list-style-type: none">• I know that by 100BC Ancient Egypt was divided by war – the north was run by pharaohs and the south by priests• I know the Ancient Greek, Alexander the Great, invaded Egypt in 332BC and made himself pharaoh• I know the Romans invaded Egypt in 30BC, and defeated the last Egyptian pharaoh, Cleopatra VII• I know that Egypt is now governed by a president and mostly follows Islam• I know that the British Museum has lots of Egyptian artefacts, which it took during the British Empire		
	<p>Skills:</p> <ul style="list-style-type: none">• CU – use relevant terms and period labels to discuss the Egyptians• RDHK – study different aspects of different people such as the differences between men and women• RDHK – compare what life was like in the Egyptian period to now• HE – Begin to identify primary and secondary sources		

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Year 6	Vile Victorians	Extinct?	Voyagers	Amazing Australia	Over the Top	Survival!	
NC Objective	Previous Knowledge	Questions, knowledge and skills				Date Covered	Vocabulary
A local history study Themes: monarchy, civilisation, empire, chronology, technology, impact, invasion	Empire: Year 4 – Romans, Ancient Greece Technology: Year 1 – transport, inventions Year 4 - Romans Impact: Year 1 – ARH	When was the industrial revolution and how did it change Leicester, England? (Local History) <ul style="list-style-type: none"> I know that the industrial revolution took place between 1750 and 1900 I know that technology, transport and manufacturing all changed significantly during the industrial revolution I know that the industrial revolution coincided with the expansion of the British Empire I know that people moved from the countryside into cities I know that the Soar canal meant transporting coal and iron in and out of Leicester was quicker and cheaper I know that railways built connections to Leicester during the industrial revolution I know that hosiery, shoes and clothing were important industries in Leicester Leicester Clothes the World - Story of Leicester 					Industry Revolution Mill Factory Manufacture Conditions Rights Campaign <i>Empire</i> Colony Abolitionist Enslaved Fairtrade Workhouse <i>Legacy</i>
	Civilisation: Year 2 – life in Tudor England Invasion: Year 4 – Romans, Ancient Greece, Maya Year 5 – Vikings, Ancient Egypt	What was it like to be a child in Victorian Leicester? <ul style="list-style-type: none"> I know Queen Victoria reigned from 1837-1901 I know that many Victorian children worked in mills or factories I can talk about the conditions in Victorian mills I know that education became compulsory during Victoria’s reign I know that Victorian schools were strict I know that not all children got the same education I know that some Victorian children were sent to Leicester Union workhouse 					
	Monarchy:	Why is fair trade important to Leicester? <ul style="list-style-type: none"> I know that the slave trade was immoral and cruel I know that the slave trade was driven by racism I know that many people, known as abolitionists, fought against the slave trade over a long period of time I know that two important abolitionists – Susanna Watts and Elizabeth 					

Key History Thread = Movement of People

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	<p>Year 1 – Richard III Year 2 – Elizabeth I</p> <p>Chronology: Year 1 – ARH local history Year 2 – Tudors, Lowry Year 4 - Maya</p>	<p>Heyrick – were from Leicester</p> <ul style="list-style-type: none"> • I know Susanna Watts launched one of the first fair trade campaigns • I know that fair trade is still used to protect the rights of labourers <p>Skills:</p> <ul style="list-style-type: none"> • CU – place the Victorians on a timeline in relation to prior learning • RDHK – compare beliefs and behaviour with another time studied • RDHK – know key dates, characters and events of the Victorian time period in Leicester • HE – use a range of sources to find out about the Victorian period in Leicester • IH - Use evidence to support arguments 		
<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Themes: civilisation, chronology, technology, religion, invasion</p>	<p>Civilisation: Year 3 – Anglo-Saxons, Shang Dynasty Year 4 – Maya</p> <p>Chronology: Year 3 – Anglo-Saxons, Shang Dynasty Year 4 – Maya, Romans, Ancient Greece Year 5 – Ancient Egypt</p> <p>Technology: Year 1 –</p>	<p>What do we know about prehistoric Britain?</p> <ul style="list-style-type: none"> • I know that ‘prehistoric’ means before written records • I know that prehistoric Britain was when the first people arrived on the British Isles, and that this was after the dinosaurs • I know that we know about prehistoric Britain through archaeology • I know that prehistoric Britain ended when the Romans arrived in 43AD <p>How did life change in the Neolithic period?</p> <ul style="list-style-type: none"> • I know that before the Neolithic period, ancient Britons were mostly hunter-gatherers • I know that farming was introduced in the Neolithic period • I know that the Neolithic period was around 4000 years ago • I know that Skara Brae helps us to understand Stone Age housing • I know that Stone Age farmers farmed wheat, barley, beans, peas and flax • I know Stone Age farmers domesticated animals such as cows and pigs • I know people in the Stone Age began to make circular monuments <p>How did life change in the Bronze Age?</p> <ul style="list-style-type: none"> • I know the Bronze Age began around 2500BC when European settlers brought new skills 		<p><i>Archaeology</i> <i>Ancient</i> <i>Tools</i> <i>Develop</i> <i>Monument</i> <i>Ritual</i> <i>Agriculture</i> <i>Prehistoric</i> <i>Neolithic</i> <i>Domesticated</i> <i>Circular</i> <i>Settlement</i> <i>Prey</i> <i>Burial</i> <i>Excavation</i> <i>Ard</i> <i>Adze</i> <i>Awl</i> <i>Druids</i></p>

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	transport	<ul style="list-style-type: none">• I know that during the Bronze Age, Britons began to make things out of metal• I know that horses were tamed during the Bronze Age• I know that we found out more about the Bronze Age through the discovery of the Amesbury Archer• I know that the Beaker people used stone and wooden circles as part of their worship and burial ceremonies• I know that Stonehenge is a famous monument and there is still uncertainty about its beginnings		Crop
	Religion: Year 5 – Vikings			
	Invasion: Year 4 - Romans			
		How did life change in the Iron Age? <ul style="list-style-type: none">• I know that British people began to use iron in around 800BC• I know that iron changed farming tools and weapons, which made a difference for the Ancient Britons• I know that people in the Iron Age lived in hill forts• I know that Iron Age Britons lived a Celtic way of life• I know that Iron Age Britons believed in powerful spirits and their worship was led by druids		
		Skills: <ul style="list-style-type: none">• CU – use relevant dates and terms• CU – sequence up to 10 events on a timeline• RDHK – write another explanation of the events of WW1 in terms of cause and effect, using evidence to support• IH – link sources and work out how conclusions were arrived at (tools from different times)• RDHK - Construct informed responses that involve thoughtful selection and organisation of relevant historical information• RDHK - Note connections, contrasts and trends over time and show developing appropriate use of historical terms• HE - give opinions on historians’ ideas about Stonehenge• IH - compare Stonehenge with other Bronze Age monuments		

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<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Themes: civilisation, chronology, technology, impact, invasion</p>	<p>Civilisation: Year 1 – Women in history: Florence Nightingale, Mary Seacole</p>	<p>Why did WW1 start?</p> <ul style="list-style-type: none"> • I know that lots of countries in the 20th century had alliances • I know that WW1 started after Franz Ferdinand was killed • I know that the war was between the Triple Alliance and the Triple Entente • I know that WW1 was known as The Great War 	<p><i>War</i> <i>Conflict</i> Equality Rights Conscript Conscientious objector Campaign Battalion <i>Impact</i> <i>Memorial</i> Feminism Homefront Propaganda</p>
	<p>Technology: Year 1 – inventions, transport</p>	<p>How did life change for men and women in WW1?</p> <ul style="list-style-type: none"> • I know that British men were persuaded to join the army • I know that some men (conscientious objectors) objected to fighting • I know that many conscientious objectors were sent to prison and treated harshly • I know that millions of British men were injured or died during the war • I know that many men who stayed at home also contributed to the war effort, for example by mining or guarding the coast • I know that many women took on jobs previously held by men • • I know that some British women were given the vote after WW1 	
	<p>Impact: Year 1 – women in history, memorials Year 2 – memorials</p>	<p>How did technology change in WW1?</p> <ul style="list-style-type: none"> • I know that the war drove lots of technological developments • I know that tanks, planes and warships were developed during the war • I know that cameras, telephones and microphones were developed during WW1 	
	<p>Invasion: Year 3 – Anglo-Saxons Year 4 – Romans Year 5 - Vikings</p>	<p>How did WW1 end and what happened next?</p> <ul style="list-style-type: none"> • I know that the USA joined the war in 1917 • I know that WW1 ended on Armistice Day, which is the 11th November 1918 • I know that Germany was harshly punished for their role in the war • I know that many servicemen were traumatised by their war experiences • I know that we still remember WW1 on 11th November 	

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		<ul style="list-style-type: none">• I know that some people believe that WW1 contributed to the start of WW2		
		<p>Skills:</p> <ul style="list-style-type: none">• RDHK – find out about the beliefs, behaviour and characteristics of men and women in WW1, recognising that not everyone’s views were the same• IH – Consider ways of checking the accuracy of interpretations (propaganda) and use evidence to support this• HE – recognise primary and secondary sources		

Local History support: [Home - Story of Leicester](#)