



Term	Topic(s)	'Identity' Topic Only – Sub Themes	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks or from the Identity Overview)	
EY Term 1.1 Term 1.2	ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society:						
Y1 Term 1.1 Term 1.2	 Transport Horse drawn, steam, diesel to modern bio gas 	Who invented the theatre? Was the car the best transport invention ever? How did people use to go on holiday? Has Nottingham always had trams?	espect, Kindness, Creativ	ту.	 Significa individuo Skills Being awar phrases relation Fit people/ Identity simil periods Ask and ansi 	eyond living memory nt events, people and places and als in their own locality. e of the past using common words and ating to time. events into a chronological framework ilarities and differences between swer questions n stories and artefacts to show ng.	





			 Understand some ways we understand about the past Identify different ways the past is represented.
Y2 Term 1.1 Term 1.2	Dare to be Different Odd Dog Out, Personal identity Victorians: Queen Victoria, life in the Victorian times, Victorian Christmas	Black History Month- Pele & Marcus Rashford	 Knowledge Changes within living memory Lives of significant individuals Skills Be aware of the past, using common words & phrases relating to time. Ask and answer questions





Geography led

Term	Topic(s)	Pyramid	Venn Concepts	Honeycomb Skills	NC Skills and Knowledge			
EY Term 2.1 EY Term 2.2	 - I alk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; 							
Y1 Term 2.1	Values: Exploration, Pride							
Y1 Term 2.2								
Y2 Term 2.1								
Y2 Term 2.2								





Peace and Conflict:

Term	Topic(s)	Pyramid Values	Venn	Honeycomb Skills	NC Skills and Knowledge		
			Concepts	and Knowledge	(The Blocks)		
EY Term 3.1 EY Term 3.2	ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been reac						
Y1 Term 3.1		nay include: g and discussing a new historical figure Pride, Equality, Mutual Respect, Kindnes To know how own actions have consequences		ach week. Significant people and chronology	 Changes within living memory Events beyond living memory 		
Term 3.2	 Medieval banquets Rosa Parks and segregation Rich and poor history 	 To be able to reflect on what is fair and what is not fair To know and understand the causes of disagreement and conflict at a personal, classroom and family level. To understand the importance of caring and sharing 	 Rich and Poor Discrimination Chronology 	 Significant periods, Events and Chronology How we know about the past Comparison with now Events beyond living memory Events within living memory 	 Lives of significant individuals Significant events, people and places and events in their own locality Beyond living memory – How was life different or similar in another period in History Rich and Poor – recognise the differences in lives of the rich and poor in the periods studied 		





Y2 Term 3.1	Victorians ■ Queen Victoria	 Understand and use some basic ways to avoid, manage and resolve conflict. To Understand what fairness is and what it can mean to be rich or poor locally and on a wider level To understand and use some ways to avoid, manage and resolve conflict. To begin to show understanding of some causes of conflict on a wider level. To know how own actions have consequences 	 Movement of people 	 Significant people and chronology 	 Movement of people – recognise and understand that people move and migrate, either peacefully or forcefully. Discrimination – recognise that at some times in some places people have been discriminated against for some characteristic or other Campaigners and Action – know the background and impact of campaigners on a local, national and international level. Chronology – Be able to put periods of history in sequence. Beyond living memory – How was life different or similar in another
Term 3.2	 William Booth – food banks, Salvation Army Victorian Workhouse Nottingham slums Crimean War – Mary Seacole, Florence Nightingale 	 Understand and use some basic ways to avoid, manage and resolve conflict. To be able to reflect on what is fair and what is not fair To understand the importance of caring and sharing To know and understand the causes of disagreement and conflict at a personal, classroom and family level. To Understand what fairness is and what it can 	 Rich and Poor Discrimination Campaigners Chronology 	 Significant periods, Events and Chronology How we know about the past Comparison with now Events beyond living memory 	 period in History Rich and Poor – recognise the differences in lives of the rich and poor in the periods studied Discrimination – recognise that at some times in some places people have been discriminated against for some characteristic or other Campaigners and Action – know the background and impact of campaigners on a local, national and international level. Chronology – Be able to put periods of history in sequence.





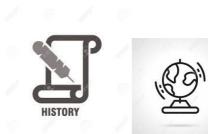
 mean to be rich or poor locally and on a wider level To begin to show understanding of some causes of conflict on a wider level. To understand and use some ways to avoid, manage and resolve conflict. To begin to understand how people have campaigned for fairness. 		
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Term	Topic(s)	'ldentity' Topic Only – Sub Themes	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks or from the Identity Overview)
Y3 Term 1.1 Term 1.2	Egyptians and Romans Comparing Pharaohs and Emperors who was the best leader	Who had most power a pharaoh or an emperor? How was Julius Caesar? Was it better to be a Roman slave or an Egyptian one? How have changes in transport changed people's lives? Who was the greatest entertainer of the 20 th century? How did TV change the world? Can we carry on using cars? How have changes in transport changed people's lives?			Romans	





Y4 Term 1.1 Term 1.2	Nottingham ■ Robin Hood	What used to be made in Nottingham? What famous people have come from Nottingham? What jobs did people use to do in Nottingham? How has the city centre changed? Beatles or stones? Did classical music disappear completely once pop was invented? Are films better now or in the past?	 Knowledge A local history study Skills Continue to develop chronologically secure knowledge Note connections, contrasts and trends over time Address and devise historically valid questions Construct informed responses by selecting, evaluating and organising historical information.
Y5 Term 1.1 Term 1.2	 Refugees Abolition of slavery War in Syria 	What does the UK do? What was the empire? Is electronic music really music? Will computers take over the world? How did that phone get into my pocket?	 Knowledge Chronology Local history- settlers and movement of people. Study an aspect or theme which extends chronologic knowledge beyond 1066. A contrasting non-European society Skills Continue to develop chronologically secure knowledge Establish narratives across periods studied. Note connections, contrasts, trends over time Understand how knowledge is built from a range of sources.





			 Construct informed re and organising histor 	esponses by selecting, evaluating ical information.
Y6 Term 1.1 Y6 Term 1.2	Identity	How has politics changed the lives of children? Who invented democracy? What are the alternatives to democracy? Modern Art? Anyone can do that. Discuss! Is electronic music really music? Was Shakespeare really that good? Shakespeare- Why are people still interested? Will computers take over the world? How did that phone get into my pocket?		 Knowledge Study of an aspect or theme which extends chronological knowledge beyond 1066. Skills Continue to develop chronological secure knowledge. Establish narrative across periods studied. Note connections, contrasts and trends over time.



Geography led

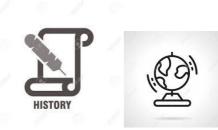
Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills	NC Skills and Knowledge
VO		values		and Knowledge	(The Blocks)
Y3					
Term 2.1					
Y3					
Term 2.2					
Y4	Antarctica				
Term 2.1	 History of sea 				
	Explorers				
Y4					
Term 2.2					
Y5					
Term 2.1					
Y5					
Term 2.2					
Y6					
Term 2.1					
Y6					
Term 2.2					





Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
Y3 Term 3.1 Term 3.2	 Apartheid Key figures Lasting effects Life of Nelson Mandela 	 To be aware of examples of past conflicts in society and the impact of these. To understand some causes and effects of inequality (including gender) at local, national and global levels. To recognise that fairness may not always mean equal treatment. To understand the wider causes and effects of 	 Conflict- Causes and resolution Inequality and discrimination Campaigners for peace and social justice 	 Assimilate information and views from a range of sources Select and organise information Ask and answer questions 	 Inequality and discrimination. In at least one period beyond memory. Extending links between events and periods. Developing chronology. War and Conflict





		 conflict on all levels. To have an understanding of non-verbal protest in political and social change. To be aware of inequality within and between societies. To understand the wider causes and effects of poverty/exclusion. 			
Y4 Term 3.1 Term 3.2	 British Empire Conflicts in India Ghandi Inequality in society 	 To be aware of examples of past conflicts in society and the impact of these. To develop understanding of strategies for the avoidance of management 	Conflict- Causes and resolution Inequality and discrimination Migration of people Campaigners for peace and social justice	 Assimilate information and views from a range of sources Select and organise information Ask and answer questions Understand that movement of people is 	 Local History- settlement and development of Nottingham Extending links between events and periods.





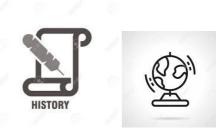
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of conflicts on	associated with	
a personal	historical change.	
and wider	 Note connections, 	
level.	contrasts and	
 To recognise 	trends.	
that fairness		
may not		
always mean		
equal		
treatment.		
■ To		
understand		
the wider		
causes and		
effects of		
conflict on all		
levels.		
 To have an 		
understanding		
of non-verbal		
protest in		
political and		
social change		
 To 		
understand		
the reasons		
for and		
impact of		
movement of		
people.		
 To be aware 		
of inequality		
within and		





		between societies. To understand the wider causes and effects of poverty/ exclusion.			
Y5 Term 3.1 Y5 Term 3.2	Syria	 To understand some causes and effects of inequality (including gender) at local, national and global levels. To recognise that fairness may not always mean equal treatment. To understand the reasons for and impact of movement of people. 	 Inequality and discrimination Migration of people War and its impact Campaigners for peace and social justice 	range of sources Select and	 Extending links between events and periods. War and Conflict Inequality and discrimination. In at least one period beyond memory Movement of people- WW2





		 To be aware of inequality within and between societies. To understand the wider causes and effects of poverty/ exclusion. 			
Y6 Term 3.1 Term 3.2	 20th Century War Chronology of 20th Century Britain WWII Leaders First World War 	 To be aware of examples of past conflicts in society and the impact of these. To develop understanding of strategies for the avoidance of management of conflicts on a personal and wider level. To understand some causes 	 Conflict- Causes and resolution Inequality and discrimination Migration of people War and its impact Campaigners for peace and social justice 	 Assimilate information and views from a range of sources Select and organise information Ask and answer questions Understand that movement of people is associated with historical change. Study an aspect that links events 	 Inequality and discrimination. In at least one period beyond memory Movement of people- WW2 War and conflict- WW2 Extending links between events and periods. Developing chronology.





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and global
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 To
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the reasons
for and
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 To be aware
of inequality
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societies



