

# History



## End of Year Expectations

	Unit	National Curriculum Objectives	Key Knowledge	Enrichment
Year 6	<b>What impact did WW2 have on Leicester?</b>  Communication	<ul style="list-style-type: none"> <li>➤ A local history study:</li> <li>➤ A study over time tracing how several aspects of national history are reflected in the locality.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To know the World War impacted life in Leicester.</li> <li>➤ To know rationing was a form of limiting food</li> <li>➤ To know the Anderson shelter was created to protect people during the blitz.</li> <li>➤ To know the blitz occurred from September 1940 until May 1941 and that this was a sustained bombing attack of British towns and cities.</li> <li>➤ To know many people grew vegetables in their gardens as part of the dig for victory</li> <li>➤ To know that Malaria, which causes severe illness, spread quickly around soldiers during the war.</li> <li>➤ To know that children were evacuated to the countryside to protect them during the Blitz</li> <li>➤ To know that during World War II, women started to work in factories.</li> </ul>	Remembrance Day  Newark Houses Museum
	<b>What impact did the Islamic Civilisations have on the wider world?</b>  Discovery	<ul style="list-style-type: none"> <li>➤ A non-European society that provides contrasts with British History – early Islamic civilizations, including a study of Bagdad c. AD 900</li> </ul>	<ul style="list-style-type: none"> <li>➤ To know the Greeks created the first Olympics more than 2700 years ago to celebrate the Greek God Zeus.</li> <li>➤ To know that the first Olympics took place in Olympia.</li> <li>➤ To know that the Olympics has changed in many ways including the fact we now wear clothes.</li> <li>➤ To know that Greece is part of Europe.</li> <li>➤ To know that Athens and Sparta were the most powerful and famous cities in Ancient Greece.</li> <li>➤ To know that the Ancient Greek period was between 800BC and 146BC.</li> <li>➤ To know that Ancient Greece was the birth of democracy. In the 6<sup>th</sup> century the Athenians began to gather to discuss the key issue of the day. Only male citizens were allowed to vote.</li> <li>➤ To know that there were many Greek God's including Zeus, Hades etc.</li> </ul>	

Year 5	<b>What impact did the Ancient Greeks have on the world?</b>  Democracy  Government (religion)	<ul style="list-style-type: none"> <li>➤ Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</li> <li>➤ Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>➤ Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>➤ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</li> <li>➤ Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>➤ To know what Greek mythology is.</li> <li>➤ To know the Greeks created the first Olympics more than 2700 years ago to celebrate the Greek God Zeus.</li> <li>➤ To know that the first Olympics took place in Olympia.</li> <li>➤ To know that the Olympics has changed in many ways including the fact we now wear clothes.</li> <li>➤ To know that Greece is part of Europe.</li> <li>➤ To know that Athens and Sparta were the most powerful and famous cities in Ancient Greece.</li> <li>➤ To know that the Ancient Greek period was between 800BC and 146BC.</li> <li>➤ To know that Ancient Greece was the birth of democracy. In the 6<sup>th</sup> century the Athenians began to gather to discuss the key issue of the day. Only male citizens were allowed to vote.</li> <li>➤ To know that there were many Greek God's including Zeus, Hades etc.</li> <li>➤ To know what Greek mythology is.</li> </ul>	New Walk Museum
	<b>How did people from Leicester cause change?</b>  Democracy  Government	<ul style="list-style-type: none"> <li>➤ Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</li> <li>➤ Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>➤ Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To know that Lady Jane Grey was queen for nine days after the reign of Henry VIII before being executed by Mary I (Henry's daughter). This was one of the reasons that England converted back to Catholicism after Henry VIII formed a protestant church during his reign.</li> <li>➤ To know that Gary Linekar is a footballer who played for Leicester City and England. He still presents sport on the BBC.</li> <li>➤ To know that Alice Hawkins was an important suffragette who campaigned for equal rights/votes for women.</li> </ul>	Walk around Leicester City Centre to view statues, name of buildings, memorials etc.

		<ul style="list-style-type: none"><li>➤ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</li><li>➤ Local history – tracing cause and effect looking at how individuals from the locality have had a national/international impact</li></ul>	<ul style="list-style-type: none"><li>➤ To know that Thomas Cook pioneered modern tourism by arranging package tours on trains from Leicester.</li><li>➤ To know the Attenborough brothers (Richard and David) grew up in Leicester and have had an impact on the world of film and nature.</li><li>➤ To know Sir Alec Jeffreys was working at the university of Leicester in 1984 when genetic fingerprinting was created and this has had an impact on forensic science and catching criminals.</li><li>➤ To know Clare Hollingworth was a war correspondent during world war two and was one of the first reporters to breaking the news that German tanks were lining up against the Polish border, heralding the breakout of the Second World War.</li><li>➤ To know that Simon de Montfort 1208 – 1265 was Early of Leicester and is credited with founding modern parliamentary democracy.</li></ul>	
	<b>What impact did the Anglo-Saxons and Vikings have on Britain?</b>  Settlement  Monarchy (Religion)	<ul style="list-style-type: none"><li>➤ To know about Britain’s settlement by Anglo-Saxons and Scots</li></ul> <p>This could be:</p> <ul style="list-style-type: none"><li>➤ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li><li>➤ Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li><li>➤ Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</li><li>➤ To know Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li></ul> <p>This could include: -Viking raids and invasion</p>	<ul style="list-style-type: none"><li>➤ To know that the Anglo Saxon age in Britain was around AD410 – 1066</li><li>➤ To know that the Anglo Saxons left their homelands of Germany, Denmark and the Netherlands and rowed to Britain in wooden boats.</li><li>➤ To know that this age ended in the Battle of Hastings 1066. Edward the Confessor died and had no heir. Harold Godwinson was the favoured successor but he was defeated in the Battle of Hastings.</li><li>➤ To know that the Anglo Saxons and Vikings were both invaders.</li><li>➤ To know that the Vikings came around 300 years after the Anglo Saxons from Denmark, Sweden and Norway.</li><li>➤ To know that for nearly 200 years the Anglo Saxons lived with Vikings in Britain before serious battles occurred.</li></ul>	Viking workshop

		<ul style="list-style-type: none"> <li>-resistance by Alfred the Great and Athelstan, first king of England</li> <li>- further Viking invasions and Danegeld</li> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul>	<ul style="list-style-type: none"> <li>➤ To know that William of Normandy who was a Viking invaded Britain in 1066.</li> <li>➤ To know that the Anglo Saxons and Vikings came to Britain looking for land to farm.</li> <li>➤ To know that our language came from the Anglo Saxons.</li> <li>➤ To know a range of different Anglo-Saxon kings.</li> <li>➤ To know Anglo-Saxon houses had thatched roofs. Their houses were rectangular in shape. The only buildings during this period to be made of stone were Churches.</li> <li>➤ To know that the Anglo-Saxons created kingdoms which started the creations of counties.</li> <li>➤ To recognise that the Vikings formed the cities of Dublin, Cork and Limerick. They made York their capital city.</li> </ul>	
Year 4	<b>What impact did the Romans have on Britain?</b>  Settlement  Religion	<ul style="list-style-type: none"> <li>➤ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>➤ Describe and understand the key features of mountains.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To recognise that Leicester was a Roman town.</li> <li>➤ To know that the Roman's left Britain because the Roman empire was beginning to fall.</li> <li>➤ To know that Hadrian's wall was built as a barrier to prevent invasions.</li> <li>➤ To know that the Roman's invaded Britain.</li> <li>➤ To know that the Roman's invaded Britain by boat.</li> <li>➤ To recognise mosaics were a form of art and used in houses.</li> <li>➤ To know that the Roman Empire controlled many lands including parts of Europe, the Middle East and North Africa.</li> <li>➤ To know Boudicca was an Iceni Queen who led the revolt against the Roman invasion.</li> <li>➤ To know that the Romans tried to invade Britain 3 times.</li> <li>➤ To know the Romans invented central heating.</li> <li>➤ To know the Roman Baths was a social activity and led to the creation of central heating.</li> </ul>	Jewry Wall Museum

			<ul style="list-style-type: none"> <li>➤ To recognise that Julius Caesar was one of the most famous emperors of Rome.</li> <li>➤ To know that the Roman Empire collapsed in 455AD.</li> <li>➤ To know that the Romans were the first civilisation to built roads. This developed transport across the country and is still used today.</li> <li>➤ To know the Romans spoke Latin. Before the Roman invasion, Brits spoke Celtic, however, when the Roman's invaded they brought Latin to the land.</li> <li>➤ To know that people mainly lived in small villages made up of wooden houses with thatched roofs.</li> <li>➤ To recognise that Bath was named after the Roman-Baths.</li> </ul>	
	<p><b>How advanced were the civilisations over 3000 years ago?</b></p> <p>Discovery (Religion)</p>	<ul style="list-style-type: none"> <li>➤ To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>➤ Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>➤ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>	<ul style="list-style-type: none"> <li>➤ To know that the River Nile runs through Egypt</li> <li>➤ To know that the River Nile was used for transportation and food.</li> <li>➤ To know that pyramids were built as tombs for Pharaohs.</li> <li>➤ To know that the afterlife was an aspiration for Ancient Egyptian people because they believed that their spirit would live again in the afterlife.</li> <li>➤ To know that mummification was a process to preserve a person's body. This involved the removal of organs.</li> <li>➤ To know that hieroglyphics were a form of alphabet.</li> <li>➤ To know there were several Gods who were prayed to. These were all Gods of different things, such as Ra the God of the Sun.</li> <li>➤ To recognise that different civilisations were alive at the same time in history across the world.</li> <li>➤ To know the Egyptians lived near the River Nile to support their lifestyle.</li> <li>➤ To recognise there were different levels of society.</li> <li>➤ To know Tutankhamen was an Egyptian Pharaoh.</li> </ul>	New Walk Museum

			<ul style="list-style-type: none"> <li>➤ To recognise the Sphinx is a famous landmark which represents a protector.</li> <li>➤ To know that pharaohs were rulers of society.</li> <li>➤ To know BC means before Christ.</li> <li>➤ To know AD means Anno Domini.</li> <li>➤ To know that the Ancient Egyptians was one of the great civilisations.</li> <li>➤ To recognise that artefacts are found in museums.</li> <li>➤ To know what an archaeologist is.</li> </ul>	
Year 3	<p><b>How did people survive up to 4000 years ago?</b></p> <p>Settlement (Religion)</p>	<ul style="list-style-type: none"> <li>➤ Pupils should be taught about the changes in Britain from the Stone Age to the Iron Age.</li> <li>➤ Continue to develop a chronological understanding of British history</li> <li>➤ Make connections, note contrasts and notice trends over time.</li> <li>➤ Develop appropriate use of historical terms.</li> <li>➤ Ask and attempt to answer historically valid questions.</li> <li>➤ Select and organise relevant historical information in order to complete tasks and answer questions.</li> <li>➤ Understand that knowledge of the past comes from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To know Britain has changed over the last 4000 years ago.</li> <li>➤ To know the Stone, Bronze and Iron Age are known as pre-history</li> <li>➤ To know the Stone Age was in the Neolithic era</li> <li>➤ To know what Hunter-Gatherers are: humans hunting or foraging for food.</li> <li>➤ To recognise the materials used in these difference periods</li> <li>➤ To know Bradgate Park and Burrough hill in Leicester are historically relevant for this period of time. Archaeologists have recently excavated artefacts.</li> <li>➤ To know the Iron Age ended with the Roman Invasion.</li> <li>➤ To know that food has changed over the last 4000 years ago. This is due to farming and food production.</li> <li>➤ To know during the Iron Age they lived in hill forts</li> <li>➤ To know round houses were used in Iron Age and early Bronze Age</li> <li>➤ To know that prehistoric people lived in caves during the Stone Age</li> <li>➤ To know Skara Brae is a neolithic village in Britain.</li> <li>➤ To can recognise artefacts and uses from these periods of time.</li> </ul>	Bradgate Park trip

	<p><b>Was Richard III a popular king?</b></p> <p>Monarchy</p> <p>Tyranny</p>	<ul style="list-style-type: none"> <li>➤ local history study</li> <li>➤ Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>➤ Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and</li> </ul>	<ul style="list-style-type: none"> <li>➤ To know Richard III reigned in the 15<sup>th</sup> Century</li> <li>➤ To know King Richard III's reign was on 2 years being between 1483 and 1485.</li> <li>➤ To know Richard III was a Yorkist.</li> <li>➤ To discuss the reasons why Richard III was a contentious king.</li> <li>➤ To know the Battle of Bosworth was between the Yorkists and Lancastrians.</li> <li>➤ To know Richard III was not a son of the previous king.</li> <li>➤ To know Richard III was a nephew of the previous King, King Edward.</li> <li>➤ To know Richard III was accused of putting the young princes in the Tower of London so that he could become king.</li> <li>➤ To know Bosworth Battlefield is in Leicestershire.</li> <li>➤ Following Richard's death, Henry Tudor (VII) became king. This started the Tudor era.</li> <li>➤ To know that Richard III died during the Battle of Bosworth.</li> <li>➤ To know Richard III's remains were discovered in a car park in Leicester in 2012.</li> <li>➤ To know Richard III's internment took place in 2015 and is buried in Leicester Cathedral.</li> <li>➤ To know the remains of Richard III were discovered by archaeologists from the University of Leicester in a car park near a previous Church.</li> <li>➤ To know Bow Bridge, Leicester, is historically significant as a memorial for King Richard III.</li> </ul>	<p>Leicester Cathedral and King Richard III museum visit</p>
<p>Year 2</p>	<p><b>What are the similarities and differences between Queen Elizabeth I and Queen Victoria's reigns?</b></p>	<ul style="list-style-type: none"> <li>➤ Changes within living memory</li> <li>➤ Events beyond living memory (Queen Victoria and Queen Elizabeth I coronation)</li> <li>➤ The lives of significant individuals in the past who have contributed to national and international achievement</li> </ul>	<ul style="list-style-type: none"> <li>➤ To have some understanding of the history of the monarchy in England (Renaissance, Tudors, Victorians)</li> <li>➤ To know who Queen Victoria was and how long she reigned for in which era.</li> <li>➤ To know who Queen Elizabeth I was and how long she reigned for in which era.</li> <li>➤ To know about some of the hobbies and interests of Queen Victoria and Queen Elizabeth I.</li> </ul>	<p>Beaumanor Hall Victorian visit – life as a Victorian child</p>

	Monarchy		<ul style="list-style-type: none"> <li>➤ To know what life was like in the Victorian times.</li> <li>➤ To know what life was like in the Tudor times.</li> <li>➤ To know Queen Victoria was also the Empress of India.</li> <li>➤ To recognise the difference between houses in the Victorian era compared to their own houses.</li> <li>➤ To recognise the similarities and differences in the Tudor era compared to their own houses.</li> <li>➤ To know some of the values held by Queen Victoria and Queen Elizabeth I</li> <li>➤ To know what the fashion was like in the Victorian and Tudor era.</li> <li>➤ Children know what life was like as a child in the Victorian times.</li> <li>➤ Children know that the Victorian era was the period of Queen Victoria's reign.</li> <li>➤ Children know what school was like in the Victorian era.</li> <li>➤ Children can recognise some games children played with at school during the Victorian eras.</li> </ul>	
	<b>What was Nelson Mandela's impact on the world?</b>  Democracy	<ul style="list-style-type: none"> <li>➤ To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To know who Nelson Mandela was and where he came from</li> <li>➤ To recognise a picture of Nelson Mandela</li> <li>➤ To be able to sequence the main events of Nelson Mandela's life on a timeline.</li> <li>➤ To explain why Nelson Mandela was a significant individual</li> </ul>	
	<b>How has Christ the King changed?</b>	<ul style="list-style-type: none"> <li>➤ Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>➤ Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children know CTK was opened in 1951.</li> <li>➤ Children know CTK celebrated its 70<sup>th</sup> anniversary this year.</li> <li>➤ Children know CTK used to be 1 building.</li> <li>➤ Children know that the Gimson family use to own the building.</li> <li>➤ Children know that CTK used to be a house.</li> </ul>	Visit to Junior Site  In-class 'museum' using school's artefacts



		<ul style="list-style-type: none"> <li>➤ Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>➤ Be taught about significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children know that the house was sold to the Diocese of Nottingham, who turned it into a school.</li> <li>➤ Children know some of the experiences of some children who attended Christ the King a long time ago.</li> <li>➤ Children can recognise some similarities and differences between historical CTK pupils and themselves.</li> </ul>	
Year 1	<b>What did my grandparents play with at school?</b>	<ul style="list-style-type: none"> <li>➤ Changes within living memory</li> <li>➤ Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To know who is in their family.</li> <li>➤ To know that a timeline represents a period of time.</li> <li>➤ To know the difference between past and present.</li> <li>➤ To know that some toys from the past are different to the toys we have now.</li> <li>➤ To know grandparents were born in the past.</li> <li>➤ To know that toys were different in the past.</li> <li>➤ To know that there are similarities between the toys that they play with and that their grandparents played with.</li> <li>➤ To know that technology is a form of toy now whereas this wasn't the case in the past.</li> </ul>	<p>Research homework to investigate what grandparents used to play with at school</p> <p>Old toys brought in to display</p>
	<b>What is the moon landing and why is it important?</b>	<ul style="list-style-type: none"> <li>➤ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children know Neil Armstrong is an astronaut</li> <li>➤ Children know Neil Armstrong was the first man to walk on the moon</li> <li>➤ Children know that Edwin 'Buzz' Aldrin and Michael Collins also travelled to the moon with him</li> <li>➤ Children know the first man on the moon was in 1969.</li> <li>➤ Children know that the mission was known as Apollo 11</li> <li>➤ Children know that the 3 astronauts travelled on the rocket Saturn V</li> <li>➤ Children learn the chronology of key events of Neil Armstrong's life.</li> </ul>	

			<ul style="list-style-type: none"> <li>➤ Children understand the significance of the moon landing.</li> <li>➤ Children know Neil Armstrong was American</li> <li>➤ Children understand what NASA is.</li> <li>➤ Children recognise a significant saying of Neil Armstrong 'one small step for man, one giant leap for mankind'</li> </ul>	
	<b>How has football changed in Leicester City?</b>	<ul style="list-style-type: none"> <li>➤ changes within living memory, the lives of sig. individuals in the past, sig. historical events, people and places in their locality</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children have some understanding of how football has changed.</li> <li>➤ Children know that the football itself has adapted over the years.</li> <li>➤ Children know Leicester City Football Club has been around for formed in 1919. This was more than 100 years ago.</li> <li>➤ Children know Gary Lineker was a key figure in Leicester City's history.</li> <li>➤ Children know Leicester City's women's team was formed in 2004. They started to play their matches at the King Power Stadium in 2021.</li> <li>➤ Children know that Leicester City play at the King Power Stadium. They started to play here in 2002.</li> <li>➤ Children know that Leicester City historically was known as Fosse Football Club.</li> <li>➤ Children know between 1891and 2002, Leicester City played at Filbert Street.</li> <li>➤ Children know that the Leicester City badge has evolved over the years.</li> <li>➤ Children know that the football club has been sponsored by different companies in history such as Walkers Crisps.</li> <li>➤ Children can name some historical players.</li> </ul>	Female Leicester City football player visit
<b>EYFS</b>	<b>Twass the night before Christmas</b>	<ul style="list-style-type: none"> <li>➤ Talk about the lives of the people around them and their roles in society</li> <li>➤ To know similarities and differences between things the past and now,</li> </ul>	<ul style="list-style-type: none"> <li>➤ I know that people's lives are different to what they are now</li> <li>➤ I know that Santa used to wear green and now wears red</li> <li>➤ I know that Santa was called St Nick in the past</li> </ul>	Related learning activities in continuous provision

		<p>drawing upon their experiences and what they've read in class</p> <p>➤ I can understand the past through settings, characters and events.</p>	<p>➤ I know my Christmas toys would have been different to the past</p> <p>➤ I know that my Christmas traditions are different to the past (grandparents to come in to talk about their Christmas experiences)</p>	
	<b>When I was Young</b>		<p>➤ I know that my childhood has some differences and similarities to my parent's (for example technology, toys, stories)</p> <p>➤ I know that a bath was heated using a fire in the kitchen</p> <p>➤ I know that a bath was made of tin</p> <p>➤ I know that they didn't have electricity</p> <p>➤ I know that they didn't have bathrooms</p> <p>➤ I know who's in Joe's family by using the family tree</p> <p>➤ I know that Queen Victoria was the queen in the Victorian times</p>	