Units of	EYFS	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
learning	Nursery	Reception						
Substantive Knowledge Civilisations	Ticket to ride Children continue to develop positive attitudes about the differences between people.	Children know what homes they live in with their families. Children able to name their immediate family members.	The Great Fire of London (KS History/Lancashire) NC - events beyond living memory that are significant nationally or globally. Know when the fire took place and what London looked like in the past. Know the reasons why the fire started, how it spread and how long it lasted. Know how the fire affected buildings and people who lived nearby. Know the reasons why the fire spread so far and burned for so long; use maps and photograph of artefacts. Know about the key people and the reason why we remember their contributions: Samuel Pepys, John Evelyn, King Charles II. Mayor of London, Sir Christopher Wren Learn about how London was rebuilt after the fire.	Victorian Schools (PSM Capital) NC - Significant places in their own locality (including schools and playgrounds) In this topic children learn about Victorian schools in the past compared with schools now. Compare St Matthew's school then to now. To know when St Matthew's was built and placed on the timeline. Record important times that have happened over the years at St Matthew's and nationally in the UK Children use language related to Victorian times, school equipment, passing of time, schools, dates. To work in partnership and group work to discuss their findings. Look at one aspect of Victorian school life in more detail and compare similarities and differences (school lessons, uniform, equipment, punishment, recreational time, teachers, dinners) Record the similarities and differences. What was the same? What was different? Would you like to go back to Victorian Times and spend a day in school? Children to experience a Victorian school day — record a timetable for or of the day. To look at Queen Victoria and look at why she was significant in the Victorian era.	Stone Age and Iron Age (KS History) NC- changes in Britain from the Stone Age to the Iron Age Pupils understand that Britain was once covered in ice. They know that the earliest Settlers were huntergatherers and lived in caves. Pupils can locate the move of farming on a simple timeline. Pupils grasp that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. Pupils understand that it was built about 5,000 years ago, in stages. They can explain how it was built.	Anglo-Saxon Britain (KS History) NC- Britain's settlement by Anglo-Saxons and Scots Children know that we are still finding out about the Saxons 1300 hundred years later. They know that the Staffordshire hoard is the largest collection of gold and silver yet found. Pupils understand that by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia. They know that it was not until 8thC that word English was used to describe people of South Britain. Pupils understand where Angles, Saxons, Jutes came from. They can give a few simple reasons and more able can classify these into push and pull factors referring to pressure on homelands but also wealth of Britain. Pupils know that by the end of the 7C Anglo-Saxons were ruling most of Britain. Between 500 and 700 some of the leaders of smaller kingdoms conquered their neighbours, some becoming Bretwalda or superking. The kingdom of Mercia (present day Staffordshire) was most important.	Rearly Islam/Baghdad c.900 (KS History) NC - A non-European society that contrasts with British history — one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900 Pupils can locate this topic in time and place. They know Baghdad was a major city of learning and printing. Over 100 booksellers and was 10 x the size of London at the time. By middle of 8th century Islam spread from Arabia to as far as Spain in the west and India in the east, larger area than that of the Roman Empire, covering almost a third of the world's population. Pupils can locate the early Islamic Empire in time and place and can explain the origins and development of Islam in the 7th century. They are able to give several reasons why it spread so quickly e.g. weakness of surrounding empires, exhausted by war; divisions among rivals; zeal of their faith; better fighting tactics and weapons and can classify under different types of reasons e.g. military. Pupils appreciate that the spread of Islam took centuries and Muslims, though rulers, made up a small proportion in the lands they occupied. They	Mayans Civilisation (KS History) NC - A non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization. They appreciate the range of Mayan achievements realising that without the use of the cartwheel or metal tools, they built massive stone stepped pyramids and many large cities, some of 100,000 people. They work out/ know that they must have been accomplished scientists as they tracked a solar year of 365 days, built observatories and knew about eclipses. They understand that the Maya developed their own mathematics, using a base number of 20, and had a concept of zero. They also had their own system of writing. Pupils know that the Mayans greatest cities had 10,000s of inhabitants (possibly 200,000) and that the civilisation lasted 2,000 years, and was at its height AD300-900. They built some of the largest cities in the world at the time. They were one of the most sophisticated societies of their age with a strong belief system.

They understand that Britain was on the causp of Chrisbianity at the time. Pupils know early Sarours wroningned Gods we man that the property of the common
Christianity at the time. Pupils know early Saxons worshipped Gods we name our days after, firm. Woden, Thor, Fireji and knows stories of \$1.4 Quastimer and missionaners from Rome and that the network of canals and that the network of canals that the network of canals and that the network of canals and that the network of canals that the network of canals and that the network of canals that the network of canals and that the network of canals that the network of canals and that the network of canals that the network of the
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I of Ancient Fountian I They announced the
civilization unprecedented wealth
and luxury of the Caliph's
Pupils grasp importance of court associated with exotic
the Nile and significance of Arabian Nights'
annual floods descriptions of lavish
displays of music and food.
They can explain that the
Nile provided not only Pupils show good
water for crops but also understanding of the
fertile soil, mud for bricks importance of Islamic
and pots, fishing, papyrus contribution to science,
reeds and a key means of literature, medicine, art,
transport (especially architecture and
important) I know the effect mathematics.
of these developments.
Know how Baghdad was
Pupils know that water was destroyed in 1258 AD
stored in canals and ditches
They can explain why
pyramids, graveyards and
other important other important

1				
		monuments we can see		
		today were sited on the	Ancient Greece	
		desert's edge.	NC - Ancient Greece – a	
			study of Greek life and	
		Pupils grasp that much of	achievements and their	
		our understanding of the	influence on the western	
		Ancient Egyptian civilization	world.	
		came within the last 200		
		years.	Pupils understand that our	
			knowledge of the climate	
		Ancient Egyptians wrote in	and geography of Greece	
		hieroglyphics and these	today helps us understand	
		need to be deciphered	the importance of: long	
		before we can fully	indented coastlines, mostly	
		understand society.	mountainous interior, few	
			areas of flat fertile	
		Pupils can explain why	land, abundant islands.	
		pyramids were built.	Chn grasps that these	
			feature frequently in Greek	
		Pupils grasp that this is a	legends.	
			legenus.	
		very hierarchical society.		
			They can locate Ancient	
		Pupils can explain that most	Greece, Crete, Athens and	
		men were farmers.	Sparta on a map.	
		Women spent much time	Pupils can place Ancient	
		baking bread, collecting	Greece on a simple	
		water etc	timeline, that also shows	
		water etc		
			when Athens was at its	
		Most houses were made of	height in the C5th - C6th	
		mud bricks, contained 4/5	BC-the Golden Age.	
		rooms and had storage silos		
		for grain.	Pupils learn that Ancient	
			Greece consisted of city	
		Pupils can sequence the	states such as Athens and	
		stages of mummification.	Sparta who were rivals.	
		They grasp the importance	Pupils learn to generalise	
		of the afterlife to Egyptian	from the particular about	
		beliefs and can explain how	salient features of Ancient	
		particular objects help us to	Athenian society esp. role	
		understand their ideas.	of slaves.	
		anderstand their ideas.	o. siaves.	
		Dunile understeind the	Children grant the diversity	
		Pupils understand the	Children grasp the diversity	
		importance of maat,	of life style depending	
		creation myths and the role	on position within society	
		of gods and goddesses.	and know the influence of	
			the large slave population.	
		Pupils know that there were		
		at least 3 other major	Pupils should be	
		civilizations elsewhere in	able to show on a	
		the world at this time and	timeline the duration of the	
		can locate them	'Golden Age' of Athens and	
		approximately on a map:	its link to the Battle of	
		Indus valley	Marathon.	
		Sumer (Mesopotamia		
		Modern Iraq)	They should list 3 reasons	
		Shang dynasty China.	why Athens was so	
			dominant.	

			Pupils grasp how the battle	
			affected both Athens and	
			Persia.	
			. 6.6.4.	
			Describe consideration of the et	
			Pupils understand that	
			dominance of Athens was	
			short-lived.	
			Pupils understand the	
			importance of the victory	
			over Persia in opening up	
			opportunities to focus on	
			domestic issues.	
			domestic issues.	
			l _ . .	
			Pupils know that this was a	
			time of massive growth in	
			new ideas and ways of	
			thinking.	
			Ciliniking.	
			Pupils understand that this	
			would not have been	
			possible without the slave	
			culture which gave men	
			time to think and cultivate	
			interests.	
			Pupils understand that the	
			Olympics were not just	
			athletic events.	
			Pupils grasp that religion	
			and preparation for	
			War were also critically	
			important.	
			Pupils grasp that the plays	
			reflected Athenian interest	
			in politics as well as the	
			central importance of the	
			gods in daily life.	
			They grasp that	
			their theatres were	
			incredible feats of	
			engineering.	
			Pupils grasp that	
			many of the words	
			we use today	
			derive directly from	
			the Greek.	
			Creeki	
			- 1	
			They grasp that the	
			buildings they see around	
			them today have been	
			influenced by classical	
			Crook dosing and that the	
			Greek design and that the	
			Greeks heavily influenced	
			the Tudors (theatre) and	
			the C18th and C19th.	
			0100 0110 015011	

Disciplinary
Knowledge
Civilisations
Cause
Similarities/
Differences

ons

es/ es

Children can discuss the similarities and differences between each other in

Ticket to ride

Children explore using mirrors, photos.

class.

Children know about similarities and differences between themselves and

Children understand how and why questions. They begin to use more complex sentences to link thoughts. They can talk about why things happen and how things work.

Children can talk about some of the things they have observed.

Magical Me - Homes

Key Learning Research find out about places. Ask questions, using different sources to find the answers (including books). What can I find out about my hometown?

Use different sources to find out about New Hall Lane and their homes.

Describe their home's features.

Describe the similarities and differences.

The Great Fire of London (KS History/Lancashire)

Historical enquiry (asking questions, sources, evidence, communicating ideas) To use sources to find out about 'The Great Fire of London'

Cause (combining information, shaping into conclusion) To know what caused the Great Fire.

Similarities and differences (people, groups, experience or places) Looking closely at the fire equipment and the houses and comparing.

Change in continuity/chronology - to make the Great Fire of London timeline.

Historical significance look at significant people who contributed to the Great fire of London -Samuel Pepys

Historical interpretations

- (understanding how accounts of the past are constructed) - using sources, diaries, newspaper about the fire.

<u>Victorian Schools</u> (PSM Capital)

Historical enquiry - asking questions, sources, evidence, communicating ideas about St Matthew's now and St Matthew's then. Exploring all the sources about St Matthew's school.

Children think of questions about Victorian school life that they want to research about.

Develop independent research skills, using reliable sources of information.

Look at sources of evidence about Queen Victoria.

Cause (combining information, shaping into conclusion)

Change in continuity/ chronology - timeline of St Matthew's school.

Timeline of Queen Victoria's life.

Similarities and differences about St Matthew's in the Victorian times and compare to now.

Compare Victorian school equipment/rules/building/un iform

Discuss/record similarities and differences to schools today.

Historical significance - St Matthews 150 Year birthday (2024) how is the school significant to the local area.

Historical interpretationsunderstanding how accounts of the past are constructed, looking at all the evidence of schools in the past.

Children to record their work in a variety of ways, pictures,

Stone Age and Iron Age (KS History)

Sources and Evidence-Pupils can make deductions about lifestyle of Stone Age man from images.

Similarity and difference-Some pupils can talk about relative significance of changes as well as continuities and can use precise language to describe periods of time e.g. Neolithic.

Sources and Evidence/ **Historical Interpretations-**Pupils can make deductions about way of life by studying evidence of buildings left behind e.g. How do we know that the people living there Were fishermen?

Historical interpretations They can speculate as to likely use and come to a reasoned judgement using evidence.

Historical Interpretations-They can draw inferences from archaeological finds They can explain how artists' impressions are created from fragments of

finds.

Chronology- Pupils can locate the move of farming on a simple timeline.

Anglo-Saxon Britain (KS History)

Cause- Pupils learn to ask high-quality historical questions. They grasp that we are still finding out about the Saxons 1300 hundred years later.

Chronology- They can locate key periods on a timeline, showing how they overlap.

Sources and Evidence/ **Historical Interpretations-**Pupils can analyse patterns of settlement using a map showing 5th century cemeteries, testing hypotheses and more able produce an hypothesis of their own.

Consequence- Pupils can explain how the Christian message was delivered to the people: role of monasteries and churches.

Ancient Egypt (KS History)

Chronology- Pupils are able to locate Ancient Egypt in time and place.

Sources and Evidence/ **Historical Interpretations-**Pupils are able to locate the Nile valley on a world map & make deductions from map evidence.

Sources and Evidence/ **Historical Interpretations-**They can explain that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important

Sources and Evidence/ **Historical Interpretations-**

Early Islam/Baghdad c.900 (KS History)

Sources and Evidence/ **Historical Interpretations-**They deduce from source clues the importance of Arab Muslims' contribution to the world of mathematics and science, books, geography, astronomy, medicine etc.

Pupils understand that nothing remains but we can reconstruct from written reports of visitors etc.

They can interpret pictures of objects using their contextual knowledge e.g. of hygiene.

Evidence of Baghdad is very flimsy as much was later destroyed. They grasp that hardly anything survives from the great age of glory as the city was destroyed by the marauding Mongols.

Pupils analyse a range of short written texts about palace life from which they distil the key points.

They are able to discuss

issues of significance in particular focusing on those things that were more advanced than in Saxon England. Pupils learn what is meant by historical significance and can apply it to a particular aspect of Islamic

They can speak persuasively when arguing their point, supporting with evidence not mere assertion.

Ancient Greece NC - Ancient Greece - a study of Greek life and achievements and their

Mayans Civilisation (KS History)

Sources and Evidence/ **Historical Interpretations-**Pupils are able to speculate and make deductions from a range of visual clues.

They work out/know that they must have been accomplished scientists as they tracked a solar year of 365 days, built observatories and knew about eclipses.

Pupils are able to predict with success what aspects a short educational video on the Maya would focus on.

Pupils grasp that artists' reconstructions are based on a mixture of physical evidence and imagination.

Pupils grasp that the lives of common people are very poorly recorded.

Cause- Pupils are able to offer at least 2 valid reasons for its growth e.g. Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade.

Similarity and difference-

More able can make links with growth of Roman Empire studied earlier and with Ancient Egypt- which had the Gift of the Nile whereas the Maya had to contend with jungle and mountain.

	fact files, poster, ICT, models,	Picture analysis. Nebamun	influence on the western
Democracy	timelines, timetables, school	out hunting.	world.
	plans/maps.	out number	World.
	piuris/maps.	Sources and Evidence/	Sources and Evidence/
		Historical Interpretations-	Historical Interpretations-
		Pupils annotate British	Pupils should be aware of
		Museum image	the evidence base,
		Wascam mage	recognising the importance
		Sources and Evidence/	of archaeological evidence
		Historical Interpretations-	as well as written and
		Annotation of image to	spoken, eg: myths and
		identify salient features and	legends as well as
		deductions we can make as	surviving buildings.
		historians	Surviving buildings.
		Historians	Pupils grasp that much
		Cause/Historical	evidence comes from
		Interpretation- They use a	pottery and that many of
		range of clues to come to	the pictures they see in
		an independent conclusion	books are scenes from the
		as to who built pyramids.	sides of pots.
		as to who built pyranilds.	sides of pots.
		Chronology- Pupils can	They can draw inferences
		sequence the stages of	from evidence on pots
		mummification	
		mummincation	going beyond the literal.
		Sources and Evidence	They can make deductions
		- Pupils study a range of	and creative and informed
		texts to investigate	speculation, using their
		texts to investigate	contextual knowledge,
			when analysing images
			on pots.
			They learn that sometimes
			books disagree, eg: on
			whether women did the
			shopping and that it is
			often
			difficult to be certain so we
			have to use tentative
			language, eg: perhaps.
			lunguage, eg. pernaps.
			Cause/Historical
			Interpretation-
			Know cause of event and
			consequence & explain why
			- Pupils can explain why the
			Battle of Marathon was
			fought and can give reasons
			for defeat of Persia,
			classifying not just listing,
			eg: Persian weaknesses,
			Athenian strengths.
			Similarity and difference-
			Pupils can compare
			different versions of the
			Battle of Marathon and
			give 2 or 3 valid reasons
			why
			textbook accounts might
			differ.

Vocabulary	Same Different How Why	Local area New Hall Lane Preston Then Now Similar/ Different	Great fire of London Samuel Pepys 1066 Citizens Government Causes	Victorian Queen Victoria Past/Present Poverty Monarch Reign	Hunter/gatherer Stone Age Neolithic Skara Brae Iron Age judgement	Anglo Saxons - 790- 1066 Kingdom Vikings Justice Punishments King Alfred	Significance of events/people/ places - Pupils know that this was a time of massive growth in new ideas and ways of thinking. Focus on philosophers and ideas such as democracy. Pupils understand the sheer scale and variety of the Greek achievement in so many areas Pupils grasp the achievements of individual Greeks and their contribution. Early Islam - C900 Baghdad House of Wisdom Scholar Prophet Muhammad Golden Age Ancient Greece Mythology Persian Battle of Marathon Philosophers Parthenon	Mayans - AD 300-900 Civilisation Sacrifice Empire Drought Society
Stem Sentences								
Substantive Knowledge Childhood	Family To know who is in their family. Simple family history & family members	Family - Magical Me Simple family history & family members' children know who is in their family. Children can talk about who is in their family unit (home) and discuss their extended family.	Toys and Games in the Past (KS History) NC - Events beyond living memory or places in their locality – the toys then and now Know and describe what our toys are like today (type, moving, non-moving, features, materials). Know similarities and					

	Celebration Fireworks/Diwali — celebrations. Eid and Christmas Celebrations — similarities and differences. Different celebrations				
	Different celebrations				
	Recognise that people have different beliefs and celebrate special times in different ways.				
	-Remembrance Day - World Nursery Rhyme week- exploring traditional rhymes Birthdays then and now and compare.				
	-Christmas – looking at decorations old and new. Once Upon A Time				
	Traditional Tales - Understand that these stories are from the past Three Little Pigs - Billy Goats Gruff Jack and the Beanstalk.				
Childhood Chronology To order fan and talk a Compare sir difference family memb	samily Imily members about them. Sources and Evidence- Look at images of the past of Victorian families and children to discuss and sort. They can discuss different types of homes and how they are all different. Note similarities and differences.	Toys and Games in the Past (KS History) Historical enquiry (asking questions, sources, evidence, communicating ideas)- Cause (combining information, shaping into conclusion) Change in			

Substantive Knowledge Justice and Equality	Superheros Show interest in different occupations and able to talk about the different ones.	Imagine That! To talk about significant figures Mary Anning, David Attenbourgh and Neil Armstrong.		Making a Difference (Lancashire) NC -the lives of significant individuals in the past who have contributed to national and international achievements. Significant individuals/ Black History - Learie Constantine. In this unit children will learn	Lancashire Cotton Trade (Lancashire) NC - A theme in British History beyond 1066 In this theme children learn about significant events in British History that will extend their chronological knowledge beyond 1066 e.g. The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade.	WWII (KS History) NC- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Pupils understand how the actions of Hitler threatened European peace.
Stem Sentences		Special Times Same, different				
Vocabulary	Mummy, Daddy, Brother, Sister, Grandad, Grandma, Family, Home, House.	Celebrations Similarity and difference- Compare and contrast characters from stories, including figures from the past. Sources and Evidence- Comment on images of familiar situations in the past. Comment on images of familiar situations in the past. Mummy, Daddy, Mum, Dad, Mother, Father, Brother, Sister, Aunty, Uncle, Grandad, Grandma, Cousin, Family, Home, House, terraced, semi-detached, detached, flats, bungalow. Timeline – now, then Diwali, Eid, Christmas, Bonfire Night, Remembrance Day, Celebrations	Similarities and differences (people, groups, experience or pl aces) Historical significance (events, trends, and individuals are important) Historical interpretations (understanding how accounts of the past are constructed) Victorian Old/New Treasured Possessions Generations Similarities/ Differences Suitable			
		Children notice similarities and differences in everyone's family.	continuity/chronology -Order toys from oldest to newest; give reasons to explain how the toys have been ordered.			

about Black history: Learie		
Constantine, Significant	A study or theme in British	They understand
others – Marcus Rashford,	History that extends pupils'	what is meant by the
Jessica Enis	chronological knowledge	term appeasement.
	beyond 1066.	
Children will be able to		They are aware of
discuss the lives of significant	A local history study -	the dilemma facing
individuals in the past who	Preston Cotton Trade	Chamberlain and
have contributed to national		other appeasers.
and international	The purpose of this theme	
achievements whilst	is to find about The	They can explain why
understanding the reasons	Lancashire Cotton Industry	Chamberlain ultimately took
for their significance.	and its significance for the	the decision to go to war.
	people of Lancashire (and	
Children will be able to	beyond) in the past.	Pupils grasp that this would
discuss the lives of significant		be a war in the air and that
historical people in the	Two of the most important	there would be vastly more
pupils' own locality.	products of the Industrial	civilian damage than in the
	Revolution were cotton	First World War.
Children will be able to	cloth and cotton yarn	
discuss the lives of significant	(thread) made in the mills	Pupils are able to
individuals in their own lives.	(mainly in Lancashire).	identify key features of
mainadas menen own mess	(manny in EditedSime).	resistance to German
Children will be able to	Children will find out what	invasion:
discuss the lives of significant	life was like, in their local	Trying on gas masks
individuals in their own time.	area, in the past and how it	Home Guard
maividadis in their own time.	has changed over the years.	Battle of Britain
	has changed over the years.	Blitz
	They will find out about the	Evacuation
	everyday lives of people in	Rationing
	the past as well as	_
	significant events and how	Fire service Air-raid shelters
	buildings and land use have	Air-raid Stiellers
		Dunile are able to
	changed over time.	Pupils are able to
	Don't le cuit l'ele ele en et ele ele	describe a range of
	Pupils will also consider	roles adults played on
	where the cotton came	the Home Front which
	from before it arrived in the	were unique to that
	mills and the impact the	time.
	cotton industry had on the	
	lives	They can explain
	of people caught up in the	how each group
	Transatlantic Slave Trade.	helped to develop the
		'Blitz Spirit' and 'kept
		the home fires
	During the Victorian period,	burning'.
	Britain was known as the	
	workshop of the world with	They can explain
	good reason – its	how the government
	manufactures were sold on	used:
	every continent.	a. Censorship
		b. Propaganda
	Its mechanical engineering,	
	especially of steam engines,	<u>Local Black History</u>
	locomotives and ships, was	(Lancashire)
	the envy of all. Its factories	NC - A local history study
	churned out mass-produced	
	goods, especially ceramics	Pupils will find out about
	and textiles, for the home	The Transatlantic Slave
	and export markets.	Trade and its links to
		Lancashire in the past.

Disciplinary Knowledge Communication - Children It about type cert, in Justice and Equality Significance Compare and surface Com	
Disciplinary Knowledge Commercialists and Cotton Table Commerci	
Disciplinary Knowledge Communication—Children Italianos tity evers, in Justice and Equality Significance Indiana in indiana, significant in Equality Significance Indiana in indiana Disciplinary Knowledge Communication—Children Italianos tity evers, in Justice and Equality Significance Indiana Disciplinary Communication—Children Italianos tity evers, in Justice and Equality Significance Indiana Disciplinary Communication—Children Italianos tity evers, in Justice and Equality Significance Indiana Disciplinary Communication—Children Italianos tity evers, in Justice and Equality Significance Indiana Disciplinary Communication—Children Italianos tity evers, in Justice and Equality Significance Indiana Disciplinary Communication—Children Indiana Disciplinary Communication—Children Italianos tity evers, in Justice and Equality Disciplinary Communication—Children Indiana Disciplinary Communication—Children Indiana Disciplinary Communication—Children Italianos tity evers, in Justice and Equality Disciplinary Communication—Children Indiana Disciplinary Communication—Children Communic	Pupils will learn about
Disciplinary Knowledge Justice and Equality Significance Significance	what life was like for
Disciplinary Knowledge Communication - Children I magine Thet Communication - Children Talk short key event, in Talk	enslaved people in the past
Disciplinary Knowledge Communication - Calderry Knowledge Communication - Calderry Six book from the connections between connections between the connections and international history. Imagine That Compare and contrast six datus for provide, but the provide international history. Imagine That Compare and contrast six datus for provide, but the provide international history. Imagine That Compare and contrast six datus for provide, but the provide international history. Imagine That Compare and contrast six datus for provide, but the provide international history. Imagine That Compare and contrast six datus for provide, but the provide international history. International of the contrast defined international history. Imagine That Compare and contrast six datus for provide international history. International and international history. Internation	including enslaved people
Disciplinary Knowledge Communication - Children with adult to discuss same of the connections between local regional, national and international history. Mailtime and distribution of the control of	who were forced to endure
Disciplinary Knowledge Knowledge Justice and Equality Significance Imagine That	long journeys on board
Disciplinary Knowledge Communication - Children multiple able to discuss some of the conceptors between the conceptors and contract transformation of the conceptor of the contract of the con	(Lancashire) Slave Ships.
Disciplinary Knowledge Communication - Children tal above key events, in town likes, about family infents, other propert including significant pays Equality Significance Disciplinary Communication - Children tal above key events, in the present and the post. Children understand how and way questions. They tal year above key events, in the present and in the post. Children understand how and way questions. They tal year the post in the post in the post in the post. Children understand how and way questions. They tal year the post in the post i	
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Disciplinary Knowledge Communication – Children talk about key events, in own lives, about firmly, filtersh, other penals talk about key revents and the passing talk about key revent and the passing talk about key relate the passing talk about key revent and the passing talk about key relate the passing talk about key the passing talk about key relate the passing talk abo	significant people, events
Disciplinary Knowledge Loomwinkation - Children that we described in the present on images of frequency f	and changes to laws led to
Disciplinary Knowledge Loomwinkation - Children that we described in the present on images of frequency f	the abolition of slavery over
Disciplinary Knowledge Communication - Children talk about key eyerts, in own heas, about family, founding agnificance Justice and Equality Significance Fig. 4 about key roles, people have in society both in the present and the past. Children troop about smallers and differences between themselves and chiefs. Children understand how and why questions. They begin to use more throughts. They can talk about key questions. They begin to use more throughts. They can talk about they tilling happen and how things work. Children are an alk about they can talk about they tilling happen and how things work. Children are an alk about they tilling happen and how things work. Children are an alk about they tilling happen and how things work. Children are an alk about they tilling happen and how things work. Children are an alk about they tilling happen and how things work. Children are an alk about they tilling happen and how things work. Children are an alk about they tilling happen and how things work. Children are an alk about they tilling happen and how things work. Children are an alk about they tilling happen and how things work. Children are an alk about they tilling happen and how things work. Children are an alk about why tillings happen and how things work. Children are an alk about why tillings happen and how things work. Children are an alk about why tillings happen and how things work. Children are an alk about why tillings happen and how things work. Children are an alk about why tillings happened an dwart. As and storytelling. Children are an alk about why tillings happen and how things work. Children are an alk about why tillings happen and how things work. Children are an alk about why tillings happen and how things work. Children are alk about and work are an alk about why tillings happen and how things work. Children are an alk about why tillings happen and how things work. Children are an alk about why tillings happen and how things work. Children are an alk about why tillings	time.
Disciplinary Knowledge Communication - Chiddren talk about key events, in own lives, about family, friends, other people including agenificant. Equality Significance Inside the past. Chidren know about similarities and differences between themselves and others. Chidren understand brow und why questions. They begin to use more complex sentences to list, thoughts. They can talk about why rinings happen and how things work. Children and stable About heavy new and the past should be precised in the past should be precised in the past should be precised in the past should be precised before the past s	
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Compare and contrast talk about key events, in own lines, about family, friends, other people including significant peoples. Talk about key events, in own lines, about family, friends, other people including significant peoples. Talk about key other peoples have in society both in the present and the past. Tomment on images of familiar situations in the past. Comment on images of familiar situations in the past. Children know about similarities and differences between themselves and others. Children understand how and why questions. They begin to use more complex sentences to link thoughts. They can talk about why things happen and how things work. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. C	teachers should make
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Knowledge Communication - Children talk about key events, in own lives, about family, friends, other people including significant people. Flat about key of the people including significant people. Flat about key ober the significant people. Flat about key ober the significant people with a stable in a stable including significant people. Flat about key ober the significant people including significant people. Flat about key ober the significant people including significant people with a refeats, Leerie. Flat about key ober the significant people including significant people including significant people with a refeats, Leerie. Flat about key ober the significant peop	
Knowledge Communication - Children talk about key events, in own lives, about family, friends, other people including significant people. Flat about key of the people including significant people. Flat about key ober the significant people. Flat about key ober the significant people with a stable in a stable including significant people. Flat about key ober the significant people including significant people. Flat about key ober the significant people including significant people with a refeats, Leerie. Flat about key ober the significant people including significant people including significant people with a refeats, Leerie. Flat about key ober the significant peop	and sounds from Black
Compare and contrast characters from stories, own lose, about key events, in own lose, about family, friends, other people including significant people. Tak about key one pool including significant people including significant people. Tak about key one pool including significant people including significant people including significant people. Tak about key one pool have in society both in the present and the past. Children know about similarities and differences between themselves and others. Children understand how and why questions. They begin to use more complex sentences to link thoughts. They can talk about why things happen and how things work. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Compare and contrast the characters and events of the contrast of the c	History Units 1 and 2; these
Compare and contrast characters from stories, own loves, about key events, in own loves, about karnity friends, other people including significant people. Falk about key roles and Equality Significance Total contrast	connections can trigger
Knowledge Communication - Children talk about key events, in own lines, about family, Friends, other people including significant people. Take about key events, in own lines, about family, Friends, other people including significant people. Take about key roles people including significant people. Take in society both in the present and the past, other hands of the past. Children know about similarities and differences between themselves and others. Children understand how and why questions. They begin to use more complex sentences to link thoughts. They can talk about why things happen and how things they have observed. Children can talk about some of the things they have observed. Children can talk about some of the things they have observed. Compare and contrast that account reading significance to the activations in the past thoughts. They can talk about some of the things they have observed. Compare and contrast that account reading significance, and support the artefacts, Leverie. Historical equity (asking questions, sources, evidence, communicating ideas) about the artefacts, Leverie. Comment on images of samilar stuations in the apast information, shaping into communicating ideas, about the artefacts, Leverie. Comment on images of the artefacts, Leverie. Comment on image	memories and help recall.
Knowledge Communication - Children talk about key events, in own loves, about family, friends, other people including significance Significance Compare and contrast characters from stories, own loves, about family, friends, other people including significant people. Talk about key roles people including significance Figure 19	wwii
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Why was it so important effects?' what Leerie Constantine did? Describe some of the different ways the past can	the past eg in museums
what Leerie Constantine did? Describe some of the different ways the past can	have to prioritise which
different ways the past can	stories to tell and whose
	contributions to feature
	most
Historical interpretations be represented e.g. through	
(understanding how accounts artists' pictures, museum	

		of the past are constructed) -	displays, film
		looking at the sources.	sources.
			Identify histo
			significant po
			events in dif
			situations
			Cause (comb
			information,
			conclusion)
			Consequence
			between eve
			events) -
			Chango in
			Change in
			continuity/c (pace, nature
			change)- Ide
			chronologica
			noting conne
			and contrast
			and contrast
			Recognise h
			as a coheren
			narrative fro
			times to the
			Similarities a
			(people, gro
			or places)
			Explore main
			situations, cl
			links within
			different per
			differences/s
			between clo
			employment
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			I I i at
			Historical sig
			(events, tren
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			for the peop
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			can we find
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			Cotton Indus
			people of La
			beyond?
			Historical in
			(understand
			accounts of

ys, films and written
es.
fy historically
cant people and
s in different

Cause (combining nformation, shaping into conclusion)

Consequence (relationships petween events and future events) -

Change in continuity/chronology

(pace, nature and extent of change)- Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time.

Recognise historical events as a coherent, chronological narrative from the earliest times to the present day

imilarities and differences

people, groups, experience or places)
explore main events, ituations, changes and nks within (and across) different periods e.g. differences/similarities between clothes, food, employment, buildings or transport.

Historical significance

(events, trends, and individuals are important) - How significant was the Lancashire Cotton Industry for the people of Lancashire and beyond? Historical Evidence: How can we find out about the impact of the Lancashire Cotton Industry on the people of Lancashire and beyond?

Historical interpretations

(understanding how accounts of the past are constructed) - using the

prominently and to also appreciate that this is controversial.

Pupils grasp that much of the evidence from this period has to be treated with caution; all is not what it seems.

Cause (combining information, shaping into conclusion)

Pupils can investigate and explain the reasons for fluctuating numbers being evacuated.

Historical interpretations (understanding how accounts of the past are constructed)

They realise that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive.

Pupils can evaluate a piece of wartime footage of the Blitz explaining how they know it was staged Pupils can describe how VE Day was typically celebrated.

They can explain why depictions of VE Day parties might vary.

Local Black History (Lancashire)

NC - A local history study

Chronology

Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends

Identify where people, places and periods fit into a chronological framework by

			sources about the cotton	analysing connections,
			trade.	changes, trends and
				contrasts over
				time.
				Establish clear chronological
				narratives across periods
				and within themes e.g.
				slavery, racial equality etc.
				Events, People and
				Changes:
				A study or theme in British
				History that extends pupils'
				chronological knowledge
				beyond 1066
				A local history study
				Enquiry, Interpretation and
				Using Sources:
				Use a wide range of sources
				as a basis for research to
				answer questions and to test hypotheses
				test hypotheses
				Regularly address and
				sometimes devise historically valid questions
				about change and
				continuity, consequence and
				significance.
				Ask questions such as, 'How
				did life change?' 'Why do
				we remember?' 'Why do
				people disagree?'
				Recognise how our
				knowledge of the past is
				constructed from a range of different sources
				different sources
				Give some reasons for
				contrasting arguments and
				interpretations of the past. Ask, 'Why have different
				stories been told about?'
				Describe the results of
				historical events, situations
				and changes e.g. the impact
				on people's lives
				Evaluate sources and make
				inferences
				Communications
				Communication: Discuss how Britain has
				influenced and been

						influenced by the wider world
						Describe aspects of cultural, economic, military, political, religious and social history
						Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.
						Discuss and debate historical issues acknowledging contrasting evidence and opinions
						Use appropriate vocabulary when discussing and describing historical events and concepts e.g. reliability, parliament, and society
						Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines
						Produce structured work that makes connections, provides contrasting evidence and analyses trends
Vocabulary	Occupations / jobs – police, fire fighter, shop keeper, pharmacist, bus driver, teacher, hair dresser, doctor, nurse, dentist.	Then now Past now Same different	Leerie Constantine Significant Trinity Cross Artefacts Trinidad and Tobago Justice		Cotton Trade Raw Cotton Industry Significance Transatlantic Slave Trade Famine	World War II Propaganda VE Day Evacuee Blitz Censorship Hitler/Chamberlain
						Slavery Racial Equality Transatlantic Slave Trade Plantation Quaker Injustice
Stem Sentences						
Substantive				Roman Empire (KS History)		
Knowledge				NC- the Roman Empire and its impact on Britain		

		Children understand the		
Empire		meaning, size and		
Lilibile		timescale of the Roman		
		empire by drawing		
		conclusions from maps and		
		timelines		
		Children understand at		
		least 2 main reasons,		
		eg: raw materials such as		
		corn, iron, also Claudius' personal		
		motivation.		
		Children understand why		
		the Celts would		
		have been apprehensive about taking on the		
		Roman army.		
		Children understand		
		personal motivation of Boudica and can link to		
		actions taken by		
		Romans.		
		Children are able to see why the Roman		
		army was so powerful		
		including		
		organisation, conditions,		
		pay etc		
		Children are able to see		
		which the most		
		significant changes would		
		have been e.g		
		emergence of towns and villas in		
		countryside.		
		Children understand		
		personal motivation of Boudica and can link to		
		actions taken by		
		Romans.		
		Children green have		
		Children grasp how sophisticated Roman		
		lifestyle was for the rich		
		Children can list and		
		describe a range of legacies including roads,		
		place-names,		
		surviving buildings and also		
		other influences		
		such as Latin, calendar,		
		money etc.		

	Children grasp that the
	Romans must have
	been ahead of their time for
	ideas to have
	lasted 2,000 years.
Disciplinary	Historical Interpretation-
- 133. p. 113. y	Children can see that
Knowledge	Boudica has been
	interpreted in different
	ways, and that
	stereotype warrior is not
Cause/	the only picture
	we have of her.
Consequence	we have of her.
consequence	
	Historical
	Interpretation/Sources and
	Evidence-Children realise
	that most pictures come
	from Roman accounts – no
	surviving pictures.
	Surviving pictures.
	Historical
	Interpretation/Chronology-
	They are able to select
	reasons for their
	explanation and begin to
	prioritise them in order of
	importance.
	importance.
	Sources and Evidence- They
	are able to critique a short
	film evaluating its strengths
	and weaknesses as
	an explanation.
	Historical
	Interpretation/Sources and
	Evidence-Children can see
	that Boudica has been
	interpreted in different
	ways, and that stereotype
	warrior is not the only
	picture we have of her.
	Sources and Evidence-
	Children realise that most
	pictures come from Roman
	accounts – no surviving
	pictures.
	Sources and Evidence- They
	understand the nature of
	evidence from Roman times
	e.g. remains of buildings,
	coins, written descriptions,
	objects such as tesserae,
	bones, oil lamps.
	Historical Interpretation-
	Historical Interpretation- Pupils able to ask as well as

			answer questions to		
			structure their enquiry		
			Structure their enquiry		
Masshulawa			Romans		
Vocabulary			Empire		
•					
			Claudias		
			Invade		
			Boudica		
			Society		
			27BC - AD286		
Charac Carabanasa					
Stem Sentences					
Substantive				<u>Vikings</u>	
Jubstalitive				(KS History)	
Managada a				NC - the Viking and	
Knowledge					
				Anglo-Saxon struggle for	
Invaders and				the Kingdom of England to	
				the time of Edward the	
Settlers					
Jettiel 3				Confessor	
				They know where the	
				Vikings came from and why	
				the state of the s	
				they attacked.	
				They know that the Vikings	
				were a real threat from the	
				sea.	
				They can locate the Vikings	
				in time in relation to the	
				Romans and Saxons.	
				The more able gasp that	
				the initial period of raiding	
				shows just one short period	
				of Viking contact with	
				Dritain that lasted nearly 2	
				Britain that lasted nearly 3	
				centuries from 789 to 1066.	
				Pupils learn to pose good	
				historical questions about	
				Viking ships and prowess of	
				their crew.	
				Dunile understend beweit	
				Pupils understand how the	
				Vikings gained their	
				reputation.	
				Dunile groen that Vilia	
				Pupils grasp that Vikings	
				kept coming to Britain for	
				almost 300 years first as	
				raiders then as	
				conquerors.	
				They can identify at least	
				one period when the	
				Vilia	
				Vikings were successful and	
				another when they were	
				not.	

				They understand the
				importance of the Danelaw
				as an area of Viking
				settlement.
				Settlement
				Pupils can locate places
				with 6 of the main Viking
				suffixes from a given map.
				Most able can detect
				patterns of occupation and
				can investigate pre-fixes
				too.
				The more able grasp that
				Vikings simply changed
				Saxon town/village names
				by adding a suffix and can
				distinguish between Roman
				Sayon and Viking place
				Saxon and Viking place
				names.
				They see that raiders
				describe an early part of
				their contact with Britain,
				whereas traders the later.
				Pupils pose valid historical
				questions to shape their
				enquiry
				enquiry
				The section was the colored
				They learn to select
				relevant detail and how to
				discriminate in its use.
				They organise and
				communicate their
				research findings showing a
				good sense of audience.
Distallance				<u>Vikings</u>
Disciplinary				(KS History)
				NC - the Viking and
Knowledge				Anglo-Saxon struggle for
Invaders and				the Kingdom of England to
Cottlors				the time of Edward the
Settlers				Confessor
				Historical Interpretation-
				Pupils realise that people
				differ in their view of the
				Vikings, not just at the
				time.
				Pupils can show that they
				are aware of both
				arguments.
				Historical
				Interpretation/Sources and
				Evidence-
				They understand that it was

			exaggerated by the	
			accounts written by monks.	
			,	
			Thou can distinguish	
			They can distinguish	
			between a Saxon and	
			Viking account of the same	
			event.	
			The second secon	
			They grasp that until	
			recently monks' records	
			were the main source of	
			evidence.	
			evidence.	
			5 11 / 11	
			Pupils u/s that most	
			negative accounts come	
			from the period when they	
			were raiding.	
			were raiding.	
			Pupils grasp the	
			significance of	
			archaeological evidence	
			esp. recent finds at Jorvik.	
			esp. recent inius at joi vik.	
			They grasp the importance	
			of finds at Jorvik-York in	
			shaping our revised view of	
			the Vikings.	
			More able pupils can look	
			at a source and explain	
			what a historian can infer	
			from it without prompting.	
			They can identify which	
			source historians used	
			when making statements,	
			e.g. about trade routes and	
			jewellery so that they can	
			see that Vikings were	
			more than simple raiders;	
			the color to de d	
			they also traded.	
			Historical Interpretation	
			Time/Change/Chronology-	
			They cover data the	
			They cover: date, the	
			impact of early sagas and	
			monks' accounts, fact that	
			we like to caricature larger	
			than life figures and that	
			archaeological discoveries	
			have forced us to change	
			our views more recently.	
			Possons and results /	
			Reasons and results/	
			causes and consequences -	
			Most able can argue	
			whether history has been	
			fair to the Vikings showing	
			fair to the Vikings showing	
			how opinion has changed	
			and why.	

				Significance - Know, make links & draw comparisons between some important events, places and people. Similarity and difference - Traders and Invaders - They can select appropriate evidence from given list to support judgement. Most able can identify supporting evidence for themselves.	
Vocabulary				Vikings Reputation Alfred the Great Jorvik Raiders Settlers	
Stem Sentences					