



# The T-RF History Substantive Knowledge EYFS F1



	Rhyme Time	Let's Celebrate	People who help us	You can't catch me/Traditional tales	Changes/growing	Our Wonderful world
F1 Understanding the world: Past and Present	DM: Begin to make sense of my own life story and family's history  Other: <i>Talk about the Christmas story and how this was a long time ago</i>	DM: Show interest in different occupations  Other: <i>Talk about family history in very simple terms</i>	DM: Make connections between the features of their family and other families Begin to make sense of my own life story and family's history  Other: <i>Talks about family and identifies relationships with the direct family Can talk about the school day using a visual timetable</i>			
How to support this	Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life story and family.  Look at past Christmases, birthdays, baby photos	Invite different people to visit from a range of occupations, such as plumber, farmer, a vet, a member of the emergency services or author Explore the jobs of people in our family used to do. Eg. Butchers Link family jobs to theme Look at photographs of families and homes in the past	Talk about differences between self and others and what they notice Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life story and family.			
Sticky Knowledge	I know the people in my family I know that my grandparents are older than my parents I know my birthday is a special time for me	I know that people have different jobs I know some of the jobs my family members do or used to do I know that items such as pushchairs, baths, toys, highchairs looked different in the past	I know the ways in which I have changed since I was a baby I know what makes me different to other people in my family I know the sequence of my day at school			



# The T-RF History Substantive Knowledge EYFS F2



	Super Star Me	Families and communities	Once upon a time down on the farm	A Rumble in the Jungle	Pond Life	Where in the world shall we go?
F2 Understanding the world: Past and Present	<p>Development Matters: Talk about members of their immediate family and community Name and describe people who are familiar to them</p> <p><i>Other:</i> Name the days of the week in the correct order Talk about the past using words as yesterday, last night, last week and before Learn about historical events such as Bonfire Night and Remembrance Day</p>		<p>Development Matters: Comment on images of familiar situations in the past</p> <p><i>Other:</i> Comment on what things in the home and community are the same or different from the past</p>		<p>Development Matters: Compare and contrast characters from stories including figures from the past</p>	
How to support this	<p>During talk time listen to what children say about their family-share information about own family. Encourage children to share pictures of their family. Using examples from real life and from books show children how there are many different families. Talk about people that the children may have come across within their community. Listen to what children say about their own experiences with people who are familiar to them.</p>		<p>Present children with pictures, stories artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding , such as visiting a local area that has historical importance. Show images of familiar situations from the past, such as homes, schools and transport. Provide opportunities for children to talk about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organize events using basic chronology, recognising that things happened before they were born.</p>		<p>Share texts, images and tell stories that help children to begin to develop an understanding of the past the present. In addition to storytelling introduce characters including those from the past using songs, poems, puppets, roleplay and other story telling methods.</p>	
Sticky Knowledge	<p>I know how to order a simple family tree (grandparents, parents, me/siblings) I know the days of the week and can say them in the correct order I know when to use the phrase 'in the past/a long time ago' I know why we have Remembrance Day I know why Bonfire Night is important</p>		<p>I know that people looked/dressed differently in the past I know my basic timeline (baby, child, adult) I know what tools from the past look like I know what things in the home looked like in the past (phones etc)</p>		<p>I know 3 thing about the artist Paul Klee I know 3 thing about the artist Henri Matisse I know the meaning of the words past and present</p>	



# The T-RF History Vocabulary EYFS



Rhyme Time/Let's Celebrate Super Star Me/Families and Communities		People who help us/You can't catch me-Traditional Tales Once upon a time-down on the farm/A Rumble in the jungle	Changes and growing/Our Wonderful World Pond Life/Where in the World Shall We Go?
Me Myself Family Aunty Uncle Grandma (or equivalent) Grandad Mum Dad Christmas Birthday	Days of the week Bonfire Night Remembrance Sunday 'In the past...' 'A long time ago...' Family tree	Jobs Same Different Similar Past Present Timeline	This morning Yesterday At the weekend Change Baby Child Adult

## 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 Substantive Knowledge KS1 Cycle A



	When my school was built.	Childhood in Victorian Times	Great Fire of London	Festivals and anniversaries Remembrance Day
Main National Curriculum Objective	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li><i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li><i>the lives of significant individuals in the past who have contributed to national and international achievements.</i></li> <li><b><i>Some should be used to compare aspects of life in different periods</i></b></li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li><i>events beyond living memory that are significant nationally or globally</i></li> </ul>	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> <li><i>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or <b>events commemorated through festivals or anniversaries</b>]</i></li> </ul>
Subsidiary NC Objectives				NC: pupils should be taught about signification <b>historical events, people</b> and places in their own locality,
Theme Concepts	<b>Similarities and differences</b> Trent Vale in recent history. How life was different in the 1950s.	<b>Similarities and differences</b> Childhood in Victorian Times .	<b>Cause and consequence . Continuity and Change</b> How London changed as a result of the Gf of L. The work of Christopher Wren.	<b>Significance and difference</b> of remembrance day.
Sticky Knowledge	<p>I know that people had to go to the butchers, grocery store, newsagent to get items.</p> <p>I know wash day was on a Monday and this took the whole day.</p> <p>I know that TV was built 75 years ago.</p> <p>I know that children learnt to read using Janet and John books.</p> <p>I know the typical day of a child at Trent Vale in the 1950s.</p> <p>I know that there were not many cars and children played on the street.</p> <p>I know what children did in their spare time.</p> <p>I know that the Queen was coronated.</p>	<p>I know that life was very different for children in the Victorian times.</p> <p>I know that most children had to work in dirty dangerous jobs.</p> <p>I know that a new law meant that all children had to go to school for free.</p> <p>I know that Victorian schools were very strict – children had to be quiet and not allowed to ask questions.</p> <p>I know that schools had blackboards and chalk.</p> <p>I know that girls and boys had to learn different things and different toys.</p> <p>I know that Victorians had different toys to today.</p> <p>I know that they had skipping ropes, spinning tops, marbles and hand games.</p>	<p>I know the fire happened in 1666 on the 2<sup>nd</sup> September.</p> <p>I know that the fire spread very quickly because the houses were close to each other and made of wood.</p> <p>I know it started in a bakery on pudding lane.</p> <p>I know that most of London was destroyed and people lost their homes.</p> <p>I know that Samuel Pepys wrote a diary.</p> <p>I know that after the fire London was rebuilt differently to make it safer.</p>	<p>I know that that poppies grew in the fields after the war ended and these are used to remember the war.</p> <p>I know that the first world war was 1914-1918</p> <p>I know that we have a 2 minute silence at 11am.</p> <p>I know that it is important to remember what happened in the war.</p> <p>I know that the first remembrance day was one year after the war ended - 1919</p> <p>I know that it is sometimes known as armistice day.</p> <p>I know that today people lay wreaths of poppies to remember soldiers</p> <p>I know that soldiers sent poppies home in their letters.</p> <p>I know the significance of the last post.</p>



# The T-RF History Vocabulary KS1 Cycle A



When my school was built.	Childhood in Victorian times	Great fire of London	Festivals and celebrations
past different similarities change shilling milk float grocers butchers Fish mongers bakery nit nurse record players transistor radio elbow grease chamber pot washboard mangle coal fire	Dangerous Dirty Law Strict Blackboards Separate Different Similar Marbles Spinning tops	Fire hook Bakery Destroyed Diary Evidence Pudding Lane Thames Samuel Pepys. Sir Christopher Wren 17 <sup>th</sup> century London St Paul's Cathedral Rive Thames Capital city Plague	Poppies Wreath Soldiers War Memorial monument remembrance Last post armistice



# The T-RF History Substantive Knowledge KS1 Cycle B



	Children's Toys	Walking on the Moon	Medicine in the past	Festivals and anniversaries Bonfire Night
Main National Curriculum Objective	NC: Pupils should be taught about: <ul style="list-style-type: none"> <li><i>Changes within living memory.: Where appropriate, these should be used to reveal aspects of change in national life.</i></li> </ul>	NC: Pupils should be taught about: <ul style="list-style-type: none"> <li><i>the lives of significant individuals in the past who have contributed to national and international achievements.</i></li> </ul>	NC: Pupils should be taught about: <ul style="list-style-type: none"> <li><i>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</i></li> </ul>	NC: Pupils should be taught about: <ul style="list-style-type: none"> <li><i>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]</i></li> </ul>
Subsidiary NC Objectives		NC: Pupils should be taught about: Changes within living memory – <b>Change in national life</b>	NC: Pupils should be taught about: <b>significant people in their own locality-</b> Pupils should be taught about: <b>events beyond living memory</b>	
Theme Concepts	<b>Similarities and differences</b> Childhood in recent history. How toys have changed over time.	<b>Significance</b> Impact of the first moon landing on toys and family life. (SHORT Component x3 weeks ) Non fiction writing for English.	<b>Cause and consequence</b> . Changes How hospitals changed as a result of Florence Nightingale's work. The work of Jesse Boot.	<b>Significance and difference</b> of bonfire night.
Sticky Knowledge	I know that my grandparents played with different toys to today. I know that most toys were made from wood, metal and fabric. I know that some of my toys today were used in the past. I know that Tim Bernes Lee is a computer scientist who created the world wide web. I know that toys in the past were not electronic. I know that modern toys are made of plastic and often use electronics to work.	I know the moon landing happened in 1969. I know that the first man on the moon was Neil Armstrong. I know that the moon landing changed toys and family life. I know that the mission was called Apollo 11. I know they bought moon rocks and dirt back to earth.	I know that FN was a nurse in the Victorian times (1853). I know that hospitals were very dirty. I know that FN improved hospital conditions. I know FN treated soldiers in the Crimean War. I know that FN set up a school to train others to become nurses. I know that MS was a nurse at the same time as FN. I know that MS used herbal remedies to help soldiers. I know that in 1860 Jessie Boot had a small remedies shop in Hockley which became boots.	I know that the gunpowder plot was a plot to kill King James 1 on 5 <sup>th</sup> November 1601. I know that Guy Fawkes and his friends had different views to the king. I know that on the 5 <sup>th</sup> of November people today light fireworks and bonfires to remember the kings survival. I know that Guy Fawkes was found with the gunpowder and sent to prison. I know that they wanted to destroy The Houses of Parliament.



# The T-RF History Curriculum Coverage KS1 Cycle B



Children's toys	Walking on the moon	Medicine in the past	festivals and anniversaries
Material Wood Past Present day Tim Bernes Lee Computer scientist Electronic Modern Toys	Neil Armstrong America Moon Moon Landing Launch Rocket Apollo Mission Explorer Expedition	artefact remedies medicine herbal traditional Crimea Hospital disease improved Hygiene Nurse Jessie Boot Boots Mary Seacole Florence Nightingale Photograph Evidence Sources Chemist Change	gunpowder King James 1 <sup>st</sup> . plot The Houses of Parliament Guy Fawkes bonfires fireworks



# The T-RF History Substantive Knowledge LKS2 Cycle A



Topic	The Roman Empire and its impact on Britain	Vikings and Anglo-Saxons
Main National Curriculum Objective	NC: Pupils should be taught about: <ul style="list-style-type: none"><li><i>The Roman Empire and its impact on Britain</i></li></ul>	NC: Pupils should be taught about: <ul style="list-style-type: none"><li><i>Britain's settlement by the Anglo-Saxons and Scots</i></li><li><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i></li></ul>
Subsidiary NC Objectives		
Theme Concepts	<b>Change, cause, and significance.</b>	<b>Change, cause, similarity and difference ; significance.</b>
Sticky Knowledge	<p>I know that the Romans invaded Iron Age Britain</p> <p>I know the Romans invaded Britain for its resources.</p> <p>I know that the Romans built roads and introduced different architecture to Britain</p> <p>I know that Boudicca resisted the Roman invasion.</p> <p>I know why Hadrian's Wall was built.</p> <p>I know why the Romans left Britain.</p> <p>I know that a Roman soldier's life was disciplined.</p> <p>I know that the Romans brought Christianity to Britain</p>	<p>I know what Vikings and Anglo-Saxons houses were like.</p> <p>I know where the Vikings came from Scandinavia (Norway, Sweden and Denmark).</p> <p>I know they travelled in boats called long ships.</p> <p>I know the Vikings raided places such as monasteries (Lindisfarne) and pillaged items.</p> <p>I know that Nottingham was in the Kingdom of Mercia.</p> <p>I know that Wessex was the most important Anglo-Saxon Kingdom.</p> <p>I know there is still evidence of Viking and Anglo-Saxon legacy today.</p> <p>I know that King Alfred the Great was considered the first English king.</p> <p>I know that Anglo-Saxons were also settlers.</p>





# The T-RF History Curriculum Coverage LKS2 Cycle A



## The Roman Empire and its impact on Britain

- *Empire*
- *Conquer*
- *Invade*
- *Settle*
- *BC/AD/CE*
- *Latin*
- *Legionary*
- *Emperor*
- *Mosaic*
- *Hypocaust*
- *Aqueduct*
- *Testudo*
- *Amphitheatre*
- *Tunic*
- *Toga*
- *Villa*
- *Forum*
- *Slave*
- *Architecture*

## Vikings and Anglo-Saxons

- *Longboat*
- *Longhouse*
- *Figurehead*
- *Chieftain*
- *Raid*
- *Invade*
- *Lindisfarne*
- *Trade*
- *Runes*
- *Danelaw*
- *Farmer-warrior*
- *Scandinavia*
- *Jarl*
- *Wessex*
- *Alfred the Great*
- *Mercia*
- *Angles*



# The T-RF History Substantive Knowledge LKS2 Cycle B



Topic	Changes in Britain from the Stone Age to the Iron age (Local history study)	Ancient Egypt
Main National Curriculum Objective	NC: Pupils should be taught about: <ul style="list-style-type: none"><li><i>Changes in Britain from the Stone Age to the Iron Age.</i></li></ul>	NC: Pupils should be taught about: <i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one.</i>
Subsidiary NC Objectives	<i>Examples (non-statutory) a depth study linked to one of the British areas of study (Changes in Britain from the Stone Age to the Iron Age)</i>	
Theme Concepts	<b>Similarities and differences</b> Between different periods <b>Changes</b> across the period	<b>Significance and contrasts</b> With Stone Age Britain <b>Similarities and differences.</b> Between different civilizations.
Sticky Knowledge	<p>I know the 3 periods of the Stone Age</p> <p>I know that Creswell Crags was a Stone Age settlement</p> <p>I know that Stonehenge is a significant monument of the Stone Age</p> <p>I know that the Stone Age people were nomadic and then became farmers</p> <p>I know that Stone Age homes changed from caves to houses</p> <p>I know that tools and weapons changed from stone to metal</p> <p>I know that Skara Brae was used by Stone Age people</p> <p>I know that historians have learnt about the Stone Age from cave paintings</p>	<p>I know that Ancient Egypt lasted for approximately 3,000 years</p> <p>I know a pharaoh was the Egyptian ruler</p> <p>I know that the ancient Egyptians used mummification to preserve bodies for the afterlife</p> <p>I know the ancient Egyptians built the pyramids as resting places for the pharaohs.</p> <p>I know Tutankhamun was a pharaoh and his tomb was discovered by Howard Carter</p> <p>I know this discovery helped people to understand more about the Egyptian pharaohs.</p> <p>I know the ancient Egyptians worshipped many gods and goddesses who were responsible for different aspects of life and death.</p> <p>I know scribes wrote on papyrus using hieroglyphs.</p> <p>I know most people lived along and around the Nile and this is still true in Egypt today</p> <p>I know every year the Nile flooded and left behind a black silt that enriched the soil for growing crops.</p> <p>I know the Nile was used to irrigate fields, for water, fishing and trade.</p> <p>I know the Romans ended the Ancient Egyptian era</p>



# The T-RF History Curriculum Coverage LKS2 Cycle B



Changes in Britain from the Stone Age to the Iron age (Local history study)	Egypt
Stonehenge 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	Burial chamber Canopic jar Embalming Hieroglyphics Pharaoh ruler Pyramid Sarcophagus Mummification Nile Papyrus Tutankhamen Temple Howard Carter Archaeologist Scribes Flooded Romans



# The T-RF History Substantive Knowledge UKS2 Cycle A



Topic	Crime and Punishment over time	The Mayans
Main National Curriculum Objective	NC: Pupils should be taught about: <ul style="list-style-type: none"><li><i>Changes in Britain from the Stone Age to the Iron Age.</i></li><li><i>A local study linked to one of the periods of time studied under chronology.</i></li></ul>	NC: Pupils should be taught about: <ul style="list-style-type: none"><li><i>A non-European society which provides contrasts with British history.</i></li></ul>
Subsidiary NC Objectives		
Theme Concepts	<b>Change, cause, similarity and difference; significance over time</b>	<b>Similarities and differences; significance over time</b>
Sticky Knowledge	<p>I know the Romans and the Anglo-Saxons used very harsh punishments to try and stop people from committing crimes.</p> <p>I know the Anglo-Saxons used trial by ordeal.</p> <p>I know there were extremely severe punishments during the Tudor era such as Public executions, beheadings, hangings, burning, pressings and boiling alive.</p> <p>I know anyone accused of a crime in Victorian time would be put in a 'lock-up'</p> <p>I know in Victorian times court rooms were created</p> <p>I know a police force was introduced in the Victorian era along with jails being built</p> <p>In Victorian times many Criminals were transported to serve sentences abroad.</p> <p>I know Robin Hood is a legendary figure from Medieval times – but there is some debate as to whether he was a criminal or not.</p> <p>I know that Thomas Beckett was the Archbishop of Canterbury and that he was murdered.</p> <p>I know today that crime ranges from physical (theft, assault, drink and drugs etc) to digital crime (fraud).</p> <p>I know that modern day prisons work hard to help rehabilitate people</p> <p>I know that technological advances have meant catching criminals can be used by identifying finger prints and DNA.</p>	<p>I know the Maya were a civilisation who lived in Mesoamerica (now Central America)</p> <p>I know they are known for being the first Mesoamericans to develop writing.</p> <p>I know The Maya developed an advanced number system for their time.</p> <p>I know the Maya built cities, pyramids and ornate sculptures in the rainforest. – some (e.g. Chichen Itza) have become world tourist destinations in the modern day.</p> <p>I know the Maya engaged in many rituals, one being the game of Pok-a-tok (a ball game)</p> <p>I know the Mayans sacrificed humans for religious and medical reasons. It was an honour to be sacrificed!</p> <p>I know The Maya believed in many gods and goddesses.</p> <p>I know The Maya people believed that the Earth, was large and flat and resting on the back of a creature, such as a turtle or crocodile.</p> <p>I know they had a sophisticated culture in which they lived in city states.</p> <p>I know Maya cities became abandoned and no- one knows for sure why this happened.</p> <p>I know that the Maya still exist today.</p>



# The T-RF History Curriculum Coverage UKS2 Cycle A



## Crime and Punishment over time

Crime  
Accused  
Suspect  
Defendant  
Prosecution  
Defense  
Court  
Judge  
Deferrent  
Retribution  
Capital Punishment  
Treason  
Hung, drawn and quartered  
Workhouse  
Prison  
Transportation  
Trial  
Ordeal  
Magistrate  
Jury  
Reform School

## The Mayans

Central America  
Trade  
Farming  
Worship  
Sacrifice  
Gods/goddesses  
Chichen Itza  
Settlement  
City state  
Number system  
Society  
Pyramid  
Maize  
Cacao  
Cenote  
Mesoamerica  
Civilisation  
Glyph



# The T-RF History Substantive Knowledge UKS2 Cycle B



Topic	Turning Points in British History -The Battle of Britain	Ancient Greece
Main National Curriculum Objective		NC: Pupils should be taught about: <ul style="list-style-type: none"><li>Ancient Greece – a study of Greek Life and achievements and their influence on the western world.</li></ul>
Subsidiary NC Objectives	NC: Pupils should be taught about: <ul style="list-style-type: none"><li>A significant turning point in British history eg The Battle of Britain</li></ul>	
Theme Concepts	<b>Cause, significance over time</b>	<b>Cause; significance over time</b>
Sticky Knowledge	<p>I know Britain went to war with Germany after Germany invaded Poland.</p> <p>I know it was necessary for Britain to go to war because of Hitler's invasion plans.</p> <p>Hitler planned on invading England</p> <p>I know Winston Churchill was the prime minister during this time</p> <p>I know The Battle of Britain was the aerial conflict that took place between the British and German air forces in the sky over the UK.</p> <p>I know this happened between July and September 1940.</p> <p>I know The Luftwaffe was the German Airforce</p> <p>I know The Luftwaffe planned to destroy the aircraft of the RAF on the ground or in the air.</p> <p>I know The Luftwaffe changed tactics from the airbases to the cities preventing the destruction of the RAF</p> <p>I know the Blitz was when bombing occurred over London at night</p> <p>I know 'black- outs' were enforced, meaning windows had to be covered</p> <p>I know Anderson shelters were introduced so that people could hide during an attack.</p> <p>I know during the war children had to be evacuated because it was unsafe for them to live in cities such as London which were prone to being bombed.</p> <p>I know Evacuation involved children going to live in the country with other families who they didn't know.</p> <p>I know the failure of the Germans to gain air superiority prevented the invasion of Britain.</p>	<p>I know Alexander the Great, took over the empire along with other lands that he conquered.</p> <p>I know Ancient Greece was not a country but was made up of city states such as Athens, Corinth and Sparta.</p> <p>I know there were often battles between these city states and sometimes they would join together to defend themselves from a common enemy.</p> <p>I know the ancient Greeks believed in many different gods and goddesses.</p> <p>I know the Olympics were first held in ancient Greece and this is one of the legacies of ancient Greece</p> <p>I know women were not allowed to compete in the Olympics because they were not treated as equals to men.</p> <p>I know the idea for the marathon originates from this time due to the Battle of Marathon</p> <p>I know the Spartans were known for their strong army and ability to fight</p> <p>I know Spartan girls were taught academic subjects and how to fight.</p> <p>I know The Athenians were known for their cultural developments and learning.</p> <p>I know Athenian girls did not go to school but many were taught how to look after the home and family.</p> <p>I know Ancient Athens is where democracy began and the legacy of democracy still exists today in many parts of the world.</p> <p>I know the ancient Greeks wrote myths and these are still read today.</p> <p>I know after Alexander the Great died, the Romans slowly took over parts of the empire.</p>



# The T-RF History Curriculum Coverage UKS2 Cycle B



## Turning Points in British History -The Battle of Britain

Holocaust  
Jew  
Anti-Semitism  
Nazi  
Persecution  
Occupation  
Invasion  
Propaganda  
Prejudice  
Kindertransport  
Blitz  
Blitzscreeg  
Refugee  
Winston Churchill  
Adolf Hitler

## Ancient Greece

Ancient  
Civilization  
Mythology  
City State  
Democracy  
Culture  
Athens  
Sparta  
Worship  
Empire  
Legacy  
Myth  
Marathon



# The T-RF History Substantive Knowledge UKS2 Cycle B



Topic	Local Study- Wollaton Hall
Main National Curriculum Objective	
Subsidiary NC Objectives	<p>NC: Pupils should be taught about:</p> <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>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>
Theme Concepts	
Sticky Knowledge	<p>I know Henry VII was the first Tudor King to reign over England after defeating Richard III in the Battle of Bosworth Field.</p> <p>I know Henry VIII became King aged 17 and married six times in the hope of having a son to be his heir to the throne.</p> <p>I know Edward VI was Henry VIII's son and he was King for just a few years</p> <p>I know, after Edward VI died, Lady Jane Grey Jane became Queen for just nine days</p> <p>I know Mary (the rightful heir to the throne) imprisoned Lady Jane Grey Jane</p> <p>I know, Mary I, Henry VIII's daughter was nicknamed 'Bloody Mary' after burning people at the stake if they didn't agree to the religious changes she made.</p> <p>I know Elizabeth I was the daughter of Henry VIII who reigned for nearly 45 years and led the English navy to defeat the Spanish Armada.</p> <p>I know Elizabeth I never married or had any children so when she died, the Tudor era ended.</p> <p>I know Wollaton Hall is a Wealthy Tudor house built for Sir Francis Willoughby</p> <p>I know windows were a sign of wealth so rich Tudors had as many windows as possible.</p> <p>I know food was seen as a sign of wealth</p> <p>I know water was not used as a drink as it was thought to be unsafe. People, including children, would drink weak ale instead.</p> <p>I know the house is now Nottingham Natural History Museum, with Nottingham Industrial Museum in the outbuildings.</p> <p>I know that Wollaton Hall and gardens have been used in film-making.</p> <p>I know Wollaton Hall is now used for leisure and recreation for the local community.</p> <p>I know that Wollaton Hall and Gardens is a prominent Nottingham landmark.</p>





# The T-RF History Curriculum Coverage UKS2 Cycle B



## Local Study

Monarch  
Religious change  
Monastery  
Monk/Nun  
Succession  
Divorce  
Treason  
Pope  
Church o England  
Parish Church