

Fairholme Primary School - History Progression in Knowledge and Skills

Autumn Term				
	Year 6	Year 5	Year 4	Year 3
Topic	Blitzed Britain	Raiders or Traders	Toga-Tastic	Time Team
NC	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	The Roman Empire and its impact on Britain	Changes in Britain from the Stone Age to the Iron Age
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> Know a chronological overview of WW2, focusing on Britain's involvement. About the League of Nations, Treaty of Versailles and appeasement About the protective measures in the Blitz Know about what life was like in Britain during the war e.g. rationing and evacuation Know how children's lives changed during the war. The impact of WW2 on the local area by investigating sources and what they tell us. 	<p>Children will:</p> <ul style="list-style-type: none"> Know how Anglo-Saxon and Viking Britain periods of rule fit into a coherent chronological framework Know who the Vikings were and how they raided. Know where the Vikings settled and how we know Know about the fractious relationship between Anglo-Saxons and Vikings in Britain Know about shifts in religion and power Know the similarities and differences of the social structures of Anglo-Saxons and Vikings Know about the achievements of King Alfred the Great Know Edward the Confessor was the last Anglo-Saxon king 	<p>Children will:</p> <ul style="list-style-type: none"> Know the chronology of the Roman Empire. Know how and why the Romans invaded Britain. Know about the Celts' reaction to the invasion; with a focus on Boudica as significant women in power. Know about the legacy of the Romans in Britain (plumbing, roads etc.) Know about the Roman influence on the British justice system today. 	<p>Children will:</p> <ul style="list-style-type: none"> Know when the Stone Age, Bronze Age and Iron Age were and how long they lasted Know the significant achievements from prehistory. Know the changes in housing, society, food, religion and entertainment from the Stone Age to Iron Age. Know why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. Investigate some significant development of the prehistoric people.
Skills	<p>Children can:</p> <p>Chronological knowledge</p> <ul style="list-style-type: none"> Sequence key events in WW2 on a timeline. <p>Significance</p> <ul style="list-style-type: none"> Name significant people in WW2 Explain the reasons why appeasement was an important series of events that lead to WW2 <p>Interpretation</p> <ul style="list-style-type: none"> Explain that some evidence can be unreliable and the reasons behind this. Explain that some evidence can be propaganda, misinformation or opinion Explain why there are different interpretations of people and events in WW2 <p>Cause and consequence</p> <ul style="list-style-type: none"> Understand how evacuation impacted everyday lives Consequences of change in daily life on the home front during WW2 Comment on the cause and consequence of WW2. Evaluate the human impact of war on everyday life of a past society. Describe how and why Jews were subject to Nazi prejudice and discrimination during the war. 	<p>Children can:</p> <p>Chronological knowledge</p> <ul style="list-style-type: none"> Sequence key events on a scaled timeline Talk about British chronology from Stone Age to Viking Britain <p>Significance</p> <ul style="list-style-type: none"> Name significant people e.g. King Alfred, Edward the confessor Explain the achievements of King Alfred the Great <p>Interpretation</p> <ul style="list-style-type: none"> Identify different interpretations of events and people studied <p>Cause and Consequence</p> <ul style="list-style-type: none"> Explain some reasons why the Vikings came to Britain and the effects on society Explain some causes and consequences of the Anglo-Saxon and Viking relationship <p>Continuity and Change</p> <ul style="list-style-type: none"> Describe the changes and constants in society in Britain <p>Historical Enquiry</p> <ul style="list-style-type: none"> Examine evidence of Viking settlements and comment on the source's usefulness 	<p>Children can:</p> <p>Chronological knowledge</p> <ul style="list-style-type: none"> Locate key events of the Roman Empire on a timeline Sequence key events on a timeline <p>Significance</p> <ul style="list-style-type: none"> Name significant Romans Explain why Boudica was significant <p>Cause and Consequence</p> <ul style="list-style-type: none"> Comment the cause of, and consequences of the Roman invasion of Britain Explain some impacts of Roman Britain on life today <p>Continuity and Change</p> <ul style="list-style-type: none"> Comment on what stayed the same and what changed from the Iron Age to Roman Britain. Describe some changes and developments that were significant to Britain's development <p>Similarity and Difference</p> <ul style="list-style-type: none"> Comment on some similarities and differences from prehistoric Britain to Roman Britain <p>Historical Enquiry</p> <ul style="list-style-type: none"> Ask and answer questions using different sources to support Interpretation Examine evidence left behind by the Romans Explain how/why there were different viewpoints about Boudica 	<p>Children can:</p> <p>Chronological knowledge</p> <ul style="list-style-type: none"> locate the Stone Age, Bronze Age and Iron Age on a timeline Sequence the time periods on a timeline <p>Significance</p> <ul style="list-style-type: none"> Explain why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain <p>Interpretation</p> <ul style="list-style-type: none"> Explain what is fact and what might be opinion on knowledge learnt in this topic <p>Cause and Consequence</p> <ul style="list-style-type: none"> Describe some relevant causes and consequences of some of the key developments in prehistoric Britain <p>Continuity and Change</p> <ul style="list-style-type: none"> Find out about the everyday lives of people, compare across the time periods Describe the changes in housing, society, food, religion and entertainment from the Stone Age to Iron Age. Explain why certain changes were important <p>Similarity and Difference</p> <ul style="list-style-type: none"> Describe some similarities, differences and changes across the Stone, Bronze and Iron Age <p>Historical Enquiry</p> <ul style="list-style-type: none"> Ask and answer questions about prehistoric Britain

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	Historical Enquiry <ul style="list-style-type: none"> Investigate the impact of WW2 on the local area by examining different sources Comment on the value of sources explored 			<ul style="list-style-type: none"> Understand the different sources we have about life in prehistoric Britain
Vocabulary	changes, continuity, propaganda, significant, viewpoint, Republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, Blitz, Luftwaffe, evacuee, evacuation	Pattern, trend, conclusions, consequences, diversity, pagan, chieftain, forge, longhouse, long ship/boat, raid, warrior, invade, legend, clan, Berserker, Danegeld Feast, Trade, Yggdrasil, Runes, Farmer-warrior, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla	BC/AD as old terms, compare, evaluate, version, account, primary/secondary source Roman, emperor, invade, rebel, legion, Rome, empire, gladiator, amphitheatre, toga aqueduct, coliseum, centurion, senate, mosaic, arch, chariot, hypocaust, tunic, Aquila, pantheon, testudo, circus maximus, legionary	Before Common Era (BCE) Common Era (CE) century, decade, modern, ancient, previously, during, sources, reliable, prehistory, settlement cave, spear, trade, flint, farming, prehistory, huntergatherer, nomad palaeolithic, mesolithic, neolithic, tribe neanderthal, homosapiens, pelt, beaker, celt, bronze, roundhouse, hillfort, druid

	Year 2	Year 1	Reception	Nursery
Topic	London's Burning	Transition from Freeflow		
NC	Events beyond living memory that are significant nationally or globally	Changes within living memory.		
Knowledge	Children will: <ul style="list-style-type: none"> Know the Great Fire of London happened in 1666 Know what London was like in 1666 and compare to now Know the reasons why the fire started, how it spread and how long it lasted. (use maps and photos) Know about key people: Samuel Pepys, King Charles II Know about London being rebuilt (changes in materials) Know about key changes after the fire (insurance, fire brigade) 	Children will: <ul style="list-style-type: none"> Recognise how they have developed and grown over time Identify old and new within and outside their environment Ask questions about what happened in the past Ask questions about items which are unfamiliar to them and draw conclusions based on materials, and design 	Children will: <ul style="list-style-type: none"> Know about the work of familiar community workers. Comment on pictures, stories, oral tales, artefacts, buildings from the past within living memory. Comment on differences and similarities from the past of artefacts, buildings, people, stories within their own lives. ELG: 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. 	Children will: <ul style="list-style-type: none"> Show an interest in the lives of people who are familiar to them. Show interest in different occupations and ways of life through role play, visitors and stories. Comment on photographs in books. Notice and comment on differences between now and then drawing on their own family experiences.
Skills	Children can: Chronological knowledge <ul style="list-style-type: none"> Talk about when the Great Fire of London was and what happened Sequence the events of the Great Fire of London Significance <ul style="list-style-type: none"> Talk about Samuel Pepys and why he was important Explain why the Great Fire of London was important Interpretation <ul style="list-style-type: none"> Identify that Samuel Pepys was an eyewitness Understand there are different sources that represent the past 	Children can: Chronological knowledge <ul style="list-style-type: none"> Order events in their lives and understand what came before and after Continuity and Change <ul style="list-style-type: none"> Begin to recognise how things develop over time Historical Enquiry <ul style="list-style-type: none"> Begin to ask questions about items and significant events 		

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	<p>Cause and Consequence</p> <ul style="list-style-type: none"> Explain what caused the Great Fire of London Explain what happened after the Great Fire of London <p>Continuity and Change</p> <ul style="list-style-type: none"> Explain changes to the houses, streets, fire brigade since the Great Fire of London <p>Similarity and Difference</p> <ul style="list-style-type: none"> Recognise what is different in London since the Great Fire of London <p>Historical Enquiry</p> <ul style="list-style-type: none"> Look at different sources of information for the Great Fire of London 			
Vocabulary	thatched, narrow, flames, spread, spark, Pudding lane, River Thames, bakery, London, Sir Christopher Wren, Samuel Pepys, diary, architect, St Pauls Cathedral, King Charles II, monument, leather bucket, fire hook,	old, new, now, then, days, months, years, story, event old, new, material	I can see, I saw, same, different, similar, change, what happened, because, explain, how, why, because, find out, I wonder what/if/when/why, yesterday, last week, at the weekend, this morning, last night	yesterday, last week, at the weekend, this morning, last night how, why, because, I can see, I saw, same, different, change, what happened, why, because, old new

Spring Term				
	Year 6	Year 5	Year 4	Year 3
Topic	Crime and Punishment	Mysterious Maya	On the Street Where we live	Tomb Raiders
NC	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900	The Roman Empire and its impact on Britain	Changes in Britain from the Stone Age to the Iron Age
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> Know about the Rule of law and how crime and punishment has evolved. Know about the Roman influence on the British justice system today. Know about changes in punishment from Anglo-Saxon to Tudor Britain. Know about the rise of the Highwayman during the Georgian era. Know about the introduction of Police and the types of prison punishment in the Victorian Era. Know how the police force changed throughout the 20th century. 	<p>Children will:</p> <ul style="list-style-type: none"> Know what the Maya civilisation was and the key developments of this ancient civilisation Know how and where the Mya fit into a timeline of world history Know how the landscape of the Maya affected trade and how important this was in order for the civilisation to survive. Know how the Maya survived in such an extreme environment Know how the artefacts that have been left behind tell us about the social structure of the Maya Investigate reasons that the Maya civilisation came to an end. 	<p>Children will:</p> <ul style="list-style-type: none"> Know how the geography of our local area has evolved over time. Know that significant developments have taken place in the local area. Track how and why the local area has changed over time. 	<p>Children will:</p> <ul style="list-style-type: none"> Know where the Egyptian civilisation fits into world History. Know when and where the Egyptians lived Know about everyday life in Ancient Egypt Know about the society and culture of Ancient Egypt Know about the importance of the River Nile Know about the discovery of Tutankhamun's tomb and the significance of this discovery Know about some of the achievements of the Egyptian civilisation.
Skills	<p>Children can:</p> <p>Chronological knowledge</p> <ul style="list-style-type: none"> Track the development of crime and punishment over time using a timeline <p>Significance</p> <ul style="list-style-type: none"> Explain the significance of the introduction of the police force and prisons. 	<p>Children can:</p> <p>Chronological knowledge</p> <ul style="list-style-type: none"> Sequence key events on a scaled timeline Place concurrent societies on a scaled timeline <p>Significance</p> <ul style="list-style-type: none"> Explain the significance of the achievements of the Maya 	<p>Children can:</p> <p>Chronological knowledge</p> <ul style="list-style-type: none"> Sequence key events and the impact they have had on the local area <p>Significance</p> <ul style="list-style-type: none"> Identify key events that have impacted the locality. 	<p>Children can:</p> <p>Chronological knowledge</p> <ul style="list-style-type: none"> Understand the overlap in time with prehistoric Britain and Ancient Egypt <p>Significance</p> <ul style="list-style-type: none"> Talk about some important people and events

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	<ul style="list-style-type: none"> Compare the significance of developments Understand how and why the rule of law is important <p>Interpretation</p> <ul style="list-style-type: none"> Explain how and why it is possible to have different interpretations <p>Cause and consequence</p> <ul style="list-style-type: none"> Examine the causes and results of changes in crime and punishment and the impact on society. <p>Continuity and Change</p> <ul style="list-style-type: none"> Explain change and continuity of crime and punishment in the UK Talk about changes throughout times studied, making links. <p>Similarity and Difference</p> <ul style="list-style-type: none"> Compare the changes in crime and punishment <p>Historical Enquiry</p> <ul style="list-style-type: none"> Explore sources which relate to crime and punishment in our locality 	<p>Interpretation</p> <ul style="list-style-type: none"> Select valid historical information when answering questions <p>Continuity and Change</p> <ul style="list-style-type: none"> Describe connections and contrasts between the Maya and Ancient Egyptian society <p>Historical Enquiry</p> <ul style="list-style-type: none"> Follow a chosen line of enquiry by asking and answering questions using a variety of sources Comment on usefulness and reliability of sources used Explore plausibility of theories related to the downfall of the Maya. 	<ul style="list-style-type: none"> Investigate key figures that have impacted our area. <p>Interpretation</p> <ul style="list-style-type: none"> Explore the locality and maps of the local area from the past to interpret changes <p>Cause and Consequence</p> <ul style="list-style-type: none"> Comment on the cause and effect of key events in our local areas. <p>Continuity and Change</p> <ul style="list-style-type: none"> Comment on what stayed the same and what changed over time in the local area <p>Similarity and Difference</p> <ul style="list-style-type: none"> Comment on similarities and differences from Bedford in the past in comparison with the present <p>Historical Enquiry</p> <ul style="list-style-type: none"> Ask and answer questions using different sources to support Interpretation Examine evidence left behind 	<ul style="list-style-type: none"> Describe the achievements of the Ancient Egyptians and their significance <p>Interpretation</p> <ul style="list-style-type: none"> Look at different accounts of events (such as the discovery of Tutankhamun's tomb) <p>Continuity and Change</p> <ul style="list-style-type: none"> Compare everyday lives to prehistoric Britain and today Explain why certain changes were important <p>Similarity and Difference</p> <ul style="list-style-type: none"> Describe similarities, differences and changes with Ancient Egypt and prehistoric Britain Describe similarities and differences between everyday lives and today <p>Historical Enquiry</p> <ul style="list-style-type: none"> Ask and answer questions about Egyptian culture and society Compare primary and secondary sources
Vocabulary	<p>Chronology, severe, prevention, detection</p> <p>Rule of law, crime, punishment, deterrent, rehabilitation, corporal punishment, capital punishment, court, judge, jury, wergild, botgild, trial by ordeal, gallows, highwayman, Georgian Era, work house, prison, police force, peelers,</p>	<p>Pattern, trend, conclusions, consequences, diversity,</p> <p>Maya, civilisation, city-states, maize, rainforest, trade, slash-and-burn, cacao, crops, settlers, hunters, sacbeob (roads) stelae (stone monuments), cenote (deep water hole), observatory, temple-pyramid, ball park, government, idol, archaeologist, ruins</p>	<p>BC/AD as old terms, compare, evaluate, version, account, primary/secondary source</p> <p>Landmarks, highway, architecture, expand, expansion, population, interpret</p>	<p>Before Common Era (BCE) Common Era (CE) century, decade, modern, ancient, previously, during, sources, reliable, prehistory, settlement</p> <p>archaeologist, Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Ankh, Pyramid, Rosetta Stone</p>

	Year 2	Year 1	Reception	Nursery
Topic	Mighty Monarchs	The Toy Shop		
NC	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	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> Know how we can find out about the past Know who some key British monarchs and why they were important Know when the monarchs became significant Know some reasons why they did things and the results of their actions Know why we remember these monarchs 	<p>Children will:</p> <ul style="list-style-type: none"> know how we can find out about the past know and describe what our toys are like today (type, moving, non-moving, features, materials) know toys in the past were different from toys today. know the names of some toys that were popular in the past. know some similarities and differences between our toys and toys our parents and grandparents played with. know how to order toys from oldest to newest 	<p>Children will:</p> <ul style="list-style-type: none"> Know about the work of familiar community workers. Comment on pictures, stories, oral tales, artefacts, buildings from the past within living memory. Comment on differences and similarities from the past of artefacts, buildings, people, stories within their own lives. ELG: 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 	<p>Children will:</p> <ul style="list-style-type: none"> Show an interest in the lives of people who are familiar to them. Show interest in different occupations and ways of life through role play, visitors and stories. Comment on photographs in books. Notice and comment on differences between now and then drawing on their own family experiences.
Skills	Children can:	Children can:		

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	<p>Chronological knowledge</p> <ul style="list-style-type: none"> Place people studied on a simple timeline Sequence events in a person's life <p>Significance</p> <ul style="list-style-type: none"> Explain why these monarchs were significant <p>Interpretation</p> <ul style="list-style-type: none"> Explain why they think Florence/Edith were important <p>Cause and Consequence</p> <ul style="list-style-type: none"> Recognise why people did things and the results of their actions <p>Similarity and Difference</p> <ul style="list-style-type: none"> Explain what was the same and different for about the monarchs <p>Historical Enquiry</p> <ul style="list-style-type: none"> Use different sources to talk about the significance of different monarchs 	<p>Chronological knowledge</p> <ul style="list-style-type: none"> match toys to grandparents, parents, me sequence toys in the correct order <p>Interpretation</p> <ul style="list-style-type: none"> understand there are different sources that represent the past <p>Continuity and Change</p> <ul style="list-style-type: none"> explain how toys have changed over time <p>Similarity and Difference</p> <ul style="list-style-type: none"> talk about a similarity and/or difference between grandma's toys and their own <p>Historical Enquiry</p> <ul style="list-style-type: none"> look at toys from the past, ask questions and make comments 	<p>and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	
Vocabulary	<p>recently, a long time ago, before, after, later, change, past, present, history, fact, fiction, significant</p> <p>significant, past, monarch, reign, throne, power</p>	<p>old, new, material, dolls, teddy bear, doll house, board game, video game, computer game, building blocks, wooden, paper, metal, plastic</p>	<p>I can see, I saw, same, different, similar, change, what happened, because, explain, how, why, because, find out, I wonder what/if/when/why, yesterday, last week, at the weekend, this morning, last night</p>	<p>yesterday, last week, at the weekend, this morning, last night how, why, because, I can see, I saw, same, different, change, what happened, why, because, old new</p>

Summer Term				
	Year 6	Year 5	Year 4	Year 3
Topic		Terrible Tudors	Eureka!	
NC		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Ancient Greece – a study of Greek life and achievements and their influence on the western world	
Knowledge		<p>Children will:</p> <ul style="list-style-type: none"> Know about the Tudor era and the lives of people in the 17th Century Know about succession of the monarchs of the Tudor era Know how and why Henry VIII's reign impacted lives and religious beliefs in Britain Know how image and reputation became paramount in the Tudor era Know how and why it was important that England under the reign of Elizabeth I defeated the Spanish Armada 	<p>Children will:</p> <ul style="list-style-type: none"> Know the origin of and about the Greek Empire. Know about the three main types of government in ancient Greece: monarchy, oligarchy and democracy. Know about and the importance of beliefs in Ancient Greece. Know about life and society in Ancient Greece and how life varied greatly from state to state. Know similarities and differences between life in Athens and Sparta, with a focus on women's rights and how they differed. Know how the Ancient Greeks impacted our lives today by looking at the development of: democracy, philosophy, maths, architecture, 	

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			science, drama, literature, sports and Ancient Greek inventions.	
Skills		<p>Children can:</p> <p>Chronological knowledge</p> <ul style="list-style-type: none"> Sequence and map key events during the Tudor era <p>Significance</p> <ul style="list-style-type: none"> Understand and explain the significance of the break with Rome Understand the importance of image and how monarchs wanted to be portrayed Understand the significance of the battle between Spain and England <p>Interpretation</p> <ul style="list-style-type: none"> Select valid historical information when answering questions <p>Continuity and Change</p> <ul style="list-style-type: none"> Describe how society changed under the influence of the reigning monarchs <p>Historical Enquiry</p> <ul style="list-style-type: none"> Use historical sources to make deductions about events. Explain my opinion using evidence to support my ideas. Examine historical sources to compare different aspects within a historical period Examine historical sources and be aware of inaccuracies and the implications because of this. 	<p>Children can:</p> <p>Chronological knowledge</p> <ul style="list-style-type: none"> Sequence key events on a timeline <p>Significance</p> <ul style="list-style-type: none"> Describe the most successful achievements of Ancient Greece Explain the significance of some developments in Ancient Greece and the impact on life today (e.g. democracy) <p>Interpretation</p> <ul style="list-style-type: none"> Recognise several different representations and interpretations about Sparta Explain how and why it is possible to have different interpretations about the Olympics <p>Continuity and Change</p> <ul style="list-style-type: none"> Provide reasons why some changes and developments were important <p>Similarity and Difference</p> <ul style="list-style-type: none"> Compare the daily lives of people in Athens and Sparta <p>Historical Enquiry</p> <ul style="list-style-type: none"> Reach a conclusion based on questions asked and answers discovered Comment on the usefulness and reliability of a source 	
Vocabulary		Tudor, era, Catholic, Pope, Protestant, War of the Roses, portraits, reputation, image, society, inaccuracies, validity, Armada	temple, treasury, sanctuary, democracy, Olympian, architecture, ancient, myth, Acropolis, City-state, Parthenon, Marathon, Citizen, Philosopher, Alphabet, Tragedy, alliance, fable, agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula, Oracle, Terraced	

	Year 2	Year 1	Reception	Nursery
Topic	The Lady with the Lamp			
NC	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			
Knowledge	<p>Children will:</p> <ul style="list-style-type: none"> Know how we can find out about the past Know who Florence Nightingale was and why she was important 		<p>Children will:</p> <ul style="list-style-type: none"> Know about the work of familiar community workers. 	<p>Children will:</p> <ul style="list-style-type: none"> Show an interest in the lives of people who are familiar to them.

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	<ul style="list-style-type: none"> • Know who Mary Seacole was and why she was important • Know when Florence and Mary became significant • Know some reasons why they did things and the results of their actions • Know how Florence and Mary changed our hospitals 		<ul style="list-style-type: none"> • Comment on pictures, stories, oral tales, artefacts, buildings from the past within living memory. • Comment on differences and similarities from the past of artefacts, buildings, people, stories within their own lives. • ELG: 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. 	<ul style="list-style-type: none"> • Show interest in different occupations and ways of life through role play, visitors and stories. • Comment on photographs in books. • Notice and comment on differences between now and then drawing on their own family experiences.
Skills	<p>Children can:</p> <p>Chronological knowledge</p> <ul style="list-style-type: none"> • Place people studied on a simple timeline <p>Significance</p> <ul style="list-style-type: none"> • Explain why Florence and Mary are significant <p>Interpretation</p> <ul style="list-style-type: none"> • Explain why they think Florence/Edith were important <p>Cause and Consequence</p> <ul style="list-style-type: none"> • Recognise why people did things and the results of their actions <p>Continuity and Change</p> <ul style="list-style-type: none"> • Explain some changes to hospitals and health care <p>Similarity and Difference</p> <ul style="list-style-type: none"> • Explain what was the same and different for Florence and Mary <p>Historical Enquiry</p> <ul style="list-style-type: none"> • use different sources to talk about the significance of Florence and Mary 			
Vocabulary	<p>significant, past, Florence Nightingale, nurse, hospital, Scutari, soldiers, diseases, Mary Seacole</p>		<p>I can see, I saw, same, different, similar, change, what happened, because, explain, how, why, because, find out, I wonder what/if/when/why, yesterday, last week, at the weekend, this morning, last night</p>	<p>yesterday, last week, at the weekend, this morning, last night how, why, because, I can see, I saw, same, different, change, what happened, why, because, old new</p>