



Phase 3 Planning – History

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	<p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Children in Reception will be provided with enrichment and opportunities that enable them to develop the skills and knowledge within this area of learning. These opportunities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the children's interests, strengths and needs. Children will be supported to develop the Characteristics of Effective Learning.</p> <p>These opportunities may include: Comparing, exploring and discussing a new historical figure or historical event each week.</p> <p>Values: Exploration, Pride, Equality, Mutual Respect, Kindness, Creativity.</p>					
Y1 Term 1.1 Term 1.2	Transport <ul style="list-style-type: none"> ▪ 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?			Knowledge <ul style="list-style-type: none"> • Events beyond living memory • Significant events, people and places and individuals in their own locality. Skills <ul style="list-style-type: none"> • Being aware of the past using common words and phrases relating to time. • Fit people/ events into a chronological framework • Identity similarities and differences between periods • Ask and answer questions • Choose from stories and artefacts to show understanding. 	



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					<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Changes within living memory • Lives of significant individuals Skills <ul style="list-style-type: none"> • Be aware of the past, using common words & phrases relating to time. • Ask and answer questions



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Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
EY Term 2.1	<p>ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 				
EY Term 2.2	<p>Children in Reception will be provided with enrichment and opportunities that enable them to develop the skills and knowledge within this area of learning. These opportunities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the children's interests, strengths and needs. Children will be supported to develop the Characteristics of Effective Learning.</p> <p>These opportunities may include: Comparing, exploring and discussing a new historical figure or historical event each week.</p> <p>Values: Exploration, Pride, Equality, Mutual Respect, Kindness, Creativity.</p>				
Y1 Term 2.1					
Y1 Term 2.2					
Y2 Term 2.1					
Y2 Term 2.2					



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Peace and Conflict:

Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills 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 read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.				
	Children in Reception will be provided with enrichment and opportunities that enable them to develop the skills and knowledge within this area of learning. These opportunities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the children's interests, strengths and needs. Children will be supported to develop the Characteristics of Effective Learning. These opportunities may include: Comparing, exploring and discussing a new historical figure or historical event each week.				
	Values: Exploration, Pride, Equality, Mutual Respect, Kindness, Creativity.				
Y1 Term 3.1 Term 3.2	Middle Ages <ul style="list-style-type: none"> ▪ Castles ▪ Medieval banquets ▪ Rosa Parks and segregation ▪ Rich and poor history 	<ul style="list-style-type: none"> ▪ To know how own actions have consequences ▪ 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 	<ul style="list-style-type: none"> ▪ Movement of people ▪ Rich and Poor ▪ Discrimination ▪ Chronology 	<ul style="list-style-type: none"> ▪ Significant people and chronology ▪ Significant periods, Events and Chronology ▪ How we know about the past ▪ Comparison with now ▪ Events beyond living memory ▪ Events within living memory 	<ul style="list-style-type: none"> ▪ Changes within living memory ▪ Events beyond 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



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		<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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.
Y2 Term 3.1 Term 3.2	Victorians <ul style="list-style-type: none"> Queen Victoria William Booth – food banks, Salvation Army Victorian Workhouse Nottingham slums Crimean War – Mary Seacole, Florence Nightingale 	<ul style="list-style-type: none"> To know how own actions have consequences 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 	<ul style="list-style-type: none"> Movement of people Rich and Poor Discrimination Campaigners Chronology 	<ul style="list-style-type: none"> Significant people and chronology Significant periods, Events and Chronology How we know about the past Comparison with now Events beyond living memory 	<ul style="list-style-type: none"> 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 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.



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		<p>mean to be rich or poor locally and on a wider level</p> <ul style="list-style-type: none">▪ 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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Y3 Term 1.1 Term 1.2	Egyptians and Romans <ul style="list-style-type: none"> ▪ 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?			<ul style="list-style-type: none"> ▪ Chronology and influence of Ancient Greeks and Romans ▪ Study of an aspect or theme which extends chronological knowledge beyond 1066 ▪ A contrasting non-European society 	



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<p>Y4 Term 1.1 Term 1.2</p>	<p>Nottingham</p> <ul style="list-style-type: none"> ▪ Robin Hood 	<p>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?</p>			<p>Knowledge</p> <ul style="list-style-type: none"> • A local history study <p>Skills</p> <ul style="list-style-type: none"> • 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.
<p>Y5 Term 1.1 Term 1.2</p>	<p>Refugees</p> <ul style="list-style-type: none"> ▪ Abolition of slavery ▪ War in Syria 	<p>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?</p>			<p>Knowledge</p> <ul style="list-style-type: none"> • Chronology • Local history- settlers and movement of people. • Study an aspect or theme which extends chronologic knowledge beyond 1066. • A contrasting non-European society <p>Skills</p> <ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge • Establish narratives across periods studied. • Note connections, contrasts, trends over time <ul style="list-style-type: none"> ▪ Understand how knowledge is built from a range of sources.



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					<ul style="list-style-type: none"> Construct informed responses by selecting, evaluating and organising historical information.
Y6 Term 1.1	Identity	<p>How has politics changed the lives of children? Who invented democracy? What are the alternatives to democracy? Modern Art? Anyone can do that. Discuss!</p> <p>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?</p>			<p>Knowledge</p> <ul style="list-style-type: none"> Study of an aspect or theme which extends chronological knowledge beyond 1066. <p>Skills</p> <ul style="list-style-type: none"> Continue to develop chronological secure knowledge. Establish narrative across periods studied. Note connections, contrasts and trends over time.
Y6 Term 1.2					



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Term	Topic(s)	Pyramid Values	Venn Concepts	Honeycomb Skills and Knowledge	NC Skills and Knowledge (The Blocks)
Y3 Term 2.1					
Y3 Term 2.2					
Y4 Term 2.1	Antarctica <ul style="list-style-type: none"> ▪ History of sea Explorers 				
Y4 Term 2.2					
Y5 Term 2.1					
Y5 Term 2.2					
Y6 Term 2.1					
Y6 Term 2.2					



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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 <ul style="list-style-type: none"> ▪ Key figures ▪ Lasting effects ▪ Life of Nelson Mandela 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Conflict- Causes and resolution ▪ Inequality and discrimination ▪ Campaigners for peace and social justice 	<ul style="list-style-type: none"> ▪ Assimilate information and views from a range of sources ▪ Select and organise information ▪ Ask and answer questions 	<ul style="list-style-type: none"> ▪ Inequality and discrimination. In at least one period beyond memory. ▪ Extending links between events and periods. Developing chronology. ▪ War and Conflict



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		<p>conflict on all levels.</p> <ul style="list-style-type: none"> ▪ 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. 			
<p>Y4 Term 3.1 Term 3.2</p>	<p>British Empire</p> <ul style="list-style-type: none"> ▪ Conflicts in India ▪ Ghandi ▪ Inequality in society 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Conflict- Causes and resolution ▪ Inequality and discrimination ▪ Migration of people ▪ Campaigners for peace and social justice 	<ul style="list-style-type: none"> ▪ Assimilate information and views from a range of sources ▪ Select and organise information ▪ Ask and answer questions ▪ Understand that movement of people is 	<ul style="list-style-type: none"> ▪ Local History- settlement and development of Nottingham ▪ Extending links between events and periods.



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		<p>of conflicts on a personal and wider level.</p> <ul style="list-style-type: none">▪ To recognise 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		<p>associated with historical change.</p> <ul style="list-style-type: none">▪ Note connections, contrasts and trends.	
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		<ul style="list-style-type: none"> between societies. To understand the wider causes and effects of poverty/exclusion. 			
Y5 Term 3.1 Y5 Term 3.2	Syria	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Inequality and discrimination Migration of people War and its impact Campaigners for peace and social justice 	<ul style="list-style-type: none"> Assimilate information and views from a range of sources Select and organise information Ask and answer questions Note connections, contrasts and trends. 	<ul style="list-style-type: none"> Extending links between events and periods. War and Conflict Inequality and discrimination. In at least one period beyond memory Movement of people- WW2



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		<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Chronology of 20th Century Britain WWII Leaders First World War 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Conflict- Causes and resolution Inequality and discrimination Migration of people War and its impact Campaigners for peace and social justice 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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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		<p>and effects of inequality (including gender) at local, national and global levels.</p> <ul style="list-style-type: none">▪ 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			
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HISTORY

