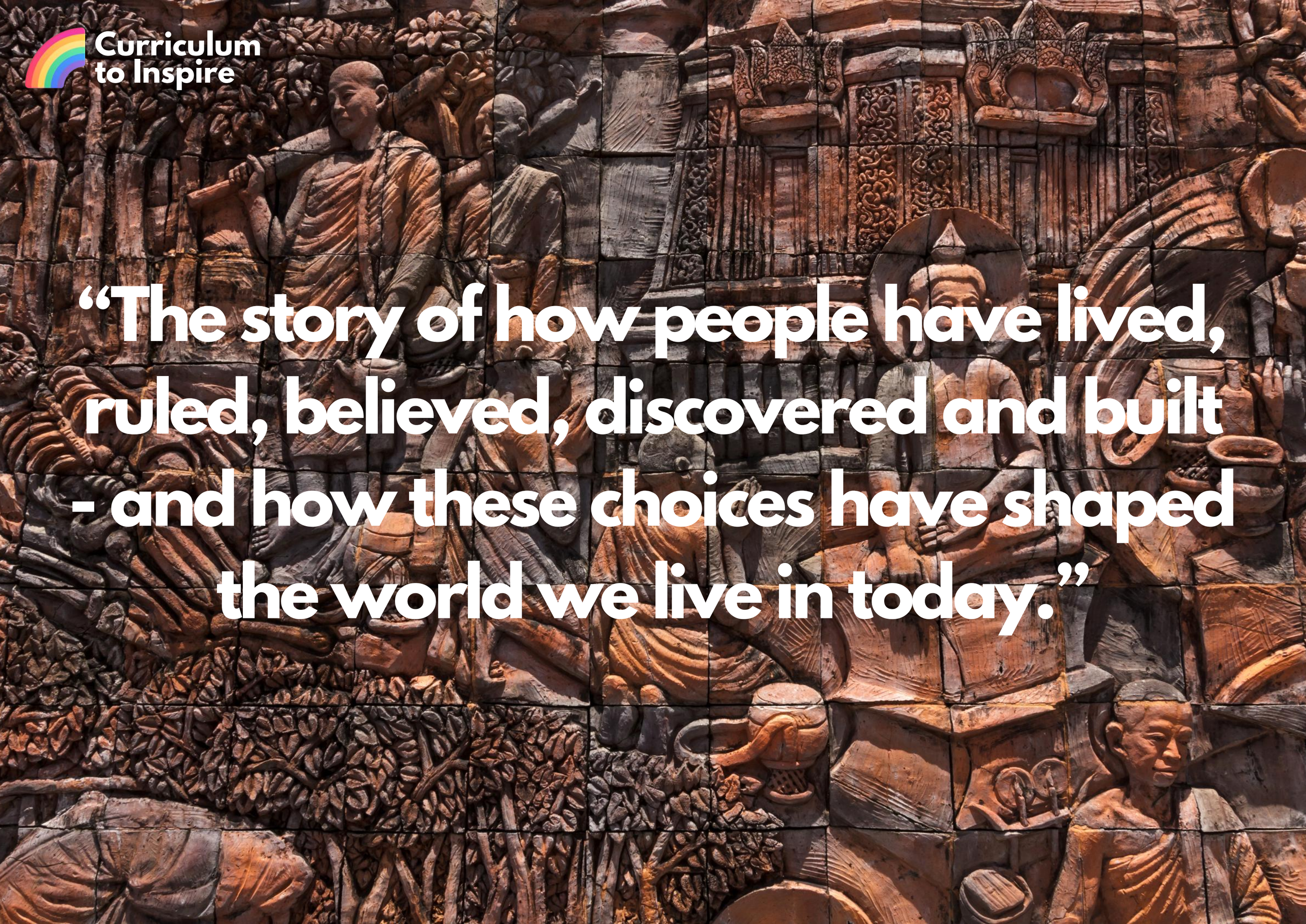
Curriculum to Inspire

History at Sherwood

Curriculum to Inspire



“The story of how people have lived, ruled, believed, discovered and built - and how these choices have shaped the world we live in today.”

School Vision

At Djanogly Sherwood Academy, we are an ambitious place that creates world-changers. We cultivate a lifelong love of learning, helping children discover their unique voices, empowering them to approach their future with the confidence to dream big. We are a place where everyone belongs; that prepares children to succeed.

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At Djanogly Sherwood Academy, our history curriculum empowers children to become world-changers by giving them a deep understanding of the past and how it shapes the future. Through diverse histories, including the contributions of women, innovators, and Nottingham's rich heritage, we inspire curiosity, critical thinking, and a love of learning. By exploring real stories and engaging in meaningful experiences, children develop confidence in their voices and the ability to form their own perspectives. Our history teaching ensures that every child belongs, is prepared to succeed, and has the knowledge to dream big.



Intent

At Djanogly Sherwood Academy, we aim for history teaching to give children a strong, coherent understanding of Britain's past and the history of humanity, exploring how both have shaped society today. We believe it is essential for children to explore a diverse history that reflects the contributions of different groups, including the significant role of women, the impact of innovators who have changed the world, and the rich local history of Nottingham. Through this, we seek to inspire curiosity about the past, encouraging children to ask thoughtful questions, use historical vocabulary with confidence, think critically, evaluate evidence, and form their own perspectives on historical events and figures. Our commitment to cultural capital underpins this approach, ensuring children gain the experiences, knowledge, and understanding of diversity they need to succeed.



Implementation

At Djanogly Sherwood Academy, our history curriculum is designed to give children a deep understanding of British and world history, following the National Curriculum programme of study. We place particular emphasis on exploring diverse histories, highlighting the significant contributions of women, the impact of innovators, and Nottingham's rich local history.

Our teaching follows Rosenshine's principles to ensure key knowledge is learned and retained. New content is introduced in small, manageable steps, with regular review and opportunities for retrieval practice to strengthen understanding over time. We use questioning and discussion to deepen thinking and ensure children can articulate their learning with confidence.

We teach history through meaningful Units of Leanring that connect learning to real-world contexts, using the stories of people from the past to bring the subject to life. By exploring the experiences, challenges, and achievements of individuals, children develop a personal connection to history and a greater understanding of its impact. Subject-specific knowledge maps ensure clear progression across year groups, with history taught through dedicated lessons and cross-curricular links that reinforce learning.

Our lessons encourage children to think critically, evaluate evidence, and develop informed perspectives on key historical events and figures. To enrich learning, we provide engaging experiences as part of our cultural capital offer, including opportunities to explore historical artefacts, take part in experience days, and attend off-site visits. Through these experiences, we aim to inspire curiosity, deepen knowledge, and foster a lasting connection to the past.



Impact

At Djanogly Sherwood Academy, the impact of our history curriculum is seen in children's deep and coherent understanding of Britain's past, the history of humanity, and how these have shaped society today. Our focus on diverse histories ensures that children appreciate the significant contributions of women, the influence of innovators, and Nottingham's rich local history.

Our children are inspired to explore the past with curiosity, ask thoughtful questions, and think critically about historical events and figures. They confidently use historical vocabulary, evaluate evidence, and develop well-rounded perspectives, demonstrating the skills and knowledge gained through our personalised and progressive curriculum. The stories of people from the past help them form connections, making history relevant and meaningful.

Through our cultural capital offer, children engage in rich learning experiences that bring history to life. Opportunities to handle historical artefacts, participate in experience days, and visit historical sites broaden their horizons and deepen their understanding of different perspectives and contexts.

We measure the impact of our curriculum through assessment quizzes that monitor the retention of key knowledge, ensuring that children build on prior learning. Pupil voice provides valuable insights into how well they can articulate their understanding and enthusiasm for history. Book monitoring allows us to track the progression of skills and knowledge across year groups, ensuring high-quality outcomes. Together, these approaches equip our children with the knowledge, curiosity, and critical thinking skills to engage with history confidently and thoughtfully throughout their lives.

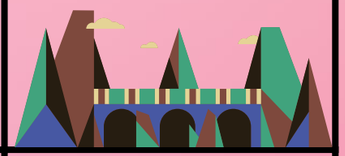
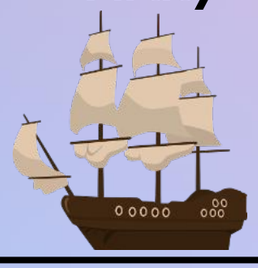
National Curriculum

Our History curriculum at Sherwood is thoughtfully designed to meet and exceed the requirements set out by the UK National Curriculum for Key Stages 1 and 2. It provides pupils with a rich chronological understanding, covering key periods from the Stone Age through to modern times, alongside significant British and world history themes. Pupils develop a deep knowledge of historical events, figures, and civilisations while building essential skills in historical enquiry, critical thinking, and source analysis.

The curriculum ensures pupils appreciate historical concepts such as continuity, change, cause, and consequence, and understand diverse perspectives across local, national, and global contexts. Through this, children are empowered to connect past and present, fostering a lifelong curiosity and appreciation for history.



History Subject Map

	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
Autumn Term	Dinosaurs 	Great Fire of London 	Indus Valley Civilisation 	Stone Age - Bronze Age 	World War II 	Saxons 
Spring Term	Castles - Nottingham 		Ancient Egypt 			Vikings 
Summer Term	Piracy 	Space Equal Rights 	Ancient Greek 	Ancient Rome 	Golden age of Islam 	Industrial Revolution 



History Story

“A long, long time ago, people didn’t have houses or farms - they hunted and gathered what they needed.
Then, people learned to farm and build - civilisations like the Indus Valley and Egypt grew beside great rivers.
In Greece, people started to think about democracy and philosophy.
The Romans built roads and cities - they brought their ideas to Britain.
When they left, new groups like the Anglo-Saxons and Vikings changed our land again.
Far away, in Baghdad, the Islamic world was making new discoveries in science and art.
Centuries later, Britain changed again - kings and queens, castles and wars, and then machines, factories, and inventions.
People began to fight for fairness - for women’s votes, for civil rights, for a better future.
And now, we live in a world shaped by all of those people who came before us.”

History Journey

Far transfer

1

- I know who is in my family and understand that some family members are older or younger than others.
- I can use words like yesterday, last week, and a long time ago to talk about the past.
- I can remember and talk about important events in my life, like birthdays and celebrations.
- I know that people have different jobs and roles in my community.
- I understand that some stories and celebrations have been around for a long time.

2

- Dinosaurs lived millions of years ago
- Dinosaurs are extinct
- A monarch is a ruler who has power over a kingdom
- Nottingham castle has changed over time
- The caves in Nottingham have been used for different purposes
- There was a big fire in London in 1666 which we know a lot about because of a diary
- Humans landed on the moon in 1969
- Transport has changed over time
- Not everyone in the world has equal rights

3

- The Indus Valley Civilisation was known for its advanced cities with drainage systems
- Democracy was created by the Ancient Greeks
- The Ancient Greeks influenced many parts of life today
- Ancient Rome was an empire ruled by an emporor
- The Romans invaded Britain
- Some Britons rebelled against Roman rule in Britain
- The Stone Age was followed by the Bronze Age, and then the Iron Age
- The development of tools led to advancements in life
- Ancient civilisations developed around fertile grounds around rivers

4

- Children had to evacuate cities during World War II in the UK
- The Golden Age of Islam occured in the Middle East and northen Africa as Europe was experiencing the Dark Ages
- Galileo made significant achievements that had an affect on space travel today
- The space race was between the USSR and the USA
- The Romans withdrew from Britain in 410 CE, the Anglo-Saxons took over, forming small kingdoms
- The Vikings, seafaring people from Scandinavia, began raiding and settling in Britain in the 8th century

Curriculum to Inspire

Mesozoic

Time between the extinction of the dinsoaurs and the beginning of the Stone Age

Stone Age

- Mesozoic - KS1 A Autumn
- Time between the extinction of the dinsoaurs and the beginning of the Stone Age
- Stone Age - LKS2 B Autumn
- Bronze Age - LKS2 B Autumn
- Indus Valley Civilisation - LKS2 A Autumn
- Ancient Egypt - LKS2 A Spring
- Iron Age - LKS2 B Autumn
- Ancient Greece - LKS2 A Summer
- Ancient Rome - LKS2 B Summer
- Anglo Saxons - UKS2 B Autumn
- Vikings - UKS2 B Spring
- Golden Age of Islam - UKS2 A Summer
- 1066 to today - KS1 A Summer - Pirates, KS1 A Spring- Castles, KS1 B Autumn - Great Fire of London, KS1 B A Summer - Space, KS1 B Summer - Equality, UKS2 Autumn 1 - WW2, UKS2 B Summer - Industrial Revolution

250 million years ago

66 million years ago

2.6 million years ago

Ancient Greece

Vikings

Bronze Age

Iron Age

Anglo Saxons

1066 to today

3500 BCE

2850 BCE

1200 BCE

1000 BCE

753 BCE

1 CE

410 CE

793 CE

632 CE

1066 CE

Ancient Egypt

Golden Age of Islam

Indus Valley Civilisation

Ancient Rome

History timeline

Long Term Curriculum Plan – DSH 2025-28

Drivers

- Geography
- History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 A	Dinosaur World	Dinosaur World	Castle Kingdom	Castle Kingdom	Pirate Perils	Pirate Perils
KS1 B	Exploring London	Exploring London	Exploring Nottingham	Exploring Nottingham	World Changers	World Changers
LKS2 A	Goose Fair	Tomb Raiders	The Spice of India	People of the Indus	Exploring Ancient Greece	Roaming in the Rainforest
LKS2 B	Stone to Bronze	Stone to Bronze	The Power of Community	Plastic Peril	Ancient Rome	Rising Fire
UKS2 A	Blitz Street	Blitz Street	Frozen Planet	Frozen Planet	The Golden Age of Islam	The Golden Age of Islam
UKS2 B	Biomes of Africa	Biomes of Africa	Industrial Revolution	Saxon Stories	Viking Sagas	The Big Apple

Journey through History at Sherwood



The story of how people have lived, ruled, believed, discovered and built - and how these choices have shaped the world we live in today.

Dinosaurs
KS1 A Autumn

Castles
KS1 A Spring

Pirates
KS1 A Summer

London
KS1 B Autumn

Space
KS1 B Spring

Civil Rights
KS1 Summer

Ancient Rome
LKS2 B Summer

Stone-Bronze Age
LKS2 B Autumn

Ancient Greece
LKS2 A Summer

Indus Civilisation
LKS2 A Spring

Ancient Egypt
LKS2 Autumn

World War II
UKS2 A Autumn

Islamic Golden Age
UKS2 A Summer

Industrial Revolution
UKS2 B Spring

Saxons
UKS2 B Spring

Vikings
UKS2 B Summer



History Threads

At Djanogly Sherwood Academy, our History curriculum is structured into distinct threads that map progression across year groups. These threads ensure a clear and coherent journey through British and world history, allowing children to build on key themes over time. Through this approach, we deepen understanding, make meaningful connections, and support children in developing a well-rounded historical perspective.

- **Within living memory**
- **Beyond living memory**
- **Significant people and events**
- **History of the locality**
- **British history - Stone Age to 1066**
- **Ancient Civilisations**
- **Study of a period beyond 1066**
- **Local History**
- **Chronology**
- **Interpretation**
- **Cause and consequence**
- **Source enquiry**
- **Significance**
- **Similarity and difference**
- **Meanwhile ... elsewhere**



Within living memory

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Recognises own immediate families and relations. Begin to make sense of their own life-story and family's history. Beginning to have an understanding for terms like, yesterday, last week and last year. • Appreciating that they may have siblings that are older than them and that they may be older than a younger sibling. • Remembering and talking about significant events in their own experiences, e.g., birthday. • Knowing and understanding that their grandparents are older than their parents. • Recognising and describing special times or events for family or friends, e.g., Eid, christening, Christmas. • Talk about the lives of the people around them and their roles in society.	• There are similarities and differences between schools from Victorian times and schools today, and I can identify these by talking, drawing, and writing about aspects of the past, using sources such as photographs and books to compare school life across different periods.	• Transport has developed significantly over time, and I can use different sources, like books and photographs, to describe the changes in transport and order key developments in transport history. • The Nottingham tram system has evolved from the past to the present, and I can place key changes in the system's development on a timeline and use sources like maps and photos to describe how the tram system has changed over time. • Rosa Parks was a Black American activist who lived from 1913 to 2005, and I can describe her life by asking questions and using sources to understand her role in the civil rights movement. • Rosa Parks peacefully protested against racial segregation in America, and I can describe this event using books and photographs, placing it in the right time period and explaining how it helped to change the laws in America. • In Montgomery in 1955 and 1956, significant events occurred related to the civil rights movement, and I can sequence these events on a timeline, using different sources to understand their importance in history.	• Our modern calendar is based on the Roman calendar, and I can explain this connection by exploring the names of months and key dates, showing how Roman ideas still influence our daily lives. • Our modern legal system is based on the Roman legal system, and I can investigate this by using sources like written laws and historical texts to explain how Roman rules have shaped the way laws are made and followed today.		• Children from Nottingham City were evacuated to nearby areas such as Keyworth, Kimberley, Lambley, and Lowdham, and I can use evacuation records, letters, and diaries to explore why children were evacuated and what it was like for them during the war. • Children from other cities were evacuated to Nottinghamshire for safety, and I can use historical sources such as letters, photographs, and government documents to learn about the experiences of evacuees in Nottinghamshire and the role it played in keeping children safe. • World War II started when Germany invaded Poland in 1939 and ended in 1945, and I can place this event on a timeline, using historical terms and sources to understand the key moments in the war, such as the invasion and its impact on the countries involved. • The countries involved in World War II included Germany, the United Kingdom, France, the Soviet Union, the United States, and others, and I can compare the roles of these countries in the war by examining sources like maps, documents, and photographs to understand their involvement and influence on the outcome. • A Blitz is an intensive or sudden military attack, and I can use historical records and accounts from people who lived through it to understand what it was like during the Blitz, how it affected civilians, and why it happened. • People in Nottingham used the tunnels and caves as air raid shelters during the Blitz, and I can explore photographs, maps, and eyewitness accounts to learn how people in Nottingham protected themselves and how the city was affected by the air raids. • Nottingham suffered a Blitz attack on the night of 8th/9th May 1941, and I can use primary sources, like newspapers and personal stories, to understand the events of this night and the impact it had on the local community.	



Beyond living memory

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Beginning to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'. • Beginning to understand that some familiar stories were set in a time before they were born. • Understanding that people celebrated events like Eid and Christmas before they were born. • Using appropriate language to describe the past, such as, 'in the past'.	• Dinosaurs lived millions of years ago, and I can talk, draw, and write about what we know about dinosaurs using evidence from fossils and scientific discoveries. • Dinosaurs became extinct, and I can explain what we know about their extinction by exploring different sources and recognising that there are different ideas and theories about why this happened. • Grace O'Malley was a pirate who lived approximately 500 years ago, and I can sequence and recount key events from her life, using books, photographs, and digital sources to explore her story and understand her significance in history. • Some key events from Grace O'Malley's life are significant in history, and I can ask and answer questions about these events using a range of sources to deepen my understanding of her impact and achievements. • Grace O'Malley's real name was Gráinne Ní Mháille, and I can use different sources, such as books and digital information, to explain her identity and how her name is remembered in history. • Edward Teach, also known as Blackbeard, was a famous pirate who lived over 400 years ago, and I can sequence key events from his life and use sources like books and illustrations to describe his role in pirate history. • Queen Elizabeth was the Queen of England at that time, and I can use historical sources to understand her reign and how her leadership shaped events during the time of pirates like Grace O'Malley and Edward Teach. • An absolute monarch is a ruler who has complete power over their kingdom, and I can use books and digital sources to explain what this meant for rulers like Queen Elizabeth and how it influenced decisions and events during her reign. • Nottingham Castle was built about 1200 years ago, and I can sequence key events in its history, using a range of sources like books and photographs to understand how its uses and features have changed over time. • The lace trade was an important part of Nottingham's history, and I can record what I've learned by writing about its significance, asking questions and using sources to explore how it impacted the local community and economy. • Nottingham caves are a network of human-made caves, and I can use a range of sources to ask and answer questions about their purpose and how they were used throughout history. • Nottingham caves have served many different purposes over the last 1200 years, and I can sequence and recount events in their history, using a variety of historical sources to understand the different roles these caves have played over time.	• Samuel Pepys wrote a diary about the Great Fire of London in 1666, and I can sequence and recount key events from the fire, using Pepys' diary and other sources to place these events in chronological order. • The Great Fire of London happened in 1666, and I can describe this significant event by placing it in the correct time period and explaining its impact on London and the world using a variety of sources. • The fire started in a bakery on Pudding Lane, and I can sequence this event and describe the beginning of the fire by asking questions and using sources like maps, pictures, and written records to understand its cause. • People tried to put out the fire using various methods, such as creating firebreaks and using buckets of water, and I can sequence these attempts and describe how people responded to the fire, using historical sources to understand their actions. • Significant places that were burned down in the fire include St. Paul's Cathedral and many homes, and I can recount the places destroyed by the fire, using sources like maps and images to explain the loss. • London was rebuilt to prevent future fires, and I can describe the rebuilding process by placing it in chronological order and explaining the changes made to the city, using books and historical records to understand why these changes were necessary. • Neil Armstrong was the first man to walk on the moon in 1969, and I can place this important event in chronological order using historical sources, such as books and photographs, to understand how the moon landing fits into the timeline of space exploration. • Helen Sherman was the first British woman in space, and I can place this milestone in the correct time period by ordering key events in space exploration and using sources to explain her significance. • The first moon landing happened in 1969, and I can describe this event by placing it in the correct time on a timeline and explaining its importance using historical sources and images. • A suffragette was a term used for women who fought for the right to vote in the 1920s, and I can sequence key events in their struggle by placing them on a timeline and using sources to show how their efforts led to important changes in society. • Emily Davison was a suffragette who lived around 100 years ago, and I can ask and answer questions about her life and actions, using sources like books and photographs to understand her impact on history. • There are key events from Emily Davison's life that are significant to history, and I can use a range of sources to describe these events, placing them in chronological order and explaining their importance.	• The Indus Valley Civilisation lasted from 3300 BCE to 1300 BCE, and I can sequence this time period on a timeline and explain its significance by asking questions about the developments in this civilisation, such as the cities they built and the changes they made. • The Ancient Greek civilization existed from 1200 BCE to 300 BCE, and I can place this time period in a chronological framework, using timelines and historical terms like 'BCE' to understand when it happened and how it fits alongside other historical periods. • The religious beliefs of the Ancient Greeks significantly influenced their daily lives and practices, and I can use different sources, such as texts, images, and artefacts, to explain how their gods and myths shaped their traditions and routines. • The Ancient Greeks created democracy, which has impacted life in Britain today, and I can use sources like written records and historical accounts to explain how Ancient Greek democracy worked and how it influenced modern British government. • Alexander the Great was a military commander who conquered various regions, and I can use historical maps and written records to describe his achievements, explaining how people in different times have interpreted his actions in different ways. • The Olympic Games first took place in Ancient Greece, and I can use a range of sources to explain their origins, comparing them to the modern Olympic Games and describing the similarities and differences. • The Roman civilisation began in the 8th century BCE with the founding of Rome, and I can place this event in a chronological framework using timelines and historical terms like 'BCE' to understand when it happened and how it fits with other ancient civilisations. • Ancient Rome was an empire ruled by an emperor, and I can use sources like statues, coins, and written records to describe the role of emperors and how they controlled the empire. • The Romans invaded Britain in 43 CE, with Claudius as the emperor at the time, and I can use maps and historical records to explain where the Romans travelled, placing this invasion in the correct time period on a timeline. • Not all Britons welcomed the Romans and their advancements, which led to rebellions, and I can explore this by using different sources to understand why some people resisted Roman rule and how these rebellions shaped Britain's history. • Boudicca led the Iceni tribe in one such rebellion, and I can describe her leadership by using written accounts to explain her actions, while also understanding that different sources may describe her story in different ways.	• The Stone Age started around 15,000 BCE, and I can place this period in chronological order using timelines and historical terms like 'BCE' to understand when it happened and how it fits with other historical periods. • The Stone Age was followed by the Bronze Age and the Iron Age, and I can use a range of historical terms such as 'BCE' and 'CE' to describe when these periods occurred and explain how they fit into a wider historical timeline. • The development of tools led to advancements in life, and I can use different sources like artefacts, images, and written records to explore how new tools improved farming, hunting, and daily tasks. • The creation of bronze resulted in advancements in technology and toolmaking, and I can describe these changes by examining sources such as tools, weapons, and pottery to understand how bronze changed the way people lived. • The Iron Age ended in 550 BCE, and I can place this event in chronological order on a timeline, using historical terms like 'BCE' to show how the Iron Age marked a shift in technology and society. • The discovery and mining of copper enabled Bronze Age people to make bronze, and I can explain this process by exploring sources like mining tools, copper artefacts, and written records to understand how people created stronger tools and weapons. • Bronze Age people travelled large distances to trade in tin and other objects, and I can describe this by using maps, trade artefacts, and written records to explain how trade routes helped spread ideas, skills, and materials across different regions. • The major ancient civilisations, including the Egyptians, Sumerians, Indus Valley, and Shang Dynasty, existed at different times in relation to each other, and I can use timelines and historical terms to place these civilisations in the correct order, understanding how they fit together in history. • The pyramids were built during the Egyptian civilisation for burial purposes, and I can examine sources such as images, models, and historical texts to explain why the Egyptians built these structures and what they tell us about their beliefs and practices. • The Egyptian civilisation grew around the Nile due to the fertile land and its use as a transport link, and I can use maps, geography, and historical accounts to explain how the Nile influenced the growth of the civilisation and how it helped people live and trade. • The shadoof was developed for irrigation purposes in ancient Egypt, and I can use historical sources like images or models to describe how the shadoof worked and its importance for farming in Egypt. • The Egyptians created a form of writing called hieroglyphs, and I can explore hieroglyphic texts and symbols to understand how the Egyptians communicated and recorded their history.	• The Early Islamic civilisation was centred around Baghdad, and by using historical sources such as maps and documents, I can place Baghdad as a key city in this civilisation and understand its role in shaping the culture, economy, and politics of the time. • The caliph served as an absolute monarch and ruled over the caliphate, and by exploring historical records, I can identify the power and influence of the caliph and understand how this role impacted the governance of the Islamic world. • Around 900 CE, Baghdad was the largest city in the world, and I can use evidence from trade routes, writings, and archaeological discoveries to explain why Baghdad grew to this size and its significance in the global context of the time. • This period is referred to as the "Golden Age of Islam," and by examining scientific, literary, and architectural achievements from the period, I can explore how this era was a time of great advancement and its lasting impact on world history.	• The Romans withdrew from Britain in 410 CE to defend their land in Italy, and by using dates, I can place this event on a timeline and understand its significance in the context of the fall of the Roman Empire. • Anglo-Saxons took over some Roman towns and repurposed the buildings, and by evaluating historical sources, I can understand how the Anglo-Saxons adapted Roman structures for their own use. • The Anglo-Saxons had distinct features in their daily life, including social structure, agriculture, and craftsmanship, and by using sources such as archaeological evidence and written records, I can explain how these features contributed to their society. • Viking town names ending in 'burh' evolved into 'borough' in Nottinghamshire, and by examining historical records and linguistic evidence, I can trace the development of place names over time. • Snotta-inga-ham originated from Anglo-Saxon, meaning a village owned by Snotta in the 6th century, and by analysing historical documents and linguistic evidence, I can understand how Anglo-Saxon language influenced modern place names. • The Anglo-Saxons were composed of three tribes: the Angles, Saxons, and Jutes, and by using historical sources, I can identify these tribes and their influence on the early formation of Anglo-Saxon society. • Saxon land was divided into units called 'shires,' and by examining historical documents and maps, I can understand the geographical organisation of Anglo-Saxon England. • For a long time, England was not a single country; Anglo-Saxon kings ruled many small kingdoms across the land, and by studying historical records, I can identify the different kingdoms and how they were united over time. • The Vikings were seafaring people from Scandinavia who began raiding Britain in the late 8th century CE, and by using dates to place these events on a timeline, I can understand when these raids occurred and their significance in history.



Significant people and events

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Remembering and talking about significant events in their own experiences, e.g., birthday. • Recognising and describing special times or events for family or friends, e.g., Eid, christening, Christmas. • Talk about the lives of the people around them and their roles in society.	• Mary Anning was a paleontologist who lived over 200 years ago, and I can discuss her life as a significant individual in history, explaining her contributions to palaeontology and how her discoveries have shaped our understanding of fossils. • Key events from Mary Anning's life are significant in the history of palaeontology, and I can give an account of these events while recognising that others may describe her life and discoveries differently. • Grace O'Malley was a pirate who lived approximately 500 years ago, and I can sequence and recount key events from her life, using books, photographs, and digital sources to explore her story and understand her significance in history. • Some key events from Grace O'Malley's life are significant in history, and I can ask and answer questions about these events using a range of sources to deepen my understanding of her impact and achievements. • Edward Teach, also known as Blackbeard, was a famous pirate who lived over 400 years ago, and I can sequence key events from his life and use sources like books and illustrations to describe his role in pirate history. • Queen Elizabeth was the Queen of England at that time, and I can use historical sources to understand her reign and how her leadership shaped events during the time of pirates like Grace O'Malley and Edward Teach.	• Samuel Pepys wrote a diary about the Great Fire of London in 1666, and I can sequence and recount key events from the fire, using Pepys' diary and other sources to place these events in chronological order. • The Great Fire of London happened in 1666, and I can describe this significant event by placing it in the correct time period and explaining its impact on London and the world using a variety of sources. • London was rebuilt to prevent future fires, and I can describe the rebuilding process by placing it in chronological order and explaining the changes made to the city, using books and historical records to understand why these changes were necessary. • Neil Armstrong was the first man to walk on the moon in 1969, and I can place this important event in chronological order using historical sources, such as books and photographs, to understand how the moon landing fits into the timeline of space exploration. • Helen Sherman was the first British woman in space, and I can place this milestone in the correct time period by ordering key events in space exploration and using sources to explain her significance. • Raleigh was a Nottingham company founded by Richard Woodhead, and I can place its founding and key events in the company's history in chronological order using different sources to understand its role in local history. • Not everyone in the world has equal rights, and I can describe this by looking at how people, like Emily Davison and Rosa Parks, fought for equal rights in different times and places. I can use sources like books and pictures to understand how they stood up for what was right and how their actions were important in history. • A suffragette was a term used for women who fought for the right to vote in the 1920s, and I can sequence key events in their struggle by placing them on a timeline and using sources to show how their efforts led to important changes in society. • Emily Davison was a suffragette who lived around 100 years ago, and I can ask and answer questions about her life and actions, using sources like books and photographs to understand her impact on history. • Rosa Parks peacefully protested against racial segregation in America, and I can describe this event using books and photographs, placing it in the right time period and explaining how it helped to change the laws in America. • In Montgomery in 1955 and 1956, significant events occurred related to the civil rights movement, and I can sequence these events on a timeline, using different sources to understand their importance in history.	• The Ancient Greeks created democracy, which has impacted life in Britain today, and I can use sources like written records and historical accounts to explain how Ancient Greek democracy worked and how it influenced modern British government. • Alexander the Great was a military commander who conquered various regions, and I can use historical maps and written records to describe his achievements, explaining how people in different times have interpreted his actions in different ways. • The Olympic Games first took place in Ancient Greece, and I can use a range of sources to explain their origins, comparing them to the modern Olympic Games and describing the similarities and differences. • The Romans invaded Britain in 43 CE, with Claudius as the emperor at the time, and I can use maps and historical records to explain where the Romans travelled, placing this invasion in the correct time period on a timeline. • Boudicca led the Iceni tribe in one such rebellion, and I can describe her leadership by using written accounts to explain her actions, while also understanding that different sources may describe her story in different ways.	• Bronze Age people travelled large distances to trade in tin and other objects, and I can describe this by using maps, trade artefacts, and written records to explain how trade routes helped spread ideas, skills, and materials across different regions. • The pyramids were built during the Egyptian civilisation for burial purposes, and I can examine sources such as images, models, and historical texts to explain why the Egyptians built these structures and what they tell us about their beliefs and practices. • The Egyptian civilisation grew around the Nile due to the fertile land and its use as a transport link, and I can use maps, geography, and historical accounts to explain how the Nile influenced the growth of the civilisation and how it helped people live and trade.		• Ada Lovelace was a mathematician who wrote the first computer program and worked with Charles Babbage; children can recognise her place on a timeline and make connections between her work and modern computer technology. • The Romans withdrew from Britain in 410 CE to defend their land in Italy. • Anglo-Saxons took over some Roman towns and repurposed the buildings. • The Anglo-Saxons were composed of three tribes: the Angles, Saxons, and Jutes. • For a long time, England was not a single country; Anglo-Saxon kings ruled many small kingdoms across the land. • The Vikings were seafaring people from Scandinavia who began raiding Britain in the late 8th century CE, and by using dates to place these events on a timeline, I can understand when these raids occurred and their significance in history. • From 865 CE, large Viking armies arrived in Britain with the intention of conquering land and establishing settlements, and I can use sources such as written records and archaeological evidence to understand how the Vikings expanded their control over parts of Britain. • The Battle of Hastings in 1066 led to Britain becoming Norman, and I can use dates to place this event on a timeline and compare sources to evaluate the consequences of the Norman victory on Viking influence in Britain. • The Battle of Stamford Bridge in 1066 resulted in the decline of Viking power in Britain, and I can use a variety of sources to understand the role of this battle in the eventual end of Viking control over parts of England.



History of the locality

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Talk about the lives of the people around them and their roles in society.	• Nottingham Castle was built about 1200 years ago, and I can sequence key events in its history, using a range of sources like books and photographs to understand how its uses and features have changed over time. • Physical buildings change over time, and I can ask and answer questions about how and why Nottingham Castle and other buildings in the area have been altered, using different sources to show my knowledge of these changes. • Nottingham Castle has had different uses throughout its history, and I can use sources like photographs and written records to explain these different uses and understand why the castle was important at various times in history. • The lace trade was an important part of Nottingham's history, and I can record what I've learned by writing about its significance, asking questions and using sources to explore how it impacted the local community and economy. • Nottingham caves are a network of human-made caves, and I can use a range of sources to ask and answer questions about their purpose and how they were used throughout history. • Nottingham caves have served many different purposes over the last 1200 years, and I can sequence and recount events in their history, using a variety of historical sources to understand the different roles these caves have played over time.	• The Great Fire of London happened in 1666, and I can describe this significant event by placing it in the correct time period and explaining its impact on London and the world using a variety of sources. • The fire started in a bakery on Pudding Lane, and I can sequence this event and describe the beginning of the fire by asking questions and using sources like maps, pictures, and written records to understand its cause. • Significant places that were burned down in the fire include St. Paul's Cathedral and many homes, and I can recount the places destroyed by the fire, using sources like maps and images to explain the loss. • Raleigh was a Nottingham company founded by Richard Woodhead, and I can place its founding and key events in the company's history in chronological order using different sources to understand its role in local history. • The Nottingham tram system has evolved from the past to the present, and I can place key changes in the system's development on a timeline and use sources like maps and photos to describe how the tram system has changed over time.	• The Romans invaded Britain in 43 CE, with Claudius as the emperor at the time, and I can use maps and historical records to explain where the Romans travelled, placing this invasion in the correct time period on a timeline. • Not all Britons welcomed the Romans and their advancements, which led to rebellions, and I can explore this by using different sources to understand why some people resisted Roman rule and how these rebellions shaped Britain's history. • Boudicca led the Iceni tribe in one such rebellion, and I can describe her leadership by using written accounts to explain her actions, while also understanding that different sources may describe her story in different ways.	• The Egyptian civilisation grew around the Nile due to the fertile land and its use as a transport link, and I can use maps, geography, and historical accounts to explain how the Nile influenced the growth of the civilisation and how it helped people live and trade.	• People in Nottingham used the tunnels and caves as air raid shelters during the Blitz, and I can explore photographs, maps, and eyewitness accounts to learn how people in Nottingham protected themselves and how the city was affected by the air raids. • Nottingham suffered a Blitz attack on the night of 8th/9th May 1941, and I can use primary sources, like newspapers and personal stories, to understand the events of this night and the impact it had on the local community.	• Viking town names ending in 'burh' evolved into 'borough' in Nottinghamshire. • Snotta-inga-ham originated from Anglo-Saxon, meaning a village owned by Snotta in the 6th century. • The areas settled by the Vikings were known as the Danelaw, where local people were subject to Danish law, and I can compare different historical sources to understand the relationship between Viking settlers and the Anglo-Saxon rulers like Alfred the Great.



British history - Stone Age to 1066

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
			• The Romans invaded Britain in 43 CE, with Claudius as the emperor at the time, and I can use maps and historical records to explain where the Romans travelled, placing this invasion in the correct time period on a timeline. • Not all Britons welcomed the Romans and their advancements, which led to rebellions, and I can explore this by using different sources to understand why some people resisted Roman rule and how these rebellions shaped Britain's history. • Boudicca led the Iceni tribe in one such rebellion, and I can describe her leadership by using written accounts to explain her actions, while also understanding that different sources may describe her story in different ways.	• The Stone Age started around 15,000 BCE, and I can place this period in chronological order using timelines and historical terms like 'BCE' to understand when it happened and how it fits with other historical periods. • The Stone Age was followed by the Bronze Age and the Iron Age, and I can use a range of historical terms such as 'BCE' and 'CE' to describe when these periods occurred and explain how they fit into a wider historical timeline. • The development of tools led to advancements in life, and I can use different sources like artefacts, images, and written records to explore how new tools improved farming, hunting, and daily tasks. • The creation of bronze resulted in advancements in technology and toolmaking, and I can describe these changes by examining sources such as tools, weapons, and pottery to understand how bronze changed the way people lived. • The Iron Age ended in 550 BCE, and I can place this event in chronological order on a timeline, using historical terms like 'BCE' to show how the Iron Age marked a shift in technology and society.		• The Romans withdrew from Britain in 410 CE to defend their land in Italy. • Anglo-Saxons took over some Roman towns and repurposed the buildings. • The Anglo-Saxons were composed of three tribes: the Angles, Saxons, and Jutes. • Saxon land was divided into units called 'shires.' • For a long time, England was not a single country; Anglo-Saxon kings ruled many small kingdoms across the land. • The Scots settled in Britain during the early Middle Ages, establishing the Kingdom of Scotland and shaping the country's culture and identity, and by using historical sources such as maps, records, and archaeological evidence, I can understand the impact of their settlement and place this event on a timeline to see its significance in British history. • The Vikings were seafaring people from Scandinavia who began raiding Britain in the late 8th century CE, and by using dates to place these events on a timeline, I can understand when these raids occurred and their significance in history. • From 865 CE, large Viking armies arrived in Britain with the intention of conquering land and establishing settlements, and I can use sources such as written records and archaeological evidence to understand how the Vikings expanded their control over parts of Britain. • The areas settled by the Vikings were known as the Danelaw, where local people were subject to Danish law, and I can compare different historical sources to understand the relationship between Viking settlers and the Anglo-Saxon rulers like Alfred the Great. • The Battle of Stamford Bridge in 1066 resulted in the decline of Viking power in Britain, and I can use a variety of sources to understand the role of this battle in the eventual end of Viking control over parts of England.

Ancient Civilisations

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
			• The Indus Valley Civilisation lasted from 3300 BCE to 1300 BCE, and I can sequence this time period on a timeline and explain its significance by asking questions about the developments in this civilisation, such as the cities they built and the changes they made. • Cotton was first grown by the Indus Valley Civilisation, and I can explain the significance of this discovery by looking at the effect it had on trade and society, using sources like images and written records to explore its importance. • The Indus Valley Civilisation designed and built cities with systems for drainage and fresh water, and I can ask questions and use different sources to explain why these developments were significant, helping to show how advanced their society was. • The Indus Valley Civilisation developed a standardised system of weights and measures, and I can sequence this development on a timeline and explain why it was important for trade and daily life, using a variety of sources to understand its impact. • Six-sided dice dating back to around 2000 BCE have been discovered in the Indus Valley, and I can describe their significance by using archaeological findings to comment on their usefulness in understanding the daily life and culture of the civilisation. • The Ancient Greek civilization existed from 1200 BCE to 300 BCE, and I can place this time period in a chronological framework, using timelines and historical terms like 'BCE' to understand when it happened and how it fits alongside other historical periods. • The religious beliefs of the Ancient Greeks significantly influenced their daily lives and practices, and I can use different sources, such as texts, images, and artefacts, to explain how their gods and myths shaped their traditions and routines. • The Ancient Greeks created democracy, which has impacted life in Britain today, and I can use sources like written records and historical accounts to explain how Ancient Greek democracy worked and how it influenced modern British government. • Alexander the Great was a military commander who conquered various regions, and I can use historical maps and written records to describe his achievements, explaining how people in different times have interpreted his actions in different ways. • The Olympic Games first took place in Ancient Greece, and I can use a range of sources to explain their origins, comparing them to the modern Olympic Games and describing the similarities and differences. • The Roman civilisation began in the 8th century BCE with the founding of Rome, and I can place this event in a chronological framework using timelines and historical terms like 'BCE' to understand when it happened and how it fits with other ancient civilisations. • Ancient Rome was an empire ruled by an emperor, and I can use sources like statues, coins, and written records to describe the role of emperors and how they controlled the empire.	• The Stone Age started around 15,000 BCE, and I can place this period in chronological order using timelines and historical terms like 'BCE' to understand when it happened and how it fits with other historical periods. • The Stone Age was followed by the Bronze Age and the Iron Age, and I can use a range of historical terms such as 'BCE' and 'CE' to describe when these periods occurred and explain how they fit into a wider historical timeline. • The development of tools led to advancements in life, and I can use different sources like artefacts, images, and written records to explore how new tools improved farming, hunting, and daily tasks. • The creation of bronze resulted in advancements in technology and toolmaking, and I can describe these changes by examining sources such as tools, weapons, and pottery to understand how bronze changed the way people lived. • The discovery and mining of copper enabled Bronze Age people to make bronze, and I can explain this process by exploring sources like mining tools, copper artefacts, and written records to understand how people created stronger tools and weapons. • The major ancient civilisations, including the Egyptians, Sumerians, Indus Valley, and Shang Dynasty, existed at different times in relation to each other, and I can use timelines and historical terms to place these civilisations in the correct order, understanding how they fit together in history. • We know about the Egyptians from the artefacts and structures they have left behind, and I can study these sources, like pottery, tools, and buildings, to learn more about their way of life and how they used these objects. • The pyramids were built during the Egyptian civilisation for burial purposes, and I can examine sources such as images, models, and historical texts to explain why the Egyptians built these structures and what they tell us about their beliefs and practices. • The Egyptian civilisation grew around the Nile due to the fertile land and its use as a transport link, and I can use maps, geography, and historical accounts to explain how the Nile influenced the growth of the civilisation and how it helped people live and trade. • The shadoof was developed for irrigation purposes in ancient Egypt, and I can use historical sources like images or models to describe how the shadoof worked and its importance for farming in Egypt. • The Egyptians created a form of writing called hieroglyphs, and I can explore hieroglyphic texts and symbols to understand how the Egyptians communicated and recorded their history.	• The Early Islamic civilisation was centred around Baghdad, and by using historical sources such as maps and documents, I can place Baghdad as a key city in this civilisation and understand its role in shaping the culture, economy, and politics of the time. • The caliph served as an absolute monarch and ruled over the caliphate, and by exploring historical records, I can identify the power and influence of the caliph and understand how this role impacted the governance of the Islamic world. • Around 900 CE, Baghdad was the largest city in the world, and I can use evidence from trade routes, writings, and archaeological discoveries to explain why Baghdad grew to this size and its significance in the global context of the time. • This period is referred to as the "Golden Age of Islam," and by examining scientific, literary, and architectural achievements from the period, I can explore how this era was a time of great advancement and its lasting impact on world history.	



Study of a period beyond 1066

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
	• Grace O'Malley was a pirate who lived approximately 500 years ago, and I can sequence and recount key events from her life, using books, photographs, and digital sources to explore her story and understand her significance in history. • Edward Teach, also known as Blackbeard, was a famous pirate who lived over 400 years ago, and I can sequence key events from his life and use sources like books and illustrations to describe his role in pirate history. • Queen Elizabeth was the Queen of England at that time, and I can use historical sources to understand her reign and how her leadership shaped events during the time of pirates like Grace O'Malley and Edward Teach.					• The Battle of Hastings in 1066 led to Britain becoming Norman, and I can use dates to place this event on a timeline and compare sources to evaluate the consequences of the Norman victory on Viking influence in Britain. • The Industrial Revolution was a time of big change in Britain that began in the late 1700s; children can use dates to order and place this event on a timeline and understand how it connects to the modern world of machines and industry. • During the Industrial Revolution, machines were used instead of hand tools and many goods were made in factories, which helps us understand how modern factories and production methods developed. • Steam engines and new machines helped industries like textiles, mining, and transport to grow quickly; by placing these changes on a timeline, children can see how technology has progressed and still shapes our lives today. • Many people moved to towns and cities to work in factories, where conditions were often unsafe; children can make connections between these living and working conditions and ongoing conversations today about workers' rights and safety. • The Industrial Revolution brought both progress, like faster transport, and problems, like pollution and poor housing; children can explain how these changes affected people at the time and still influence the way we live today. • Ada Lovelace was a mathematician who wrote the first computer program and worked with Charles Babbage; children can recognise her place on a timeline and make connections between her work and modern computer technology.



Local History

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Talk about the lives of the people around them and their roles in society.	• Nottingham Castle was built about 1200 years ago, and I can sequence key events in its history, using a range of sources like books and photographs to understand how its uses and features have changed over time. • Physical buildings change over time, and I can ask and answer questions about how and why Nottingham Castle and other buildings in the area have been altered, using different sources to show my knowledge of these changes. • Nottingham Castle has had different uses throughout its history, and I can use sources like photographs and written records to explain these different uses and understand why the castle was important at various times in history. • The lace trade was an important part of Nottingham's history, and I can record what I've learned by writing about its significance, asking questions and using sources to explore how it impacted the local community and economy. • Nottingham caves are a network of human-made caves, and I can use a range of sources to ask and answer questions about their purpose and how they were used throughout history. • Nottingham caves have served many different purposes over the last 1200 years, and I can sequence and recount events in their history, using a variety of historical sources to understand the different roles these caves have played over time.				• People in Nottingham used the tunnels and caves as air raid shelters during the Blitz, and I can explore photographs, maps, and eyewitness accounts to learn how people in Nottingham protected themselves and how the city was affected by the air raids. • Nottingham suffered a Blitz attack on the night of 8th/9th May 1941, and I can use primary sources, like newspapers and personal stories, to understand the events of this night and the impact it had on the local community.	• Viking town names ending in 'burh' evolved into 'borough' in Nottinghamshire. • Snotta-inga-ham originated from Anglo-Saxon, meaning a village owned by Snotta in the 6th century. • The areas settled by the Vikings were known as the Danelaw, where local people were subject to Danish law, and I can compare different historical sources to understand the relationship between Viking settlers and the Anglo-Saxon rulers like Alfred the Great.



Chronology

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Beginning to have an understanding for terms like, yesterday, last week and last year. • Appreciating that they may have siblings that are older than them and that they may be older than a younger sibling. • Knowing and understanding that their grandparents are older than their parents.	• Dinosaurs lived millions of years ago, and I can talk, draw, and write about what we know about dinosaurs using evidence from fossils and scientific discoveries. • Dinosaurs became extinct, and I can explain what we know about their extinction by exploring different sources and recognising that there are different ideas and theories about why this happened. • Grace O'Malley was a pirate who lived approximately 500 years ago, and I can sequence and recount key events from her life, using books, photographs, and digital sources to explore her story and understand her significance in history. • Edward Teach, also known as Blackbeard, was a famous pirate who lived over 400 years ago, and I can sequence key events from his life and use sources like books and illustrations to describe his role in pirate history. • Nottingham Castle was built about 1200 years ago, and I can sequence key events in its history, using a range of sources like books and photographs to understand how its uses and features have changed over time. • Nottingham caves have served many different purposes over the last 1200 years, and I can sequence and recount events in their history, using a variety of historical sources to understand the different roles these caves have played over time.	• Samuel Pepys wrote a diary about the Great Fire of London in 1666, and I can sequence and recount key events from the fire, using Pepys' diary and other sources to place these events in chronological order. • The Great Fire of London happened in 1666, and I can describe this significant event by placing it in the correct time period and explaining its impact on London and the world using a variety of sources. • The fire started in a bakery on Pudding Lane, and I can sequence this event and describe the beginning of the fire by asking questions and using sources like maps, pictures, and written records to understand its cause. • London was rebuilt to prevent future fires, and I can describe the rebuilding process by placing it in chronological order and explaining the changes made to the city, using books and historical records to understand why these changes were necessary. • Neil Armstrong was the first man to walk on the moon in 1969, and I can place this important event in chronological order using historical sources, such as books and photographs, to understand how the moon landing fits into the timeline of space exploration. • Helen Sherman was the first British woman in space, and I can place this milestone in the correct time period by ordering key events in space exploration and using sources to explain her significance. • The first moon landing happened in 1969, and I can describe this event by placing it in the correct time on a timeline and explaining its importance using historical sources and images. • Raleigh was a Nottingham company founded by Richard Woodhead, and I can place its founding and key events in the company's history in chronological order using different sources to understand its role in local history. • A suffragette was a term used for women who fought for the right to vote in the 1920s, and I can sequence key events in their struggle by placing them on a timeline and using sources to show how their efforts led to important changes in society. • There are key events from Emily Davison's life that are significant to history, and I can use a range of sources to describe these events, placing them in chronological order and explaining their importance. • In Montgomery in 1955 and 1956, significant events occurred related to the civil rights movement, and I can sequence these events on a timeline, using different sources to understand their importance in history.	• The Indus Valley Civilisation lasted from 3300 BCE to 1300 BCE, and I can sequence this time period on a timeline and explain its significance by asking questions about the developments in this civilisation, such as the cities they built and the changes they made. • The Indus Valley Civilisation developed a standardised system of weights and measures, and I can sequence this development on a timeline and explain why it was important for trade and daily life, using a variety of sources to understand its impact. • The Ancient Greek civilization existed from 1200 BCE to 300 BCE, and I can place this time period in a chronological framework, using timelines and historical terms like 'BCE' to understand when it happened and how it fits alongside other historical periods. • The first Olympic Games took place in Ancient Greece, and I can use a range of sources to explain their origins, comparing them to the modern Olympic Games and describing the similarities and differences. • The Roman civilisation began in the 8th century BCE with the founding of Rome, and I can place this event in a chronological framework using timelines and historical terms like 'BCE' to understand when it happened and how it fits with other ancient civilisations. • The Romans invaded Britain in 43 CE, with Claudius as the emperor at the time, and I can use maps and historical records to explain where the Romans travelled, placing this invasion in the correct time period on a timeline.	• The Stone Age started around 15,000 BCE, and I can place this period in chronological order using timelines and historical terms like 'BCE' to understand when it happened and how it fits with other historical periods. • The Stone Age was followed by the Bronze Age and the Iron Age, and I can use a range of historical terms such as 'BCE' and 'CE' to describe when these periods occurred and explain how they fit into a wider historical timeline. • The Iron Age ended in 550 BCE, and I can place this event in chronological order on a timeline, using historical terms like 'BCE' to show how the Iron Age marked a shift in technology and society. • The major ancient civilisations, including the Egyptians, Sumerians, Indus Valley, and Shang Dynasty, existed at different times in relation to each other, and I can use timelines and historical terms to place these civilisations in the correct order, understanding how they fit together in history.	• World War II started when Germany invaded Poland in 1939 and ended in 1945, and I can place this event on a timeline, using historical terms and sources to understand the key moments in the war, such as the invasion and its impact on the countries involved. • The Early Islamic civilisation was centred around Baghdad, and by using historical sources such as maps and documents, I can place Baghdad as a key city in this civilisation and understand its role in shaping the culture, economy, and politics of the time. • Around 900 CE, Baghdad was the largest city in the world, and I can use evidence from trade routes, writings, and archaeological discoveries to explain why Baghdad grew to this size and its significance in the global context of the time.	• The Romans withdrew from Britain in 410 CE to defend their land in Italy, and by using dates, I can place this event on a timeline and understand its significance in the context of the fall of the Roman Empire. • The Vikings were seafaring people from Scandinavia who began raiding Britain in the late 8th century CE, and by using dates to place these events on a timeline, I can understand when these raids occurred and their significance in history. • From 865 CE, large Viking armies arrived in Britain with the intention of conquering land and establishing settlements, and I can use sources such as written records and archaeological evidence to understand how the Vikings expanded their control over parts of Britain. • The Battle of Hastings in 1066 led to Britain becoming Norman, and I can use dates to place this event on a timeline and compare sources to evaluate the consequences of the Norman victory on Viking influence in Britain. • The Battle of Stamford Bridge in 1066 resulted in the decline of Viking power in Britain, and I can use a variety of sources to understand the role of this battle in the eventual end of Viking control over parts of England. • The Industrial Revolution was a time of big change in Britain that began in the late 1700s; children can use dates to order and place this event on a timeline and understand how it connects to the modern world of machines and industry. • Steam engines and new machines helped industries like textiles, mining, and transport to grow quickly; by placing these changes on a timeline, children can see how technology has progressed and still shapes our lives today. • Ada Lovelace was a mathematician who wrote the first computer program and worked with Charles Babbage; children can recognise her place on a timeline and make connections between her work and modern computer technology.



Interpretation

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Beginning to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'. • Beginning to understand that some familiar stories were set in a time before they were born.	• Key events from Mary Anning's life are significant in the history of palaeontology, and I can give an account of these events while recognising that others may describe her life and discoveries differently. • Dinosaurs became extinct, and I can explain what we know about their extinction by exploring different sources and recognising that there are different ideas and theories about why this happened. • Key events from Grace O'Malley's life are significant in history, and I can ask and answer questions about these events using a range of sources to deepen my understanding of her impact and achievements. • An absolute monarch is a ruler who has complete power over their kingdom, and I can use books and digital sources to explain what this meant for rulers like Queen Elizabeth and how it influenced decisions and events during her reign. • Physical buildings change over time, and I can ask and answer questions about how and why Nottingham Castle and other buildings in the area have been altered, using different sources to show my knowledge of these changes. • Nottingham Castle has had different uses throughout its history, and I can use sources like photographs and written records to explain these different uses and understand why the castle was important at various times in history. • Nottingham caves have served many different purposes over the last 1200 years, and I can sequence and recount events in their history, using a variety of historical sources to understand the different roles these caves have played over time.	• Samuel Pepys wrote a diary about the Great Fire of London in 1666, and I can sequence and recount key events from the fire, using Pepys' diary and other sources to place these events in chronological order. • People tried to put out the fire using various methods, such as creating firebreaks and using buckets of water, and I can sequence these attempts and describe how people responded to the fire, using historical sources to understand their actions. • Not everyone in the world has equal rights, and I can describe this by looking at how people, like Emily Davison and Rosa Parks, fought for equal rights in different times and places. I can use sources like books and pictures to understand how they stood up for what was right and how their actions were important in history.	• Cotton was first grown by the Indus Valley Civilisation, and I can explain the significance of this discovery by looking at the effect it had on trade and society, using sources like images and written records to explore its importance. • The Indus Valley Civilisation designed and built cities with systems for drainage and fresh water, and I can ask questions and use different sources to explain why these developments were significant, helping to show how advanced their society was. • Six-sided dice dating back to around 2000 BCE have been discovered in the Indus Valley, and I can describe their significance by using archaeological findings to comment on their usefulness in understanding the daily life and culture of the civilisation. • Alexander the Great was a military commander who conquered various regions, and I can use historical maps and written records to describe his achievements, explaining how people in different times have interpreted his actions in different ways. • Boudicca led the Iceni tribe in one such rebellion, and I can describe her leadership by using written accounts to explain her actions, while also understanding that different sources may describe her story in different ways.	• The development of tools led to advancements in life, and I can use different sources like artefacts, images, and written records to explore how new tools improved farming, hunting, and daily tasks. • The creation of bronze resulted in advancements in technology and toolmaking, and I can describe these changes by examining sources such as tools, weapons, and pottery to understand how bronze changed the way people lived. • The discovery and mining of copper enabled Bronze Age people to make bronze, and I can explain this process by exploring sources like mining tools, copper artefacts, and written records to understand how people created stronger tools and weapons. • We know about the Egyptians from the artefacts and structures they have left behind, and I can study these sources, like pottery, tools, and buildings, to learn more about their way of life and how they used these objects. • The pyramids were built during the Egyptian civilisation for burial purposes, and I can examine sources such as images, models, and historical texts to explain why the Egyptians built these structures and what they tell us about their beliefs and practices. • The Egyptians created a form of writing called hieroglyphs, and I can explore hieroglyphic texts and symbols to understand how the Egyptians communicated and recorded their history.	• The countries involved in World War II included Germany, the United Kingdom, France, the Soviet Union, the United States, and others, and I can compare the roles of these countries in the war by examining sources like maps, documents, and photographs to understand their involvement and influence on the outcome. • A Blitz is an intensive or sudden military attack, and I can use historical records and accounts from people who lived through it to understand what it was like during the Blitz, how it affected civilians, and why it happened.	• During the Industrial Revolution, machines were used instead of hand tools and many goods were made in factories, which helps us understand how modern factories and production methods developed. • Steam engines and new machines helped industries like textiles, mining, and transport to grow quickly; by placing these changes on a timeline, children can see how technology has progressed and still shapes our lives today. • Many people moved to towns and cities to work in factories, where conditions were often unsafe; children can make connections between these living and working conditions and ongoing conversations today about workers' rights and safety. • The Industrial Revolution brought both progress, like faster transport, and problems, like pollution and poor housing; children can explain how these changes affected people at the time and still influence the way we live today. • Ada Lovelace was a mathematician who wrote the first computer program and worked with Charles Babbage; children can recognise her place on a timeline and make connections between her work and modern computer technology. • Anglo-Saxons took over some Roman towns and repurposed the buildings, and by evaluating historical sources, I can understand how the Anglo-Saxons adapted Roman structures for their own use. • The Anglo-Saxons had distinct features in their daily life, including social structure, agriculture, and craftsmanship, and by using sources such as archaeological evidence and written records, I can explain how these features contributed to their society. • Viking town names ending in 'burh' evolved into 'borough' in Nottinghamshire, and by examining historical records and linguistic evidence, I can trace the development of place names over time. • The areas settled by the Vikings were known as the Danelaw, where local people were subject to Danish law, and I can compare different historical sources to understand the relationship between Viking settlers and the Anglo-Saxon rulers like Alfred the Great. • The Vikings were innovators who invented the potter's wheel and vertical loom, and by exploring different sources, I can present findings on how these inventions influenced daily life and craftsmanship in Viking settlements.



Cause and consequence

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
	• Dinosaurs became extinct, and I can explain what we know about their extinction by exploring different sources and recognising that there are different ideas and theories about why this happened. • Queen Elizabeth was the Queen of England at that time, and I can use historical sources to understand her reign and how her leadership shaped events during the time of pirates like Grace O'Malley and Edward Teach. • An absolute monarch is a ruler who has complete power over their kingdom, and I can use books and digital sources to explain what this meant for rulers like Queen Elizabeth and how it influenced decisions and events during her reign. • Physical buildings change over time, and I can ask and answer questions about how and why Nottingham Castle and other buildings in the area have been altered, using different sources to show my knowledge of these changes. • The lace trade was an important part of Nottingham's history, and I can record what I've learned by writing about its significance, asking questions and using sources to explore how it impacted the local community and economy.	• The fire started in a bakery on Pudding Lane, and I can sequence this event and describe the beginning of the fire by asking questions and using sources like maps, pictures, and written records to understand its cause. • London was rebuilt to prevent future fires, and I can describe the rebuilding process by placing it in chronological order and explaining the changes made to the city, using books and historical records to understand why these changes were necessary. • Rosa Parks peacefully protested against racial segregation in America, and I can describe this event using books and photographs, placing it in the right time period and explaining how it helped to change the laws in America.	• Cotton was first grown by the Indus Valley Civilisation, and I can explain the significance of this discovery by looking at the effect it had on trade and society, using sources like images and written records to explore its importance. • The Indus Valley Civilisation designed and built cities with systems for drainage and fresh water, and I can ask questions and use different sources to explain why these developments were significant, helping to show how advanced their society was. • The Ancient Greeks created democracy, which has impacted life in Britain today, and I can use sources like written records and historical accounts to explain how Ancient Greek democracy worked and how it influenced modern British government. • The Olympic Games first took place in Ancient Greece, and I can use a range of sources to explain their origins, comparing them to the modern Olympic Games and describing the similarities and differences. • Not all Britons welcomed the Romans and their advancements, which led to rebellions, and I can explore this by using different sources to understand why some people resisted Roman rule and how these rebellions shaped Britain's history.	• The development of tools led to advancements in life, and I can use different sources like artefacts, images, and written records to explore how new tools improved farming, hunting, and daily tasks. • The creation of bronze resulted in advancements in technology and toolmaking, and I can describe these changes by examining sources such as tools, weapons, and pottery to understand how bronze changed the way people lived. • The discovery and mining of copper enabled Bronze Age people to make bronze, and I can explain this process by exploring sources like mining tools, copper artefacts, and written records to understand how people created stronger tools and weapons.	• World War II started when Germany invaded Poland in 1939 and ended in 1945, and I can place this event on a timeline, using historical terms and sources to understand the key moments in the war, such as the invasion and its impact on the countries involved. • A Blitz is an intensive or sudden military attack, and I can use historical records and accounts from people who lived through it to understand what it was like during the Blitz, how it affected civilians, and why it happened. • This period is referred to as the "Golden Age of Islam," and by examining scientific, literary, and architectural achievements from the period, I can explore how this era was a time of great advancement and its lasting impact on world history. • The differing situations in these regions can be attributed to various social, political, and cultural factors, and by analysing sources from both the Islamic world and Europe, I can explain how these factors shaped the histories of each region and their development over time.	• The Industrial Revolution was a time of big change in Britain that began in the late 1700s; children can use dates to order and place this event on a timeline and understand how it connects to the modern world of machines and industry. • During the Industrial Revolution, machines were used instead of hand tools and many goods were made in factories, which helps us understand how modern factories and production methods developed. • Steam engines and new machines helped industries like textiles, mining, and transport to grow quickly; by placing these changes on a timeline, children can see how technology has progressed and still shapes our lives today. • Many people moved to towns and cities to work in factories, where conditions were often unsafe; children can make connections between these living and working conditions and ongoing conversations today about workers' rights and safety. • The Industrial Revolution brought both progress, like faster transport, and problems, like pollution and poor housing; children can explain how these changes affected people at the time and still influence the way we live today. • Ada Lovelace was a mathematician who wrote the first computer program and worked with Charles Babbage; children can recognise her place on a timeline and make connections between her work and modern computer technology. • The Romans withdrew from Britain in 410 CE to defend their land in Italy, and by using dates, I can place this event on a timeline and understand its significance in the context of the fall of the Roman Empire. • Anglo-Saxons took over some Roman towns and repurposed the buildings, and by evaluating historical sources, I can understand how the Anglo-Saxons adapted Roman structures for their own use. • The Scots settled in Britain during the early Middle Ages, establishing the Kingdom of Scotland and shaping the country's culture and identity, and by using historical sources such as maps, records, and archaeological evidence, I can understand the impact of their settlement and place this event on a timeline to see its significance in British history. • Some Anglo-Saxons resisted the Viking takeover, and by considering multiple historical sources, I can examine the resistance to Viking rule and understand the impact of this conflict on the wider history of Britain. • The Battle of Hastings in 1066 led to Britain becoming Norman, and I can use dates to place this event on a timeline and compare sources to evaluate the consequences of the Norman victory on Viking influence in Britain. • The Battle of Stamford Bridge in 1066 resulted in the decline of Viking power in Britain, and I can use a variety of sources to understand the role of this battle in the eventual end of Viking control over parts of England.



Source enquiry

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Appreciating that certain artefacts and resources are old and have been used before.	• We learn about the past from things that are left behind, such as fossils, and I can use books, photographs, and digital sources to explain how fossils provide clues about life millions of years ago. • There are similarities and differences between schools from Victorian times and schools today, and I can identify these by talking, drawing, and writing about aspects of the past, using sources such as photographs and books to compare school life across different periods. • Grace O'Malley was a pirate who lived approximately 500 years ago, and I can sequence and recount key events from her life, using books, photographs, and digital sources to explore her story and understand her significance in history. • Some key events from Grace O'Malley's life are significant in history, and I can ask and answer questions about these events using a range of sources to deepen my understanding of her impact and achievements. • Grace O'Malley's real name was Gráinne Ní Mháille, and I can use different sources, such as books and digital information, to explain her identity and how her name is remembered in history. • Edward Teach, also known as Blackbeard, was a famous pirate who lived over 400 years ago, and I can sequence key events from his life and use sources like books and illustrations to describe his role in pirate history. • Queen Elizabeth was the Queen of England at that time, and I can use historical sources to understand her reign and how her leadership shaped events during the time of pirates like Grace O'Malley and Edward Teach. • An absolute monarch is a ruler who has complete power over their kingdom, and I can use books and digital sources to explain what this meant for rulers like Queen Elizabeth and how it influenced decisions and events during her reign. • Nottingham Castle was built about 1200 years ago, and I can sequence key events in its history, using a range of sources like books and photographs to understand how its uses and features have changed over time. • Physical buildings change over time, and I can ask and answer questions about how and why Nottingham Castle and other buildings in the area have been altered, using different sources to show my knowledge of these changes. • Nottingham Castle has had different uses throughout its history, and I can use sources like photographs and written records to explain these different uses and understand why the castle was important at various times in history. • The lace trade was an important part of Nottingham's history, and I can record what I've learned by writing about its significance, asking questions and using sources to explore how it impacted the local community and economy. • Nottingham caves are a network of human-made caves, and I can use a range of sources to ask and answer questions about their purpose and how they were used throughout history. • Nottingham caves have served many different purposes over the last 1200 years, and I can sequence and recount events in their history, using a variety of historical sources to understand the different roles these caves have played over time.	• Samuel Pepys wrote a diary about the Great Fire of London in 1666, and I can sequence and recount key events from the fire, using Pepys' diary and other sources to place these events in chronological order. • People tried to put out the fire using various methods, such as creating firebreaks and using buckets of water, and I can sequence these attempts and describe how people responded to the fire, using historical sources to understand their actions. • Significant places that were burned down in the fire include St. Paul's Cathedral and many homes, and I can recount the places destroyed by the fire, using sources like maps and images to explain the loss. • Neil Armstrong was the first man to walk on the moon in 1969, and I can place this important event in chronological order using historical sources, such as books and photographs, to understand how the moon landing fits into the timeline of space exploration. • Helen Sherman was the first British woman in space, and I can place this milestone in the correct time period by ordering key events in space exploration and using sources to explain her significance. • Raleigh was a Nottingham company founded by Richard Woodhead, and I can place its founding and key events in the company's history in chronological order using different sources to understand its role in local history. • Emily Davison was a suffragette who lived around 100 years ago, and I can ask and answer questions about her life and actions, using sources like books and photographs to understand her impact on history. • There are key events from Emily Davison's life that are significant to history, and I can use a range of sources to describe these events, placing them in chronological order and explaining their importance.	• Cotton was first grown by the Indus Valley Civilisation, and I can explain the significance of this discovery by looking at the effect it had on trade and society, using sources like images and written records to explore its importance. • The Indus Valley Civilisation designed and built cities with systems for drainage and fresh water, and I can ask questions and use different sources to explain why these developments were significant, helping to show how advanced their society was. • The Indus Valley Civilisation developed a standardised system of weights and measures, and I can sequence this development on a timeline and explain why it was important for trade and daily life, using a variety of sources to understand its impact. • Six-sided dice dating back to around 2000 BCE have been discovered in the Indus Valley, and I can describe their significance by using archaeological findings to comment on their usefulness in understanding the daily life and culture of the civilisation. • The religious beliefs of the Ancient Greeks significantly influenced their daily lives and practices, and I can use different sources, such as texts, images, and artefacts, to explain how their gods and myths shaped their traditions and routines. • Alexander the Great was a military commander who conquered various regions, and I can use historical maps and written records to describe his achievements, explaining how people in different times have interpreted his actions in different ways. • Ancient Rome was an empire ruled by an emperor, and I can use sources like statues, coins, and written records to describe the role of emperors and how they controlled the empire. • The Romans invaded Britain in 43 CE, with Claudius as the emperor at the time, and I can use maps and historical records to explain where the Romans travelled, placing this invasion in the correct time period on a timeline. • Not all Britons welcomed the Romans and their advancements, which led to rebellions, and I can explore this by using different sources to understand why some people resisted Roman rule and how these rebellions shaped Britain's history. • Boudicca led the Iceni tribe in one such rebellion, and I can describe her leadership by using written accounts to explain her actions, while also understanding that different sources may describe her story in different ways.	• The development of tools led to advancements in life, and I can use different sources like artefacts, images, and written records to explore how new tools improved farming, hunting, and daily tasks. • The creation of bronze resulted in advancements in technology and toolmaking, and I can describe these changes by examining sources such as tools, weapons, and pottery to understand how bronze changed the way people lived. • The discovery and mining of copper enabled Bronze Age people to make bronze, and I can explain this process by exploring sources like mining tools, copper artefacts, and written records to understand how people created stronger tools and weapons. • Bronze Age people travelled large distances to trade in tin and other objects, and I can describe this by using maps, trade artefacts, and written records to explain how trade routes helped spread ideas, skills, and materials across different regions. • • We know about the Egyptians from the artefacts and structures they have left behind, and I can study these sources, like pottery, tools, and buildings, to learn more about their way of life and how they used these objects. • The pyramids were built during the Egyptian civilisation for burial purposes, and I can examine sources such as images, models, and historical texts to explain why the Egyptians built these structures and what they tell us about their beliefs and practices. • The Egyptian civilisation grew around the Nile due to the fertile land and its use as a transport link, and I can use maps, geography, and historical accounts to explain how the Nile influenced the growth of the civilisation and how it helped people live and trade. • The shadoof was developed for irrigation purposes in ancient Egypt, and I can use historical sources like images or models to describe how the shadoof worked and its importance for farming in Egypt. • The Egyptians created a form of writing called hieroglyphs, and I can explore hieroglyphic texts and symbols to understand how the Egyptians communicated and recorded their history.	• People in Nottingham used the tunnels and caves as air raid shelters during the Blitz, and I can explore photographs, maps, and eyewitness accounts to learn how people in Nottingham protected themselves and how the city was affected by the air raids. • Nottingham suffered a Blitz attack on the night of 8th/9th May 1941, and I can use primary sources, like newspapers and personal stories, to understand the events of this night and the impact it had on the local community. • Children from Nottingham City were evacuated to nearby areas such as Keyworth, Kimberley, Lambley, and Lowdham, and I can use evacuation records, letters, and diaries to explore why children were evacuated and what it was like for them during the war. • Children from other cities were evacuated to Nottinghamshire for safety, and I can use historical sources such as letters, photographs, and government documents to learn about the experiences of evacuees in Nottinghamshire and the role it played in keeping children safe. • The Early Islamic civilisation was centred around Baghdad, and by using historical sources such as maps and documents, I can place Baghdad as a key city in this civilisation and understand its role in shaping the culture, economy, and politics of the time. • The caliph served as an absolute monarch and ruled over the caliphate, and by exploring historical records, I can identify the power and influence of the caliph and understand how this role impacted the governance of the Islamic world. • Around 900 CE, Baghdad was the largest city in the world, and I can use evidence from trade routes, writings, and archaeological discoveries to explain why Baghdad grew to this size and its significance in the global context of the time.	• Many people moved to towns and cities to work in factories, where conditions were often unsafe; children can make connections between these living and working conditions and ongoing conversations today about workers' rights and safety. • The Anglo-Saxons had distinct features in their daily life, including social structure, agriculture, and craftsmanship, and by using sources such as archaeological evidence and written records, I can explain how these features contributed to their society. • Viking town names ending in 'burh' evolved into 'borough' in Nottinghamshire, and by examining historical records and linguistic evidence, I can trace the development of place names over time. • Snotta-inga-ham originated from Anglo-Saxon, meaning a village owned by Snotta in the 6th century, and by analysing historical documents and linguistic evidence, I can understand how Anglo-Saxon language influenced modern place names. • The Scots settled in Britain during the early Middle Ages, establishing the Kingdom of Scotland and shaping the country's culture and identity, and by using historical sources such as maps, records, and archaeological evidence, I can understand the impact of their settlement and place this event on a timeline to see its significance in British history. • From 865 CE, large Viking armies arrived in Britain with the intention of conquering land and establishing settlements, and I can use sources such as written records and archaeological evidence to understand how the Vikings expanded their control over parts of Britain. • The Vikings were innovators who invented the potter's wheel and vertical loom, and by exploring different sources, I can present findings on how these inventions influenced daily life and craftsmanship in Viking settlements. • Some Anglo-Saxons resisted the Viking takeover, and by considering multiple historical sources, I can examine the resistance to Viking rule and understand the impact of this conflict on the wider history of Britain.



Significance

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Recognising and describing special times or events for family or friends, e.g., Eid, christening, Christmas. • Remembering and talking about significant events in their own experiences, e.g., birthday.	• Mary Anning was a paleontologist who lived over 200 years ago, and I can discuss her life as a significant individual in history, explaining her contributions to palaeontology and how her discoveries have shaped our understanding of fossils. • Key events from Mary Anning's life are significant in the history of palaeontology, and I can give an account of these events while recognising that others may describe her life and discoveries differently. • Grace O'Malley was a pirate who lived approximately 500 years ago, and I can sequence and recount key events from her life, using books, photographs, and digital sources to explore her story and understand her significance in history. • Some key events from Grace O'Malley's life are significant in history, and I can ask and answer questions about these events using a range of sources to deepen my understanding of her impact and achievements. • The lace trade was an important part of Nottingham's history, and I can record what I've learned by writing about its significance, asking questions and using sources to explore how it impacted the local community and economy.	• The Great Fire of London happened in 1666, and I can describe this significant event by placing it in the correct time period and explaining its impact on London and the world using a variety of sources. • London was rebuilt to prevent future fires, and I can describe the rebuilding process by placing it in chronological order and explaining the changes made to the city, using books and historical records to understand why these changes were necessary. • Neil Armstrong was the first man to walk on the moon in 1969, and I can place this important event in chronological order using historical sources, such as books and photographs, to understand how the moon landing fits into the timeline of space exploration. • Helen Sherman was the first British woman in space, and I can place this milestone in the correct time period by ordering key events in space exploration and using sources to explain her significance. • The first moon landing happened in 1969, and I can describe this event by placing it in the correct time on a timeline and explaining its importance using historical sources and images.	• The Indus Valley Civilisation lasted from 3300 BCE to 1300 BCE, and I can sequence this time period on a timeline and explain its significance by asking questions about the developments in this civilisation, such as the cities they built and the changes they made. • Cotton was first grown by the Indus Valley Civilisation, and I can explain the significance of this discovery by looking at the effect it had on trade and society, using sources like images and written records to explore its importance. • The Indus Valley Civilisation designed and built cities with systems for drainage and fresh water, and I can ask questions and use different sources to explain why these developments were significant, helping to show how advanced their society was. • The Indus Valley Civilisation developed a standardised system of weights and measures, and I can sequence this development on a timeline and explain why it was important for trade and daily life, using a variety of sources to understand its impact. • Six-sided dice dating back to around 2000 BCE have been discovered in the Indus Valley, and I can describe their significance by using archaeological findings to comment on their usefulness in understanding the daily life and culture of the civilisation. • The Ancient Greeks created democracy, which has impacted life in Britain today, and I can use sources like written records and historical accounts to explain how Ancient Greek democracy worked and how it influenced modern British government. • The Olympic Games first took place in Ancient Greece, and I can use a range of sources to explain their origins, comparing them to the modern Olympic Games and describing the similarities and differences. • The Romans invaded Britain in 43 CE, with Claudius as the emperor at the time, and I can use maps and historical records to explain where the Romans travelled, placing this invasion in the correct time period on a timeline. • Boudicca led the Iceni tribe in one such rebellion, and I can describe her leadership by using written accounts to explain her actions, while also understanding that different sources may describe her story in different ways. • Our modern calendar is based on the Roman calendar, and I can explain this connection by exploring the names of months and key dates, showing how Roman ideas still influence our daily lives. • Our modern legal system is based on the Roman legal system, and I can investigate this by using sources like written laws and historical texts to explain how Roman rules have shaped the way laws are made and followed today.	• The development of tools led to advancements in life, and I can use different sources like artefacts, images, and written records to explore how new tools improved farming, hunting, and daily tasks. • The creation of bronze resulted in advancements in technology and toolmaking, and I can describe these changes by examining sources such as tools, weapons, and pottery to understand how bronze changed the way people lived. • The discovery and mining of copper enabled Bronze Age people to make bronze, and I can explain this process by exploring sources like mining tools, copper artefacts, and written records to understand how people created stronger tools and weapons. • The pyramids were built during the Egyptian civilisation for burial purposes, and I can examine sources such as images, models, and historical texts to explain why the Egyptians built these structures and what they tell us about their beliefs and practices. • The Egyptian civilisation grew around the Nile due to the fertile land and its use as a transport link, and I can use maps, geography, and historical accounts to explain how the Nile influenced the growth of the civilisation and how it helped people live and trade.	• Nottingham suffered a Blitz attack on the night of 8th/9th May 1941, and I can use primary sources, like newspapers and personal stories, to understand the events of this night and the impact it had on the local community. • The caliph served as an absolute monarch and ruled over the caliphate, and by exploring historical records, I can identify the power and influence of the caliph and understand how this role impacted the governance of the Islamic world. • Around 900 CE, Baghdad was the largest city in the world, and I can use evidence from trade routes, writings, and archaeological discoveries to explain why Baghdad grew to this size and its significance in the global context of the time. • This period is referred to as the "Golden Age of Islam," and by examining scientific, literary, and architectural achievements from the period, I can explore how this era was a time of great advancement and its lasting impact on world history.	• The Industrial Revolution was a time of big change in Britain that began in the late 1700s; children can use dates to order and place this event on a timeline and understand how it connects to the modern world of machines and industry. • During the Industrial Revolution, machines were used instead of hand tools and many goods were made in factories, which helps us understand how modern factories and production methods developed. • Steam engines and new machines helped industries like textiles, mining, and transport to grow quickly; by placing these changes on a timeline, children can see how technology has progressed and still shapes our lives today. • The Industrial Revolution brought both progress, like faster transport, and problems, like pollution and poor housing; children can explain how these changes affected people at the time and still influence the way we live today. • Ada Lovelace was a mathematician who wrote the first computer program and worked with Charles Babbage; children can recognise her place on a timeline and make connections between her work and modern computer technology. • The Romans withdrew from Britain in 410 CE to defend their land in Italy, and by using dates, I can place this event on a timeline and understand its significance in the context of the fall of the Roman Empire. • Anglo-Saxons took over some Roman towns and repurposed the buildings, and by evaluating historical sources, I can understand how the Anglo-Saxons adapted Roman structures for their own use. • For a long time, England was not a single country; Anglo-Saxon kings ruled many small kingdoms across the land. • The Scots settled in Britain during the early Middle Ages, establishing the Kingdom of Scotland and shaping the country's culture and identity, and by using historical sources such as maps, records, and archaeological evidence, I can understand the impact of their settlement and place this event on a timeline to see its significance in British history. • The Vikings were seafaring people from Scandinavia who began raiding Britain in the late 8th century CE, and by using dates to place these events on a timeline, I can understand when these raids occurred and their significance in history. • From 865 CE, large Viking armies arrived in Britain with the intention of conquering land and establishing settlements, and I can use sources such as written records and archaeological evidence to understand how the Vikings expanded their control over parts of Britain. • The Battle of Stamford Bridge in 1066 resulted in the decline of Viking power in Britain, and I can use a variety of sources to understand the role of this battle in the eventual end of Viking control over parts of England.



Similarity and difference

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	• There are similarities and differences between schools from Victorian times and schools today, and I can identify these by talking, drawing, and writing about aspects of the past, using sources such as photographs and books to compare school life across different periods. • Grace O'Malley's real name was Gráinne Ní Mháille, and I can use different sources, such as books and digital information, to explain her identity and how her name is remembered in history. • An absolute monarch is a ruler who has complete power over their kingdom, and I can use books and digital sources to explain what this meant for rulers like Queen Elizabeth and how it influenced decisions and events during her reign.		• The Olympic Games first took place in Ancient Greece, and I can use a range of sources to explain their origins, comparing them to the modern Olympic Games and describing the similarities and differences. • Our modern calendar is based on the Roman calendar, and I can explain this connection by exploring the names of months and key dates, showing how Roman ideas still influence our daily lives. • Our modern legal system is based on the Roman legal system, and I can investigate this by using sources like written laws and historical texts to explain how Roman rules have shaped the way laws are made and followed today.	• The development of tools led to advancements in life, and I can use different sources like artefacts, images, and written records to explore how new tools improved farming, hunting, and daily tasks. • The creation of bronze resulted in advancements in technology and toolmaking, and I can describe these changes by examining sources such as tools, weapons, and pottery to understand how bronze changed the way people lived. • Bronze Age people travelled large distances to trade in tin and other objects, and I can describe this by using maps, trade artefacts, and written records to explain how trade routes helped spread ideas, skills, and materials across different regions. • The pyramids were built during the Egyptian civilisation for burial purposes, and I can examine sources such as images, models, and historical texts to explain why the Egyptians built these structures and what they tell us about their beliefs and practices. • The Egyptian civilisation grew around the Nile due to the fertile land and its use as a transport link, and I can use maps, geography, and historical accounts to explain how the Nile influenced the growth of the civilisation and how it helped people live and trade.	• During this time, Europe was experiencing the Dark Ages, and by comparing historical records and sources from both Baghdad and Europe, I can understand the contrast in developments and why these regions followed such different paths during the same period.	• During the Industrial Revolution, machines were used instead of hand tools and many goods were made in factories, which helps us understand how modern factories and production methods developed. • Steam engines and new machines helped industries like textiles, mining, and transport to grow quickly; by placing these changes on a timeline, children can see how technology has progressed and still shapes our lives today. • Many people moved to towns and cities to work in factories, where conditions were often unsafe; children can make connections between these living and working conditions and ongoing conversations today about workers' rights and safety. • The Industrial Revolution brought both progress, like faster transport, and problems, like pollution and poor housing; children can explain how these changes affected people at the time and still influence the way we live today. • The Anglo-Saxons had distinct features in their daily life, including social structure, agriculture, and craftsmanship, and by using sources such as archaeological evidence and written records, I can explain how these features contributed to their society. • The Anglo-Saxons were composed of three tribes: the Angles, Saxons, and Jutes, and by using historical sources, I can identify these tribes and their influence on the early formation of Anglo-Saxon society.



Meanwhile ... elsewhere

Explorers EYFS	Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Understanding that people celebrated events like Eid and Christmas before they were born. • Beginning to compare and contrast characters in stories about the past.		• The first moon landing happened in 1969, and I can describe this event by placing it in the correct time on a timeline and explaining its importance using historical sources and images.	• The Ancient Greek civilization existed from 1200 BCE to 300 BCE, and I can place this time period in a chronological framework, using timelines and historical terms like 'BCE' to understand when it happened and how it fits alongside other historical periods. • The Roman civilisation began in the 8th century BCE with the founding of Rome, and I can place this event in a chronological framework using timelines and historical terms like 'BCE' to understand when it happened and how it fits with other ancient civilisations. • Ancient Rome was an empire ruled by an emperor, and I can use sources like statues, coins, and written records to describe the role of emperors and how they controlled the empire.	• Bronze Age people travelled large distances to trade in tin and other objects, and I can describe this by using maps, trade artefacts, and written records to explain how trade routes helped spread ideas, skills, and materials across different regions. • The major ancient civilisations, including the Egyptians, Sumerians, Indus Valley, and Shang Dynasty, existed at different times in relation to each other, and I can use timelines and historical terms to place these civilisations in the correct order, understanding how they fit together in history.	• The countries involved in World War II included Germany, the United Kingdom, France, the Soviet Union, the United States, and others, and I can compare the roles of these countries in the war by examining sources like maps, documents, and photographs to understand their involvement and influence on the outcome. • During this time, Europe was experiencing the Dark Ages, and by comparing historical records and sources from both Baghdad and Europe, I can understand the contrast in developments and why these regions followed such different paths during the same period.	



Vocabulary

Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Fossils: evidence of prehistoric life that is at least 10,000 years old • Extinct: no longer existing • Palaeontologist: a scientist who specialises in the study of life forms that existed in previous periods • Pre-history: the vast period of time before written records or human documentation • Navigation: finding your way from one place to another • Absolute monarch: The King or Queen who rule with unlimited power • Sequence: an arrangement of things in order • Historical Sources: something that provides information about what you are studying • Voyage: a journey or a trip • Chronology: arranged in or according to the order of time • Timeline: a visual representation of a chronological sequence of events along a drawn line • Research: to look for information about something	• Recount: when you tell a story about something in the order it happened • Sequence: putting things in the right order • Sources: something that provides information about what you are studying • Chronological: arranging things in order based on when they happened • Development: making improvements and progress to build a better future • Inventions: things that are made to make life easier and/or better • Innovation: when people come up with new and creative ideas to make things even better or different • Pioneer: a person who is among the first to explore or settle a new country or area. • Rights: Rights are like special rules that say you should be treated fairly and with respect • Suffragette: someone who fought for everyone to have a vote, no matter if they were a boy or a girl. • Protest: to show you don't like something or want it to change, usually by peacefully speaking up or holding signs • World-changer: someone who makes a positive difference in the world through their actions, words, or ideas	• Civilisation: a complex human society, usually made up of different cities, with certain characteristics of cultural and technological development • Significance: important or noticeable • Indus: a river in South Asia • Artifact: Objects made by people in the past, like pottery, tools, or jewelry, that help us learn about their way of life • Granary: A building used for storing grains and food • Democracy: The people have a say in how the land is governed • Civilisation: a complex human society, usually made up of different cities, with certain characteristics of cultural and technological development • Empire: A large area made up of different societies all ruled by one leader • Influence: The ability to have an effect on people or events • Olympics: a set of international sports competitions that happen once • Empire: A large area made up of different societies all ruled by one leader • Emperor: The person who is in charge of an empire • Rebellion: expressing strong disagreement or resistance against rule • Advancements: positive changes or improvements in different areas of life.	• Migration: the movement of individuals or groups from one place to another • Bronze: a special kind of metal that people in the past used to make tools, weapons, and other objects • Mining: the process of digging deep into the Earth to find valuable materials • Trade: when people exchange things they have for things they need from others • Archaeologists: people who dig up and study old things. Example: Archaeologists found bones and tools to learn about ancient people • Shadoof: a special tool, like a long wooden arm with a bucket at one end, that Egyptians used to lift water from a river to water their fields • Hieroglyphs: ancient Egyptian pictures and symbols that were used to write words and stories • Fertile: land that is good for growing plants because it has the right nutrients, water, and soil quality.	• Blitz: an intensive or sudden attack • Allies: the countries that fought against the Axis. The main Allied powers were Britain the US, the Soviet Union, France, China, and Poland • Axis: the countries that fought against the Allies. The main Axis powers were Germany, Italy, and Japan • Evacuation: moving people away from an area where they are in danger to a safer area • Alliance: a union between people, groups or countries • Caliph: Spiritual leader of Islam, former Muslim rulers of Baghdad • Caliphate: The land ruled by a caliph • Scholar: A person who has excellent knowledge of a subject • Conquer: When one country or group takes complete control of another land • Astronomy: The scientific study of space and the universe • Dynasty: A sequence of rulers from the same family	• Industrial Revolution – A time in the late 1700s and 1800s when new machines and inventions changed how goods were made and how people lived. • Factory – A place where large amounts of goods were made using machines, often by many workers. • Steam engine – A machine powered by steam that was used to drive trains, machines, and engines in factories. • Urbanisation – When large numbers of people moved from the countryside to towns and cities to find work. • Working conditions – What it was like for people at work, including hours, safety, and pay. • Repurpose: to take something old and make it useful again • Shires: divisions of land or regions in some countries • Legacy: something important or special that is passed down from one generation to the next • Tribes: groups of people who live together and share a common culture • Exile: someone is made to live away from their home, usually as a punishment • Raids: a sudden armed attack against it, with the aim of causing damage rather than occupying any of the enemy's land • Settlement: a place where people establish a community / place to live • Invasion: using an army to take over another country • Pillaged: stealing and destroying things from a place, like a violent robbery



Curriculum Assessment

Adventurers KS1 A	Adventurers KS1 B	Pioneers LKS2 A	Pioneers LKS2 B	Trailblazers UKS2 A	Trailblazers UKS2 B
• Who was Mary Anning? • What are fossils? • When did dinosaurs live? • What happened to dinosaurs? • How do historians know about dinosaurs? • Who was Grace O'Malley • Who was Edward Teach? • What is an absolute monarch? • What is a pirate? • When was Nottingham Castle built? • What trade was Nottingham famous for? • What were Nottingham caves used for over history?	• When did the Great Fire of London happen? • Where did the fire start? • Who wrote a diary about the Great Fire of London? • Who was the first human to walk on the moon? • Who was the first British woman in space? • In which year did the first moon landing take place? • Which Nottingham company was created by Richard Woodhead? • What was the name given to women who fought for the right to vote? • Who was Emily Davison? • Who was Rosa Parks? • What was Rosa Parks protesting? • What happened in Mongomery, USA between 1955 and 1956?	• When did the Indus Valley Civilisation exist? • What was first grown in the Indus Valley Civilsation? • Why did the Indus Valley Civilisation develop where it did? • Which of these objects was discovered in the Indus Valley? • What was developed during the Indus Valley civilsation to help trade? • When did the Ancient Greek civilisation exist? • What does democracy mean? • Where were the first Olympic Games held? • How often were the original and modern Olympic Games held? • When did the Roman Civilisation begin? • Who ruled the Empire in Ancient Rome? • What year did the Romans invade Britain? • Were all Britons happy with the Roman invasion? • Who led the Iceni tribe in a rebellion against the Romans?	• What came after the Stone Age? • How did the development of tools impact people's lives during ancient times? • What important metal was used to create bronze during the Bronze Age? • When did the Iron Age come to an end? • Why are our oceans polluted with plastic? • How does pollution affect animals and plants in the seas and oceans? • What is one example of hoWhich of these ancient civilizations is the oldest? • How do we know about the Egyptians and their history? • When and why were the pyramids in Egypt built? • Why did the Egyptian civilization grow around the Nile River? • What was the Shadoof used for in ancient Egypt?	• What year did World War II begin? • How did World War II begin? • What does blitz mean? • During World War II what did people use the caves for? • What year was there a blitz attack in Nottingham? • What were the two sides of World War II called? • What city was the Early Islamic Civilisation based around? • Who was the caliph? • What year was Baghdad the largest city in the world? • What was happening in Europe when during the Golden Age of Islam? • How did maps help the Islamic world? • Why did Muslim Scholars study Astronomy?	• What was the Industrial Revolution? • When did the Industrial Revolution begin? • Name one problem caused by the Industrial Revolution. • How did steam engines help industries grow? • Who was Ada Lovelace and what is she remembered for? • Why did the Romans withdraw from Britain in 410 CE? • What did the Anglo-Saxons do with some of the Roman towns in Britain? • What is a feature of Anglo-Saxon life? • Which word has Viking town names ending in 'burh' evolved into in Nottinghamshire? • What does 'Snotta-inga-ham' mean in terms of its origin and ownership? • When did the Vikings begin raiding Britain? • What was the primary intention of large Viking armies that arrived on British soil in 865 CE? • What is the term used to describe the area where the Vikings settled in Britain and subject to Danish law? • What were the Vikings known for inventing? • What significant event in 1066 led to Britain becoming Norman?

Curriculum to Inspire



Environment Concerns + Women in History



Mary Anning - Archaeologist



- There are similarities and differences between schools from Victorian times and schools today.
- Mary Anning was a paleontologist who lived over 200 years ago.
- Key events from Mary Anning's life are significant in the history of palaeontology.
- We learn about the past from things that are left behind, such as fossils.
- Dinosaurs lived millions of years ago.
- Dinosaurs became extinct.



- Fossils: evidence of prehistoric life that is at least 10,000 years old
- Extinct: no longer existing
- Palaeontologist: a scientist who specialises in the study of life forms that existed in previous periods
- Pre-history: the vast period of time before written records or human documentation



- I can identify similarities and differences between ways of life in different periods by talking, drawing, and writing about aspects of the past, using sources such as photographs and books.
- I can discuss the lives of significant individuals in history, explaining their contributions and how their actions shaped our understanding of the past.
- I can give an account of key historical events while recognising that others may describe these events differently.
- I can use books, photographs, and digital sources to explain how evidence from the past provides clues about life millions of years ago.
- I can talk, draw, and write about what we know about past events and extinct animals using evidence from fossils and scientific discoveries.
- I can explain what we know about historical events by exploring different sources and recognising that there are different ideas and theories about why these events occurred.



- Who was Mary Anning?
- What are fossils?
- When did dinosaurs live?
- What happened to dinosaurs?
- How do historians know about dinosaurs?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Concepetual Strands

Curriculum to Inspire



Nottingham



Dr Richard Gaunt - Historian



- Nottingham Castle was built about 1200 years ago.
- Physical buildings change over time.
- Nottingham Castle has had different uses throughout its history.
- The lace trade was an important part of Nottingham's history.
- Nottingham caves are a network of human-made caves.
- Nottingham caves have served many different purposes over the last 1200 years.



- Chronology: arranged in or according to the order of time
- Timeline: a visual representation of a chronological sequence of events along a drawn line
- Research: to look for information about something



- Sequence events and recount events in the past
- Use a wider variety of vocabulary of historical terms including words and phrases relating to the passing of time
- Ask and answer questions using a range of sources to show knowledge and understanding of key features of an event
- Record what they have learnt by recording and writing in more detail



- When was Nottingham Castle built?
- What trade was Nottingham famous for?
- What were Nottingham caves used for over history?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Concepetual Strands

Curriculum to Inspire



Power + Women in History



Rebecca Alexandra Simon - Historian



- Grace O'Malley was a pirate who lived approximately 500 years ago.
- Some key events from Grace O'Malley's life are significant in history.
- Grace O'Malley's real name was Gráinne Ní Mháille.
- Edward Teach, also known as Blackbeard, was a famous pirate who lived over 400 years ago.
- Queen Elizabeth was the Queen of England at that time.
- An absolute monarch is a ruler who has complete power over their kingdom.



- Navigation: finding your way from one place to another
- Absolute monarch: The King or Queen who rule with unlimited power
- Sequence: an arrangement of things in order
- Historical Sources: something that provides information about what you are studying
- Voyage: a journey or a trip



- Ask and answer questions using a range of sources to show knowledge and understanding of key features of an event
- Be able to use different ways to find out about the past including using books, photographs, and digital sources
- Sequence and recount events in the past



- Who was Grace O'Malley
- Who was Edward Teach?
- What is an absolute monarch?
- What is a pirate?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Concepetual Strands

Curriculum to Inspire



Power



Samuel Pepys - Diarist



- Samuel Pepys wrote a diary about the Great Fire of London.
- Tudor buildings were made from specific building materials, such as timber and thatch.
- The Great Fire of London happened in 1666.
- The fire started in a bakery on Pudding Lane.
- People tried to put out the fire using various methods, such as creating firebreaks and using buckets of water.
- Significant places that were burned down in the fire include St. Paul's Cathedral and many homes.
- London was rebuilt to prevent future fires.



- Recount: when you tell a story about something in the order it happened
- Sequence: putting things in the right order
- Sources: something that provides information about what you are studying
- Chronological: arranging things in order based on when they happened



- Place known events and inventions in chronological order using common words and phrases relating to the passing of time
- Sequence and recount events in the past
- Describe events within and beyond living memory that are significant both nationally and globally



- When did the Great Fire of London happen?
- Where did the fire start?
- Who wrote a diary about the Great Fire of London?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Innovators + Women in History



Helen Sherman - Astronaut



- Neil Armstrong was the first man to walk on the moon.
- Helen Sherman was the first British woman in space.
- The first moon landing occurred in 1969.
- Transport has developed significantly over time.
- Raleigh was a Nottingham company founded by Richard Woodhead.
- The Nottingham tram system has evolved from the past to the present.



- Development: making improvements and progress to build a better future
- Inventions: things that are made to make life easier and/or better
- Innovation: when people come up with new and creative ideas to make things even better or different
- Pioneer: a person who is among the first to explore or settle a new country or area.



- Order the history of bicycles chronologically
- Place inventions in chronological order using subject specific vocabulary related to the passing of time



- Who was the first human to walk on the moon?
- Who was the first British woman in space?
- In which year did the first moon landing take place?
- Which Nottingham company was created by Richard Woodhead?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Women in History





Emily Davison - Suffragette
Rosa Parks - Civil Rights activist



- Not everyone in the world has equal rights.
- A suffragette was a term used for women who fought for the right to vote in the 1920s.
- Emily Davison was a suffragette who lived around 100 years ago.
- There are key events from Emily Davison's life that are significant to history.
- Rosa Parks was a Black American activist who lived from 1913 to 2005.
- Rosa Parks peacefully protested against racial segregation in America.
- In Montgomery in 1955 and 1956, significant events occurred related to the civil rights movement.



- Rights: Rights are like special rules that say you should be treated fairly and with respect
- Suffragette: someone who fought for everyone to have a vote, no matter if they were a boy or a girl.
- Protest: to show you don't like something or want it to change, usually by peacefully speaking up or holding signs
- World-changer: someone who makes a positive difference in the world through their actions, words, or ideas



- Place known events in chronological order using common words and phrases relating to the passing of time
- Understanding of key features of events, identifying some similarities and differences between ways of life in different periods
- Ask and answer simple questions using simple sources of information
- Talk, draw and write about aspects of the past
- Describe the lives of significant individuals in the past



- What was the name given to women who fought for the right to vote?
- Who was Emily Davison?
- Who was Rosa Parks?
- What was Rosa Parks protesting?
- What happened in Mongomery, USA between 1955 and 1956?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment

Conceptual Strands

Curriculum to Inspire



Innovators



Yasmin El Shazly - Egyptologist



- The major ancient civilisations, including the Egyptians, Sumerians, Indus Valley, and Shang Dynasty, existed at different times in relation to each other.
- We know about the Egyptians from the artefacts and structures they have left behind.
- The pyramids were built during the Egyptian civilisation for burial purposes.
- The Egyptian civilisation grew around the Nile due to the fertile land and its use as a transport link.
- The shadoof was developed for irrigation purposes in ancient Egypt.
- The Egyptians created a form of writing called hieroglyphs.



- Archaeologists: people who dig up and study old things. Example: Archaeologists found bones and tools to learn about ancient people
- Shadoof: a special tool, like a long wooden arm with a bucket at one end, that Egyptians used to lift water from a river to water their fields
- Hieroglyphs: ancient Egyptian pictures and symbols that were used to write words and stories
- Fertile: land that is good for growing plants because it has the right nutrients, water, and soil quality.



- Use timelines and historical terms to place these civilisations in the correct order, understanding how they fit together in history.
- Use a range of sources, such as artefacts, structures, and historical texts, to find and communicate information about the past.
- I can study these sources, like pottery, tools, and buildings, to learn more about their way of life and how they used these objects.
- Begin to organise and present ideas in different ways.



- Why are our oceans polluted with plastic?
- How does pollution affect animals and plants in the seas and oceans?
- What is one example of hoWhich of these ancient civilizations is the oldest?
- How do we know about the Egyptians and their history?
- When and why were the pyramids in Egypt built?
- Why did the Egyptian civilization grow around the Nile River?
- What was the Shadoof used for in ancient Egypt?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment

Conceptual Strands

Curriculum to Inspire



Innovators



Nikhil Gulati - Author



- The Indus Valley Civilisation lasted from 3300 BCE to 1300 BCE.
- Cotton was first grown by the Indus Valley Civilisation.
- The Indus Valley Civilisation designed and built cities with systems for drainage and fresh water.
- The Indus Valley Civilisation developed a standardised system of weights and measures.
- Six-sided dice dating back to around 2000 BCE have been discovered in the Indus Valley.



- Civilisation: a complex human society, usually made up of different cities, with certain characteristics of cultural and technological development
- Significance: important or noticeable
- Indus: a river in South Asia
- Artifact: Objects made by people in the past, like pottery, tools, or jewelry, that help us learn about their way of life
- Granary: A building used for storing grains and food



- Sequence a number of the most significant events, objects, themes, societies, periods, and people using some dates, period labels, and terms.
- Explain with confidence the significance of particular causes and effects for many of the key events and developments studied.
- Explain why certain changes and developments were of particular significance.
- Comment on the usefulness and reliability of a range of sources for particular enquiries.
- Ask a variety of questions to find out more about the past.



- When did the Indus Valley Civilisation exist?
- What was first grown in the Indus Valley Civilsation?
- Why did the Indus Valley Civilisation develop where it did?
- Which of these objects was discovered in the Indus Valley?
- What was developed during the Indus Valley civilsation to help trade?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary

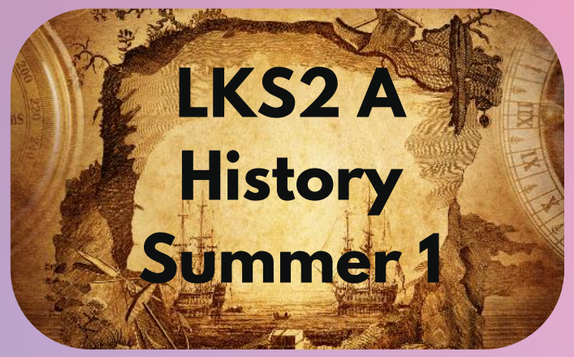


Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Power



Bettany Hughes - Historian



- The Ancient Greek civilization existed from 1200 BCE to 300 BCE.
- The religious beliefs of the Ancient Greeks significantly influenced their daily lives and practices.
- The Ancient Greeks created democracy, which has impacted life in Britain today.
- Alexander the Great was a military commander who conquered various regions.
- The Olympic Games first took place in Ancient Greece.
- The Ancient Greeks have influenced various aspects of life today, including government, philosophy, and the arts.



- Democracy: The people have a say in how the land is governed
- Civilisation: a complex human society, usually made up of different cities, with certain characteristics of cultural and technological development
- Empire: A large area made up of different societies all ruled by one leader
- Influence: The ability to have an effect on people or events
- Olympics: a set of international sports competitions that happen once every four years



- Place some historical periods in a chronological framework
- Use historic terms relating to the period studied
- Use a range of sources to find and communicate information about the past independently.
- Begin to understand that people can interpret events in different ways



- When did the Ancient Greek civilisation exist?
- What does democracy mean?
- Where were the first Olympic Games held?
- How often were the original and modern Olympic Games held?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary

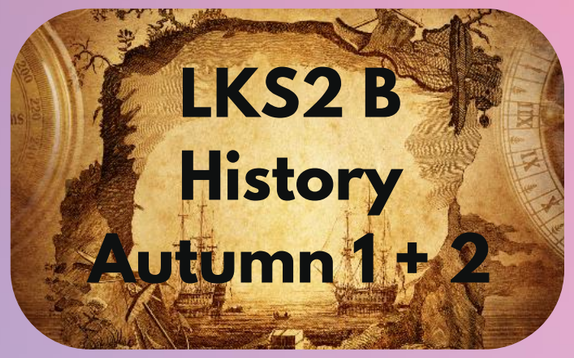


Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Innovators



John Lubbock - Archaeologist and statesman



- The Stone Age started around 15,000 BCE.
- The Stone Age was followed by the Bronze Age and the Iron Age.
- The development of tools led to advancements in life.
- The creation of bronze resulted in advancements in technology and toolmaking.
- The discovery and mining of copper enabled Bronze Age people to make bronze.
- Bronze Age people travelled large distances to trade in tin and other objects.
- The Iron Age ended in 550 BCE.



- Migration: the movement of individuals or groups from one place to another
- Bronze: a special kind of metal that people in the past used to make tools, weapons, and other objects
- Mining: the process of digging deep into the Earth to find valuable materials
- Trade: when people exchange things they have for things they need from others



- Use an increasing wide range of words and phrases relating to the passing of time
- Use a range of sources to find and communication informationabout the past
- Use different historical sources to make their own interpretations about the past
- Begin to organise and present ideas in different ways
- Use the terms CE and BCE



- What came after the Stone Age?
- How did the development of tools impact people's lives during ancient times?
- What important metal was used to create bronze during the Bronze Age?
- When did the Iron Age come to an end?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary

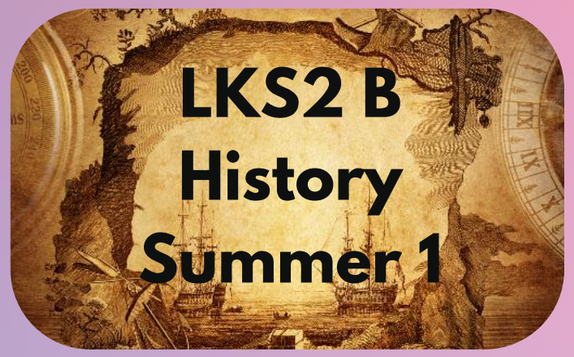


Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Power



Mary Beard - Historian



- The Roman civilisation began in the 8th century BCE with the founding of Rome.
- Ancient Rome was an empire ruled by an emperor.
- The Romans invaded Britain in 43 CE, with Claudius as the emperor at the time.
- Not all Britons welcomed the Romans and their advancements, which led to rebellions.
- Boudicca led the Iceni tribe in one such rebellion.
- Our modern calendar is based on the Roman calendar.
- Our modern legal system is based on the Roman legal system.



- Empire: A large area made up of different societies all ruled by one leader
- Emperor: The person who is in charge of an empire
- Rebellion: expressing strong disagreement or resistance against rule
- Advancements: positive changes or improvements in different areas of life.



- Placing historical events in a chronological framework using timelines and historical terms like ‘BCE’.
- Using sources such as statues, coins, and written records to describe the role of emperors and their control over the empire.
- Using maps and historical records to explain where events happened and to place these events in the correct time period.
- Exploring different sources to understand why people resisted Roman rule and how these rebellions influenced history.
- Using written accounts to describe historical figures like Boudicca and recognising that different sources may present her story in different ways.
- Exploring connections between past and present by investigating how elements like the Roman calendar and legal system continue to influence modern life.



- When did the Roman Civilisation begin?
- Who ruled the Empire in Ancient Rome?
- What year did the Romans invade Britain?
- Were all Britons happy with the Roman invasion?
- Who led the Iceni tribe in a rebellion against the Romans?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Nottingham



Lucy Noakes - Historian



- World War II started when Germany invaded Poland in 1939 and ended in 1945.
- The countries involved in World War II included Germany, the United Kingdom, France, the Soviet Union, the United States, and others.
- A Blitz is an intensive or sudden military attack.
- People in Nottingham used the tunnels and caves as air raid shelters during the Blitz.
- Nottingham suffered a blitz attack on the night of 8th/9th May 1941.
- Children from Nottingham City were evacuated to nearby areas such as Keyworth, Kimberley, Lambley, and Lowdham.
- Children from other cities were evacuated to Nottinghamshire for safety.



- Blitz: an intensive or sudden attack
- Allies: the countries that fought against the Axis. The main Allied powers were Britain the US, the Soviet Union, France, China, and Poland
- Axis: the countries that fought against the Allies. The main Axis powers were Germany, Italy, and Japan
- Evacuation: moving people away from an area where they are in danger to a safer area
- Alliance: a union between people, groups or countries



- To show chronologically secure knowledge and understanding of British, local, and world history, establishing clear narratives across the periods studied.
- Ask and answer historically valid questions about change, cause, similarity, difference, and significance.
- Make confident use of a variety of sources of information.
- Understand how our knowledge of the past is constructed from a range of sources.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.



- What year did World War II begin?
- How did World War II begin?
- What does blitz mean?
- During World War II what did people use the caves for?
- What year was there a blitz attack in Nottingham?
- What were the two sides of World War II called?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment

Conceptual Strands

Curriculum to Inspire



Innovators



Ibn Khaldun – Historian



- The Early Islamic civilisation was centred around Baghdad.
- The caliph served as an absolute monarch and ruled over the caliphate.
- Around 900 CE, Baghdad was the largest city in the world.
- This period is referred to as the "Golden Age of Islam."
- During this time, Europe was experiencing the Dark Ages.
- The differing situations in these regions can be attributed to various social, political, and cultural factors.



- Caliph: Spiritual leader of Islam, former Muslim rulers of Baghdad
- Caliphate: The land ruled by a caliph
- Scholar: A person who has excellent knowledge of a subject
- Conquer: When one country or group takes complete control of another land
- Astronomy: The scientific study of space and the universe
- Dynasty: A sequence of rulers from the same family



- Use historical sources such as maps and documents to place Baghdad as a key city and understand its role in shaping culture, economy, and politics.
- Explore historical records to identify the power and influence of the caliph and understand the impact of this role on governance.
- Use evidence from trade routes, writings, and archaeological discoveries to explain why Baghdad grew to be the largest city and its significance in global context.
- Examine scientific, literary, and architectural achievements to explore how the "Golden Age of Islam" was a time of great advancement and its lasting impact on world history.
- Compare historical records and sources from both Baghdad and Europe to understand the contrast in developments during the same period.
- Analyse sources from both the Islamic world and Europe to explain how various social, political, and cultural factors shaped the histories of each region and their development over time.



- What city was the Early Islamic Civilisation based around?
- Who was the caliph?
- What year was Baghdad the largest city in the world?
- What was happening in Europe when during the Golden Age of Islam?
- How did maps help the Islamic world?
- Why did Muslim Scholars study Astronomy?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary

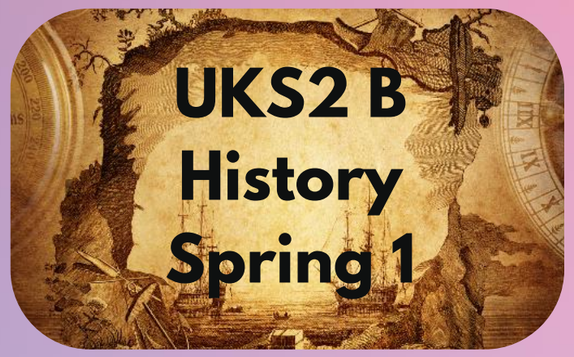


Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Innovators



Ada Lovelace - mathematician



- The Industrial Revolution was a time of big change in Britain that began in the late 1700s.
- During this time, machines were used instead of hand tools and many goods were made in factories.
- Steam engines and new machines helped industries like textiles, mining and transport to grow quickly.
- Many people moved to towns and cities to work in factories, where conditions were often unsafe.
- The Industrial Revolution brought both progress, like faster transport, and problems, like pollution and poor housing.
- Ada Lovelace was a mathematician who wrote the first computer program and worked with Charles Babbage.



- Industrial Revolution – A time in the late 1700s and 1800s when new machines and inventions changed how goods were made and how people lived.
- Factory – A place where large amounts of goods were made using machines, often by many workers.
- Steam engine – A machine powered by steam that was used to drive trains, machines, and engines in factories.
- Urbanisation – When large numbers of people moved from the countryside to towns and cities to find work.
- Working conditions – What it was like for people at work, including hours, safety, and pay.



- Make connections between aspects of history and the present day giving reasons for some important historical events
- Use dates to order and place events on a time line



- What was the Industrial Revolution?
- When did the Industrial Revolution begin?
- Name one problem caused by the Industrial Revolution.
- How did steam engines help industries grow?
- Who was Ada Lovelace and what is she remembered for?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary

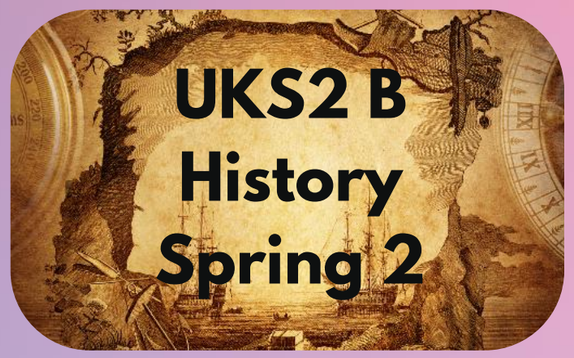


Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Nottingham



Barbara Yorke - Historian



- The Romans withdrew from Britain in 410 CE to defend their land in Italy.
- Anglo-Saxons took over some Roman towns and repurposed the buildings.
- The Anglo-Saxons had distinct features in their daily life, including social structure, agriculture, and craftsmanship.
- Viking town names ending in 'burh' evolved into 'borough' in Nottinghamshire.
- Snotta-inga-ham originated from Anglo-Saxon, meaning a village owned by Snotta in the 6th century.
- The Anglo-Saxons were composed of three tribes: the Angles, Saxons, and Jutes.
- Saxon land was divided into units called 'shires.'
- For a long time, England was not a single country; Anglo-Saxon kings ruled many small kingdoms across the land.
- The Scots settled in Britain during the early Middle Ages, establishing the Kingdom of Scotland



- Repurpose: to take something old and make it useful again
- Shires: divisions of land or regions in some countries
- Legacy: something important or special that is passed down from one generation to the next
- Tribes: groups of people who live together and share a common culture
- Exile: someone is made to live away from their home, usually as a punishment



- Use dates to order and place events on a time line
- Understand that the type of information depends on the period studied and evaluate their usefulness
- Present findings and communicate knowledge in different ways based on more than one source



- Why did the Romans withdraw from Britain in 410 CE?
- What did the Anglo-Saxons do with some of the Roman towns in Britain?
- What is a feature of Anglo-Saxon life?
- Which word has Viking town names ending in 'burh' evolved into in Nottinghamshire?
- What does 'Snotta-inga-ham' mean in terms of its origin and ownership?



Substantive Knowledge



Disciplinary Knowledge



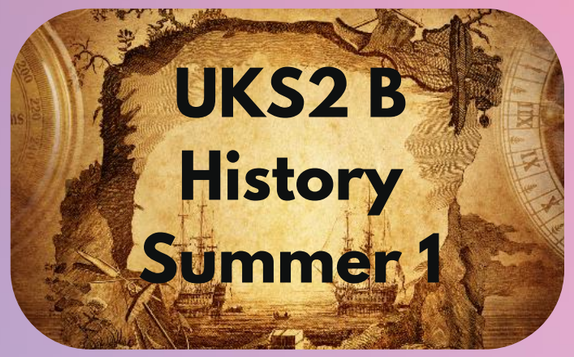
Core Vocabulary



Curriculum Assessment

Conceptual Strands

Curriculum to Inspire



Innovators



Judith Jesch – Historian



- A Viking is a modern term used to describe seafaring people originally from Scandinavia.
- The Vikings began raiding Britain in the late 8th century CE.
- From 865 CE, large Viking armies arrived in Britain with the intention of conquering land and establishing settlements.
- The areas settled by the Vikings were known as the Danelaw, where the local people were subject to Danish law, while the rest of England was ruled by the Saxon king, Alfred.
- The Vikings were innovators who invented the potter's wheel and vertical loom.
- Some Anglo-Saxons resisted the Viking takeover.
- The Battle of Hastings in 1066 led to Britain becoming Norman.
- The Battle of Stamford Bridge in 1066 resulted in the decline of Viking power in Britain.



- Raids: a sudden armed attack against it, with the aim of causing damage rather than occupying any of the enemy's land
- Settlement: a place where people establish a community / place to live
- Invasion: using an army to take over another country
- Pillaged: stealing and destroying things from a place, like a violent robbery

- Use dates to order and place events on a time line
- Present findings and communicate knowledge in different ways based on more than one source
- Compare sources of information about the past
- Consider the impact of bias



- When did the Vikings begin raiding Britain?
- What was the primary intention of large Viking armies that arrived on British soil in 865 CE?
- What is the term used to describe the area where the Vikings settled in Britain and subject to Danish law?
- What were the Vikings known for inventing?
- What significant event in 1066 led to Britain becoming Norman?



Substantive Knowledge

Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment

Conceptual Strands

Historians



Mary Anning - Archaeologist



Rebecca Alexandra Simon - Historian



Dr Richard Gaunt - Historian



Samuel Pepys - Diarist



Helen Sherman - Astronaut





Emily Davison - Suffragette
Rosa Parks - Civil Rights activist

Historians



Nikhil Gulati - Author



Bettany Hughes - Historian



Mary Beard - Historian



John Lubbock - Archaeologist and statesman



Yasmin El Shazly - Egyptologist



Lucy Noakes - Historian

Historians



Ibn Khaldun – Historian



Ada Lovelace - mathematician



Barbara Yorke - Historian



Judith Jesch – Historian

SEND in History

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
• Conceptual understanding of chronology. • Low attainment in numeracy can present a barrier to timelines (particularly those requiring understanding of negative numbers) • Low attainment in literacy can present barriers to activities.	• Use of simplified visual activities to support children's understanding. • Use of simplified, dual coded resources. Potentially additional support during lessons. • Differentiate to provide shorter, simplified texts. • Teacher / TA support for children during lessons to access learning. • Use of writing frames to support children access activities.	• Language difficulties may make it difficult for children to participate in activities and access learning. • Difficulties with processing language.	• Teacher / TA support for children during lessons to access learning. • Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week. • Simplified step by step instructions.

SEND in History

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
• Children with sensory impairments may find it difficult to observe historical artefacts. • Children with visual or auditory impairment may have related challenges to accessing lessons. • Day trips to museums or places of historical significance may be difficult.	• Teacher / TA support for children during lessons to access artefact observation. • Consider where children are seated in classroom and potentially provide additional support during lessons to support children overcome barriers to learning. • When planning school trips ensure facilities are appropriate and accessible for all children.	• If children believe they cannot be successful in class they may become frustrated and withdraw. • Children may find certain lessons upsetting or triggering (for example lessons about war)	• Adapt lessons appropriately with clear instruction, scaffolding and differentiation accordingly, to ensure lessons are accessible. • Ensure content being used in lesson is not overly distressing for any children in class.

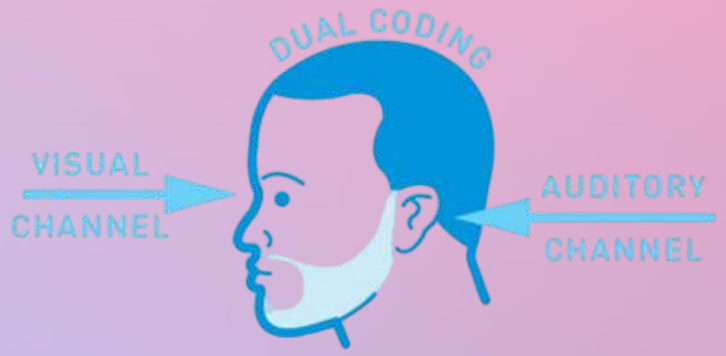
Non Negotiables that need to be in place in all lessons/classrooms when teaching history
1. Use of dual coded resources.
2. Provide access to artefacts where appropriate to support children with SEN access learning
3. Language rich display to support vocabulary development and spelling

EAL in History

At Djanogly Sherwood Academy, we are committed to ensuring that all children, including those who are learning English as an additional language (EAL), can fully access our curriculum. On entry, EAL children are assessed using FlashAcademy. If they are graded A or B, they continue to use FlashAcademy to support their English development until they progress to a higher level. These children are included in curriculum lessons that they can access, and are never excluded from learning opportunities. To support understanding, we use iPads for translation, dual coding on slides to combine visuals and text, and subtitles on PowerPoint presentations. Our teaching and learning approach ensures that teacher input is clear, simple, and accessible to all, enabling EAL children to thrive alongside their peers.











Teaching + Learning

Prepare

We plan from the big picture, ensuring strong subject knowledge, clear links, high expectations for behaviour, and strong relationships with our class.

Learn

We teach new knowledge using Rosenshine's principles to build understanding step by step.

Reinforce

We use rich hinterland content to deepen learning and make it memorable.

Retrieve

We regularly revisit and check knowledge to ensure it sticks over time.

Create

We give children opportunities to apply their knowledge through purposeful outcomes such as presentations, debates, or written work.

Conceptual Strands

Women in History

It's important that our children learn about women in history to inspire a sense of belonging and recognise the vital contributions women have made to societal progress.

Innovators

Our children learn about innovators to inspire creativity and problem-solving, helping them understand the pivotal role of innovation in the progress of the human story and its impact on society.

Nottingham

Our children learn about our city, Nottingham, to foster a sense of belonging and appreciation for the local history and community.

Environmental Concerns

Our children learn about environmental concerns to foster a sense of belonging to the global community, inspiring them to take action and help protect the world for future generations

Power

Our children learn about the concept of power to foster a sense of belonging to the local and global community and empower them to become world changers.


#sherwoodbuzz