



| | Autumn | Spring | Summer |
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| KS1 | | | |
| Year 1 | <p>All about me</p> <ul style="list-style-type: none"> • How they have changed as children from babies. • Family and wider family- making a family tree with dates of birth, marriage etc. • How toys/games have changed in recent history – from grandparents to present day. <p><i>Changes within living memory.</i> <i>Changes beyond living memory.</i></p> <p>The Gunpowder plot</p> <ul style="list-style-type: none"> • Events in order. • How and why it happened. • How it is celebrated today. <p><i>Lives of significant individuals.</i></p> | <p>The Great Fire of London</p> <ul style="list-style-type: none"> • Chronological timeline of events – from Sunday to the following Thursday. • How the fire happened- started in a bakery on pudding lane. Reason for street being called ‘Pudding Lane’. • Why did it spread for far so quickly? • The Kings / Mayors reaction to the fire. • Fire safety then and now. • The impact on London – changed the landscape – new safer houses built. <p><i>Events beyond living memory.</i> <i>Significant historical events.</i></p> | |
| Allocated hours, visits and launch days | 8 hours – All about me 5 hours - Gunpowder plot | 26 hours GFL day – visit from the Fire service. Setting houses on fire and fire safety then and now talks and demonstrations. | |
| Writing opportunities | Instructions – how to look after a baby How a particular toy works. Information text – how toys have developed and changes. The changes from baby to child. | Recount - The events of the fire. Story – someone escaping from the fire or witnessing the fire over the days. | |
| Year 2 | <p>The Victorians</p> <ul style="list-style-type: none"> • Queen Victoria and how she came to the throne. Timeline of her reign. • Changes during the period- telephones and photography were invented/ commercialised – people could call instead of write letters. Photos could be | | <p>Mary Seacole, Florence Nightingale and the Crimean War.</p> <ul style="list-style-type: none"> • Who is Mary Seacole? • Who is Florence Nightingale? • The history of nursing. • Why are they famous? |



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| | <p>taken to capture memories – evolution of photos – now we have mobile phones and apps to communicate through photos.</p> <ul style="list-style-type: none"> Change in education – child labour laws 1833. Children were protected more and given rights. <p><i>Lives of significant individuals.</i> <i>Significant historical events.</i> <i>Changes beyond living memory.</i></p> | | <ul style="list-style-type: none"> What were the most important events in their lives? What were their greatest achievements? How did life change for them after the Crimean war? What made them so special? How were the two nurses different to each other? How were they the same? <p>Interpretations and opinions of the women through history. <i>Lives of significant individuals.</i> <i>Changes beyond living memory.</i></p> |
| Allocated hours, visits and launch days | 20 hours – Victorian launch day – children to dress up as Victorian school children. | | 19 hours Launch day |
| Writing opportunities | <p>Letters - from Queen Victoria to a school. Information texts - Victorian schools. The roles of women. The different class system.</p> <p>Recount – a day at school or work for a Victorian child.</p> <p>Report – photography 1834 (William Henry Fox Talbot) report to show how photos/photography has changed through the years.</p> | | <p>Diary- Written in role as Mary Seacole or Florence Nightingale.</p> <p>Information text - Detailing the lives of both women.</p> <p>Biography writing - Detailing the lives of either woman.</p> |
| KS2 | | | |
| Year 3 | <p>Stone age</p> <ul style="list-style-type: none"> First stone age – Palaeolithic Second stone age – Mesolithic Third stone age – Neolithic Comparison between the different stone ages – changes. Late neolithic hunter gatherers and early farmers. Evidence – cave drawings | <p>Ancient Egypt</p> <ul style="list-style-type: none"> Timeline of Egyptians 3100 BCE – 30 BCE. Over 3000 years. The empire looked completely different at the start of the rule to the end. Why do the pyramids exist? Looking at the pyramids and their importance. | |



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| | <i>Changes in Britain from the Stone age.</i> | <ul style="list-style-type: none"> • Egyptian gods – stolen from ancient Greece? Look at the Egyptian gods and how they came from ancient Greeks. • Significant Egyptian Pharaohs - Ramesses II - why was he called the 'great ancestor'. Tutankhamun - • Cleopatra and the fall of Egyptian empire – Romans conquered. <p><i>Achievements of the earliest civilisation. Roman empire</i></p> | |
| Allocated hours, visits and launch days | 20 hours (dependant – launch day – Stone age day) | 19 hours – Egyptian launch day | |
| Writing opportunities | <p>Information text - changes during the stone ages – from prehistoric to historic.</p> <p>Instructions – how to make stone tools. How to create cave art. How to make a fire.</p> | <p>Newspaper report – fall of Egyptian empire to Romans. Report on 3000 years of Egyptian rule.</p> <p>Stories – servant of Cleopatra. A roman soldier conquering Egypt.</p> <p>Explanation text – how the pyramids were built. How to mummify a person.</p> | |
| Year 4 | | <p>Local history –</p> <ul style="list-style-type: none"> • Bestwood Lodge – when it was built and changes – new buildings, fire etc. • Mining town/city – impact of the mines closing. • Robin Hood – legend or real? Looking at the facts from the story <ol style="list-style-type: none"> 1. Prince John and Richard Lionheart (think about why the cartoon character shows John as a Lion) 2. Richard was depicted as a good king and his brother a bad ruler. 3. Impact of King Johns rule on Nottingham. <p><i>Local history study</i></p> | <p>Romans –</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion 55- 54 BCE. • Successful invasion and Hadrian’s Wall. 43 AD where/when/who/why <ol style="list-style-type: none"> 1. Building the wall – how it was built – different stages. Other barriers built by roman rulers across Europe. 2. The wall as a symbol – compare to other walls – Great Wall of China/ city walls – London/ Chester/ York. Do they serve the same purpose? Were they successful or not? 3. Women on the wall. Little evidence of lives of women |



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| | | | <p>during this period. Was it lonely for them being far from home? What work would they have done?</p> <ul style="list-style-type: none"> Fall of the empire and roman withdrawal 410 AD. What might have happened when romans left Britain? Was Britain left vulnerable to another invasion? <p><i>Roman impact of Britain.</i> <i>Britain's earliest settlements.</i></p> |
| Allocated hours, visits and launch days | | Launch day – children to visit Bestwood Lodge and surrounding area 18 hours | 21 hours. Roman launch day. |
| Writing opportunities | | <p>Newspaper reports – how Bestwood lodge has changed over the years. Mining during the 60's and 70's. The closing of the mines in 1991.</p> <p>Information text – how to mine coal through the years. How safety for coal miners changed through the years.</p> <p>Stories – companion of Robin Hood. Living in Nottingham under Prince John's rule.</p> | <p>Biography – the life of Julius Caesar. His achievements and his death. The successful British invasion from Claudius.</p> <p>Newspaper report – building Hadrian's wall.</p> <p>Letters - A letter from a roman soldier or soldier's wife/daughter writing home.</p> |
| Year 5 | <p>Tudors</p> <ul style="list-style-type: none"> Change of religion/divorce and the impact on Britain – Henry VIII Monarchy and line of succession – male heirs. Looking at the house of Tudor – Lancaster and York. Comparison to Aztecs – 1428 – 1521. <p><i>Aspect of British history after 1066.</i> <i>Non-European civilisation.</i></p> | | <p>Ancient Greece – ‘The theatre of ancient Greece’.</p> <ul style="list-style-type: none"> Overview of civilisation – timeline chart and understanding the period lasted nearly 3000 years (3000BC - 146BC) topic focus will be on the 5th Century (508 BC) Athens. How we know about theatre in 5th century Athens. What it was like to go to the theatre. Celebrating the Gods in the theatre. How we know about the theatres |



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| | | | <ul style="list-style-type: none"> The power of language. <p><i>Legacy of Greek culture.</i> <i>Study of ancient Greece.</i></p> |
| Allocated hours, visits and launch days | 26 hours Topic launch day | | 13 hours Launch activity into topic |
| Writing opportunities | <p>Discussion texts – the line of succession – did the house of Tudor have a strong claim to the throne? How different the Aztecs were at this period in time.</p> <p>Persuasion – for and against the divorce of Henry VIII and Catherine of Aragon.</p> | | <p>Poetry – Greek poems – linked to the Gods. Script – children can write a section of their own Greek play. Non-chronological report - Comparison Greeks and Romans– did the Greeks have influence over the Romans? (theatres/stadiums)</p> |
| Year 6 | <p>WWII</p> <ul style="list-style-type: none"> How/why it happened Britain being invaded – battles. Blitz and rations – life on the home front. Holocaust <p><i>Aspect of British history after 1066.</i></p> | | <p>The fight to rule/invasion</p> <ul style="list-style-type: none"> Alfred the Great and his resistance to raids/invasions. Why has he got the name great? 1066 – Death of Edward the Confessor and the struggle for power. (there were at least 3 contenders for the throne) Norman Conquest – William the conqueror. How much time did William actually spend in England? Did he speak English? Comparison to Benin – life in Benin compared to Britain in 1066. <p><i>Viking and Anglo-Saxon struggle for power.</i> <i>Non-European civilisation.</i> <i>Legacy of culture.</i></p> |
| Allocated hours, visits and launch days | 20 hours WW2 visit to Holocaust centre | | 19 hours Children to re-enact battle of Hastings on field using the hill. Children could make 11 th century shields/armor to use. |



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| <p>Writing opportunities</p> | <p>Persuasion - persuading men to join the armed forces. Persuading women to go to work to support the economy. Recount – a night during the blitz. An evacuee child living in the country. Newspaper reports – The treatment of Jews in Germany.</p> | | <p>Discussion texts – comparisons between Benin and England during the Norman period. Was William the Conqueror the rightful ruler? Chronological reports – The Viking invasions that united England under Alfred the Great-giving him the title of King of all England. Recounts – the battle of Hastings 1066. Biography – the life of Alfred the Great. Why he had that title.</p> |
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