

National Curriculum Requirements

By the end of KS1:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning, to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- 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).
- 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 (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).
- Significant historical events, people and places in their own locality.

By the end of KS2:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning, to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- A local history study
- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece - a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



History

Manor Park Curriculum design



Intent

By the time they leave Manor Park, children should have a rich, broad and coherent understanding of world history, British history, local history and the complexity and diversity of human development over time.

Children will understand how to sequence events from our local and world history and know that time periods throughout history overlap. They will understand and know their own personal history as well as key historical people, events, time periods to further understand the importance and significance of the past, the role of chronology and the lasting impact of events and significant people.

Children will understand what sources and artefacts are and the importance, and need, for a variety of historical sources and how/why historians use these to understand the past. Furthermore, children will be able to question the reliability and validity of sources, giving reasons for their suggestions, asking questions and drawing evidence-based conclusions.

Implementation

We have a bespoke, engaging history curriculum for our children, which are based on the National Curriculum objectives for KS1 and KS2. This is to ensure learning is tailored to meet the needs of our children and is accessible for all.

Delivery of history is topic dependent. History lessons are taught through our creative curriculum afternoon lessons, however, there are many cross-curricular links e.g. writing in English, art, design and technology etc. Children are encouraged to present their work creatively in their creative curriculum books to make them unique and personal. Children are also given the opportunity to use a variety of sources, artefacts and go on history-rich trips or workshops to deepen their learning.

Skills and knowledge from the curriculum map inform planning to ensure all children are achieving the NC objectives. Each year group's plans are tailored to the specific needs of children in their cohort to ensure progression over time. Planning builds on prior learning (previous lessons and knowledge/skills from previous year groups) to ensure a coherent sequence of historical learning. Planning is sequenced well to ensure that children have the necessary knowledge and skills for the next stage of their learning and to ensure all children can access the curriculum.

Impact

It is our uncompromising vision that all children reach age related expectations at the end of each year. On going teacher assessment is used to swiftly address gaps, therefore ensuring almost all children securely meet the objectives mapped out in our curriculum.

Year Group	Autumn	Spring	Summer
Year 1	<p>Skills to be taught by the end of the year:</p> <ul style="list-style-type: none"> Sequence the story of a significant historical figure Compare own life and interests with their babyhood Retell a story or significant event from their own life Describe the importance of a Coventry place or landmark Begin to order artefacts and pictures from different time periods 		
	<p style="text-align: center;"><u>Superhumans</u> <i>Significant individuals from the past</i></p> <p><u>National Curriculum Objectives:</u></p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements (Captain Tom Moore & Mary Seacole). <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Understand the who Mary Seacole was and the key events in her life, including the impact she had on our world history. Understand how Captain Tom Moore contributed to national achievements during the COVID-19 pandemic and why he was significant. (British Value - Mutual Respect) <p><u>Previous learning links:</u></p> <ul style="list-style-type: none"> Reception - stories which include key figures from the past. <p><u>Topic enhancement:</u></p> <ul style="list-style-type: none"> SLS box - Nurse trunk from the Crimean War: Florence Nightingale and Mary Seacole 	<p style="text-align: center;"><u>Wild Woods</u></p>	<p style="text-align: center;"><u>Hear me Roar</u> <i>Prehistoric Era</i></p> <p><u>National Curriculum Objectives:</u></p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements (Mary Anning). Events beyond living memory that are significant nationally or globally. <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Understand the significance of artefacts and compare artefacts from different time periods (prehistoric era to today). Understand the significance of Mary Anning and her achievements. <p><u>Previous learning links:</u></p> <ul style="list-style-type: none"> Reception - stories which include key figures from the past. <p><u>Topic enhancement:</u></p> <ul style="list-style-type: none"> SLS boxes - Dinosaurs, digging up the past and fossils (Science section)

Year 2

Skills to be taught by the end of the year:

- Describe how their own life is different from past generations of their own family
- Order events within a period of history
- Use stories of famous historical people to compare aspects of life in different times
- Describe how people and places in Coventry have changed over time
- Begin to understand cause and effect by looking at significant individual's actions and what happened as a result

Our City in the Spotlight

Coventry & Cheylesmore (the local area)

National Curriculum Objectives:

- Significant historical events, people and places in their own locality (Lady Godiva & Sir Frank Whittle).
- Changes within living memory.

Knowledge:

- Understand how their life is different from past generations.
- Know and understand how their local area has changed over time (Cheylesmore and Coventry). (outdoor learning)
- Know and describe important Coventry landmarks. (outdoor learning)
- Know and understand the key events in the story of Lady Godiva and the significance of this.
- Know and understand famous people from Coventry and the impact they have had on our city (focus on Lady Godiva and Sir Frank Whittle).

Previous learning links:

- **Reception** - changes within their living memory.
- **Reception** - changes in their own lives.
- **Year 1** - significant individuals from the past (Samuel Pepys, Sir Tom Moore, Mary Seacole) - Superhumans.
- **Year 1** - significant events from the past GFoL - Flashback.

Topic enhancement:

- Walk around the local area. (outdoor learning)
- Trip to Coventry City Centre to see our landmarks. (outdoor learning)

Around the World

Significant individuals from the past

National Curriculum Objectives:

- 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 (Queen Victoria & Mahatma Ghandi).

Knowledge:

- Know and understand the hierarchy and significance of the Royal family to British History and how they have contributed to national achievements (focus on Queen Victoria). (British Value - Rule of Law)
- Know and understand the importance and significance of Mahatma Ghandi to our British and world history.
- Understand the importance and significance of Day of the Dead to Mexican culture and heritage.

Previous learning links:

- **Reception** - stories which include key figures from the past.
- **Year 1** - significant individuals from the past - Superhumans.
- **Year 1** - learning about London - Flashback.

Topic enhancement:

- SLS box - Hola Mexico

Conquering Land and Sea

The Golden Age of Piracy

National Curriculum Objectives:

- Changes beyond living memory that are significant nationally or globally (Piracy, Explorers & the RNLI).
- The lives of significant individuals in the past who have contributed to national and international achievements (Grace Darling & Captain Cook).
- Significant historical events, people and places in their own locality (Warwick and Kenilworth Castles).

Knowledge:

- Know and understand the importance and significance of Captain James Cook & Grace Darling and the impact they have had on our British and World history.
- Know and understand the significance of the RNLI and how it has changed over time.
- Know and understand key details of pirate life and the significance of piracy.
- Know and understand the key features of castles and their importance.
- Know and understand how and why features of castles changed over time.

Previous learning links:

- **Reception** - stories which include key figures from the past.
- **Year 1** - significant individuals from the past - Superhumans.

Topic enhancement:

- SLS boxes - Pirates, Explorers & Knights.
- Trip to Warwick Castle & Kenilworth Castle.

Year 3

Skills to be taught by the end of the year:

- Show an understanding of chronology by placing periods studied onto a timeline
- Explain how Ancient Greece had a significant impact on people and places
- Explain how Britain changed from the Stone Age to the Iron Age
- Use labelled diagrams, diaries and pictures to illustrate their understanding of historical events and people

Meet the Greeks

Ancient Greeks

National Curriculum Objectives:

- Ancient Greece - a study of Greek life and achievements and their influence on the western world.

Knowledge:

- Know and locate the Ancient Greek period on a timeline and understand where it fits in our world history.
- Understand the impact Ancient Greece had on our world history e.g. the Olympics, marathon, key landmarks, lexicon, democracy etc. (**British Value - Democracy**)
- Understand key facts about Ancient Greek life e.g. mythology, diet etc.
- Understand the similarities and differences between Sparta and Athens e.g. life, culture, traditions, clothing etc.
- Understand the key events in the story of the Trojan Horse and consider different perspectives (Spartans and Troys).
- Know and use sources and artefacts to understand Greek life and traditions.

Previous learning links:

- **Reception** - stories which include key figures from the past.
- **Year 1** - achievements of significant individuals from the past (Samuel Pepys, Sir Tom Moore and Mary Seacole) - Superhumans.
- **Year 2** - significant places - Kenilworth and Warwick castle - Conquering Land and Sea.

Great British Bake Off

Mayas & Aztecs

National Curriculum Objectives:

- A non-European society that provides contrasts with British history -- Maya civilization c. AD 900 & Aztecs c. 1300-1521.

Knowledge:

- Understand the history of chocolate and where these key events come on a timeline (focus on Maya & Aztecs).
- Understand Maya history and key facts about life during this time focusing on links to chocolate.
- Understand the history of the Aztec Empire and key facts about life during this time focusing on links to chocolate.
- Understand the significance of Cadbury to our local and British history including the developments in production and packaging, how they helped the local community and the history of chocolate.

Previous learning links:

- **Reception** - stories which include key figures from the past.
- **Year 1** - achievements of significant individuals from the past (Samuel Pepys, Sir Tom Moore and Mary Seacole) - Superhumans.
- **Year 2** - achievements of significant individuals from the past (Lady Godiva and Frank Whittle) - Our City in the Spotlight.
- **Year 2** - achievements of significant individuals from the past (Queen Victoria and Mahatma Ghandi) - Around the World.

Through the Ages

Stone Age, Iron Age and Bronze Age

National Curriculum Objectives:

- Changes in Britain from the Stone Age to the Iron Age.

Knowledge:

- Know and understand where the Stone Age, Iron Age and Bronze Age sits on a timeline and the time periods that come before, after and overlap.
- Know and understand the key features of the Stone Age, Iron Age and Bronze Age and the similarities and differences between them e.g. food, settlements, clothing, weapons/tools etc.
- Know and understand how sources and artefacts contribute to our knowledge of each era and the importance of these.

Previous learning links:

- **Year 2** - changes to local area - Our City in the Spotlight.
- **Year 2** - historical changes over time (Castles) - Conquering Land and Sea.
- **Year 2** - key features of piracy - Conquering Land and Sea.

Topic enhancement:

- SLS boxes - Stone Age/Iron Age
- Bishop's Wood Stone Age trip (**outdoor learning**)

- **Year 2** - achievements of significant individuals from the past (Lady Godiva and Frank Whittle) - Our City in the Spotlight.
- **Year 2** - achievements of significant individuals from the past (Queen Victoria and Mahatma Ghandi) - Around the World.

Topic enhancement:

- Greek workshop from Portals to the Past
- SLS boxes - Ancient Greece

- **Year 2** - changes to local area - Our City in the Spotlight.
- **Year 2** - learning about Mexico - Around the World.

Topic enhancement:

- Trip to Cadbury World
- SLS boxes - Ancient Americas, Chocolate, Hola Mexico

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Year 4

Skills to be taught by the end of the year:

- Compare two periods of history, identifying similarities and differences between them
- Place different periods of time on a timeline and remember key historical facts and some dates
- Describe the impact of music on Coventry
- Use a range of source materials to answer questions which go beyond simple observations
- Understand how Anglo-Saxon, Viking and Scots settlements and battles had an impact on England
- Describe the Roman Empire's impact on Britain

Chariots of Fire

Romans

National Curriculum Objectives:

- The Roman Empire and its impact on Britain.

Knowledge:

- Understand where Ancient Rome comes in our historical timeline and the time periods that come before, after and overlap.
- Know and understand key events in the Roman Empire and where they come on a timeline.
- Understand features of the Roman empire and the impact they had on Britain: daily life, food, education, leaders, religion/mythology, rules of law, language, architecture and infrastructure (roads and sewage systems). (*British Value - Rule of Law*)
- Know and understand the significance of Julius Caesar and his impact on the Roman empire.
- Understand the key events of Pompeii and the eruption of Mount Vesuvius.
- Know and understand the significance and impact of Boudicca.
- Know and understand how and why the Romans invaded Britain its significance.
- Understand the importance and validity of using a range of primary and secondary sources and artefacts, questioning reliability.

Previous learning links:

Waves

Explorers and Coventry Music

National Curriculum Objectives:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Knowledge:

- Know and understand how music has changed in Coventry over the decades and where these sit on a timeline.
- Understand the impact of key people/bands including Pete Waterman, The Specials, Ska & 2 Tone.
- Understand the life of Jacques Cousteau and the significance of his life's work and co-invention of the aqua-lung.
- Understand the importance and validity of using a range of primary and secondary sources, questioning reliability.

Previous learning links:

- **Reception** - stories which include key figures from the past.
- **Year 1** - achievements of significant individuals from the past (Samuel Pepys, Sir Tom Moore and Mary Seacole) - Superhumans.
- **Year 1** - significant events from the past (GFoL) - Flashback.
- **Year 2** - changes to Coventry and the local area - Our City in the Spotlight.
- **Year 2** - explorers - Conquering Land and Sea.
- **Year 2** - achievements of significant individuals from the past (Lady Godiva, Frank Whittle, Queen Victoria and

Invaders

Anglo-Saxons, Scots and Vikings

National Curriculum Objectives:

- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Knowledge:

- Understand where the Anglo-Saxons, Scots and Vikings come in our historical timeline and the time periods that come before, after and overlap.
- Know and understand how Britain changed during Anglo-Saxon times and its significance.
- Know and understand how Britain changed when the Vikings invaded and its significance.
- Know and understand the main battles between the Anglo-Saxons, Vikings and Scots and the impact they had on Britain including the Battle of Hastings.
- Know and understand the impact of the Norman invasion of Britain.
- Know and understand the significance of key figures of these periods including William the Conqueror, Harold Godwinson, Harold Hardrada, Alfred the Great & Edward the Confessor and the impact they had on Britain.
- Understand the importance and validity of using a range of primary and secondary sources and artefacts, questioning reliability.

	<ul style="list-style-type: none"> - Reception - stories which include key figures from the past. - Year 1 - achievements of significant individuals from the past (Samuel Pepys, Sir Tom Moore and Mary Seacole) - Superhumans. - Year 1 - significant events from the past (GFoL) - Flashback. - Year 2 - achievements of significant individuals from the past (Lady Godiva, Frank Whittle, Queen Victoria and Mahatma Ghandi) - Our City in the Spotlight & Around the World. - Year 2 - changes to Coventry and the local area - Our City in the Spotlight. - Year 2 - historical changes to Britain over time (Castles) - Conquering Land and Sea. - Year 3 - changes in Britain - Across the Ages. - Year 3 - key historical periods in European history - Meet the Greeks. - Year 3 - key features of daily life in another time period - Meet the Greeks. - Year 3 - sources - Through the Ages. <p><u>Topic enhancement:</u></p> <ul style="list-style-type: none"> - Visit from a Roman soldier. - SLS box - Ancient Rome. 	<p>Mahatma Ghandi) - Our City in the Spotlight & Around the World.</p> <ul style="list-style-type: none"> - Year 3 - sources - Through the Ages. <p><u>Topic enhancement:</u></p> <p>N/A</p>	<p><u>Previous learning links:</u></p> <ul style="list-style-type: none"> - Reception - stories which include key figures from the past. - Year 1 - achievements of significant individuals from the past (Samuel Pepys, Sir Tom Moore and Mary Seacole) - Superhumans. - Year 1 - significant events from the past (GFoL) - Flashback. - Year 2 - pirates (Viking means pirate raid) - Conquering Land and Sea. - Year 2 - achievements of significant individuals from the past (Lady Godiva, Frank Whittle, Queen Victoria and Mahatma Ghandi) - Our City in the Spotlight & Around the World. - Year 2 - changes to Coventry and the local area - Our City in the Spotlight. - Year 2 - historical changes to Britain over time (Castles) - Conquering Land and Sea. - Year 3 - changes in Britain - Across the Ages. - Year 3 - key historical periods in European history - Meet the Greeks. - Year 3 - key features of daily life in another time period - Meet the Greeks. - Year 3 - sources - Through the Ages. <p><u>Topic enhancement:</u></p> <ul style="list-style-type: none"> - SLS boxes - Anglo-Saxons & Vikings.
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Year 5

Skills to be taught by the end of the year:

- Make connections between two periods of history
- Independently place events or change on a timeline, remembering key facts from periods studied
- Explain why people acted as they did (e.g. why Henry VIII married many times to produce an heir to the throne)
- Select, organise and record relevant information from a range of sources to produce narratives, descriptions and explanations
- Describe how different evidence tells us different things and understand why contrasting interpretations occur
- Gain an overview and understanding of the achievements of Ancient Egyptians

Walk like an Egyptian

Ancient Egyptians

National Curriculum Objectives:

- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

Knowledge:

- Understand where Ancient Egypt comes in our historical timeline and the time periods that come before, after and overlap.
- Know and understand the hierarchal system of Ancient Egypt and the role of the pharaoh.
- Know key rulers from the time period including Tutankhamun and the importance of Howard Carter's discovery.
- Understand the process and significance of mummification and compare Ancient Egyptian death rituals to those in modern day Britain.
- Know and understand the key religious beliefs/mythology from the Ancient Egyptians.
- Understand the importance and validity of using a range of primary and secondary sources, questioning reliability and bias - artefacts, newspaper reports etc.

Previous learning links:

- **Reception** - stories which include key figures from the past.
- **Year 1** - Palaeontologist (Mary Anning) - Hear Me Roar!

Spirit of Samba

To Infinity and Beyond

Moon Landings

National Curriculum Objectives:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Knowledge:

- Know and understand the timeline of events in the Space Race leading up to the first moon landing from the viewpoint of the USA and USSR.
- Understand the timeline of events and key people involved in the first Moon landing (Apollo 11) including astronauts Neil Armstrong, Buzz Aldrin & Michael Collins.
- Know and understand discoveries from key historical figures (Galileo) or significant individuals, who were involved in the first moon landing including Katherine Johnson.
- Understand the importance and validity of using a range of primary and secondary sources, questioning reliability and bias (newspaper reports from Moon Landings).

Previous learning links:

- **Reception** - stories which include key figures from the past.
- **Year 1** - Key historical figure and their discoveries (Mary Anning) - Hear Me Roar!
- **Year 1** - achievements of significant individuals from the past (Samuel Pepys, Sir Tom Moore and Mary Seacole) - Superhumans.

- **Year 1** - Key historical figure and their discoveries (Mary Anning) - Hear Me Roar!
- **Year 1** - significant events from the past (GFoL) - Flashback.
- **Year 1** - achievements of significant individuals from the past (Samuel Pepys, Sir Tom Moore and Mary Seacole) - Superhumans.
- **Year 2** - achievements of significant individuals from the past (Lady Godiva, Frank Whittle, Queen Victoria and Mahatma Ghandi) - Our City in the Spotlight & Around the World.
- **Year 3** - key historical periods in European history - Meet the Greeks.
- **Year 3** - key features of daily life in another time period - Meet the Greeks.
- **Year 3** - religious beliefs and mythology (Greeks) - Meet the Greeks.
- **Year 3** - Early civilisations (Mayas & Aztecs) - Great British Bake Off.
- **Year 3** - importance and reliability of sources - Through the Ages.
- **Year 4** - reliability and validity of sources.
- **Year 4** - religious beliefs and mythology (Romans) - Invaders.

Topic enhancement:

- Egyptian workshop from Portals to the Past.
- SLS box - Ancient Egypt.

- **Year 2** - achievements of significant individuals from the past (Lady Godiva, Frank Whittle, Queen Victoria and Mahatma Ghandi) - Our City in the Spotlight & Around the World.
- **Year 3** - importance and reliability of sources - Through the Ages.
- **Year 4** - reliability and validity of sources.

Topic enhancement:

- Visit to the National Space Centre.
- Space camp in school. (outdoor learning)
- SLS box - Space (Science box).

Year 6

Skills to be taught by the end of the year:

- Use a range of local history resources to present and in-depth study of how national changes (World War II) had a significant impact upon Coventry
- Create from memory a timeline from dates/details/eras
- Make connections, draw contrasts and identify trends in two or more periods of history
- Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of Britain and the wider world
- Select, organise, summarise and present relevant information from a wide range of sources
- Acknowledge different viewpoints and explain why these are important in understanding history

Rising from the Rubble

WW2

National Curriculum Objectives:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- A local history study.

Knowledge:

- Understand how WW2 impacted Coventry.
- Know the main world leaders of the allies and the axis during WW2.
- Know and understand the impact of evacuation and rationing.
- Understand the events of VE day and how it was celebrated. (British Value - Mutual Respect)
- Know about Anne Frank's life and why she is a significant historical figure.
- Learn about propaganda and the key role it played during WW2.
- Understand the significance of Remembrance Day and how Coventry & the local area commemorates on the 11th November. (British Value - Mutual Respect)
- Understand the importance and validity of using a range of primary and secondary sources, questioning reliability and bias - artefacts, newspaper reports etc. (artefacts, photos and newspaper reports from WW2).

Previous learning links:

- **Reception** - stories which include key figures from the past.

Frozen

Titanic & Polar explorers

National Curriculum Objectives:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Knowledge:

- Understand and identify the key events in the timeline of the Titanic including how and why she sank.
- Understand the key features of the Titanic including classes, the building of the ship, passengers and the structure.
- Understand the historical significance and impact of Explorers (Robert Falcon Scott, Ernest Shackleton, Felicity Aston & Matthew Henson).
- Understand the importance and validity of using a range of primary and secondary sources, questioning reliability and bias - artefacts, newspaper reports etc. (artefacts, including Scott's diary, photos and newspaper reports from polar expeditions).

Previous learning links:

- **Reception** - stories which include key figures from the past.
- **Year 1** - achievements of significant individuals from the past (Samuel Pepys, Sir Tom Moore and Mary Seacole) - Superhumans.

Benin

Ancient Kingdom of Benin

National Curriculum Objectives:

- A non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300.

Knowledge:

- Understand where the kingdom of Benin comes in our historical timeline and the time periods that come before, after and overlap.
- Know and understand how the Ancient Kingdom of Benin began and ended.
- Understand the founders of the Ancient Kingdom of Benin and the difference between Edo, Oba and Ogiso.
- Understand the traditions and beliefs from the Ancient Kingdom of Benin including food, gods, leaders, religious buildings and art.
- Understand the similarities and differences between modern Britain and the Ancient Kingdom of Benin.
- Understand the importance and validity of using a range of primary and secondary sources, questioning reliability and bias - artefacts, newspaper reports etc. (artefacts from the Ancient Kingdom of Benin).

Previous learning links:

- **Year 1** - significant events from the past and their impact on Britain (GFoL) - Flashback.

- **Year 1** - achievements of significant individuals from the past (Samuel Pepys, Sir Tom Moore and Mary Seacole) - Superhumans.
- **Year 1** - significant events from the past and their impact on Britain (GFoL) - Flashback.
- **Year 2** - achievements of significant individuals from the past (Lady Godiva, Frank Whittle, Queen Victoria and Mahatma Ghandi) - Our City in the Spotlight & Around the World.
- **Year 2** - changes in own locality - Our City in the Spotlight.
- **Year 3** - impact of historical events on local area (impact of Cadbury) - Great British Bake Off.
- **Year 4** - how historical events changed Britain and local area - Invaders.
- **Year 4** - how Coventry music has changed over time - Waves.
- **Year 4** - Jacques Cousteau (a member of the French resistance in WW2) - Waves.
- **Year 3** - importance and reliability of sources - Through the Ages.
- **Year 4** - reliability and validity of sources.
- **Year 5** - reliability of sources - Walk like an Egyptian & To Infinity and Beyond!

Topic Enhancement:

- Visit the War Memorial Park for Remembrance. (outdoor learning)
- Visit Coventry Cathedral & the Transport Museum.
- SLS box - WW2 Suitcase of History.

- **Year 2** - explorers (Captain James Cook) - Conquering Land and Sea.
- **Year 2** - achievements of significant individuals from the past (Lady Godiva, Frank Whittle, Queen Victoria and Mahatma Ghandi) - Our City in the Spotlight & Around the World.
- **Year 4** - explorers (Jacques Costeau) - Waves.
- **Year 3** - importance and reliability of sources - Through the Ages.
- **Year 4** - reliability and validity of sources.
- **Year 5** - reliability of sources - Walk like an Egyptian & To Infinity and Beyond!

Topic Enhancement:

- Visit from a polar explorer.
- Titanic experience from Freshwater Theatre Company.
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- **Year 2** - key features of piracy - Conquering Land and Sea.
- **Year 2** - Queen Victoria and the British Empire - Around the World.
- **Year 3** - key features of daily life in another time period - Meet the Greeks.
- **Year 3** - Early civilisations (Mayas & Aztecs) - Great British Bake Off.
- **Year 4** - key features of daily life during other time periods - Invaders.
- **Year 5** - early civilisation (Egyptians) - Walk like an Egyptian.
- **Year 3** - importance and reliability of sources - Through the Ages.
- **Year 4** - reliability and validity of sources.
- **Year 5** - reliability of sources - Walk like an Egyptian & To Infinity and Beyond!

Topic Enhancement:

- SLS box - Ancient Africa.
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