

# Subject progression: HISTORY

Year & theme	Vocabulary	Objectives Procedural (I can . . .)	Objectives Declarative (I know . . .)
Nursery: Autumn 1	Family, birthday stories past routine celebration	<p style="text-align: center;"><u>All About Me</u></p> <ul style="list-style-type: none"> <li>• I can describe family routines and those of my friends</li> <li>• I can tell stories about what happened in my own life or in a story using language from the past</li> <li>• I can take part in role play birthday celebrations</li> </ul>	<p style="text-align: center;"><u>All About Me</u></p> <ul style="list-style-type: none"> <li>• I know that everybody has a birthday and it may not be the same day as mine</li> </ul>
Nursery: Autumn 2	Halloween Bonfire Night Remembrance Poppy Day	<p style="text-align: center;"><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> <li>• I can tell stories about Halloween/Bonfire Night/Remembrance using language from the past</li> <li>• I can sequence Halloween/Bonfire Night/Remembrance routines/events</li> <li>• I can describe how family and friends celebrate events at Halloween/Bonfire Night/Remembrance</li> </ul>	<p style="text-align: center;"><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> <li>• I know that Halloween, Bonfire Night and Remembrance occur once a year</li> </ul>
Nursery: Spring 1	Photos change familiar person jobs	<p style="text-align: center;"><u>Mr Chamberlain</u></p> <ul style="list-style-type: none"> <li>• I can place photos of myself at different ages in order</li> <li>• I can describe some differences between myself and Mr Chamberlain</li> <li>• I can list some of the jobs which Mr Chamberlain does</li> </ul>	<p style="text-align: center;"><u>Mr Chamberlain</u></p> <ul style="list-style-type: none"> <li>• I know that I have changed as I have grown</li> <li>• I know Mr Chamberlain is a familiar person</li> <li>• I know that Mr Chamberlain is the Headteacher of Welholme Academy</li> </ul>
Nursery: Summer 1			

<b>Reception: Autumn 1</b>	<p>present family members order sort</p>	<p style="text-align: center;"><u>All About Me</u></p> <ul style="list-style-type: none"> <li>• I can place family members in age order</li> <li>• I can sort and order information about my own life and my family members into past and present categories</li> <li>• I can sequence illustrations from a story in order</li> <li>• I can find similarities and differences between family members</li> <li>• I can discuss the events that happened in a story using past and present language</li> </ul>	<p style="text-align: center;"><u>All About Me</u></p> <ul style="list-style-type: none"> <li>• I know that birthdays happen once a year and that each year we get older</li> </ul>
<b>Reception: Autumn 2</b>	<p>Trawler Images 5<sup>th</sup> November soldier</p>	<p style="text-align: center;"><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> <li>• I can explain that Halloween, Bonfire Night and Remembrance happen once a year</li> <li>• I can tell stories about Halloween/Bonfire Night/ Remembrance using language from the past and present</li> <li>• I can look at images of Grimsby Trawlers and begin to discuss their role in Remembrance Day</li> </ul>	<p style="text-align: center;"><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> <li>• I know the rhyme linked to Bonfire Night "Remember, Remember the 5<sup>th</sup> November"</li> </ul>

Reception: Spring 1

The Queen  
Queen Elizabeth II  
Royal Family  
family tree  
similarities and  
differences  
timeline  
sequence

Queen Elizabeth II

- I can recognise photographs of The Queen
- I can describe some of the jobs which The Queen does
- I can create my own family tree and compare it to The Queen's
- I can sort information about The Queen into past and present categories
- I can begin to explain why The Queen has two birthdays
- I can sequence some events from The Queen's life on a simple timeline
- I can place photos of The Royal Family in age order
- I can find similarities and differences between The Queen's life and my own

Queen Elizabeth II

- I know that The Queen is a famous person
- I know some of the names of the people in The Queen's family
- I know that The Queen has two birthdays

Reception:  
Summer 1

<p><b>Year 1:Autumn 1</b> <b>What made Grimsby great?</b></p>	<p>Similarity Difference Past Present Victorian Century Welholme Building Feature Detached Terrace Chimney pot Band stand</p>	<p><u>Victorian Features of the Local Area - Buildings</u></p> <ul style="list-style-type: none"> <li>• I can identify the Victorian era as being in the past.</li> <li>• I can explain who Queen Victoria was some facts about her.</li> <li>• I can identify similarities and differences between Welholme Academy today and as a Victorian school.</li> <li>• I can identify Victorian features in the school building and local houses.</li> <li>• I can name some Victorian buildings and places which remain in our local area today.</li> <li>• I can identify Victorian houses for rich and poorer people.</li> </ul>	<p><u>Victorian Features of the Local Area - Buildings</u></p> <ul style="list-style-type: none"> <li>• I know that the school building/books/journals/ paintings are sources of information about the past.</li> <li>• I know that the school building was built in Victorian times.</li> <li>• I know the link between the Victorian era and Queen Victoria.</li> <li>• I know that Queen Victoria is a famous person from the past.</li> <li>• I know some Victorian places and buildings around our local area.</li> <li>• I know some typical features of Victorian buildings.</li> <li>• I know that life was different during Victorian times.</li> </ul>
<p><b>Year 1:Autumn 2</b> <b>When is a place home?</b></p>	<p>Guy Fawkes, Gunpowder Plot WWI</p>	<p><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> <li>• I can sequence Guy Fawkes, WWI and Queen Victoria and in order.</li> <li>• I can name Guy Fawkes as the person we remember on Bonfire night.</li> <li>• I can answer simple questions using Remembrance Day photos.</li> </ul>	<p><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> <li>• I know that Guy Fawkes is a famous person from the past.</li> <li>• I know the link between Guy Fawkes and Bonfire Night.</li> <li>• I know the link between WWI and Remembrance.</li> </ul>

Then and now  
Victorian era  
Slate  
Dunce hat  
School room  
Ink pen / ink well  
chalkboard / chalk  
cane  
punishment  
Spinning top  
Whip and hoop  
Noah's ark  
Monarch  
reign  
Queen Victoria  
Prince Albert  
Queen Elizabeth  
Buckingham Palace

Victorian Britain - Life for  
children (Education and play)

- I can use photos to find answers about Victorian classrooms/ schools and make comparisons using then and now.
- I can compare Victorian education to modern day education.
- I can identify Victorian toys and which were used by rich and poor children.
- I can explain some of the differences between Victorian toys and modern day toys.
- I can order events from the life of Queen Elizabeth.
- I can compare Queen Victoria and Queen Elizabeth II.

Victorian Britain - Life for  
children (Education and  
play)

- I understand how school in Victorian times was different to nowadays.
- I know that rich Victorian children's lives were different to the lives of poor Victorian children.
- I know that toys were different to our toys.
- I know that Queen Victoria reigned for over 60 years.
- I know that Queen Elizabeth was queen during our lifetime.

legacy  
flammable  
eye-witness  
bakery  
Monument  
Pudding Lane  
Samuel Pepys  
Sir Christopher  
Wren  
architect  
diary

The Great Fire of London and  
Samuel Pepys

- I can sequence The Great Fire of London and other eras/events studied on a timeline.
- I can find similarities and differences between modern day London and London in 1666, including bakeries.
- I can ask and answer questions about how and why the fire started and explain some reasons why the fire spread.
- I can identify fire-fighting equipment from 1666 and suggest how it was used.
- I can place the main events of the Great Fire in order.
- I know that Sir Christopher Wren and Samuel Pepys are famous men who lived during the Great Fire of London.

.The Great Fire of London and  
Samuel Pepys

- I know that The Great Fire of London is an event which remembers the past.
- I know that the Great Fire of London occurred in 1666.
- I know that the Great Fire of London started in a bakery in Pudding Lane.
- I know that fire-fighting equipment was different in 1666.
- I know that Samuel Pepys wrote a diary in code which tells us about the fire.
- I know that Sir Christopher Wren was an architect who re-built London following the fire.
- I know that the Monument to the Great Fire helps us to remember about the fire.

<p style="text-align: center;"><b>Year 2: Autumn 1</b> <b>What made Grimsby great?</b></p>	<p>Recently before after chronological artefact object pier promenade bathing machine seaside Punch and Judy entertainment heroine medal bravery lifeboat lighthouse shipwreck survivors</p>	<p style="text-align: center;"><u>Victorian Cleethorpes and Grace Darling</u></p> <ul style="list-style-type: none"> <li>• I can explain why the invention of the railway was important.</li> <li>• I can identify similarities and differences between Victorian Cleethorpes and a modern visit to Cleethorpes.</li> <li>• I can annotate a Victorian photo of Cleethorpes beach to tell other people about life from the past.</li> <li>• I can explain why Grace Darling is a famous Victorian.</li> <li>• I can use evidence to explain Grace Darling’s actions that show women can be heroines.</li> <li>• I can recount the events of the lifeboat rescue in chronological order.</li> </ul>	<p style="text-align: center;"><u>Victorian Cleethorpes and Grace Darling</u></p> <ul style="list-style-type: none"> <li>• I know some of the buildings in Cleethorpes were built in Victorian times.</li> <li>• I know that the invention of the railway changed people’s lives and towns.</li> <li>• I know why Victorian people went on seaside holidays.</li> <li>• I know that Cleethorpes Beach was a Victorian holiday destination.</li> <li>• I know that Grace Darling was rewarded for her bravery with a medal.</li> </ul>
<p style="text-align: center;"><b>Year 2: Autumn 2</b> <b>When is a place home?</b></p>	<p>Recount recently before after religious beliefs Catholics King James I Labelled diagram Consequences Houses of Parliament</p>	<p style="text-align: center;"><u>Let’s Celebrate!</u></p> <ul style="list-style-type: none"> <li>• I can use the terms “recently”, “before”, “after” to describe when The Gunpowder Plot happened.</li> <li>• I can recount and describe the main events of the Gunpowder Plot.</li> <li>• I can sequence events of The Gunpowder Plot in chronological order.</li> <li>• I can say what and who we remember on Remembrance Day.</li> </ul>	<p style="text-align: center;"><u>Let’s Celebrate!</u></p> <ul style="list-style-type: none"> <li>• I know why Guy Fawkes became involved in the Gunpowder Plot.</li> <li>• I know that Guy Fawkes is still remembered at Bonfire Night as a result of his actions.</li> <li>• I know that poppies are a symbol of remembrance.</li> </ul>

Ancient  
Pre – history  
Stone age  
Iron age  
Archaeologist  
Remains  
Grave goods  
Cave paintings  
Hunter gatherers  
Skara Brae  
Hill fort  
Settlement  
flint

How did life change from the Stone Age to the Iron Age?

- I can place the Stone Age and the Bronze Age on a timeline.
- I can explain how hunter gatherers survived.
- I can draw conclusions from Stone Age cave art.
- I can look at evidence from graves (grave goods) and make inferences about the lives of Stone Age people.
- I can describe what life would have been like in an Iron Age hill fort.
- I can explain some changes from the Stone Age to the Bronze Age.

How did life change from the Stone Age to the Iron Age?

- I know what pre-history means.
- I know that the Stone Age and Bronze Age are ancient history.
- I know how Stone Age people lived.
- I know that the only evidence we have from the Stone Age are skeletons, grave goods and cave art.
- I know that Skara Brae was a settlement during the end of the Stone Age.
- I know why people built hill forts in Iron Age Britain and how the people lived.
- I know that the discovery of metal meant changes to the way ancient people lived.



Florence  
Nightingale  
Mary Seacole  
Nurse / nursing  
Hospital  
Crimean War  
hygienic  
improved  
conditions  
legacy  
evidence  
comparison

Florence Nightingale/Mary Seacole

- I can compare modern hospitals with hospitals in the past.
- I can explain why Florence Nightingale and Mary Seacole are famous.
- I can use evidence to explain Florence Nightingale/Mary Seacole's actions that show women can be heroines.
- I can find similarities and differences between the lives of Florence Nightingale and Mary Seacole.
- I can begin to understand that the lives of black people in the past have not always been reported accurately if at all.
- I can place Florence Nightingale/Mary Seacole on a timeline of people I have studied previously.
- I can explain what influences and changes came about due to these women.

Florence Nightingale/Mary Seacole

- I know that Florence Nightingale and Mary Seacole were nurses who helped soldiers during The Crimean War.
- I know that Florence Nightingale is more widely remembered than Mary Seacole.
- I know that Florence Nightingale was rewarded for her bravery with a medal.
- I know that the statue of Florence Nightingale shows that the past can be represented in different ways.
- I know that Florence Nightingale is still remembered as a result of her actions.
- I know that there are better conditions in hospitals today because of the actions of Florence Nightingale/Mary Seacole.

<p><b>Year 3: Autumn 1</b> <b>What made Grimsby great?</b></p>	<p>BC AD century decade fishing industry heritage trawler trawler man vessels fleet skipper rigging captain deckhand docks harbour Dock Tower Cod War economic activity pastimes hierarchy superstitions</p>	<p><u>Grimsby's Fishing Heritage</u></p> <ul style="list-style-type: none"> <li>• I can explain why the fishing industry grew in Grimsby.</li> <li>• I can use some key historical vocabulary such as century, decade, BC, AD.</li> <li>• I can ask questions about the different jobs/roles on board a trawler.</li> <li>• I can explain why and when the docks and Dock Tower were built.</li> <li>• I can give reasons for the cod wars.</li> <li>• I can give reasons for the decline of the fishing industry and explain its impact on Grimsby.</li> </ul>	<p><u>Grimsby's Fishing Heritage</u></p> <ul style="list-style-type: none"> <li>• I know the century and decade Grimsby Dock Tower was built.</li> <li>• I know that Grimsby Docks and the Dock Tower have changed over time.</li> <li>• I know that the decline of the fishing industry has impacted upon the lives of people.</li> <li>• I know some examples of what life was like for a trawler man.</li> </ul>
<p><b>Year 3: Autumn 2</b> <b>When is a place home?</b></p>	<p>evidence British culture</p>	<p><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> <li>• I can identify the century that Guy Fawkes attempted to blow up the Houses of Parliament.</li> <li>• I can argue whether Guy Fawkes was a hero or a villain.</li> </ul>	<p><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> <li>• I know why Bonfire Night is celebrated in Britain in the present day and not the wider world.</li> <li>• I know that the Remembrance service is part of our culture in Britain.</li> </ul>

<p><b>Year 3: Spring 1</b> <b>How did they live?</b></p>	<p>Tudor Descendant Heir Voyage of discovery Explorer Globe Theatre William Shakespeare Sir Walter Raleigh Expedition legacy</p>	<p><u>The Tudors Rich and Poor</u></p> <ul style="list-style-type: none"> <li>• I can identify and label some key dates that relate to the Tudors on a timeline.</li> <li>• I can create a Tudor family tree making links between the Kings and Queens.</li> <li>• I can describe life for rich people during Tudor times.</li> <li>• I can compare the lives of rich and poor during Tudor times.</li> <li>• I can say who Sir Walter Raleigh was and explain about a significant voyage of exploration.</li> <li>• I can explain who William Shakespeare was and name some of his works.</li> </ul>	<p><u>The Tudors Rich and Poor</u></p> <ul style="list-style-type: none"> <li>• I know that Tudor times were from 1485 – 1603.</li> <li>• I know that there was great contrast between the lives of rich and poor.</li> <li>• I know that many voyages of discovery were undertaken during the 1500s.</li> <li>• I know that Sir Walter Raleigh was a famous Tudor explorer.</li> <li>• I know that William Shakespeare was a famous Tudor play write and that his legacy remains to this date.</li> </ul>
<p><b>Year 3: Summer 1</b> <b>Who is that?</b></p>	<p>Family tree Monarch Heir Marriage Descendant Catholic church Church of England Catherine of Aragon Anne Boleyn Jane Seymour Anne of Cleves Catherine Howard Catherine Parr lute</p>	<p><u>King Henry V111</u></p> <ul style="list-style-type: none"> <li>• I can place the Tudor monarchs in the correct order.</li> <li>• I can place names on the Tudor family tree.</li> <li>• I can contribute to a debate about Henry VIII’s desire to have a male heir.</li> <li>• I can explain Henry’s reason for the break with the Catholic Church.</li> <li>• I can describe the appearance and features of Tudor houses for rich and poor.</li> <li>• I can name and order the wives of Henry VIII.</li> <li>• I can describe how rich people entertained themselves.</li> </ul>	<p><u>King Henry V111</u></p> <ul style="list-style-type: none"> <li>• I know that Henry VII, Henry VIII, Edward VI, Mary and Elizabeth I are all significant Tudor figures.</li> <li>• I know that Henry VIII had six wives.</li> <li>• I know the names of Henry VIII’s six wives and their order.</li> <li>• I understand that Henry began the Church of England and his reasons.</li> <li>• I know that many Tudor buildings were built from timber and the upstairs overhung.</li> <li>• I know that pastimes for rich Tudors included dancing, music and hunting.</li> </ul>

<p><b>Year 4: Autumn 1</b> <b>What made Grimsby great?</b></p>	<p>Viking Thor Odin Gods Scandinavian raid accounts reputation volatile ruthless descendent navigation navigators Havelok Grim longship legends conquest primary sources of evidence secondary sources of evidence</p>	<p><u>The Vikings (with link to Grimsby)</u></p> <ul style="list-style-type: none"> <li>• I can place some key dates of Viking invasions on a timeline.</li> <li>• I can use primary and secondary sources and explain the difference between the two.</li> <li>• I can describe key facts about Vikings, including where they came from and why they invaded and settled in Britain.</li> <li>• I can explain some ways in which Vikings were clever sailors and navigators.</li> <li>• I can make basic links between the Viking period and the present.</li> <li>• I can name Thor and Odin as Viking Gods.</li> <li>• I can discuss why people prayed to Viking Gods.</li> <li>• I can name places today that have links to Vikings.</li> </ul>	<p><u>The Vikings (with link to Grimsby)</u></p> <ul style="list-style-type: none"> <li>• I know the century that Vikings invaded.</li> <li>• I know where the Vikings came from.</li> <li>• I know that Havelock and Grim are famous Vikings.</li> <li>• I know the story of Havelock the Dane and can make links with the local area.</li> <li>• I know that the Vikings travelled in long ships.</li> <li>• I know the Vikings used the sun to aid navigation.</li> <li>• I know that some local place names have a Viking origin.</li> <li>• I know that Vikings believed in Gods.</li> </ul>
<p><b>Year 4: Autumn 2</b> <b>When is a place home?</b></p>	<p>17<sup>th</sup> Century significant treason conspirators persecuted government Armistice Memorial gates Cultural acts</p>	<p><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> <li>• I can use the term 17<sup>th</sup> Century to describe when The Gunpowder Plot occurred.</li> <li>• I can offer some explanation to support my view about whether Guy Fawkes was a hero or a villain.</li> <li>• I can explain the significance of celebrating Remembrance each year.</li> </ul>	<p><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> <li>• I know that Bonfire Night is a significant event in our country's past.</li> <li>• I know the link between Armistice and Remembrance.</li> </ul>

Egyptian  
influential  
temple  
engineering  
afterlife  
preserved  
mummification  
embalmed  
embalming  
Canopic jars  
sarcophagus  
Pharaohs  
pyramids  
Cleopatra  
River Nile  
Ra  
Osiris  
irrigation  
fertile  
achievements  
agriculture  
rituals  
eternity  
immortality  
ancient  
empire  
slavery

The Egyptians  
Rich and poor

- I can identify and label some key dates that relate to the Egyptians on a timeline.
- I can offer varied reasons about why the Egyptians lived near the River Nile.
- I can contrast the lives of the rich and the poor in the Egyptian period.
- I can name and identify some of the Gods the Egyptians prayed to.
- I can explain what mummification is and how it links to embalming.
- I can explain why people believed in the afterlife and how they prepared for it.

The Egyptians  
Rich and Poor

- I know that the River Nile was an important location to the Egyptians.
- I know that the pyramids are a continuous source of historical information.
- I know that the poor were slaves during Egyptian times and had very few rights, if any.
- I know that there were a variety of Gods which the Egyptians prayed to.
- I know that there was a hierarchy between the rich and poor in society.
- I know what a Pharaoh is and why they were buried in pyramids.

Tutankhamun  
Howard Carter  
Hatshepsut  
archaeologist  
Tomb  
Death mask  
evidence

### Tutankhamun and Hatshepsut

- I can explain what an archaeologist is and what they do.
- I can explain why Howard Carter is famous.
- I can describe the process of mummification.
- I can present facts about Tutankhamun using sources of evidence.
- I can explain who Hatshepsut was and why she is famous.

### Tutankhamun and Hetshepsut

- I know that Hatshepsut and Tutankhamun were key historical figures of the Ancient Egyptian period.
- I know that Howard Carter's recent archaeological discoveries have given us information about The Egyptian period.
- I know what an archaeologist does and how this informs us about the past.
- I understand the Egyptian belief in the afterlife and the importance of mummification and burial.

Romans  
Millennium  
"C"  
Roman soldier  
Celtic warriors  
Emperor  
expansion  
Roman empire  
turmoil  
territory  
economy  
exporting  
importing  
prosperous  
mosaics  
Boudicca  
Civilisation  
Invasion  
hierarchy

The Romans

- I can use the term Millennium.
- I can place time periods in chronological order.
- I can make some suggestions about why the Romans didn't come to Grimsby.
- I can research some of the major changes in Roman Britain / the impact of the Romans on life in Britain.
- I can find similarities and differences between Roman soldiers and Celtic warriors.
- I can present some reasons for the expansion of the Roman Empire and its subsequent collapse.
- I can recall facts about Boudicca and her relationship with the Romans.

The Romans

- I know that "C" represents Century.
- I know that Julius Caesar was a Roman Emperor who invaded Britain.
- I know where the Romans came from and where they settled.
- I know some reasons why the Romans settled in Britain.
- I know that there was a hierarchy of people within Roman civilisations.
- I know that the Roman Empire expanded and then collapsed.
- I know that the people who lived in Britain at the time of the Roman invasion were known as Celts.
- I know Queen Boudicca was a famous Celt who showed bravery against the Romans.

conflicting  
evidence  
persuaded  
political  
justified  
trenches  
cenotaph

Let's Celebrate!

- I can identify the decade that Guy Fawkes attempted to blow up the Houses of Parliament and which period of history it falls within.
- I can discuss and record my thoughts about whether Guy Fawkes' punishment was fair or justified.

Let's Celebrate!

- I know where the Grimsby Cenotaph is located and how it is used to represent Remembrance.

Allies  
Franz Ferdinand  
Western front  
Trenches  
Flanders Field  
Battle of the  
Somme  
Front line  
Trench foot  
Mortar  
War grave  
Conscription  
Military Service Act

How did life change during World War 1?

- I can explain the causes of World War 1 and name the countries involved.
- I can describe the conditions on the Western Front and life in the trenches.
- I can describe life on the home front.
- I can explain why life for females changed by the end of world war I.
- I can explain the significance of The Unknown Soldier and remembrance.

How did life change during World War 1?

- I know that WWI affected many countries.
- I know that British men were conscripted to the forces.
- I know some of the terrors, difficulties and dangers of life on the battle field.
- I know that life at home was difficult.
- I know that women had to do jobs as the men were away and so had to leave the home-maker role.
- I know that thousands of men died and have no grave or were buried in mass cemeteries abroad.



Titanic  
iceberg  
voyage  
unsinkable  
steward  
distress  
testimony  
capacity  
impact  
wireless  
Marconi  
navigate  
transmission  
communicate  
social class  
social attitudes  
construction  
Carpathia  
engineering

### The Titanic and Marconi

- I can identify some significant dates from the construction, launch and sinking of the Titanic and order on a timeline.
- I can identify some of the problems which the Titanic encountered over a 24 hour period and choose the best way to place it on a timeline.
- I can explain how and why sources of evidence about The Titanic differ from sources available to research the Romans.
- I can explain what effect social attitudes, wealth and influence had on the consequences of the disaster and people's levels of safety.
- I can discuss the impact of Marconi's invention on modern shipping.
- I can participate in a debate about the different roles of people on board The Titanic and The Carpathia and how their responsibilities could have led to the sinking of the ship.

### The Titanic and Marconi

- I know that the Titanic was referred to as "The Unsinkable Titanic".
- I know that there were a number of problems after the Titanic hit the iceberg which resulted in it sinking.
- I know that there are both primary and secondary sources of information available about The Titanic.
- I know that there were different decks for the social classes.
- I know that there are different accounts of what happened to cause the Titanic to sink.
- I know that safety changes regarding the number of lifeboats required on board modern cruise ships happened as a direct result of the sinking of the Titanic.
- I know that Marconi is a significant historical figure.

20<sup>th</sup> Century  
WWII  
Home Front  
propaganda  
butterfly bombs  
Holocaust  
Blitz  
influences  
evacuated  
evacuation  
Dunkirk  
legacy  
declaration  
NHS  
atomic  
rationing

WWII with reference to Grimsby

- I can decide who caused WW2 and describe how the war began.
- I can place some key dates of 20th century conflicts on a timeline, including WWII + understand the role of Winston Churchill.
- I can consider the significance of the Dunkirk evacuation.
- I can discuss the impact of the Blitz on different cities and gather evidence of the use of Butterfly bombs in Grimsby.
- I can consider how WWII impacted children in Britain.
- I can explain how the role of women changed during war time.
- I can understand the events leading to the end of the war.

WWII with reference to Grimsby

- I know about the Home Front.
- I know why people were evacuated during WWII.
- I know that WWII impacted upon everyday life.
- I know how and when WWII began.
- I know that changes during and after WWII has impacted upon our lives today, including the NHS.
- I know that Grimsby Docks was a bold symbol during WWII.
- I know Winston Churchill and Adolf Hitler are significant people in WWII.
- I know that a significant event during WWII was the evacuation from Dunkirk and the role everyday people and their vessels played.
- I know that the role of women changed by necessity during the war and the continuum of the changing role.

<p><b>Year 6: Autumn 2</b> <b>When is a place home?</b></p>	<p>Terrorist activist National Archives opinions conclusion controversial figures diversity war graves Christmas Truce</p>	<p><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> <li>• I can identify which period of history Bonfire Night falls within and place on the class timeline.</li> <li>• I can state my opinions about whether Guy Fawkes was a terrorist or an activist.</li> <li>• I can decide whether other controversial figures and events are classed as terrorist or activist actions.</li> <li>• I can explain the difference between a terrorist and activist, selecting key events and people to represent examples of each and present information to inform others.</li> </ul>	<p><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> <li>• I know about some other controversial figures and events.</li> <li>• I know the link between WWI and how it relates to the start of WWII.</li> <li>• I know how Remembrance is part of our British cultural diversity involving many regiments and services across the world.</li> <li>• I know about the Christmas Truce and can make the link to previous work on WWII and Remembrance.</li> </ul>
<p><b>Year 6: Spring 1</b> <b>How did they live?</b></p>	<p>Ancient Greece civilisations literature architecture democracy citizens democratic philosophy myths Empire characteristic features Athens Sparta legacy</p>	<p><u>Ancient Greece - Education</u></p> <ul style="list-style-type: none"> <li>• I can label a timeline with some key events from the Ancient Greeks.</li> <li>• I can create a timeline that explains how democracy has been used over the course of history.</li> <li>• I can discuss Ancient Greek democracy with reference to the role of women, children and slaves.</li> <li>• I can differentiate between life in the city states of Athens and Sparta.</li> <li>• I can explain how women in Sparta and Athens led very different lives.</li> <li>• I can find examples of how Greek architecture has influenced modern buildings.</li> </ul>	<p><u>Ancient Greece – Education</u></p> <ul style="list-style-type: none"> <li>• I know democracy began in Athens during Ancient Greek times.</li> <li>• I understand the hierarchy within Ancient Greek society.</li> <li>• I know that Greece was split into city states and that each was quite distinctive from the other.</li> <li>• I know that the lives of women depended on which city state they lived in.</li> <li>• I know that there are different types of Ancient Greek architecture.</li> <li>• I know how the Ancient Greek legacy has influenced modern life.</li> </ul>

Alexander the Great  
Gods  
Goddesses  
Parthenon  
Myth  
Olympics  
Contestant  
Empire  
Conquest

The Ancient Greeks  
Alexander the Great

- I can use a wide range of evidence to support my opinion about the success of Alexander the Great.
- I can name some of the Ancient Greek Gods.
- I can recall some of the Ancient Greek myths.
- I can compare and contrast Ancient Greek religion with Ancient Roman religion.
- I can explain where and when the Olympics began.
- I can compare the Ancient Olympics with the modern Olympics.
- I can explain why the Ancient Greek Empire came to an end.

The Ancient Greeks  
Alexander the Great

- I know that Alexander the Great was a famous figure from Ancient Greece.
- I know some of the Ancient Greek myths and legends.
- I know that the Ancient Greeks worshipped many gods.
- I know that the Ancient Greeks invented the Olympic Games.
- I know who eventually conquered the Ancient Greeks.