

## History Knowledge overview

	Chronology, language of history and historical enquiry			Significant events in history			Significant individuals in history		
	M	M/E	E	M	M/E	E	M	M/E	E
Cycle 1 Autumn Come and Play  <b>Toys from the past</b>	Changes within living memory – Toys. Introducing the language of change; <b>old, new, picture, object.</b> Use images and artefacts.	Changes within living memory – Toys. Introducing the language of change; <b>old, new</b> Use images and artefacts that are personal to the child.	Changes within living memory – Toys. Identify and confirm the function of toys from the past.						
Cycle 1 Spring Home Sweet Home  <b>Homes from the past</b>	Changes within living memory – Homes and items within our homes. Use the language of change and time; <b>then, now, past, long ago, before I was born, after.</b> Use images and artefacts to describe homes and objects within them.	Changes within living memory – Homes and items within our homes. Use the language of change and time; <b>then, now, before I was born.</b> Use images to describe homes and objects within them.	Changes within living memory – Homes and items within our homes. Link the passage of time with a variety of indicators; home time, mealtime, weekends.						
Cycle 1 Summer People who help us <b>Healthcare</b>	Introduce <b>change.</b> Make some distinctions about how healthcare in the past is different from today.	Introduce <b>change.</b> Identify some ways in which healthcare in the past is different from today.	<b>Change.</b> Begin to recognise themselves and other people from pictures of the recent past.				<b>Mary Seacole and Florence Nightingale.</b> Explore their lives and key events in their life. Explore ways how they have shaped modern life.	<b>Mary Seacole and Florence Nightingale.</b> Explore how medicine and health care are different today compared to the Victorian era.	<b>Florence Nightingale.</b> Explore and begin to recognise images of Florence Nightingale.
Cycle 2 Autumn Splish, Splash, Splosh  <b>Pirates</b>	Introduce <b>Similarity and difference.</b> Identify the ways food and travel today are similar and different compared to the lives of people from past.	Introduce <b>differences.</b> Identify the ways travel today are similar and different compared to the lives of people from the past.	<b>Differences</b> Begin to show an interest in the lives of others.				<b>Blackbeard (Edward Teach), Ann Bonney, Mary Read</b> Explore and begin to order key events in their lives.	<b>Blackbeard (Edward Teach), Ann Bonney, Mary Read</b> Explore key aspects of how their lives are different to our own.	<b>Blackbeard (Edward Teach)</b> Explore and recognise some of the artefacts pirate might use.
Cycle 2 Spring Our Local Area  <b>Historical Buildings</b>	Changes within living memory – Local Environment. Expand vocabulary related to time; <b>past, present, event, photograph</b> Describe old and new buildings and begin to distinguish between old and new buildings.	Changes within living memory – Local Environment. Expand vocabulary related to time; <b>past, long ago, after</b> Describe old and new buildings.	Changes within living memory – Local Environment. Explore and recognise familiar buildings and locations from the recent past.				<b>Local significant people:</b> Alfred Bird inventor of Bird's custard and the custard factory in Birmingham until 1964. Explore information about the Birds factory and Birds Custard.	<b>Local significant people:</b> Alfred Bird inventor of Bird's custard and the custard factory in Birmingham until 1964. Explore historical images of Birds Custard.	<b>Local significant people:</b> Alfred Bird. Explore images of factories and old buildings in Birmingham.
Cycle 2 Summer Journeys	Changes within living memory – Transport. Expand vocabulary related to time; <b>timeline, event.</b>	Changes within living memory – Transport. Expand vocabulary related to time; <b>present, event.</b>	Changes within living memory – Transport. Explore and recognise familiar modes of transport from images of the recent past.	<b>Local historical event:</b> Completion of The Spaghetti Junction. Explore how roads and cars have changed over time.	<b>Local historical event:</b> Completion of The Spaghetti Junction.	<b>Local historical event:</b> Explore images of familiar roads and forms of transport.	<b>Local significant people:</b> James Lansdowne Norton Motorcycle designer inventor and manufacturer. Explore	<b>Local significant people:</b> James Lansdowne Norton Motorcycle designer inventor and manufacturer. Explore	<b>Local significant people:</b> James Lansdowne Norton Motorcycle designer. Identify motorcycles

## History Knowledge overview

<b>Transport around the UK</b>	Describe forms of transport and begin to distinguish between old and new ways of travel on our roads.	Describe forms of transport on our roads from the past.					how motorbikes have changed over time.	images of old and new motorcycles.	from other types of transport.
Cycle 3 Autumn Once upon a Time  <b>Anglo-Saxons</b>	<b>Anglo Saxons</b> Introduce vocabulary related to chronology; <b>Century, decade, modern, ancient.</b> Identify <b>similarities</b> and <b>differences</b> between the lives of Anglo-Saxons and our own – focusing on housing, food, clothing.	<b>Anglo Saxons</b> Introduce vocabulary related to chronology; <b>modern, ancient.</b> Identify how the lives of Anglo-Saxons are <b>different</b> to the lives of our own - focusing on housing and clothing.	<b>Anglo Saxons</b> Explore and name the function items from the times of the Anglo-Saxons (clothing, hunting, eating).	The discovery of the Staffordshire hoard and artefacts from Sutton Hoo.	The discovery of the Staffordshire hoard.	Explore artefacts related to the Anglo-Saxons kings and warriors.	<b>King Alfred the Great</b> Explore the life and key events of the Anglo-Saxon King.	<b>King Alfred the Great</b> Explore images and artefacts related the Anglo-Saxon King.	<b>Kings and Queens</b> Explore artefacts related to Kings.
Cycle 3 Spring On the Farm  <b>The Stone Age</b>	<b>Stone Age</b> Introduce vocabulary related to chronology; <b>timeline, chronological, ancient.</b> To be able to answer simple questions about historical stories and artefacts.	<b>Stone Age</b> Introduce vocabulary related to chronology; <b>timeline, century</b> Explore <b>change</b> To be able to answer simple questions about historical artefacts.	<b>Stone Age</b> Explore and name the function of tools from the stone age.	The formation of Stonehenge.	The discovery of the oldest cave art in England at Creswell Crags in Derbyshire made over 13,000 years ago.	Discovery of stone age art. Explore examples of cave art and sculptures.			
Cycle 3 Summer All About the Body  <b>Ancient Egypt</b>	<b>Ancient Egypt</b> Introduce vocabulary related to ancient history; <b>museum, artefact, historian.</b> Introduce BC/AD and begin to create a chronology of the eras already studies.	<b>Ancient Egypt</b> Introduce vocabulary related to ancient history; <b>museum, ancient, timeline.</b> Introduce BC/AD.	<b>Ancient Egypt</b> Describe images and artefacts related to Ancient Egypt.	The rule of the pharaohs <b>Tutankhamun and Cleopatra VII</b> The discovery King Tut's tomb by Howard Carter in 1922.	The rule of the pharaohs <b>Tutankhamun and Cleopatra VII</b>	The rule of the pharaohs in Ancient Egypt	<b>Tutankhamun Cleopatra VII</b> Explore the lives of the Egyptian pharaohs.	<b>Tutankhamun</b> Explore the life of the Egyptian pharaoh.	<b>Pharaohs</b> Explore artefacts related to pharaohs.
Cycle 4 Autumn The Great Outdoors  <b>The Romans</b>	<b>The Romans</b> Life and culture of ancient Rome. Introduce vocabulary related to exploring historical enquiry; <b>account, diary, event, historical.</b> Introduce how historians use sources and artefacts to find out about the past.	<b>The Romans</b> Life and culture of ancient Rome. Introduce vocabulary related to exploring historical enquiry; <b>diary, event.</b> Introduce the ways that we can find out about the past.	<b>The Romans</b> Begin to pick out historical artefacts from a collection of present day items.	The eruption of Mt Vesuvius and the destruction of Pompeii AD79. Explore life within Pompeii before the eruption (housing, food, culture). Explore the impact of the eruption.	The eruption of Mt Vesuvius and the destruction of Pompeii AD79. Explore life within Pompeii before the eruption (housing, food, culture).	The rule of the Roman emperors.	<b>Pliny the Younger</b> Explore the life and experiences of the author and how his letters help us find out about the past.	<b>Pliny the Younger</b> Explore how his letters help us find out about the past.	<b>Roman rulers.</b> Explore artefacts related to Roman emperors and generals.
Cycle 4 Spring Marvellous Machines	<b>Transport Through Time</b> Introduce <b>cause</b> and <b>consequence</b> Explore the ways the ways in which transport has evolved and has	<b>Transport Through Time</b> Introduce <b>consequence</b> Explore the ways the ways in which transport has evolved and how it has changed our lives.	<b>Transport Through Time</b> Answer simple questions about different methods of transport from the past.	The invention of the Benz Patent-Motorwagen, 1885. The world's first public steam locomotive 1825.	Explore how transport has changed in Birmingham over the last 100 years on our roads. Explore horse drawn carts, early motorcars and the		<b>Local significant people:</b> Herbert Austin, 1st Baron Austin Founded the Austin Motor Company. Frank Whittle. Wright brothers	<b>Local significant people:</b> Herbert Austin, 1st Baron Austin Founded the Austin Motor Company. Frank Whittle.	<b>Local significant people:</b> Frank Whittle comparing the speed of different forms of transport.

## History Knowledge overview

<b>Transport around the world</b>	changed our lives – for better and worse.			March 1838 - SS Great Western makes its maiden voyage September 1838 - London to Birmingham train line opens. 1952 The first commercial jet plane - e Havilland DH.106 Comet	evolution of public transport with trams and buses.		Carl Benz.		
Cycle 4 Summer Roald Dahl  <b>Significant People</b>	<b>Significant People</b> Explore the historical significance of a range of people from history who has impacted change on the lives of others. <b>Explore cause, consequence, significance.</b> Use timelines to order key events in their lives.	<b>Significant People</b> Explore the historical significance of a person from history who has impacted change on the lives of others. <b>Explore consequence, significance.</b> Use timelines to order key events in their lives.	<b>Significant People</b> Explore the significance people from our families <b>Recognise and answer simple questions about them.</b>				Use a range of sources to explore the lives and impact of a significant person(s) from history; <b>Malala Yousafzai, Marie Curie, Jesse Owens, Christopher Columbus, Leonardo Da Vinci.</b>	Use a range of sources to explore the lives and impact of a significant person(s) from history; <b>Malala Yousafzai, Marie Curie, Jesse Owens, Christopher Columbus, Leonardo Da Vinci.</b>	Significant people from our families.
Cycle 5 Autumn Come Dine with Me  <b>The Victorians</b>	<b>The Victorians</b> Introduce <b>continuity</b> and <b>changes</b> during the reign of Queen Victoria. Introduce historical vocabulary; <b>reign, era, empire.</b>	<b>The Victorians</b> Introduce the <b>changes</b> during the reign of Queen Victoria. Introduce historical vocabulary; <b>reign, chronological.</b>	<b>The Victorians</b> Answer simple questions about the lives of the Victorians compared to our own.	<b>Explore key inventions:</b> lightbulb, flushing toilets, the bicycle, the telephone, antiseptic, anaesthesia.	<b>Explore key inventions:</b> lightbulb, the telephone, the photograph, radio concrete.	<b>Explore Victorian inventions and artefacts.</b>	<b>Queen Victoria Charles Dickens Dr Barnardo John Cadbury Henry Isaac Rowntree Sarah Forbes Bonetta</b>	<b>Queen Victoria Charles Dickens John Cadbury</b>	<b>Queen Victoria</b>
Cycle 5 Spring Beautiful Britain  <b>Vikings</b>	<b>The Vikings</b> Introduce <b>comparisons</b> and <b>connections</b> between the Vikings and other civilisations covered (Romans, Anglo-Saxons, Ancient Egyptians). Introduce historical vocabulary; <b>enemies, invade, settle, conquests, archaeology.</b>	<b>The Vikings</b> Introduce <b>comparisons</b> between the Vikings and the Romans  Introduce historical vocabulary; <b>enemies, invade, settle.</b>	<b>The Vikings</b> Begin to recognise obvious distinctions between the Vikings and their own lives.	The attacks and settlement in Britain from 793.  King Canute becoming the first Viking King of England in 1016.	The attacks and settlement of the Vikings in Britain from 793.	Explore Viking ships.	<b>Lief Erikson Harald Bluetooth Erik the Red</b> Explore timelines of the Viking leaders. Explore key events in their life and travels.	<b>Lief Erikson</b> Explore timelines of the Viking leader. Explore their life and travels.	<b>Viking rulers.</b>
Cycle 5 Summer Fighting Fit  <b>Significant People from the UK</b>	<b>Significant people from the UK.</b> Explore the historical significance of a person from the UK who has led and impacted change. <b>Explore cause, consequence, significance.</b>	<b>Significant people from the UK.</b> Explore the historical significance of a person from the UK who has led and impacted change. <b>Explore cause, consequence, significance.</b>	<b>Significant people in our lives.</b> Explore significant people in our lives. <b>Recognise and answer simple questions about them.</b>				Use a range of sources to explore the lives and impact of a significant person(s) from the UK; <b>Queen Elizabeth I, William Shakespeare, James, Charles Darwin, Mary I (Bloody Mary).</b>	Use a range of sources to explore the lives and impact of a significant person(s) from the UK; <b>Queen Elizabeth I, William Shakespeare, James, Charles Darwin.</b>	Significant people from our lives.

## History Knowledge overview

	Use timelines to order key events in their lives.	Use timelines to order key events in their lives.							
Cycle 6 Autumn Explorers  <b>Ancient Greece</b>	<b>Ancient Greece</b> Introduce vocabulary related to exploring historical enquiry; <b>archaeology, evidence, citizen government, legacy, democracy.</b> Introduce how we can use sources to and artefacts to find out about and ask questions about the past.	<b>Ancient Greece</b> Introduce vocabulary related to exploring historical enquiry; <b>archaeology, evidence.</b> Introduce how we can artefacts to find out about and ask questions about the past.	<b>Ancient Greece</b> Begin to recognise obvious distinctions between the Ancient Greek clothing and modern clothing.	The Trojan War (1250 BC) Introduction of the Olympic Games (776 BC) Coin Currency Introduced (600 BC)	The Trojan War (1250 BC) Introduction of the Olympic Games (776 BC)	The Trojan War (1250 BC)	<b>Alexander the Great</b> <b>Pericles</b> <b>Hippocrates, the Physician</b>	<b>Alexander the Great</b> <b>Pericles</b>	<b>Ancient Greek Leaders.</b> Explore artefacts related to ancient Greek leaders.
Cycle 6 Spring Chocolate  <b>The Mayans</b>	<b>The Mayans</b> Introduce vocabulary related to exploring historical enquiry; <b>architecture, culture, primary source, secondary source.</b> Introduce how we can use sources to and artefacts ask questions and interpret about the past.	<b>The Mayans</b> Introduce vocabulary related to exploring historical enquiry; <b>architecture, culture, sources.</b>  Introduce how we can use sources to and artefacts ask questions and interpret about the past.	<b>The Mayans</b> Begin to recognise obvious distinctions between the Ancient Greek food and modern food.	The building of El Castillo, Chichen Itza 600–800 AD Development of Tikal, city and ceremonial centre 600 and 800AD. Spanish contact with The Mayans 1502AD	The building of El Castillo, Chichen Itza 600–800 AD Development of Tikal, city and ceremonial centre 600 and 800AD.	The building of Mayan temples.	<b>K'inich Janaab' Pakal</b> <b>Lady Yohl Ik'nal</b> <b>Yik'in Chan K'awiil</b>	<b>K'inich Janaab' Pakal</b> <b>Lady Yohl Ik'nal</b>	<b>Ancient Mayan leaders.</b> Explore artefacts related to ancient Mayan leaders.
Cycle 6 Summer My Body  <b>Inventions</b>	<b>Inventions that Changed our Lives</b> Explore the historical significance of inventions that have changed the world. <b>Explore and analyse trends, make connections between historical eras.</b> Use timelines to order key events in their lives.	<b>Inventions that Changed our Lives</b> Explore the impact of inventions that have changed the world. <b>Begin to make connections between historical eras.</b> Use timelines to begin to put events into chronological order.	<b>Inventions that Changed our Lives</b> Explore familiar objects and items which have changed over time. Begin to identify how things have changed.	<b>Fire</b> 125,000 BC <b>The wheel</b> in 3500 B.C <b>The compass</b> between the 2nd Century B.C. and 1st Century A.D <b>Gunpowder</b> 800AD <b>Printing Press</b> 1450 AD <b>The internal combustion engine</b> (Pyréolophore 1807). <b>Penicillin</b> 1928 <b>The Jet Engine</b> 1932. <b>Computer</b> 1939 <b>World Wide Web</b> 1990	<b>Fire</b> 125,000 BC <b>The wheel</b> in 3500 B.C <b>Gunpowder</b> 800AD <b>The internal combustion engine</b> (Pyréolophore 1807). <b>Penicillin</b> 1928 <b>The Jet Engine</b> 1932. <b>Computer</b> 1939	<b>Inventions that we use in our lives.</b>	Use a range of sources to explore the lives and inventions that have changed our lives. <b>Benjamin Franklin</b> <b>Alexander Graham Bell</b> <b>Charles Babbage, Ada Lovelace, Tim Berners-Lee</b> <b>Alexander Fleming.</b>	Use a range of sources to explore the lives and inventions that have changed our lives. <b>Benjamin Franklin</b> <b>Alexander Graham Bell</b> <b>Charles Babbage</b> <b>Alexander Fleming.</b>	Invention of the iPad/tablet, mobile phone, television.
Cycle 7 Autumn 1  <b>Local History Study</b>	Ideas, political power, industry and empire: Britain, 1745-1901: <b>A Local History Study</b> The Aston Union Workhouse Explore the Poor Laws in England during the 17 and 18C. Explore conditions within the workhouse.	Ideas, political power, industry and empire: Britain, 1745-1901: <b>A Local History Study</b> The Aston Union Workhouse Explore conditions within the workhouse. Use sources to explore life within the workhouse.	<b>A Local History Study</b> Begin to describe the Aston Union Workhouse and other Victorian buildings around our local community.	1601 Old Poor Law 1834 Poor Law	1834 Poor Law	Life in the Victorian workhouse.	<b>Benjamin Disraeli</b>  <b>William Gladstone</b>	<b>Benjamin Disraeli</b>  <b>William Gladstone</b>	<b>Victorians</b> Explore objects and artefacts related to the Victorians.



## History Knowledge overview

	Use a range of sources to explore life within the workhouse.								
Cycle 7 Autumn 2  <b>Elizabethan Era</b>	Development of Church, state and society in Britain 1509-1745: <b>Elizabethan Era</b>  Elizabethan lifestyle, including the rise of theatre. Elizabeth The Catholic threat. The problem of Mary Queen of Scots. Vocabulary; <b>Immigration, propaganda, government, parliament.</b> Explore <b>cause</b> and <b>consequence</b> of the decisions of Queen Elizabeth.	Development of Church, state and society in Britain 1509-1745: <b>Elizabethan Era</b>  Elizabethan lifestyle, including the rise of theatre. Vocabulary; <b>government, parliament.</b>	<b>Elizabethan Era</b> Explore clothing food and culture within the Elizabethan era. Begin to differentiate objects from the past or present.	<b>1581</b> The death of Edmund Campion <b>1572</b> the banning of strolling players in England <b>1574</b> formation of The Earl of Leicester's Players Theatre <b>1599</b> Globe theatre opening	<b>1574</b> formation of The Earl of Leicester's Players Theatre <b>1599</b> Globe theatre opening	Life in the Elizabethan times.	Use a range of sources to explore the lives and influence of; <b>Queen Elizabeth I</b> <b>Mary Queen of Scots</b> <b>Edmund Campion</b> <b>William Shakespeare</b>	Use a range of sources to explore the lives and influence of; <b>Queen Elizabeth I</b> <b>William Shakespeare</b>	Elizabethan theatre.
Cycle 7 Spring 1  <b>Anglo-Saxons</b>	Consolidating and extending pupils' chronological knowledge from before 1066: <b>The middle Ages and the Anglo-Saxons</b>  The Anglo-Saxon lifestyle and cultural and religious influence. Migration and settlement within England. Kingdoms and the Kings. Influence on the history of England.  Vocabulary; <b>Peasantry, Legacy, Immigration, Conquest.</b> Place eras within a chronological timeframe.	Consolidating and extending pupils' chronological knowledge from before 1066: <b>The middle Ages and the Anglo-Saxons</b>  The Anglo-Saxon lifestyle and cultural and religious influence. Migration and settlement within England. Kingdoms and the Kings.  Vocabulary; <b>Immigration, Conquest.</b> Begin to place eras within a chronological timeframe.	<b>Anglo Saxons</b> Explore and describe items from the times of the Anglo-Saxons (housing, art, clothing, weaponry).	449 Angles and Saxons first arrival in Britain. 590s-700: Anglo-Saxons convert to Christianity. 937 Battle of Brunanburh	449 Angles and Saxons first arrival in Britain  1066 The Norman conquest.	Explore images and artefacts related to the Anglo-Saxons life.	<b>Egbert (Ecgberht in Anglo Saxon) king of Wessex (802-39)</b> <b>Alfred the Great (871-899)</b> <b>Edward (The Elder) 899 – 924</b> <b>Æthelstan (927-39)</b>	<b>Egbert (Ecgberht in Anglo Saxon) king of Wessex (802-39)</b> <b>Alfred the Great (871-899)</b>	<b>Anglo-Saxon Kings</b> Explore artefacts related to Anglo-Saxon Kings.
Cycle 7 Spring 2  <b>Medieval England</b>	Development of Church, state and society in Medieval Britain 1066-1509:	Development of Church, state and society in Medieval Britain 1066-1509:	<b>Medieval Britain and the Black Death</b> Explore clothing food and culture within the medieval era. Begin to	1348: The Black Death comes to Britain. 1381 the Peasants' Revolt.	1348: The Black Death comes to Britain.	Life in medieval towns for the poor.	<b>King Edward III</b> <b>Geoffrey Chaucer</b>	<b>King Edward III</b>	<b>Medieval peasants</b> Explore artefacts related to medieval peasants.

## History Knowledge overview

	<p><b>Medieval Britain and the Black Death</b> Life in late middle-age Britain – society, employment, economy, governance, social class. Social change. Vocabulary; <b>Monarchy, peasantry, citizen.</b> Explore <b>contrasts</b> and <b>drawing connections</b> during the times of the late middle ages and other periods studied.</p>	<p><b>Medieval Britain and the Black Death</b> Life in late middle-age Britain – society, employment, economy.  Vocabulary; <b>Monarchy, citizen.</b>  Explore <b>contrasts</b> and <b>drawing connections</b> during the times of the late middle ages and other periods studied.</p>	differentiate objects from the past or present.						
<p>Cycle 7 Summer 1</p> <p><b>The Roman Empire</b></p>	<p>Consolidating and extending pupils’ chronological knowledge from before 1066: <b>Roman Empire Roman rule and the expansion of the Roman empire in 42AD. Roman expansion into Britain. Roman military power. The fall of the empire.</b></p>	<p>Consolidating and extending pupils’ chronological knowledge from before 1066: <b>Roman Empire Roman rule and the expansion of the Roman empire in 42AD. Roman expansion into Britain.</b></p>	<p><b>The Romans</b> Begin describe roman objects and artefacts and their function.</p>	<p>509 BC: The creation of the Roman Republic.  Evolution from kingdom to republic and then empire.  43 AD Romans conquer Britain.  122 AD building of Hadrian’s Wall</p>			<p><b>Emperors:</b> Augustus Nero Hadrian Claudius Caesar</p>	<p><b>Emperors:</b> Hadrian Caesar</p>	<p><b>Roman emperors and soldiers.</b> Explore artefacts related to Roman emperors and soldiers.</p>
<p>Cycle 7 Summer 2</p> <p><b>Local History Study – Cadbury’s</b></p>	<p><b>A Local History Study Cadburys</b> The development of the brand from the Victorian era to today. Religious influence of the Quakers and influence on Bourneville today. Explore the changes in advertisement, production and distribution.</p>	<p><b>A Local History Study Cadburys</b> The development of the brand from the Victorian era to today.  Explore the changes in advertisement, production and distribution.</p>	<p><b>A Local History Study Cadburys</b> Explore how chocolate has and where it is made has changed over time.</p>	<p>Opening of shop and expansion into manufacturing. 1824 and 1831. Expansion into Bourneville 1879. Development of Bourneville village 1893 Beginning of global production 1921</p>	<p>Opening of shop and expansion into manufacturing. 1824 and 1831. Expansion into Bourneville 1879.</p>	<p>Explore Cadbury’s advertisements over time.</p>			
<p>Cycle 8 Autumn 1</p> <p><b>Vikings</b></p>	<p>Consolidating and extending pupils’ chronological knowledge from before 1066: <b>The Viking Era</b> Viking raids and Danegeld and settlement. Viking rule in Britain and expansion of territories.</p>	<p>Consolidating and extending pupils’ chronological knowledge from before 1066: <b>The Viking Era</b> Viking raids and Danegeld and settlement. Viking rule in Britain and expansion of territories.</p>	<p><b>The Vikings</b> Begin to recognise describe Viking artefacts.</p>	<p>First Viking raid in 787 C.E. Raid on Lindisfarne in 793 C.E British settlement and the capture of York in 866 C.E. 886 C.E formation of Viking territory Danelaw. 1066 Battle of Stamford Bridge.</p>	<p>First Viking raid in 787 C.E. Raid on Lindisfarne in 793 C.E 886 C.E formation of Viking territory Danelaw.</p>		<p>Alfred the Great Sweyn Forkbeard Canute the Great Harald Harefoot Hardicanute</p>	<p>Alfred the Great Sweyn Forkbeard Canute the Great</p>	<p><b>Viking clothing and transport.</b> Explore images and artefacts related to Viking clothing and travel.</p>

## History Knowledge overview

	The rise and fall of the Vikings and their influence in Britain.								
Cycle 8 Autumn 2  <b>The Industrial Revolution</b>	Ideas, political Power, industry and Empire: Britain 1745-1901: <b>The Industrial Revolution</b> <b>Shift from agrarian and handicraft economy to industry and manufacturing.</b> <b>Technological changes.</b> <b>Division of labour.</b> <b>Economic, political and social changes.</b>	Ideas, political Power, industry and Empire: Britain 1745-1901: <b>The Industrial Revolution</b> <b>Shift from agrarian and handicraft economy to industry and manufacturing.</b> <b>Technological changes.</b> <b>Division of labour.</b>	<b>The Industrial Revolution</b> Conditions within the factories and child employment. Answer simple questions about the lives of children during the Industrial Revolution compared to our own.	1712- Thomas Newcomen invents the first steam engine. 1761- The Bridgewater Canal 1764- The invention of the Spinning Jenny by James Hargreaves 1811- The first large-scale Luddite riot 1825: The first passenger railway opens 1851-Rural to urban migration	1712- Thomas Newcomen invents the first steam engine  1764- The invention of the Spinning Jenny by James Hargreaves  1825: The first passenger railway opens  1851-Rural to urban migration		Isambard Kingdom Brunel Matthew Boulton Joseph Priestley George Stephenson Sir Humphrey Davy James Watt Sarah Chapman	Isambard Kingdom Brunel James Watt Matthew Boulton	
Cycle 8 Spring 1  <b>Greek Civilisation</b>	Consolidating and extending pupils' chronological knowledge from before 1066: <b>Ancient Greek Civilisation</b> <b>The golden age: government, science, philosophy, religion, and art and their influence on western civilisation.</b>	Consolidating and extending pupils' chronological knowledge from before 1066: <b>Ancient Greek Civilisation</b> <b>The golden age: government, science and art and their influence on western civilisation.</b>	<b>Ancient Greece</b> Begin to recognise obvious distinctions between the Ancient Greek architecture and modern buildings.	The Greek Dark Ages; The Birth of the City-State (poleis). The rise of Sparta; The Peloponnesian War (431-404 B.C.) Archaic period Expansion of the Greek colonies (750 B.C. and 600 B.C.) The Rise of the Tyrants and the economic shift from agriculture to trade.			Archimedes Socrates Plato Aristotle Hippocrates Alexander the Great Leonidas I Aeschylus Aesop	Hippocrates Aesop Alexander the Great Leonidas I	<b>Ancient Greek Leaders.</b> Explore artefacts related to ancient Greek housing and homes.
Cycle 8 Spring 2	Challenges for Britain, Europe and the Wider World post 1901: <b>World War 1</b> <b>The causes of war.</b> <b>Role of the British Empire.</b> <b>Key battles.</b> <b>Recruitment and life on the front line.</b> <b>Propaganda.</b> <b>Treaty of Versailles and its impact.</b>	Challenges for Britain, Europe and the Wider World post 1901: <b>World War 1</b> <b>The causes of war.</b> <b>Role of the British Empire</b> <b>Recruitment and life on the front line.</b>	<b>World War 1</b> Explore conditions within the trenches.	Kaiser Wilhelm II speech in Hamburg in 1901. Formation of Alliances 1882-1907 The Assassination of Franz Ferdinand 1914 and the outbreak of war. Battle of the Somme 1916. The United States declares war on Germany 1917. Germany signs the Armistice at Compiègne 1918. Treaty of Versailles 1919.			Archduke Franz Ferdinand Gavrilo Princip Vladimir Lenin Tsar Nicolas II Woodrow Wilson Kaiser Wilhelm II King George V Herbert Asquith David Lloyd George	Archduke Franz Ferdinand Kaiser Wilhelm II Woodrow Wilson David Lloyd George	<b>Ancient Greek Leaders.</b> Explore artefacts related to WW1

## History Knowledge overview

<p>Cycle 8 Summer 1</p> <p><b>Change in the USA</b></p>	<p>Key Issue in world history: <b>USA in the 20<sup>th</sup> Century</b> From economic prosperity to depression. Movement and change within USA. Racial segregation. Civil rights movement.</p>	<p>Key Issue in world history: <b>USA in the 20<sup>th</sup> Century</b> From prosperity to depression. Racial segregation. Civil rights movement.</p>	<p><b>Civil rights</b> Answer simple questions how lives of people in the past are different to our own.</p>	<p>The roaring 20s and woman’s suffrage. The financial crash of 1929. The great depression 1929-39. The dust bowl 1931. Jim Crow laws and racial segregation. Civil rights movement.</p>	<p>The great depression 1929-39.  Civil rights movement</p>		<p>Franklin D. Roosevelt. Charles Lindbergh Ameila Earhart Duke Ellington Martin Luther King, Jr Rosa Parks</p>	<p>Martin Luther King, Jr Rosa Parks</p>	<p><b>People who make positive changes in our lives.</b></p>
<p>Cycle 8 Summer 2</p> <p><b>Ancient Egyptian Civilisation</b></p>	<p>Consolidating and extending pupils’ chronological knowledge from before 1066: <b>Ancient Egypt Civilisation. The rise and fall of Egyptian civilisation. Expansion and fall of the empire. Egyptian society and beliefs.</b></p>	<p>Consolidating and extending pupils’ chronological knowledge from before 1066: <b>Ancient Egypt Civilisation. The rise and fall of Egyptian civilisation. Expansion of the empire.</b></p>	<p><b>Ancient Egypt</b> Begin to answer Describe images and artefacts related to Ancient Egypt.</p>	<p>Early Egypt – 3100-2600 BC. United Egypt under the first pharaoh Menes. Old Kingdom 2600 - 2100 BC. Creation of the pyramids. New Kingdom (1550-1069 BC) 332 BC when Egypt was conquered by the Greeks.</p>	<p>Early Egypt – 3100-2600 BC. United Egypt under the first pharaoh Menes. Old Kingdom 2600 - 2100 BC. Creation of the pyramids.</p>		<p>Pharaoh Menes Pharaoh Djoser Pharaoh Tutankhamun Alexander the Great</p>	<p>Pharaoh Menes Tutankhamun Alexander the Great</p>	<p><b>Ancient Egypt</b> Explore artefacts related to Egyptian art and culture.</p>
<p>Cycle 9 Autumn 1</p> <p><b>Great People who have influenced the world</b></p>	<p>Challenges for Britain, Europe and the Wider World post 1901: <b>Great People</b> Key events in their lives. The impact they have had on the world. Their legacy and influence on others. Identify their relevance in broader historical contexts.</p>	<p>Challenges for Britain, Europe and the Wider World post 1901: <b>Great People</b> Key events in their lives. The impact they have had on the world. Their legacy and influence on others.</p>	<p><b>Significant people in our wider lives.</b> Explore significant people in our past from wider lives. <b>Recognise and answer simple questions about them.</b></p>	<p>Select some of the great people to study. Focus on their impact on the world and their legacy.</p>			<p>Queen Elizabeth II Bill Gates Neil Armstrong Gertrude Bell Alan Turing Ernest Shackleton Nelson Mandela Emmeline Pankhurst Helen Keller Mohandas Gandhi</p>	<p>Queen Elizabeth II Bill Gates Neil Armstrong Gertrude Bell Alan Turing Ernest Shackleton Nelson Mandela Emmeline Pankhurst Helen Keller Mohandas Gandhi</p>	<p>People from the past, outside of our families who have had an influence on our lives.</p>
<p>Cycle 9 Autumn 2</p> <p><b>Travel, industry and The British Empire.</b></p>	<p>Ideas, political Power, industry and Empire: Britain 1745-1901 – <b>Travel and Transport</b> The influence of transport on the movement of goods and people. Changes to the UK and cities. Urbanisation and shifts to the economy. The growth of UK manufacturing and the British empire. The impact and legacy of the British empire.</p>	<p>Ideas, political Power, industry and Empire: Britain 1745-1901 – <b>Travel and Transport</b> The influence of transport on the movement of goods and people. Changes to the UK and cities. Urbanisation and shifts to the economy. The growth of UK manufacturing and the British empire and trade.</p>	<p><b>Transport Through Time</b> Begin to identify old and new forms of transport.</p>	<p>Golden age of canals; James Brindley and Thomas Telford.  Steam power – steamships and the growth of the railways.  Growth of tourism and British tourist resorts.</p>			<p>James Brindley Thomas Telford. George Stephenson</p>	<p>Thomas Telford. George Stephenson</p>	



## History Knowledge overview

<p>Cycle 9 Spring 1</p> <p><b>Crime and Punishment</b></p>	<p>Ideas, political Power, industry and Empire: Britain 1745-1901 -</p> <p><b>Crime and Punishment</b> Rule of Law Crime, punishment and penalties Development of the criminal courts Development of policing</p>	<p>Ideas, political Power, industry and Empire: Britain 1745-1901 -</p> <p><b>Crime and Punishment</b> Rule of Law Crime, punishment and penalties Development of policing</p>	<p><b>Crime and Punishment</b> Answer simple questions how lives of people in the past are different to our own in relation to punishment.</p>	<p>Highway robbery and smuggling. Peterloo Massacre in 1819 leading to the 1829 Metropolitan Police Act Urbanisation poverty and increasing crime rates in cities. Regulation of prisons Jails and penal colonies. Capital Punishment.</p>			<p>Sir Robert Peel John Fielding and the Bow Street Runners</p>	<p>Sir Robert Peel</p>	
<p>Cycle 9 Spring 2</p> <p><b>World War 2</b></p>	<p>Challenges for Britain, Europe and the Wider World post 1901:</p> <p><b>World War 2</b> <b>The lead up to war.</b> <b>Blitzkrieg and Dunkirk.</b> <b>Operation Barbarossa.</b> <b>D-Day.</b> <b>Life on the home front</b> <b>Pacific War and the use of nuclear weapons.</b></p>	<p>Challenges for Britain, Europe and the Wider World post 1901:</p> <p><b>World War 2</b> <b>The lead up to war.</b> <b>Blitzkrieg and Dunkirk.</b> <b>D-Day.</b> <b>Life on the home front.</b></p>	<p><b>World War 2</b> Explore conditions for families at home in the UK during the war.</p>	<p>1933 Adolf Hitler becomes Chancellor of Germany 1939 Invasion of Poland and much of Europe. 1940 Battle of Britain. 1941 Attack on Pearl Harbour 1944 D-Day and the Normandy invasion. 1945 Atomic bombs drop. War ends in Europe then Japan. The holocaust.</p>			<p>Adolf Hitler Neville Chamberlain Winston Churchill Franklin D. Roosevelt Harry S. Truman Joseph Stalin Emperor Hirohito Benito Mussolini Anne Frank</p>	<p>Adolf Hitler Neville Chamberlain Winston Churchill Franklin D. Roosevelt Harry S. Truman</p>	
<p>Cycle 9 Summer 1</p> <p><b>The Tudors</b></p>	<p>Development of Church, state and society in Medieval Britain 1509-1745:</p> <p><b>Tudors</b> The Tudor family and Henry VIII The court of Henry VIII. Henry VIII's foreign policy. Reformation and its impact. The Dissolution of the Monasteries.</p>	<p>Development of Church, state and society in Medieval Britain 1509-1745:</p> <p><b>Tudors</b> The Tudor family and Henry VIII The court of Henry VIII. Reformation and its impact.</p>		<p>War of the Roses 1455 to 1487 Invasion of France, in 1512 Battle of the Spurs 1513 1533 Reformation. 1539 Statute of Proclamations</p>	<p>1533 Reformation. 1539 Statute of Proclamations</p>		<p>Thomas Wolsey Thomas Cromwell Catherine of Aragon. Anne Boleyn Jane Seymour Anne of Cleves Kathryn Howard Catherine Parr</p>		
<p>Cycle 9 Summer 2</p> <p><b>A local history study</b></p>	<p><b>A Local History Study: The History of Birmingham</b> Pre-history and Medieval – initial settlement and development of a market town. Early modern and the industrial revolution - Midlands Enlightenment</p>	<p><b>A Local History Study: The History of Birmingham</b> Pre-history and Medieval – initial settlement and development of a market town. Early modern and the industrial revolution – manufacturing and trade.</p>	<p><b>A Local History Study: The History of Birmingham</b> Answer simple questions how Birmingham has changed over time.</p>				<p>Peter de Bermingham Erasmus Darwin Matthew Boulton, James Watt Joseph Priestley Josiah Wedgwood Rowland Hill Joseph Chamberlain</p>	<p>Peter de Bermingham Matthew Boulton, Joseph Priestley Rowland Hill Joseph Chamberlain</p>	

## History Knowledge overview

	Regency and Victorian – growth and city status. 20th century and contemporary – urbanisation and the development of the city. Immigration and culture.	Regency and Victorian – architecture and population growth 20th century and contemporary – urbanisation, Immigration and culture.							
--	---	--	--	--	--	--	--	--	--