|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [Banks St Stephens C of E Primary School](https://www.yourschoollottery.co.uk/lottery/school/banks-st-stephens-cofe-primary-school)Long Term Individual Subject Curriculum | | | | | | | |
| Subject: History | | | | | | | |
|  | Autumn | | | Spring | | Summer | |
|  | Unit Questions: Each unit will have an overarching question which will act as an assessment focus for the end of the unit.  **Local Links More Able** | | | | | | |
| Y6  Y6 | . **NC: A Local History Study-**  **More Able – National Archives Research**  What was the impact of WWII on Liverpool and the village of Banks?   * Know the where the period fits in a chronological framework establishing links and trends with previous history units already studied. * Understand the sequence of events (when did war begin and why). * Know the countries involved and the significant individuals involved in the war, Winston Churchill, Neville Chamberlain, Adolph Hitler, Joseph Stalin, FD Roosevelt, Harry Truman (president last year of the war), Charles de Gaulle, Hideki Tojo, Benito Mussolini. Know the propaganda around Hitler. * Be aware of the significance of the Blitz, events leading up to it and how people protected themselves. * To understand the need for evacuation. To find out the experiences and feelings of evacuees from a range of sources*.* * Understand and make connections with the historical information from the **Junkers 88 wreckage - Banks Marsh.** * Develop an appreciation of the importance of comparing fiction with different historical sources when we construct our understanding of the past.   **NB: Junkers 88 wreckage - Banks Marsh**  **British Values - Democracy. Rule of Law. Understanding, tolerance and mutual respect.** | | | **NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  With so much rivalry between Saxons and Vikings – who was more successful?   * Know the chronology shown by the timelines particularly in relation to the duration of Saxon and Viking settlement and the overlap between them. * Know the cause, consequence & motivation for Viking invasion and migration to Britain. * Understand the Vikings (and Normans) and place into different contexts focusing particularly on military, political and social history e.g. laws and justice. * Know the nature of religious life when the Saxons and Vikings first arrived, the nature of and reactions to the reintroduction of Christianity. * Understand the Anglo-Saxon Chronicle as a primary source. * Know about the Weymouth grave and refer to prior learning (Egypt – Pyramids) * Identify important individuals who made a key contribution to the Anglo-Saxons and Vikings and our knowledge of it. * Know about the resistance by Alfred the Great and Athelstan, first king of England. * Know about Edward the Confessor and his death in 1066.   **British Values - rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.**  NB: Refer to **prior knowledge** from Y5 **Britain’s settlement by Anglo-Saxons and Scots** to further embed and extend knowledge in this unit. | | **NC: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**  The Changing Power of Monarchs  How and why has the power of monarchs changed over the course of history?   * Know about the Feudal System of Medieval England. * Place the periods studied on a chronological framework and continue to develop a chronologically secure knowledge and understanding of British History. * Know why King John (1199-1216) was challenged by his barons. * Know the Magna Carta (Great Charter) was a series of written promises between the King and his subjects and its impact on the modern world. * Know about Henry III and the Provisions of Oxford which limited his power. * Know why [Henry VIII](https://kids.kiddle.co/Henry_VIII_of_England) (1509-1547) broke free of the [Catholic Church](https://kids.kiddle.co/Catholic_church) and the authority of the [Pope](https://kids.kiddle.co/Pope) (Clement VII). * Know about Elizabeth I and her power as a monarch. * Know about Elizabeth II and her role as a constitutional monarch and the role of parliament.   **NB: Local Link- Dissolution of the Monastries Burscough Priory. Local MP for our locality**  NB: Refer to **prior knowledge** from Y4 The Feudal System of the Ancient Egyptians  **NB: Parliamentary Visit for further enrichment and enhancement – supporting and embedding British Values – Democracy and Rule of Law. Individual Liberty. Tolerance and mutual respect for those of different faiths and beliefs.** | |
| **Topic Specific Vocabulary**  Allies Government Bomber Luftwaffe Home Front Nazis parliament  Evacuee Air Raid Propaganda Wreckage Swastika  Blackout Recruit Rationing Trenches  Blitz Junker Excavation Political | **Historical Specific Vocabulary**    Reliability  Analyse  Hypothesis  Oral Account  Diversity Stereotype  Significant  Trends Duration  Interpretation  Century  Bias Biased | | **Topic Specific Vocabulary**  Raiders Danes  Settlers Viking  Danelaw Offa’s Dyke Civilisation Danelaw  Feuds Runes Peasantry Christianity  Invasion Conquer  Anglo Saxon Chronicle  Resistance culture | **Historical Specific Vocabulary**  Primary & Secondary Sources Infer  Continuity hypothesise  Change Consequence  Evidence  Motive  AD, BC, CE  analyse | **Topic Specific Vocabulary**  Monarch, Monarchy, Feudal System Barons, Knights, Peasants, taxes/scutage Divine Right of Kings, King John, King Henry III, Simon De Montford Henry VIII, Queen Elizabeth I, Golden Age, Elizabethan times.  Magna Carta Provisions of Oxford Latin Great Seal  null and void  Parliament  Democracy | **Historical Specific Vocabulary**    AD BC/BCE  Primary & Secondary Infer Evidence  Dissolution Interpretation  Era Impact Significance  Period Effect Conclusion Consequence  Hypothesise Change Evidence Motive, analyse hypothesise opinion |
| **Chronology**   * Place current study on a timeline in relation to other studies and the wider world. * Use relevant dates and terms. * Use timelines to demonstrate changes and developments in culture, technology, religion, and society around the world. * Use vocabulary such as: social, religious, political, technological, cultural, bias, reliability, and abstract terms such as empire, civilisation, parliament and peasantry. * Note connections, contrasts, and trends over time. | | | | | | |
| **Range and Depth of Historical Knowledge**   * Know key date, characters and events of time studied. * Give own reasons why events occurred, supported by evidence. * Describe how some changes affect life today * Anyalyse links, trends and contrasts within and across different periods of time including short-term and long-term time scales. * Describe aspects of British History, local history and an aspect of history dating from a period beyond 1066. | | | | | | |
| **Interpretations of History**   * Link sources and work out how conclusions were arrived at. * Consider ways of checking the accuracy of interpretations – fact/fiction and opinion. * Be aware that different evidence will lead to different conclusions. * Know and understand that some evidence contains bias, propaganda, opinion, or misinformation (This can affect how history is interpreted). | | | | | | |
| **Historical Enquiry**   * Use a range of source to find out about an aspect of time past. * Suggest omissions and the means of finding out. * Bring knowledge gathered from several sources together in a fluent account. * Form own opinions about historical events from a range of sources and evaluate its usefulness. * Regularly address and sometimes devise historically valid questions and hypotheses. | | | | | | |
| **Organisation and Communication**   * Present information in the most appropriate way e.g. written explanation, extended writing, tables, charts, labelled diagrams. * Make accurate use of specific dates and terms, using topic specific vocabulary with accuracy. * Plan and undertake individual investigations. | | | | | | |
| Y5  Y5 | **NC: Britain’s settlement by Anglo-Saxons and Scots**  **More Able– National Archives Research**  **What happened to Britain when the Romans left?**   * Place the period in a chronological framework establishing links and trends with previous history units already studied. * Understand the concept of the ‘Dark Ages’. * Know the key features, sequence and duration of these societies. * Know the cause, consequence & motivation for invasion and migration to Britain. * Identify Scottish invasions from Ireland to Scotland and their main characteristics. * Use primary & secondary sources to identify characteristics about the Anglo-Saxons & Scots (The co-operative dimensions should also be emphasised). * Know important individuals who made a key contribution to the Anglo-Saxons and our knowledge of it. * Know that archaeologists have found evidence that Banks has an Anglo-Saxon settlement and make connections with Sutton Hoo.   NB: Refer to **prior knowledge** from Y3 **The Roman Empire and its impact on Britain** to further embed and extend knowledge in this unit.  **British Values - Individual Liberty**  **Mutual Respect. Rule of Law.** | | | **NC: 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**  **What did early Islamic Civilisation leave behind?**   * Place Baghdad geographically. * Understand the period in relation to what was happening around the world and wider framework of history. * Understand the ’Round City’ as the structure of Baghdad. * Understand who the prominent figures of the time were e.g. Caliph Harun Al– Rashid. Caliph al-Mansur, Ibn Al-Haytham and Al-Farabi * Understand the purpose of The House of Wisdom and the major advances that were made in science, maths and medicine. * Understand that some ancient civilizations showed greater advancements than people who lived centuries after them. * Trace the main events that define Britain’s journey from a mono to a multi-cultural society.   NB: Refer to **prior knowledge** from Y4 **Ancient Egypt** to further embed and extend knowledge in this unit  **British Values - mutual respect and tolerance for those of different faiths and beliefs.** | | **NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world**  **Can we thank the Ancient Greeks for anything in our lives today?**   * Understand the location of Greece and place chronologically in line with other civilisations at the time. * Understand that Ancient Greece consisted of city states. * Know about Greek society e.g. warfare, mythology and the role of women. * Know about the Battle of Marathon and how Athens conquered Persia. * Understand how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today. * Understand that the Ancient Greeks impacted architecture, language and thinkers. * NB: Refer to **prior knowledge** from Y3 **The Roman Empire and its impact on Britain** t to further embed and extend knowledge in this unit   **British Values – Democracy and Rule of Law.** | |
| **Topic Specific Vocabulary**  Anglo Saxons Pagan Scots Wergild Vikings Danelaw Invaders  Runes Settlers Burh (burgh) Tribe Christianity Village  Lindisfarne Kingdom Sutton Hoo | **Historical Specific Vocabulary**    AD/CE  BC/BCE  Century  Migration Evidence  Chronology  Change Interpretation  Cause  Consequence  Contrast | | **Topic Specific Vocabulary**  Islam Islamic Baghdad Silk Road  House of Wisdom  Prophet Round City  Prophet Caliph  Merchant Caliphate observatory  Manuscript Empire  Achievements | **Historical Specific Vocabulary**    BC/BCE  AD/CE  Circ 900 Millenium  Ancient Legacy  Period Signicicance  Centuries Duration  Population  The Dark Ages Sources Compare  Empire Contrast Artefacts Development | **Topic Specific Vocabulary**  Greeks Grecian  Citizens Athens Sparta  Democracy Athenians Spartans  Government Olympics  The Assembly | **Historical Specific Vocabulary**    BC/BCE  Ancient civilisation Philosophy  Historical sources  Primary Secondary  Artefacts Investigate  Legacy Conclude  Cause  Consequence  Infer |
| **Chronology**   * Place current study on a timeline in relation to other studies. * Know and sequence key events of time studied. * Sequence historical periods. * Compare current studies to other time periods studied. * Use vocabulary such as: century, decade, BCE/AD/CE, era, period, bias, reliability, peasantry. | | | | | | |
| **Range and Depth of Historical Knowledge**   * Study some social, cultural, religious, and ethnic aspects of societies studied. * Examine cause and consequence. * Begin to describe how some changes affect life today * Begin to describe links, trends and contrasts within and across different periods of time including short-term and long-term time scales. | | | | | | |
| **Interpretations of History**   * Compare accounts of events from different sources. * Understand how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. | | | | | | |
| **Historical Enquiry**   * Recognise primary and secondary sources. * Choose the most reliable sources of evidence from a selection provided, to answer questions. * Understand that there is often not a single answer to historical questions. * Use the library and E-Learning with increased independence. | | | | | | |
| **Organisation and Communication**   * Present structured and organised finds about the past using speaking, writing, maths, ICT, drama and drawing skills * Use date and term accurately. * Use subject specific vocabulary with increased accuracy. * Choose the most appropriate way to present information to an audience. | | | | | | |
| Y4  Y4 | **NC: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**  **A significant turning point in British history – The First Railways**  How did the railway change the lives of ordinary people?   * Know the types of early transport and the nature, benefits and limitations. * Place the period on a chronological framework. * Know the type of transport needed and used to support the locality. * Grasp the importance of The Industrial Revolution, nationally and globally. * Know the significant individuals: George & Robert Stevenson, William Huskisson & the Duke of Wellington. * Understand the development of The Rocket - **‘Travelling Engine No.19’** * Know the first railroad built in Great Britain to use steam locomotives was the [Stockton and Darlington](https://www.britannica.com/topic/Stockton-and-Darlington-Railway), opened in 1825 * Know the [Liverpool and Manchester Railway](https://www.britannica.com/topic/Liverpool-and-Manchester-Railway), which opened in 1830, was the first modern railroad. It was a public carrier of both passengers and freight. * Develop an understanding of the impact railways would have on people’s lives, comparing and contrasting the different social classes. * Understand the likely effect of the coming of the railways on different groups in society, considering different occupations.   **British Values – Rule of Law.** | | | **NC: A Local History Study**  **What do we know about the Vikings in and around our local area?**   * Know where Vikings fit into a chronological framework. * Begin to develop an understanding of Britain’s past and the history of the wider world. * Know the motivation for Viking invasion and settlement in Britain, particularly the local area. * Know how the Vikings travelled to Briton. * Know local place names that indicate Viking settlement. * Know about the **Cuerdale Hoard- discovered on 15 May 1840 on the southern bank of a bend of the River Ribble, in an area called Cuerdale near Preston** * Know about the everyday life of Vikings.   **British Values - Individual Liberty**  **Mutual Respect** | | **NC: 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 Egypt**  **What were the achievements of the Ancient Egyptians?**   * Be able to locate Ancient Egypt in time and place. * Understand that other civilisations existed in the world at the time of the Ancient Egyptians? * Know the location the Nile valley on a world map & make deductions from map evidence. * Grasp the importance of the Nile and significance of annual floods. * Know that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important when moving the heavy stones to build the pyramids) * Know that water was stored in canals and ditches. * Know that there are at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs and know why they existed. * Pupils grasp that much of our understanding of the Ancient Egyptian civilization came within the last 200 years. * Grasp that Ancient Egypt was a very hierarchical society. * Understand the stages of mummification. * Grasp the importance of the afterlife to Egyptian beliefs. * Understand the significant individuals at the time and the historical role they played.   **British Values - Individual Liberty**  **Mutual Respect** | |
| **Topic Specific Vocabulary**  Diesel steam engine invention  engineer freight  locomotive piston Invention  station station master | **Historical Specific Vocabulary**    Industrial Revolution  Victorians Social classes.  Decade Century  Impact  Effect  Consequence | | **Topic Specific Vocabulary**  Raiders invaders Danes Conquer Settlers Viking seafarers Longship, navigate, oars, prow row, sail, shields, tiller, timber  Danelaw Feuds Runes Peasantry Christianity Invasion  Anglo Saxon Chronicle | **Historical Specific Vocabulary**    AD  Culture  Primary & Secondary Sources  Infer  Artefacts  Evidence | **Topic Specific Vocabulary**  Egypt trade  River Nile Mummification  Akhet Tutankhamun Hieroglyphics  Tomb Canopic jars Excavation  Pyramids Pharaoh  Sarcophagus  Chronology | **Historical Specific Vocabulary**    AD/BC  Ancient Civilization  Artefacts  Sources  Egyptologist Millennium  Evidence  Excavate  Events |
| **Chronology**   * Place events from period studied on a time line use terms related to the period and begin to date events Use dates related to the passing of time eg 19th and 20th Century. * Use words and phrases such as Century, decade, BCE/ACE, after, before during. | | | | | | |
| **Range and Depth of Historical Knowledge**   * Identify key features and events Look for links and effects in time studied. * Offer a reasonable explanation for some event | | | | | | |
| **Interpretations of History**   * Give reasons why there might be different accounts of history. * Begin to evaluate the usefulness of different sources use of textbooks and historical knowledge. | | | | | | |
| **Historical Enquiry**   * Begin to identify primary and secondary sources. * Give reasons why there may be different accounts of history. * Ask a variety of questions Use the library, e-learning for research. * Choose sources of evidence from a selection provided, to answer questions. | | | | | | |
| **Organisation and Communication**   * Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. * Use dates and terms correctly. * Discuss most appropriate way to present information, realising that it is for an audience. * Use subject specific vocabulary such as ancient, civilisation. | | | | | | |
| Y3  Y3 | **NC:Changes in Britain from the Stone Age to the Iron Age**  **When do you think it was better to live – Stone Age, Bronze Age or Iron Age?**   * Understand what Britain was like 12,000 years ago and make comparison with Britain today. * Know the chronological framework for the period. * Understand who lived in Britain after the last Ice Age. * Know about hunter gatherers and their shelter, clothing, diet and way of life. * Know about Skara Brae - stone age dwelling discovered in 1850s. * Know about the impact of bronze production. * Know that people living during the Iron age were called Celts. * Know about the significant changes in farming techniques and technology during the iron age-make links with Banks agricultural heritage and evidence of 2 palstaves and a spear head. * Know about cave paintings and identify how stone age life was represented before written records. * Know about Stonehenge and understand where and how it was constructed.   *NB: The Indus Valley Civilisation, 2600- 1900 BC was contemporary to much of the Stonehenge period*.  **British Values -** Rights and responsibility. Individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. | | | **NC:A Local History Study**  **The Development of Martin Mere**  **What was the impact of draining Martin Mere, the largest lake in England?**  **Were Fleetwood & Eccleston right to drain Martin Mere?**   * Know Martin Mere was formed at the end of the last Ice Age. * Know Mere was the largest lake in England. * Place Martin Mere geographically and on a chronological framework. * Know the significant figures of the time e.g. Thomas Fleetwood, Thomas Eccleston. * Know how the mere was drained. * Know the impact of draining the mere on the surrounding area. * Know about the finding of the Crossens Canoe.   NB: Local landowners – Scarsbrick, Hesketh, Blundell, Fleetwood.  Refer to prior knowledge from Autumn Tern  **Changes in Britain from the Stone Age to the Iron Age** to further embed and extend knowledge in this unit  Y2 – Houses and Homes local history study  **British Values -** Rights and responsibility. Rule of law. | | **NC:The Roman Empire and its impact on Britain**  **Did the native Britons welcome or resist the Romans, and why?**   * Place the Romans invasion of Britain chronologically (referring to other civilisations at the time). * Understand why the Romans came to Britain and why they wanted to control the minerals and exports from this country. * Know about Caesar’s failed attempt to invade Britain in 55 & 54BC. * Know about invasion by Claudius AD43. * Know why the Roman Army was so successful in building up the Roman Empire. * Understand why we know about this period of history – which sources can we use? Examine Hadrian’s Wall. * Know about existing Britons/Celts. * Understand the impact on British life and society through Roman invasion. * Understand interpretations of Boudicca. * Know about Boudicca’s revolt against the Romans. * Understand how to assess sources for accuracy and bias.   **NB: Local links** . A hoard found in Scarisbrick in 1655 appears to have been early Imperial, and includes a Vespasianic coin (AD 69-79) (ibid). A hoard was also recovered from Hundred End, at Tarleton Moss, but the date of its contents is unknown.  **British Values -** Rights and responsibility Democracy, Rule of law. Individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. | |
| **Topic Specific Vocabulary**  Homosapiens  Hunter-gatherer Settlement  Nomad Hill forts  Tribe Roundhouses  Stone Age  Bronze Age  Iron Age  Celt | **Historical Specific Vocabulary**  Prehistory  Prehistoric  BC  Thousands of years  Chronology  Archaeology  Mesolithic  Neolithic  Palaeolithic Fact/Opinion  Artefacts Compare  Sources Evidence | | **Topic Specific Vocabulary**  Mere Floodgates  Lake Anglo Saxon/Scandinavian  Landowners Settlement  Drainage Industrial Revolution | **Historical Specific Vocabulary**  Ice Age  Prehistoric  AD/BC  Hundred  Evidence  Sources  Investigate  Conclude  Time Line | **Topic Specific Vocabulary**  Italy  Rome  Romans Reputation  Empire Emperor  Britain Queen  Britannia Culture  Tribes – Brigantes, Iceni Resist  Celts Latin  Army Military Legion Centurion  Invade Conquer | **Historical Specific Vocabulary**    BC/AD  Fact/opinion  Objects  Artefacts  Evidence Sources  Events  Time Line  Chronology |
| **Chronology**   * Place the time studied on a timeline. * Sequence events, people or artefacts on a timeline within period. * Understand BC/ AD BCE/ ACE. | | | | | | |
| **Range and Depth of Historical Knowledge**   * Use information to describe the past. * Use information to describe differences between then and now. * Recount main events from a significant period in history. * Use evidence to explain reasons why people in past acted as they did. | | | | | | |
| **Interpretations of History**   * Identify and give reasons for different ways in which the past is represented. * Distinguish between different sources and evaluate their usefulness. * Look at different versions of the same event and identify differences. | | | | | | |
| **Historical Enquiry**   * Use a range of sources to find out about a period and observe and record differences. * Begin to use the library, e-learning for research and to ask and answer questions. * Suggest sources of evidence to use to help answer questions | | | | | | |
| **Organisation and Communication**   * Use dates and terms with increasing accuracy. * Discuss different ways of presenting information for different purposes/ audiences. | | | | | | |
| Y2  Y2 | **NC: The lives of significant individuals in the past who have contributed to national and international achievements**  **Who are Christopher Columbus & Neil Armstrong Why are they famous?**   * Know the role of an explorer. * Know that different explorers existed at different times e.g. Ibn Battuta Christopher Columbus, Amelia Earhart, Mary Kingsley, Robert Falcon Scott, Neil Armstrong, Ellen Macarthur & Jess Watson. * Know about their main voyages. * Place the explorers in a historical framework. * Know the equipment Christopher Columbus used. * Know about the Santa Maria. * Know about significant people who travelled to space. * Know Neil Armstrong was the first astronaut to walk on the Moon. * Know the sequence of events from the moon landing.   **British Values – Mutual Respect and Tolerance** | | | **NC: A Local History Study**  **Buildings & Houses**  **Banks -Changes over Time**  **Is living here better for children at this time in the past or now/today?**   * Locate Banks Geographically. * Know that there were early settlers in Banks. * Know different houses and buildings exist in Banks. * Know what Banks has looked like at different times. * Know the key features of houses & homes and note their changes over time, starting with early settlers. * Know that houses can be placed in a chronological framework. * Know household objects past and present can be compared. * Know that census information can give us information about past residents.   **British Values and the rule of law. Rights and responsibilities. Respect for others.** | | **NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**  **Seaside Holidays Now & Then**  **Southport**  **How have Seaside holidays changed?**   * Know the concept of change through time. By looking at the 1950s as well as today and 1900. * Identify key period features of seaside holidays, especially relating to clothes worn by children and adults and the entertainment available. * Grasp that reasons for going on holiday today are different from 100 years ago. * Know the different mode of transport including the impact of the railways. * Understand why Victorians flocked to the seaside. * Understand the advantages and disadvantages of holidays now and then.   **British Values and the rule of law. Rights and responsibilities. Respect for others.** | |
| **Topic Specific Vocabulary**  Famous Astronaut  Explorer Pioneer Pirate Equator  Voyage Compass Sailor Equator  Discovery Navigator  Commander Space Station Gravity | **Historical Specific Vocabulary**  Centuries 100 years ago  Before After  Decade  Significant  Timeline  Sequence  Similar Different | | **Topic Specific Vocabulary**  Building Site  Home Town Development  Farm Settlers Location City  Village  Water Tower Church | **Historical Specific Vocabulary**  A long time ago  Last year  Decade 10 years  Century 100 years  Squence  Modern  Question  Study | **Topic Specific Vocabulary**  Holiday Promenade  Punch & Judy  Coast Entertainment  Modesty  Seaside Beach Bathing machine  Victorians Railways Pier | **Historical Specific Vocabulary**  Past Chronology  Present Events  Time  Century  Oral history  Why? Where? What? When? How? |
| **Chronology**   * Sequence events or artefacts closer together in time. * Identify similarities and differences between different ways of life in different time periods. * Use a wider vocabulary of everyday terms e.g. before, after, now, later, recently. | | | | | | |
| **Range and Depth of Historical Knowledge**   * Use stories and other information to describe the past. * Use stories and other information to describe differences between then and now. * Recount main events from a significant time in history and demonstrate knowledge of significant individuals in the past. | | | | | | |
| **Interpretations of History**   * Compare pictures or photographs of people or events in the past ( eye witness accounts, photos, artefacts). * Be able to identify different ways to represent the past ( pictures, plays, films, written accounts, museums and stories. | | | | | | |
| **Historical Enquiry**   * Use a sources – Ask- why, what, who, how, where -to ask questions and find answers. * Discuss the effectiveness of sources | | | | | | |
| **Organisation & Communication**   * Describes objects, people and events. * Write simple stories and recounts about the past. * Draw labelled diagrams and writes about them to tell others about people, events and objects from the past. Class display/ museum annotated photographs ICT. | | | | | | |
| Y1 | **NC: Changes within living memory**  **Toys Now & Then**  **What toys did our grandparents play with?**   * Understand the types of toys a child would receive now, in the 1930s and in the 1960s. * Understand the continuity of a favourite toy e.g. the teddy bear. * Know that toys can be placed on a chronological framework. * Know that toys can be a source of evidence. * Know some of the ways in which we find out about the past (for example design, materials and technology can indicate whether a toy is old or new)   **British Values and respect for others.** | | | **NC: Events beyond living memory that are significant nationally**  **The Great Fire of London**  **Why did so many houses burn it 1666 and what did the king do?**   * Place London Geographically. * Know the characteristic features of Stuart London and place on a chronological framework. * Know significant figures of the period – Thomas Farrinor, Charles II, Samuel Pepys, Sir Thomas Bludworth. * Know when the fire started. * Know where the fire began. * Know the contributing factors to the Great Fire of London. * Know the equipment used. * Understand the impact and aftermath of the fire.   **British Values and the rule of law. Rights and responsibilities. Respect for others.**  NB: Local links with Tarleton Fire Station | | **NC: A Local History Study**  **School Now & Then**  **Would you prefer to have been in school in the past or now?**   * Know the location of the school and   place geographically.   * Know the key features of school for 3 different times. * Know that sources can be used to find out about the past. * Know about the clothing worn by teachers and children. * Know about the lessons taught across schools. * Know the equipment used during the school day. * Understand the differences in discipline then and now. * Know about differences in playtime and playground games.   **British Values - Rights and responsibilities. Respect for others.**  NB: Local Links – Banks Village School | |
| **Topic Specific Vocabulary**  Materials – wood, plastic, fabric, china, nylon  Manufacture – handmade, mass produced  Technology – clockwork, cogs, electronic, batteries | **Historical Specific Vocabulary**  Old  New  Now  Then  Similarities  Differences  Order  Sequence  Grandparents | | **Topic Specific Vocabulary**  London  Bakery  Baker  Embers  Timber framed  Thatch  Flammable  River Thames  Fire squirter  Leather bucket  Fire break  King  Mayor  Eye witness  Diary  cart | **Historical Specific Vocabulary**  Then  Now  A long time ago  Past  Present  Sources  First next then finally  Object  When? Why? Where? How? What?  Causes  Different same | **Topic Specific Vocabulary**  School  Education  3Rs  Uniform  Rows  Desks  Tables  Slate  Blackboard  Playground  Discipline  Rules  Work | **Historical Specific Vocabulary**  Now  Then  Past present future  New Recent  Memory  Clue  Artefact  Old New  Opinion  Question  Because  **Days of the week**  **Months of the Year**  **Seasons Decade** |
| **Chronology**   * Recount changes in own life over time, * Distinguish between past and present. * Identify similarities and differences between different ways of life beyond living memory. * Use common words and phrases such as old,new.young,days, months | | | | | | |
| **Range and Depth of Historical Knowledge**   * Tell the difference between past and present in own and other people’s lives. | | | | | | |
| **Interpretations of History**   * Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website | | | | | | |
| **Historical Enquiry**   * Sort artefacts “then” and “now” Ask and answer questions related to different sources and objects including pictures and stories). | | | | | | |
| **Organisation & Communication**   * Show knowledge and understanding about the past in different ways e.g. (role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT. | | | | | | |
|  | **British Values:**   * The Rule of Law * Democracy * Individual Liberty * Mutual Respect * Tolerance for those of different faiths and beliefs | | | | | | |
| EYFS | Understanding The World – Historical Development | | | | | | |
| EYFS Development Bands | | Key Learning | | | Vocabulary | |
| **Birth To Five Matters**  Range 5  • Shows interest in the lives of people who are familiar to them  • Enjoys joining in with family customs and routines  • Remembers and talks about significant events in their own experience  • Recognises and describes special times or events for family or friends  • Shows interest in different occupations and ways of life indoors and outdoors  • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family  Range 6  • Enjoys joining in with family customs and routines  • Talks about past and present events in their own life and in the lives of family members  • Knows that other children do not always enjoy the same things, and is sensitive to this  • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.  **Statutory Framework Early years Foundation Stage Curriculum 2021**  Statutory ELG: Past and Present Children at the expected level of development will: - 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. | | Communication – talk about key events, in own lives, about family, friends, other people including significant people.  Observe – show an interest in significant events and experiences in the lives of others, including friends, family members.  Describe – features of objects, people, places at different times, make comparisons.  Research – find out about people, places, events, objects, ask questions, use different sources to find the answers.  Chronology – order simple experiences in relation to themselves, and others including stories, events and experiences. | | | Today, yesterday, tomorrow, morning, afternoon, evening, last week, this week, next week, last night, this morning.  Old, new, then, now, past, future, before, after, birthday, next.  Summer, winter, spring, autumn, long ago, while, week, year, month, last, hour, back, clock, during, breakfast, lunch, dinner, supper, season, calendar, night, day.  Holiday, celebration, Christmas, Easter, Eid, Diwali, Bonfire Night.  Language to help them understand the concept of change such as key words around old and new, historic, traditional, old-fashioned, ancient, antiques, well used, worn, mended, shabby, innovative, cutting edge, novel, latest, state of art, current, bright, fresh, sparkly, modern, recent, contemporary, up to date. | |