



History Themes and Concepts – Townlands C of E Primary Academy

	Lifestyle	Locality	Civilisation/ Settlements	Change in Society	Monarchy	Empire/ Government	Invasion	Religion and Beliefs	Legacy	Trade
Year 1 All About Me	Learning about their own lives and changes/ milestones they have researched within their own lives.	Where they live and go to school.		How things have changed/stayed the same from when their parents were younger and when they were a baby, toddler, at pre-school etc.						
Year 1 Royal Families	Members of the Royal Family carry out official duties in the UK and overseas. Also, charity work.	Who is the monarch and where do they live? Palace locations and age of the buildings.		Tourism (London, visits to Royal homes).	Looking at the monarchy and who is the monarch along with key members of the royal family. Places of residence. Whose head can wear the crown.	British Empire		Head of the Church of England- coronation.	The legacy of Queen Elizabeth II.	
Year 1 Toys Through Time	Toys within their own living memory, toys which parents and grandparents played with. Toys during Victorian times.			Toys have changed through time and toys which have stayed the same.					Legacy of different toys for example marbles and the yo-yo.	

Year 2 The Great Fire of London	Houses Streets of London	London		Houses were built differently London was destroyed.	King Charles II	Samuel Pepys worked for the government.			The need for fire brigades. Change in how houses were made.	
Year 2 The Boot and Shoe Industry (local study)	How people lived. The jobs people used to have.	Local history. Factories around Earl Shilton. Boot and Shoe trail.		Earl Shilton became a town, Which gave people jobs.					Earl Shilton's local history. Earl Shilton became a town. Boot and Shoe industry.	Cheap imports from overseas (Italy, Portugal and Spain), caused the decline of the Boot and Shoe Industry.
Year 2 A World of Authors (Changes Within Living Memory)	Favourite books through time.			Change in own lives.					Literacy (books) are used to inform, entertain and to give pleasure.	
Year 3 The Stone Age	Hunter gather to the beginning of farming.		Movement from nomadic way of life to settlers.	Hunter gather to farming. Tools made from stone.				No single or continuously developed belief system in prehistoric Britain. Neolithic people worshipped the sun, the moon, and the natural elements – Stonehenge.	Homes became permanent. People learned to grow their own crops, rather than search for wild berries / grains. The raising of crops and animals is called agriculture. The people of the New Stone Age also learned how to train animals to be useful to humans.	Trade was conducted on an extremely simple barter scale over short distances.
Year 3 The Bronze Age and The Iron Age	More sophisticated farming methods.		Roundhouses	Invention of bronze and iron.	Queen Boudicca		Impact of the Roman invasion (Boudicca)	Bronze Age people believed in the sun. Iron Age people believed in powerful spirits.	Bronze Age - during this time, the first evidence of writing and use of metal tools appeared. It was also an era of	Bronze Age trade - people travelled huge distances to trade tin, copper, and

									great social change. Iron Age - iron tools helped make farming easier and more efficient. Farmers could plough tougher soil, making it possible to harvest new crops and freeing time for more leisure. New varieties of crops and livestock were introduced.	finished bronze objects. Iron Age trade takes two forms: local trade (exchange of food- stuffs / commodities). Long- distance trade like metals, furs exchanged for European goods.
Year 3 The Romans	Changes from the Iron Age Britain to Roman Britain.	Leicester	Roman towns/cities.	Roman impact on life (impact still felt today).	Julius Caesar had been the first Roman general to try and successfully invade Britain, but it was the Emperor Claudius who finally succeeded.	Creation of Government /Roman empire across Europe and further afield.	Roman invasion	Christianity in Britain	Government Calendar Money Food Religion Language Roads Education Law Heating Bathing Architecture Engineering	Imports into Britain from Rome included pottery, glass, olive oil, wine and salted fish. Exports from Roman Britain included huge amounts of lead, silver, tin, iron, and also wheat, cloth and enslaved people.
Year 4 The Anglo-Saxons	Houses, clothing, jobs		Settling in the UK – 7 kingdoms	Impact on language.	King of Britain during Anglo-Saxon Britain.	Anglo-Saxon England was well-run. The king had ultimate authority, then in the 9th and 10th centuries, a complex system of local government was developed to collect taxes and maintain law.	Angles, Saxons and Jutes invade England.	Anglo-Saxon belief systems.	Language, culture, and politics. Many of the shires established by the Saxons are still used as boundaries today.	Raw materials and finished goods such as jewellery, pottery, glassware, and weapons
Year 4 The Vikings	Food, culture		Settling in the UK – 7 kingdoms.	Impact on language.	Battle of Hastings – clash of monarchies.	Viking societies were governed by	Attack on Lindisfarne.	Viking mythology and conversion to Christianity.	The Vikings brought their own distinct laws,	The Vikings traded all over Europe and as

						local assemblies called Things. There were also Viking kings.			place names, customs, measurements, skilled crafts and farming techniques.	far east as Central Asia. They bought goods and materials such as silver, silk, spices, wine, jewellery, glass and pottery.
Year 4 The Egyptians	Jobs, food, culture, importance of The River Nile.		Settling along the Nile.	Influence of Pharaohs on religion.	Pharaohs	Pharaohs		Gods and goddesses, mummification and afterlife.	Pyramids and farming innovations (shaduf). Hieroglyphic writing, ink and paper. Walled towns and villages were built. Mummification. Surgery. Toothpaste. Jewellery.	Egypt often exported grain, gold, linen, papyrus, and finished goods, such as glass / stone objects.
Year 5 The Tudors	What life was like for rich and poor Tudors.	Discussing Lady Jane Grey and her link with Bradgate Park.		Changes throughout the Tudor dynasty.	Tudor dynasty – what started it and what ended it.	Henry VII War of the Roses		Henry VIII Church Reformation	Henry VIII's creation of the Church of England (the Protestant Reformation, changing England from a Catholic country to a Protestant one). England became richer than ever before. As the country became wealthier, towns grew, beautiful houses were built and schools and colleges were set up. Arts and crafts flourished too.	The most valuable commodity in the reign of Henry VII was woolen cloth, making up 90% of England's exports.
Year 5 The Victorians	School during the Victorian times.	Shenton Railway		Inventions during the Victorian era.	Queen Victoria and her reign	Queen Victoria		Church of England	Queen Victoria's legacy.	Factories churned out mass-produced

	Victorian workhouses. Children's jobs during the Victorian era.				known as a time of 'prosperity'.				The British Empire grew to become the first global industrial power, producing much of the world's coal, iron, steel and textiles. Revolutionary breakthroughs in the arts and sciences. Developments in bridges and trains.	ceramics and textiles, for home and export markets. New networks of trade developed. Raw cotton from Egypt and the South of America was shipped to Liverpool, and then spun and woven in Lancashire.
Year 6 WW2	Evacuation from cities to the countryside.			Impact of evacuation on society.		Why the government evacuated children and some adults.	Reasons for evacuation.		Improvements in living conditions for working classes. Formation of the NHS. The formation of the United Nations.	
Year 6 The Ancient Greeks	Democracy		What can we learn from Greek philosophy and inventions?	Impact of Greek discoveries and inventions.		Ancient Greek civilization was concentrated in Greece and along the western coast of Turkey.		Greek Gods and belief system. Scientific and mathematical discoveries.	Democracy Olympics Mathematics Sculpture Philosophy Science Medicine	Common goods were grains, wine, olives, cheese, honey, meat and tools. In many parts of the world, people wanted beautiful Greek pottery.
Year 6 The Mayans			Mayan sports, and structure of society.	What happened to the Mayan culture.		Hierarchy of Mayan society.		Mayan Gods and role of priests.	Science of astronomy, calendar systems, and hieroglyphic writing. Creation of elaborate ceremonial architecture (pyramids, temples, palaces, observatories).	The ancient Maya never used coins as money. Instead, like many early civilizations, it is thought they bartered, trading items like tobacco, maize, and clothing.

