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Vocabulary Key: **Subject vocabulary**, **key dates**, **significant figures**, **Historical vocabulary**

Primary History Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><b><u>What is marvellous about me?</u></b></p> <p><b><u>Past and Present</u></b></p> <p>I can talk about different types of houses and homes (homes from the past/ present) this can be taught through 'Peepo.'</p> <p><b>Now, next, then, old, new</b></p> <p><b>Curiosity Cube: Flat iron</b></p>  <p><b>Links to future learning:</b></p> <ul style="list-style-type: none"> <li>Types of houses that burnt in the Great Fire of London</li> </ul>	<p><b><u>Isn't It Amazing?</u></b></p> <p><b><u>Past and Present</u></b></p> <p>I can talk about Guy Fawkes and bonfire night.</p> <p>I can talk about Christmas and the Nativity story and how things from the past were different from now.</p> <p><b>same, different, changes</b></p> <p><b>Curiosity Cube: Seasonal changes: pumpkins, conkers, hat, gloves</b></p>  <p><b>Links to future learning:</b></p> <ul style="list-style-type: none"> <li>Significant events revisited throughout Primary</li> </ul>	<p><b><u>Shall we explore the wonders of our world?</u></b></p> <p><b><u>Past and Present</u></b></p> <p>I can talk about special events from the past such as the moon landing.</p> <p>I can talk about Neil Armstrong</p> <p><b>Events</b></p> <p><b>Curiosity Cube: Fossil</b></p>  <p><b>Links to future learning:</b></p> <ul style="list-style-type: none"> <li>To Infinity and beyond topic in Y2- Neil Armstrong</li> </ul>	<p><b><u>How does your garden grow?</u></b></p> <p><b><u>Past and Present</u></b></p> <p>I can talk about how people change from babies to adults- this can be taught through '<b><i>Once they were giants.</i></b>'</p> <p>I can talk about changes in my life and recognise a personal timeline.</p> <p>I can use photos (as sources) to talk about changes from when I was a baby.</p> <p><b>old, young, changes</b></p> <p><b>Curiosity Cube: Baby shoes:</b></p>  <p><b>Links to future learning:</b></p> <ul style="list-style-type: none"> <li>Using primary sources to ask and answer questions about how things have changed</li> </ul>	<p><b><u>Can you tell me a tale?</u></b></p> <p><b><u>Past and Present</u></b></p> <p>I can talk about castles and why they exist.</p> <p>I can talk about nursery rhymes and their links to the past</p> <p><b>Castle</b></p> <p><b>Curiosity Cube: Old Keys</b></p>  <p><b>Links to future learning:</b></p> <ul style="list-style-type: none"> <li>Captivating Castles topic in Year 2</li> </ul>	<p><b><u>What's your superpower?</u></b></p> <p><b><u>Past and Present</u></b></p> <p>I can talk about jobs from the past- <i>changes to fire service (links with Jack and Jill and GFOL)</i></p> <p>I can talk about the changes I have made this year.</p> <p><b>Past, present, future</b></p> <p><b>Curiosity Cube: Candlestick</b></p>  <p><b>Links to future learning:</b></p> <ul style="list-style-type: none"> <li>Different types of jobs explored in Victorians</li> <li>Understanding changes in jobs from past to present- Fire service in GFOL and Victorians</li> </ul>
	<p><b>Ongoing talk of day's chronology: Now, Next, Then, Past, Present, Future</b></p> <p><b>Timeline of year's chronology on display in classroom. Curiosity cube: curious items that relate to history to be discussed and opportunities for past and present to be compared</b></p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
Year 1	<p><b><i>Marvellous Me</i></b> <i>(Personal Development Driver)</i></p>	<p><b>Great Fire of London</b> Events beyond living memory that are significant nationally</p> <p>Long lasting changes</p> <p>I know that the fire started in 1666</p> <p>I know the fire started in a bakery</p> <p>I know that the houses were made of wood and burnt quickly because of the wind</p> <p>I know that Samuel Pepys wrote a diary about the fire</p> <p>I know that the fire service was developed after this event</p> <p>Diary, Samuel Pepys, Pudding Lane, River Thames, bakery, King Charles II, 1666, Early modern period, artefacts, sources, chronology, King</p> <p>Links to prior learning:</p> <ul style="list-style-type: none"> <li>• Ring of Roses Nursery Rhyme (became popular around this time)</li> <li>• Different types of houses</li> <li>• How things change over time</li> <li>• Jobs from the past</li> </ul>		<p><b><i>Paddington in Peru</i></b> <i>(Geography Driver)</i></p>	<p><b><u>Then and Now – Victorians</u></b> The lives of significant individuals in the past who have contributed to achievements.</p> <p>Human achievements</p> <p>I know that the Victorian period is named after Queen Victoria</p> <p>I know the difference between Victorian jobs and modern jobs</p> <p>I know that the Victorians invented things we still use today</p> <p>I can name a Victorian toy</p> <p>I know that Florence Nightingale and Mary Seacole were important nurses</p> <p>I can compare the modern seaside with the Victorian seaside</p> <p>Queen Victoria, Florence Nightingale, Mary Seacole, invention, timeline, Penny Farthing, lamp, technology, 1837-1901, Industrial Era, Inventions, timeline, Victorian period, Queen</p> <p>Links to prior/future learning:</p> <ul style="list-style-type: none"> <li>• Jobs from the past</li> <li>• Comparison between Victoria and Charles III coronation</li> <li>• Industrial Revolution</li> <li>• Links to Titanic- themes of differences between rich/poor</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b>	<p><b><u>To Infinity and Beyond</u></b>  <b>Changes within living memory</b>  <b>Human achievements</b></p> <p>I know that Neil Armstrong took the first steps on the moon in 1969</p> <p>I know that he travelled in the space shuttle Apollo 11</p> <p>I know that Katherine Johnson was an American mathematician</p> <p>I know that Katherine Johnson calculated paths for spacecraft to land on the moon.</p> <p><b><u>Moon, landing, Apollo 11, 1969, Neil Armstrong, Katherine Johnson</u></b>  <b>significance, chronology, discovery, decade</b></p> <p><b>Links to prior/future learning</b></p> <ul style="list-style-type: none"> <li>• Modern period study- links with 1960s Carnival</li> <li>• Victorians and advancements in technology</li> <li>• Significant individuals</li> </ul>	<p><b><u>Yay for Yorkshire!</u></b>  <b>Significant historical events, people and places in their own locality.</b>  <b>Local stories</b></p> <p>I know that the Leeds West Indian Carnival is an annual, local event</p> <p>I know that Carnival started in the 1960s</p> <p>I know that Nicola Adams is a famous boxer from Leeds</p> <p><b><u>Yorkshire, carnival, heritage, Calvin Phillips, Nicola Adams, 1960s</u></b>  <b>Local, significant, diversity</b></p> <p><b>Links to prior/future learning</b></p> <ul style="list-style-type: none"> <li>• Modern period study- links with 1960s Moon Landings</li> <li>• Leeds Now and Then future topic</li> <li>• Significant individuals- Nicola Adams</li> </ul>	<p><b><u>Around the World in 80 Days</u></b>  <b>The lives of significant individuals in the past who have contributed to achievements</b></p> <p>I know that Roald Amundsen and Robert Falcon Scott both led expeditions to the South Pole</p> <p>I know that Roald Amundsen's team came home safely because they were better prepared</p> <p>I know that Robert Falcon Scott and his team died on the return journey</p> <p>I know that both expeditions took place in 1911-1912</p> <p><b><u>South Pole, expedition, travel, rations, preparation, 1911-1912, Roald Amundsen and Robert Falcon Scott, Primary sources, evidence, discovery, explorer, century</u></b></p> <p><b>Links to prior/future learning</b></p> <ul style="list-style-type: none"> <li>• Modern period study- links with Titanic and exploration.</li> <li>• Significant individuals</li> </ul>	<p><b><u>Around the world in 80 Days (Geography Driver)</u></b></p>	<p><b><u>Trouble on the Titanic</u></b>  <b>Events beyond living memory that are significant nationally or globally</b>  <b>Justice &amp; Injustice</b></p> <p>I know that many people thought the Titanic was unsinkable</p> <p>I know that the Titanic departed in 1912</p> <p>I know that the Titanic sank because it hit an iceberg</p> <p>I know that people were treated differently if they were rich or poor</p> <p><b><u>Captain Edward Smith</u></b>  <b><u>Titanic, departure, sank, iceberg, journey, Atlantic Ocean, 1912</u></b>  <b>Oral history, national</b></p> <p><b>Links to prior/future learning</b></p> <ul style="list-style-type: none"> <li>• Modern period study- links with South Pole expeditions and exploration</li> <li>• Victorians- differences between rich/poor</li> </ul>	<p><b><u>Captivating Castles</u></b>  <b>The lives of significant individuals in the past who have contributed to achievements</b>  <b>Justice &amp; Injustice</b></p> <p>I know that castles were built as defences</p> <p>I know that Skipton Castle was significant and local.</p> <p>I know that our current monarch is King Charles III and he became king in 2023</p> <p>I can compare Queen Victoria's coronation with King Charles III's</p> <p><b><u>William the Conqueror, King Charles III</u></b>  <b>Fortress, monarch, defence, castle</b>  <b>Monarchy, medieval, coronation</b></p> <p><b>Links to prior/future learning</b></p> <ul style="list-style-type: none"> <li>• Monarchy study Leeds Then and Now</li> <li>• Current histories being made- coronation</li> <li>• Victorians topic- Queen Victoria</li> <li>• Links to future study of Norman Conquest in depth</li> </ul>

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Year 3	<b><u>Here or There?</u></b> <b>(Geography Driver)</b>	<b><u>Festivals around the world</u></b> <b>(Personal Development Driver)</b>	<b><u>Stone Age –Iron Age</u></b> <b>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</b> <b>Human achievements</b>  I know that the Stone Age began in the Pre-historic period  I know that during the Stone Age, people were hunter-gatherers  I know that Skara Brae is a settlement from the Stone Age that has been preserved and was discovered in Scotland after a bad storm  I know that Stonehenge is a monument  I know that during the Bronze Age, tools became more decorated  I know that the main difference between the Stone Age, Bronze age Iron Age was the materials used to make tools and weapons  <b>Neolithic, Palaeolithic, Mesolithic, Skara Brae, Stonehenge, B.C, 15,000 B.C, 800 B.C, Pre-History, BC, Bronze Age, Iron Age, hunter-gatherer, significance, artefacts, chronology</b>  <b>Links to prior/future learning</b> <ul style="list-style-type: none"> <li>Beginning KS2 History journey of human achievements found in monuments, structures and found artefacts.</li> <li>Maya Civilization</li> <li></li> </ul>		<b><u>Mayans</u></b> <b>A non-European society that provides contrasts with British history</b> <b>Human achievements</b>  I know that the between 250–900 A.D is known as the Golden Age of the Maya Civilization ( <i>The Maya Classic Period (c. 250–900 CE) was the “golden age” of the Maya Empire in Central or Meso-America Agriculture flourished, resulting in the civilization reaching its peak population of up to 2 million people during this time</i> )  I know that Chichén Itzá was one of the largest Mayan cities  I know that the Temple of Kukulcán is a pyramid structure at the centre of Chichen Itza  I know that the Mayans ate and grew: maize, squash, beans (the ‘Three Sisters,’)  I know that chocolate was significant for the Mayans and was thought to be a gift from the Gods  <b>Chichen Itza, society, Mezoamerica, Pakal the Great, A.D 250-900, ancient period, medieval period, civilisations, agriculture, significance, artefacts, monuments, sources, chronology</b>  <b>Links to prior/future learning</b> <ul style="list-style-type: none"> <li>Building on Stone Age key knowledge of human achievements found in monuments, structures and found artefacts.</li> <li>Links to civilizations- Romans, Egyptians, Greeks</li> <li>Links to democracy study in Ancient Greeks</li> <li>Building on Geographical knowledge of wider world civilizations</li> </ul> <p style="text-align: center;">Significant individuals</p>		<b><u>Rainforests</u></b> <b>(Geography Driver)</b>

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Year 4	<p><b>Italy</b> (Geography Driver)</p>	<p><b>Romans</b> The Roman Empire and its impact on Britain Democracy Invaders and Settlers</p> <p>I know that the Romans came to Britain towards the end of the Ancient Period</p> <p>I know that the Romans arrived because they wanted to expand their Empire</p> <p>I know that Boudicca was the leader of the Iceni tribe</p> <p>I know that the Romans lived in wooden huts, insulae, domus and villa</p> <p>I know the legacy of the Romans on modern life and can list three things they brought that we still have today</p> <p><b>Boudicca, Julius Ceaser, emperor, legion, mythology, pantheon, legacy, 43-500, A.D, archaeology, Conquest, Emperor, Empire, Myths and legends, settler, significance, sources, chronology</b></p> <p><b>Links to prior/future learning</b></p> <ul style="list-style-type: none"> <li>• Theme of invasion of Britain – Vikings &amp; Anglo-Saxons, building chronological narrative</li> <li>• Follow on from Stone Age- Iron Age topic in Britain’s history and how humans lived in Britain e. types of housing, tribes, leaders.</li> <li>• Ancient History links- Ancient Greeks and Egyptians</li> <li>• Links to democracy and Ancient Greeks</li> <li>• Links to monarchy and how it was different in different countries</li> </ul>	<p><b>Volcanoes</b> (Geography Driver)</p>	<p><b>Recycling</b> (Geography Driver)</p>	<p><b>Africa</b> (Geography Driver)</p>	<p><b>Ancient Egypt</b> The achievements of the earliest civilizations Human achievements</p> <p>I know who Howard Carter was and that he discovered Tutankhamun’s tomb</p> <p>I know that Tutankhamun was an Egyptian pharaoh</p> <p>I know the role of the Gods in Ancient Egypt</p> <p>I know the process of Mummification</p> <p>I know what hieroglyphs were used for</p> <p><b>Tutankhamun, Cleopatra, pyramid, mummification, canopic jars, pharaoh, hieroglyphs, 3000 B.C, Gods/Goddesses, Slave, Ancient, Civilization, significance, sources, chronology</b></p> <p><b>Links to prior/future learning</b></p> <ul style="list-style-type: none"> <li>• Building on Stone Age/Mayans key knowledge of human achievements found in monuments, structures and found artefacts.</li> <li>• Links to civilizations- Romans, Mayans, Greeks</li> <li>• Links to democracy study in Ancient Greeks</li> <li>• Building on Geographical knowledge of wider world civilizations and study of Africa in previous topic.</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p align="center"><b>Vikings</b></p> <p>Britain's settlement by Anglo-Saxons and Scots/ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p align="center"><b>Invaders and Settlers</b></p> <p>I know that the Vikings first invaded Britain in 793AD</p> <p>I know the Vikings first invaded Lindisfarne Abbey and targeted churches before they settled.</p> <p>I know that Viking long boats were advanced and that helped them expand their empire</p> <p>I know that Harold Hardrada was the last Viking King to settle in England</p> <p>I know that Danelaw was area in England in which the Vikings ruled</p> <p>I know that 1066 was a significant date in ending Viking rule</p> <p>I know that Vikings traded and farmed and were not just invaders</p> <p><b>Barbarian, invasion, decedents, long ship, plunder, raid, settle, voyage, Lindisfarne, trade, Danelaw, Harold Hadrada, 793, 1066, William the Conqueror, immigrant, Christianity, heresy, migration, significance, sources, chronology</b></p> <p><b>Links to prior/future learning</b></p> <ul style="list-style-type: none"> <li>• Theme of invasion of Britain – Romans &amp; Normans building chronological narrative of invaders and settlers.</li> <li>• Links to Egyptians- Gods/Goddesses</li> <li>• Leeds Then and Now: Local changes through impact of Vikings (Yorvik) and features of medieval period.</li> </ul>		<p align="center"><b>Ancient Greece</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p align="center"><b>Democracy / Human achievements</b></p> <p>I know we study Ancient Greeks because Ancient Greek thinkers had an impact on modern society</p> <p>I know that Sparta was run as a dictatorship</p> <p>I know that Athens was run as a democracy</p> <p>I know that Ancient Greeks believed in Gods and Goddesses and I can name at least three</p> <p>I know the Ancient Greeks believed in myths and legends and can name at least one</p> <p align="center"><b>Plato, Aristotle, Hippocrates</b></p> <p><b>influence, Sparta, Amphitheatre, Marathon, Olympus, city states Democracy, dictatorship, Ancient period, mythology, significance, sources, chronology</b></p> <p><b>Links to prior/future learning</b></p> <ul style="list-style-type: none"> <li>• British Values- ongoing learning</li> <li>• Links to future learning- understanding dictatorship (WWII)</li> <li>• Links to past studies civilizations- Ancient Egypt and Mayans</li> </ul>	<p align="center"><b>Route 66</b></p> <p align="center"><b>(Geography Driver)</b></p>	<p align="center"><b>Staycation or Vacation?</b></p> <p align="center"><b>(Geography and History)</b></p> <p align="center"><b>Local History</b></p> <p align="center"><b>Long lasting changes</b></p> <p>I know that before trains were invented, people could only travel using horse drawn carriages</p> <p>I know that the development of the railways impacted trade</p> <p>I know that the trains enabled people to holiday at the coast</p> <p>I know that seaside towns developed because of the development of the railways</p> <p>I can compare a steam train to a modern train</p> <p align="center"><b>Locomotive, carriages, passengers, pleasure, Salamanca, century, compare, national, impact, change/continuity, significance, sources, chronology</b></p>	

	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
<b>Year 6</b>	<p style="text-align: center;"><b>Leeds – Then and Now</b> <b>(Geography and History)</b></p> <p style="text-align: center;"><b>A Local History Study &amp; The changing power of monarchs</b> <b>Local stories</b></p> <p>I know that the Battle of Towton happened locally in the medieval period</p> <p>I know that Temple Newsam was built during the Tudor period</p> <p>I know how Henry VIII had closed the Abbeys which had an impact on Kirkstall Abbey</p> <p>I can compare the impact of disease on society in Leeds in 1645 and on modern society</p> <p>I know that the Industrial Revolution had both positive and negative consequences</p> <p>I know what the suffragettes did and that women of Leeds were involved</p> <p>I know local Leeds heroes, such as Nicola Adams, and why they are significant people</p> <p style="text-align: center;"><b>Monarchy, The Plague, chronology, significance, sources, Industrial Revolution, rural, urban, Suffragettes, consequences, Rebellion, Revolt, Traitor, Richard III, Henry VIII, Emmeline Pankhurst, Nicola Adams, 1485, 1520, 1645, 1750-1900, 1919,</b></p> <p><b>Links to prior/future learning</b></p> <ul style="list-style-type: none"> <li>• Revisiting previously learnt historical eras and consolidating knowledge of chronology- building an overall picture.</li> <li>• Links to Yay for Yorkshire- significant figures of Leeds</li> <li>• Links to Vikings- medieval period</li> <li>• Links to themes of justice and injustice through suffragette study</li> <li>• Links to Victorians- Industrial Revolution study</li> <li>• Links to future study of Norman conquest and developing an understanding of monarchy, feudal system, peasantry</li> <li>• Links to future study of Black Death and medieval medicine</li> <li>• Links to future study of Suffragettes and impacts of WWI</li> </ul>		<p style="text-align: center;"><b>WWII</b></p> <p style="text-align: center;"><b>A study of an aspect of theme in British History that extends pupils chronological knowledge beyond 1066.</b></p> <p style="text-align: center;"><b>Democracy</b></p> <p>I know the key dates of World War II were 1939-1945</p> <p>I know Anne Frank’s diary and propaganda are primary sources</p> <p>I know that the significant leaders of WWII were: Hitler, Churchill, Chamberlain</p> <p>I know that during the Blitz, British children were evacuated to the countryside</p> <p>I know what the Holocaust was and can explain why we learn about it</p> <p style="text-align: center;"><b>evacuation, occupation, Nazi, concentration camp, allies, the Blitz, persecution, dictator, propaganda, holocaust, Winston Churchill, Anti-Semitism, Adolf Hitler, Anne Frank, Neville Chamberlain, 1939-1945, international, interpretation, bias</b></p> <p><b>Links to prior/future learning</b></p> <ul style="list-style-type: none"> <li>• Revisiting previously learnt historical eras and consolidating knowledge of chronology- building an overall picture.</li> <li>• Links to future study of Suffragettes and impacts of WWI and WWII in depth political study of war</li> <li>• Links to suffragette study in Leeds topic</li> <li>• Links to R.E through knowledge of religion</li> <li>• Links to Windrush topic and Black auxiliaries</li> </ul>	<p style="text-align: center;"><b>Evolution</b> <b>(Science &amp; Geography Driver)</b></p>	<p style="text-align: center;"><b>Windrush</b></p> <p style="text-align: center;"><b>A significant turning point in British History</b></p> <p style="text-align: center;"><b>Local stories</b> <b>Justice/Injustice</b></p> <p>I know the links between Britain and the Caribbean</p> <p>I know that African-Caribbean people played a significant role in WWII</p> <p>I know that in 1948, people came to live in Britain from the West Indies</p> <p>I know that they arrived on the <i>Empire Windrush</i> ship</p> <p>I know the difficulties faced by the Windrush settlers when they arrived in Britain</p> <p>I know that Black British people have had a significant impact on shaping British culture</p> <p style="text-align: center;"><b>Windrush Generation, West Indies, long-term impact, racism, conservative, British Nationality Act, Floella Benjamin, Benjamin Zephaniah, 1948</b></p> <p><b>Links to prior/future learning</b></p> <ul style="list-style-type: none"> <li>- Revisiting previously learnt historical eras and consolidating knowledge of chronology- building an overall picture.</li> <li>- Links to Yay for Yorkshire- significant figures of Leeds</li> <li>- Links to Early Modern period through exploration of slavery and Black British History</li> <li>- Links to themes of justice and injustice through suffragette study and Y2 Titanic topic</li> <li>- Links to future study of Windrush</li> </ul>