



Nursery

Me and My World	<ul style="list-style-type: none">- explore family and their history- Changes from birth through photographs.
Bears	<ul style="list-style-type: none">- Using bears to notice change over time

Reception

Me and My World	<ul style="list-style-type: none">- explore memories that are significant- Change in places in their community (bus station, new houses etc)
Once upon a Time	<ul style="list-style-type: none">- use start and end of stories to understand past, passing of time and change over time- Use stories to learn about the past using key vocabulary to support this- changes in time including customs such as weddings and different traditions

Year 1

The Past: Local Area	<ul style="list-style-type: none"> - Development of photography - How photographs can help us to learn about history - Changes in local area and city - Further development of understanding of past and history - How life has changed for people in local area and city
The Past: People	<ul style="list-style-type: none"> - Family structure beyond living family members – great grandparents and beyond - Family tree - Change in school - Change in toys - Change in travel - Change in communication technology.
Queen Elizabeth	<ul style="list-style-type: none"> - Developing understanding monarch - Life as a child – relating back to previous unit - Key events – coronation, jubilee, death
Stories about the Past	<ul style="list-style-type: none"> - Impact of significant people and events - Change in ways of life <p>Focus on: Robert the Bruce, Gunpowder Plot, Titanic</p>
Stories of Rulers	<ul style="list-style-type: none"> - Understanding of a ruler, building on knowledge of monarch - Impact rulers of the past have had on present - How they ruled land and people <p>Focus on: Boudicca; Alfred the Great; Mansa Musa</p>
Ships and Seafarers through time	<ul style="list-style-type: none"> - Earliest experiments of floating - Development of boats - Explore trade at sea - Life at sea - Legacy of seafaring.

Year 2

The Past: London	<ul style="list-style-type: none"> - Develop idea of impact and change in and because of history - Study of significant events: The Great Plague; The great Fire of London - Life in London in the Stuart Era – housing, streets, hygiene - Impact of the studied events - Primary Source – Samuel Pepys - Compare to life today
The Great Change Makers	<ul style="list-style-type: none"> - Further develop understanding of impact of people from the past and the changes they helped make <p>Focus: James Watt; Emmeline Pankhurst; Amelia Earhart; Earl of Shaftsbury; Josiah Wedgewood.</p>
Queen Victoria	<ul style="list-style-type: none"> -Develop understanding of an Era of time - Queen Victoria and her life - The changes she saw whilst ruling <ul style="list-style-type: none"> - Art - Technology - Transport – Brunel
Victorian Lives	<ul style="list-style-type: none"> - Children in the Victorian Era <ul style="list-style-type: none"> - School - Jobs - Stories of Victorian children - Compare to their lives today
The Stone Age	<p>The Stone Age</p> <p>Living in a ‘hunter-gatherer’ society</p> <p>EQ: How did people find food and live together before farming?</p> <p>Mammoths</p> <p>Skara Brae</p> <p>Stonehenge</p>
Neolithic Revolution	<ul style="list-style-type: none"> - Changes during the Neolithic Era <ul style="list-style-type: none"> - Farming - Rituals of burying dead - Housing and settlements - Dorothy Garrod’ s discovery – links to jobs of historians - Neolithic pots for fire - Development of wheel

Year 3

Ancient Egypt	<p>Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture.</p> <p>How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems.</p> <p>Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p>
Cradles of Civilisation	<p>The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade).</p> <p>Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Then major on ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations (lays foundations for Judaism (Y3 Religion & Worldviews Spring 2, Summer 1) Indus valley to Hinduism - see right).</p>
The Indus Valley	<p>What kind of settlement was this? a system of monsoon-fed rivers; advanced urban planning in cities; long-distance trade material and spiritual culture: Sarasvati culture, including the Rig Veda, ancient writings & scriptures (links with Autumn 2 Religion & Worldviews) evidential basis - how do we know? archaeological finds</p> <p>Why did settlements spread over such a large area?</p>
Persia and Greece	<p>Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer’s Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses</p>
Ancient Greece	<p>Art, culture & learning in Ancient Greece</p> <p>Greek architecture, inc. Parthenon</p> <p>Why did the Greeks tell so many stories? Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Summer 1)</p> <p>Greek literature, inc. epic poetry – inc. Homer.</p> <p>Tragedy in Greek theatre</p> <p>Ancient Greek language</p> <p>Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p>
Alexander the Great	<p>Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire.</p> <p>Alexander the Great: childhood, education (link Aristotle in Y3), early battles, conquest of Persia, death. Alexander the ‘Great’?</p> <p>Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad)</p> <p>Meanwhile in Egypt... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p>

Year 4

The Roman Republic	<p>Foundation myth of Romulus and Remus</p> <p>Punic wars, Hannibal, Roman army</p> <p>Development of the Roman Republic</p> <p>Roman religion, Roman myths & legends and how they built on Greek myths, legends and religion.</p> <p>Roman roads</p> <p>Roman politics and government during the Republic</p> <p>End of Egyptian civilisation</p>
The Roman Empire	<p>Roman army</p> <p>Julius Caesar, the first emperors (incl. Augustus, Claudius, Nero), Jewish-Roman war (children made ready through knowledge of Judaism in Y3; and through units on Palestine and Christianity in Year 4 so far).</p> <p>Persecutions of Christians in Rome (children made ready thro knowledge of Christianity since start Y4)</p> <p>Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc.; reinforce & apply volcano knowledge from geography)</p>
Roman Britain	<p>The ancient Britons – a land of diversity, a land of migrants (e.g. Celts).</p> <p>Celtic language, Celtic culture.</p> <p>Rebellions: Caractacus, Boudicca.</p> <p>How Roman was Roman Britain?</p> <p>Who gained and who lost in Roman Britain?</p> <p>Roman town: Aquae Sulis</p> <p>Life on the frontier: Hadrian’s Wall</p> <p>Black Romans in Britain</p>
Christianity in 3 empires	<p>This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows: 1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2.Constantine founding of Constantinople. 3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4.Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5.Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity. 6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</p>
Arabia and early Islam	<p>Ancient Arabia, the rise of Islam and the Arab conquests</p> <p>Bedouin culture, trade and life in the desert The place of the Makkah in the trade of the Middle East and the world.</p> <p>The development of the Arabic language – an oral culture and a land of poetry. Links with Persian culture.</p> <p>Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p>The Arab conquests - North Africa, Spain, Indus Valley, Persia.</p>
Cordoba: City of Light	<p>Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba.</p> <p>How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together.</p> <p>The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p>

Year 5

The Round City: Baghdad	<p>Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance</p>
Anglo Saxon Britain	<p>Anglo-Saxon migrants Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) including Augustine etc., up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: ‘not Angles but angels’). How archaeologists learn about Anglo-Saxons – art, everyday life, villages. Sutton Hoo</p>
Vikings – Lady of Mercian	<p>The first Viking raids and invasions King Alfred of the Kingdom of Wessex The ‘Great Heathen Army’ Alfred in Athelney Alfred’s victory over Guthrun, Guthrun’s baptism Danelaw Scandinavian settlements Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures Aethelflaed growing up. Women in Wessex and in Mercia Aethelflaed & Aethelred take on the Vikings Aethelflaed & Edward build burhs and press into the Danelaw. Raid on Bardney and Battle of Tettenhall. Aethelflaed ruling in her own right from 911 as Lady of the Mercians.</p>
Norse Culture	<p>including sagas, art, poetry, folklore. Norse gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion)</p>
Vikings – Changing rulers, changing worlds	<p>Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. Why we must tell differing stories (Vikings & Anglo-Saxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (interpretations of the period involving Aethelflaed only surfacing more recently). Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918. Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks</p>
Local Area Study	<p>History of Stoke – on –Trent: impact, change, stories</p> <ul style="list-style-type: none"> - The Romans - Anglo-Saxons - Medieval - Georgian - Victorians

2023-2024 only

Year 6	
Local Area Study: Pre War	<p>History of Stoke – on –Trent: impact, change, stories</p> <ul style="list-style-type: none"> - The Romans - Anglo-Saxons - Medieval - Georgian - Victorians
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