

	Key:	Study across time periods	Curriculum study	Local History study				
HISTORY	Chronological understanding		Events, people and changes	Historical enquiry				
Y1 Skills	Place objects in chronological order: Use words and phrases linked to time: <i>new, old, a long time ago, once upon a time</i> ; Tell others about things that happened when they were little; Recognise that a story that is read to them might have happened in the past; Understand that some objects belong to the past; Retell a familiar story set in the past; Explain how they have changed since they were born.		Appreciate that some famous people have helped our lives be better today; Recount the life of someone famous who lived in the past, giving attention to what they did before and after; Begin to identify the differences between old and new objects, such as toys; Give examples of things that are different in their lives compared to their grandparents; Recognise that we celebrate certain events because of events that happened many years ago.	Ask and answer questions about new and old objects; Spot old and new things in a picture; Answer questions using a picture/artefact; Give a plausible explanation about what an object was used for in the past; Find out something about the past by talking to an older person; Find out about a historical place or event in the locality - e.g. Blackpool Tower				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Topic	Past and Present	Toys past and present	David Attenborough	Florence Nightingale	Windmills	Blackpool Tower		
Y1 Knowledge	I know that 'history' is what has happened, so it is the past. I know that the present is what is happening now. I know that things that have already happened to me (e.g. I was born, I started school, I went on holiday) are in the past. I know that some things happened a longer time ago (dinosaurs, castles built, old cars). I know that the way we communicate has changed. I know that Alexander Graham Bell invented the telephone in 1876. I know that we have not always had access to electricity. I know that transport has changed since the past.	I know some toys and games are thousands of years old. I know that toys are made of many different materials and the materials toys are made from helps us to know how old the toy is. I know teddy bears were invented over 100 years ago. I know when my parents and grandparents were young, children played outside a lot of the time. I know they made up games climbed trees, played sport and ran about. I know there are lots of similarities between the toys I play with now and toys from the past. I know some toys have hardly changed in hundreds of years. (e.g. Marbles, spinning tops, toys on wheels, hoops and balls). I know dolls are one of the earliest forms of toy to exist. I know the most famous and successful doll in the world is the Barbie doll. It was invented in 1959. I know the battery, followed by the computer micro-chip have revolutionised children's toys, from the early battery operated train sets to the modern day consoles and tablet apps.	I know that David Attenborough is a famous natural history presenter. I know that David Attenborough was knighted in 1985 for his contribution to conservation. Sir David Attenborough was born on 8 May, 1926, in Isleworth, West London. I know that he is 94 years old. I know that very few homes had television 50 years ago, even then, children's television lasted for one hour per day.	I know that Florence Nightingale was a famous nurse. I know she is best known for the work she did to care for the wounded soldiers during the Crimean War. I know she made a big contribution to changing the way in which hospitals were run. I know that she helped to ensure that hospitals were clean places and helped to reduce infections in hospitals. She was a celebrity in Victorian times and she has continued to be spoken and written about to this day. I know that Florence Nightingale was known as 'the lady with the lamp'. I know that Florence Nightingale was born in Florence (Italy) on 12th May 1820. I know Florence Nightingale died in 1910, aged 90.	I know that I live in Blackpool which is on the Fylde Coast. I know that there are only 3 remaining windmills still standing in the Fylde Coast area. I know these windmills are Lytham Windmill, Little Marton Windmill and Marsh Mill in Thornton. I know that Lytham Windmill was built over 200 years ago in 1805. I know that Little Marton Windmill was built in 1838. I know Marsh Mill was built in 1794.	I know Blackpool Tower is located on the promenade in Blackpool, Lancashire, England. I know it was designed and built in such a way that if it collapsed, it would fall into the sea. I know the tower is 518 feet tall. I know the tower was opened on May 14th 1894. I know the illuminations first happened in 1879 with just eight lamps. I know today, the lights are six miles long and use over a million lightbulbs.		
Y1 Vocabulary	<i>past, retell, changed, since, question, old, new, history, present, example, born, younger, older, before, after, then, now, compare, chronological order, artifacts, electricity, communication, verbal, written letters, postal service, newspapers, cards, type and typewriting, telegrams, landline, telephones, emails, car phones/ mobile phones, text messages, social media.</i>	<i>past, present, old, new, history, historical, compare, similarities, artifacts, jacks, thaumatope, zoetrope, skipping rope, marbles, rocking horse, revolutionised, changed, technology, prehistoric, battery, consoles, materials, ancient, parent, grandparent, modern.</i>	<i>famous, past, present, significant, contribution, celebrate, event, recount, attention, conservation, Natural History, presenter, university, achievement, knighthood, Earth, wildlife, fossils, geology, zoology, animals, camouflage, behaviour, habitats, environment, pollution, BBC (British Broadcasting Corporation)</i>	<i>famous, past, present, significant, compare, celebrate, event, recount, attention, conditions, Scutari, Crimea, Crimean War, infection, hospital, Turkey, occupation, nurse, soldier, doctor</i>	<i>past, present, landmark, exhibit, storeys, farmland, grain, grind, flour, miller, kiln, milling, sails, listed, Fylde Coast, derelict, repair, restoration, preservation, technology, machinery.</i>	<i>past, present, history, landmark, purpose, events, purpose.</i>		
	Chronological understanding		Events, people and changes	Historical enquiry				
Y2 Skills	Understand that some objects belong in the past; Retell a familiar story set in the past; Use words or phrases such as, 'before I was born', 'when I was younger', 'I remember when'; Use phrases and words correctly: 'before', 'after', 'past', 'present', 'now', 'then', 'last week', 'last year'; Use a variety of historical words to describe the past; Sequence a set of historical events in chronological order and give reasons for their order.		Explain how my local area was different in the past; Recount some interesting facts from an historical event, such as where the Fire of London started; when was the Queen's coronation? Explain why Britain has a special history by naming some famous events and some famous people; Explain why someone in the past acted as they did;	Answer questions by using a specific source; Use different resources to find out about the life of a famous person, e.g. the Queen; Research a famous event and explain why it has been happening for some time, using a range of sources - pictures, plays, films, written accounts, songs, museum displays, stories; Research the life of someone who used to live in their area, using a range of sources to help them				
	Autumn 1	Autumn 2	Spring	Summer 1				
Topic	The Queen/Castles/Remembrance (Life of a soldier in WW1)		Great Fire of London/Samuel Pepys	Victorian Blackpool				
Y2 Knowledge	I can recognise the Queen and know she comes from a line monarchs. (timeline of monarchy from 1066) I know who is in her family - husband, children, grandchildren - line of succession. I can name the castles/palaces she lives in (Buckingham/Windsor/Holyrood/Sandringham) I can describe how castles evolved over the centuries. Wooden/motte and bailey/stone I can name parts of a castle (moat/portcullis/drawbridge/great hall/turret/dungeon) and discuss what they are used for. Life of a knight (timeline) and fighting wearmg suits of armour. I understand why we have Remembrance Day. Visit by WW1 retractor. I know when WW1 started and can complete a timeline of the conflict. I can tell you how the soldiers lived and describe what life was like - trench life/equipment. Compare knights/ww1 soldiers equipment. I know tanks and aeroplanes were first used in WW1.		I know the difference between London Past and Present - houses, transport, clothes etc I can compare how people lived in 1666 and how we live now - jobs I know where the Great Fire of London started and how it spread across London - Pudding Lane, Bakers shop, wind, Timeline of fire. I know about the Great Fire of London because of Samuel Pepys - diary I know the difference between first hand/second hand information. I know what info we can get from illustrations from the time. I know what can we tell about him from a portrait of Samuel Pepys. LCC Visit to explore The Great Fire of London.	I know the difference between seaside towns past and present - costumes, entertainment, destination I know who was the monarch then and now (link to Autumn learning) I know how Blackpool developed into the tourist town it is today - Timeline of sites I know when Blackpool Trams started in the town - (Pathe news) I know when and why Blackpool Tower was built. I know when the history of the Winter Gardens. I know how to use photographs to decide what era they were taken in. I know the difference between toys Victorian children played with compared to today. I know about the fishing industry around the Fylde Coast. Visit to Fleetwood Museum				
Vocabulary	<i>monarchy, queen, royalty, family, succession, timeline, palaces, castles, motte and bailey, defensive, moat, portcullis, drawbridge, great hall, arrow slits, turret, dungeon, knights, armour remembrance, WW1, conflict, war, enemy, trench, khaki, uniform, mud, aeroplanes, tanks</i>		<i>past, present, timeline, compare, primary source, secondary source, portraits, diary, houses, fire, king, Pudding Lane, Baker, wind direction, explosions, River Thames, St Paul's Cathedral</i>	<i>Victorian, holidays, compare, timeline, tourist, Blackpool, Fleetwood, Industry, Blackpool Tower, Winter Gardens, old, sepia/black & white/colour photos, era,</i>				

	Chronological understanding		Events, people and changes		Historical enquiry			
Y3 Skills	Describe events and periods using the words: BC, AD, BCE, CE, ancient, century and decade; Use correct vocabulary to describe the Stone Age, Iron Age, Ancient Egypt; Describe events from the past, using dates when things happened; Use a timeline to set out the order events may have happened; Use mathematical knowledge to work out how long ago events would have happened; Use mathematical knowledge to round up differences into decades and centuries.		Appreciate that early Britons would have lived a different life to ours - communication, food, clothing, transport, housing and make some links with the present; Begin to picture what life was like for early settlers; Suggest why certain events happened as they did in history; Suggest why certain people acted as they did in history.		Recognise the part that archaeologists have had to play in helping us to understand what happened in the past; Use various sources of evidence to answer questions; Use various sources to help piece together information about a period of history - look at change, cause, similarity and difference and also significance; Use sources to research a specific event from the past, then present that information using specialist terms, such as settlement, pharaoh, pyramid, gods; Identify similarities and differences between given periods in history.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Topics	Stone Age		Ancient Egypt		Life of a child in Victorian times	Methods of Communication		
Y3 Knowledge	<p>I know the stoneage period began over 3000 years ago when humans started to live in Europe.</p> <p>I know the stoneage period was followed by the bronze age period when humans started to use metal.</p> <p>I know the bronze age was followed by the iron age when tools and weapons became more advanced.</p> <p>I know that during the palaeolithic age humans hunted animals and birds, fished and collected fruit and nuts to survive.</p> <p>I know that early man used cave paintings to tell stories. I know that during the palaeolithic period humans lived in caved and moved around a lot.</p> <p>I know that during the neolithic period humans built wigwams which could be moved with the seasons.</p> <p>I know what materials would be used to build a wigwam and what features they would include.</p> <p>I know how humans used natural resource to make tools, including stones and dried grass for rope.</p> <p>I know how to identify fauna such as berries, nuts and seeds, which would be safe to eat.</p> <p>I know towards the end of the stoneage, humans settled into communities and domesticated plants and animals for the first time in history.</p> <p>I know which animals existed during the stoneage. I know how primary and secondary sources have helped us understand the stoneage better.</p>		<p>I know that a pharaoh was a monarch of Ancient Egypt.</p> <p>I know Cleopatra was the last pharaoh of Egypt before the Romans took over.</p> <p>I know that Cleopatra had to flee to Syria because her brother's advisor was trying to kill her.</p> <p>I know that she was reinstated as Queen when Julius Caesar arrived in Alexandria.</p> <p>I know that she had a son with Julius Caesar and that Julius was assassinated in 45BC.</p> <p>I know that then has a relationship with Mark Antony and they have a son together.</p> <p>I know that Cleopatra took her own life, possibly by allowing a snake to bite her.</p> <p>I know Tutankhamun was known as the boy king and famous as his tomb was found in 1922.</p> <p>I know that Howard Carter found Tutankhamun's tomb.</p> <p>I know the different types of treasure that was found in the tomb.</p> <p>I know the process that Howard took to find the tomb.</p> <p>I know that Lord Carnarvon funded the exploration for the tomb.</p> <p>I know how many days it took to get inside the tomb.</p> <p>I know that the tomb was found in the Valley of The Kings.</p> <p>I know the curse of Tut's tomb.</p> <p>I can explain the mummification process in detail.</p> <p>I know that a mummy is a body that has been preserved after death.</p> <p>I know that both humans and animals were mummified.</p> <p>I know the Egyptians believed the soul would return to the body to live forever in the afterlife.</p> <p>I know that the body was cleansed with palm wine and rinsed in The River Nile.</p> <p>I know that certain organs were removed, but the heart was left.</p> <p>I know that the body was coated in resin from plants and wrapped in strips of linen.</p> <p>I know that Egyptian men and women wore make up and elaborate jewellery.</p> <p>I know that wearing jewellery was thought to attract the Gods.</p> <p>I know that the wealthy Egyptians wore the most jewellery.</p> <p>I know Egyptians were the first civilisation to invent writing.</p> <p>I know when the Ancient Egyptian civilisation began.</p> <p>I know the River Nile was used to transport goods.</p> <p>I know that crops were grown near the River Nile due to lots of water around the banks.</p> <p>I know the River Nile is the longest River in the world.</p> <p>I know the River Nile leads to the Mediterranean Sea.</p>		<p>I know the life of a Victorian child was significantly different to now.</p> <p>I know that some children had to work in the mines, as chimney sweeps or in factories.</p> <p>I know when the law was introduced saying children must attend school between the ages of 5-10.</p> <p>I know that poor people would work in the workhouse and live in terrible conditions.</p> <p>I know that a workhouse was a huge building where poor people.</p> <p>I know that if a whole family had to move into a workhouse they would be split up.</p> <p>I know that the workhouse was ran by guardians and they made the rules.</p> <p>I know that everyone had to wear a uniform.</p> <p>I know what a workhouse people would eat on a weekly basis.</p> <p>I know who Queen Victoria is and how she ruled</p> <p>I know that children's toys in Victorian times differed to toys today.</p> <p>I know that children from wealthier families played with dolls' houses and rocking horses.</p> <p>I know that children from poorer families would play with peg dolls and wooden boats and also buy from penny stalls a the market.</p>		<p>I know that technology has had a significant impact on the rate at which communication has progressed.</p> <p>I know that during the stoneage period people sued to communicate via stoneage paintings.</p> <p>I know that ancient civilisations developed writing systems such as the Egyptians, the Sumeria's and the Maya's.</p> <p>I know that carrier pigeons were used to pass messages back to their homes.</p> <p>I know that Morse and Enigma codes were a secret way of communicating during the war.</p> <p>I know about Alexandra Graham Bell and how he was influenced to invent the telephone.</p> <p>I know the Radio began to be used for private uses from the 1920s onwards.</p> <p>I know the different methods of communication used by the forces in WW1 and 2, such as the carrier pigeon.</p> <p>I know the TV was invented by John Logie Baird as a means of communicating with motion pictures.</p> <p>I know that communication has got faster as time has evolved.</p> <p>I know that colour film was invented before colour TV.</p> <p>I know that BSL was invented and supported in schools.</p> <p>I know that the desktop computer was invented in the 1970's and still used effectively today.</p> <p>I know that the mobile phone was invented in the 1980's and the smart phone in 1999.</p> <p>I know the internet was developed in 1999. The speed of wifi has evolved during this time to make the internet speedier and more successful.</p> <p>I know the laptop was invented in the year 2000 and shortly followed by the tablet in 2010, which is easier and more accessible to carry around.</p>	
Y3 Vocabulary	archaeologists, artefact, neolithic, BC, chronology, tribal, hunter gatherers, shelter, civilisation, settlement, prey		archaeologists, pharaohs, tombs, pyramid, hieroglyphics, vizer, scribe, sarcophagus, mummy, papyrus, scarab, sphinx, death mask.		Victorians, workhouse, grael, cane, dormitory, dunce, governor, industrial revolution, mangle, pauper, pinafore, Queen Victoria, slum,			

	Chronological understanding		Events, people and changes		Historical enquiry							
Y4 Skills	<p>Can describe events from the past using dates when events happened and specific vocabulary - decade, century, Vikings, Greeks;</p> <p>Use a timeline within a specific time in history to set out the order things may have happened;</p> <p>Place periods of history on a timeline showing periods of time;</p> <p>Use mathematical knowledge to work out how long ago events would have happened;</p> <p>Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain</p> <p>Use various sources to piece together information as evidence to test hypotheses about the past; Use 'information finding' skills in writing to help write about historical information and organise relevant historical information clearly;</p>		<p>Suggest why certain events happened as they did in history;</p> <p>Describe how Britain has influenced and been influenced by the wider world - Ancient Greeks, Romans;</p> <p>Explain how events from the past have helped shape our lives;</p> <p>Appreciate why Britain would have been an important place to conquer;</p> <p>Recognise that the lives of the wealthy are different from the poor;</p> <p>Give more than one reason to support an historical argument.</p>		<p>Use various sources to piece together information as evidence to test hypotheses about the past;</p> <p>Use 'information finding' skills in writing to help write about historical information and organise relevant historical information clearly;</p> <p>Identify similarities and differences between given periods in history;</p> <p>Research what life was like for a child in a given period from the past;</p> <p>Give more than one reason to support an historical argument;</p> <p>Understand that our knowledge of the past comes from a range of different sources and that different versions of the past might exist, giving possible reasons for this (written evidence, artists pictures, museum displays).</p>							
	Autumn 1 + 2 Ancient Greece		Spring 1 Romans		Summer 1 Influential monarchs - Tudors		Summer 2 Influential monarchs - Stuarts					
Y4 Knowledge	<p>I can order events in chronological order.</p> <p>I know where Greece is.</p> <p>I know that the Greeks held festivals to celebrate their Gods.</p> <p>I know what Ancient Greeks may have worn.</p> <p>I know about the Olympic Games.</p> <p>I can describe some of the things Alexander the Great did.</p> <p>I know that the Ancient Greeks had lots of different gods.</p> <p>I can describe features of some Ancient Greek gods.</p> <p>I can identify some Ancient Greek artefacts.</p> <p>I can describe how some Ancient Greek artefacts were used.</p> <p>I know that the Greeks had their own alphabet.</p> <p>I can compare the Ancient Greek alphabet with the English alphabet.</p> <p>I know how important education was to the Ancient Greeks.</p> <p>I can find out about how the Ancient Greeks started the democratic process.</p> <p>I can link events from the past with modern democracy.</p> <p>I know about the conflict between the Athenians and Spartans.</p> <p>I know how the Spartans lived.</p> <p>I know about the lives of Spartan women.</p> <p>I can research what life was like for Spartan children.</p> <p>I can research what life was like for Athenian children.</p> <p>I know the importance of theatre to the Ancient Greeks.</p> <p>I know the importance of art and culture to the Ancient Greeks.</p> <p>I can retell some Ancient Greek myths.</p>		<p>I can order events in Roman times in chronological order.</p> <p>I know where the Roman empire began.</p> <p>I can describe some of the goods that Romans imported and exported from across the Roman Empire.</p> <p>I can identify the Roman Empire on a map.</p> <p>I know how Rome got its name.</p> <p>I know why Julius Caesar was important to the Roman empire.</p> <p>I can describe how the Romans tried to invade Britain on a number of occasions.</p> <p>I know what a Roman soldier wore.</p> <p>I can describe how a Roman army prepared for battle.</p> <p>I know that the Roman army faced resistance from across Britain.</p> <p>I can retell the story of Boudica and explain its significance.</p> <p>I can describe how and why Hadrian's Wall was built.</p> <p>I can talk about the lives of the wealthy in Roman times.</p> <p>I can describe the lives of Roman slaves.</p> <p>I can compare the lives of the rich and poor children in Roman times.</p> <p>I know that modern life has been influenced by Roman inventions.</p> <p>I can describe Roman baths.</p> <p>I can research what Roman houses looked like.</p> <p>I can create a Roman mosaic patterns.</p> <p>I know some Roman Gods and what they were worshipped for.</p> <p>I can compare Ancient Greek and Roman gods.</p> <p>I can research information about Romans from a variety of sources.</p> <p>I can find information about the Romans in the North of England.</p> <p>I know about the Julian calendar.</p>		<p>I know what life was like for a wealthy child in the Tudor period.</p> <p>I know that wealthy Tudor girls were treated differently to wealthy Tudor boys.</p> <p>I know what life was like for a poor child in Tudor times.</p> <p>I know what jobs poor children had to do in Tudor times.</p> <p>I know the difference between rich and poor adults in this time.</p> <p>I can use portraits to describe Tudor monarchs.</p> <p>I know that artists used symbolism in Tudor portraits.</p> <p>I can draw a family tree of the Tudor dynasty.</p> <p>I know who founded the Tudor dynasty and why.</p> <p>I know about the life of Henry VIII.</p> <p>I know why Henry VIII established the Church of England.</p> <p>I can recall the names of the wives of Henry VIII.</p> <p>I can describe what life was like in the Tudor court by comparing different evidence from the period.</p> <p>I know what Henry VIII's pastimes were.</p> <p>I know what rich people ate in Tudor times.</p> <p>I can describe what happened after Henry VIII died.</p> <p>I can research Queen Elizabeth I.</p> <p>I can find out about Tudor explorers.</p> <p>I can research who discovered different lands across the world.</p> <p>I can find out what goods were brought to Britain during the reign of the Tudors.</p>		<p>I can name Stuart Kings and Queens.</p> <p>I know that the Stuarts reigned after the Tudors.</p> <p>I know that there was a civil war during Stuart times.</p> <p>I can research who fought during the civil war.</p> <p>I know that James I was also King of Scotland.</p> <p>I can name key events in the Stuart era.</p> <p>I can research different information about the Gunpowder Plot.</p> <p>I know that the Stuarts attempted to bring Catholicism back.</p> <p>I know that Charles I was executed.</p> <p>I know that the Unification of England and Scotland happened during the Stuart era.</p> <p>I can describe what life was like during the Great Plague.</p> <p>I can give reasons why people sailed to America on the Mayflower.</p> <p>I know that for a short time Britain was a republic, under Oliver Cromwell.</p> <p>I can research what life was like for a child during the Stuart period.</p> <p>I can research different versions of the Great Fire of London using different sources.</p> <p>I can describe Queen Anne's time as sovereign.</p>					
Y4 Vocabulary	<p>philosophy, Spartans, democracy, Olympics, plague, truce, Apollo, sacred truth, temple, enquiry, evidence, legend, amphitheatre, chiton,</p>		<p>conquer, centurion, empire, emperor, gladiator, invade, senate, Roman baths, import, export, defend, villa, mosaic, Hadrian's Wall</p>		<p>hood, Monarch, lute, bed warmer, horse and plough, ruff, Tudor, monarchy, knights, squires, aristocracy, court, Church of England, Catholicism, Dissolution of the monasteries, Elizabeth I, Spanish Armada, discoveries, explorers.</p>		<p>civil war, enquiry, Catholicism, James I, treason, execution, Unification, Great Fire of London, Gunpowder plot, Great plague, persecution.</p>					
	Chronological understanding		Events, people and changes		Historical enquiry							
Y5 Skills	<p>Place periods of history on a detailed timeline showing periods of time;</p> <p>Use dates and historical language in own work;</p> <p>Place features of historical events and people from past societies and periods in chronological order;</p> <p>Use vocabulary related to the passing of time - <i>empire, civilisation, parliament, peasantry</i>;</p> <p>Note connections, trends and contrasts over time;</p> <p>Analyse connections, trends and contrasts over time</p>		<p>Explain how people who lived in the past travelled, cooked and used different weapons compared to modern society;</p> <p>Appreciate how artefacts from the past are helping us to build an accurate picture of what life was like for people in the past;</p> <p>Describe historical events from the different periods they are studying;</p> <p>Gain historical perspective by placing their growing knowledge into different contexts - cultural, economic, military, political, religious and social history;</p> <p>Appreciate that significant events in history have helped shape the country we live in today;</p> <p>Make comparisons between historical periods - explain which things have changed and which have stayed the same;</p> <p>Describe the extent of diversity, change and continuity and suggest links between causes.</p>		<p>Give more than one reason to support a historical argument;</p> <p>Understand how our knowledge of the past is constructed from a variety of different sources and that there are different versions of these events;</p> <p>Research more than one version of an event and how they differ;</p> <p>Communicate knowledge and understanding through written and oral work;</p> <p>Offer points of view from what they have found;</p>							
Topics	Autumn 1 Mayans		Autumn 2 The Saxons		Spring 1 The Saxons		Spring 2 Chronological study - Crime and Punishment		Summer 1 The Vikings		Summer 2 Local History - The Circus	
Y5 Knowledge	<p>I know where the Ancient Maya fit on a historical timeline.</p> <p>I know that the Maya often worked as farmers.</p> <p>I know they were made up by many city states each with a different ruler.</p> <p>I know that the Maya used animals for food and clothing.</p> <p>I know their clothing was often made from woven cotton or shal.</p> <p>I know the rich wore feathers for headdresses and status.</p> <p>I know the Maya wore Jewellery.</p> <p>I know the Maya ate a wide variety of food. They were good hunters and kept dogs and turkeys for meat and grew a variety of crops.</p> <p>I know that artefacts teach us about what life was like in the past.</p> <p>I know different theories for how the Maya civilisation ended.</p> <p>I know that the Maya wrote in glyphs to communicate.</p> <p>I know that Maya built elaborate stone buildings (El Castillo)</p> <p>I know that the Maya were educated in Maths and Writing.</p> <p>The Maya believed in many gods and build buildings to worship them.</p> <p>I know that the Maya played an ancient game called Pok a Tok.</p>		<p>I know the Saxons were made up of three tribes - The Angles, Saxons and Jutes.</p> <p>I know England was made up of 5 main kingdoms - Northumbria, Mercia, Wessex, Kent and East Anglia.</p> <p>I know the Anglo-Saxons were fierce people who enjoyed fighting.</p> <p>I know the Anglo Saxons came from Germany Denmark and the Netherlands.</p> <p>I know that they invaded once the Romans had left England.</p> <p>I know the Anglo- Saxon period ended when they were defeated by the Normans in 1066.</p> <p>I know some Anglo Saxons were farmers.</p> <p>I know that despite there being many Roman stone buildings, Saxons built their own villages out of wood and mud.</p> <p>I know they farmed animals, grew crops and fished as a source of food.</p> <p>I know that Anglo Saxons were good craftsmen - making iron tools, knives and swords.</p> <p>I know that Sutton Hoo was a major archeological dig which tells us facts about the Saxons.</p> <p>I know the Saxons wrote in runes.</p>		<p>I can reflect on what I have learnt about the history of crime and punishment in Britain.</p> <p>I can recall key facts about crime and punishment in Britain from the Roman, Anglo-Saxon, Tudor and Victorian periods.</p> <p>I can write about what I have learnt about the history of crime and punishment in Britain.</p> <p>I can compare modern methods of crime prevention and detection with what existed in the past.</p> <p>I can talk about modern crime prevention and detection methods that we have now.</p> <p>I can compare these modern methods with what was used to prevent and detect crimes in the past.</p>		<p>I know that the Vikings came from Scandinavia (Norway, Sweden and Denmark).</p> <p>I know they first invaded Lindisfarne.</p> <p>I know they invaded in order to spread their wealth.</p> <p>I know not all Vikings were warriors and some settled as farmers.</p> <p>I know the areas they invaded were known as Danelaw.</p> <p>I know they travelled to Britain in longships.</p> <p>I know that Vikings were pagans who looted monasteries for their gold.</p> <p>I know how Vikings lived in day to day life (See Saxons).</p>		<p>I can research Blackpool circus. I can use different historical sources to find information. I can identify how Blackpool circus has changed over time and give reasons why. I can compare different sources about the circus and compare how they differ.</p> <p>I know how Blackpool circus has developed.</p>			
Y5 Vocabulary	<p>Maya, City State, Pyramid, Hierarchy, Sacrifice, Civilisation, Mexico, Central America, Calendar, settlements.</p>		<p>Ale, Angles, Anglo-Saxon, Archeologist, Beowulf, Brooch, Celts, charm, christian, cremate, freeman, hardians wall, invaders, Jutes, latin, loom, potter, raider, riddles, Romans, runes, Saxons, Scots, settlements, slaves, Sutton Hoo, thane, thatch, Tribe, Vikings, warrior.</p>		<p>Crime, punishment, deterrent, protection, retribution, justice, prison, corporal punishment, capital punishment, theft, murder, hate crime, unjust laws</p>		<p>Vikings, Baltic, iseland, fighting, barbarian, Scandinavia, empire, plunder, battlefields, brutal, brutality, anvil, medieval, myth, savage, expedition, loot, navigation, coastal, combat, invade, invader, pillage, challenge, destroy, heathen, raids, settlements, compass, conquest, voyage, warfare, foreign, century</p>		<p>secondary sources, circus, local area, Blackpool, evidence, artefact, primary, compare</p>			

	Chronological understanding		Events, people and changes		Historical enquiry	
Y6 Skills	Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them; Say where a period of history fits in a timeline; Place a specific event on a timeline by decade; Place features of historical events and people from past societies and periods in chronological order; Use appropriate vocabulary - propaganda, bias, primary source, secondary source, reliability.		Appreciate that significant events in history have helped shape the Britain of today; Summarise the main events from a specific period in history, explaining the order in which key things happened; Summarise how Britain has had a major influence on world history; Recognise and describe differences and similarities or changes and continuity between different periods of history; Describe features of historical events and people from past societies that they may have studied; Summarise what Britain may have learnt from other countries and civilizations through time		Identify and explain their understanding of propaganda; Understand that evidence is used to make historical claims and begin to appreciate why contrasting interpretations and arguments about the past have been formed; Look at more than one version of events and explain how the author may be attempting to persuade or give a specific viewpoint; Use a range of evidence from different sources to describe a key event from Britain's past; Communicate knowledge and understanding in writing and orally and offer points of view from what they have found out; Research what life was like for a child in a given period of history, using primary and secondary sources, including artefacts; Recognise that some events, changes and people might be considered more historically significant than others.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	WWII		A journey to the Far East	The Victorians	History through the ages	
Knowledge	I can create a timeline showing the key events of WWII I know the key events which surrounded the start of WWII. I know which countries were part of the allies, axis and neutral. I know who the world leaders were during WW2 and the parts they played during the conflict I know how an event in history can act as a turning point (Battle of Britain) I know what the life of a child was like during WW2 (Evacuees) I know what rationing and 'dig for victory' are and how these played a huge role in winning the war.	I know how propaganda was used to influence both the British and German people. I know what life was like for Jewish people during WW2 (Anne Frank focus) I know who Nancy Wake was why she became one of the most wanted people in Germany. I know what the Hiroshima bomb was and how this finally ended the war. I can look at more than one version of the event who a range of sources.	I can explain how life was different in Japan than the UK during times like the Samarai. I know what made the Samarai soldiers so unique.	I know where the Victorian period falls in time. I know how key inventions changed our way of life. I know why workhouses were needed in Victorian Britain. I know how people may have felt living in poverty at the time. I know what life was like for a Monarch growing up and I can create a family tree for Queen Victoria.	I know the key roles Doctor Barnardo and Lord Shaftsbury play is improving lives for children. I know how the Victorian era helped to shape Blackpool as a famous seaside resort. I know the key buildings which were built during the Victorian era and how these have changed up to the modern day.	I know what the history of Britain/World looks like up to modern day. I know how certain events in History have shaped our world today.
Vocabulary	<i>Allies, Axis, Neutral, Invade, Treaty of Versailles, Dictator, Nazi, Adolf Hitler, Neville Chamberlain, Winston Churchill etc, Battle of Britain, Evacuees, Operation Pled Piper, Bombing, The Blitz, Rationing, Dig for victory, Anderson shelter, Morrison shelter.</i>	<i>Persecuted, Propaganda, Jewish, Judaism, Hiroshima, Nancy Wake, Spy</i>	<i>Japan, Asia, Far East, Samarai</i>	<i>Queen Victoria, Workhouse, Inventions, Dr Barnardo, Poverty, Industrial revolution, Migrate, Alexander Graham Bell, Charles Babbage</i>	<i>Doctor Barnardo, Lord Shaftsbury, Victorian architecture</i>	