

Substantive knowledge End Points to be explicitly taught (knowledge about the past)

	Autumn	Spring	Summer
R	Family history Who is in my family? (KU- Past and Present) Remembrance Day	Farming in the past (KU- Past and Present) Traditional Tales	The Royal Family (KU- Peoples and Communities)
	<ul style="list-style-type: none"> Children can talk about who is in their family and create a family tree. Children can talk about what they do as a family. Children know that there are lots of different types of families. Children can discuss simple changes that have happened to them since they were a baby. Children can arrange pictures in chronological order. Children can discuss the life of their grandparent. Use photographs to explain similarities and differences between past and present Children know about the symbol of the poppy for Remembrance Day. 	<ul style="list-style-type: none"> Children can make comparisons between farming in the past and farming now through observation. (Photographs, books, film) Children can comment on images of farming in the past to explain similarities and differences between past and present Children can read and discuss traditional farm tales such as Little Red Hen, sequencing pictures in chronological order Children can remember and discuss an experience. Children can decide if an object is old or modern. 	<ul style="list-style-type: none"> Know who is in our Royal Family. Know the role of the monarch. Children think about what makes a ‘good’ monarch and create their own rules as if they were the monarch. Children can talk about the lives of people around them and their roles in society Children can arrange daily events in chronological order Using stories, children will explain similarities and difference between past and present, finding out about who lived in castles. What was it was like to live in a castle? Use photographs to explain similarities and differences between past and present
	<p>Communication and language Speaking: Children at the expected level of development will: • Participate in small-group, class and one-to one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Teacher should be understood to refer to any practitioner working with the child. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Understanding the world Past and present: Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		
Y1	My Family History Has childhood always been the same?	Great Inventions- Planes, Trains and Trams	Explorers Who were the greatest explorers?
	<ul style="list-style-type: none"> Know people can be seen to change over time Describe events from my own and my family’s life story Use photographs, objects and stories to explain similarities and differences between past and present Use ‘oral history to find out about the recent past by talking to your grandparents. Know the Key features of home life in the 1950’s / 60’s /70’s Recognise and classify toys from the 1950’s / 60’s /70’s – know which toys were popular. Know what it was like in the Classrooms in 1950’s / 60’s /70’s 	<ul style="list-style-type: none"> Know we can travel in many ways today Transport options have changed in living memory The Wright brothers invented the aeroplane and Bessie Coleman was the first black woman to gain her pilot’s licence Karl Benz invented the first car, and Henry Ford developed the assembly line, which was a new way of making cars that made them affordable for everyone. Know we can travel in many ways today. People in the past could travel less far than we can today Options to travel in the air, by car or by train have changed over time. Know of the development of the railway and trains. 	<ul style="list-style-type: none"> Know written records are an important way of finding out about explorers. We can also use photographs, maps and objects. Name some significant explorers from the past - Charles Darwin, Neil Armstrong, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary and know their achievements. Know some of the reasons why people explore. Know some explorers are considered to be so significant that their achievements are remembered with memorials including statues, stamps, coins and street and place names.

	<p>Chronological Knowledge</p> <ul style="list-style-type: none"> Knows what life was like in the 1950s / 60s/ 70s Order some events chronologically. Including things that happened before my own birth We describe time (chronology), as shown in the timeline above, using special words: <ul style="list-style-type: none"> Decade is 10 years. Century is 100 years A month has 4 weeks. There are 12 months in a year 	<ul style="list-style-type: none"> Know of key people involved in the development of the railway - Richard Trevithick, George Stephenson Know the Wright brothers invented the aeroplane. Know of the first commercial aeroplane flight that took place in 1914 in Florida, USA. Trams – Know the significance of Blackpool’s Trams. <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Know where the people and events they study fit within a chronological framework Knows about the time period of late 1800s and early 1900s and how the great inventions affected these time periods 	<p>Chronological Knowledge</p> <ul style="list-style-type: none"> To use words like past, before, present, then and now to show my understanding. To study explorations from different times and make comparisons between them To use a timeline to show the order of life events.
Y2	<p>Bonfire Night and the Great Fire of London <i>Should we still celebrate Bonfire Night?</i> <i>Did the Great Fire make London a better or a worse place?</i></p>	<p>Historical Heroes <i>What makes someone a hero? Who are our local historical heroes?</i></p>	<p>Local History and Seaside Holidays <i>How have seaside holidays to Blackpool changed over time?</i></p>
	<ul style="list-style-type: none"> Know about the Stuart period Know it was illegal to belong to any other than the Church of England. Know the story of the Gunpowder Plot.1605 Know how some people thought that the plotters were villains for plotting to kill the King. Others thought that the plotters were heroes. Know about The Great Fire of London in 1666. Know that the fire spread quickly because: <ul style="list-style-type: none"> houses were made of wood and built close together. it was very hot. There was no rain. there was no trained fire brigade Know Sir Christopher Wren planned the rebuilding of London. buildings were rebuilt further apart and made with stone. Know Fire brigades were set up to stop this from happening again. Know The Monument is a memorial to remind us what happened. Use primary and secondary sources like artefacts, images and texts. Including Samuel Pepys diary to learn about the fire. <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Knows about the Stuart period. Can sequence events of the Great Fire of London and the gunpowder plot. 	<ul style="list-style-type: none"> Know the events of Grace Darling’s life. Know how the actions of Grace Darling’s actions led to the establishment of the RNLI. (reference to our local lifeboat stations in Blackpool, Lytham and Fleetwood.) Understand how we know about Grace Darling from evidence that is available. Know some differences between Grace’s life in the Victorian times and life in the present. (compare differences between the RNLI then and now). Know of local hero Mr John Arnold Parkinson known as ‘The Sea Serpent’. Know about the Shipwreck Memorial in Cleveleys and the history of the ships which have fallen in our waters over the years. <p>Chronological Knowledge</p> <ul style="list-style-type: none"> discover key events and innovations in RNLI lifesaving history through a time line. 	<ul style="list-style-type: none"> With a focus on Blackpool Know how seaside holidays have changed over the last 100 years. Know similarities and differences between seaside holidays now and then. Know and talk about period features of seaside holidays such as clothes, entertainment, souvenirs and travel. Know we can find out about the past by looking at postcards sent to friends and family, Souvenirs, brochures and pictures. Know about the Lancashire tradition of Wakes Week. Know the development of transport and how that initially developed seaside holidays through car ownership and improved rail links Know how improved transport ultimately led to the demise of seaside resorts in Britain, through cheaper air travel. Discuss the increasing popularity of Blackpool as a seaside holiday destination <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Knows about the time period when holidays first started in the late 1800s and into the 1900s.

Y3	The Stone Age <i>How did life change during the Stone Age?</i>	The Bronze Age and Iron Age <i>How did life change from the Bronze Age to the Iron Age?</i>	Local History – Blackpool Tourism and Entertainment <i>How has Blackpool developed as a tourist resort? Which buildings make it the home of entertainment and showbusiness? Why should we protect them?</i>
	<ul style="list-style-type: none"> • know that prehistory refers to the study of humans before there was writing, • Know The Stone Age gets its name from the stone (flint) used to make weapons and tools. • know some ways life changed from the early (Palaeolithic), middle (Mesolithic) and new (Neolithic) Stone Age, e.g. tools, hunting & gathering, settlements • Know the major change that happened later in the Stone Age was that people started to settle in communities and farm the land and trade. • Know that people migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. • Know about the Stone Age from studying archaeological remains and artefacts. • Know that the new archaeological finds often change our interpretation of what happened in the Stone Age • Know the period ended with the development of metalworking • use archaeological evidence from Skara Brae to explain what life in a Neolithic settlement was like. • Star Carr was a Mesolithic hunting camp near Scarborough, North Yorkshire. • Stonehenge is a Neolithic stone monument near Salisbury, Wiltshire <p>Chronological Knowledge</p> <ul style="list-style-type: none"> • Know about the ancient history time period of the Stone Age • Know the period known as the Prehistoric Age spans from the last Ice Age in 800,000 BC to the Roman invasion in 43 AD. The majority of this period is commonly referred to as the Stone Age • Know The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age • It is hard to give exact dates from this period as it happened so long ago 	<ul style="list-style-type: none"> • summarise the significance of the Beaker People, e.g. migration, trade • know why they are called the ‘Bronze Age’ and ‘Iron Age’, • know some ways life changed from the Bronze Age to the Iron Age, e.g. settlements, roundhouses, hillforts • demonstrate understanding of what life was like in NW England during this period • Knows that in the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. • Knows that people in Britain probably learned how to produce the metal from the Beaker people who came from Western Europe. (They were called Beaker people due to the shape of their pots, which were like upturned bells.) • Knows that Amesbury Archer was buried around 2300 BC. Burials like the Amesbury Archer are very useful for finding out how people lived and what they thought was important. • Knows that during the Iron Age, people began to make tools and weapons from iron. Iron was better than bronze because it was more common, lighter and harder. • Knows the use of iron led to big advances in farming with the use of iron tools. This led to more food being available and therefore an increase in the population. • Knows we have fewer Iron Age objects than those from the Bronze Age, as iron rusts and is less durable. • Today, we call the people who lived in Britain during the Iron Age ‘Celts’. They were made up of many different tribes, but they did have similar languages and beliefs. • Knows that Hillforts developed during the Iron Age. Communities lived on hills for protection • Knows there were advances in house building • demonstrate understanding of what life was like in NW England during this period <p>Chronological Knowledge</p> <ul style="list-style-type: none"> • Knows that the Bronze Age and Iron Age spanned from around 2500 BC to 500 BC. • Knows the dates of some of the main events that happened in the Bronze and Iron Age. • Knows the first Iron Age objects were made about 1000 BC, and by 800 BC, iron had become the most popular metal. 	<ul style="list-style-type: none"> • know some of the key events of Blackpool’s past in Entertainment over different time periods. • Know the history of Blackpool’s famous entertainment venues – The Winter Gardens, Blackpool Tower and Tower Circus, The Grand Theatre and their significance in the growth and development of Blackpool as a holiday resort • Listed Buildings – Know how a listing marks and celebrates a building’s special architectural and historic interest, and how it protects it for future generations. • Know which of our buildings or places are of special local, national or even world interest. • Gain a better understanding of our local area and develop a sense of pride in it. • Chronological Knowledge • Know about the time period that the significant local history was created.

Y4	Crime and Punishment <i>How has crime and punishment changed over time?</i>	Roman Britain <i>What happened when the Romans came to Britain?</i>	The Ancient Egyptians <i>Why were people able to prosper in the desert land of ancient Egypt?</i>
	<ul style="list-style-type: none"> Attitudes and values about what is a crime and how it should be punished have changed over time. Suffragettes campaigned for women's suffrage. They were considered criminals and put in prison. Now we celebrate their achievements. Famous Lancashire Suffragettes are Barbara Castle and Mary Agnes Hamilton Some actions are still considered crimes, but the punishment is less or more severe. Other crimes are no longer crimes at all, for example celebrating Christmas. In the early 1800s, over 200 crimes were punishable by death as people thought this would stop people committing the crimes. Over the years, the number of crimes punishable by death was dramatically reduced. In 1965, the death penalty for murder was banned in England. In the 1700s, transportation to the colonies was a popular punishment. Prisons are a form of punishment, but they now also work to re-educate people who have committed crimes. The 'Police' were only officially created in the 1800s. In 1842, a detective branch was created – it was easier for plainclothes policemen to detect and catch criminals than policemen in uniform it became compulsory for all districts to have a police force. We can find out about crime and punishments from a range of sources, depending on the time period. This includes visiting old prisons, reading newspaper reports and looking at drawings and photographs. Know Dick Turpin is one of the most famous highwaymen. Some sources present him as exciting/heroic. George Lyon (1761–22 April 1815) was a highwayman in Lancashire. <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Knows about crime and punishment from the 1600s 	<ul style="list-style-type: none"> Know that the Romans made a number of attempts to invade Britain as the Roman Empire spread. Know some reasons why the Roman invasion initially failed, Know that Boudicca led a revolt against the Romans in AD 60/61 Knows that in AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall. Know about life as a Roman soldier on Hadrian's Wall. Know some positive legacies left by the Romans, e.g. roads, villas and forts Knows they built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. Refer to local names Kirkham, Ribchester, Lancaster The Romans wanted resources from Britain and came to our local coastline in search of minerals. Knows that Roman Britain reached its height in 160 AD and by 410 AD links with Rome were largely severed. The Roman period did not end abruptly in 410AD. Some Roman people continued to live in Britain. <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Knows that the Roman Empire spanned from roughly 753BC until 410AD Knows when the different events of the Roman empire happened. 	<ul style="list-style-type: none"> Know how the River Nile was important in allowing the Egyptians to prosper in the desert Know that we can learn about the Ancient Egyptians by studying hieroglyphs and artefacts left behind in tombs. Know that society in Ancient Egypt was structured with a hierarchy of jobs and importance. Know that Egyptians built the pyramids as tombs for the pharaohs. Howard Carter discovered the tomb of Tutankhamun in November 1922. Know that Ancient Egyptian people worshipped over 2000 gods and goddesses. know that Ancient Egyptian people believed in an afterlife. Knows the ancient Egyptians wrote in hieroglyphics on papyrus. Archaeologists are able to read hieroglyphics following the discovery of the Rosetta Stone Ancient Egyptian people had many achievements in such areas as farming, building, religion, medicine, writing, mathematics and crafts <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Know that the Ancient Egyptians existed around 5000 years ago
Y5	Anglo-Saxons <i>Was the Anglo-Saxon Period really a dark age?</i>	Vikings <i>Were the Vikings as vicious and Vile as they are represented ?</i>	Journeys – Migration <i>What makes people go on a journey?</i>
	<ul style="list-style-type: none"> Know the period of Anglo-Saxon history is about the people of England following the Roman period Know people of many backgrounds were Anglo-Saxon Know Anglo Saxon children would have helped with farming and other daily jobs 	<ul style="list-style-type: none"> know main beliefs of the Vikings and how beliefs change know the ways Vikings lived in Scandinavia as farmers, some democratically with equal rights know reasons why some chose to migrate to settle in Britain 	<ul style="list-style-type: none"> Know people go on a journey for many different reasons. Know that these journeys differ – some were taken by choice, some for pleasure, some for a better life and some out of necessity for survival Know of the voyages of Walter Raleigh – Tudor explorer

	<ul style="list-style-type: none"> Know Anglo-Saxon evidence remains today from burials and place names Knows the religion of the early Anglo-Saxons was Paganism. They worshipped many gods. They gradually converted to Christianity, building churches and setting up monasteries, which became centres of learning Evaluate the craftsmanship of Anglo-Saxon people Hypothesise about the evidence left by Anglo-Saxon people -Know of the archaeological remains at Sutton Hoo and the Staffordshire Hoard and what it tells us about Anglo-Saxon people. Know how they have made historians change their minds about a Dark Age. -Know of 'Beowulf' and what it tells us about the Anglo-Saxons Reach an informed conclusion from historical evidence whether the Anglo-Saxon period was a dark age <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Knows that the Anglo Saxons were around for six centuries from 410 to 1066. 	<ul style="list-style-type: none"> know Vikings were successful sailors who travelled and traded, goods and slaves, in many locations know the Vikings raided, then began to settle in Britain while the Anglo Saxons were also around Know that Historians continue to review their interpretation of what Viking people were like. make a reasoned judgement about the way Vikings are represented. <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Know about the Viking period which was from 793AD until 1066. Knows about the order in which the Vikings invaded lands. 	<ul style="list-style-type: none"> Know about the Titanic and it's link to Irish immigration Know about Kindertransport in World War Two Knows about the voyage of the Empire Windrush.-. Some travellers have a positive experience when they arrive at their destination. Others, like those on the <i>MV Empire Windrush</i>, may face discrimination. Know we can find out about journeys using many different sources of evidence, depending on the time period being studied. Know songs and poems can be used to find out about the past, for example those of the <i>Windrush</i> passengers. Know people continue to travel to the UK today for many different reasons, including finding work and escaping persecution in their own country. Know people have also left the UK as migrants. Often this is for economic reasons, for example passengers on the <i>RMS Titanic</i>. Some people continue to leave today. <p>Chronological Knowledge</p> <p>Know about the journeys that happened in the 1800s and 1900s.</p>
Y6	Local History & Selfless Service- WW2 What was the impact of WW2 on Blackpool?	The Maya Civilisation Why should we remember the Maya?	The Ancient Greeks What did the Greeks do for us?
	<ul style="list-style-type: none"> Understand how World War 2 had an impact on our local area. Explain how the Second World War had an impact on the lives of children Understand the dangers of life in WW2, with particular reference to the Blitz and bombing Understand that the degree of danger in World War 2 varied depending on location Use and evaluate a range of different types of sources of evidence to arrive at judgements about WW2 War graves and local war memorials can tell us a great deal about the local people who died. <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Know about the order of events in the war. 	<ul style="list-style-type: none"> Describe the lives of the Maya in the past and present day Have knowledge of key areas of the Maya Civilisation, including: cities, beliefs, technology and culture. <i>Know the Maya civilisation formed a society of city-states</i> <i>Know the Maya believed in many gods</i> <i>Know the Maya people built pyramids to worship their gods and offer sacrifices</i> <i>know Maya people made many technological advances and established a huge trading empire</i> <i>Know the Maya had a writing system based on symbols called 'hieroglyphs'.</i> <i>Know the ancient Maya developed an advanced number system for their time.</i> Understand theories to explain why the Maya civilisation disappeared Give reasons why the Maya should be remembered. <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Knows that the Mayans had an extensive time period from 2000BC until 1300AD 	<ul style="list-style-type: none"> To know the location and time period of Ancient Greece and draw comparisons to other civilizations studied, including the Maya Know how the timeline for Ancient Greeks is divided into a number of different periods: e.g. Minoan, Mycenaean, Classical, Greek, Hellenistic, Roman Greek Knows the Ancient Greeks worshipped many gods and goddesses. To identify similarities and differences between life in the Greek City States Sparta & Athens To interpret information from artefacts and archaeological sites to make reasoned judgements on what life was like in Ancient Greece To understand the importance of the Olympic games to the Ancient Greeks and make comparisons with the modern games Have knowledge of key areas of the Greek Civilisation's achievements

			<ul style="list-style-type: none">• To identify the most important legacy of the Ancient Greeks giving reasons. Chronological Knowledge <ul style="list-style-type: none">• Know about the Greek period from 1200BC to 323BC
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