



	Topic	National Curriculum Objectives	Key Knowledge	Enrichment	Key Vocabulary
Year 6	Crime and Punishment	<ul style="list-style-type: none"> <li>➤ To make contrasts and comparisons over time</li> <li>➤ To say how periods are linked</li> <li>➤ A study of a theme in British history that extends chronological knowledge beyond 1066</li> <li>➤ Answer and create historically valid questions</li> <li>➤ Understand how a range of resources has helped us to understand about the past</li> </ul>	<ul style="list-style-type: none"> <li>➤ Justice depended deeply on community during the middle ages</li> <li>➤ Medieval justice was loaded towards the rich</li> <li>➤ Humiliation was a theme of punishment in 1500-1750.</li> <li>➤ 18<sup>th</sup> Century punishments were extremely bloody to act as a deterrent</li> <li>➤ 19<sup>th</sup> century saw a growth in prisons, enabling more crimes to be punished, but less executions</li> <li>➤ Interpreting crime data and suggest whether crime has increased or decreased</li> </ul>	<p>Sherwood Forest</p> <p>National Justice Museum, Nottingham</p>	<p>Middle Ages</p> <p>Medieval</p> <p>Pillory</p> <p>Stocks</p> <p>Ducking Stool</p> <p>Heretic</p> <p>Deterrent</p> <p>Smuggling</p> <p>poaching</p> <p>Execution</p> <p>Regicide</p>
	<p>What impact did the Ancient Greeks have on the world?</p> <p>Democracy</p> <p>Philosophy</p> <p>Maths/Science</p>	<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> </ul>	<ul style="list-style-type: none"> <li>➤ To know there is archaeological, textual, artefactual and artistic evidence for the Ancient Greeks</li> <li>➤ To know that Greek pottery gives us an insight into Greek values and everyday life</li> <li>➤ To know that the Golden age of the Greeks was during the 5<sup>th</sup> century BC</li> </ul>	<p>New Walk Museum</p>	<p>Democracy</p> <p>Acropolis</p> <p>City-state</p> <p>Parthenon</p> <p>Marathon</p> <p>Olympics</p> <p>Citizen</p> <p>Philosopher</p> <p>Alphabet</p>

	Government (religion)	<ul style="list-style-type: none"> <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> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ To know that Athens in 5<sup>th</sup> Century BC was the centre of philosophy and democracy</li> <li>➤ To learn about the battle of Marathon and the Persian invasion</li> <li>➤ To learn that democracy was the Greeks and that has directly impacted the way we make decisions as a nation</li> </ul>		Agora Hellenistic Phalanx Aristocrat Mythology Column Hoplite Peninsula Terraced
	World War 2: The Home Front	<ul style="list-style-type: none"> <li>➤ Have an understanding of British and world history.</li> <li>➤ Answer and create historically valid questions</li> </ul>	<ul style="list-style-type: none"> <li>➤ To know why Britain had to go to war in 1939</li> <li>➤ To learn about evacuations and why the countryside was considered safer than the city</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</li> </ul>	Remembrance Day  Newark Houses Museum  KS2 WW2 workshop	Home front Blitzkrieg Propaganda Kindertransport Luftwaffe Anderson Shelter Allied forces Axis Hitler Holocaust Rations

			<p>and that this was a sustained bombing attack of British towns and cities.</p> <ul style="list-style-type: none"> <li>➤ To know many people grew vegetables in their gardens as part of the dig for victory</li> <li>➤ To know that censorship and propaganda can make learning about the past difficult</li> <li>➤ To know that German areas of weaknesses and British of strength lead to victory at the Battle of Britain</li> </ul>		ID Card Ration Book
Year 5	How was the Kingdom of Benin affected by European influences?	<ul style="list-style-type: none"> <li>➤ Study a non-European society</li> <li>➤ Note contrasts and similarities over time</li> <li>➤ Answer and create historically valid questions</li> <li>➤ Understand how knowledge is passed through sources</li> </ul>	<ul style="list-style-type: none"> <li>➤ To be able to locate the Benin region of Nigeria</li> <li>➤ To know that Benin craftsmen were experts in bronze and ivory</li> <li>➤ To know that we must rely on written accounts that are dated 500 years later, and so there are weaknesses in these sources</li> <li>➤ The arrival of European traders in 10<sup>th</sup> century helped increase sophistication</li> <li>➤ Benin began to adapt their production based on their trade with European superpowers such as Portugal</li> </ul>		Trade Commerce Animists Ogiso Guild Brass Elders Dynasty Yam Cowrie Shell Oracle Oral culture Sacrifice Ivory Edo

			<ul style="list-style-type: none"> <li>➤ Britain became involved in trade with Benin during Victorian era</li> </ul>		<p>Ifẹ</p> <p>Slave trade Ceremony</p> <p>Plaque</p> <p>Igodomigodo</p> <p>Storyteller</p> <p>Merchant</p>
	<p>How did people from Leicester cause change?</p> <p>Democracy</p> <p>Government</p>	<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>➤ Local history - tracing cause and effect looking at how individuals from</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 Lineker 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> <li>➤ To know that Thomas Cook pioneered modern tourism by</li> </ul>	<p>Walk around Leicester City Centre to view statues, name of buildings, memorials etc.</p>	

the locality have had a national/international impact

arranging package tours on trains from Leicester.

- To know the Attenborough brothers (Richard and David) grew up in Leicester and have had an impact on the world of film and nature.
- 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.
- 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.
- To know that Simon de Montfort 1208 - 1265 was Early of Leicester and is credited with founding modern parliamentary democracy.

	Fighting Adversity	<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 know that Alan Turing was able to solve the Enigma code but was still considered a criminal because of his sexuality</li> <li>➤ To know that, despite being brought to England as a slave, Olaudah Equiano won his freedom and became a distinguished writer</li> <li>➤ To know that William Wilberforce fought against slavery and the government to make slavery illegal in Britain</li> <li>➤ To know that Harriet Tubman rescued many fellow slaves in America, using the 'Underground Railroad'</li> <li>➤ To know that Yalala Yousafzai won the Nobel Peace Prize for being an activist for women's education</li> </ul>	Code breaking (Class escape room)	Enigma Code Code-breaking Discrimination Segregation Prejudice Parliament Slave trade
Year 4	Who were the Plantagenets?	<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> </ul>	<ul style="list-style-type: none"> <li>➤ To learn where the Plantagenet dynasty fits in chronologically</li> <li>➤ To learn some of the key figures during Plantagenet reign e.g. Richard the Lionheart, Henry II, Pope Innocent III</li> </ul>	Leicester Cathedral and King Richard III museum visit	Dynasty Family crest Excommunicate Archaeology

- 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
- To understand how periods of time are linked

- To learn that the War of the Roses was between the house of York and Lancaster
- The Plantagenets were Yorkists
- To know King Richard III's reign was on 2 years being between 1483 and 1485.
- To know Richard III was a nephew of the previous King, King Edward.
- To know Richard III was accused of putting the young princes in the Tower of London so that he could become king.
- To learn that Richard III, the last Plantagenet, lost the battle of the Bosworth, and so ended the Plantagenet dynasty
- To know that Richard III died during the Battle of Bosworth
- Following Richard's death, Henry Tudor (VII) became king. This started the Tudor era.
- To know that Richard III was discovered below a car park in Leicester in 2012

What impact did the Anglo-Saxons and Vikings have on Britain?

Settlement

Monarchy  
(Religion)

- To know about Britain's settlement by Anglo-Saxons and Scots

This could be:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne
- To know Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- To know that the Anglo Saxon age in Britain was around AD410 - 1066
- To know that the Anglo Saxons left their homelands of Germany, Denmark and the Netherlands and rowed to Britain in wooden boats.
- 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.
- To know that the Anglo Saxons and Vikings were both invaders.
- To know that the Vikings came around 300 years after the Anglo Saxons from Denmark, Sweden and Norway.
- To know that for nearly 200 years the Anglo Saxons lived with Vikings in Britain before serious battles occurred.
- To know that William of Normandy who was a Viking invaded Britain in 1066.

Viking workshop?

Angles  
Saxons  
Jutes  
Wattle-and-daub  
Thatch  
Farmer-warrior  
Sutton Hoo  
Lindisfarne  
Weregeld  
Alfred the Great  
Aethelred the Unready  
Longboat  
Longhouse  
Danegeld  
Chieftain  
Danelaw  
Asgard  
Jarl  
Karl  
Valhalla  
Raid  
Thing  
Runes  
Pagan



			<ul style="list-style-type: none"> <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>		
	<p>The Ancient Egyptians and an overview of the first four civilisations</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> </ul>	<ul style="list-style-type: none"> <li>➤ To know where Ancient Egypt was and locate the Nile</li> <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 evidence of Ancient Egypt can be found through Papyrus</li> </ul>	New Walk Museum	<p>Pharaoh</p> <p>Scarab</p> <p>Papyrus</p> <p>Scribe</p> <p>Amulet</p> <p>Canopic Jar</p> <p>Sarcophagus</p> <p>Tomb</p> <p>Afterlife</p>

- An overview of the 4 civilisations: Shang Dynasty, Ancient Sumer, Egypt and the Indus Valley
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- To understand how historical knowledge is passed on

scrolls, pyramids, hieroglyphics, artefacts found in tombs.

- To know that the afterlife was an aspiration for Ancient Egyptian people because they believed that their spirit would live again in the afterlife.
- To know that mummification was a process to preserve a person's body. This involved the removal of organs.
- To know that hieroglyphics were a form of alphabet.
- 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.
- To know that most houses were mud huts and most men were farmers whereas women spent most the time baking and collecting water
- To know the Egyptians lived near the River Nile to support their lifestyle.
- To recognise there were different levels of society.
- To know BC means before Christ.
- To know AD means Anno Domini.

Hieroglyphics  
Mummification  
Irrigation  
Shadyf  
Sphinx  
Oasis  
Egyptologist  
Ankh  
Pyramid  
Barter  
Rosetta Stone

			<ul style="list-style-type: none"> <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>Stone age to Iron Age</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> </ul>	Bradgate Park trip	<p>Hunter-Gatherer</p> <p>Neolithic</p> <p>Palaeolithic</p> <p>Mesolithic</p> <p>Tribe</p> <p>Neanderthal</p> <p>Homosapiens</p> <p>Pelt</p> <p>Beaker</p> <p>Celt</p> <p>Bronze</p> <p>Roundhouse</p> <p>Hillfort</p> <p>Quern</p> <p>Smelting</p> <p>Druid</p> <p>Borer</p> <p>Domesticate</p> <p>BC/AD</p> <p>Prehistory</p>

			<ul style="list-style-type: none"> <li>➤ To locate and discover that hunter gathers and farmers coexisted and place them on a timeline</li> <li>➤ To know that Stonehenge was a Bronze age construction and speculate why and how it was built</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>		
	The Roman Empire	<ul style="list-style-type: none"> <li>➤ Pupils should be taught about the Roman Empire</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> </ul>	<ul style="list-style-type: none"> <li>➤ The Roman Empire at its peak ruled over a large chunk of the known world</li> <li>➤ The Roman Empire was geographically similar to the Ancient Greeks and the Persians before that</li> <li>➤ Before Augustus, they elected two leaders known as Consuls. They ruled for 1 year.</li> </ul>		Empire Senate Democracy Consul Diaspora Temple Caesar Augustus Nero Reign

		<ul style="list-style-type: none"> <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>➤ Augustus was the first Roman Emperor</li> <li>➤ Jesus lived during the time of Emperor Augustus</li> <li>➤ In 70AD, Nero destroyed the Temple in Jerusalem. The Jewish Diaspora happened, where Jewish Christians fled from Nero - this is the reason Christianity spread around the world</li> <li>➤ We know about the Romans through Roman authors e.g. Tacitus, Livy, Cicero, Virgil</li> <li>➤ Mosaic is a type of Roman art that is still used today</li> </ul>		
	<p>What impact did the Romans have on Britain?</p> <p>Settlement</p> <p>Religion</p>	<ul style="list-style-type: none"> <li>➤ Pupils should be taught about the Roman Empire <b>and its impact on Britain</b></li> <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> </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 by boat.</li> <li>➤ Two invasions happened - First by Julius Caesar 55-54BC and then by Emperor Claudius 42AD</li> </ul>	Jewry Wall Museum	<p>Caesar</p> <p>Mosaic</p> <p>Empire</p> <p>Toga</p> <p>Aqueduct</p> <p>Coliseum</p> <p>Centurion</p> <p>Emperor</p> <p>Amphitheatre</p> <p>Senate</p> <p>Gladiator</p> <p>Republic</p> <p>Mosaic</p>

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Describe and understand the key features of mountains.
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- Caesar wrote about his invasion of Britain in a diary called 'The Gallic Wars'
- To recognise mosaics were a form of art and used in houses.
- To know that the Roman Empire controlled many lands including parts of Europe, the Middle East and North Africa.
- To know Boudicca was an Iceni Queen who led the revolt against the Roman invasion.
- To know that the Romans tried to invade Britain 3 times - once by Claudius and twice under Julius Caesar
- To know the Romans invented central heating.
- To know the Roman Baths was a social activity and led to the creation of central heating.
- To recognise that Julius Caesar was one of the most famous emperors of Rome.
- To know that the Roman Empire collapsed in 455AD.
- To know that the Romans were the first civilisation to built roads. This

Arch  
Hypocaust  
Tunic  
Pantheon  
Testudo  
Circus  
Maximus  
Legionary

			<p>developed transport across the country and is still used today.</p> <ul style="list-style-type: none"> <li>➤ To know the Romans spoke Latin. Before the Roman invasion, Brits spoke Celtic, however, when the Romans 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>		
Year 2	Mary Seacole and Florence Nightingale	<ul style="list-style-type: none"> <li>➤ Changes within living memory</li> <li>➤ Events beyond living memory</li> <li>➤ Compare and contrast 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 understand that Seacole was a Jamaican who lived 200 years ago</li> <li>➤ Seacole was a nurse who helped British soldiers during the Crimean War</li> <li>➤ A statue has been erected of her by the Houses of Parliament</li> <li>➤ Seacole's help was rejected many times, so she funded her own way to the war</li> <li>➤ She set up a hotel to help provide soldiers with food and comfort</li> <li>➤ Despite all her effort, when Mary returned to England she was destitute</li> </ul>		<p>Aviation Crimean War World War 2 Destitute</p>

			<ul style="list-style-type: none"><li>➤ To know the key events in Florence Nightingales life</li><li>➤ To understand the risks involved in going to the Crimean war, and why Florence still went</li><li>➤ Evidence for what we know about Mary Seacole and Florence Nightingale e.g. letters</li></ul>		
Great Explorers - Columbus, Armstrong and Johnson	<ul style="list-style-type: none"><li>➤ Changes within living memory</li><li>➤ Events beyond living memory</li><li>➤ To compare and contrast the lives of significant individuals in the past who have contributed to national and international achievement</li><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>➤ To know that Amy Johnson was the woman to fly solo from London to Australia</li><li>➤ To know about possible reason's why Amy Johnson disappeared</li><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>	The Space Centre	Telescope Aviation Nasa Aircraft Astronaut Space Shuttle	



Year 1			<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>➤ To know that Christopher Columbus was an Italian explorer</li> <li>➤ To know that Columbus did not discover America, but was the first European since the Vikings to see it</li> <li>➤ Not everybody thought that Columbus was a hero.</li> </ul>		
	The Gunpowder Plot	<ul style="list-style-type: none"> <li>➤ Events beyond living memory that are important nationally or globally</li> <li>➤ Learn about significant events, people and places</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Gunpowder Plot took place in 1605</li> <li>➤ Guy Fawkes was a Catholic, whose real name was Guido Fawkes</li> <li>➤ King James I was a protestant</li> <li>➤ Guy Fawkes was not the leader of the plot, Robert Catesby was.</li> <li>➤ The attempt failed</li> <li>➤ Fawkes was executed</li> <li>➤ We celebrate the failure of the plot on Bonfire night (5<sup>th</sup> November)</li> <li>➤ The other plotters escaped execution</li> </ul>		The Houses of Parliament Gun powder Catholic Protestant Gallows
	Local Study: St John the Baptist Church	<ul style="list-style-type: none"> <li>➤ Significant places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>➤ Leicester is a city in England</li> <li>➤ St John's Church is located next to St John's school</li> </ul>	Visit the church and surrounding area	Church Chimney Road

- Changes within living memory and what it reveals about aspects and changes in national life

- Some houses around the school are built within living memory
- Older houses have chimneys because of wood/coal fires
- Churches were big to show significance and importance
- They were often built in the center of the community
- St John's church is very old, but has had repairs done to it throughout the years
- Some churches were elaborately built to show importance
- Our church has electricity, but it did not always
- The architect was called Goddard

Houses  
Architecture  
Church of England  
Stain Glass  
Coal/wood fire  
Local

## The Great Fire of London

- Significant events and places
- Knowledge of events that happen beyond living memory

- The Great Fire of London happened on 2<sup>nd</sup> to 6th September 1666
- 1/4 of London was burned down
- Children can retell the key events, including the cause
- The fire spread so quickly for 4 main reasons: Hot summer, wooden buildings, thatched rooves, cramped nature of buildings that were often overhanging

Mayor Thomas  
Bludworth  
Samuel Peeps  
Thatched  
Fire-engine  
barrels  
Pump  
Hose  
gunpowder

			<ul style="list-style-type: none"><li>➤ Mayor Thomas Bludworth was made the scapegoat</li><li>➤ People were more concerned with saving their belongings than the buildings, thus the fire spread</li><li>➤ Little government aid was given for the aftermath</li><li>➤ Many were left homeless or in temporary accommodation</li><li>➤</li></ul>		
How has football changed in Leicester City?	<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></ul>	Female Leicester City football player visit		

			<ul style="list-style-type: none"> <li>➤ Children know that Leicester City historically was known as Fosse Football Club.</li> <li>➤ Children know between 1891 and 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>		
EYFS	Understanding the World - Past and Present	<ul style="list-style-type: none"> <li>➤ Talk about the lives of the people around them and their roles in society</li> <li>➤ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>➤ Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<ul style="list-style-type: none"> <li>➤ To talk about people I know in my life</li> <li>➤ To compare the lives of other people in the past with my life now.</li> <li>➤ To talk about the past in contrast to the present using pictures, characters and stories.</li> </ul>	Related learning activities in continuous provision	

What did my grandparents play with at school?

- Changes within living memory
- Where appropriate, these should be used to reveal aspects of change in national life.

- To know who is in their family.
- To know that a timeline represents a period of time.
- To know the difference between past and present.
- To know that some toys from the past are different to the toys we have now.
- To know grandparents were born in the past.
- To know that toys were different in the past.
- To know that there are similarities between the toys that they play with and that their grandparents played with.
- To know that technology is a form of toy now whereas this wasn't the case in the past.

Research homework to investigate what grandparents used to play with at school

Old toys brought in to display