

	Topic title	Knowledge covered in History - EYFS - Nursery
Autumn 1	Understanding the World: Past and Present	<ul style="list-style-type: none"> ● Begin to make sense of their own life story and family's history.
Autumn 2		
Spring 1	Understanding the World: Past and Present	<ul style="list-style-type: none"> ● Show interest in different occupations. ● Learn about the history of traditions and holidays.
Spring 2		
Summer 1	Understanding the World Past and Present	<ul style="list-style-type: none"> ● Talk about the lives of people around them and their roles in society. ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ● Understand the past through settings, characters and events encountered in books read in class and storytelling.
Summer 2		

	Topic title	Knowledge covered in History - EYFS - Reception
Autumn 1	Understanding the World: Past and Present	<ul style="list-style-type: none"> To learn about the lives of the people around them and their roles in society.
Autumn 2		
Spring 1	Understanding the World: Past and Present	<ul style="list-style-type: none"> To understand the past through books read in class and storytelling.
Spring 2		
Summer 1	Understanding the World Past and Present	<ul style="list-style-type: none"> Learn some similarities and differences between things in the past and now.
Summer 2		

Half term	Topic title	Knowledge covered in History-Year 1
Autumn 1	Changes within Living Memory (Toys)	<ul style="list-style-type: none"> ● Identify toys that are old and new ● Describe features/similarities of toys today and toys from the past. Recognise how they have change over time ● Know how to find out information about toys from the past ● Use sources of information to help answer questions about toys
		<p>Key Vocabulary <i>Today, the past, same, different, change, information, source, Victorian, old new, use and model words relating to the passing of time, e.g. long ago, last week, long before I was born, before.</i></p>
Autumn 2	Significant individuals (Explorers)	<ul style="list-style-type: none"> ● Describe the achievements of Ranulph Fiennes, the qualities he possesses and give reasons why he is recognised as the world's greatest living explorer ● Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did.
		<p>Key Vocabulary <i>Explorer, expedition, continent, ocean, North Pole, South Pole, Antarctica, Old World, New World, Europe, Asia, North America, South America, compass, trade, voyage, navigate</i></p>
Spring 1		
Spring 2		

Su mm er 1	Significant individuals (In own locality)	<ul style="list-style-type: none">• Pablo Fanque's achievements and why he is recognised for them• The impact of these on modern day• Changes within living memory of the local area• Changes within living memory in travelling and the circus <p>Key Vocabulary <i>Pablo Fanque, performer, circus, poster, achievements, victorians, travelling</i></p>
Su mm er 2		

Half term	Topic title	Knowledge covered in History-Year 2
Autumn 1		
Autumn 2		
Spring 1		
Spring 2	<p>Significant Individuals (Flight)</p>	<ul style="list-style-type: none"> ● The history of human's desire to fly (Daedelus and Icarus and Davinci's drawings of helicopters) ● Hot air balloon invention by the Montgolfier brothers ● When the first aeroplane flight took place ● How the first aeroplane flight relates to other events within the world at the time ● Identify and know who the Wright brothers were ● Understand the achievement of the first successful flight ● The impact that the Wright brother had on flight today ● Other important figures in flight such as Amelia Earhart, Neil Armstrong, Bessie Coleman. <p>Key Vocabulary <i>aeroplane, glide/glider, helicopter, aviation, mechanic, invent, hot air balloon, aircraft</i></p>
Summer 1	<p>Significant Historical Events (Titanic)</p>	<ul style="list-style-type: none"> ● What the Titanic was and what made it famous ● The impact that the sinking of the Titanic had on modern sea travel ● Why women and children were allowed first to lifeboats and what this says about society at the time <p>Key Vocabulary <i>Titanic, iceberg, Captain, Liverpool, social class, America,</i></p>

Su mm er 2	Changes Over Time (Cromer and Henry Blogg)	<ul style="list-style-type: none">● Events that led to the popularity of seaside resorts (development of railways allowing people to travel further)● Why people wanted to visit the seaside, including the believed health benefits of seawater● How seaside holidays have changed over time including clothing and leisure activities● Who Grace Darling was and how her actions impact life today● Case study of Cromer - comparing life/leisure there during the Victorian era and now● Who Henry Blogg was and why he is a significant individual● Comparison between life saving and see now and then● <p>Key Vocabulary <i>Bathing machine, beach hut, pier, promenade, Punch and Judy, steam train, Henry Blogg, Cromer, lifeboat, coxswain,</i></p>
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Half term	Topic title	Knowledge covered in History-Year 3
Autumn 1	Vile Victorians	<ul style="list-style-type: none"> ● Where the Victorian era sits on a timeline ● The expansion of the British empire and its effect on the rest of the world ● Key inventions during the Victorian era and their impact on life today (railway network, photography, telephone, London Underground, public flushing toilet) ● The Industrial Revolution and its immediate and long term impact (change in British landscape from rural to industrial, expansion of towns and increased need for transport) ● Why workhouses were built and what it was like to live in one ● Everyday life and the differences between rich and poor ● Key events in Queen Victoria's life ● Victorian Norwich - photos, transport, Queen Victoria, workhouses, schools, rich v poor
		<p>Key Vocabulary <i>Industry, Industrial Revolution, invention, migrate, reign, rural, typhoid</i></p>
Autumn 2		
Spring 1	Exciting Egyptians	<ul style="list-style-type: none"> ● Locate Ancient Egypt in time and place and know the differences between ancient and modern Egypt ● Landscape of Ancient Egypt - importance of the Nile and how it was utilised ● The impact of the ancient Egyptians writing systems (hieroglyphics and papyrus) ● The discovery of Tutankhamun's tomb in 1922, Howard Carter's role, what 'archaeologist' means and the significance of the discovery. ● The role of artefacts in historical knowledge ● Everyday life in Egypt - food, religion, clothing, farming ● The roles of pharaohs (Menes, Ramesses or Cleopatra) ● Egyptian tombs, pyramids, burial sites - beliefs in gods and goddesses, mummification. <p>Key Vocabulary <i>Egypt, Africa, ancient, modern, AD, BC, the Nile, silt, Tutankhamun, Howard Carter, hieroglyphics, papyrus, archaeologist, artefacts, discovery,</i></p>

		<i>sarcophagus, tomb, pyramid, burial site, gods, goddesses, mummification, pharaoh, canopic jars, scarab, flatbread, slave, sickle, desert</i>
Spring 2		
Summer 1	Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> • Where the Stone Age gets its name • How early man survived in a harsh environment (challenges and tools used) • Materials used for tools and weapons and how they changed • Skara Brae: how it was discovered and the names of the items • Copper 'child' - who worked in the copper mines and why • Homes within the Iron Age - how they were protected and how they changed from the Stone Age to the Iron Age (the use of Hillforts) • Stone Henge - how and why it was build, how it has changed and the role of druids. <p>Key Vocabulary <i>Stone age, hunters, gatherers, skara brae, tribe, survival, tools, copper child, mine, bronze age, iron age, hillforts, Stonehenge, druids.</i></p>
Summer 2		

Half term	Topic title	Knowledge covered in History-Year 4
Autumn 1	<p>The Romans and their impact on Britain</p>	<ul style="list-style-type: none"> ● Life in Britain before Roman Invasion (Iron Age) ● Locate the Roman period on a timeline and know some of the reasons why Romans left their homelands to move to Britain ● Similarities/differences between the lifestyles of Romans and Celts ● British resistance: the story of Boudicca ● Key features of Roman life (rulers, army, gladiators). ● The impact of the Roman Empire on Britain (roads, towns, villas, technology, religion, slavery) <p>Key Vocabulary <i>Legion, colosseum, gladiator, Roman Empire, .AD, BC, Julius Caesar, bath house, mosaic, villa, soldier, shield, chariot, slave, emperor, toga, Hadrian's wall</i></p>
Autumn 2		
Spring 1		
Spring 2		
Summer 1	<p>Anglo-Saxons</p>	<ul style="list-style-type: none"> ● Where the Anglo-Saxons sit on a time-line of British history (with a focus on the Romans leaving Britain) ● The origins of the Anglo-Saxons (from various tribes in Europe) and the events that led to them invading Britain ● How Britain was divided by the Anglo-Saxons in to five kingdoms (Northumbria, Mercia, East Anglia, Essex, Kent, Sussex and Wessex) and how this has influence Britain today ● Anglo-Saxon way of life, including homes, religion, food and important roles <p>Key Vocabulary <i>Angles, Pagan, Romans, Saxons, settlement, archaeology, artefacts, invade, kingdom, Scandinavia, Germany, Denmark, the Netherlands</i></p>
Summer 2		

Half term	Topic title	Knowledge covered in History-Year 5
Autumn 1		
Autumn 2	Vicious Vikings	<ul style="list-style-type: none"> ● Who the Vikings were, where they came from and why they invaded (recognising that lack of farmland pushed them towards raiding.) ● Viking raids and pillaging with a focus on monasteries and expensive items to trade ● Viking tactics and weapons, discovering why longships were so effective. ● The journey of a Viking invader from Scotland and heading south ● What it was like to live and grow-up in Viking settlements, looking at houses, clothes, families, food, Norse mythology etc. ● The resistance led by Alfred the Great (leading to the division between England and the Danelaw); the English reconquest (the defeat of Eric Bloodaxe in 954 and the establishment of a single Kingdom of 'England'.); Ethelred, the Danegeld and the invasion of King Canute. Plot all of the above on an annotated timeline. <p>Key Vocabulary <i>Scandinavia, Denmark, Norway, Sweden, longships, raid, pillage, invade</i></p>
Spring 1		

<p>Spring 2</p>	<p>Ancient Greece</p>	<ul style="list-style-type: none"> ● Who the Ancient Greeks were, when they lived and the order of various events on the timeline of Ancient Greece ● Rival city states such as Athens and Sparta ● Greek myths including key gods, goddesses and stories ● Key facts about the Battle of Marathon and the Trojan war ● How and why the Greek empire became successful ● Ancient Greece's political democratic system and a comparison with modern day politics ● Sources that contribute to our understanding of Ancient Greece (artefacts such as vases and sculptures) ● The Olympics and how it has changed over time ● The impact of Ancient Greece on the modern world (legacy of philosophers, scientist, mathematicians, architecture). <p>Key Vocabulary <i>ancient Greece, battle of marathon, Trojan war, empire, tyrant, democracy, myth, gods, goddesses, sources, artefact, Olympic games, Persia, Athenians, Spartans, BC, AD, pottery.</i></p>
<p>Summer 1</p>		
<p>Summer 2</p>	<p>Crime and Punishment</p>	<ul style="list-style-type: none"> ● The legacy of the Roman justice system and the 'Twelve Tables' ● Punishments used during the Roman, Anglo-Saxon and Victorian eras (stoning, whipping, hanging, executions, branding) ● Exile as a punishment such as being sent to America to work ● The role of ordeals in Anglo-Saxon times to determine guilt or innocence ● The introduction of police (by Sir Robert Peel) and prisons within the Victorian era ● Key facts about the life of Dick Turpin, the famous highwayman and his varying portrayals in different historical sources ● The abolition of the death penalty in 1965 and which legacies remain in our current justice system. <p>Key Vocabulary <i>Judge, jury, treason, trial, exile, execution, highwaymen, ordeal, justice, arson, rebel, bobbies</i></p>

Half term	Topic title	Knowledge covered in History-Year 6
Autumn 1	<p>Conflict (WW2)</p>	<ul style="list-style-type: none"> ● The events that led to WW2 (including a timeline of German invasions, the Munich Agreement and the coming together of the Allies) ● The Axis and Allies and which countries these include ● The treatment of Jewish people during WW2 including the Holocaust and Anne Frank ● The impact that WW2 had on the role of women and the legacy of this ● The reason for rationing, how it was implemented and what life was like when living with rations ● How and why vulnerable members of society were evacuated from large cities ● A timeline of key events within the war such as D-Day, the Blitz and Hiroshima ● What life was like for various roles within the war (soldier, evacuee) through use of evidence and artefacts (ration books, posters, letters)
Autumn 2		<p>Key Vocabulary <i>Allies, Axis, evacuee, black-out, rationing, air-raid shelter, trenches, Nazis, blitz, holocaust, facism, Luftwaffe, Blitzkrieg, propaganda, concentration camps, Anne Frank</i></p>
Spring 1	<p>Mayan civilization study</p>	<ul style="list-style-type: none"> ● Identify, locate and describe the regions on the world in which Maya people live and explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like ● Identify, describe and provide reasons to explain the occupations of modern Maya people ● Refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgement as to their purpose, justifying their reasoning ● Understand through explanation the purpose of the ancient Maya city of Chichen Itza ● Describe the system of terraced farming used by the Maya in mountainous areas and explain what this method helped to stop the precious soil being eroded or washed away ● Infer using reasoning and informed judgement the purpose of a range of ancient Maya artefacts - including stone carvings, hieroglyphs, clay and stone pottery and figurines <p>Key Vocabulary <i>Maya, Mexico, country, Central America, climate, natural vegetation, mountain, volcano, farming, maize, kernel seed, plantation, hieroglyphics, Chichen Itza, temple, pyramid, religious, rituals, festivals</i></p>

Spring 2		
Summer 1	Norwich: From 1970s to Present Day	<ul style="list-style-type: none">• The impact of WW2 on Norfolk and the rebuilding of the city• Excavation of the cattle market• Artefacts and evidence that has been found; how they have been found and what they tell us about the past. Are they reliable?
Summer 2		