



Whole School Overview - History

Across each historical topic that we study in school, our lessons are designed to investigate:

- Similarity and difference – A comparison of two things.
- Continuity and change – What changed over time and what stayed the same.
- Significance - The importance of the event, person or time.
- Evidence – investigating primary and secondary sources.
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EYFS

Throughout the topics

Children should learn

Understanding the world

- Comment on images of familiar situations in the past
 - Autumn 1: How they have changed and toys have changed.
- Compare and contrast characters from stories, including figures from the past.
 - Spring 1: Invite Grandparents in to share favourite stories from their childhood.

ELG: Past and Present

- Talk about the lives of people around them and their roles in society.
 - Autumn 1: Visit from a dentist – Talk about the lives of the people around them and their roles in society including dentist, doctor and nurse.
 - Autumn 2: Be able to name some people that help us including firefighters and explain how they help us.
 - Spring 2: Visit from a vet (Pets at Home or Feldon) – To know that vets help us to care for animals.
 - Spring 2: Visit to Allotments
 - Spring 2: Visit from members of St Nicolas Church.
 - Summer 1: Link with local florist (Little Bloomers) to find out about what a florist does – walk to florist to explore the plants and flowers.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
 - Autumn 1: How they have changed and toys have changed.
 - Spring 1: Invite Grandparents in to share favourite stories from their childhood.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
 - Spring 1: Invite Grandparents in to share favourite stories from their childhood.



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| Year 1 | My School | Guy Fawkes | Castles |
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| | <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Enquiry question: How has my school changed over time?</p> <p>Look at the History of St Nicolas as a school Children should learn Where did our school begin? What was it like? How does this compare to our school now? (compare sites/ times of school life) – Primary sources – photographs. Investigate desks, books, use of writing equipment and computers and the school badge. When did Vicarage Street School open? When did St Nicolas open? What changes happened to St Nicolas once it opened? (primary 1 form, first school, primary 2 form). Why is our school called St Nicolas? Who is he? [Significant individual: St Nicolas] What changes have taken place at our school?</p> <p>Local History Our school (two sites)</p> <p>Quiz Shed quiz: QuizShed - History of St Nicolas C of E Academy</p> | <p>Events beyond living memory that are significant nationally or globally</p> <p>Significant Historical events, people and places in their own locality</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Enquiry question: Why do we remember the 5th of November?</p> <p>Children should learn What was England like in 1605? Who was King James I? Compare what it meant to be catholic and protestants. Who were the plotters and what did they plan to do? Who was Guy Fawkes? Who was Robert Catesby? What is parliament? Who was King James I's daughter Elizabeth? Why is Coombe Abbey significant? Who was Lord Monteagle? How did he help prevent the plot? What happened during the Gunpowder Plot? What evidence is there to show what happened? What did the plotters do after Guy Fawkes was caught? How has the events of The Gunpowder Plot impacted today? Why do we light bonfires?</p> <p>Local History Robert Catesby – Warwickshire Coombe Abbey</p> <p>Local area visit to explore all the disciplinary concepts - Coombe Abbey.</p> <p>Quiz Shed quiz: QuizShed - The Gunpowder Plot - Why do we remember the 5th of November?</p> | <p>Events beyond living memory that are significant nationally or globally</p> <p>Significant Historical events, people and places in their own locality</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: Elizabeth I and Elizabeth II.</p> <p>Enquiry question: What was the same and what was different about the lives of our Kings and Queens?</p> <p>Children should learn Who were our kings and queens and why were they important? What were their role in society? Link with prior learning to King James I. Where did our kings and queens live? What buildings? Why did they live there? Purpose of castles – drawbridge, moat etc. Why castles were built on a hill (difference between where a castle and house is built) (name a castle in each country of the UK) How have our castles changed over time? First castles built – Motte and Bailey – made from wood but were easy to burn down. Later castles – Keep and Bailey – built using stone so that they were stronger and harder to attack. Significant individuals: Elizabeth I and Elizabeth II (compare), Lady Jane Grey Who were Queen Elizabeth I, Queen Elizabeth II and Lady Jane Grey? What castles did/ do they live in? Castles still exist – our queen lives in a castle. Castles to study: Windsor Castle, Balmoral Castle, Warwick Castle, Astley Castle, Kenilworth Castle. Who do you think lives/ lived in this castle and why? What are the similarities and differences between these castles?</p> <p>Local History Learn about local history and significance of Warwick Castle Local area visit to explore all the disciplinary concepts History of Warwick Castle – when it was built and who lived there.</p> <p>Quiz Shed quiz: Quiz Shed - What was the same and what was different about the lives of our Kings and Queens?</p> |



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| Year 2 | Nuneaton my Town | Great Fire of London | Transport |
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| | <p>Significant historical events, people and places in their own locality</p> <p>Enquiry question: How has my town changed over time?</p> <p>Children should learn When was Nuneaton found? References in the Domesday book – 1086. Nuneaton was originally an Anglo-Saxon settlement known as Etone or Eaton – which translates as ‘settlement by water.’ (River Anker) Look at Nuneaton priory and the royal grant for a weekly market in Nuneaton. Who was Alderman Melly and why was he significant to Nuneaton? What did this person do for Nuneaton? Look at and visit Nuneaton Museum. Who was Mary Ann Evans and why was she significant to Nuneaton? What did this person do for Nuneaton? Look at and visit the statue. Investigate street names and hospital. How has Nuneaton changed, grown and developed over time? Look at schools (prior knowledge) and population change. Compare modern day Nuneaton to previous Nuneaton. If time – Look at significant historical event, Nuneaton railway crash. Investigate primary sources.</p> <p>Local History Additional learning opportunities: Reginald Stanley James Knox Nuneaton Railway Disaster 1975</p> | <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements: Charles II/ Samuel Pepys</p> <p>Enquiry question: What happened to London during the Great Fire of London?</p> <p>Children should learn What was London like in 1666? Look at a map of London. Investigate the construction of properties and proximity of each house. What happened on the 2nd September 1666? Where did it start? How do you think the people felt on that night? Use evidence from Samuel Pepys (eyewitness account). Why did the fire spread so quickly? What could have been done differently to prevent the fire? What was it like at the height of the fire? Significant Individuals: Charles II, Thomas Farriner, Thomas Bloodworth. What were their roles during The Great Fire of London? Listen to their accounts. Children should vote who they believe was most responsible for the destruction of London. What was left of London after the fire? Look at the evidence to see how London had changed. Children then compare to London before the fire.</p> | <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements: Pioneering women in history-</p> <ul style="list-style-type: none"> •Amelia Earhart: Earhart was the first female aviator to fly solo across the Atlantic Ocean. •Amy Johnson: Amy Johnson CBE was a pioneering English female pilot who was the first woman to fly solo from London to Australia. •Sheila Scott OBE: Broke records and completed a world and a half flight. <p>Enquiry question: How has transport changed over time?</p> <p>Children should learn What do we mean by transport? Discuss the types of transport that the children know already. Investigate transport that we used to use. Horse and carriage was the most common way to travel until the invention of the motor car. Horse and cart visit to school alongside modern day car. Compare the horse and cart to the motor car. What are the advantages and disadvantages? How has it changed over time? Bicycles – Comparing modern bikes to the penny farthing. A penny farthing was a bicycle that was made over 100 years ago by James Starley (1830-1881) in Coventry. How has it changed over time? Why is Rowley Turner significant to our</p> |



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| | <p>Local area visit to explore all the disciplinary concepts – studying artefacts and photographs/ paintings – Nuneaton Museum</p> <p>Quiz Shed quiz: QuizShed - How has Nuneaton changed over time?</p> | <p>What did the King do to make London better? Investigate the Monument and Pudding Lane. Look at solutions proposed by King Charles proclamation. Look at different proposals for rebuilding the city (Christopher Wren). Children create their own plan.</p> <p>Suggested Trip: Aston Hall - GFOL</p> <p>Online Workshop: Great Fire of London: examine the evidence - The National Archives</p> <p>Quiz Shed quiz: QuizShed - What happened to London during the Great Fire of London?</p> | <p>local area? - Major bicycle production in Britain began in 1868, when Rowley B. Turner brought a Michaux bicycle to Britain and showed it to his uncle, manager of the Coventry Sewing Machine Company. They then began creating bicycles. This will be explored further at a local area visit to explore all of the disciplinary concepts - Coventry Transport Museum and through photographs.</p> <p>Why is Coventry significant to transport? (taxis, Rolls Royce) – Visit Coventry Transport Museum</p> <p>How has the motor car changed over time? Compare the first British car to modern day cars. The first British car was built in Coventry by a company called Daimler in 1897.</p> <p>Which cars do the children prefer and why?</p> <p>Flight – Comparing different types of flight. The hot air balloon was the oldest invention that successfully took people into flight. The first aeroplane was created by The Wright Brothers, the Wright Flyer successfully flew in America in front of 5 people in 1903. How has flight changed over time?</p> <p>Who are these significant individuals and how have they contributed to flight?: Amelia Earhart, Amy Johnson CBE, Sheila Scott OBE. Look at photographs. Place significant individuals on a timeline.</p> <p>Local History</p> <p>Bicycles</p> <p>The development of road transport in the 1900s.</p> <p>James Starley</p> <p>Rowley Turner</p> <p>Suggested Trip: Coventry Transport Museum</p> <p>Quiz Shed quiz: QuizShed - How has transport changed over time?</p> |
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| Year 3 | Stone Age to Iron Age | Ancient Greece |
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| | <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Non-statutory: Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>Enquiry question: How did Britain change from the Stone Age to the Iron Age?</p> <p>Children should learn Discussion BC and AD. Identify what we mean by Stone Age (Palaeolithic, Mesolithic, Neolithic) and discuss the origins in Africa. Identify what we mean by Bronze Age and The Iron Age. Why do you think that they were given different titles? When was the Stone Age? When was the Bronze Age? When was the Iron Age? Order time periods on a timeline. What were the houses like in the Stone Age, Bronze Age and Iron Age? How did they change over time? Investigate where people lived in these periods and compare the materials and construction of the houses. How did the Stone Age, Bronze Age and Iron Age people get their food? What did they eat? What tools/ weapons did they use to catch their food? How did the use of tools change over time? Compare how the use of tools changed through the different periods. What was it like for people living in Hartshill/ Oldbury Ridge in 10,000 BC? Local history - links to Hartshill Oldbury Ridge. What history have the Stone Age people left behind? Neolithic Period Case Study – Why are Skara Brae and Stonehenge so important? Investigate communication during the Stone Age period. Look at the symbols they used. What do the symbols tell us about what was important during the Stone Age? What history have the Bronze Age and Iron Age people left behind? What do ‘grave goods’ tell us about the Bronze Age? What was Iron Age art like and how does it compare to the Stone Age?</p> <p>Local History Oldest Stone Age relics found in Africa: The oldest indirect evidence found of stone tool use is fossilised animal bones with tool marks; these are 3.4 million years old and were found in the Lower Awash Valley in Ethiopia 10,000 BC Nomadic Stone Age tribe lived around Hartshill/ Oldbury Ridge which provided the flints that they needed for tools and weapons. Remains of Stone Age flints have been found near to the river in Witherley 800 BC – 401 BC Oldbury camp, near Hartshill Hayes. Remains of permanent settlements and places of refuge that date back to late Bronze Age and early Iron Age have been discovered. Local area visit to explore all the disciplinary concepts: Ryton Pools (Local history links) – Ancient Ancestors: https://apps.warwickshire.gov.uk/api/documents/WCCC-739-134 Quiz Shed quiz: QuizShed - How did Britain change from the Stone Age to the Iron Age?</p> | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Enquiry question: Where can we see the influence of the Greeks on our world today?</p> <p>Children should learn Who were the Ancient Greeks and where did they live? When was Ancient Greece? How do they fit into the timeline of history? What impacted on the lives of the Ancient Greeks? What were their houses like? What did they wear? What did they eat? What did they believe in? An enquiry into the city-states, differences between Athens and Sparta. Which city-state would you like to live in and why? What is their impact on the modern world? Significant individuals: Homer, Plato, Aristotle, Alexander the Great, Archimedes. What did these Greeks bring to the world? (writing, learning, democracy). What do you believe is the most significant contribution the Ancient Greeks have made to the western world?</p> <p>Suggested: ‘Ancient Greek Day’ - Include Greek dancing and food – Get resources – artefact handling.</p> <p>Quiz Shed quiz: QuizShed - Where can we see the influence of the Ancient Greeks on our world today?</p> |



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| Year 4 | The Roman Empire | Anglo Saxons & Scots | Vikings |
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| | <p>The Roman Empire and its impact on Britain Non-statutory: Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudicca 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>How did the Roman Empire change Britain?</p> <p><u>Children should learn</u> Who were the Romans? Where did they come from and how do we know (Investigate the diversity of the Roman Empire) AD 300-400: The skeleton of the Ivory Bangle Lady was found in a stone coffin in Sycamore Terrace, York in 1901. Although buried in York, the Ivory Bangle was originally from North Africa. What kind of men could join the Roman Army? Research the requirements for a man trying to join the Roman Army. Look at the diversity of the Roman army. The Roman army drew men from across the diverse Empire. Named in honour of Emperor Marcus Aurelius, the Aurelian Moors (253-258 AD) were a unit of soldiers raised from Northern African provinces and later stationed at Aballava in Cumbria. Why did the Romans invade Britain? Why was Claudius successful and Caesar not? Examine where, when and how the Romans invaded. Consider the two attempted invasions and why they failed, and why Claudius was then successful. Look at maps of the Roman Empire and explore why they wanted to control these islands – what minerals and commodities did they want to control? Compare and contrast how Romans and Celts lived. How did Celtic people live (life of peasantry)? Investigate with the children how Celtic tribes lived. How were their settlements set up? How did they use space for living? What facilities did they have? What changed when the Romans arrived? Would you have preferred to be a Celt or a Roman? Did the native Britons welcome or resist the Romans, and why? Who was Boudicca and why was she significant? How is she remembered? Look at Cassius Dio's accounts and consider how reliable these are.</p> | <p>Britain's settlement by Anglo-Saxons and Scots Non-statutory: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions</p> <p>Enquiry question: What happened in Britain after the Romans left?</p> <p><u>Children should learn</u> Who settled in Britain after the Romans? (Roman withdrawal from Britain) The invaders (Scots and Anglo Saxons) who were they and where did they come from? What did the inhabitants of England feel about the Romans leaving? What do you believe were the advantages and disadvantages for Britain's after the Romans left? What did the map of England look like? What were the important towns and cities after the Romans left? Investigate place names. Case study of Alfred the Great - Battle of Edington 878, converting Guthrum to Christianity, Danelaw, beginning of the English navy, The Anglo-Saxon Chronicle. Village life - How did the Anglo Saxons live (food, clothing and houses)? Compare to life under the Romans. Religious beliefs – How were Anglo-Saxons converted to Christianity in Britain? The influence of Hadrian 709 who was the abbot of St Peter & Paul. Timeline and stories of how Christianity spread and developed. What can we find out about the Anglo-Saxons from what they left behind? Explore Sutton Hoo and analyse and describe Anglo-Saxon artefacts.</p> <p>Local History</p> | <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Non-statutory: Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</p> <p>Enquiry question: Why did the Vikings invade Britain?</p> <p><u>Children should learn</u> Who were the Vikings? Where did they come from? How did they get here (investigate boats) Why did they come? What did the Vikings do when they got here? Viking raids (Lindisfarne). Why were monasteries good places for Vikings to raid? Significance of Norse gods. What did the locals do to resist the Vikings? Compare Viking success and failure. Who was King Alfred the Great? Investigate how he defeated the Vikings in the Battle of Edington in 878, then converted their leader Guthrum to Christianity; Investigate Guthrum's (King of the East Angles) significance and links to King Alfred the Great. Alfred recaptured London from the Vikings and established a boundary between the Saxons and the Vikings - the area ruled by the Vikings was known as the Danelaw; strengthened his kingdom's defences by creating a series of fortresses (burhs) and a decent army; built ships against Viking sea attacks, so beginning the English navy; had books translated into English and promoted learning; founded monasteries; commissioned the writing of the Anglo-Saxon Chronicle, a historical record of the Anglo-Saxons in Britain.</p> |



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Was Boudicca a hero or a villain? Tell the narrative of who the Iceni were, what happened when Boudicca’s husband died and what she decided to do. Consider the Catuvellauni and Coritani tribes. Did they support the Romans or try to resist them? Were they led by men or women?

Where did the Romans settle? Hadrian’s wall and place names. What did the Romans leave behind for us? (roads and baths) significance of High Cross (settlement known as Venonae or Venonis, with a nearby fort.)

Local History

60-61 AD

Battle of Watling Street – A Roman force of approximately 10,000 men killed some 80,000 Britons led by Boudicca. Around 400 Roman soldiers died. Boudicca escaped after the battle and legend records that, following her defeat, she took poison and died.

50-60 AD

Roman Fort of Maduessedum built. Later, it developed into a small Roman town and pottery. The area is now called Mancetter.

Local area visit to explore all the disciplinary concepts: Lunt Roman Fort Mancetter – Boudicca in church, bench and walking trail.

Local area links – Watling Street and Mancetter. High Cross (Venonae) where Watling Street and the Fosse Way cross.

Additional resources:

[Roman Britain - An Introduction - Roman Britain \(roman-britain.co.uk\)](http://roman-britain.co.uk)

Septimius Severus, Roman Emperor from AD 193-211, was born in Leptis Magna in present day Lybia. In AD 208, the African Emperor moved the seat of power to Britain. He brought forces to strengthen Hadrian’s Wall, later invading Caledonia, modern Scotland. His ambition were cut short, contracting an infection in AD 210 which would lead to his death in early AD 211. He was buried in Eboracum, present day, York.

Quiz Shed quiz: [QuizShed - How did the Roman Empire change Britain?](#)

Nuneaton was originally an Anglo-Saxon settlement known as Etone or Eaton – which translates as ‘settlement by water.’ (River Anker)

Saxon place name endings:
ham which means village
bury which means a fortified place
ing which means the people of
mere which means lake
ton which means an enclosed village

Quiz Shed quiz: [QuizShed - What happened in Britain after the Romans left?](#)

What did the locals do to resist the Vikings? Compare Viking success and failure. Resistance of Aethelflaed and Athelstan and payment of the Danegeld with reference to Aethelred (the Unready)

How did England begin to re-unify? Look at the map of Viking Britain and investigate place names.

Investigate King Canute the Great (King Cnut the Great) use different depictions to reflect achievements, wisdom and cruelty using myths and legends (turning back the waves).

What were the Viking laws and justice like? Compare with today in terms of which was better and what have we learnt- oaths, wergild, jury, ordeals. How did types of crime compare then and now?

What caused the demise of the Vikings? Who was Edward the Confessor and why was he significant? How did he emerge as King?

Local History

Artefact images to study:

<http://www.staffordshirehoard.org.uk/>

Tamworth Castle: <https://www.tamworthcastle.co.uk/saxon>

In 913, Aethelflaed, Lady of the Mercians, is known to have re-fortified Tamworth. The daughter of King Alfred the Great, she became known as the Lady of the Mercians. Her death in 918 in Tamworth resulted in Mercia being merged into Wessex. The Aethelflaeda Monument stands today at the foot of Tamworth Castle just through the Gatehouse.

Local area visit to explore all the disciplinary concepts: Trip to Tamworth Castle.

Suggested idea: Vikings and Anglo Saxon themed day – get resources – artefact handling



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| Year 5 | War of the Roses | Benin Dynasty | The Victorians |
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| | <p>A local history study</p> <p>Enquiry question: Why were the Wars of the Roses a significant event?</p> <p>Non-statutory:</p> <p>A depth study linked to one of the British areas of study listed above.</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Children should learn</p> <p>When was the Wars of the Roses? Who were Henry VI and Edward IV and why were they significant? Who do you think was the better king? What happened during the Battle of Towton?</p> <p>Who were the Princes in the tower? What do we know about the Princes in the tower? What do you think happened to the Princes in the Tower?</p> <p>Who is Richard III and what was his claim to the throne? What evidence can we find to support his claim to the throne? Who is Henry VII and what was his claim to the throne? What evidence can we find to support his claim to the throne?</p> <p>What happened during The Battle of Bosworth? Why was it important? What happened to Richard? Who do you think deserved to be king? Look at evidence.</p> <p>Why are archaeologists important? (Richard III discovery)</p> | <p>A non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300.</p> <p>Enquiry question: What can we find out about the Benin civilisation?</p> <p>Children should learn</p> <p>When did the Benin civilisation exist and where was it/ what was the area like? Investigate the origins of the Edo people and what they did and their early rulers (the Ogisos).</p> <p>What evidence is there of an ancient civilisation in Benin? What do they tell us about life in Benin? (Oral History, bronzes, sculptures).</p> <p>Who was Eweke (The first of the Obas kings) and what was his story? How did he become king and what did he do when he became King?</p> <p>How does Benin compare to Britain at these times? Evidence: (Movement of people, Society and culture, Economics, Governance, Achievements and Legacy)</p> <p>How and why did the empire come to an end? Slave trade, Siege of Benin 1897 (lose Bronzes).</p> <p>What do you think about how the Benin people were treated by European nations?</p> <p>Virtual workshop - Virtual and outreach sessions - Horniman Museum and Gardens</p> <p>Quiz Shed quiz: QuizShed - What can we find out about the Benin civilisation?</p> | <p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Non-statutory:</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>The changing power of monarchs using case studies: Victoria</p> <p>Enquiry question: What was Britain like during the Victorian period?</p> <p>Children should learn</p> <p>Who was Queen Victoria? Case study of Queen Victoria.</p> <p>What was life like for a child in the Victorian era in Nuneaton? (At school and at work). How did this change during Queen Victoria's reign? What do you think it would have been like to be a Victorian child? Evidence – visit Chilvers Coton and Blists Hill. Compare school life during Victorian period to now. Look at how the growth of the railways helped to promote travel and trade.</p> <p>How did the growth of The British Empire impact Britain during the Victorian period. Investigate the map of the world Evidence – map to show British Empire. Place names around the world. Compare British towns to Empire towns. Research the cotton mills and slave trade. Case study 1: the cotton industry, William Wilberforce and Olaudah Equiano. Was it right that people were treated in this way? Case study 2: The scramble for Africa. Who were the two African princes and how did they end up in Nuneaton?</p> <p>What was the lifestyle like in the Victorian period? Who was Pablo Fanque? What new tradition associated with parliament</p> |



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| | <p>How did Henry Tudor bring peace? Why was the Tudor Rose created?</p> <p>Local area visit to explore all the disciplinary concepts: Trip to Richard III museum.</p> <p>Quiz Shed quiz: QuizShed - Why were The Wars of The Roses a significant event?</p> | | <p>did Victoria start? Why did she suddenly stop opening parliament? Look at how the growth of the railways helped to promote travel and trade.</p> <p>What was the role of women during the Victorian period? How did it change during the reign of Queen Victoria? George Eliot and Sarah Forbes Bonetta. Women Activists and Suffragists – Emmeline Pankhurst, Millicent Fawcett, Annie Besant. How do you feel about the treatment of women during the Victorian period?</p> <p>Local History</p> <p>1819 Mary Ann Evans (George Eliot) born at South Farm on the Arbury Estate, Nuneaton.</p> <p>1859 Mary Ann Evans wrote her first novel 'Adam Bede; using the pen name George Eliot, to hide the fact that she was a female.</p> <p>1880 George Eliot died.</p> <p>Trip: Victorian classroom – Chilvers Coton Craft Centre Trip: Blists Hill Victorian Town QuizShed - What was Britain like during the Victorian period?</p> |
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Across each historical topic that we study in school, our lessons are designed to investigate:

- Similarity and difference – A comparison of two things.
- Continuity and change – What changed over time and what stayed the same.
- Significance - The importance of the event, person or time.
- Evidence – investigating primary and secondary sources.
- Interpretation – making our own decisions based on the evidence we have.

All history topics begin with an enquiry question. Each enquiry question explicitly facilitates what we want to do with the knowledge we gain.

| Year 6 | Egyptians | World War II |
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| | <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>Enquiry question: Why were the Ancient Egyptians a significant civilisation?</p> <p>Children should learn So was everyone an Ancient Egyptian? Look at a timeline which shows Ancient Sumer, the Indus Valley, Ancient Egypt and the Shang Dynasty. Discuss how they existed at the same time, although the duration of each of them differed. Use maps and pictures to compare the location and basic characteristics of the Ancient Egyptians with the other three civilisations. What does the word civilisation mean? Children should identify how all of these civilisations emerged by rivers in warmer parts of the world and were supported by agricultural communities. When did the Ancient Egyptians exist and where did they live? What does the word civilisation mean? Place Ancient Egypt on a historical timeline of what children already know. Kingdoms – What is the difference between the kingdoms? Why were there different kingdoms? How was Egyptian society structured? Compare the Egyptian social pyramid. What would it have been like to be a Pharaoh in Ancient Egypt? (Investigate Pharaohs - Tutankhamun [Howard Carter discovery], Ramses II, Khufu, Hatshepsut and Cleopatra). What would it have been like to be a soldier in Ancient Egypt? What would it have been like to be a peasant or slave in Ancient Egypt (peasantry)? What was the significance of the River Nile to the Ancient Egyptians? Food, agriculture and irrigation. Investigate position of main towns and cities. Egyptian beliefs – Who did they worship and why? What did the Ancient Egyptians believe would happen after they died? After-life – mummification. What evidence did they leave behind? (Sphinx, Pyramids and Hieroglyphics) and the importance of the scribe. Investigate Howard Carter and the discovery of Tutankhamun. What would it have been like to live in Ancient Egypt?</p> | <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Non-statutory: A significant turning point in British history, for example, the Battle of Britain</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Enquiry question: Why was World War II a significant turning point in British history?</p> <p>Children should learn When was WWII and where was it fought? Maps – Evidence Who fought for Britain in WWII? Explore the diversity of the soldiers. Men and women from all parts of the Empire and many smaller Commonwealth nations played a significant role. Some 372,500 African troops fought in East Africa and Burma. The Indian Army provided the world’s largest army with 2.5 million men. Show this as a percentage. Research Sepoy Kamal Ram (VC), Pilot Officer John Henry Smythe, Lieutenant Daya Shankar (RN). What countries fought in WWII? Who were the axis powers and allies? Significant individuals - Leaders – Hitler, Churchill, Chamberlain, Roosevelt and Stalin How did WWII impact children? The experience of an evacuee child moving to a new area living with a new family. What would it have been like to be an evacuee? How did WWII impact women during the war? The experience of significant women working on the home front. Rationing, ration packs and ration cards. Compare the ration packs to what you eat today. How did women’s roles change? What might this mean for women after the war? What was the impact on our local area? Coventry Blitz – What happened? Why did they target Coventry? How did they protect themselves? Where was bombed in Nuneaton? How did our local area change?</p> |



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| | <p>Resources www.ancientcivilizations.co.uk/home This is located on the British Museum website and provides opportunities to find information to compare different civilisations around themes such as cities.</p> <p>Suggested idea: Egyptian day – Get resources – artefact handling</p> <p>Other key individuals: Akhenaten Imhotep Sethos I</p> <p>Quiz Shed quiz: QuizShed - Why were the Ancient Egyptians a significant civilisation?</p> | <p>Local area visit to explore all the disciplinary concepts: Trip to Coventry Cathedral.</p> <p>Quiz Shed quiz:</p> |
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Further Opportunities:
Annual events explored during collective worship e.g. Black History Month, Holocaust Day etc