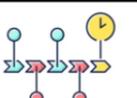




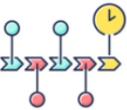
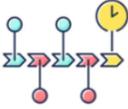
History runs through our LMTW curriculum topics; this ensures historical knowledge, concepts and skills are built on across the year groups as well as giving our children the opportunity to see how history has affected the world in which we live and how it links to other curriculum subjects. We plan for enrichment days, visits and visitors to inspire imagination and bring history to life. To ensure full coverage and progression for each year group, we use the Historical Association to enrich our curriculum and to provide a source of CPD for our teachers.

Autumn Term 2023		
	Autumn 1	Autumn 2
Nursery	<p><b>N1:</b> Make connections between the features of their family and other families. Notice differences between people</p> <p><b>N2:</b> Begin to make sense of their own life story and family history.</p> <ul style="list-style-type: none"> <li>Identify how we are similar and different</li> </ul>	<p><b>N1:</b> Explore books and songs with a historical aspect</p> <p><b>N2:</b> Continue developing positive attitudes about the differences between people</p>
Puffins R	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Comment on images of familiar situations in the past</li> <li>To know what a community is and identify the communities and groups they belong to eg family, school</li> </ul>  <p>Similarities &amp; Differences</p>  <p>Chronology</p>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past &amp; compare to their own lives</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Identify features about themselves that make them individuals</li> <li>Explore similarities and differences between their own family and the lives of black people living in the early 20<sup>th</sup> century</li> </ul>  <p>Similarities &amp; Differences</p>
Puffins 1 2	 <p>Similarities &amp; Differences</p>  <p>Chronology</p>  <p>Cause &amp; Consequence</p>	<p><b>Dancing Spy- ‘The Story of Josephine Baker’</b></p> <p>In this unit, pupils will be sensitively introduced to the term ‘racial segregation’ and explore the impact this had on the lives of black people living in the early 20<sup>th</sup> century. Pupils will investigate the influence Josephine Baker had on the world of dance at the time and how she used her image and performance skills to help with the war effort. They will look at how Josephine was treated in her early life and compare that with how she was praised and celebrated in her later life and after her death. Pupils will discuss how she changed perceptions of the black community, and indeed society in general, by campaigning against racial inequality.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> <li>To know and be able to retell the life story of Josephine Baker</li> <li>To know what Josephine Baker was famous for</li> <li>To understand the contribution Josephine Baker made to breaking down racial barriers and promoting cross-cultural relationships</li> </ul> <p>To understand what makes Josephine Baker an inspirational figure</p>  <p>Cause &amp; Consequence</p>  <p>Similarities &amp; Differences</p>  <p>Historical Vocabulary</p>
Choughs 3 Choughs 4	<p><b>Anglo Saxons</b></p> <ul style="list-style-type: none"> <li>Why did the Anglo-Saxons invade and how can we know where they settled?</li> <li>What does the mystery of the empty grave tell us about Saxon Britain?</li> <li>How did people’s live change when Christianity came to Britain and how can we be sure?</li> <li>How were the Saxons able to see off the Viking threat?</li> <li>How “great” was King Alfred, really?</li> <li>How effective was Saxon Justice?</li> </ul>  <p>Chronology</p>  <p>Cause &amp; Consequence</p>	<ul style="list-style-type: none"> <li></li> </ul>

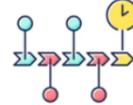
Razorbills 5 Razorbills 6	<p><b>The Rescuers- ‘Heroes of the Titanic’</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• <u>To learn about the sinking of the famous ship, the Titanic</u></li> <li>• <u>To learn about the communication on the Titanic and how communication methods changed in the last one hundred years</u></li> <li>• <u>To learn about the chronology of the relevant events leading up to the sinking of the Titanic</u></li> <li>• <u>To draw conclusions about what led to the sinking of the Titanic</u></li> <li>• <u>To understand the role played by Molly Brown in the rescue effort</u></li> <li>• <u>To understand the role played by Harold Bride in the rescue effort</u></li> </ul>	<p><b>Mission Control- ‘Earth and Beyond’</b></p> <p>Pupils will develop their ability to analyse source material by first recognising the differences between primary and secondary sources, and then understanding how both are useful in developing a broader field of evidence around a key historical event – the moon landing. They will use source material to answer historical questions. They will also analyse the developments and changes made to space travel and satellite communication over the decades. Chronological knowledge will be embedded further by researching famous astronomers and placing their dates, significant events and achievements on a timeline.</p> <p><b>Concepts</b></p> <p>A. <u>To learn about space exploration and discovery</u>  <i>To know that the USSR or Soviet Union was the largest country in the world until 1991 and its largest republic was Russia</i>  <i>To know that in 1961 a Soviet cosmonaut called Yuri Gagarin was the first person to travel to space</i>  <i>To know that in 1969 the USA sent the first astronauts to the moon and that Neil Armstrong became the first person to set foot on its surface</i>  <i>To know that the International Space Station has been orbiting the Earth since 1998</i></p> <p>B. <u>To develop knowledge and understanding of famous astronomers, as well as significant worldwide astronauts</u>  <i>To know that there have been astronomers studying the night sky for over 2000 years.</i>  <i>To know that in 1632 an Italian called Galileo introduces a new thought, that is was the Earth that travelled around the Sun and not the other way around as most people thought</i></p> <p>C. <u>To learn about the development and role of satellite communication</u>  <i>To know that satellites were first launched in 1958</i>  <i>To know that satellites are important to our daily lives</i>  <i>To know that satellites are important for communication i.e., television, telephones and to find our way around (GPS)</i></p>
	 <p>Continuity &amp; Change</p>  <p>Perspectives &amp; Interpretation</p>	 <p>Similarities &amp; Differences</p>  <p>Perspectives &amp; Interpretation</p>  <p>Chronology</p>

Spring Term 2024		
	Spring 1	Spring 2
Nursery	<p><b>N1:</b> Repeat actions that have an effect.</p> <p><b>N2:</b> Show interest in different occupations</p>	<p><b>N1:</b> Explore books and resources relating to different occupations</p> <p><b>N2:</b> Show interest in different occupations eg astronaut</p>
Puffins R	<ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> <li>• Compare familiar people with figures from the past</li> <li>• Comment on images of familiar situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories including figures from the past.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Comment on images of familiar situations in the past</li> </ul>
Puffins 1 2		<p><b>Kings and Queens</b></p> <p>What is the role of a monarch?  What was life like as a monarch?  Who was Queen Elizabeth I?  Who was Queen Victoria?  What similarities and differences are there between these queens?  What is life like for a monarch today?</p>

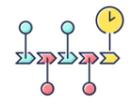


		 <p>Chronology</p>
<p>Choughs 3 Choughs 4</p>	 <p>Chronology</p>  <p>Perspectives &amp; Interpretation</p>	<p><b>Ancient Greece</b>  NC - Pupils should be taught about Ancient Greece through a study of Greek life and achievements and their influence on the western world  To explain where and when the Ancient Greeks lived  To identify ancient Greek beliefs by exploring their gods and goddesses  To know how Athenian democracy influenced our modern democracy.  To know that Ancient Greece influenced modern life  To evaluate the legacy of ancient Greek civilisations.</p>  <p>Similarities &amp; Differences</p>  <p>Cause &amp; Consequence</p>
<p>Razorbills 5 Razorbills 6</p>	<p><b><u>I Have a Dream- ‘Discrimination and Prejudice’</u></b>  <b>Concepts</b>  NC - Pupils should be taught about a non-European society that provides contrasts with British history  <b>A. <u>To learn the definition of apartheid</u></b>  <i>To know that in the Afrikaans language the word ‘apartheid’ means apartness</i>  <i>To know that apartheid split society into four groups :- white, Bantu(black), Coloured (of mixed descent) and Asian</i>  <i>To know that South Africa kept white people and non-whites separate in all areas of life</i>  <i>To know that Britain and the United States disapproved of this and restricted trade with South Africa</i>  <b>B. <u>To know about the Jim Crow Laws and how they affected black people</u></b>  <i>Jim Crow was named after a theatre character performed by white people who blackened their faces</i>  <i>To know the Jim Crow Laws were an official effort to keep African Americans separate from white people in the Southern states</i>  <i>To know the Jim Crow laws existed for about 100 years until 1968</i>  <i>To know the Jim Crow laws meant African Americans could not vote, live in the same areas, go to the same schools, travel on the same buses or trains, use the same hospitals or share the same leisure facilities as white people</i>  <b>C. <u>To learn about Martin Luther King and the impact he had on society</u></b>  <i>To know that Martin Luther King was an African American who grew up experiencing the segregation of the Jim Crow Laws</i>  <i>To know that, during the 1950s and 1960s, people began protesting against discrimination and this became known as the Civil Rights Movement</i>  <i>To know that Martin Luther King led his first protest in 1955 in Alabama against segregated seating on buses</i>  <i>To know that Martin Luther King was a great believer in peaceful protests, inspired by Mahatma Ghandi</i>  <i>To know that his famous speech ‘I have a Dream’ was given to over 2500 00 people in 1963</i>  <i>To know that in 1964 the Civil Rights Act was passed, outlawing segregation and discrimination in the USA</i>  <i>To know that Martin Luther King was assassinated in 1968</i>  <i>To know that Martin Luther King’s peaceful approach and inspirational speeches encouraged many people around the world to support the Civil Rights Movement</i></p>  <p>Similarities &amp; Differences</p>  <p>Cause &amp; Consequence</p>	<p><b><u>You’re Not Invited- ‘Invaders and Settlers’</u></b>  <b>Concepts</b>  NC - Pupils should be taught about the Roman Empire and its impact on Britain  <i>To know that the Roman Empire was an ancient civilization that ruled most of Europe from 27BCE to 476AD</i>  <b>A. <u>To learn the meaning of the word ‘invasion’ and understand the possible reasons for and consequences of an invasion</u></b>  <i>To know that ‘invasion’ means a military attack on another country</i>  <i>To know that invasions have happened for thousands of years</i>  <i>To know that countries have invaded each other for many different reasons, including wanting more land or to kidnap the people</i>  <i>To know that invasions have a huge impact on the countries affected i.e. fear, hunger, homelessness, grief, loss, poverty, sickness</i>  <i>To know that invasions leave a lasting impact on societies</i>  <b>B. <u>To know the location of Italy and the Roman Empire</u></b>  <i>To know that the Roman Empire was centred on the city of Rome in Italy but that it covered most of Europe and North Africa</i>  <i>To know that the Roman Empire ruled over many countries, including Britain, for about 1000 years</i>  <b>C. <u>To understand why the Roman Army was so successful in their invasion</u></b>  <i>To know that the Roman Army was the largest fighting force in the ancient world</i>  <i>To know that the Roman Army was very organised and its soldiers were very well trained</i>  <i>To know that a Centurion was a roman soldier who commanded 100 men</i>  <i>To know that the Romans took slaves and made them serve in the army</i>  <i>To know that in AD43 that Emperor Claudius invaded Britain and established the new Roman province of Britannia</i>  <i>To know that the Romans fought as one unit but the Celts (who were living in Britain at the time) were made up of lots of different tribes with different chiefs</i>  <b>D. <u>To learn about some of the famous battles that took place during the Roman era</u></b>  <i>To know that these battles took place all over the empire, but the most famous battle in Britain was with Boudicca in AD 60</i>  <i>To know that Boudicca was the queen of the Iceni tribe who lived in the East of England</i>  <i>To know that Boudicca was defeated.</i>  <b>E. <u>To understand the positive impact of the Roman invasions on the inhabitants of those countries invaded</u></b></p>  <p>Cause &amp; Consequence</p>  <p>Perspectives &amp; Interpretation</p>  <p>Chronology</p>  <p>Similarities &amp; Differences</p>

<p><b>D. <u>To become familiar with Nelson Mandela’s role in the anti-apartheid movement in South Africa</u></b>  <b><u>To know that Nelson Mandela was a black man who grew up experiencing apartheid in South Africa</u></b></p> <p><i>To know that he became the leader of the African National Congress, a group that argued all people should have equal rights</i>  <i>To know that he was sent to jail in 1963 for organising bomb attacks on buildings and to some people this made him a terrorist</i>  <i>To know that he never planned attacks to hurt people</i>  <i>To know that he spent twenty-three years in prison and was released in 1990</i>  <i>To know that when he left prison, he negotiated a democracy for South Africa</i>  <i>To know that he was elected as South Africa’s first black leader in 1994 aged 77</i></p> <p><b>E. <u>To know about and understand other forms of discrimination e.g. anti-Semitism</u></b></p> <p><i>To know that Jewish people have been discriminated against and persecuted for centuries around the world, including Britain, and this is called antisemitism</i>  <i>To know that World War II took place from 1939 – 1945</i>  <i>To know that Jewish people were persecuted by the German Government in World War II and millions were sent to concentration camps, where many were killed</i>  <i>To know hate crime is when someone breaks the law by hurting another person because of prejudice against the group that the victim belongs to e.g. race, religious beliefs, gender identity, sexual orientation or political ability</i>  <i>To know that hate crimes can be bullying, name-calling, damage to property, violent attacks, hate mail, hate email, social media posts</i>  <i>To know there is an organization called Amnesty International that continues to campaign around the world for all humans to be treated equally</i></p>	<p><i>To know that the Romans left a positive legacy behind including roads, language, architecture engineering, religion and a style of government</i>  <i>To know that many English words started as Roman words</i>  <i>To know that many European languages contain Latin words and that this is a legacy of the Roman Empire</i></p>
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Summer Term 2026		
	Summer 1	Summer 2
Nursery	<p><b>N1:</b> Show an interest in the changing seasons</p> <p><b>N2:</b> Understand simple chronology eg over the course of a day in the setting</p>	<p><b>N1:</b> Observe plants and animals developing over time.</p> <p><b>N2:</b> Make simple observations, through books, stories and visits how the job of a farmer has changed over time.</p>
Puffins R		
Puffins 1 2	<p><b><u>History of Toys</u></b>            What are our toys like today?            What are other people’s toys like?            How can we tell toys are old?            What were our grandparents toys like?            Who played with these toys a long time ago?            How can we set up a toy museum?</p>	 <p>Chronology</p>  <p>Cause &amp; Consequence</p>  <p>Perspectives &amp; Interpretation</p>
Choughs 3 Choughs 4	<p><b><u>How have children’s lives changed?</u></b></p> <ul style="list-style-type: none"> <li>- To identify continuities and changes to children’s lives using a range of sources.</li> <li>- Investigate why Tudor children worked and what the conditions were like</li> <li>- Research and record working conditions of Victorian children using reports and images</li> </ul>	 <p>Continuity &amp; Change</p>

- To evaluate Lord Shaftsbury's significance to children's lives.
- To explore changes in children's leisure time using a range of sources
- Investigate the diseases children caught in Victorian times and their treatments.



Chronology



Similarities &  
Differences



Historical  
Vocabulary

Razorbills  
5  
Razorbills  
6