



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 AGT**

Y6

**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.

**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 Local History Study- AGT – National Archives Research**

**What was the impact of the Blitz?**

- Place the period in a chronological framework establishing links and trends with previous history units already studied.
- Know the countries involved and the significant individuals involved in the war.
- Understand the sequence of events.
- Be aware of the significance of the Blitz and events leading up to it.
- Understand similarities and differences between locations affected by the Blitz in children's locality and comparable events experienced by Britain's enemies.
- Understand and make connections with the historical information from the **Junkers 88 wreckage - Banks Marsh.**
- How far was the Blitz in Britain similar or different to the experiences of people in Germany, USSR and Japan?
- Develop an appreciation of the importance of comparing fiction with different historical sources when we construct our understanding of the past – consider propaganda.

**NB:** **Junkers 88 wreckage - Banks Marsh.**

**NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

**How did the development of transport impact the growth of Victorian holidays? Was it a positive impact for all?**

- Understand how the period fits in a chronological framework establishing links and trends with previous history units already studied.
- Realise the growth of the railway network and how it led to the development and expansion of British seaside towns e.g. **Southport**. Fleetwood to Blackpool.
- Examine route maps for the railways and know that the links between towns and cities were important to the Victorian economy or the trade in the towns or cities through which they passed.
- Develop an understanding of the impact the railways had on people's lives, comparing and contrasting the different social classes, clothing, activities, accommodation.
- Know the impact of the Bank Holiday Act of 1871 on the development holidays.
- Know about holidays trends and changes over time.

**NB:** **Southport Seaside Holidays**

**NB:** Refer to **prior knowledge** from Y4 **A significant turning point in British History – The First Railways** to further embed and extend knowledge in this unit.

Y6

<u>Topic Specific Vocabulary</u>	<u>Historical Specific Vocabulary</u>	<u>Topic Specific Vocabulary</u>	<u>Historical Specific Vocabulary</u>	<u>Topic Specific Vocabulary</u>	<u>Historical Specific Vocabulary</u>
Raiders Danes Settlers Viking Danelaw Offa's Dyke Civilisation Danelaw Feuds Runes Peasantry Christianity Invasion Conquer Anglo Saxon Chronicle Resistance culture	Primary & Secondary Sources Infer Continuity hypothesise Change Consequence Evidence Motive AD, BC, CE analyse	Allies Government Bomber Luftwaffe Home Front Nazis parliament Evacuee Air Raid Propaganda Wreckage Swastika Blackout Recruit Rationing Trenches Blitz Junker Excavation Political	Reliability Analyse Hypothesis Oral Account Diversity Stereotype Significant Trends Duration Interpretation Century Bias Biased	Society Victorian Century trend Hierarchy Expansion Classes Leisure Development Culture	BC/BCE Primary & Secondary Sources 1900s Infer Evidence Industrial Revolution Interpretation Era Impact Significance Period Effect Conclusion Consequence Hypothesise Society

**Chronology**  
**NC:** Know and understand the history of these islands as a coherent chronological narrative from earliest times to the present day.

- Establish clear narratives within and across the periods studied.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Place current study on a timeline in relation to other studies.
- Use relevant dates and terms.
- Sequence up to 10 events on a timeline.

**Range and Depth of Historical Knowledge**  
**NC:** Note connections, contrasts and trends over time.

- Know about the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor including Saxon Viking rivalry and co-operation up to 1066.
- Know about Viking Raids and invasion.
- Resistance by Alfred the Great.
- Anglo Saxon Laws and justice.
- Edward the Confessor and his death in 1066.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -an aspect of social history – leisure and entertainment in the 20 century.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**Interpretations of History**  
**NC:** Develop the children's Historical interpretation skills.

- Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings.
- Link sources and work out how conclusions were arrived at.
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
- Be aware that different evidence will lead to different conclusions.

**Historical Enquiry**  
**NC:** Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.

- Recognise primary and secondary sources. Use a range of sources 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.

**Organisation and Communication**  
**NC:** Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  
 Select and organise information to produce structured work, making appropriate use of dates and terms.

Y5

**NC:** Britain’s settlement by Anglo-Saxons and Scots

**AGT – National Archives Reseach**

**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/Vikings (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.

**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

**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** to further embed and extend knowledge in this unit

**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 Significance  
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

Y5

**Chronology**

**NC:** Know and understand the history of these islands as a coherent chronological narrative from earliest times to the present day.

- Establish clear narratives within and across the periods studied.
- Place current study on time line in relation to other studies.
- Know and sequence key events of time studies.
- Use relevant terms and periods labels.
- Relate current studies to previous studies.
- Make comparisons between different times in history.

**Range and Depth of Historical Knowledge**

**NC:**

- Know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- Know about Britain's settlement by Anglo-Saxons and Scots including the establishment of the Saxon kingdom.
- Know about Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.
- Scots invasions, settlements and kingdoms: place names and village life
- A non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c.AD 900.
- Continue to gain and deploy a historically grounded understanding of abstract terms
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.

**Interpretations of History**

**NC:**

- Begin to discern how and why contrasting arguments and interpretations of the past have been constructed.
- Compare accounts of events from different sources - Fact or fiction
- Offer some reasons for different versions of events.

**Historical Enquiry**

**NC:**

- Frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Note primary and secondary sources.
- Use evidence to build up a picture of life in time studied
- Select relevant sections of information to ask and answer confident use of library, e-learning, research

**Organisation and Communication**

fit events into a display sorted by theme time

use appropriate terms, matching dates to people and events

record and communicate knowledge in different forms

work independently and in groups **showing initiative**.

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 Stephenson, 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, opened in 1825
- Know the [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.
- NB: Key Stage History – Winner and Losers activity.

**NC: A Local History Study**

**What is the impact of changes made since early development of the RNLI?**

- Know when the RNLI was founded locally and nationally.
- Know when the first lifeboat was invented and by whom.
- Know the significant individuals: Lionel Lukin, Sir William Hillary, Grace Darling.
- Know significant disasters e.g. steamship *Forfarshire 1883*, (*Locally*)[The Mexico Disaster 1886](#).
- Know about the poem, *Warriors of the Sea* written by Clement Scott and published by Punch 1886.
- Place the period on a chronological framework.
- Grasp how lifeboats have developed over the years.
- Know the role of the lifeboat crew.
- Understand the advances in life saving equipment.

**NB: Local Links**  
[RNLI – Southport](#)  
[The Mexico Disaster 1886](#)

**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**

**How did the civilization of Egypt wax and wane?**

- 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.

**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**

RNLI Buoyancy Crew Victorians Lifeboat Vessel

**Historical Specific Vocabulary**

Victorian Local Nation Artefacts Oral history Evidence Change Decade Sources

**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 Civilisation Artefacts Sources Egyptologist Millennium Evidence Excavate Events

Y4

**Chronology**

**NC:**

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- To develop a coherent understanding of the past. Give an understanding of comparisons between the first civilisations.
- Develop the ability to understand how the first civilisations relate to a broadly based chronological understanding of the past
- Place events from period studied on a time line.
- Use terms related to the period and begin to date events.
- Understand more complex terms e.g. BCE/AD

**Range and Depth of Historical Knowledge**

**NC:**

- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- A significant turning point in British history – The First Railways
- The achievements of the earliest civilizations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation.

**Interpretations of History**

**NC:** Know how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

- Begin to use evidence to build up a picture of a past event.
- Choose relevant material to present a picture of one aspect of life in time past

**Historical Enquiry**

**NC:**

- Understand how our knowledge of the past is constructed from a range of sources.
- Frame historically-valid questions.
- Look at the evidence available and begin to evaluate the usefulness of different sources both primary and secondary.

**Organisation and Communication**

**NC:**

- Create their own structured accounts, including written narratives and analyses.
- Select data and organise it into a data file to answer historical questions.
- Know the period in which the study is set and record their findings.
- Display findings in a variety of ways.
- Work independently and in groups.
- Organise and communicate orally their historical findings and form a coherent argument based on historical evidence.

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.
- 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.

**NC:A Local History Study**

**The Development of Martin Mere**

**What was the impact of draining Martin Mere, the largest lake in England?**

- 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 & Sir Peter Hesketh.
- Know the main areas of employment around the local area
- 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 dated to AD 535.

NB: Local landowners – Scarsbrick, Hesketh, Blundell, Fleetwood.

Refer to prior knowledge from Autumn Term **Changes in Britain from the Stone Age to the Iron Age** to further embed and extend knowledge in this unit

**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.

**Topic Specific Vocabulary**

Homosapiens  
Hunter-gatherer  
Settlement  
Nomad  
Hill forts  
Tribe  
Roundhouses  
Stone Age  
Bronze Age  
Iron Age  
Celts

**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

Y3

### **Chronology**

#### **NC:**

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.
- Continue to develop a chronologically secure knowledge and understanding of British, local and world history from the earliest times.
- Show their increasing knowledge and understanding by making some links between and across periods.
- Develop the appropriate use of historical terms.
- Place the time studied on a time line.
- Use dates and terms related to the study unit and passing of time.
- Sequence several events or artefacts.

### **Range and Depth of Historical Knowledge**

#### **NC:**

- Know about changes in Britain from the Stone Age to the Iron Age.
- Know about late Neolithic hunter-gatherers and early farmers.
- Bronze Age religion, technology and travel.
- Iron Age hill forts, tribal kingdoms, farming, art and culture.
- A local history study – a study of an aspect of history or a site dating from a period beyond 1066 that is significant locally.
- Understand historical concepts such as continuity and change, cause and consequence.
- The successful invasion by Claudius and conquest, including Hadrian's Wall.
- British resistance, for example, Boudicca.
- Develop the children's understanding of how our knowledge of the past is constructed from a range of sources.

### **Interpretations of History**

**NC:** Gain historical perspective by placing their growing knowledge into different contexts. understanding the connections between local, regional, national history.

- Identify and give reasons for different ways in which the past is represented.
- Distinguish between different sources – compare different versions of the same story.
- Look at representations of the period – museum, cartoons etc

### **Historical Enquiry**

**NC:** Frame historically valid questions.

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.
- Developing the children's ability to research independently.
- Use a range of sources to find out about a period
- Observe small details – artefacts, pictures
- Select and record information relevant to the study
- Begin to use the library, e-learning for research
- Ask and answer questions.
- Use secondary sources to aid understanding.

### **Organisation and Communication**

**NC:** Create their own structured accounts, including written narratives and analyses

- Communicate knowledge and understanding through:
- Discussion, drawing pictures
- Drama/role play, making models
- Writing annotations, ICT



Y2	<p><b>NC: The lives of significant individuals in the past who have contributed to national and international achievements</b></p> <p><b>Who are Christopher Columbus &amp; Tim Peake? Why are they famous?</b></p> <ul style="list-style-type: none"> <li>• Know the role of an explorer.</li> <li>• Know that different explorers existed at different times e.g. Ibn Battuta Christopher Columbus, Amelia Earhart, Mary Kingsley, Robert Falcon Scott, Tim Peake.</li> <li>• Know about their main voyages.</li> <li>• Place the explorers in a historical framework.</li> <li>• Know the equipment Christopher Columbus used.</li> <li>• Know about the Santa Maria.</li> <li>• Know about significant people who travelled to space.</li> <li>• Know Tim Peake was the first official British astronaut to walk in space.</li> <li>• Know about the Soyuz TMA-19M.</li> <li>• Know about the equipment Tim Peake used.</li> </ul>		<p><b>NC:A Local History Study</b></p> <p><b>Buildings &amp; Houses</b> <b>Banks -Changes over Time</b></p> <p><b>Is living here better for children at this time in the past or now/today?</b></p> <ul style="list-style-type: none"> <li>• Locate Banks Geographically.</li> <li>• Know different houses and buildings exist in Banks.</li> <li>• Know what Banks has looked like at different times.</li> <li>• Know the key features of houses &amp; homes and note their changes over time, starting with early settlers.</li> <li>• Know that houses can be placed in a chronological framework.</li> <li>• Know household objects past and present can be compared.</li> <li>• Know that household inventories can be a source of evidence and help us find out about the past.</li> <li>• Know that census information can give us information about past residents.</li> </ul>		<p><b>NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</b></p> <p><b>Seaside Holidays Now &amp; Then</b> <b>Southport</b></p> <p><b>How have Seaside holidays changed?</b></p> <ul style="list-style-type: none"> <li>• Know the concept of change through time. By looking at the 1950s as well as today and 1900.</li> <li>• Identify key period features of seaside holidays, especially relating to clothes worn by children and adults and the entertainment available.</li> <li>• Grasp that reasons for going on holiday today are different from 100 years ago.</li> <li>• Know the different mode of transport including the impact of the railways.</li> <li>• Understand why Victorians flocked to the seaside.</li> <li>• Understand the advantages and disadvantages of holidays now and then.</li> </ul>	
	<p><b>Topic Specific Vocabulary</b></p> <p>Famous Explorer Pirate Voyage Sailor Discovery Commander Station</p> <p>Astronaut Pioneer Equator Compass Equator Navigator Space Gravity</p>	<p><b>Historical Specific Vocabulary</b></p> <p>Centuries ago Before Decade Significant Timeline Sequence Similar</p> <p>100 years After Timeline Different</p>	<p><b>Topic Specific Vocabulary</b></p> <p>Building Home Development Farm Location Village Water Church</p> <p>Site Town Settlers City Tower</p>	<p><b>Historical Specific Vocabulary</b></p> <p>A long time ago Last year Decade Century Sequence Modern Question Study</p>	<p><b>Topic Specific Vocabulary</b></p> <p>Holiday Punch &amp; Judy Coast Modesty Seaside Bathing machine Victorians Pier</p> <p>Promenade Entertainment Beach Railways</p>	<p><b>Historical Specific Vocabulary</b></p> <p>Past Time Century Oral history Why? When?</p> <p>Chronology Events What? How?</p>

Y2

**Chronology**

**NC:**

- Know where the people and events they study fit within a chronological framework.
- Identify some similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Sequence artefacts closer together in time - check with reference books/internet.
- Sequence photographs etc. from different periods of their life.
- Describe memories of key events in lives.

**Range and Depth of Historical Knowledge**

**NC:**

- Know about the lives of significant individuals in the past who have contributed to national and international achievements – Christopher Columbus, Neil Armstrong, Tim Peake.
- Know about significant historical events, people and places in their own locality – The development of houses and buildings in Banks.

**Interpretations of History**

**NC:**

- Identify different ways in which key features of events is represented.
- Know changes within living memory should be used to reveal aspects of change in national life.
- Compare aspects of life in different periods e.g. Christopher Columbus and Tim Peake.
- Compare 2 versions of a past event.
- Compare pictures or photographs of people or events in the past.
- Discuss reliability of photos/ accounts/stories

**Historical Enquiry**

**NC:**

- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand some of the ways in which we find out about the past.
- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

**Organisation & Communication**

**NC:**

- Choose and use parts of stories and other sources to show that they know and understand key features of events.
- Communicate their knowledge through:
  - Discussion
  - Drawing pictures
  - Drama/role play
  - Making models
  - Writing
  - Using ICT

<b>Y1</b>	<u>NC: Changes within living memory</u> <b>Toys Now &amp; Then</b> <b>What toys did our grandparents play with?</b>		<u>NC: Events beyond living memory that are significant nationally</u> <b>The Great Fire of London</b> <b>Why did so many houses burn in 1666?</b>		<u>NC: A Local History Study</u> <b>School Now &amp; Then</b> <b>Would you prefer to have been in school in the past or now?</b>						
	<ul style="list-style-type: none"> <li>Understand the types of toys a child would receive now, in the 1930s and in the 1960s.</li> <li>Understand the continuity of a favourite toy e.g. the teddy bear.</li> <li>Know that toys can be placed on a chronological framework.</li> <li>Know that toys can be a source of evidence.</li> <li>Know about toys around the world.</li> <li>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)</li> </ul>		<ul style="list-style-type: none"> <li>Place London Geographically.</li> <li>Know the characteristic features of Stuart London and place on a chronological framework.</li> <li>Know significant figures of the period – Thomas Farrinor, Charles II, Samuel Pepys, Sir Thomas Bloodworth.</li> <li>Know when the fire started.</li> <li>Know where the fire began.</li> <li>Know the contributing factors to the Great Fire of London.</li> <li>Know the equipment used.</li> <li>Understand the impact and aftermath of the fire.</li> </ul>		<ul style="list-style-type: none"> <li>Know the location of the school and place geographically.</li> <li>Know the key features of school for 3 different times.</li> <li>Know that sources can be used to find out about the past.</li> <li>Know about the clothing worn by teachers and children.</li> <li>Know about the lessons taught across schools.</li> <li>Know the equipment used during the school day.</li> <li>Understand the differences in discipline then and now.</li> <li>Know about differences in playtime and playground games.</li> </ul>						
	<u>Topic Specific Vocabulary</u>		<u>Historical Specific Vocabulary</u>		<u>Topic Specific Vocabulary</u>		<u>Historical Specific Vocabulary</u>				
Materials – wood, plastic, fabric, china, nylon Manufacture – handmade, mass produced Technology – clockwork, cogs, electronic, batteries		Old New Now Then Similarities Differences Order Sequence Grandparents		London Bakery Baker Embers Flammable River Thames Fire squirter Leather bucket Fire break King Mayor Eye witness Diary		Then Now A long time ago Past Present Sources First next then finally Object When? Why? Where? How? What? Causes Different same		School Education 3Rs Uniform Rows Desks Tables Slate Blackboard Playground Discipline Rules Work		Now Then Past present future New Recent Memory Clue Artefact Old New Opinion Question Because  <b>Days of the week</b> <b>Months of the Year</b> <b>Seasons</b>	
		<u>NB: Local links with Tarleton Fire Station</u>		<u>NB: Local Links – Banks Village School</u>							

### **Chronology**

#### **NC:**

- Develop an awareness of the past.
- Use common words & phrases relating to the passing of time.
- Identify similarities and differences between ways of life at different times (including changes within their own lives).
- Sequence events in their life
- Place events in a chronological framework.
- Sequence 3 or 4 artefacts from distinctly different periods of time.
- Match objects to people of different ages.

### **Range and Depth of Historical Knowledge**

#### **NC:**

- Know events beyond living memory that are significant nationally -The Great Fire of London.
- Significant historical events, people and places in their own locality – School – now and then,
- Developments of toys – now and then.

### **Interpretations of History**

#### **NC:**

- Identify similarities and differences between ways of life in different periods.
- Distinguish between fact and fiction.
- Identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website).
- Identify similarities and differences.
- Compare and contrast different representations of the past.

### **Historical Enquiry**

#### **NC:**

- Ask and answer questions.
- Understand some of the ways in which we find out about the past.
- Find answers to simple questions about the past from sources of information e.g. artefacts

### **Organisation & Communication**

#### **NC:**

- Choose and use parts of stories and other sources to show that they know and understand key features of events.
- Communicate their knowledge through:

Discussion

Drawing pictures

Drama/role play.

Making models

Writing

Using ICT

Reception	<p><u>Understanding of the World</u></p> <p><b>Topics</b></p> <p>All About Me Remembrance Sunday Bonfire Night The Nativity Story</p>	<p><u>Understanding of the World</u></p> <p><b>Topic</b></p> <p>I Can &amp; I Will Grace Darling (Significant People) Local Link: Lifeboat Association Southport</p>	<p><u>Understanding of the World</u></p> <p><b>Topic</b></p> <p>Seaside Now &amp; Then Local Link: Southport</p>
	<p><u>Historical Specific Vocabulary</u></p> <p>Now      Before      Later      Today      Tomorrow      Yesterday      A long time ago      Last Week      First</p> <p>Then      Next      Last</p>		
	<p><b>Chronology</b></p> <p><a href="#">Lancashire EYFS Progression Document</a></p> <p><b>People and Communities</b></p> <p><u>Expected Level</u></p> <ul style="list-style-type: none"> <li>• ELG 13 - Children talk about past and present events in their own lives and in the lives of family members.</li> </ul> <p><u>Exceeding</u></p> <ul style="list-style-type: none"> <li>• Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</li> <li>• Use simple words to talk about the passing of time.</li> <li>• Sequence pictures to show time order.</li> </ul>		
	<p><b>Range and Depth of Historical Knowledge</b></p> <p><b>People and Communities</b></p> <p><u>Expected Level</u></p> <ul style="list-style-type: none"> <li>• ELG 13 -They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p><u>Exceeding</u></p> <ul style="list-style-type: none"> <li>• They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li> <li>• They can describe some actions which people in their own community do that help to maintain the area they live in.</li> </ul> <p><b>The World</b></p> <p><u>Expected Level</u></p> <ul style="list-style-type: none"> <li>• ELG 14 - Children know about similarities and differences in relation to places, objects, materials and living things.</li> </ul>		
	<p><b>Interpretations of History</b></p> <p><b>People and Communities</b></p> <p><u>Expected Level</u></p> <p>ELG 13 They know that other children do not always enjoy the same things and are sensitive to this.</p>		
	<p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> </ul>		
	<p><b>Organisation &amp; Communication</b></p> <p>Drawings Oral recount</p>		

Nursery	<p><b><u>Understanding of the World</u></b> <b>All About Me</b> <b><u>Understanding of the World</u></b> <b>Bonfire Night</b> <b>The Nativity Story</b></p> <ul style="list-style-type: none"><li>• Use simple words to talk about the passing of time.</li><li>• Remember and talk about significant events in their own lives.</li><li>• Recognise and describe special times or events for family or friends.</li><li>• Identify simple similarities and differences.</li></ul>		