



Park Road CP School

Long term progression overview

Subject: History

Year Group	Area of Learning	Knowledge	Skills	Understanding	Vocabulary
Early Years	<p><u>Autumn 1:</u> Ourselves/My Family- <i>'How am I unique?'</i></p> <p><u>Substantive Concept:</u> Community Continuity and Change</p>	<ul style="list-style-type: none"> <li>To talk about members of their immediate family.</li> <li>To name and describe people who are familiar to them now.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to comment on images of familiar situations in the past.</li> <li>To begin to organise events using basic chronology.</li> </ul>	<ul style="list-style-type: none"> <li>To understand through discussion, pictures and stories that experiences that are familiar to them now may have differed in the past.</li> </ul>	Same, Different, Family, Past, Present, Chronology, Timeline, Now, then
Early Years	<p><u>Autumn 2:</u> Occupations- <i>'How have firefighters changed over time?'</i></p> <p><u>Substantive Concept:</u> Community Continuity and Change</p>	<ul style="list-style-type: none"> <li>To name and describe people who are familiar to them in their community.</li> <li>To know some similarities and differences between things in the past and now.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to sort pictures explaining similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>To develop an understanding of the past and present.</li> <li>To be able to deepen their understanding through hands-on experiences.</li> </ul>	Past, Present, Now, Then, Chronology, Timeline
Early Years	<p><u>Spring 2:</u> Dinosaurs <i>'Are dinosaurs still alive?'</i></p> <p><u>Substantive Concept:</u> Continuity and Change</p>	<ul style="list-style-type: none"> <li>To know some similarities and differences between things in the past and now.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to comment on images from the past.</li> <li>To be able to ask basic questions about the past through pictures and stories.</li> </ul>	<ul style="list-style-type: none"> <li>To develop an understanding of the past and present.</li> </ul>	Past, Present, Now, Then

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Year 1	<p><u>Autumn 1: Homes in Living Memory</u> 'How are homes different?'</p> <p><u>Substantive Concepts:</u> Community Continuity and change</p>	<ul style="list-style-type: none"> <li>To know how homes are different and how they have changed overtime.</li> </ul>	<p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>To be able to show an awareness of the past.</li> <li>To be able to talk about the past in different ways, for example orally, recount, drawing.</li> </ul> <p><u>To build an overview of history</u></p> <ul style="list-style-type: none"> <li>To be able to recall some simple facts.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that the past is different from today.</li> <li>To understand chronology by being able to put 2/3 events or objects in the correct time order.</li> </ul>	<p><u>Strand 1:</u> Recognise</p> <p><u>Strand 2</u> <u>(Topic specific):</u> Home, House, Town, Semi-detached, Detached, Flat, Bungalow, Terrace</p> <p><u>Strand 3 (Demonstrator vocabulary):</u> Artefacts, Chronology, Change, Past, Present, Now, Then</p>
Year 1	<p><u>Autumn 2: Significant Individuals</u> Guy Fawkes 'Who was Guy Fawkes and what did he do?'</p> <p><u>Substantive Concepts:</u> Legacy Monarchy Cause and Consequences.</p>	<ul style="list-style-type: none"> <li>To know who Guy Fawkes was and what he did.</li> <li>I know what the Gunpowder plot is and why it is significant event.</li> </ul>	<p><u>To investigate the past</u></p> <ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Use online artefacts, stories, online sources to find out about the past.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>Describe significant events from the past.</li> <li>Use historical words and phrases.</li> </ul> <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>To be able to recall simple facts.</li> <li>To be able to give one cause of an event.</li> </ul>	<ul style="list-style-type: none"> <li>To Understand the key terms: monarchy, parliament, democracy.</li> </ul>	<p><u>Strand 1:</u> Fire, London, Bonfire Night</p> <p><u>Strand 2 (Topic specific):</u> Capital city, Gunpowder, Guy Fawkes, November, Plotters</p> <p><u>Strand 3 (Demonstrator vocabulary):</u> Execution, Treason, Monarchy, Parliament, Chronology, Significance, Past, King</p>
Year 1	<p><u>Spring 2: Britain's Past.</u> Toys in living memory 'How have toys changed overtime and why?'</p>	<ul style="list-style-type: none"> <li>To know how toys have changed overtime</li> </ul>	<p><u>To investigate the past</u></p> <ul style="list-style-type: none"> <li>Use online artefacts, stories, online sources to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the concepts continuity and change.</li> </ul>	<p><u>Strand 1:</u> Living memory, Old, New</p>

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	<u>Substantive Concepts:</u> <i>Continuity and Change.</i>		<ul style="list-style-type: none"> <li>To ask questions and find answers to questions about the past.</li> </ul>	<u>To understand Chronology</u> <ul style="list-style-type: none"> <li>To be able to label timelines with words or phrases.</li> <li>To be able to place artefacts on a timeline.</li> </ul>	<u>Strand 2:</u> Victorian, Older, Newer, Memory  <u>Strand 3:</u> Past, present, Now, Then, Change, Artefacts, Chronology, Museum
<b>Year 1</b>	<u>Summer 2: Britian's Past</u> Holidays of the past. <i>'How have holidays changed overtime?</i>  <u>Substantive Concepts:</u> <i>Continuity and Change</i>	<ul style="list-style-type: none"> <li>To know how holidays have changed overtime.</li> </ul>	<u>To understand chronology</u> <ul style="list-style-type: none"> <li>To be able to label timelines with words or phrases.</li> <li>To ask questions and find answers to questions about the past.</li> </ul> <u>To communicate historically</u> <ul style="list-style-type: none"> <li>To be able to talk about the past in different ways, eg, orally, recount, drawing.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the concepts continuity and change</li> </ul>	<u>Strand 1:</u> Holiday  <u>Strand 2:</u> Coast, Seaside, Beach  <u>Strand 3:</u> Yesterday, Past, Present, Now, Then, change, Oral History
<b>Year 2</b>	<u>Autumn 1: Significant Individuals</u>  <i>'Who are Neil Armstrong and Christopher Colombus and why are they significant?'</i>  <u>Substantive Concepts:</u> Legacy	<ul style="list-style-type: none"> <li>To know who Neil Armstrong and Christopher Colombus are and why they are significant.</li> </ul>	<u>To investigate the past</u> <ul style="list-style-type: none"> <li>To use pictures/ stories/online sources to find out about the past.</li> </ul> <u>To build an overview of world history</u> <ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> </ul>	<u>To understand chronology</u> <ul style="list-style-type: none"> <li>To place events in order on a timeline</li> <li>To be able to use dates.</li> </ul>	<u>Strand 1</u> Moon, Space, Race, Stories, Events, Ship-captain  <u>Strand 2</u> Astronaut, Russia America, New World, NASA, Apollo 11, Landing, Space shuttle, Navigator, Explorer,  <u>Strand 3</u> Period, International, Impact, Source, Contribute/Contribution, Past, Present, Now, Then, Chronology, Significance

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Year 2	<p><u>Autumn 2: Significant Events.</u> Remembrance Day 'Why do we wear a poppy?'</p> <p><u>Substantive Concepts:</u> Legacy</p>	<ul style="list-style-type: none"> <li>To know why we wear poppies.</li> </ul>	<p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>Describe historical events.</li> </ul> <p><u>To investigate the past</u></p> <ul style="list-style-type: none"> <li>To use pictures/stories/online sources to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>	<p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>To show an understanding of the concept of nation and the nation's history.</li> <li>To show and understanding of historical concepts- war and peace</li> </ul>	<p><u>Strand 1</u> Poppies, International (<i>previous demonstrator word</i>), November, Country</p> <p><u>Strand 2</u> Death, Fight/fought, Trench, Front line, Europe, World War 1 (WWI)</p> <p><u>Strand 3</u> Significant Event, Remembrance, Contribution, National, Global Impact/ Memorial Source/Artefact, War, Peace</p>
Year 2	<p><u>Spring 2: Significant Events</u> <u>The Great Fire of London.</u></p> <p><i>'How did the Great fire of London change and impact the lives of people at that time?'</i></p> <p><u>Substantive Concepts:</u> Legacy Cause and Consequences.</p>	<ul style="list-style-type: none"> <li>To know why the Great fire of London was a significant event.</li> <li>To know how the Great fire of London changed and impacted the lives of people at that time.</li> </ul>	<p><u>To investigate the past</u></p> <ul style="list-style-type: none"> <li>To observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Use pictures and stories to find out about the past.</li> </ul> <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>To use words and phrases to show the passing of time, eg a long time ago, In the past</li> </ul>	<p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>To place events in order on a timeline</li> <li>To be able to use dates where appropriate.</li> </ul>	<p><u>Strand 1</u> Fire, London, Capital city, Diary, Water, Bucket, Fireman, Burning</p> <p><u>Strand 2</u> Bakery, destroy, Thomas Farrier, Pudding Lane, River Thames, timbers, St. Paul's Cathedral, Samuel Pepys, Tower of London</p> <p><u>Strand 3</u> Significant Event, Impact, Global, Source, Primary</p>

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					Evidence, Secondary Evidence, Chronology, Change
Year 3	<p><u>Autumn 1: Britan's Past The stone Age.</u></p> <p><i>'What are the significant changes in Britan from Stone age to Iron age?'</i></p> <p><u>Substantive Concepts:</u> Settlements Change and Continuity.</p>	<ul style="list-style-type: none"> <li>To know that homes changed from caves and nomadic living to fixed settlements made from stone bricks, wattle and daub and thatch rooves.</li> <li>To know that early humans chose to settle close to a water source, such as a river/lake and hills/mountains to provide shelter and materials.</li> <li>To know the first humans were Neanderthals during the ice age.</li> <li>To know that Homo sapiens were nomadic hunter gatherers who developed early farming.</li> </ul>	<p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>To describe the materials that they used during the stone age to the iron age to make tools and homes.</li> <li>To describe what Britain was like after the ice age.</li> </ul> <p><u>To investigate the past</u></p> <ul style="list-style-type: none"> <li>To use more than one source of evidence, such as written, pictorial and artefacts to develop historical enquiries- noticing quite small details in sources.</li> <li>To be able to distinguish differences in sources such as between a picture and a photograph.</li> <li>To be able to gather information from 2 or 3 sources.</li> </ul>	<p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>To know that the first humans came to Britain during the Ice Ages around 800,000BC</li> <li>To understand the concept of change over time from stone Age to Iron Age</li> <li>To be able to understand the concept settlement.</li> </ul>	<p><u>Strand 1</u> Wood, Bone, Ice, Hunt, Paintings, cave, House, jewellery</p> <p><u>Strand 2</u> Stone, iron, survive, bronze, gather, spear, axes, pottery Neanderthal, Palaeolithic Neolithic, Mesolithic, Mammoth, Homosapien, antler, Smelting, Borer Round house, Hillfort, Quern, Tribe, Pelt, Beaker, Settlement</p> <p><u>Strand 3</u> Iron Age Stone Age Bronze Age, Pre-History, BC, Chronology, Change, Artefacts, Secondary Evidence, Hunter-Gatherer, Settler, Nomad, Archaeology, Significance</p>
Year 3	<p><u>Autumn 2: Wider World. Ancient Civilisation</u></p> <p><i>'Why do settler's settle near a river?'</i></p> <p><u>Substantive Concept:</u></p>	<ul style="list-style-type: none"> <li>To Know that people settled near a river for a source of water, to develop farming and water crops and as a link for travel and trade.</li> </ul>	<p><u>To investigate the past</u></p> <ul style="list-style-type: none"> <li>To use more than one source of evidence, such as written, pictorial, stories and artefacts to develop historical enquiries- noticing quite small details in sources.</li> </ul>	<p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>To understand the concept of change over time.</li> <li>To understand that the Ancient Sumer</li> </ul>	<p><u>Strand 1</u> Rivers, Money, Writing, Farming, Religion, Bronze</p> <p><u>Strand 2</u></p>

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	Civilisation Settlements.	<ul style="list-style-type: none"> <li>To know some of the earliest civilisations were Ancient Sumer, the Indus Valley and Ancient Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to distinguish differences in sources such as between a picture and a photograph.</li> <li>To be able to gather information from 2 or 3 sources.</li> </ul> <p><u>To build an overview of the world</u></p> <ul style="list-style-type: none"> <li>Recognise that there are reasons why people in the past acted as they did and what may have happened as a result.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>Use words and phrases to show the passing of time such as: in the past, a long time ago, then/now, before/after</li> <li>To be able to use historical vocabulary.</li> </ul>	<p>civilisation began in 5000BC until 2004BC. The Indus Valley civilisation settled in 33000BC until 1500BC, and the Ancient Egyptian civilisation began in 7500BC and ended in 30BC.</p> <ul style="list-style-type: none"> <li>To be able to understand the concepts- civilisation and settlement.</li> </ul>	<p>Indus Valley, Ancient Sumer, Ancient Egypt, Trade, Transport, Settlement, Settler, Advantage, Disadvantage</p> <p><u>Strand 3</u> BC, AD, Chronology, Significance, Ancient Civilisations, Artefact, Agriculture, Primary Evidence, Secondary evidence, Source, Archaeology</p>
Year 3	<p><u>Spring 2: Wider World. An in depth study of Egypt.</u></p> <p><i>‘Why was the river Nile significant in the Ancient Egyptian achievements?’</i></p> <p><u>Substantive Concept:</u> Civilisation Settlements.</p>	<ul style="list-style-type: none"> <li>To know that the Egyptians used the river for farming, access to papyrus and trade routes.</li> <li>To know that Egyptians developed irrigation to water their crops.</li> <li>To know what a shaduf is and how it was used to water crops.</li> <li>To know that the Egyptians developed a farming calendar with 3 seasons: Flooding,</li> </ul>	<p><u>To investigate the past</u></p> <ul style="list-style-type: none"> <li>To know that a primary source of evidence is immediate, firsthand accounts or artefacts from a period of time, and that secondary evidence is created by someone who did not experience something first hand or is a replica or a physical source.</li> <li>To use more than one source of evidence, such as written, pictorial, stories, and artefacts to develop historical enquiries- noticing quite small details in sources.</li> </ul> <p><u>To build an overview of the world</u></p>	<p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>To understand the concept of change over time.</li> <li>To be able to understand the concepts- civilisation and settlement.</li> </ul>	<p><u>Strand 1</u> Gods, farm, soldier, river, Egyptians, desert, Egypt,</p> <p><u>Strand 2</u> Ancient Egyptians, Howard Carter- Egyptologist, Cleopatra, Tutankhamun, Hieroglyphics, Trade, River Nile, Valley of the Kings, Pharaoh, Sarcophagus, Sphinx, Pyramid, Tomb, Tutankhamun, Canopic jars, Mummification, Irrigation, Embalming</p>

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		Planting and Harvesting season. <ul style="list-style-type: none"> <li>To know the river Nile runs through Egypt and is the longest river in the world.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that there are reasons why people in the past acted as they did.</li> <li>To know that the Egyptians used the river to trade items both for import and export. Egypt exported grain, linen, papyrus and pottery. Items imported were cedar, lapis, gold, exotic animals and slaves.</li> <li>To know that Egyptians believed in many gods linked to the Earth and the elements. To know that Hapi is the God of the Nile who symbolised fertility and the blessing of the floods that would fertilise the soil ready for crops to grow.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>Use words and phrases to show the passing of time such as: in the past, a long time ago, then/now, before/after</li> <li>To be able to use historical vocabulary.</li> </ul>		<u>Strand 3</u> Source/Artefact, Primary Evidence, Secondary Evidence, BC, AD, Achievements, Significance, Chronology, Ancient Civilisation, Settlement, Archaeology
Year 4	<u>Autumn 2: Wider World Ancient Greeks.</u> <i>'What were the Greeks achievements and their influence on the western world?'</i>  <u>Substantive Concepts:</u> Legacy Civilisation.	<ul style="list-style-type: none"> <li>To know that Greek cities were located near the coast for trade because the terrain was mountainous.</li> <li>To know some of the main achievements such as: Olympics, Theatre, Architecture, Lighthouse.</li> <li>To know the meaning of the terms myths and</li> </ul>	<u>To investigate the past</u> <ul style="list-style-type: none"> <li>Use one or more source of evidence to ask historically valid questions and make simple deductions and inferences.</li> <li>To make simple evaluations of some evidence, such as- artefacts, photographs, pictures, maps, stories.</li> <li>To read and comprehend a range of sources.</li> </ul>	<u>To understand chronology</u> <ul style="list-style-type: none"> <li>Use dates and terms to describe events.</li> <li>to locate Ancient Greece on a timeline, focusing on the Classical Golden Age 500BC-323 BC.</li> <li>To show an understanding of</li> </ul>	<u>Strand 1</u> Chronology, Civilisation, Impact, Armour, Pottery, Army, Warrior, Ancient, Military, Trade  <u>Strand 2</u> Olympics, City state, Philosophers, Citizen, Terraced, Column, Oracle

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		<p>legends and be able to explain why these were so important in Ancient Greece.</p>	<ul style="list-style-type: none"> <li>To know what their influence was on the western world, linking cause and effect.</li> </ul> <p><u>To build an overview of the world</u></p> <ul style="list-style-type: none"> <li>To know how Sparta and Athens were ruled, including gaining evidence of the lives of men, women and children, warfare, slaves, culture, religion.</li> </ul>	<p>historical concepts such as: democracy- the term Democracy means that everyone can vote.</p> <ul style="list-style-type: none"> <li>To know that Democracy was invented in Athens in c500 BC.</li> </ul>	<p><u>Strand 3</u> Democracy, Gods/Goddesses, Myths/Legends, Aristocracy, Empire, Invasion, Ancient Civilisation</p>
<p><b>Year 4</b></p>	<p><b><u>Spring 1: Britain's Past</u></b></p> <p><i>'What impact did the Roman Empire have on Britian today?'</i></p> <p><u>Substantive Concepts:</u> Settlement Legacy Cause and Consequence.</p>	<ul style="list-style-type: none"> <li>To know what impact the Roman empire had on Britain today.</li> <li>To know that Romans built the first towns, straight roads, aqueducts to transport water, public baths for washing and leisure and amphitheatres for entertainment.</li> <li>To know why the Roman Army was so successful in building the Roman Empire.</li> <li>To know the Celts lived in round houses with thatched roofs. Many Celts were farmers, so they grew their own food and learned where they could gather nuts, berries and honey around their village.</li> </ul>	<p><u>To investigate the past</u></p> <ul style="list-style-type: none"> <li>Use one or more source of evidence to ask historically valid questions and make simple deductions and inferences.</li> <li>To make simple evaluations of some evidence, such as- artefacts, photographs, pictures, maps, online resources.</li> <li>To assess sources for accuracy and bias</li> <li>To develop their historical interpretation skills</li> </ul> <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>To make some comparisons of Britian from Ancient Greeks to Romans- seeing the relationship between different periods and the legacy and impact on people.</li> <li>Describe different accounts of historical events, for example Julius Caesar's invasion</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>To use appropriate vocabulary to communicate.</li> </ul>	<p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>Understand the concept of changes over time.</li> <li>To understand terms such as: Empire, invade and settlement, Emperor, Conquest.</li> <li>To know Julius Cesar invaded Britain in 55 BCE and then again in 54 BCE</li> <li>To order the story of Boudica to demonstrate chronological understanding</li> </ul>	<p><u>Strand 1</u> Timeline/period, chronology/ chronological, Order, army, military, soldier, road, wheel, concrete</p> <p><u>Strand 2</u> Settle/settlement, Empire, Celts, Legionnaires, Ancient/legions, Boudica, Revolt, heating/ hypocaust, Aqueduct, Amphitheatre, Baths/lavatory, Mosaic, Plumbing</p> <p><u>Strand 3</u> Invasion, Settlement, Empire, Emperor, Conquest</p>



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Year 4	<p><u>Spring 2: Britan's Past Anglo Saxons/Vikings-</u></p> <p><i>'Why did the Anglo Saxon's and Vikings come to Britian?'</i></p> <p><u>Substantive Concepts:</u> Settlement</p>	<ul style="list-style-type: none"> <li>To know why the Angol-Saxons and Vikings came to Britain.</li> <li>To know Saxon warriors were invited to Britain around AD380 to help the Romans fight the Picts. Some Vikings came to fight but others came peacefully to settle.</li> <li>To know The Vikings were fearsome warriors that originally came from Scandinavia, the northern part of Europe. The Anglo-Saxons came from Scandinavia and Germany.</li> <li>To know Alfred was born in AD 849. He was never meant to be king but was throned King Alfred AD871.</li> <li>To know he had to defend his throne from the Vikings, and he defeated the Vikings in the Battle of Edington.</li> <li>To know that the battle of Edington led to peace with Alfred kept Wessex in the south-west and the Vikings kept north-east, known as the Danelaw. Overtime, he brought</li> </ul>	<p><u>To investigate the past</u></p> <ul style="list-style-type: none"> <li>Use one or more source of evidence to ask historically valid questions and find answers to questions about the past.</li> <li>To make simple evaluations of some evidence, such as- artefacts, photographs, pictures, maps, online resources.</li> </ul> <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>Give a broad overview of life in Britain from Ancient Greeks to the Vikings.</li> <li>To know most Viking houses were made of wood, stone, or turf, with thatched roofs.</li> <li>To know Viking people were mostly farmers, craftsmen, and traders.</li> <li>To know women milked cows to make cheese and spun, wove, and sewed clothes.</li> <li>To know Anglo Saxons buildings were usually tiny wooden houses with thatched roofs.</li> <li>To know that Anglo Saxons were generally farmers, blacksmiths metal workers and warriors.</li> </ul>	<p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>Understand the concept of changes over time from the Ancient Greeks to the Vikings</li> <li>Place events and historical figures on a timeline using known dates.</li> <li>To know Anglo Saxons came to Britain around AD380 Vikings arrived in Britain AD 783</li> </ul>	<p><u>Strand 1</u> Warrior, Armour, Army, Alphabet, Stone Age, Bronze Age, Iron Age, Romans</p> <p><u>Strand 2</u> Tribe/Clan, Religion, Angles, Saxons, Jutes, Mead, Wattle-and-daub, Thatch, Farmer</p> <p><u>Strand 3</u> Citizen, Chronology, Hunter-Gatherer, Evidence, Artefacts, Settlement, Invasion</p>

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		<p>the English countries together and he was known as the King of the English.</p> <ul style="list-style-type: none"> <li>To know his defining moment was when he translated books from Latin to English.</li> </ul>			
Year 5	<p><u>Autumn 1: Local History.</u></p> <p><i>‘What was life like in the Victorian era?’</i></p> <p><u>Substantive Concepts:</u> Society Change and Continuity.</p>	<ul style="list-style-type: none"> <li>To know different aspects of Victorian life during the Victorian era, such as-</li> <li>Only privileged and wealthy children went to school at the beginning of the era and many children were forced to work.</li> <li>Dr Barnardo set up schools for poor and orphaned children to attend school and have a place to live. <ul style="list-style-type: none"> <li>Schools were very different from today, children sat in rows in silence.</li> </ul> </li> <li>Children played simple games like marbles and hopscotch.</li> <li>To know that Queen Victoria was in reign during this time 1837-1901</li> <li>To know some of the key inventions and developments during the Victorian era, such as- The first light bulb,</li> </ul>	<p><u>To investigate the past</u></p> <ul style="list-style-type: none"> <li>Use sources of evidence to deduce about the past-making inferences about the viewpoints of others and showing some grasp of the thoughts and feelings of others, for example through stories, film clips, pictures, and photographs.</li> </ul> <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>Identify continuity and change in the history of the local area.</li> <li>To identify different types of change and how the changes have taken place within the Victorian era.</li> </ul>	<ul style="list-style-type: none"> <li>To show an understanding of historical concepts of society, change and continuity through:</li> <li>Knowing some of the key features of Victorian Warrington, ie, Changes during the Industrial revolution and changes in transport.</li> <li>The Town hall was built, and the golden gates and The Victoria Bridge were made for Queen Victoria.</li> <li>To match dates to people and events</li> <li>Use timescales when referring to changes.</li> <li>Produce and make use of multi-dimensional timelines</li> <li>Use period labels</li> </ul>	<p><u>Strand 1</u> Warrington, Bridge, Street, Children, War, Transport</p> <p><u>Strand 2</u> Orphan, Guardians, Victorian, public health, workhouse, Dr Barnardo, Queen Victoria, Monarchy, Industrial Revolution</p> <p><u>Strand 3</u> Significance, Change, Chronology, Local Evidence - Secondary/Primary</p>

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		<p>electricity, photographs, sewing machines, the telephone, the penny farthing bicycle, typewriters, flushing toilets.</p>			
Year 5	<p><u>Autumn 2: Britain's Past Crime and Punishment- Changes in society to modern day.</u></p> <p><i>'How has Crime and Punishment changed through the ages?'</i></p> <p><u>Substantive Concepts:</u> Society Change and Continuity.</p>	<ul style="list-style-type: none"> <li>To know how Crime and Punishment has changed in society throughout the ages to modern day.</li> <li>To know theft was widespread during the Tudor period and that Punishments included: the stocks and pillory, the Drunkard's Cloak, execution, branding and a metal device used for gossiping women (called the Scold's bridle</li> <li>To know <ul style="list-style-type: none"> <li>the first official police force was in the Victorian era.</li> </ul> </li> <li>To know that the biggest change to punishment during the Victorian era was the use of prisons for punishment.</li> <li>To know that the <b>Tarpeian Rock</b> was the place of execution for Rome's most notorious traitors.</li> </ul>	<p><u>Investigate the past</u></p> <ul style="list-style-type: none"> <li>Use a range of pictorial representations, such as: posters, photographs, paintings, pamphlets, to deduce facts about the past.</li> <li>To be able to offer some reasons for different versions of events.</li> </ul> <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>Identify changes within and across different periods from Romans/Anglo Saxons/Victorians and present day.</li> <li>To be able to discuss trends overtime.</li> <li>To be able to re-tell the 'story' of the Highway man to highlight events within and across the time periods studied.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communication, for example dates, era, change, continuity.</li> </ul>	<p>To understand the key concepts: society, change and continuity</p>	<p><u>Strand 1</u> Accused, Committed, Police, Judge, Jury, Trial, Law, guilty, Innocent</p> <p><u>Strand 2</u> Gladiator, Emperor, Noble, Prison, Crime, Punishment, Exiled, Justice, Criminal, Victim, Stocks, Pillory, Highwaymen, Wergild Tithings, Tarpeian, Rock</p> <p><u>Strand 3</u> Court, Past, Present, Now, Then, Chronology, Torture, Slave, Execution</p>

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		<ul style="list-style-type: none"> <li>To know that in the Anglo-Saxon era, there were no police but there was a system in place called <b>'Tithing'</b>, which meant a group of men were responsible for each other's behaviour.</li> <li>To know that <b>Wergild</b> was used in the Anglo-Saxon era and was used as a payment system if you injured or killed someone</li> </ul>			
Year 5	<p><u>Spring 2: Wider World</u>  <u>Mayan Civilisation- A study to contrast the history of Mayan Culture with that of Britain.</u></p> <p><i>'Are the Maya just like us?'</i></p> <p><u>Substantive Concepts:</u>  Civilisation  Society  Cause and Consequence.</p>	<ul style="list-style-type: none"> <li>To develop knowledge of the Mayan Civilisation.</li> <li>To know the Ancient Maya lived in Central America</li> <li><i>(Mexico, Guatemala, Belize and Honduras)</i></li> <li>To know that the ancient Maya created a calendar system using the sun, moon and stars. calendar to form a <b>calendar wheel</b>.</li> <li>To know that the Maya writing system was a hieroglyphic system using glyphs, that the books were called codices (codex) and that most of the codices were destroyed when the Spanish invaded and</li> </ul>	<p><u>To investigate the past</u></p> <ul style="list-style-type: none"> <li>To investigate and interpret the past.</li> <li>Seek out and analyse a wide range of evidence such as artefacts, maps and pictorial representations to discuss whether the Maya are just like us.</li> <li>To understand that no single source of evidence gives the full answer to questions about the past.</li> <li>To know what life was like for the Maya civilisation. To know that: <ul style="list-style-type: none"> <li>houses were one, oval room with thatched roofs and made from mud or clay.</li> <li>Clothing showed if you were rich or poor and were made mostly from cotton.</li> <li>Jewellery was made from jade.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To understand the key concepts of civilisation, society, cause, and consequence.</li> </ul>	<p><u>Strand 1</u>  Alphabet, farmer, harvesting, crop, corn</p> <p><u>Strand 2</u>  Culture, Society, Religion, Priest, Pyramid, Scribe, Mayan, Maize, Sacrifice, Haab, Hieroglyphics, Bloodletting, Cacao, Jade, Scribe Pok ta Pok, City, State, Mesoamerica</p> <p><u>Strand 3</u>  Ancient Civilization, Calendar, Gods, Agriculture, Empire, Chronology</p>

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		<p>only a few remain today.</p>	<ul style="list-style-type: none"> <li>- Pok ta Pok (or Pitz) was a ball game the ancient Maya played.</li> <li>- Farming was important to the Maya and they farmed crops such as maize.</li> <li>• To know that the maya ate corn/maize-based foods such as tortilla and foods such as avocados, tomatoes and chillies.</li> <li>- They hunted for food such as deer.</li> <li>- They invented a hot chocolate drink (called Xocolatl) made from cocoa beans.</li> <li>• To know that the religious beliefs of the ancient Maya were: <ul style="list-style-type: none"> <li>- that the first humans were created from Maize by the Gods.</li> <li>- The Maya built pyramid temples which they used for worship, sacrificing and bloodletting to the Gods.</li> </ul> </li> </ul> <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>• To know that the classic period started around 250AD-900AD, but the earliest settlements were from 2000BC</li> </ul>		
<b>Year 6</b>	<p>Autumn 1: Britian's Past <u>WW2 Research Project.</u> <i>'What effects did the Blitz have on Britain?'</i></p>	<ul style="list-style-type: none"> <li>• To know that Germany carried out air raid bombing attacks on</li> </ul>	<p><u>To investigate the past</u></p> <ul style="list-style-type: none"> <li>• To use a range of sources in an investigation about the Blitz, such as- maps, atlases,</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of propaganda and how historians</li> </ul>	<p><u>Strand 1</u> War, conflict, army, soldier, Britain, Europe Religion</p>

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	<p><u>Substantive Concepts:</u> Cause and Consequence.</p>	<p>British towns and cities from 1940-1941.</p> <ul style="list-style-type: none"> <li>To know that Germany invaded Poland which caused Britain to announce war on Germany.</li> <li>To know that Neville Chamberlain, Winston Churchill and Adolf Hitler. were key figures in WW2</li> <li>To know the Allies and Axis powers as well as the Nazi party.</li> </ul>	<p>artefacts, oral history, images (local/national), video clips, propaganda sources.</p> <ul style="list-style-type: none"> <li>To be able to check the accuracy of depictions and interpretations.</li> <li>To be able to analyse the motives of individuals, for example Adolf Hitler</li> </ul> <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>Give a broad overview of life in Britain and which areas were the most effected from the Blitz such as: <ul style="list-style-type: none"> <li>Industrial cities which built weapons, cities by rivers or coasts, cathedral cities and London for home of UK government.</li> <li>How people protected themselves by building Anderson Shelters, Morrison shelters and communal shelters.</li> <li>The life of an evacuee, being sent to large mansions or to the countryside for safety.</li> </ul> </li> </ul>	<p>must understand the social context of evidence studied, such as studying posters and understanding they were used to keep up morale or wartime spirit.</p> <ul style="list-style-type: none"> <li>To identify and apply different causes and effects from the Blitz.</li> </ul> <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>To know WW2 took place between 1939-1945.</li> <li>Identify changes in a period of history. To Create a timeline of WW2 to secure understanding of events leading up to the Blitz and post Blitz.</li> </ul>	<p><u>Strand 2</u> Air raid, gas mask, evacuees, Anderson shelter, Morrison shelter, Communal shelter, The Blitz, Winston Churchill, Neville Chamberlain, Nazi, Adolf Hitler, rations, war effort</p> <p><u>Strand 3</u> Evacuation, Invasion, Significance, Chronology, Cause, Consequence</p>
Year 6	<p><u>Autumn 2: Local History- A study over time- Cholera Epidemic.</u></p> <p><i>'How did Cholera affect Warrington?'</i></p> <p><u>Substantive Concepts:</u> Legacy</p>	<ul style="list-style-type: none"> <li>To know how Cholera affected Warrington. That there were 328 reported cases, 169 resulted in death.</li> <li>To know Cholera is a water-borne infection.</li> <li>To know the main symptoms are</li> </ul>	<p><u>To investigate the past</u></p> <ul style="list-style-type: none"> <li>Use sources of evidence to link aspects of history across a period, for example the Victorian period.</li> <li>Select suitable sources of evidence in order to justify claims about the past, such as, Posters, caricatures</li> </ul>	<p>To understand the key concepts of legacy, community, cause and consequence.</p>	<p><u>Strand 1:</u> Justify, cure, London, spread, river</p> <p><u>Strand 2</u> Cholera, Victorian era, sewage, water supply, John Snow, epidemic, source, bacteria,</p>

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	Community Cause and Consequence.	diarrhoea and vomiting. <ul style="list-style-type: none"> <li>• To know that Cholera spread so quickly because of contaminated water.</li> <li>• To know that the Cholera epidemic in the UK was in the Victorian era.</li> <li>• To know that Cholera epidemic was stopped due to John Snow's Broad Street pump discovery.</li> <li>• To know that Dr John Snow found that deaths were situated around a water pump on Broad Street.</li> </ul>	'Death's Dispensary 1866', images, for example 'A court for Kings Cholera, 1852, diary entries, maps <ul style="list-style-type: none"> <li>• Understand that no single source gives the full answer.</li> </ul> <u>To build an overview of world history</u> <ul style="list-style-type: none"> <li>• To grasp that society is more than a series of unrelated activities.</li> <li>• To create an explanation report on the outbreak of Cholera, producing accounts of four or five paragraphs, including sub-headings.</li> </ul> <u>To communicate historically</u> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate.</li> </ul>		infection, spread, symptoms, contaminated  <u>Strand 3</u> Evidence, Causation, Queen, Epidemic, Nation, Local, Century