



EYFS Understanding the world Past & Present	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. ELGs 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 experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling
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KS1 National Curriculum Links	KS2 National Curriculum Links
<ol style="list-style-type: none"> 1. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 2. 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] 3. 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] 4. Significant historical events, people and places in their own locality. 	<ol style="list-style-type: none"> 1. Changes in Britain from the Stone Age to the Iron Age 2. The Roman Empire and its impact on Britain 3. Britain’s settlement by Anglo-Saxons and Scots 4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 5. A local history study 6. A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 7. 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 8. Ancient Greece – a study of Greek life and achievements and their influence on the western world 9. 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

Our Local Units	Our local history units help pupils see themselves as part of a shared Leicester story shaped by migration, diversity and community action. For children with roots in South India, Nigeria, Eastern Europe and the Middle East, this learning builds belonging by showing that different communities have always contributed to the city. These units develop cultural capital and make history relevant by linking pupils’ lived experiences to local, national and global histories.
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Our Enquiry-Based Assessment Units	Our enquiry units deliberately introduce new historical content so pupils must apply their disciplinary skills independently. This allows us to assess how well pupils think like historians, rather than how much they remember.
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EYFS: Understanding the World

EYFS	Unit	1	2
	Theme	Childhood	School Days
	Unit Overview	Talk about their own life and family routines. Compare toys, homes, and school today with those in the past (e.g., parents'/grandparents' childhood). Use artefacts and storybooks to notice differences. Changes over time.	Explore their own school environment. Compare photos of school now and "long ago." Role play Victorian classroom. Share stories about teachers and pupils in the past. Comparing transport from the past to present. Old and new concepts

Key Stage 1

Year 1	Unit	1 and 2	3 and 4	5	6
	Theme	Childhood	School Days	Local Study: Leicester Through Time	Enquiry-Based Assessment: How did Mary Anning help us understand the past?
	NC Link	1 and 4	1-4	1-4	1 and 3
	Unit Overview	This unit introduces pupils to the concept of the past and helps them understand how life, especially childhood, has changed over time. Children begin by exploring their own memories and family histories before moving on to learn about the 1950s, including daily life, homes, toys, and Queen Elizabeth II's coronation. They develop early chronological understanding, use simple historical vocabulary, investigate artefacts, and compare life in the past with life today. The unit ends with pupils demonstrating what they have learned through spoken, written or creative outcomes.	This unit introduces pupils to how school life has changed over time, beginning with key historical vocabulary and simple timelines before exploring similarities and differences between modern classrooms and those of the Victorian era. Children investigate old photographs, artefacts and stories to develop enquiry skills and understand what lessons, rules and daily routines were like in the past. They learn about significant historical figures such as Samuel Wilderspin and study an important event from their own school's history. By the end of the unit, pupils can describe how and why schools have changed, recognise what has stayed the same, and communicate their	This unit introduces pupils to the history of Leicester and how the city's past is remembered through local landmarks, significant people and important events. Children begin by exploring what history means and identifying places in Leicester that have a story, before learning about Leicester Castle, Roman life at Jewry Wall, the founding of Slater Primary in 1874 and the discovery of King Richard III. Through images, artefacts, stories and role play, pupils develop skills in chronology, enquiry, interpretation and understanding cause and consequence. They compare past and present life, use evidence to explain their ideas, and learn why people and places	In this unit, pupils are introduced to the idea that people from the past help us learn about history through discoveries and evidence. Using the story of Mary Anning, pupils explore who she was and what she discovered through fossils. They learn to observe objects carefully, ask simple questions, and understand fossils as clues to life long ago. Pupils develop their understanding of the past by recognising that Mary Anning made new discoveries that changed what people knew. The unit culminates in pupils sharing their learning through drawings and simple explanations, building early historical vocabulary and communication skills.

			understanding through talk, drawings, writing or role play.	are historically significant. By the end of the unit, pupils can talk about how Leicester's history is preserved and confidently share what they have learned about their city's past.	
Year 2	Unit	1 and 2	3 and 4	5	6
	Theme	Magnificent Monarchs	Movers and Shakers	Local Study: Frog Island and Factories	Enquiry-Based Assessment: Why is Grace Darling remembered today?
	NC Link	1-4	1-4	2 and 3	2 and 3
	Unit Overview	This unit introduces pupils to the history of British monarchs, helping them understand what a monarch is, how the royal family is connected and how royal power has changed over time. Children develop chronological understanding by placing monarchs on a timeline and exploring how different reigns fit into the wider past. Through portraits, stories and historical sources, pupils investigate what monarchs did, how they are represented, and why figures such as Alfred the Great, William the Conqueror, Richard III, Elizabeth I and Queen Victoria are remembered. They compare the lives, achievements and impact of different rulers and learn about both national events and local history linked to Leicester. By the end of the unit, pupils can describe major monarchs, explain simple causes	This unit introduces pupils to significant individuals from the past and helps them understand why some people are remembered for the changes they made. Children learn to use sources such as photos, artefacts and stories to find out about important explorers and activists, including Christopher Columbus, Neil Armstrong, Rosa Parks and local suffragette Alice Hawkins. They explore how these figures improved life for others, how exploration and activism have changed over time, and why their actions had lasting consequences. Through timelines, comparisons and simple cause-and-effect explanations, pupils develop early historical enquiry skills and understand concepts such as significance, change and impact. By the end of the unit, pupils can talk about how different people	This unit explores why Leicester became an important centre for textiles and how this shaped the local community, including the founding of Slater Primary in 1874 for factory families. Pupils investigate the city's industrial past through maps, photographs, artefacts and stories, developing skills in cause and consequence, chronology, evidence and interpretation. They learn about daily life for factory workers, the significance of Frog Island and the role of canals and machinery in Leicester's growth, before examining how the city remembers its workers through museums, landmarks and commemorations. By the end of the unit, pupils can describe how Leicester's textile industry developed, compare past and present life, explain why this history matters today, and	This unit focuses on historical significance through the story of Grace Darling and her act of bravery during a dangerous sea rescue. Pupils learn what happened during the rescue and use pictures and stories as evidence to understand events from the past. They develop their ability to explain cause and consequence by exploring why Grace Darling's actions mattered and how people responded at the time. Pupils consider why some people are remembered and admired, both in the past and today. The unit ends with pupils creating a simple presentation, explaining Grace Darling's bravery and why she continues to be remembered.

		and consequences, identify similarities and differences across reigns, and communicate how the role and power of kings and queens has changed over time.	made a difference, compare their achievements, and communicate what they have learned using key historical vocabulary.	communicate how Slater Primary's story connects them to the wider history of their city.	
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Key Stage 2

Year 3	Unit	1 and 2	3 and 4	5	6
	Theme	Emperors and Empires	Through the Ages	Local Study: King Richard III	Enquiry-Based Assessment: What can Tutankhamun's tomb really tell us about Ancient Egypt?
	NC Link	2	1	5 and 6	7
	Unit Overview	<p>This unit introduces pupils to life in the Roman Empire and its impact on Britain, beginning with evidence of daily life in a Roman town and the different stories about Rome's origins. Children explore how Rome was ruled, how the empire expanded and why key emperors were significant. They learn about Roman society, the invasions of Britain, Boudicca's rebellion and the purpose of Hadrian's Wall, before examining how Roman rule changed towns, beliefs and language through 'Romanisation'. Pupils also investigate signs of Roman life in the local area and consider why the Romans eventually left Britain. By the end of the unit, pupils can use evidence to describe key aspects of Roman history, sequence major events, recognise causes and consequences, and explain how Britain was shaped by Roman influence.</p>	<p>This unit introduces pupils to prehistoric Britain and how life changed across the Stone Age, Bronze Age and Iron Age. Children begin by placing these periods on a timeline and learning how early people survived through hunting, gathering and early farming. They explore why communities moved and settled, investigate artefacts to understand how historians learn about prehistory, and study important sites such as Stonehenge. Pupils learn how new materials like bronze and iron transformed farming, trade, power and daily life, and examine features such as hillforts to understand how Iron Age society was organised. The unit concludes with a comparison of life across all three periods and an introduction to archaeology before exploring why the Iron Age ended with the Roman invasion. By the end, pupils can describe key developments, recognise continuity and change,</p>	<p>This unit explores the life, death and legacy of King Richard III, helping pupils develop chronological understanding, historical enquiry skills and an appreciation of Leicester's local history. Children begin by placing Richard III on a timeline of British monarchs and learning key facts about his reign, before investigating the causes and consequences of the Battle of Bosworth. They then examine how his remains were discovered in Leicester, using archaeological evidence to understand how historians uncover the past. Pupils explore why Richard III is significant to Leicester today through local landmarks and museum links, and consider how interpretations of historical figures can differ by comparing contrasting views. The unit concludes with pupils presenting their learning, showing how Richard III's story connects national history with their own local community.</p>	<p>In this enquiry-based unit, pupils explore how historians use artefacts to learn about the past by studying Tutankhamun's tomb. Pupils examine a range of artefacts and use them to make inferences about life, beliefs and wealth in Ancient Egypt. They also learn that evidence has limits and cannot answer every historical question. Pupils are introduced to the idea of reliability by considering why archaeological discoveries like Tutankhamun's tomb are important sources. The unit concludes with pupils presenting evidence-led conclusions, demonstrating an understanding of what artefacts can and cannot tell us about the past.</p>

Year 4			interpret evidence and explain how prehistoric Britain evolved over thousands of years.		
	Unit	1 and 2	3 and 4	5	6
	Theme	Ancient Civilisations	Invasion	Local Study: Suffragettes	Enquiry-Based Assessment: How did Mansa Musa become known as the richest person in history?
	NC Link	7 and 8	3 and 4	5 and 6	9
	Unit Overview	This unit introduces pupils to two of the world's earliest civilisations (Ancient Sumer and Ancient Egypt) exploring how and why they developed, what life was like within them, and why they remain significant today. Children learn the key features that make a civilisation, investigate the importance of archaeological evidence and study how farming, water and new technologies such as writing, the wheel and metal tools helped early societies grow. They explore daily life, social structures and leadership in both Sumer and Egypt, including the roles of pharaohs and kings, and examine significant individuals such as Sargon the Great and Tutankhamun. The unit concludes with a comparison of the two civilisations, using evidence to identify similarities, differences and reasons for change over time. By the end,	This unit explores how Britain changed after the Romans left, focusing on the arrival, settlement and impact of the Anglo-Saxons and Vikings. Children develop chronological understanding by placing key groups, rulers and events on a timeline, and examine why different peoples came to Britain through push and pull factors, invasions and migration. They investigate how Christianity returned, what everyday life was like in Anglo-Saxon society, and how both Anglo-Saxons and Vikings shaped modern Britain through language, law and culture. Through a range of sources, pupils explore significant events such as the raid on Lindisfarne, the resistance of King Alfred, the creation of the Danelaw and the achievements of King Athelstan. The unit concludes by examining the causes and consequences of the Norman Conquest and what	This unit explores the women's suffrage movement and its national and local significance, helping pupils understand how campaigning, protest and civic action brought about major social change. Children begin by sequencing key suffrage events on a timeline and learning why women campaigned for the vote, before examining daily life in 1900 and comparing it with life today. They investigate the differences between suffragettes and suffragists, evaluating a range of tactics using historical evidence. The unit then focuses on Leicester's local story, including meetings, activists and public spaces linked to the movement, enabling pupils to make connections between national history and their own community. Finally, pupils assess the impact of the 1918 and 1928 franchise changes and present their learning through an assembly	This unit introduces pupils to West African history through the study of Mansa Musa and the Mali Empire. Pupils learn who Mansa Musa was and explore maps and written accounts to understand his wealth and influence. They develop disciplinary skills by identifying exaggeration or bias in historical sources and considering why writers may have portrayed his wealth dramatically. Pupils also learn about the importance of trade and trade routes in Mali's prosperity. The enquiry culminates in pupils evaluating how wealth was portrayed and presenting a balanced judgement about why Mansa Musa became known as the richest person in history.

		pupils can explain how early civilisations were organised, why they were successful and how their achievements shaped the wider ancient world.	archaeological discoveries such as the Coppergate dig reveal about Viking life. By the end, pupils can describe major changes, recognise causes and consequences, interpret evidence and explain how early medieval Britain was shaped by different groups over time.	and a proposed civic action project. By the end, pupils can explain the causes, methods and legacy of the suffrage movement, interpret sources and understand how ordinary people can influence fairness and democracy.	
Year 5	Unit	1 and 2	3 and 4	5	6
	Theme	Dynamic Dynasties	Ground-Breaking Greeks	Local Study: Apartheid	Enquiry-Based Assessment: Should Harriet Tubman be remembered as one of history's greatest leaders?
	NC Link	7	8	A Study of World History	Significant aspects of the history of the wider world
	Unit Overview	This unit introduces pupils to the Shang Dynasty as an early Bronze Age civilisation and explores how archaeology, artefacts and written evidence help us understand life in ancient China. Children place major dynasties on a timeline and investigate discoveries from Yinxu, including oracle bones, to understand Shang beliefs, leadership and daily life. They examine key achievements such as bronze technology, silk production and jade craftsmanship, and explore how society was structured through hierarchy, wealth and gender roles. Pupils consider why the Shang were powerful warriors, study significant individuals such	This unit introduces pupils to Ancient Greece and its place in world history, beginning with timeline work to sequence key periods and understand what was happening globally at the same time. Children explore the geography of Greece, how its landscape shaped trade, travel and settlement, and how historians use primary and secondary sources to investigate the past. They study early civilisations such as the Minoans and Mycenaeans, comparing their achievements, lifestyles and eventual decline, before examining the major changes between the Dark Age and the Archaic Period. The unit concludes with an exploration of	This unit explores the history of Apartheid in South Africa and its links to themes of fairness, justice and citizenship, helping pupils understand both global events and Leicester's own responses to racism. Children begin by placing Apartheid on a world timeline and learning how segregation laws shaped daily life for different groups before investigating forms of resistance and the contributions of key individuals. They then examine Leicester's local protests and solidarity campaigns, such as the anti-Springboks demonstrations, to understand how communities challenged injustice. Through comparison, interpretation and source work,	In this unit, pupils explore leadership, impact and legacy through the life of Harriet Tubman. Pupils learn about Tubman's life and historical context, including slavery in the United States, and analyse testimony and narrative accounts to understand her actions. They examine leadership in different forms and compare Tubman's actions with their short- and long-term impact. Pupils evaluate how and why Harriet Tubman is remembered today, considering whether her legacy is fairly represented. The unit concludes with pupils presenting a leadership judgement, using historical evidence to support a

		as Fu Hao and analyse the causes of the dynasty's decline using evidence. The unit concludes with comparisons between the Shang and other Bronze Age civilisations, enabling pupils to understand similarities, differences and long-lasting contributions. By the end, pupils can explain how the Shang developed, how evidence informs our knowledge and why this civilisation remains historically significant.	how independent city-states developed, why Greece was not a single unified country, and how Athens and Sparta differed. By the end of the unit, pupils can use evidence to describe key developments across Ancient Greek history, explain causes and consequences, and make meaningful comparisons between different civilisations and time periods.	pupils reflect on how Leicester's inclusive ethos contrasts with the inequalities of Apartheid and consider why democratic change in 1994 was significant. The unit concludes with pupils synthesising their learning through discussion and presentation, showing how historical understanding can inspire modern civic action.	reasoned and evaluative conclusion.
Year 6	Unit	1 and 2	3 and 4	5	6
	Theme	World War 2	Maafa	Local Study: Porajmos	Enquiry-Based Assessment: Who really won the Space Race?
	NC Link	5 and 6	9	A Study of World History and WW2 (NC link 6)	Construct informed responses that involve thoughtful selection and organisation of historical evidence.
	Unit Overview	This unit explores the causes, events and impact of the Second World War, helping pupils understand how the conflict shaped both Britain and the wider world. Children begin by examining why the war began and sequencing major events on a timeline before investigating how Britain prepared for war through rationing, evacuation and civil defence. They explore life for evacuees and families on the Home Front, analyse wartime propaganda and learn how women's roles changed	This unit explores the Maafa—the mass destruction, enslavement and displacement of African peoples—and helps pupils understand its causes, impact and lasting legacy. Children learn key historical vocabulary, sequence major African and British events, and study life in the Kingdom of Benin to see the richness of African societies before European involvement. They investigate why the transatlantic slave trade began, Britain's role within it and the human	This sensitive unit helps pupils understand the Porajmos—the genocide of Roma and Sinti people during the Second World War—and its significance within wider Holocaust history. Children begin by placing the Porajmos in chronological context and learning key vocabulary before exploring Roma and Sinti culture, traditions and experiences before and during the war. They investigate why this history has often been excluded from mainstream narratives,	This unit challenges pupils to engage with complex historical argument and perspective through the Space Race. Pupils learn key events of the Space Race and analyse a range of political and scientific sources from the USA and the USSR. They identify differing national perspectives and evaluate achievements alongside failures. A key focus is on historical significance, as pupils develop and justify criteria for what it means to 'win'. The unit culminates in pupils presenting a

		<p>during the conflict. The unit also introduces pupils to the significance of Anne Frank and includes a local history study of how the war affected Leicester. Finally, pupils evaluate how the war ended, consider different viewpoints from the time and reflect on the long-term lessons the world learned about peace, democracy and equality. By the end, pupils can explain key causes and consequences, interpret historical evidence and understand the lasting significance of WWII.</p>	<p>suffering caused by the triangular trade and plantation system, using historical sources to develop enquiry and interpretation skills. Pupils examine how Britain benefited economically, how abolition came about and what life was like for freed people, before analysing the effects of colonisation on Africa. The unit concludes with a reflection on how the Maafa shaped modern Britain and continues to influence the experiences of Black Britons today. By the end, pupils can explain key causes and consequences, interpret evidence sensitively and understand the significance of this history for contemporary society.</p>	<p>examining bias, silence and differing perspectives. The unit also develops pupils' understanding of local history by studying the migration, contributions and challenges of Leicester's Roma communities. Finally, pupils design meaningful ways to commemorate Roma history and present their learning, reflecting on injustice, identity and why remembering marginalised histories matters today. By the end, pupils can explain the causes and consequences of the Porajmos, interpret evidence thoughtfully and link historical understanding to Slater's values of compassion, courage and citizenship.</p>	<p>well-supported conclusion, recognising that historical judgements depend on perspective, evidence and interpretation, and preparing pupils for secondary-level historical thinking.</p>
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