



HISTORY CURRICULUM

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Intent

The aim of the History curriculum at Croft is to give children a broad range of knowledge of different periods and cultures across History. They are encouraged to compare and contrast those periods as well as considering the impact they have on our current times. We believe there is a moral purpose to History education and particularly the achievements and follies of mankind, therefore the events and individuals chosen are done so with this in mind. The key concepts that are threaded through the Croft curriculum are central to the study and understanding of History and underpin the different units. The consistent focus of history across the school is on people; those who have influenced our world or what it was like for people to live at different times in the past. By the end of Year 6 we hope that children have taken on board the key concepts taught to deepen their knowledge and understanding of the world and that they go out into the world and make a difference in the world for good.

Our history topics are informed through the National Curriculum as well as the context of the local area and the interests of the children. We use the progression of skills grids on the following pages to ensure that children are taught historical skills and that those skills progress as they move up through school. We believe it is essential that children have a broad and balanced view of history and not a narrow or stereo-typed narrative. Therefore, we are careful in our choice of significant individuals we study from the past and aim to give children different viewpoints of history, including the significance and inspiration of different individuals, for example Jacques Cousteau and women as much as men, for example Year 6 look at Irene Sendler's role in the Kindertransport as well as Nicholas Winterton.

We want children to leave Croft understanding that History has not only been shaped by huge empires and powerful leaders but by those who spoke out when others had no voice.

Implementation

We give children the opportunity to visit sites of historical significance and encourage visitors to come into the school and talk about events in the past as well as their experience of it.

The units have been set out under broad headings of:

- Key Stage 2: British Chronology, Ancient Civilisations (3000 years ago); More Recent Civilisations (1000 Years ago)
- Key Stage 1: Within Living Memory; Beyond Living Memory; Famous People; Castles

A balance across substantive knowledge and disciplinary knowledge will be covered in each unit. To ensure full coverage, suggestions for each unit of learning are set out on the pages preceding the cycles.

The history subject champions check the long-term plans to ensure coverage of the National Curriculum content and the historical skills set out in the progression grids. History is taught as part of humanities within each topic. It is made clear to children when their learning is linked to History and is developing their history skills and knowledge. The sequencing of the lessons have been carefully chosen so that children can create links to other subjects and build on relevant prior learning.

SEND pupils are supported through support to access learning activities and adaptation, this may include differentiating through outcome, support or through simplifying the learning objective. We are careful to ensure that children do not always have to demonstrate learning through writing to ensure we can assess their historical skills rather than their literacy ability.

As with all subjects, there is much information to take in. In order to help children retain key information, we use recall and retrieval questions at the start of most lessons. These revisit key facts and important information. Regular recall of such facts helps children commit them to their long-term memory, ensuring they will retain the key knowledge for the end of Key Stage 2.

History key knowledge – what children need to know by the end of Key Stage 2

- Chronological understanding of Britain from the Stone Age to the present day
- Be able to make connections and comparisons of time periods studied and their own lives
- Examples of how historical events and cultures have shaped our lives today e.g Exploration, the fight for Democracy, counties and borders in Britain etc

Impact

Each child's individual books show that history is taught regularly and learning recorded in a variety of ways. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Teachers can then intervene in a timely manner to clarify misconceptions and revisit areas of learning if necessary. Emphasis is placed on children having a coherent knowledge and understanding of Britain's past and how this and the influence of the wider world has shaped our reality today.

By fostering a love of history and an interest in the past, the children will be encouraged to research topics independently to further their own enjoyment and fascination on the subject. The outcomes of pupils will be monitored by the class teacher, subject champion and SLT through assessment and feedback, book looks and pupil interviews.

Assessment

Assessment is ongoing throughout each history topic. Children start new topics by discussing what they already know and how their new unit links to prior learning. Assessment for Learning is used regularly in lessons and misconceptions quickly clarified. Summative assessment takes different forms but may include a knowledge-based test or a written activity where children demonstrate their learning. Examples of children's history work is available in their humanities/topic books. Children carry these into the following academic year.

Golden Threads throughout History

Monarchy – Civilisation/Society – Invasion/Conflict – Trade – Invention – Legacy

Why these themes?



Monarchy – It is important for children to understand that as a country we have had a monarchy system for centuries. It is also important for children to understand that this defined many of our 'British Values' as well as aspects of our country's religion. Children would benefit from understanding that periods of time in our history can be determined by the monarchs at that time, e.g. the Tudors, the Stuarts. Children need to be taught that there is a relationship between the monarchy and parliament but that these have at times been in conflict. Children also need to be made aware of how religion has had a major influence on the ways that monarchy has behaved.



Civilisation/Society – The National Curriculum states that children should be taught about both ancient and more recent civilisations. Children need to know that the evidence available to us may not always be secure and that by saying, 'to the best of our knowledge' and by drawing on archaeologist findings we are able to build up a picture of what may have happened. Many civilisations throughout history have had a major impact on things like trade and invention, which is important for children to study. Children also need to be made aware of the differences between rich and poor people's lives throughout history and how that has impacted life today. We also need to teach children about the different groups of people who have arrived from other areas of the world.



Invasion/Conflict – This theme has been central to many changes throughout history. In British history, the Norman Invasion was the last time the UK was conquered yet as a country we have been almost continually involved in conflicts across the world. Children need to be taught that some of these conflicts were started by our country, but others were because of the actions of others and that regrettably conflicts continue across the globe. Invasion and conflict often come with a heavy loss of life, and this occurs in countries that were poor to begin with. Children need to understand that religion has often been at the center of conflict and how these builds into our 'British Values' as well as our own school values.



Trade – Children will learn about how trade (first between people and later between countries) started and how role trade has had in both causing and averting conflict. Today trade can often be taken for granted, however children need to know that it is still used as a bargaining tool to help countries get their way.



Invention – Children will learn about inventions across different times and consider the importance of these in relation to our own lives today. Children need to understand that inventions play a significant role in the development of societies. For example, inventions such as the wheel and the light bulb are still prominent, however there can be 'waves' of inventions such as the growth of technology since the invention of the 'chip'. Children will study some of the famous inventors who have helped make our world a better place as well as understanding that inventions have helped societies become more sophisticated, safe and mature.



Legacy – The intention of this thread is to help children recognise the importance of people or the period they are studying. Children should always be asked to think about how the history they are studying impacts on life today. By ensuring

children reflect on the legacy left for us today we are encouraging children to think deeply and allowing them to offer their viewpoints.

Monarchy
Civilisation/ Society
Invasion/ Conflict
Trade
Invention
Legacy

Long Term Plans

History LTP Cycle A 2024 - 2025

Year group and Term	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Nursery	Older or Younger?	Understanding yesterday, last week and last year	Appreciating artefacts
Reception	Are our Grandparents really old? Invite grandparents in for tea party? (Christmas)	Celebrations Spot's birthday party EID Easter	What were Toys like a long time ago? Toy museum
	Important People and Events		
Yr 1/2	How have our Homes Changes over Time? Walk Around Croft Back to back Houses Museum of the Home	How did the Victorians influence our life today? Victorian Day Workshop New Walk Ironbridge	What lessons have we learnt from the Great Fire of London? Build a London Street
Yr 3/4	Why was Ancient Egypt ahead of it's time? Egyptian Immersive Day	How has Crime and Punishment changed over the Ages? Rockingham Crime and Punishment Day	Local History Study (How has Leicester changed over time?) Visit to Visitor Centre in Leicester
Yr5/6	What was the impact of WW2 on Britian? Victory Show Immersive Day	Why was the Early Islamic Civilisation known as the Golden Age? Visit a Mosque	What did Ancient Greeks bring to the World? Hold an Olymics Immersive Greek Day

Cycle B 2025 - 2026

Year group and Term	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Nursery	Older or Younger?	Understanding yesterday, last week and last year	Appreciating artefacts
Reception	Are our Grandparents really old? Invite grandparents in for tea party? (Christmas)	Celebrations Spot's birthday party EID Easter	What were Toys like a long time ago? Toy museum
Yr 1/2	Who Were and Are the UKs Famous People? AI Q&A session with famous Kings and Queens	Why do We Have Castles? Tamworth castle, Kenilworth Castle, Warwick Castle	Artefacts and what was that used for? Order Artefact box from New Walk
Yr 3/4	How did Britain Change between the beginning of the Stone Age and the End of the Iron Age Kinver Edge and Rock Houses (National Trust)	How did Britain Change Between the End of the Iron Age and the End of the Roman Occupation? Immersive Roman Day	Local History Study Richard III and Battle of Bosworth Visit to Battle of Bosworth
Yr5/6	How did Britain Change between the end of Roman Occupation and 1066?	What are the main events that happened between 1066 and the Present Day	

HISTORY – DISCIPLINARY KNOWLEDGE: EYFS and Key Stage 1				
YEAR GROUP	TIMELINES	CHRONOLOGY	EVIDENCE BASE	INTERPRETATION & SIGNIFICANCE
Reception	<ul style="list-style-type: none"> Know how to set out own life on a simple timeline 	<ul style="list-style-type: none"> To begin to appreciate that their life is different to the lives of people in the past To understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> Ask questions or make remarks about illustrations in a book they are reading, which may be set in the past 	<ul style="list-style-type: none"> Recognise that the past is different to today
Year 1	<ul style="list-style-type: none"> Begin to appreciate what a timeline is by looking at a timeline over the past 10 years Know how to set out information on a timeline up to 50 years ago 	<ul style="list-style-type: none"> Recognise that familiar objects we have today would have been different in the past, e.g. telephone Describe memories and changes that have happened in their own lives 	<ul style="list-style-type: none"> Begin to understand that some evidence related to what happened in the past is more reliable than others Observe and handle artefacts and ask simple questions about the past 	<ul style="list-style-type: none"> Understand that an invention from the past can lead to something we use today, e.g. television Offer an opinion as to why something may have happened in the past and why they know
Year 2	<ul style="list-style-type: none"> Know that a timeline can be used to help them understand the period they are studying, e.g. the Great Fire of London 	<ul style="list-style-type: none"> Order a few events and different artefacts from the recent past Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after 	<ul style="list-style-type: none"> Begin to understand that some evidence, such as word of mouth, may not always reflect accurately what happened in the past Recognise what is a reliable piece of information and what is not, e.g. photograph vs word of mouth 	<ul style="list-style-type: none"> Point out a few similarities and differences between ways of life at different times Begin to reflect on the significance of what has been learnt from the past

HISTORY – DISCIPLINARY KNOWLEDGE: Lower Key Stage 2				
YEAR GROUP	TIMELINES	CHRONOLOGY	EVIDENCE BASE	INTERPRETATION & SIGNIFICANCE
Year 3	<ul style="list-style-type: none"> Start using a timeline that identifies different centuries Use the timeline to show how Britain has changed over the years 	<ul style="list-style-type: none"> Put artefacts or information in chronological order from a long time ago Use appropriate dates and chronological conventions, e.g. BC, BCE and AD 	<ul style="list-style-type: none"> Know that much of what is presented as historical fact is based on limited information Observe and use pictures, photographs and artefacts to find out about the past Understand that different types of evidence and sources can be used to help us find out about what happened in the past 	<ul style="list-style-type: none"> Understand that significant discoveries or inventions created much change in the lives of people, e.g. the wheel or iron ore Start to compare two versions of a past event Start to use stories or accounts to distinguish between fact and fiction
Year 4	<ul style="list-style-type: none"> Accurately set out different events on a timeline Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart 	<ul style="list-style-type: none"> Appreciate that some major events in the past caused major changes to the British landscape, e.g. Roman occupation Use words and phrases: century, decade 	<ul style="list-style-type: none"> Recognise the impact that bias has on records of historical events Know that historical recounts are prone to exaggeration 	<ul style="list-style-type: none"> Look at more than one version of the same event or story in history and identify differences Know about the impact of a past action on our lives today

HISTORY – DISCIPLINARY KNOWLEDGE:

Upper Key Stage 2

YEAR GROUP	TIMELINES	CHRONOLOGY	EVIDENCE BASE	INTERPRETATION & SIGNIFICANCE
Year 5	<ul style="list-style-type: none"> Have a secure understanding of a British timeline that extends from the Stone Age to the present day Order an increasing number of significant events, movements and dates on a timeline using dates accurately 	<ul style="list-style-type: none"> Show a chronologically secure knowledge and understanding of local, national and global history Know and describe in some detail the main changes to an aspect in a period of history being studied 	<ul style="list-style-type: none"> Show an awareness of the concept of propaganda and censorship Know the difference between primary and secondary sources of evidence and the impact of this on reliability 	<ul style="list-style-type: none"> Consider different ways of checking the accuracy of interpretations of the past Realise that there is often not a single answer to historical questions
Year 6	<ul style="list-style-type: none"> Use timelines to demonstrate changes and developments in culture, technology, religion and society Know the date of any significant event studied from the past and place it correctly on a timeline 	<ul style="list-style-type: none"> Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world Describe the main changes in a period in history using words such as social, religious, political, technological and cultural 	<ul style="list-style-type: none"> Understand that bias and politics may have played a part in providing a balanced evidence base when considering events in the distant past Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to a factual understanding about the past 	<ul style="list-style-type: none"> Appreciate that people in the past represent events or ideas in a way that may be to persuade others Form their own opinions about historical events from a range of sources

SEND IN HISTORY

We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we consider each child's abilities.

Ambition – What are we aiming for children with SENs to achieve in this subject?

We need to be ambitious about what our children with SEN can achieve and not believe their ability is 'fixed' for every subject. Yes, we should take into consideration their barriers to learning but we shouldn't let these limit their opportunities - just because they find reading difficult, it doesn't mean that they won't be able to interpret Ancient Egyptian hieroglyphics or read a map.

Access – What amendments are made to the subject in order to help children with SENs to achieve?

- A progressive and sequences - revisiting the vocab and keys facts previously learnt. This will give children with SEN more time and opportunities to understand the concepts and vital knowledge they need to access the learning.
- Visual word maps - Create a visual word mat for your children with SEN. These can be used to pre-teach new vocabulary prior to the lesson, to help children visualise the concepts they are using in class and to help with spelling and writing activities. You could give these children the challenge of learning the meaning of a small number of words and test them throughout the week.
- Check in - For children with SEN, a history/geography lesson can be overwhelming with all the new information they are given as well as trying to comprehend ideas that may be very alien to them. Try to spend a few minutes with these children, discussing what they do understand and explaining any language, facts or ideas they are finding challenging.
- Working walls - Have vocabulary, images and facts displayed on working walls and refer to these regularly. Encourage children with SEN to use these if they are unsure in lessons.

Ambition and Access in History for pupils with SEND

Planning for pupils with SEN and/or disabilities should be part of the planning that you do for all pupils, rather than a separate activity. It doesn't need to be complicated or time-consuming. Simply jot down brief notes in your lesson plans on the learning objectives and approaches you will use to remove barriers for pupils with SEN and/or disabilities. Any personal targets the pupil has can inform this planning. At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. It is often possible to use the support available to do this, either from the SENDCO or TA/LSA. Also think about the questions you will ask different groups and individuals and the ways you will check that pupils understand. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers. Some pupils with SEN and/or disabilities will show they understand in different ways from their peers, so you should look at a range of opportunities for pupils to demonstrate what they know and can do.

Create an Inclusive Environment for history:	Ambition – What are we aiming for children with SEND to achieve in this subject?
<ul style="list-style-type: none">• There should be a range of sources to meet the needs of all children in each class. These will be well organised and all children will be taught how to navigate these• Modelled, shared and peer talk is important to the understanding of what is being taught• Ensure that the physical environment, resources and the displayed print are accessible to learners. Use a dyslexia friendly font or handwriting, ensuring that it is appropriately sized.• Teachers consider how words can be organised to support learners, e.g. using different colour backgrounds for different word classes, or organising words in alphabetical order.• Topic-related vocabulary that has been taught is displayed on a working wall – these will support children with both understanding and writing these words.• Hearing texts beyond their fluency level ensures that children are having opportunities to extend their vocabulary. This can also free up working memory.• Use drama and role-play activities to enable children to explore events in history through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners.	<p>By the time children leave Croft, they are able understand key aspects of history (including chronology, change, knowledge of key events and people</p> <ul style="list-style-type: none">• Neurological: history helps to develop children's brains and increases their memory function.• Educational: children will access text-based learning across all subjects and also improves attention spans and can lead to better concentration.• Psychological: history helps children to develop a greater understanding of the world around them, human nature and decision-making.• Socially: history helps to develop a better understanding of cultures and community.• Linguistics: children develop a rich vocabulary, correct grammar, improved writing, improved spelling and articulate verbal communication.
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How can we support learners who struggle with comprehending texts (including vocabulary, reasoning, and print-concepts)?

- Practise deepening comprehension of shorter extracts of the text, e.g., looking closely at small chunks such as sentences or paragraphs to discuss.
- Discuss history at smaller intervals, e.g., after each sentence or paragraph, rather than at the end of a longer section; looking for inferences and information related to broader historical ideas.
- Giving children opportunities for talk to deepen their understanding as they will be able to give greater attention to the meaning.
- Support learners with understanding and retaining new vocabulary by pre-teaching new words prior to teaching
- Use drama and role-play activities to enable learners to explore the meaning of text through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all children.
- Ideas to support learners with visual scaffolds include: summarising ideas in pictures, modifying visual sources to show changes, comparing visual sources from different times, explaining patterns in graphs, using visual timelines, use or presenting information in tables or diagrams, rather than unbroken text, storyboarding text etc.
- Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access for pupils with learning difficulties. Symbols may need to be provided, for instance for artefacts from Victorian times

How can we support learners who struggle with attention?

- Wherever possible and practical, allow the child choice in the historical material, e.g., choosing from a range of sources, activities, ways to present
- Use props or guides to support children to focus on following the print in the text in front of them. This could be a lolly stick, cardboard pointing finger or a ruler.
- For younger children, using story sacks or props representing characters or objects can support with maintaining attention, as well as deepening understanding.
- Where history sessions are required to be longer, plan for regular movement breaks.

How can we support learners who struggle with change and transition?

- In advance of the lesson, discuss with children what they will be learning/doing in the history lesson; make real life connections or connections with events/people they have already studied.
- Always begin the lesson with a 'safe' activity – this could be discussing a previous session that the learner feels confident with and can be successful with.
- Have a clear teach-practise-apply model to history lessons and ensure that lessons always follow this structure; children with SEN will feel more confident if there is a familiar routine to lessons.

KEY KNOWLEDGE AND VOCABULARY

History programmes of study Key stages 1 and 2 The National Curriculum

Pupils should gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’” KS1 – “Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms.” KS2 – “They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.”

Year 1 /2	Year 3 / 4	Year 5/6																																										
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Pudding Lane	The fire started here in a bakery
Thomas Farynor (Farriner)	The owner of the bakery
Samuel Pepys	Famous for his diary writing, which included the events of the Great Fire
Leather buckets	These were used to fetch water from the Thames in order to try and put out the fire
plague	A terrible disease that is sometimes known as the Black Death which spread in London just before the fire broke out
Thames	The river that runs through London and where they got the water to try and put out the fire

centurion	A commander of a group of 100 Roman soldiers
Londonium	This was the Roman name for London
Romanisation	When the countries that the Romans conquered became very much like Rome
invade	Enter a place or land with the intention of occupying it
aqueduct	A large system, like a bridge, for carrying water from one place to another
senate	The Roman version of our parliament

Cavaliers	The name given to the King's followers
Roundheads	The name given to the Parliamentarians
Covid-19	An infectious disease caused by the SARS-CoV-2 virus
Protestant	A Christian not belonging to the Roman Catholic faith
Cromwell	The leader of the Parliamentarians
Industrial Revolution	The transition from creating goods by hand to using machines

workhouse	The home to many orphaned or sick children. It was also home to poor people without a job
farthing	A coin that was worth a quarter of an old penny. Four farthings made an old penny
gramophone	An old type of music player that played records
gruel	Food consisting of some cereal - oats, wheat or rye flour, or rice - boiled in water or milk
Industrial Revolution	Rapid development of industry thanks to machinery
chimney sweep apprentices	Children sent up chimneys to clean the soot from the chimney breast

hunter-gatherer	Mainly living by hunting, fishing and gathering wild fruit
feast	An elaborate and usually abundant meal often accompanied by a ceremony or entertainment
banquet	A way the Romans used to have large gatherings to eat their food and drink their wine
dormice	A delicacy eaten by the Romans. They used to dip them in honey.
stalking	The way early Britons used to follow their prey, especially wild boar
pottage	A popular dish throughout the Roman Empire. It was typically made as a stew containing chopped vegetables, various types of meat (such as pork, chicken, beef, and mutton), cheese, and herbs

empire	An extensive group of states or countries ruled over by a single monarch
mother country	The UK was often referred to as 'the mother country' by members of the British Empire
Commonwealth	An international association consisting of the UK together with states that were previously part of the British Empire and dependencies
colony	A country or area under the full or partial political control of another country and occupied by settlers from that country
slavery	Often associated with the early formation of the British Empire
empire on which the sun never sets	At one time, the British empire expanded across the world so that there was always somewhere where the sun shone (in other words, it was not night-time)

Emily Pankhurst	Born in 1858, she fought for women to have the right to vote
Suffragette	This is the name of the movement that fought for equal rights for women
Mary Prince	She fought for the abolition of slavery and was the first black woman to have an account of her life published in Britain
Mary Seacole	Born in 1802, she became famous for looking after injured soldiers
JK Rowling	A famous author who wrote, the Harry Potter series
Marcus Rashford	A footballer who plays for Manchester United and is campaigning to make sure all children have food each day

pharaoh	Originally meant 'great house', but came to mean the person who resided in it
pyramid	A geometrical term that refers to part of the burial complexes for Egyptian pharaohs
hieroglyphs	Refers to the fact that it is carving for sacred things, but hieroglyphs were also written on papyrus
vizier	The most powerful position after the king. A vizier was the equivalent of a modern-day prime minister
sarcophagus	Sarcophagus is a Greek word meaning flesh-eating and refers to the mummy case
papyrus	An Egyptian plant whose reeds are slit and placed in layers to form paper

Axis	Countries which fought on the German side, including Italy, Germany and Japan
Allies	Countries which fought on the British side during WW2 (including the USA, France and Russia)
propaganda	Controlling news media (such as radio) to depict the war effort
No Man's Land	The area between the two sides during battle.
Armistice Day	The day the agreement was signed between the Allies and Germany to end WW1 on 11 th November
conscription	A rule that said all healthy men aged 18 – 41 had to fight

Tudor period	The period in British history from 1485 to 1603. Starting with the reign of Henry VII and ending at the death of Elizabeth I
Spanish Armada	This was a Spanish fleet that sailed from Lisbon in 1588 with the aim of conquering England
Industrial Revolution	A period of time during the Victorian era when Britain became more industrialised and relied less on farming
Church of England	The Church of England was formed when Henry VIII decided to break from the Catholic Church in 1534
House of Windsor	The House of Windsor is the name given to the present monarchy and of British monarchy since 1917
coronation	It is when a new king or queen is crowned. It is a very special event in British history

ingot	A piece of relatively pure material, usually metal, that is cast into a shape suitable for further processing
Harappa	An archaeological site in the Punjab, northeast Pakistan, about 24 km west of Sahiwal
terracotta	A type of earthenware. A clay-based unglazed or glazed ceramic, where the fired body is porous
querns	Quern-stones are stone tools for hand-grinding a wide variety of materials
citadel	The core, fortified area of a town or city. It may be a fortress, castle, or fortified centre
bandits	Robbers or outlaws belonging to a gang and typically operating in an isolated or lawless area

House of Wisdom	A library or university where scholars from all over the world were invited to study
Baghdad	Today it is the capital of Iraq and was the capital of the Muslim world
Prophet Muhammad	Muslims believe that Islam is a faith that has always existed and that it was gradually revealed to them by the Prophet Muhammad (PBUH)
Ramadan	The most sacred month in Islamic culture. Muslims do not eat or drink between dawn and dusk
manuscript	A book, document or piece of music written by hand rather than typed or printed
madrasa	A school built in, or alongside, a mosque

moat	An area of water surrounding the castle
drawbridge	A special entrance that could be lifted or opened
knight	In the olden days, a knight would be a special soldier who wore armour
turret	A small tower which is part of the main castle
keep	A central area in the castle where the important people would have slept and ate
portcullis	A heavy iron gate that can be raised or lowered at the entrance to a castle

blasphemy	The action or offence of speaking sacrilegiously about God or sacred things
weregild	Blood money which was extracted from wrongdoers in Saxon times
assizes	Periodic courts held in each county in England and Wales to administer civil and criminal law
pillory	A wooden framework with holes for the head and hands in which offenders were formally imprisoned
jury	A body of people (12 in number) chosen to make a judgement on issues
torture	An action of inflicting severe pain or suffering on someone in order to get them to say something

Chichen Itza	The most well-known Mayan pyramid
Itzamna	The main god of the Maya, Itzamna was the god of fire who created the Earth
codices	Books, made of soft bark and folded like a fan, created by the Maya
ahau or ahaw	The main king or lord of a Mayan city-state
batab	A lesser lord, usually ruling over a small town
Kukulcan	The serpent god of the Maya. One of the primary gods, especially to the Itza peoples of Chichen Itza

washing dolly	Used for washing clothes by rotating and applying a downward force on the handle
gramophone	One of the oldest ways of listening to recorded music
stove	It is a very old form of oven, often heated by a wood or coal fire
pantry	A room where food was kept fresh and cool. It was replaced by the fridge
parlour	It was a room, usually in a larger house which was a sitting room for people to entertain their guests
telegram	It was one of the earliest ways of getting a message to someone using a system of Morse code

Peterloo Massacre	Refers to the charge made by the parliament's officers against the demonstrating working class
Trafford Centre	A huge shopping centre built in the 1990s just outside Manchester
Mamucium	The original name for Manchester in Roman times
Cottonopolis	The nickname used to depict Manchester's wealth at the height of the Industrial Revolution
Industrial Revolution	The name was given to the period of British history when industry expanded
Henry Hunt	A radical speaker who spoke up for working-class people

philosophy	A way of thinking about the world, the universe, and society
Athenians	Residents of the ancient city-state of Athens, Greece, during and around the 5th century BC
Spartans	Believed that a combination of strict discipline and a tough upbringing was the secret to making the best soldiers
democracy	Allowing citizens to make take part in decision-making
Zeus	The supreme God of the Olympians
Olympics	The ancient Olympic Games were originally a festival or celebration of Zeus

Year group and Term	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Nursery	Older or Younger?		Understanding yesterday, last week and last year		Appreciating artefacts	
Reception	Are our Grandparents really old?		Celebrations		What were Toys like a long time ago?	
	Important People and Events					
Yr 1/2	How have our Homes Changes over Time?		How did the Victorians influence our life today?		What lessons have we learnt from the Great Fire of London?	
	mangle dolly pantry stove couch scullery		workhouse farthing gramophone gruel Industrial Revolution chimney sweep		Pudding Lane Thomas Farriner Samuel Pepys leather buckets plague Thames	
	rationing fast food industry dripping (fat from meat) utensils digital technology Alexander Graham Bell central heating system allotment		technology engineering factory machines steam engine loom steam locomotive raw materials chimney sweep		the Great Plague (1665) diary St Paul’s Cathedral water pump system burning flammable constructed	
Yr 3/4	Why was Ancient Egypt ahead of it’s time?		How has Crime and Punishment changed over the Ages?		Local History Study (How has Leicester changed over time?)	
	pharaohs pyramid hieroglyphs vizier sarcophagus papyrus		How has ‘crime and punishment’ changed over the ages?			
	Egypt Nile Indus Valley Ancient Sumer Mesopotamia Shang Dynasty military emperor deities	mortal Middle Kingdom Ma’at (balance and harmony) tombs alchemy	blasphemy wergild assizes pillory jury torture	offence courts trial imprisoned judgement vagrants beggars confinement stocks legal system justice jurisdiction		
Yr5/6	What was the impact of WW2 on Britian?		Why was the Early Islamic Civilisation known as the Golden Age?		What did Ancient Greeks bring to the World?	
	Axis, Allies, propaganda, no man’s land Armistice Day, conscription		House of Wisdom Baghdad Prophet Muhammad Ramadan manuscript madrasa		philosophy Athenians Spartans democracy Zeus Olympics	

	appeasement Czechoslovakia Adolf Hitler Neville Chamberlain Winston Churchill Hitler Youth aerial bombing air raids civilian	evacuation Aryan race supremacy indoctrination coalition rationing post-war	health care education Dark Ages medieval research centre medicine dentistry translation prophet	Al Amin (honest and trustworthy) Mecca pulmonary circulation anatomy physiology capillaries dissection Genghis Khan	Hellenes' Hellas warfare architecture politics colonies city-states laws Persian Empire	Macedonia alphabet censorship propaganda citizens immortal mythology amphitheatre Peloponnese
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Cycle B 2025 - 2026

Year group and Term	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Nursery	Older or Younger?		Understanding yesterday, last week and last year		Appreciating artefacts	
Reception	Are our Grandparents really old?		Celebrations		What were Toys like a long time ago?	
Yr 1/2	Who Were and Are the UKs Famous People?		Why do We Have Castles?		Artefacts and what was that used for?	
	Emily Pankhurst suffragette Mary Prince Mary Seacole JK Rowling Marcus Rashford		moat drawbridge knight turret keep portcullis		washing dolly gramophone stove pantry parlour telegram	
	significant famous parliament voting slavery monarch		protection lords enemy invaders peasants servants craftspeople constable Motte and Bailey	stronghold battlements arrow loops barbican	Gadget Artefact photograph modern evidence examples 'word of mouth' reliable laundry John Logie Baird	Alexander Graham Bell James Dyson Lewis Howard Latimer Guglielmo Marconi
Yr 3/4	How did Britain Change between the beginning of the Stone Age and the End of the Iron Age		How did Britian Change Between the End of the Iron Age and the End of the Roman Occupation?		Local History Study Richard III and Battle of Bosworth	
	hunter-gatherers settlement Iron Age forts Skara Brae Stonehenge archaeologists		centurion Londinium Romanisation invade aqueduct senate		Richard III High Cross, Drury Wall, Golden Mile	
	Palaeolithic Mesolithic	pagan	villa	Celtic tribes	radical	overcrowding

	Neolithic bronze iron ore prehistoric monument carbon dating	druids flint knapping blacksmith plough ('ard') hill fort siege granary	Hadrian's Wall amphitheatre coliseum Housesteads gladiator mosaic Britannia slavery	forum baths latrines Latin hypocaust colonia Boudicca empire	working class wool/cotton/ linen/silk textile industry infirmery market town commercial centre	economy yeomanry immigrants refugees slum terraces cholera the Great Depression
Yr5/6	How did Britain Change between the end of Roman Occupation and 1066?		What are the main events that happened between 1066 and the Present Day			
	Anglo-Saxon kingdoms Shire reeve churl longship longhouse Jorvik		cavaliers Roundheads Covid-19 Protestant Cromwell Industrial Revolution			
	Angles Saxons Jutes Danes Viking settlers raiders Scandinavia Old Norse	Lindisfarne Danelaw Danegeld Winchester sagas Athelstan Norman William the Conqueror Battle of Hastings	Henry VIII Elizabeth I Queen Victoria civil war reformation Catholic divorce voyage foreign policy religious tension tortured executed rebellion Parliament the galleons James I Charles I	Spanish Armada Sir Francis Drake Sir Walter Raleigh Christopher Columbus the British Empire the slave trade galleons James I Charles I		

RESOURCES AND WEBSITES

Ofsted [Research review series: history - GOV.UK \(www.gov.uk\)](https://www.gov.uk/research-review-series/history)

The following websites contain information on lots of different aspects of History.

<https://www.dkfindout.com/uk/history/>

<https://www.bbc.co.uk/bitesize/primary>

Archives -Significant People

<https://www.nationalarchives.gov.uk/education/resources/significant-people-collection/>



[Significant People - The National Archives](https://www.nationalarchives.gov.uk/education/resources/significant-people-collection/)

Introduction. From writers to royals, politicians, artists, inventors or campaigners, this selection of sources, based on records held at The National Archives, can be used in the primary classroom to support the National Curriculum element 'significant individuals' who have contributed to national or international achievements.

www.nationalarchives.gov.uk

<https://www.nationalarchives.gov.uk/education/>

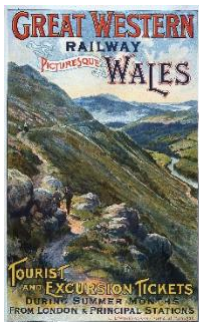


[Education and Outreach - The National Archives](https://www.nationalarchives.gov.uk/education/resources/significant-places/)

How did the government respond to a mass protest at 'Peterloo' in 1819? Political and social reform in 19th century Britain

www.nationalarchives.gov.uk

Significant places <https://www.nationalarchives.gov.uk/education/resources/significant-places/>



[Significant Places - The National Archives](#)

Activity 1 Select any Significant Place source
Use the prompt questions available for download when you are working with your chosen source. [Print out questions or divide them up and write onto cards so that pupils can work in pairs. Use print outs of the source from the website or a projection of it on a whiteboard.

www.nationalarchives.gov.uk

Significant events <https://www.nationalarchives.gov.uk/education/resources/significant-events/>



[Significant Events - The National Archives](#)

Introduction. From the sealing of Magna Carta, the coming of the Armada, the Great Fire of London, a Christmas ceasefire on the Western Front in 1914 to Decimalisation in 1971, this selection of sources, based on records held at The National Archives, can be used in the primary classroom to support the National Curriculum element 'significant events' beyond living memory.

www.nationalarchives.gov.uk

<https://www.nationalarchives.gov.uk/education/sessions-and-resources/?resource-type=online-workshop>



[Education sessions and resources - The National Archives](#)

Our taught sessions and online resources cover a variety of time periods and places. Many contain structured investigations for use directly in the classroom. Others are more suited for research and preparation. They all allow access into our unique collections.

www.nationalarchives.gov.uk