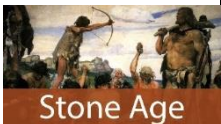



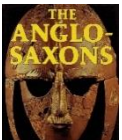





HISTORY	AUTUMN		SPRING		SUMMER		Key Objectives:	Key Vocabulary:
Year	1	2	1	2	1	2		
3	 <p>Stone Age</p> <p>Trip to Lunt Meadows</p>				 <p>Egyptian Day World Museum</p>		<p>I can use a timeline within a specific period of history to set out the order that things may have happened (10/100 year intervals).</p> <p>I can describe events from the past using dates when things happened.</p> <p>I can use maths knowledge to work out how long ago events happened.</p> <p>I can research to find out what is the same/different between two periods of history. (The Stone Age/The Iron Age)</p> <p>I can look at two versions of the same event and identify differences in the accounts. (Ancient Egyptians)</p> <p>I can use research skills to find answers to specific historical questions.</p> <p>I can explain some of the events from my class topic through writing and drawing.</p>	<p>Century, Decade, AD, BC, chronological, chronology, period, pre-, post-, archaeologist, hunter-gatherer, invader, settler, Ancient Egypt, Bronze, Iron, Stone Age, Roman Empire, Ancient, civilisation, evidence, legacy, nation, power, primary source, ruler, secondary source, settlement, significance, trade, route</p>
4	 <p>Ancient Greece</p> <p>'Ancient Greek' visitor Portals to the Past</p>				 <p>The Romans: Visit to Chester</p>		<p>I can plot events on a timeline using centuries.</p> <p>I can use my maths skills to round up time differences into decades/centuries.</p> <p>I can explain how the lives of wealthy people were different to those of poorer people. (Romans/Celts)</p> <p>I can explain how historic items & artefacts can be used to build up a picture of life in the past and why they have changed.</p> <p>I can explain how an event from the past has shaped our lives today.</p> <p>I can research two versions of an event and explain how they differ. (Boudicca)</p> <p>I can research what it was like for children in a given period of history and present my findings. (The Romans)</p> <p>I can understand the difference between primary and secondary sources of evidence. (Ancient Greeks)</p>	<p>AD, BC, centuries, chronological, chronology, decades, duration, millennia, period, pre-, post, sequence, archaeologist, emperor, general, god, goddess, invader, military, parliament, Ancient Egypt, Greece, Iron Age, Roman empire, conflict, conquest, invasion, evidence, law, legacy, rebellion, power, nation, settlement, slave, trade, war, revolt</p>
5			 <p>& Vikings</p>	 <p>Monarchs (Local Study)</p>	 <p>Museum</p>		<p>I can draw a timeline to place and sequence local, national and international events. (Monarchs)</p> <p>I can explain how Parliament affects decision making. (Monarchs)</p> <p>I can describe how crime & punishment has changed over time.</p> <p>I can compare two or more historical periods; explaining things which have changed/stayed the same. (Monarchs)</p> <p>I can explain how our locality has changed over time using documents, printed sources, the internet, databases, photos, historic buildings and visits to collect information about the past (Local History/Anglo Saxons)</p> <p>I can test out a hypothesis in order to answer questions and present my findings. (Monarchs)</p>	<p>AD, BC, centuries, chronological, decades, duration, millennia, period, sequence, archaeologist, emperor, god, goddess, invader, military, monk, parliament, settler, Anglo-Saxons and scots, Roman empire, Vikings, democracy, conflict, conquest, execution, legacy, monarchy. Monastery, nation, primary source, settlement, ruler</p>

6			 <p>A Child In Time: The Life of a 10 Year-Old</p> <p>Quarry Bank Mill/Victorian Day</p>		<p>I can create a timeline to place events, periods and cultural movements from around the world and demonstrate an understanding of the duration of these events.</p> <p>I can summarise the main events from a period of history, explaining the order of events.</p> <p>I can summarise how Britain has had a major influence on the world (The Industrial Revolution).</p> <p>I can identify & explain differences, similarities and changes between different periods of history.</p> <p>I can identify & explain propaganda and identify that this affects interpretations of history (World War Two).</p> <p>I can describe a key event using a range of evidence from different sources and form own opinions about historical events.</p> <p>I can describe the features of historical events and ways of life from periods studied and present information in an organised and clearly structured way.</p>	<p>AD, BC, centuries, chronological, chronology, decades, duration, period, pre-, post, sequence, archaeologist, cause and consequence, diversity, freedom, famine, justice, monarchy, prime minister, political party, ruler, traitor, treason</p>
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