



## KS3

- Events of WW2/causes of WW1 Battles of WW2, Battles in the American Revolution, Immigrants after WW2, Periods of

history (chronology), World Empires, Islamic Empire, Mughal Empire, Feudal Systems (political systems), Development of Colonies

Themes:  
Beliefs  
Artefacts

## Tudors – Compare to significant civilisations 3 weeks

- B: Describe the similarities and differences between the religion and beliefs of Tudors v Ancient Egypt/Ancient Greece.  
B: Describe the similarities and differences between the beliefs & culture of the Tudors v Victorians.  
A: I can compare the religion and beliefs Tudors v Ancient Greece/ Ancient Egypt.  
A: I can compare the beliefs & culture of the Tudors v Victorians.  
D: I can research and compare travel and exploration in Tudors v Victorians.

Themes: Main events  
Beliefs  
Conflict

## Tudors (Reformation) 3 weeks

- B: I can list the 5 Tudor monarchs.  
B: I can describe the English reformation  
A: I can explain why Henry VIII created the Church of England.  
A: I can explain the significance of the 5 Tudor monarchs.  
D: Do you agree? Henry VIII's desire to have a male heir caused significant religious turmoil in England for decades.

Themes: Artefacts, Culture and pastimes, Society

## Ancient Greek- Impact and Influence on the Western World 3 weeks

- B: I can list the Ancient Greek's legacy- Architecture, striving for the physical purity (Olympics), Birth of democracy.  
B: I can describe the impact of some the Ancient Greek's legacy - Architecture, striving for the physical purity (Olympics), Birth of democracy.  
A: I can explain the influence of the Ancient Greeks on modern political systems (democracy).  
A: I can summarise the impact that the Ancient Greek's have had on modern society.  
D: True or False? Ancient Greek culture has influenced modern society.

Themes: Society, Conflicts, Main events

## Comparison between great leaders - Alexander the Great & Julius Caesar 2 weeks

- B: I can label a timeline with key dates from Alexander the Great's and Julius Caesar's lifetime.  
B: I describe some of the achievements of some of the leaders.  
A: I can explain the impact of these influential leaders.  
A: I can compare the leadership of the largest Empires in history.  
D: I can use evidence to conclude who the most significant leader.

**Black History Month: 2 weeks**  
Apartheid  
Sources  
Cause & effect of apartheid

Themes: Conflict, Main events

## WW2

**National Picture within Britain.** (Changes/Rationing/Evacuation/ Propaganda)

- 2 weeks**  
B: I can describe what life was like for children during WW2.  
B: I can list the changes that were brought by the start of WW2.  
A: I can use sources from WW2 to understand that rationing, evacuation and propaganda had an impact on the lives of people in Britain.  
A: I can explain the impact that WW2 had on British society and the lives of Britons.  
D: Investigate some of the changes that took place in Britain in the decade after the end of the Second World War.

Themes: Main events, Society, Beliefs

## Chronology/timelines of Ancient Greece 4 weeks:

- B: I can label a timeline with key dates from the period of Ancient Greece.  
B: I can describe Polytheistic beliefs of Ancient Greece.  
A: I can explain what some artefacts tell us about Ancient Greek culture.  
A: I can explain how Ancient Greece's legacy has a significant impact on modern society.  
D: True or False? Ancient Greek culture no longer influences modern society.

**Year 5/6 Cycle B**

Themes: Conflict, Main events, Location

## WW2 Pearl Harbour/Battle of Britain 3 weeks

- B: I can label a timeline with significant dates relating to key events during world war 2.  
B: I can describe the start of WWII and the invasion of Poland.  
A: I can summarise the reasons why the countries of the allies and the axis were at war with each other.  
A: I can explain the significance of the battles in WWII (Pearl Harbour and Battle of Britain).  
D: True or false? The Battle of Britain was more important than the evacuation of Dunkirk. Justify your answer with evidence.

Themes: Main events, Travel and exploration, beliefs

## Victorians: Local Study – Industrial Revolution and how that affected Derbyshire (Derby road) 4 weeks

- B: I can describe how people moved from rural locations to urban locations during the industrial revolution.  
B: I can describe what the sources and artefacts tell us about the past and how the industrial revolution shaped and developed Derbyshire.  
A: I can explain that in the Victorian era cities and towns grew through Urbanisation  
A: I understand that the Industrial Revolution was when factories were built and products were made by machines not labourers.  
D: I can explain the significance and effect of the British empire including the trade triangle and the importance of wealth and power.

**Black History Month: 2 weeks**

- 1) Chronology
  - 2) Journeys
- Y5: Windrush  
Y6: Compare windrush to Atlantic Slave Trade

## Islamic Civilisation 9 Weeks:

- Y5- Basic: I can describe that the silk road was an ancient trade route linking the western world with the middle east/ Asia and how it helped to spread beliefs/ideas and trade goods.  
Y5/6- Basic: I can label and sequence key events that took place during the early Islamic civilisation.  
Y5/Y6 Advancing: I can explain why Bagdad is an important city in the early Islamic empire.  
Y6- Advancing: I can explain that concurrence is when things happen in different parts of the world at the same time.  
Y6- Deep: I can investigate why the Abbasid revolution was so successful.

Themes: Settlements, Main events, Beliefs, Society

**Year 5/6 Cycle A**

## LKS2:

Stone Age, Bronze Age, Iron Age, Roman Empire, Ancient Egypt, Anglo Saxon's/Scots, Ancient Egypt, Rosa Parks, Martin Luther King



## UKS2:

**Islamic Civilisation, Tudors, Ancient Greece, Alexander the Great and Julius Caesar, Industrial Revolution and how that affected Derbyshire, Pearl Harbour and the Battle of Britain, Local study into the Victorians,**

Themes: Beliefs, Main events

### Ancient Egypt: 5 weeks

- B: I can describe where Egypt is and how Ancient Egypt became a powerful nation.
- B: I can list some important Egyptian artefacts and explain their significance.
- A: I can explain some of the Ancient Egyptian's beliefs about the afterlife and how the bodies were prepared for burial.
- A: I can summarise the significance of the pyramids at Giza.
- D: Suggest reasons why most tombs and pyramids were robbed of all their treasures and artefacts.

Themes: Main events, Travel and exploration, beliefs

### Vikings: 4 weeks

- B: I can label a timeline with important dates in Viking history.
- B: I can describe how the Vikings traded people in other places.
- A: I can explain why the Vikings were good explorers and traders.
- A: I can explain how Viking beliefs were different from Christian beliefs.
- D: I can prove that the Vikings were not just fierce warriors.

Themes: Conflict, Settlements, Beliefs

### Anglo Saxons: 6 weeks

- B: I can list who Britain was invaded by after the Roman army left.
- B: I can describe some important artefacts and what they teach us, including the Sutton Hoo helmet.
- A: I can identify the main characteristics of Anglo Saxon Britain including the settlements and how they have changed since prehistoric times.
- A: I can explain that Vikings invaded monasteries, Vikings settled there and King Alfred resisted the Vikings in Wessex.
- D: I can research and then compare events in England at this time with those in other places around the world. Use a timeline and historical vocabulary to help you.

### Black History Month: 1 week

- Rosa Parks**
- B: I can list some of the things that happened to Rosa Parks after she got on the bus that day
  - B: I can describe why Rosa Parks was arrested.
  - A: I can explain why Rosa Parks is a significant person.
  - A: I can explain what happened to Rosa Parks on the day of her protest.
  - D: True or false? Newspaper reports written at the time tell us exactly what happened to Rosa Parks after she was arrested.

Themes: Settlements, Conflict

### Roman Britain 4 weeks

- B: I can describe that the Romans invaded Britain to expand their empire.
- B: I can list and describe the individuals that resisted the Romans.
- A: I can explain the impact of the Roman military
- A: I can explain why the Romans built Hadrian's Wall and how this benefitted them.
- D: I can investigate some famous Roman buildings like the Colosseum.

**Year 3/4 Cycle B**

Themes: Main events, Beliefs, Settlements

### Stone Age 3 weeks:

- B: I can describe when the Stone age was.
- B: I list the beliefs of Neolithic humans.
- A: I can summarise the features of Neolithic settlements and dwellings (Skara Brae).
- A: I can explain that Neolithic humans built monuments and that these help us to understand their beliefs.
- D: I can investigate the cave painting discovered and gives suggestions around their meanings.

Themes: Settlements, Main events, Conflict

### Roman Empire 3 weeks

- B: I can label a timeline with key dates in the history of the Roman Empire. Highlight the key dates of Roman Britain.
- B: I can describe how the Roman Empire began, where it was located and how it spread.
- A: I can explain how Ancient Rome was organised.
- A: I can organise information about how the Roman army used weapons and organisation to help the empire expand.
- D: I can investigate how far the Roman Empire spread.

### Black History Month: 1 week

- Martin Luther King**
- B: I can list the main events in Martin Luther King's life.
  - B: I can describe why Martin Luther King protested.
  - A: I can explain how Martin Luther King's religious beliefs influenced his actions.
  - A: I can explain what made Martin Luther King a significant individual.
  - D: I can suggest reasons why the speech is still important today.

Themes: Food and Farming  
Settlements  
Artefacts  
Main Events

### Stone Age 3 weeks

- B: I can describe the way that Stone Age people lived their lives (nomadic, tools, hunting, jobs).
- B: I can describe the Neolithic or Agricultural Revolution.
- A: I can compare and contrast how tools changed through the Stone Age.
- A: I can explain why Stone – Age people settled and became farmers.
- D: I can investigate the importance of Stonehenge.

Themes: Settlements  
Main events  
Food and farming

### Bronze Age 2 weeks

- B: I can list some significant events during the bronze age.
- B: I can describe what life was like during the bronze age including the types of settlements and their trading links.
- A: I can compare how tools have changed, developed and improved from the Neolithic to the Bronze age.
- A: I can evidence how tools have changed due to farming practices.
- D: I can investigate the consequences of trade, travel and exploration during the Bronze Age in Britain

Themes: Culture and pastimes

### How have children's lives changed? 4 Weeks

- B: I can list where children worked in Tudor times and describe what the working conditions were like.
- B: I can describe why children needed to work in Victorian times.
- A: I can present information about what children's lives were like in the Tudor times.
- A: I can compare how different children's lives were like in the Tudor times and today.
- D: I can prove that children live better lives today than in the Tudor times.

Themes: Settlements, Food and Farming, Conflict Society

### Iron Age 2 weeks

- B: I can label a timeline with important Iron Age dates.
- B: I can describe what food, farming and settlements were like during the Iron-Age.
- A: I can summarise the key changes from the Stone Age to the Iron Age, focusing on food, farming and settlements.
- A: I can explain the effect Iron Age tools and weapons had on society
- D: I can investigate significant hill fort sites in Britain.

**Year 3/4 Cycle A**

## KS1:

**Mary Seacole, Florence Nightingale, How am I making History? The Wright Brothers, Queen Elizabeth II, Ibn Battuta, The Plague, How have toys changed?**



## LKS2:

**Stone Age, Bronze Age,  
Iron Age, Roman Empire,  
Ancient Egypt, Anglo  
Saxon's/Scots, Ancient  
Egypt**

Themes: beliefs, cultures and past times, main events, society

### What is a monarch? - Queen Elizabeth II

#### 3 weeks:

- B: I can list some important dates in Queen Elizabeth II's life and add these to a timeline.
- B: I can list the achievements of Queen Elizabeth II.
- A: I can explain what makes Queen Elizabeth II a significant person.
- A: I can summarise some of the main changes to take place in Great Britain during Queen Elizabeth II's reign.
- D: I can discuss some reasons why Queen Elizabeth II is popular.

Themes: location, main events, conflict, society

### Florence Nightingale 2 weeks

- B: I can list the things that Florence Nightingale did that were important.
- B: I can describe why Florence Nightingale was influential.
- A: I can explain what makes Florence Nightingale a significant person.
- A: I can compare and contrast the conditions inside a hospital during the Crimean War with the conditions you would see today.
- D: Suggest reasons why Florence Nightingale's parents did not want her to become a nurse. Have those attitudes changed in modern times?

Themes: Location Society Conflict

### Mary Seacole 2 weeks:

- B: I can list the things that Mary Seacole did that were important.
- B: I can describe why Mary Seacole was influential.
- A: I can explain what makes Mary Seacole a significant person.
- A: I can explain why being a person of colour has made her a significant historical figure.
- D: Summarise the reasons why Mary Seacole was influential.

Themes: Main events, Society, Culture and pastimes Beliefs

### Comparison of Mary Seacole and Florence Nightingale 1 week:

- B: I can list the achievements of Florence and Mary.
- B: I can order Mary Seacole and Florence Nightingale's lives along a time line.
- A: I can compare the achievements of significant nurses.
- A: I can explain the impact of these significant nurses.
- D: I can prove why these significant people are similar.

Themes: main events, travel and exploration, society and artefacts

### The Plague 3 weeks

- B: I can list some facts about the Black Death and put them onto a timeline.
- B: I can list some ways that people tried to help.
- A: I can explain why there was panic when people fell ill with the plague.
- A: I can explain how the plague spread and who was affected.
- D: I can investigate the impact that the plague had in Eyam.

Themes: Society, Culture and pastimes

### How was school different in the past? 4 weeks:

- B: I can list how schools have changed over time.
- B: I can describe a modern classroom and a classroom 100 years ago.
- A: I can compare a modern classroom with a classroom 100 years ago.
- A: I can compare three periods of time.
- D: I can justify when I would have preferred to have gone to school.

Themes: Society

### Comparison between Ibn and Neil 1 weeks:

- B: I can list the achievements of Ibn and Neil.
- B: I can order Ibn Battuta's and Neil Armstrong's life along a time line.
- A: I can compare the achievements of significant explorers.
- A: I can explain the impact of these significant explorers.
- D: I can prove why these significant people are similar.

Themes: Main Events

### What is history? 4 weeks:

- B: I can list events that have happened.
- B: I can organise events that have happened using photographs from the past.
- A: I can compare sources (people/holidays) from the past
- A: I can identify events from the past from the people that were there.
- D: I can investigate the differences between the past and now.

Themes: location, main events, travel and exploration, artefacts

### Space Race 2 weeks:

- B: I can list some events that happened to Neil Armstrong.
- B: I can describe why Neil Armstrong was a significant person in History.
- A: I can explain why was flying to the Moon considered a breakthrough event.
- A: I can summarise the impact of flying to the moon.
- D: I can justify whether exploration of space is an important and worthwhile thing to do.

Themes: settlements, location, main events, travel and exploration

### Wright brothers 3 weeks:

- B: I can label some key events (name which ones) on a timeline about the history of flight.
- B: I can name some historical figures who were involved in early flight.
- A: To explain what is significant about the first flight.
- A: To explain how it the first flight brought the world closer together.
- D: I can investigate how this invention has affected civilisations that were many miles apart.

Themes: Travel and exploration, Location, Artefacts, Main events

### How important was Ibn Battuta as an explorer? 3 weeks:

- B: I can define who Ibn Battuta was.
- B: I can describe significant events in Ibn Battuta's life including the journeys he made.
- A: I can explain why he decided to make these journeys.
- A: I can explain different sources of information that show me how Ibn Battuta is remembered.
- D: I can draw conclusions about the significance of Ibn Battuta.

Themes: Society, Main events

### How am I making history? 5 weeks:

- B: I can list events in my living memory.
- B: I can describe events beyond my living memory.
- A: I can explain the difference between living memory and beyond.
- A: I can organise events into living memory and beyond.
- D: I can justify whether something is in living memory or beyond.

### How have toys changed? 5 weeks

- B: I can list old and new toys.
- B: I can describe how toys have changed over time.
- A: I can compare toys from the past with modern toys.
- A: I explain the changes to toys.
- D: I can investigate what toys were like 100 years ago.

### Lent

Draw on own experiences to talk about past and present

Begins to know some similarities and differences between things in the past and now

Begin to talk about lives of people in society and their roles

Unit- Peak into the past.

### Pentecost

Begin to draw on own experiences to talk about past and present  
Begin to talk about lives of people around them

Unit- Adventures through time.

### Advent

Understand the past through settings, characters and events encountered in books read in class and story telling.  
Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  
Talk about the lives of the people around them and their roles in society.

## Year 1 / 2 Cycle A

## FS2

Talk about the lives of the people around them and their roles in society  
Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class  
Understand the past through settings, characters and events encountered in books read in class and story telling