



History



Substantive Concepts: conflict, society, invasion, monarchy

Disciplinary Concepts: KS1: Similarities and Difference (S&D), Chronological framework (CF), Ask and Answer Questions (Q), Sources and Evidence (S&E)

KS2 Causes and Consequences (Ca&Co), Change and Continuity(Ch&Con), Similarity and Difference(S&D), Historical Significance (HS), Sources and Evidence (S&E), Historical Interpretations (HI).

Autumn

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>What makes me special? <i>society</i></p> <p>How have I changed from a baby to now? To know they can do now that they couldn't as a baby – introduce the concept of past, present, now</p> <p>Toys my grandparents played with – past present change. To know how toys have changed over time. Some toys remain similar today, while others have evolved significantly. Look at toys played with in the past, now/present</p> <p><i>society invasion conflict</i></p> <p>Are you brave? I will find out about Kings and Queens in the</p>	<p>Prior Learning EYFS to know how toys changed from their grandparents to now. S&D Q CF S&E <i>changes within living memory</i> Technology Changes 1974 ,1994, 2024 <i>society</i> Week 1 To know what music players was like for me my mum and my grandma. vinyl record player, cassette tape player or Walkman, digital music player or smartphone with streaming services, Week 2 To know what school was like for me my mum and my grandma. Blackboards/chalk boards Whiteboards IVB Week 3 To know what phones were like for me my mum and my grandma. Home phones mobile phones <i>* some modern phones look like old phones</i> Week 4 To know what computers were like for me my mum and my grandma.</p>	<p>Prior Learning EYFS knowledge of the seaside and different holidays – purpose of flights. S&D Q CF S&E <i>Events beyond living memory that are significant nationally or globally</i> The Wright Brothers <i>society pioneer</i> Week 1 To know what a pioneer is. To know that a pioneer is someone who does something for the first time. Week 2 To know about the Wright brothers To know who the Wright brother were. They lived in 1903. They lived in America. They were interested in flying. Week 3 To know about the first flight – where it took place and what happened. Week 4 To know that the Wright brothers worked to improve the first plane To understand that the Wright brother continued to improved their invention and by 1905 they build a practical plan that could fly longer distances.</p>	<p>S&D HI S&E Ch&Con Stone Age to Iron Age <i>society pioneer</i> Week 1 To define the stone Age and its three different periods. To know Stone Age was a long time ago when people used stone tools and lived in caves or simple shelters. Stone Age is divided into three periods: the Paleolithic (Old Stone Age), the Mesolithic (Middle Stone Age), and the Neolithic (New Stone Age). Week 2 To know what life was like in the Palaeolithic To know about hunting for food, making tools from stones, and living in simple shelters like caves or temporary hut; how they found food, made shelters, and stayed warm. Learn about the types of tools used by Palaeolithic people, like stone axes, spears, and scrapers. and understand how these tools were made and used for hunting, cutting, and scraping. Week 3</p>	<p>Prior Learning Year 3 Stone Age and Romans – different civilisations Ca&Co S&D HI S&E Ch&Con HS Anglo-Saxons <i>society invasion conflict</i> Week 1 To know who the Anglo Saxons were. To know the Anglo Saxons came to England after the Romans left. The Anglo Saxons were made up of the Angles, Saxons and the Jutes and divided England into kingdoms Week 2 To know who the Scots and the Picts were, They were early settlers in Scotland. The Romans were unable to defeat the Picts when they invaded Britain. The Scots and the Picts both lived in Scotland, separated by the Grampian Mountains Week 3 To know what life was like in an Anglo-Saxon settlement. There was a big difference between the lives</p>	<p>Prior Learning Year 3 Stone Age and Romans and Year 4 Anglo-Saxons and Vikings – different civilisations HI S&E HS Ancient Egypt <i>society pioneer</i> Week 1 To identify the location of Egypt and understand the importance of the Nile. Egypt is located in north-east Africa The River Nile floods, which creates fertile land for farming. Ancient Egyptians lived near the Nile as they could grow food Week 2 To understand that Ancient Egyptian society was hierarchical, Pharaohs were Ancient Egyptian rulers Farmers were at the bottom of the social pyramid Archaeologists use artefacts and the remains of villages to find out about Ancient Egypt Week 3 To know that Ancient Egyptians worshipped many Gods and believed in the afterlife,</p>	<p>Prior Learning Year 5 WWI causes and consequences. S&E HS Ca&Con World War 2 <i>society invasion conflict</i> Week 1 To know when and where World War II took place and who it was fought between. World War II began in 1939 (when Germany invaded Poland) and ended in 1945 The war was fought between two sides: The Allied Powers (including the UK, the Soviet Union, France, USA) and Axis Powers (including Germany, Italy, Japan) Battles were fought all over the world, including Europe, North Africa, Asia and the Pacific Week 2 To know what happened during the Battle of Britain and the Blitz. In 1940, Hitler planned to invade Britain, known as Operation 'Sealion'. Britain's RAF withstood the German Air Force (Luftwaffe) in the Battle of Britain. The Luftwaffe heavily bombed towns and cities in Britain (known as the Blitz) in an attempt to get Britain to surrender</p>

past. Castles and Knights.

Learn To To learn about monarchs and their titles (such as king, queen, prince, or princess), Learn about the attire worn by kings and queens: majestic robes, crowns, sceptres, and jewels. Discover the different parts of a castle: towers, drawbridges, moats, and battlements. Discuss daily life within castle walls. Who lived there? What did they eat? How did they stay safe?

Computers/laptops/ipads

**Week 5
To compare and contrast what life was like for me, mum and grandma.**

To know what life was like in Mesolithic Ages

To know about the use of more advanced tools like microliths and to know how they were used to make arrows, spears, and other composite tools. Understand how these tools were made and used for hunting, fishing, and gathering food. The lived in larger, more settled communities compared to the nomadic lifestyle of the Palaeolithic and the beginning of settlement in more permanent or semi-permanent homes.

**Week 4
To know what life was like in the Neolithic (new) Stone Age.**

To know about the development of agriculture, domestication of animals, and the transition to settled farming communities; understand how these innovations allowed Neolithic people to produce their own food through farming and herding animals.

Learn about the types of tools used by Neolithic people, including polished stone axes, sickles for harvesting crops, and pottery for storing food; understand how these tools were made and used for farming, building, and storing food.

**Week 5
To learn more about the Neolithic period from Skara Brae.**

To know that Skara Brae as a Neolithic settlement located in Orkney, Scotland. To know about its stone-built houses, alleyways, and communal structures. To know about

of rich and poor Anglo Saxons. Many Anglo Saxons were farmers and grew crops and kept animals Most Anglo Saxon children didn't learn to read or write, and worked like their parents

Week 4
To know that Anglo Saxons were skilled craft workers and enjoyed playing games, feasting and telling stories

**Week 5
To know why Anglo-Saxon people converted to Christianity.** In Roman Britain many people were Christians, but the early Anglo Saxons were Pagans. The Pope sent a Monk to England to try and convert the Anglo Saxons to Christianity A monk called Bede

Ancient Egyptians worshipped over 2000 gods and goddesses Ancient Egyptians believe Pharaohs represented Gods on Earth. They believed in the afterlife

**Week 4
To know that Howard Carter discovered the tomb of Tutankhamun.** Tutankhamun became Pharaoh at 9 when his father died An archaeologist, Howard Carter discovered Tutankhamun's tomb. Tutankhamun was mummified and was surrounded by lots of priceless treasures

**Week 5
To understand that hieroglyphics can tell us about life in Ancient Egypt.** Ancient Egyptians left pictures, writing and statues behind. Hieroglyphics can tell us about life in Ancient Egypt. The Rosetta Stone helped people understand hieroglyphics.

**Week 3
To understand the significant role that Bletchley Park played in helping the Allied Powers win the war.**

Codebreakers at Bletchley Park were employed by the government to intercept and decode the enemy's secret messages Alan Turing and his team created a code-breaking machine called a 'Bombe' to read secret German messages sent by their Enigma machines Intelligence gained at Bletchley was used to win battles on land, at sea and in the air

**Week 4
To know the Holocaust was a time during WW2 when millions of people were killed by the Nazis.** The Nazis established camps where people were forced to work, kept in appalling conditions and killed. Many people, including millions of Jews, were killed in gas chambers. At the end of the war, the camps were liberated, but many people died after liberation due to their ill treatment.

**Week 5
To know that the Home Front played a vital role in supporting the war effort.** Civilians tried to escape heavy bombing by hiding in air raid shelters and evacuating the cities Over a million men at home volunteered to join the Home Guard to protect Britain if Germany invaded Women played an important role taking on jobs,

the daily activities of Neolithic people living at Skara Brae, such as cooking, crafting, and caring for livestock. To know about the archaeological discoveries made at Skara Brae and what they reveal about Neolithic society

Week 6

To learn what life was like in the Bronze Age.

To know about the use of bronze for tools, weapons, and ornaments; understand how the invention of bronze, a mixture of copper and tin, revolutionized technology and everyday life during this period. Know about the types of tools and weapons used by Bronze Age people, including bronze axes, swords, and daggers

Week 7

To learn what life was like in the Iron Age.

To know about the widespread use of iron for tools, weapons, and everyday items and understand how the discovery and use of iron transformed technology and society during this period. Learn about the types of tools and weapons used by Iron Age people, including iron plows, swords, and spears and understand how these tools were made and used for agriculture, warfare, and everyday tasks.

previously done by men, working in factories, on farms (the Land Army) The government used propaganda to influence the people to support the war. Campaigns included the 'Dig for Victory' and 'Careless Talk Costs Lives' campaigns

Spring

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>What is it like in the cold? <i>pioneer</i></p> <p>Explorers stories from the past. Read some stories about famous explorers from the past Robert Falcon Scott. Discuss what it means to be an explorer and why people are curious about their surroundings. Learn about explorers from the past and present. Discuss the importance of navigation tools like compasses and maps.</p>	<p>Prior Learning: Y1 to know the Fire of London happened before my grandparents were born.</p> <p>Fire! Fire! <i>society conflict</i> S&D Q CF S&E <i>Events beyond living memory that are significant nationally or globally</i> Week 1 To know where The Great Fire of London started To know that the Great Fire of London started on Sunday, 2nd September 1666, in Thomas Farriner's bakery on Pudding Lane.</p> <p>Week 2 To know why The Great Fire of London started To understand that the fire started Thomas Farrier's bakery because the oven was not put out properly.</p> <p>Week 3 To know what The Great Fire of London spread so quickly. To know that the fire spread quickly because the buildings were made of wood and were close together.</p> <p>Week 4 To know how the The Great Fire of London was put out To know that buildings were pulled down and water was thrown using leather buckets and water squirts. This did not stop the fire and it continued to spread. To know that about the fire cart.</p> <p>Week 5</p>	<p>Prior Learning EYFS to know about Kings and Queens in the past. What school and life was like for parents and grandparents. Sibley through Time <i>society</i> S&D Q CF S&E <i>People and places in their own locality</i> Week 1 To know that there are different types of houses in Sibley from the past – windows/chimney/driveway</p> <p>Week 2 To know what family life for a Sibley child bath/toilet/no electricity/</p> <p>Week 3 To know what the games/toys children played in the Victorian times played games in the street/games</p> <p>Week 4 To know what school was like for a Sibley child in the Victorian Time – three R's, slate, classes To know that classrooms were crowded, with children of different ages and abilities taught together by a single teacher. To know that discipline was strict, with corporal punishment often</p> <p>Week 5 To know the jobs that poor children might have done in the Victorian times – coal, chimney sweep, servants to rich families, factory work</p>	<p>Prior Learning Year 3 Stone Age – different civilisations Ca&Co S&E Ch&Con Romans <i>society invasion conflict</i> Week 1 To know when and where the Roman Empire began. To know that the Roman Empire began in ancient Rome, located in present-day Italy, around 27 BCE. To know that the Roman Empire expanded over Europe, Africa and Asia.</p> <p>Week 2 To know how and why the Romans invaded That the Romans invaded other lands primarily to expand their territory, gain resources, increase wealth, and spread Roman culture and influence. To know that the Romans invaded Britain 43 AD, Roman soldiers were called legionaries and were well-organised and had clever tactics like the 'testudo' formation using their shields. The build forts to protect themselves from British savages.</p> <p>Week 3 To know the causes and events of Boudica's rebellion. To know that Boudica's rebellion was sparked by grievances against Roman rule, including heavy taxation, mistreatment of Britons by Roman officials. To learn about the events of officials rebellion, including Boudica's leadership, the destruction of Roman settlements, and the eventual defeat of Boudica's forces by Roman legions.</p> <p>Week 4 To know religion changed in Britain after the Celts were conquered.</p>	<p>Prior Learning Year 3 Stone Age and Romans – different civilisations Ca&Co S&DI S&E Ch&Con HS Vikings <i>society invasion conflict</i> Week 1 To know who the Vikings were and describe how shipbuilding skills helped the Vikings to explore. The Vikings were very good at ship building and exploring. Their strong ships allowed them to explore far over the seas. Vikings raided and also traded around the world</p> <p>Week 2 To know that the Vikings invaded Britain. In 793, the Vikings raided the monastery of St Cuthbert on Lindisfarne. The Vikings invaded Britain. The Vikings killed many people and stole valuable things from the places they attacked. There are lots of things remaining in Britain today that show the Vikings lived here.</p> <p>Week 3 To know the Vikings lived in Britain. The Danelaw was an area of England ruled by the Vikings. Many Vikings lived on farms, growing crops and looking after animals. Vikings often lived in</p>	<p>HS S&E Ch&Con Baghdad <i>society invasion conflict</i> Week 1 To know the events that led to the rise of Islam. Baghdad, the City of Peace, was a hugely important Islamic city for about 500 years that grew with the spread of Islam. Muslims believe Muhammad, a merchant from Mecca, became a prophet in the year 610 CE by receiving revelations from Allah. These revelations were first spread orally, and then written down in a single text known as the Qur'an. The leaders of Mecca rejected Muhammad's revelations, forcing him to flee to escape persecution. The Hijra was the migration of the Prophet Muhammad and his followers from Mecca to Medina, in 622 CE.</p> <p>Week 2 To know the reasons for the early success of Islam in the mid-7th Century CE. From Medina, Muhammad tried to unite the southern Arabian tribes under the banner of Islam. Following successful attacks against his enemies from Mecca, a ten year truce was called and the forces of Islam grew. Mecca was established as the religious centre of Islam, the Ka'ba becoming a focus for pilgrimage and prayer. Muhammad sent Muslim armies to exploit the</p>	<p>Prior Learning Year 3 Stone Age and Romans; Year 4 Anglo-Saxons and Vikings and Year 5 Ancient Egyptians – different civilisations S&D HI S&E Ch&Con HS Ancient Greece <i>society conflict pioneer</i> Week 1 To know the Ancient Greeks lived in independent city states. Ancient Greece was made up of a series of independent city states such as Athens and Sparta. City-states ruled individually; some had kings; some had groups of people in charge. The city-states fought each other for resources and power</p> <p>Week 2 To understand that some people in Athens could vote. Athens was a city state in Ancient Greece. Only citizens were allowed to vote in Athens. Male slaves and all women were not citizens. The citizens of Athens could vote to remove leaders, so didn't need to suffer under tyrants.</p> <p>Week 3 To know the Spartans were famous for being great warriors. The Spartans were famous for being the greatest warriors in Ancient Greece. Spartan boys were trained to be soldiers. The training was very tough. The word 'Spartan' today is used to describe something plain and basic.</p>

To know one of the reasons we know about The Great Fire of London
To know that Samuel Pepys wrote the events down in a diary.

Week 6
To know the impact and change that took place because of The Great Fire of London

To know the changes that took place after the fire – houses to made of bricks, widening of streets, the development of the fire brigade.

To know that after the Celts were conquered by the Romans and later by Anglo-Saxons, Christianity gradually replaced Celtic pagan religions as the dominant faith in Britain. They will also learn about the impact of Roman and Anglo-Saxon influences on the spread and adoption of Christianity in Britain.

Week 5
To know how buildings, changed in Britain-
Celtic buildings were usually thatched, wattle and daub roundhouses.

Archaeologists can look at the remains of buildings to construct arguments about the impact of the Romans in Britain. Caerwent, Trimontium and Bath are all places that have examples of the sorts of architecture the Romans built. Rich Romans built villas in the British countryside with expensive mosaics and hypocaust systems for heating.

Week 6
To know transport changed in Britain because of the Romans - aqueducts, roads, bridges.

Romans introduced advanced transportation infrastructure to Britain, including well-built roads, bridges, and ports, which improved travel and communication across the country.

houses made from wattle and daub.

Week 4
To know that King Alfred defeated the Vikings.

King Alfred was the Anglo-Saxon King of Wessex. King Alfred dreamed about defeating the Vikings and let some cakes burn. King Alfred defeated the Vikings and made an agreement to trade peacefully.

Week 5
To know the Vikings believed in many gods and goddesses.

The Vikings did not write religious stories down, they told them to one another over many years. Odin, Thor, Loki and Freya are three Viking Gods. Many Vikings converted to Christianity.

Week 6
To know how Britain was conquered between 950 and 1066 CE.

After Edward the Confessor died, Harold Godwinson and William, Duke of Normandy, all wanted to be King of England. The Battle of Hastings was fought between Harold Godwinson and William, Duke of Normandy in 1066. William's Norman army were victorious and William became King of England.

Byzantine and Persian Empires, weakened by fighting one another.

Week 3
To know the caliphate expanded and spread Islam across North Africa and Southern Europe

By the time of Muhammad's death in 632 CE, Muslim forces had invaded the southern parts of the Persian Empire. They also successfully invaded Byzantine territories in Syria, Palestine and Egypt. When Muhammad died, his successor was Abu Bakr; his Rashidun Caliphate expanded into central Asia and North Africa.

Captured cities were often treated well; in Damascus the Christian people were not hurt and allowed to worship freely. The caliph Umar captured Jerusalem in 638 CE; it is the third holiest city to many Muslims.

Week 4
To know Islamic Empire started and the regions it covered.

The Umayyad Caliphate was the second caliphate and followed a dynastic rule. This empire covered the Middle East, parts of Asia as far as India, North Africa, and most of Spain. It controlled a vast network of trade routes, allowing wealth and knowledge to spread throughout the Islamic civilization. Muslim control of the trade routes from Southern Europe to East Asia, known as the Silk Road, was very lucrative.

Week 4

To know Alexander, the Great was a warrior who conquered a large area of land.

At 19, Alexander conquered the whole of Greece in just two years. Alexander burned the Thebes to the ground and turned the people into slaves. Alexander was challenged to untangle a rope known as the 'Gordian Knot'. He cut straight through it with his sword.

Week 5
To know that the Ancient Greeks worshipped many gods.

The Ancient Greeks worshipped many Gods. Zeus was the King of the Greek Gods and controlled the sky and the weather. The influence of the Greek religion saw many similar Gods later in the Roman religion.

Week 6
To know the Ancient Greeks left a legacy that influences how we live and learn today – voting, sports.

The Ancient Greeks began to use a democratic system where citizens voted for their leaders; many countries around the world do this today. Our modern Olympic Games are based on the Ancient Greek Olympic Games. The Ancient Greeks began asking questions about life, thinking scientifically and solving mathematical problems- things we still do today.

Week 5
To know about the founding of the city of Baghdad.

The Abbasid Caliphate overthrew the Umayyad Caliphate in 750 CE and ruled land from Tunis to Multan. Baghdad was founded in 762 CE by caliph Al-Mansur to become the capital of the Abbasid Caliphate. Built by 100,000 workers to show off Abbasid wealth and power, it became the richest, most populous city in the world. It was built on the fertile banks of the River Tigris in the Mesopotamia valley. Baghdad had a circular layout and many public facilities like parks, hospitals, and libraries.

Week 6
To know how Islam grew from its early origins to the founding of Baghdad, 'the City of Peace'.

Baghdad was founded in the early days of Islamic civilisation's 'Golden Age'. Islam spread from the Arabian peninsula to the Southern Mediterranean, Middle East and parts of Asia. Islam spread due to strong leadership, military strength, opponents' weaknesses and tolerance shown to captured cities. The wealth that came from trading networks led to the founding of Baghdad as a new capital for the Abbasid Caliphate.

Summer

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Do you like to be beside the Seaside? <i>society</i></p> <p>I will find out about holidays in the past and compare them to holidays now.</p> <p>Explore photographs of seaside holidays from both the past and the present. How has the seaside changed over time?</p> <p>What did people do at the beach in the past compared to now? How have beachwear and swimwear evolved? To know about entertainment – Punch and Judy past and compare to the present</p>	<p>Prior Learning: Geo Hot and Cold places – world map S&D Q CF S&E <i>the lives of significant individuals in the past who have contributed to national and international achievements</i></p> <p>Florence Nightingale <i>society pioneer</i> Week 1</p> <p>To know about nurses today and in the past and that Florence Nightingale was a nurse To know that Florence Nightingale was a nurse from the past.</p> <p>Week 2</p> <p>To know about Florence Nightingale upbringing. To know that Florence was from a wealthy family. She chooses to train as a nurse, when her family disagreed, and she worked as a head nurse.</p> <p>Week 3</p> <p>To know about Florence Nightingale during the war To know that Florence went to war to help soldiers. She walked around hospitals at night with a lamp to check on patients and make them feel better. To understand why Florence Nightingale was called the Lady of the Lamp.</p> <p>Week 4</p> <p>To know what Florence Nightingale discovered needed to be done in hospitals To know that Florence discovered that the hospital needed to be clean and this was making people poorly. She made the doctors wash their hands, people cleaned the hospitals and eat healthy food.</p> <p>Week 5</p> <p>To know how Florence Nightingale changed hospitals</p>	<p>S&D Q CF S&E <i>the lives of significant individuals in the past who have contributed to national and international achievements</i></p> <p>Rosa Parks <i>society conflict pioneer</i> Week 1</p> <p>To know what equality and inequality is. To know that equality means treating everyone fairly and giving everyone the same opportunities, while inequality means not treating everyone the same or not giving everyone the same opportunities.</p> <p>Week 2</p> <p>To learn about Rosa Park's life. To learn about Rosa Park's life and the laws where she lived - black children went to separate schools, churches, and even had different toilets and drinking fountains.</p> <p>Week 3</p> <p>To know about Rosa's act of bravery on the bus – she refused to give up her seat to a white person, even though it was the law. Her action sparked the Montgomery Bus Boycott, where African Americans stopped using buses until the rules changed.</p> <p>Week 4</p> <p>To know the impact Rosa's action – Rosa Parks showed that everyone should be treated equally, no matter their skin colour. Her courage inspired many others to fight for their rights. She is remembered as a hero.</p>	<p>Ca&Co HS Ch&Con War of the Roses <i>society invasion conflict</i> Week 1</p> <p>To understand that the Wars of the Roses were fought between two families who had a claim to the throne The Wars of the Roses were fought between two families: The House of Lancaster (red rose), and the House of York (white rose). It was a Civil War that lasted from 1455-1485 At the start of the Wars, Henry VI from the House of Lancaster was King. The House of York wanted to seize power from him.</p> <p>Week 2</p> <p>To know that Edward IV (House of York) took the throne from Henry VI (House of Lancaster) Henry VI (House of Lancaster) was believed by many at the time to have the strongest claim to the throne Henry VI suffered from bouts of madness and lost wars and land against the French. Edward IV defeated Henry VI at the Battle of Towton and made himself king of England</p> <p>Week 3</p> <p>To know that Richard III took the throne from his nephew and made himself king When Edward IV died, his son became king Richard III locked away the princes in the Tower of London. He said this was to keep them safe. Richard has been accused of killing Edward IV's sons—his own nephews—so that he</p>	<p>Prior Learning Local History – Y2 Sibley Through Time Ca&Co S&D HI S&E Ch&Con HS Industrial Revolution <i>society pioneer</i> Week 1</p> <p>To begin to understand why the Industrial Revolution was important to Britain. To know that machines and factories started changing how things were made. Find out how things like farming and making goods changed because of machines and factories. This changed how people worked,</p> <p>Week 2</p> <p>To understand the change to the workforce of Leicester – move to factories. Understand that many people in Leicester used to work on farms or in small workshops before factories. Learn how their jobs changed when factories started to appear. discover what kinds of jobs people did in the factories of Leicester. Understand that factories needed workers to operate machines, make goods, and do other tasks. that factories offered new opportunities and sometimes better pay, but also had challenges like long hours and noisy conditions.</p> <p>Week 3 & 4</p> <p>To know about</p>	<p>S&D HS S&E Ca&Co World War I <i>society invasion conflict</i> Week 1</p> <p>To explain the causes of World War One. Prior to 1914, tension was mounting in Europe with secret alliances and a desire for countries to expand their empires Historians believe the assassination of Archduke Ferdinand sparked World War One Britain declared war on Germany when Germany invaded Belgium</p> <p>Week 2</p> <p>To understand that WWI was fought on land, at sea and in the air. On land, trenches were dug by opposing sides and soldiers fought and lived in terrible conditions At sea, naval battles took place in the North Sea and the Atlantic. Aeroplanes were new and were used for fighting, bombing and directing artillery.</p> <p>Week 3</p> <p>To understand what life was like for soldiers on the Western Front. Trenches were long narrow ditches that were dug approximately 12 foot into the ground Soldiers faced terrible conditions while living in the trenches The land in between the</p>	<p>Prior Learning Year 2 Rosa Parks – equality. HS Ca&Co Ch&Con Human Rights <i>society conflict pioneer</i> Week 1</p> <p>To know that Human Rights are the rights and freedoms that belong to every person. In 1948 the UN established the Universal Declaration of Human Rights In the UK, the Human Rights Act 1998 protects human rights The European Court of Human Rights ensures countries in Europe respect human Rights</p> <p>Week 2</p> <p>To know that women's rights in the UK are protected by the law. Before 1918, women in the UK were denied the right to vote. Before the 1980s, women couldn't open their own bank accounts, were disqualified from certain professions and could legally be paid less than a man for doing the same job. The Equality Act 2010 replaced a number of anti-discriminatory laws with one Act</p> <p>Week 3</p> <p>To know that the United Nations Convention on the Rights of the Child</p>

Florence's work changed hospitals and hygiene to be cleaner. When she got back she met Queen Victoria who awarded her with a brooch and some money. She used the money to start the St. Thomas's Hospital Nursing School in London to teach nurses.

could become king.

Week 4

To understand how Henry VII became king

Henry Tudor was a Lancastrian from Wales, who killed Richard III at the Battle of Bosworth Field. Henry Tudor became Henry VII, the first Tudor King. Richard III's remains were found in 2013 near the location of Bosworth Field.

Week 5

To understand how Henry VII ended the Wars of the Roses.

Henry VII was the first Tudor King Henry VII, a Lancastrian, married the daughter of Edward IV from the House of York. This union between the two warring houses, Lancaster and York, was represented in the Tudor Rose

Leicester's shoe industry and how it developed

Leicester was famous for making shoes. Learn about the history of the shoe industry in Leicester and why it became important.

Learn about the process of making shoes in Leicester. Understand the different steps involved, such as cutting leather, stitching, and assembling shoes. Explore how Leicester's shoe industry grew over time. Learn about important developments, such as new machines, better materials, and changes in fashion, that helped the industry grow and change.

Week 5

To know about the changes to industry now and the impact that has on the modern production

That changes in industry affect the things we use every day. Understand that modern production methods can make things faster, cheaper, and sometimes better quality. To know kinds of jobs people, have in modern factories and industries. Understand that while machines do a lot of the work, people are still needed to operate machines, fix them, and do other tasks.

opposing trenches was called 'No Man's Land'

Week 4

To know what like was like on the Home Front.

While many men were away fighting on the front lines, the people left at home, including many women, took up jobs in factories, farms, offices etc.

The Defence of the Realm Act was passed on 8th August 1914 and allowed the government to do whatever it felt was necessary to help with the war effort

The Home Front was attacked from bombs from German airships and the German navy

Week 5

To understand the consequences of the First World War.

The war ended on 11th November when Germany and the allies signed a ceasefire, or armistice, and the Treaty of Versailles was signed. Over 15 million people were killed, and many more were injured. After the war, there was an attitude that Britain needed to be a 'home fit for heroes' and all men and women over 21 were given the vote in 1928

(1989) is an international treaty that grants all children a set of rights.

The UNCRC grants all children a set of rights, such as the right to education and the right to express their opinion and be listened to

The UN Convention on the Rights of the Child came into force in the UK in 1992

The UNCRC has been agreed by countries all over the world (196 countries to date)

Week 4

To know that racial discrimination was made illegal in the UK in the 1960s.

Britain has been ethnically diverse for centuries

In the 1960s, while the Civil Rights Movement was taking place in the USA, the Bristol Bus Boycott took place in Britain in response to the bus company refusing to employ anyone who wasn't white. The Race Relation Acts in the 1960s and 70s made race discrimination illegal

Week 5

To know that the Equalities Act 2010 made it illegal to discriminate against a person because of their religion or belief.

Before the 1530s, England was predominantly Catholic.

						<p>Following the Reformation, many laws discriminated against Catholics People of different faiths have lived in Britain for hundreds of years. The Human Rights Act 1998 and the Equalities Act 2010 protect people from religious discrimination today</p>
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