



## **History Strands Overview EYFS to Year 6**

*This document highlights the key strands of substantive knowledge in each History topic that we want children to remember and build on as they move through EYFS to Year 6. These key areas are revisited in new topics to check retention/consolidate, overlay and add to the knowledge retained and make connections and comparisons.*

*At the end of each topic, understanding and retention of these key areas are assessed.*

Our strands are as follows:

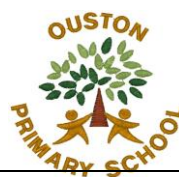
- Significant Individuals
- Civilisations and Empires
- Invasion and Settlement
- Monarchy

*Within these strands we cover world, British and local History.*

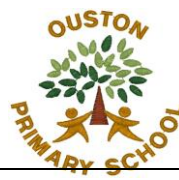
*National Curriculum coverage is over shown on our long term plan overview.*



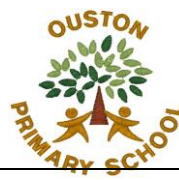
Significant Individuals			
RECEPTION	Y1/2	Y3/4	Y5/6
<p><b>Cycle A</b> <b>(Autumn 2 Special Days)</b> <i>Learning about a figure from the past.</i></p> <p>Guy Fawkes Learn that bonfire night started hundreds of years ago because of Guy Fawkes. (Story – Guy Fawkes Richard Brassy)</p> <p><b>(Spring 2 Growing Up)</b> <i>Compare people from present and past</i></p> <p>Learn about the main members of present Royal Family (Katie in London story and Royal Family photos) Learn about different generations and compare to their family</p> <p><b>(Summer 2 The Seaside)</b> <i>Learning about a figure from the past.</i></p> <p>Mary Anning (Mary Anning Story - Little People Big Dreams book and BBC famous people clip, Book – Fantastically Great Woman who changed the world Kate Pankhurst)</p>	<p>Guy Fawkes Grace Darling Thomas Barnardo Winston Churchill</p> <p>Samuel Pepys William Duke of Normandy Hereward the Wake</p> <p>Neil Armstrong Tim Peake</p> <p>Queen Victoria (1837 -1901) Children should recognise her when shown well known images. Second longest reigning monarch in history.</p> <p>Christopher Columbus Amy Johnson</p> <p>Ralf Fiennes- Understand what an explorer is and the significance of achieving something that no one has done before.</p> <p>Ranulph Fiennes was the first person to travel by foot to the North and South Pole and still living today.</p>	<p>Emperor Claudius - Roman emperor (King) who invaded Britain</p> <p>Boudicca- Significant female in history. Became leader of the Iceni tribe during the Roman period. Celt who stood up against the Romans. Gathered an army to stand up to the Romans and nearly defeated them.</p> <p>Tutankhamun- Ancient Egyptian Pharaoh (King) Became king at 9 years old but died before he was 20 Was known as King Tut or The Boy King. Died suddenly and mysteriously, death still unknown. Tomb was found thousands of years after death, filled with artefacts.</p>	<p>Wang Yirong King Cheng Tang King Di Xin</p> <p>Adolf Hitler Winston Churchill Air Chief Marshall Hugh Dowding Reichsmarschall Hermann Goering</p> <p>King James I</p> <p>Abu Jafar Al-Mansur</p>



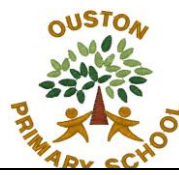
<p>Learn that Mary Anning discovered the first fossils and how we can use objects to find out about the past.</p> <p><b>Cycle B (Autumn 2 Special Days)</b> <i>Learning about a figure from the past.</i></p> <p>Guy Fawkes Learn that bonfire night started hundreds of years ago because of Guy Fawkes. (Story – Guy Fawkes Richard Brassy)</p> <p><b>(Spring 1 People who help us)</b> <i>Commenting on images of familiar situations in the past.</i></p> <p>Thomas the Baker Learn that the houses were different hundreds of years ago and (through fiction story Thomas the Baker and the Great Fire of London) Learn how the fire started and how fires were put out in the past. Compare to now.</p> <p><i>Story time in this topic to include other people e.g. Florence Nightingale/Marie Curie Little People, Big Dreams stories.</i></p> <p><b>(Summer 2 On the Move)</b> <i>Commenting on images of familiar situations in the past.</i></p>	<p>Neil Armstrong- Understand why the achievement for Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did. (Understand that's he was stepping into the unknown like Christopher Columbus).</p> <p>Amy Johnson- Understand the significance of a woman flying alone.</p> <p>She became the first woman in the world to fly solo from England to Australia and it took 19 days.</p>	<p>Howard Carter- Archaeologist who discovered the tomb of Tutankhamun</p> <p>King Alfred the Great - The only British King to be called 'The Great' He ruled the only part of England that the Vikings didn't manage to invade and conquer. He then created peace with the Vikings. He is often credited with creating learning and literacy in England; the first trained army in England; rules and a law court;</p> <p>William Duke of Normandy- William the Conqueror. Led the Battle of Hastings 1066. The first Norman King of England. Known as William I</p>	
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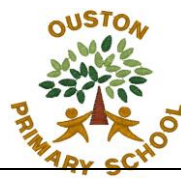
<p>George Stephenson Learn that he was a local figure whose designs changes the way that things are made. <a href="https://www.youtube.com/watch?v=5hTbK1BtxKg">https://www.youtube.com/watch?v=5hTbK1BtxKg</a> Stop, look, listen video</p>			
<p><b>Invasion and Settlement</b></p>			
<p><b>RECEPTION</b></p>	<p><b>Y1/2</b></p>	<p><b>Y3/4</b></p>	<p><b>Y5/6</b></p>
<p><b>Cycle A (Spring 2 Growing Up)</b> <b>Learn about the Royal family and castles.</b> Introduce vocabulary: Medieval, Outlaw, Rebel and read story about Robin Hood.  Through continuous provision children will access- Knights and castles tuff spot / small world Crown decorating finger gym. Medieval castle role play</p>	<p><b>The Normans</b>  The Normans came from Northern France They invaded in 1066 and William, Duke of Normandy became king after defeating King Harold II during the Battle of Hastings.  The English hated the Normans because of what William had done after the Battle of Hastings. As he approached London he scared the English by burning farms and destroying crops and livestock.</p>	<p><b>The Romans</b>  Claudius invaded Britain in AD 43 because of the many natural resources they had available. He also wanted to show how powerful he was by being able to accomplish something that the Great Julius Cesar had failed to do.</p>	<p><b>The Battle of Britain</b>  The United Kingdom, The United States and the Soviet Union formed the Allied Powers during WWII  Nazi Germany had invaded Poland in September 1939 and by the end of May</p>



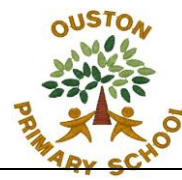
<p><b>Both Cycles</b> <b>(Autumn 2)</b> <b>Remembrance Day</b> Who we are remembering and why? Learn that poppies are a symbol of remembrance of the first World War. Children will look at differences between soldiers from World War I and modern day soldiers. Children will know that soldiers received medals for their achievements and courage. Will link this to their own achievements and times that they have been proud of themselves. <i>Walk to local war memorial.</i> <b>Use Vocabulary:</b> soldiers, war, battle, battlefields poppies, medal, memorial</p> <p><b>Both Cycles</b> <b>(Spring 1 Once Upon a time)</b> <i>Comparing and Contrasting characters from stories including figures from the past</i></p> <p>Stories related to castles and knights e.g. Zog, Robin Hood, George and the Dragon,</p> <p>Robin Hood – he was an outlaw who rebelled against the King.</p> <p><b>Vocabulary</b> Medieval Outlaw Rebel</p>	<p>William the first Norman King of England was a direct descendent of the Vikings</p> <p>Invasions and wars are almost always about gaining control of land and natural resources.</p> <p>Features of Motte and Bailey castles.</p> <p>Norman castles changed after William gained control of the land.</p> <p>The Normans ruled England for about 300 years.</p> <p><b>Key Vocabulary:</b></p> <p>Rebellion Invasion Outlaw Conquer Normans Feudal system Medieval Noble Knight Lord Commoner Serf</p> <p><b>World War I</b></p>	<p>When troops from the Roman Empire conquered southern England in AD43, they forced most of the Celtic tribes to surrender to them.</p> <p>Boudicca, became queen of the Iceni tribe. The Romans tried to take control of the tribe and tortured her family. Boudicca gathered an army to defend her territory.</p> <p>The army invaded the Roman city of Colchester which the Romans called Camulodunum. This was the Roman capital of Britain. Other tribes joined the rebellion and an army of thousands descended on Colchester. They fought fiercely, burning buildings and killing hundreds of men, women and children.</p> <p>Boudicca’s army was far larger than the Roman</p>	<p>1940 had also occupied Luxembourg, Norway, Denmark, Belgium, the Netherlands and France. By 18 June 1940, France had fallen to Hitler. Hitler had ordered that preparations for a full-scale invasion of Britain should be made immediately, having occupied the Channel Islands on 30 June 1940.</p> <p>Hitler knew that if an invasion was going to be possible, then the Luftwaffe needed to defeat the Royal Air Force. If the Luftwaffe controlled the skies over the English Channel, its aircraft could attack Royal Navy ships from the air and help the invasion troops to reach England safely.</p> <p>A total of 1,733 Luftwaffe aircraft and 915 RAF fighters were shot down.</p>
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<p>Through continuous Provision children will access-</p> <p>Knights and castles tuff spot / small world Crown decorating finger gym. Medieval castle role play</p> <p><b>Vocabulary</b> Soldiers War Battle Battlefields Poppies Medal Memorial</p>	<p>The first world war began in 1914.</p> <p>England and France were allies during the first world war. France led the coalition. Children should know that other countries formed the coalition and may be able to recall the names of some of them.</p> <p>Central Powers was another coalition in this war. Germany was a part of this coalition.</p> <p>The lives of British children changed dramatically for children during the first world war.</p> <p>Animals were very useful to the army during WWI and different animals were suited to different military roles. Children should be able to recall some of the animals used during war times and link to the important role they played. E.g Dogs / pigeons to deliver urgent messages. Horses would walk for days carrying sick or injured soldiers. Glowworms helped soldiers to see on the battlefield.</p> <p>Some conditions on the battlefields which were endured by soldiers and animals.</p> <p><b>Vocabulary</b></p> <p>Coalition Commemorate</p>	<p>army but were ultimately defeated by the Romans.</p> <p>The Roman's battle strategies were advanced and the Roman army was very well organised.</p> <p>The Roman's constructed a vast wall (Hadrian's named after the Roman Emperor at that time) to prevent raids and attacks on Roman towns and citizens.</p> <p>Roman towns were designed in a grid. The middle of the 'grid' was a big market square used for trade.</p> <p>Romans built the first roads and sewage systems in Britain.</p> <p>The Roman's eventually left Britain because Rome was being fiercely attacked. The Anglo Saxons were next to settle in Britain.</p>	<p>The battle cost the lives of 446 Royal Air Force and Fleet Air Arm (Navy) fighter pilots, together with 3,089 German fighter pilots and bomber crews.</p> <p><b>Did a horse really defeat the Trojans?</b></p> <p>About 2,500 years ago, Greece became one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, athletes, artists, architects and politicians.</p> <p>The area of the modern world that was once part of the empire of Ancient Greece. This included settlements in modern-day Italy, France, Spain, Turkey and parts of North Africa.</p> <p>Around 1250 BC war broke out between the armies of</p>
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	<p>Rationing          Memorial          Allies          Military          Reconnaissance</p>	<p><b>Key Vocabulary</b>          Natural resource          Occupied          Pacify          Uprising          Plebeian          Lanista</p> <p><b>Anglo Saxons –</b></p> <p>The Anglo Saxons originated from modern day Denmark, The Netherlands and Germany.</p> <p>The Anglo Saxons invaded Britain once the Romans had left.</p> <p>England’s forests had all of the natural resources the Anglo Saxons needed so this is where they set up their homes rather than the stone houses in the towns built by the Romans.</p>	<p>the city of Troy on one side and the combined forces of the cities of Sparta and Mycenae on the other. This was because Prince Paris of Troy had kidnapped Queen Helen of Sparta and taken her back to his city.</p> <p>Helen’s husband, King Menelaus of Troy, was understandably very angry and convinced his brother Agamemnon, King of Mycenae, to join him on an expedition to Troy to rescue her. They set sail across the Aegean Sea and so began the Trojan War, which was to last for 10 years.</p> <p>Then Odysseus, a Greek general in Menelaus’ army, had an idea. His plan was to build a huge wooden horse and to leave it outside the gate of the city of Troy. Then, the entire Greek army would pretend to leave and sail away in their ships as if they had finally</p>
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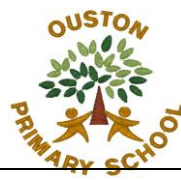


		<p>The Anglo-Saxons were Pagan (Believed in many different gods) but converted to Christian.</p> <p><b>Vocabulary</b></p> <p>Invade Dwellings Natural Resources Village Barbarian</p> <p><b>Invaders and Settlers; The Vikings.</b></p> <p>The Vikings attacked Lindisfarne in Northumberland – this was the beginning of the Viking age.</p> <p>It was a shocking attack as it was an attack on monks who were killed and holy treasures were stolen.</p>	<p>admitted defeat (although they would actually hide among nearby islands).</p>
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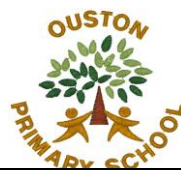




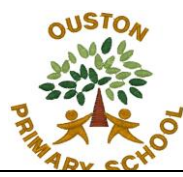
		<p>The location of holy island made it an easy target for the Norsemen/Vikings</p> <p>They first attacked for wealth – to steal from the monasteries. Later, they came to England with their families. They wanted England’s climate and land. They set up home and attacks were not so brutal.</p> <p>Vikings were famous for their longships as they were streamlined, could sail forwards or backwards and could sail in shallow water.</p> <p>Vikings were farmers and lived in the countryside.</p> <p>The end of the Anglo-Saxon period finished with the Battle of Hastings 1066. William of Normandy / William the Conqueror invaded Britain and won as he believed</p>	
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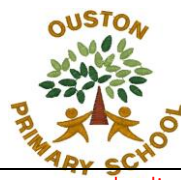
		he had been promised to be made King when Edward the Confessor died.	
<b>Civilisations and Empires</b>			
<b>RECEPTION</b>	<b>Y1/2</b>	<b>Y3/4</b>	<b>Y5/6</b>
<p><b>Cycle B</b> <b>(Spring 1 - People who help us)</b> Explore how the fire service has changed over time. Links to Thomas the Baker and the Great Fire of London.</p> <p><b>Cycle B</b> <b>(Summer 2 On the Move)</b> Talk about how we travel to school, where have we visited on holiday and how did we get there? Sort examples of modern day transport and transport from the past Photographs/objects of transport from the past to provoke investigation, discussion or promote</p>	<p><b>The Great Fire of London –</b> Living conditions in London in 1666 – very crowded, narrow dusty and dirty streets, many wooden houses. Warehouses and industrial buildings containing flammable items.</p> <p>Because there was no fire service or fire engines at this time soldiers were left to try and extinguish the fire using leather buckets and water squirts.</p> <p>The Great Fire lead to some positive changes to London. The city was rebuilt in a safer and more organised way, so that such</p>	<p><b>The Roman</b> An empire is where one person/government 'own' 'run' different countries. The Romans invaded several countries and built a huge empire including Italy, England, France, Spain, Turkey, Cyprus</p> <p>The Romans constructed Hadrian's Wall to protect the top of their empire.</p>	<p><b>Shang Dynasty of Ancient China</b> The Shang Dynasty was located in northern China between 1600 BC – 1046 BC</p> <p>This was the same time as the Bronze Age in Britain and the Ancient Egyptian civilisation That until 1899 there was no evidence that the Shang Dynasty had ever actually existed</p>



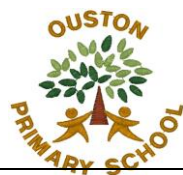
<p>questioning about life in the past – observe, compare and contrast. Visit to Tanfield Railway or Locomotion Shildon – link to George Stephenson as a significant individual.</p>	<p>a disaster would not happen again. Streets were made wider, and buildings were made from brick or stone (rather than wood), with better access to water. London’s first fire service was formed.</p> <p><b>The Normans</b></p> <p>Feudalism. Through discrete teaching and role play opportunities children will understand that society in this period was organised in an extremely hierarchical way. The king owned all of the land but gave some to barons who had to fight for the king and train knights to fight for him.</p> <p><b>Vocabulary</b></p> <p>Feudal system</p> <p>Intimidate</p> <p>Deterrent</p> <p>Serf</p> <p>Commoner</p> <p><b>The Titanic</b></p> <p>The Edwardian era corresponds to the reign of King Edward VII in Great Britain, whose short-lived governance (1901-1910) followed Victoria's long reign.</p>	<p>To stop the Celts from invading.</p> <p>The Romans built the first towns in Britain. The Romans believed that towns showed that they were educated and cultured. Towns followed the same structure with a Roman Bath House, Wall and Gate around the town, an amphitheatre, a theatre etc</p> <p>The Romans left Britain as Rome was being invaded and troops were needed to defend Rome.</p> <p><b>Ancient Egyptians</b></p> <p>A pharaoh was a King. They governed and created the laws and rules of the land</p> <p>The Ancient Egyptians believed in many gods. They believed in the Afterlife – Life after Death</p>	<p>The importance of the Shang burial chamber discovered at Yi Au in 1976</p> <p>The artefacts and remains found in their tombs tell us about the person who was probably buried there</p> <p>The tombs of monarchs and noblemen often became the target of grave robbers during the Shang Dynasty</p> <p>Children will compare life during the Shang Dynasty with life for most people in Bronze Age Britain</p> <p><b>Early Islamic Civilisation</b></p> <p>Abu Jafar al Mansur’s built ‘The city of peace’ (Baghdad)</p> <p>Children will compare how Anglo Saxon life in Britain in the tenth century compared with life in Baghdad.</p>
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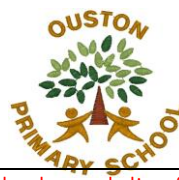
	<p>Great wealth and extreme poverty lived side by side because the tenements, slums, rookeries were only a stones throw from the large elegant houses of the rich.</p> <p>The population grew at a record rate during the Edwardian period.</p> <p>Many emigrants left Britain and Ireland to begin a new life in the USA during Edwardian times.</p> <p>The Titanic was a luxury steam ship with restaurants, a heated swimming, gym, libraries and other luxurious facilities for First Class passengers.</p> <p>The main sequence of events of the sinking of the Titanic, including:          The Titanic sank on her first voyage from Southampton to New York city in 1912          The Titanic hit an ice berg in the North Atlantic Ocean at 11.40pm and sank in less than three hours          Lifeboats were lowered but not enough for all on board          Over 1500 died. Only 715 people survived.</p> <p><b>Victorian Britain</b></p> <p>The Victorian period was 1837 - 1901</p>	<p>The tomb of Tutankhamun was discovered years after his death – in Modern day times – and thousands of artefacts were found.</p> <p>Murals on the walls showed the story of the journey into the afterlife including the final judgement – the heart being weighed against a feather to see whether King Tut could enter.</p> <p>The heart needed to be lighter than the feather.</p> <p><b>The Anglo Saxons</b></p> <p>Anglo-Saxons were people from modern day Denmark, Netherlands and Germany. They invaded Britain when the Romans left. They wanted the land for farming</p>	<p>The period around AD 900 is referred to as ‘The Golden Age of Islam’:</p> <p>Baghdad was the the first city ever to have more than 1m people. Key city on trade route from Spain and China. Centre of culture and learning.</p> <p>The River Tigris played a key part in Baghdad’s trading significance: it was deep and wide enough for ships to sail up to the port.</p> <p>Bayt al-Hikma or, as it is known today in English, The House of Wisdom was the largest collection of books, maps and manuscripts anywhere in the world. Now destroyed. Baghdad the most important centre for learning in the world.</p> <p>Al-Khwarizmi was one of the greatest scholars of the House of Wisdom.</p>
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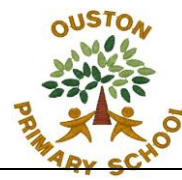
	<p>A Victorian was a person who lived during the reign of Queen Victoria. The second longest reigning monarch.</p> <p>During the 1800s life for many people living in Britain changed a great deal. Many people migrated from the countryside to the cities to work in factories, shipyards, mills, iron and chemical works where new machines meant that products could be produced much quicker.</p> <p>During the industrial revolution of the Victorian era Britain became the most powerful and wealthiest country in the world. This was because almost all the products sold in countries around the world were made in factories, mills, foundries and shipyards in Britain.</p> <p>The steam engine was one of the most important inventions of the Industrial Revolution. Steam engines were used in factories, mines, locomotives, and steamboats.</p> <p>The steam engine helped to power the Industrial Revolution. Before steam power, most factories and mills were powered by water, wind, horse, or man.</p> <p>Britain had huge reserves of coal – the source of power for the steam engine.</p>	<p>The Anglo-Saxons were known as pagans – people who believed in more than one god.</p> <p>After the arrival of Constantine in AD 597 the Anglo-Saxons were convinced to turn to Christianity, saying it was more loving and caring. Many churches and monasteries were built through the conversion to Christianity. Children were taught to read and write and the monks helped care for the sick. However, land and money/food had to be given to the monks. They also had to attend church and were beaten if they didn't.</p> <p><b>The Stone Age</b></p> <p>History is divided in 'history' and 'prehistory'</p>	<p>Geographer, cartographer and traveller Ibn Hawqal is famous for having embarked on journeys between AD 943 and 973 that took him to all parts of the world that were known to the people of Baghdad at the time. He recorded all of the details of his expeditions in a book called 'A Book of Routes'. After thirty years of constant travelling Ibn Hawqal drew a map in AD 977 which he called 'The Face of the Earth'.</p> <p>Al-Jazari wrote a very famous book called The Book of Knowledge and Ingenious Mechanical Devices in which he described over one hundred machines that he had designed and built himself during his life time. He worked in the royal court of the Sultan and is one of the greatest mechanical engineers that have ever lived.</p>
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	<p>Victorian children as young as 5 were employed in their millions to work in extremely harsh conditions. There were no regulations or laws against this at this time.</p> <p>Children would work as chimney sweeps, match makers and in cotton mills and coal mines.</p> <p>A man named Anthony (Lord Shaftsbury) wanted to help change the lives of Victorian children. He produced a report which went to parliament. It had details of the horrendous conditions Victorian children had to endure. Queen Victoria was shocked to hear what had been happening and helped to bring about change.</p> <p>Visit to Beamish Museum – children will visit the coal mine and experience some of the conditions British children would have endured.</p> <p><b>Ancient Rome Vesuvius/ Pompeii</b></p> <p>The Roman Empire was most of Europe and went all the way to Hadrian’s wall.</p> <p>The Romans build a huge empire as they wanted to rule most of the world.</p>	<p>– time before any written record.</p> <p>The Stone Age is part of ‘prehistory’ - there is no written record of the time. The Stone Age is so long it is split into three periods.</p> <p>Because there is no written evidence, archaeologists use artefacts to understand life in Stone Age Britain.</p> <p>Most Ancient Britons were hunter gatherers – they survived by hunting and gathering food.</p> <p>Towards the end of the Stone Age people began to settle in one place – evidence: Skare Brae</p> <p>Life changed as they built permanent houses, began to farm.</p>	<p>Children should know where the modern country of Iraq is located.</p> <p><b>Ancient Maya</b></p> <p>Children will understand where the Maya people originate and be able to identify Mexico, Guatemala, Panama, Costa Rica, Nicaragua, Honduras and El Salvador geographically.</p> <p>In 1839, John Stephens and Frederick Catherwood – two American traveller-explorers – were trekking through the jungles of Central America when they made an amazing rediscovery: Mayan cities.</p> <p>One of the largest ancient Maya jungle cities – Chichen Itza – has been cleared of forest and many of its buildings restored. Today the ruins are one of Mexico’s most popular tourist destinations, attracting over 1.5 million</p>
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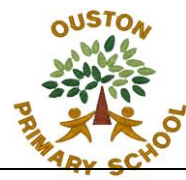


	<p>An Archaeologist looks and digs for historical landmarks and artefacts.</p> <p>Some of these are art work, mosques and pottery. The rich lived good lives with underfloor heating (Sappho was a rich teenager living in the city of Pompeii). Children will learn about life in this city at the time.</p> <p>The city was destroyed by an earthquake setting off Mount Vesuvius volcano.</p> <p><b>Vocabulary</b></p> <p>Pompeii</p> <p>Mount Vesuvius</p> <p>Earthquake</p> <p>Lava</p> <p>Eruption</p>		<p>visitors a year. It was where the King would live; members of the public would live outside.</p> <p>Children will understand a range of factors believed to be a reason behind the Maya abandoning their cities (overpopulation, warfare, drought, deforestation...)</p> <p><b>British Empire</b></p> <p>Empire: An extensive group of states or countries ruled over by a single country.</p> <p>Colony: a country or area under the full or partial control of another country and occupied by settlers from that country.</p> <p>The British Empire reached its peak in 1921.</p> <p>Major colonies that formed the British Empire at its height in 1921 (Australia,</p>
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			<p>Canada, South Africa, India).</p> <p>Main reasons why Britain built an empire: obtain raw materials, slavery, more men for the British Army, missionary work.</p> <p>There are 14 territories that make up British Overseas Territories (BOTs).</p> <p>The Falklands War took place between 2 April and 14 June 1982.</p> <p>After gaining independence 49 former colonies joined the Commonwealth of Nations (or simply the Commonwealth, as it is known today).</p> <p>The hardships faced by many indigenous people whose home these colonies were</p> <p>Why after the Second World War Britain found it increasingly difficult to maintain its empire</p>
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			<p>Why most former colonies are now independent sovereign nations</p> <p>Why Britain went to war with Argentina over the Falkland Islands in 1982</p> <p>The purpose and countries of the Commonwealth</p> <p>Why many independent countries that were once colonies of the British Empire now belong to the Commonwealth</p>
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Monarchy			
RECEPTION	Y1/2	Y3/4	Y5/6
<p>Cycle A (Spring 2 – Growing Up) See Significant Individuals Royal Family Queen Elizabeth II</p> <p>Queen Victoria The Queens Crown investigation Children will learn about why kings and queens have crowns and what happens at a coronation. They will learn through stories about where the Royal family live and the Tower of London.</p>	<p>William Duke of Normandy</p> <p>Edward VII</p> <p>Queen Victoria</p>	<p>King Alfred the Great – The only British King to be called ‘The Great’ He ruled the only part of England that the Vikings didn’t manage to invade and conquer. He then created peace with the Vikings. He is often credited with creating learning and literacy in England; the first trained army in England; rules and a law court;</p> <p>William Duke of Normandy – William the Conqueror. Led the Battle of Hastings 1066. The first Norman King of England. Known as William I</p>	<p>King George VI (battle of Britain) King James I</p>