



# The T-RF History Curriculum Coverage EYFS



	Within living memory	Beyond living memory	Lives of significant people	Local history
F1	<ul style="list-style-type: none"> <li>I can begin to make sense of my own life story and begin to talk about the relationships in my family.</li> <li>I am beginning to recognise the difference between myself now and as a baby.</li> <li>I can make sense of the school day using a visual timetable.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to make sense of my own life story and my family history.</li> </ul>	<ul style="list-style-type: none"> <li>I can make connections between the features of my family and other families.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to show an interest in my local community.</li> </ul>
F2	<ul style="list-style-type: none"> <li>I can talk about the past using words such as: yesterday, last night, last week and before.</li> <li>I know the days of the week in the right order.</li> <li>I can remember and talk about dates and events that are important to me.</li> <li>I can talk about the people that are older in my family and make a family tree.</li> </ul>	<ul style="list-style-type: none"> <li>I am starting understand the difference between now and the past.</li> <li>I can start to talk about historical events that I have learnt about , such as Bonfire Night and Remembrance day.</li> <li>I can begin describe life in the past when I look at pictures and listen to stories.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what is the same and what is different about my life and other people (grandparents etc)</li> <li>I know about some important people from history that I have learnt about in stories (Guy Fawkes)</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about important people in my community now and in the past.</li> <li>I can say what things in my home are the same or different from the past by looking at stories and pictures.</li> <li>I can describe how my community is different now from in the past.</li> </ul>

Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night, before, after, date

Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain

## ELG

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 own experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.



# The T-RF History Curriculum Coverage KS1 Cycle A



Within living memory	Beyond living memory	Lives of significant people	Local history
<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> </ul>
<ul style="list-style-type: none"> <li>I know what a timeline is.</li> <li>I can create a timeline that shows my day.</li> <li>I can ask questions about what life was like for my parent/grandparent as a child.</li> <li>I can find simple similarities and differences between my childhood and an adult.</li> <li>I can use photographs and oral sources to describe how school was different in the past.</li> </ul>	<p>Great Fire of London</p> <ul style="list-style-type: none"> <li>I can look at the differences before and after the GFL.</li> <li>I can find out about how the Great Fire started and spread across London.</li> <li>I can understand how we know about the Great Fire of London.</li> </ul> <p>Castles</p> <ul style="list-style-type: none"> <li>I know why castles were built.</li> <li>I know the features of a castle.</li> <li>I know what life was like in a castle.</li> </ul> <ul style="list-style-type: none"> <li>Gunpowder plot</li> </ul>	<ul style="list-style-type: none"> <li>Samuel Pepyes</li> <li>Tim Berners Lee- computer scientist.</li> <li>Christopher Wren</li> <li>William Caxton</li> </ul>	<ul style="list-style-type: none"> <li>I can use photographs to describe how my locality has changed in 200 years.</li> <li>I can describe the changes in building in my local area and organise these in time order.</li> </ul>



# The T-RF History Vocabulary KS1 Cycle A



<b>Within living memory</b>	<b>Beyond living memory</b>	<b>Lives of significant people</b>	<b>Local history</b>
<i>History</i> <i>Now</i> <i>Year</i> <i>Earlier</i> <i>Later</i> <i>Technology</i> <i>Electronic</i> <i>Similar</i> <i>Same</i> <i>Different</i>	<i>Bakery</i> <i>Destroyed</i> <i>Diary</i> <i>Evidence</i> <i>Artefact</i> <i>Christian</i> <i>Pudding Lane</i> <i>Thames</i> <i>Bucket</i>  <i>Castle</i>	<i>Architect</i> <i>Merchant</i>	<b><i>Beeston</i></b> <b><i>Railway</i></b> <b><i>Canal</i></b> <b><i>Photograph</i></b> <b><i>Post Box</i></b> <b><i>War Memorial</i></b> <b><i>Church</i></b>



# The T-RF History Curriculum Coverage KS1 Cycle B



Within living memory	Beyond living memory	Lives of significant people	Local history
<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> </ul>
<ul style="list-style-type: none"> <li>I know what a timeline is.</li> <li>I can create a timeline that shows my day.</li> <li>Old fashioned remedies within living memory compared to what we do today.</li> <li>I know what toys my Grandparents played with.</li> <li>I know how toys are different from now and in the past.</li> </ul>	<ul style="list-style-type: none"> <li>What were hospitals like in the Crimea?</li> <li>Who was MS and where did she come from?</li> <li>Who was FN and where did she come from?</li> <li>What were the similarities and differences between them?</li> <li>What did they do?</li> <li>Why are they famous?</li> <li>Remembrance Day</li> </ul>	<ul style="list-style-type: none"> <li>Neil Armstrong</li> <li>Captain Scott</li> <li>Mary Seacole</li> <li>Florence Nightingale</li> </ul>	<ul style="list-style-type: none"> <li>Jessie Boot</li> <li>Chemists then and now</li> </ul>



# The T-RF History Curriculum Coverage KS1 Cycle B



<b>Within living memory</b>	<b>Beyond living memory</b>	<b>Lives of significant people</b>	<b>Local history</b>
<i>Old fashioned Modern Artefact Remedies Medicine Herbal Herbs Traditional</i>	<i>Crimea War Soldier Hospital Injured Wound Disease Hygiene Recover Nurse Nursing Medicine</i>	<i>Neil Armstrong America Moon Moon Landing Launch Rocket Apollo Mission 1960's  Nurse  Explorer Expedition</i>	<i>Jesse Boot Boots Chemist High Street Change Victorian Photograph Evidence Sources</i>



# The T-RF History LKS2 Cycle A – Curriculum Coverage



	Romans	Vikings and Anglo Saxons	Local Study – Linked to Vikings
	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Britain's settlement by the Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>A local history study</li> </ul>
<b>Chronological Understanding</b>	<p>I can place the Roman invasion of Britain on a timeline, in relation to other events</p> <p>I know the dates of the Roman invasion of Britain</p> <p>I can name other countries that the Romans conquered</p> <p>I can name some changes that happened in Britain at the time of the Romans</p>	<p>I can name some changes that happened in Britain between the Romans and 1066.</p> <p>I know where the Vikings came from.</p> <p>I can place the Viking invasion of Britain on a timeline, in relation to other events.</p> <p>I know the dates of the Viking invasion of Britain</p> <p>I can place the time of the Anglo Saxons on a timeline, in relation to other events</p> <p>I can name some of the Anglo Saxon Kingdoms.</p>	<p>To know between what dates Nottingham was under the Dane Law.</p>
<b>Historical Interpretation</b>	<p>What did the Romans do for us? (5 things)</p> <p>Who was the most rotten Roman Emperor?</p> <p>Why/how did the Roman Empire end?</p>	<p>Is there still evidence of the Vikings in our lives today? (days, months, place names...)</p> <p>Who was the most powerful Norse god?</p> <p>Were the Vikings vicious?</p>	<p>To know how important was the East Midlands area during Viking rule in Britain.</p>
<b>Historical Enquiry</b>	<p>Who was Julius Ceasar and how did he die?</p> <p>Who was Boudicca?</p> <p>What was Hadrian's Wall and why was it built?</p> <p>Why was the Roman Empire so successful?</p>	<p>Why did the Vikings invade and settle in Britain?</p> <p>What did the Vikings look like?</p> <p>What were Viking settlements like?</p> <p>What happened to the Vikings?</p> <p>What were the Anglo Saxons like?</p> <p>I can compare Viking and Anglo Saxon life.</p>	<p>To locate Viking place names in the local area.</p> <p>To know that the Vikings settled in the East Midlands.</p>



# The T-RF History LKS2 Cycle A – Vocabulary



Romans	Vikings and Anglo Saxons	Local Study – Linked to Vikings
<ul style="list-style-type: none"><li>• Empire</li><li>• Conquer</li><li>• Invade</li><li>• Settle</li><li>• BC/AD/CE</li><li>• Latin</li><li>• Gladiator</li><li>• Colosseum</li><li>• Legionary</li><li>• Emperor</li><li>• Mosaic</li><li>• Chariot</li><li>• Circus maximus</li><li>• Hypocaust</li><li>• Aqueduct</li><li>• Testudo</li><li>• Amphitheatre</li><li>• Tunic</li><li>• Toga</li><li>• Villa</li><li>• Forum</li><li>• Slave</li></ul>	<ul style="list-style-type: none"><li>• Longboat</li><li>• Longhouse</li><li>• Figurehead</li><li>• Chieftain</li><li>• Raid</li><li>• Invade</li><li>• Lindisfarne</li><li>• Trade</li><li>• Runes</li><li>• Danelaw</li><li>• Valhalla</li><li>• Farmer-warrior</li><li>• Gods/goddesses</li><li>• Scandinavia</li><li>• Jarl</li></ul>	<ul style="list-style-type: none"><li>• Danelaw</li><li>• -burgh/borough</li><li>• -tun (farm)</li><li>• -by (farm)</li><li>• -thorpe (secondary farm)</li></ul>



# The T-RF History LKS2 Cycle B – Curriculum Coverage



	Stone Age to the Iron age and Local Study	The Mayans	Ancient Egypt
	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age.</li> <li>A local study linked to one of the periods of time studied under chronology.</li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li><i>A non-European society which provides contrasts with British history.</i></li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one.</li> </ul>
<b>Chronological Understanding</b>	<p>To place the Stone Age in context in relation to other events To know periods of the Stone Age During which period was Cresswell Crags a prehistoric settlement?</p>	<p>To place the Maya civilization on a timeline, in relation to other events When was the Maya civilization? (approximate dates)</p>	<p>I can place ancient Egypt in the context of the early civilizations.  I can use maps to describe its rise and fall.</p>
<b>Historical Interpretation</b>	<p>Why was Stone Henge built? How was Stone Henge built? What tools did they use and how were they made? Why did Stone Age people become farmers? What were the most significant changes from the Stone Age to the Iron Age?</p>	<p>What was the most important development in Maya life? What did the Maya believe in? How did they show their beliefs in their daily lives?</p>	<p>I can use sources to answer the question “Were the Egyptians civilized or barbaric?”  Was Tutankhamun Murdered?</p>
<b>Historical Enquiry</b>	<p>Name 5 differences between stone age and the iron age using source material What do settlements, such as Skara Brae tell us about life in the Stone Age? What was life like in the Stone Age? How historically accurate is Ug? How do we know that Cresswell Crags was the site of a prehistoric settlement? Which animals were living in this area during the stone age? Did people live here in the stone age?</p>	<p>Where did the Maya live? What do their settlements tell us about the way they lived? (Chichen Itza) Why did the Maya come to an end? What was life like for the Maya? Were the Maya artists?</p>	<p>I can use a range of sources to construct a picture of what life was like in ancient Egypt.  I can investigate the religion of ancient Egypt and how it impacted daily life and in the building of pyramids.  I can describe the significance of the River Nile for the ancient Egyptians.</p>





# The T-RF History LKS2 Cycle B – Vocabulary



<b>Stone Age to Iron Age</b>	<b>The Maya</b>	<b>Egypt</b>
<p>Stone Henge Skara Brae BC Neolithic Paleolithic Mesolithic Cave/shelter Tools/weapons Hunter-gatherer Fossil Cave-painting Pre-history Stone Age Bronze Age Iron Age Artefacts Archaeology</p>	<p>Central America Trade Farming Worship Sacrifice Gods/goddesses Chichen Itza Settlement City state Number system Society Pyramid Maize Cacao Cenote</p>	<p>Burial chamber Canopic jar Embalming Hieroglyphics Pharaoh Pyramid Sarcophagus Mummification Nile Papyrus Tutankhamen temple</p>



# The T-RF History UKS2 Cycle A – Curriculum Coverage



	<b>Crime and Punishment over time</b>	<b>Local Study</b>	<b>Turning Point in US History (non-statutory)</b>
	<p>NC: Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>Changes in an aspect of social history – Crime and punishment – from the Anglo Saxons to the present day</li> </ul> <p><i>Link to the National Justice Museum</i></p>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>A local history study</li> </ul> <p><i>Link to the Canal Heritage Centre</i></p>	<p>Civil Rights Movement <i>Rosa Parks – Link to Literacy</i></p>
<b>Chronological Understanding</b>	<p>I can reason using previous historical knowledge to order punishments on a timeline and how these have changed over time.</p> <p>I can describe the changes in the UK brought about by the industrial revolution.</p>	<p>I can put the development of canals into a chronological context of the industrial revolution.</p> <p>I can use historical maps to describe the growth of Beeston Rylands and explore possible causes.</p>	<p>I can order the history of African American on a timeline from slavery to the BLM movement.</p>
<b>Historical Interpretation</b>	<p>I can interpret sources to answer the questions: Who killed Thomas Becket? Was Robin Hood Real? Was Guy Fawkes framed?</p>	<p>I can use a range of sources to investigate what life was like for a child in the canals.</p>	<p>I can use historical sources to answer the question.</p> <p>"Tired seamstress or activist. Who was Rosa Parks?"</p> <p>Was Rosa Parks right to break the law?</p>
<b>Historical Enquiry</b>	<p>I can use real trail evidence to investigate the trail and crimes of a Victorian Child.</p> <p>I can use a data base to investigate who was in the Nottingham Workhouse.</p> <p>I can investigate crime and punishments in Tudor Times.</p>	<p>I can investigate why canals were built, what was there purpose and suggest reasons for there decline.</p>	<p>I can use source material to build a picture of the lives of African Americans during the 1950's.</p> <p>I can assess the historical accuracy of the Dr Who episode "Rosa"</p>



# The T-RF History UKS2 Cycle A – Vocabulary



<b>Crime and Punishment over time</b>	<b>Local Study</b>	<b>Turning Point in US History Civil Rights Movement (non-statutory)</b>
<p><i>Crime</i> <i>Accused</i> <i>Suspect</i> <i>Defendant</i> <i>Prosecution</i> <i>Defense</i> <i>Court</i> <i>Judge</i> <i>Deterrent</i> <i>Retribution</i> <i>Capital Punishment</i> <i>Treason</i> <i>Hung, drawn and quartered</i> <i>Workhouse</i> <i>Prison</i> <i>Transportation</i></p>	<p><i>Canal</i> <i>Industrial revolution</i> <i>Transport</i> <i>Trade</i> <i>Narrow Boat</i> <i>Lock</i> <i>Decline</i> <i>Toll</i> <i>Poverty</i></p>	<p><i>Slavery</i> <i>Prejudice</i> <i>Southern States</i> <i>Klu Klux Clan</i> <i>Segregation</i> <i>Boycott</i> <i>Civil Rights</i> <i>Peaceful protest</i> <i>Rosa Parkes</i> <i>Martin Luther King</i> <i>Lynching</i></p>



# The T-RF History UKS2 Cycle B – Curriculum Coverage



	Earliest civilisations- Shang dynasty	Local Study	Turning Points in British History & WWII
	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations</li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>A local history study</li> <li><i>Link to Wollaton Hall and Nottinghamshire's lost monasteries</i></li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>A significant turning point in British history eg The Battle of Britain</li> </ul>
<b>Chronological Understanding</b>	I can explain when and where the Shang dynasty was in existence and describe features of its location.	<p>I can put the Tudor Period in its historical context</p> <p>I know the order of the Tudor monarchs'.</p>	<p>I can order Key events of World War II on a timeline.</p> <p>I can order the events leading up to the Holocaust and respond to these empathetically.</p>
<b>Historical Interpretation</b>	I can explain some of the religious beliefs and practices of the people from the Shang dynasty	Why did Henry VIII change the religion of England?	<p>I can assess the historical accuracy of works or fiction. (Dr Who, Letters from the Lighthouse) against dairies, oral sources and photographs.)</p> <p>I can explain why the Battle of Britain was a turning point in British History.</p>
<b>Historical Enquiry</b>	<p>I can use archaeological evidence to draw conclusions about what life was like in the Shang dynasty and present my findings.</p> <p>I can explain how the social hierarchy of the Shang Dynasty was organized and what life was like for different people.</p>	<p>What was life like in Tudor Nottingham? I can use historical maps to look at what remains of Nottingham from Tudor Times.</p> <p>I can describe some of the changes in religion in Tudor Times.</p> <p>Who built Wollaton Hall and why?</p>	<p>I can use sources to describe life during the Blitz.</p> <p>I can use historical sources to describe what life was like for Jews in occupied Europe.</p> <p>I know what the Kinder transport was and can describe some of the experiences from oral sources.</p>



# The T-RF History UKS2 Cycle B – Curriculum Coverage



	Greece	Vocabulary
	NC: Pupils should be taught about: Ancient Greece – a study of Greek Life and achievements and their influence on the western world.	<i>Civilization</i> <i>Mythology</i> <i>City State</i> <i>Hero</i> <i>Temple</i> <i>Democracy</i> <i>Culture</i> <i>Athens</i> <i>Sparta</i> <i>Worship</i> <i>Religion</i> <i>Ancient</i>
<b>Chronological Understanding</b>	<p>I can place ancient Greece in the context of the early civilizations.</p> <p>I can use maps to describe its rise and fall.</p>	
<b>Historical Interpretation</b>	<p>I can use sources to answer the question “Were the Greeks civilized or barbaric?”</p> <p>What were the similarities and differences between Athens and Sparta.</p>	
<b>Historical Enquiry</b>	<p>I can use a range of sources to construct a picture of what life was like in ancient Greece.</p> <p>I can investigate the religion of ancient Greece and how it impacted daily life and in the building of temples.</p> <p>I can describe the impact of classical ideas from ancient Greece on today. For example democracy.</p>	



# The T-RF History UKS2 Cycle B – Vocabulary



<b>Non – European Society –Shang Dynasty</b>	<b>Local Study</b>	<b>Turning Points in British History &amp; WWII</b>
<i>Bronze Oracle Bone Nobles Artisans Dynasty Warlords Emperor Pagoda Fu Hao</i>	<i>Monarch Religious change Monastery Monk/Nun Succession Divorce Treason Pope Church o England Parish Church</i>	<i>Holocaust Jew Anti-Semitism Nazi Persecution Occupation Invasion Propaganda Prejudice Kindertransport Blitz Blitzscreeg Refugee Winston Churchill Adolf Hitler</i>