



Lacewood Primary School

Knowledge and Skills Progression Plan for History

Golden Threads	<p>Under the 'Golden Threads' history learning is organised into areas which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick.</p> <p style="margin-left: 40px;"> 1: Important people or events that shaped history 2: Invaders and Settlers 3: Societal Change (The lives of....) </p>	
<p>EYFS</p> <p>Early learning Goal: Understanding the World – Past and Present</p>		
Knowledge and Understanding Core Strands from the Curriculum		
FS1		FS2
To find out about different occupations and ways of life in the local community and beyond.		To talk about past and present events in their own lives and those of people familiar to them.
Composite Questions/Lines of Enquiry		Composite Questions/Lines of Enquiry
<ul style="list-style-type: none"> • What jobs do people in my family do? • What special times are celebrated in my local community? • Who are the people who help me at home, at school and in the local community? • What jobs have people who are familiar to me had in the past? • What other jobs and occupations do people have beyond my community? 		<ul style="list-style-type: none"> • How have I grown and changed compared to my peers? • How are events in my life similar or different to those of my peers? • What am I good at, what have I got better at and what do I want to be better at in the future? • What special experiences have I had during my time at school? • What are the important life events of people familiar to me?
Knowledge and Understanding Core Strands from the Curriculum		
To understand and make sense of their own life story and family history.		Through artefacts, stories, pictures and non-fiction material, to find out about the features of some people's lives in the past and compare how things are similar or different today.
Composite Questions/Lines of Enquiry		Composite Questions/Lines of Enquiry
<ul style="list-style-type: none"> • How have we physically grown and changed so far? • Who is important to me and why? • What are my most special memories? • How will I grow and change as I get older? • How am I similar or different to my peers? 		<ul style="list-style-type: none"> • What can I find out about life in the past through the arts and literature? • How can I answer who/ what/ where/ why/ how questions about the past through exploring artefacts, videos, stories and non-fiction materials? • Who are some important people and historical figures from the past? (Jesus, The Queen, Guy Fawkes etc.)
End Point FS1		End Point FS2
<p>I know that I am different now to when I was a baby.</p> <p>I know what a baby/toddler/child/adult is.</p> <p>I know the important people to me in my family and at school.</p> <p>I can talk about some of my memories.</p> <p>I know some of the ways that I am not the same as my friends.</p> <p>I know what a job is.</p>		<p>I can describe a special time in my life.</p> <p>I know the people who are important to me in my life.</p> <p>I can talk about the similarities and differences between special times in my life and those of people I know.</p> <p>I know why some events are special and how they are special.</p> <p>I know how I have grown and changed so far.</p>

<p>I can name some jobs that are familiar to me. I know who can help me at home and at school. I know some of the people in my community that can help me – police, doctor, nurse etc.</p>	<p>I can describe how I will grow and change in the future I can talk about events and experiences from my past. I know that people familiar to me may have had similar or different experiences to me. I know that photographs, videos, art work and books can show me how life was different in the past. I can compare what I find out about life in the past to how life is for me today, spotting similarities and differences. I know some important key figures from the present and from the past – e.g. The King, Jesus, Queen Elizabeth etc. I can describe some key events from the past. I know what an artefact is.</p>
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End of EYFS - ELG

- Talk about the lives of people around them and their roles in society. (P&P)
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (P&P)
- Understand the past through settings, characters and events encountered in books read in class and storytelling. (P&P)

History	Key Stage 1	Key Stage 2
<p>NC</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries); • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell); • significant historical events, people and places in their own locality. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • Britain’s settlement by Anglo-Saxons and Scots; • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • a local history study; • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Using Our Lacewood Learning Buddies in History



- Become absorbed in their historical task
- Developing understanding through enquiry questions – Why did WW1 begin? What was the impact on WWII in Britain? Why did the Great Fire of London spread so far and stay alight for so long?
- Having opportunities to try new things out by going on visits and having special visitors in school



- Developing creative and innovative to present their knowledge of history
- Understanding how historians investigate the past and construct historical claims, arguments and accounts
- Selecting appropriate sources of evidence and justifying their choices
- Learning skills needed to become an independent historian (e.g. research, checking sources of evidence, looking closely at artefacts and questioning)



- Presenting and sharing work or findings with others
- Working in teams to complete pieces of work
- Learning from the work of historians - with an understanding on how they may have come to this interpretation
- Sharing resources, evidence and ways of working
- Using a range of sources and looking at various interpretations before giving their own opinion



- Breaking tasks down into small steps and developing logical thinking
- Analysing different sources and pulling on knowledge learnt within lessons
- Using findings from sources, historian's interpretations, or discussions to support further development
- Listening to other's interpretations and using their own historical knowledge to reach a theory of their own
- Asking questions to deepen their knowledge and understanding

Key themes / Questions	Y1	Y2	Y3	Y4	Y5	Y6
	<p><u>This is me! (Local History)</u></p> <p>Was life different when my Grandparent was a child? What can we use to help us find out about lives of children in the past? When do you think your grandparents were born?</p>	<p><u>Kings and Queens (British)</u></p> <p>Are all Kings and Queens the same? Why do we have Kings and Queens? What is a monarch? What do monarchs do? What are the qualities needed to be a good monarch?</p>	<p><u>The Stone age to the Iron age (British History)</u></p> <p>The Stone Age 15,000 BC – 3,000 BC The Bronze Age 3000 BC – 800 BC The Iron Age 800 BC – AD 43</p>	<p><u>The Romans</u></p> <p>AD 43 – AD 410</p> <p>The Roman Empire didn't really have that much impact on Britain, did it?</p> <p>How did the Romans become do powerful?</p>	<p><u>World War 1 (British History)</u></p> <p>AD 1914 – AD 1918</p> <p>How did WW1 change the lives of the people of Britain? Why did WW1 begin?</p>	<p><u>World War 2 (British History)</u></p> <p>AD 1939 – AD 1945</p> <p>How did World War 2 change the lives of people? How did World War 2 begin? What was the impact of WW2 on Britain?</p>

<p>What is similar about when your grandparent was a child and your childhood now?</p> <p>Was your Grandparent's home similar or different to your house now?</p> <p>What does 'convenience' mean?</p> <p>Did your Grandparent have these objects/rooms in their house like you do in yours? What objects do you have that are similar now?</p> <p>Do you think homes were more comfortable then or now?</p> <p>Was your Grandparent's school similar or different to yours today? Do you think you would have enjoyed going to your grandparent's school?</p> <p>What is a family tree? What does my family tree look like? Who is in my family?</p>	<p>What rules and laws might I create if I were a monarch?</p> <p>Who were some of the important Kings and Queens in the UK?</p> <p>In which order did they rule?</p> <p>What did they do to make us remember them?</p> <p>What happens when a monarch dies?</p> <p>How do we decide who would become the next King or Queen?</p> <p>Who is our new King?</p> <p>What is our new King's Title?</p> <p>What is a family tree?</p>	<p>What were the main changes from the Stone Age to the Iron Age?</p> <p>When was the Stone Age, Iron Age and Bronze Age?</p> <p>How did they get their food in the Stone Age?</p> <p>How did the invention of tools improve the lives of the Stone Age people?</p> <p>How did settlements change and develop from the Stone Age to the Iron Age?</p> <p>How did farming change the way in which people got their food?</p> <p>How did early Britons entertain themselves?</p> <p>Did early Britons follow religions like we do today?</p> <p>What is similar about the settlements of early Britons to our settlements today?</p> <p>What is a megalithic structure?</p>	<p>Who was Julius Caesar?</p> <p>How was society divided into classes in Ancient Rome?</p> <p>Who was Boudicca and why did she become so famous?</p> <p>Know the Roman era overlapped with the end of the Ancient Egyptian era.</p> <p>Know about what life was like in the Roman army.</p> <p>Know the history of the first Roman invasion.</p> <p>Know and recall some of the key names of important people during the Roman invasion of Britain.</p> <p>Know about Boudicca and the Iceni tribe and her rebellion against the Roman army.</p> <p>Know what the Romans did for entertainment.</p> <p>Know the roles of hierarchy in Roman society.</p> <p>Know why and how the Romans built the roads in Britain.</p>	<p>What was life like for those on the front line?</p> <p>What was life like in the trenches?</p> <p>What was life like for those not fighting?</p>	<p>What were the key battles during WW2?</p>
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Substantive Knowledge of History

<p>Know and describe what life was like when a grandparent was my age.</p> <p>Know that life was not the same for all children in the past.</p> <p>Know that there are some similarities and differences between my life and a grandparent.</p> <p>Know and understand that there are different ways that we can find out about the past.</p> <p>Know and use a wide range of historical terms when talking</p>	<p>Know what a monarch is.</p> <p>Know 3 things that a monarch does in their role as leader (such as defending a country from enemies, creating rules and laws representing the country on international stage, raising money)</p> <p>Know some qualities needed as a good monarch.</p> <p>Know the names and recognise the images of 3 important British monarchs: Queen Elizabeth II, Edward VIII, Queen Victoria.</p>	<p>Know that the prehistoric period is split into Palaeolithic, Mesolithic and Neolithic.</p> <p>Know that settlements changed and developed from the Stone Age to the Bronze Age.</p> <p>Know the materials Stone Age, Bronze Age and Iron Age people made their houses from.</p> <p>Know that early humans hunted animals for meat and gathered plants, nuts</p>	<p>Know that empires are created mostly for resources.</p> <p>Know that empires help move resources around.</p> <p>Know that empires are difficult to manage.</p> <p>Know Roman history is separated into different periods.</p> <p>Know the Romans existed long before they arrived in Britain.</p> <p>Know the chronological order of events in Roman Britain.</p>	<p>Know that the war began due to a time of unrest around the world. Know there were five 'MAIN' reasons: Militarism, Alliance System, Nationalism, Imperialism and Assassination.</p> <p>Know that the assassination of Franz Ferdinand was the final tipping point for the beginning of the war.</p> <p>Know what life was like living in the trenches.</p> <p>Know that the fighting took place in 25,000 miles of trenches.</p>	<p>Know how Adolf Hitler rose to power.</p> <p>Know what life was like in 1930 Germany.</p> <p>Know how Jews were treated before and during WW2.</p> <p>Know when Britain declared war on Germany.</p> <p>Know who Neville Chamberlain was and what he did in the build up to the war.</p>
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	<p>about the childhood of their grandparents.</p> <p>Know about and describe the features of a home in the 1950s.</p> <p>Know and understand that every home was not the same in the past and is not the same now.</p> <p>Know what is similar and what is different about their own homes compared to homes in the past.</p> <p>Know and describe what school was like for a grandparent.</p> <p>Know and describe similarities and differences between Lacewood and a grandparent's school.</p> <p>Know what a family tree is and who is in their family.</p> <p>Vocabulary: Before, now, same, different, compare, 20th century, 21st century, growing up, 1950s, 1960s, modern, artefact, central heating, electricity, double-glazing, convenience, wooden, electronic, family tree, related.</p>	<p>Know some of the differences between: Queen Elizabeth II, Edward VIII and Queen Victoria.</p> <p>Know what a timeline is.</p> <p>Know the order in which they ruled.</p> <p>Know what happens when a monarch dies and that the title of monarch is inherited and passed down the family line.</p> <p>Know what a family tree is. Know how family history can be represented through a family tree.</p> <p>Vocabulary: Monarch, King, Queen, Heir, Reign, Throne, Abdicate Duty, Divorce Chronological order, Timeline, Elizabethan, Victorian, Edwardian, Queen Elizabeth II, King Edward VIII, King Charles III, Queen Victoria.</p>	<p>and berries for food.</p> <p>Know that settlements became permanent as farming was introduced and villages were built.</p> <p>Know that prehistoric Britons developed new tools and became smarter as time went on.</p> <p>Know that there was no electricity in early Briton but they did have ways to entertain themselves.</p> <p>Know some of the ways early Britons entertained themselves.</p> <p>Know that we do not know if the early Britons followed a religion but we know they buried their dead like we do now.</p> <p>Know and name a similarity to the way we live today and how they lived in early Britain.</p> <p>Know what a megalithic is and give an example (e.g. – Stonehenge).</p> <p>Vocabulary: Palaeolithic, Neolithic , Mesolithic, Star Carr, Skara Brae, Hill fort, Roundhouse, Stonehenge, BC, AD, Hunter-gatherer, Settlement, Communities,</p>	<p>Know the events as strengthening or weakening Rome's control of Britain.</p> <p>Know the Romans achieved many things and imported them to Britain.</p> <p>Know not all Roman achievements had a significant impact on Britain.</p> <p>Know that the Roman Empire facilitated movement of people from and into Britain.</p> <p>Know that Roman Britain was a melting pot of different people and cultures.</p> <p>Know that this multicultural society was a drastic shift from Iron Age Britain.</p> <p>Know that Roman housing was different to that of the Celts and Britons.</p> <p>Know that Roman housing had limited impact on Britain.</p> <p>Know that Roman religion was polytheistic and accepting of most other religions.</p> <p>Know that Roman religion changed over time.</p> <p>Know that Christianity did not last in Roman Britain.</p> <p>Know that the Roman occupation had a mixed reception from the native population.</p>	<p>Know how women's lives changed during the war.</p> <p>Know how children helped with the war efforts. Know that society changed irreversibly at the end of the war.</p> <p>Vocabulary: alliance assassination imperialism nationalism remembrance</p>	<p>Know why people had to wear gas masks during The Blitz.</p> <p>Know why people had to use 'blackouts' during The Blitz.</p> <p>Know what the impact of the Second World War was on Yorkshire.</p> <p>Know about the role of women during WW2. Know about why children had to be evacuated during WW2.</p> <p>Know about rationing during WW2 and why it happened.</p> <p>Know what the Holocaust was and how people were affected by it.</p> <p>Vocabulary: Propaganda, holocaust, scapegoat, prejudice, economy.</p>
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			<p>Entertainment, Scarifies, religion</p>	<p>Know that sources of evidence can be problematic due to bias.</p> <p>Know that sources of evidence can contradict each other.</p> <p>Know where the Romans created settlements and for what reasons.</p> <p>Know some of the significant engineering elements of the Romans in Britain.</p> <p>Know the limitations of the Roman Empire in Wales and Scotland.</p> <p>Vocabulary: Empire Era Conquest Legacy Invasion Tribe Rebellion</p>		
	<p>Toy Story (World and British History) How was the teddy bear invented? Who was Theodore Roosevelt? What were toys made of in the past? What are toys made of now? How do we know if a toy is old or new? How are toys from the past similar to toys now? What toys did my grandparents play with?</p>	<p>The Great Fire of London (British History) AD 1666 Why did the Great Fire of London Burn down so many houses? What was London like in 1666 How is it different to London today? Where and when did the fire start? Why did the fire spread so far and stay alight for so long? How did they put the fire out?</p>	<p>Ancient Egypt (World History) What was life like in Ancient Egypt? How were the pyramids built? Who were the pharaohs and why were they important? What did the ancient Egyptians believe about the afterlife? What is the process of mummification? What are hieroglyphics? Who was Howard Carter? What Gods did the Ancient Egyptians believe in?</p>	<p>Anglo Saxons and Vikings (British History) Covered over 2 half terms Anglo-Saxons AD 449 – AD 1066 The Vikings AD 793 – AD 1066</p> <p>Who came to Britain after the Romans? What is the difference between an invader, a raider and a settler? Where do the Anglo-Saxons and Viking rule fit on our timeline? Do any periods overlap?</p>	<p>Ancient Maya (World History) Who were the Maya and what have we learnt from them?</p> <p>How do we know about the lives of the Maya? What were the Maya cities like? Why were the Maya successful traders? What were the beliefs and hierarchy of the Maya Civilisation? How did the Maya reign end?</p>	<p>Ancient Greece (World History) How did Ancient Greece influence today's society? How was the country of Ancient Greece divided? How would you survive as an Ancient Greek? What were the significant events in Ancient Greece? How did the Ancient impact the Romans?</p>

		<p>How do we know about the fire? Who was Samuel Pepys? What changes were made in London after the fire?</p>	<p>What was the River Nile important for the Ancient Egyptians?</p>	<p>When was the Anglo-Saxon Era? When was the Viking Era? What did the Anglo-Saxon and Scott settlement look like? What kinds of people were they? What was the relationship like between the Vikings and Anglo-Saxons? What did they achieve? Where did the Vikings come from? Why did they invade? What happened when the Vikings came and decided to invade and stay? What were their social structures like? What were their homes and settlements like? What was their religion like and how did it change? What was it like to be a Viking Warrior? What was daily life like for Viking children? Who was Alfred the Great? Why was he 'Great'?</p>		
Substantive Knowledge of History						
<p>Know about significant people from the past: Theodore Roosevelt and the invention of the teddy bear.</p> <p>Know how toys have changed over time (materials they are made of, electronic vs wooden).</p> <p>Vocabulary: Past, present, old, new, artefacts.</p>	<p>Know what London looked like in 1666 and compare it to modern London</p> <p>Know that the fire started in pudding lane in London. Know who Samuel, Pepys/King Charles 2 and Thomas Farynor were. Know that The fire started in Thomas Farynor's bakery.</p>	<p>Know that the Stone Age overlapped with the Ancient Egypt era. Know that mummification was the process of preserving a body and why this process was very important to the Egyptians.</p> <p>Know that Pharaohs were very important people and the pyramids were built as</p>	<p>Know the Anglo-Saxons and Vikings were after the Romans in British history.</p> <p>Know the Anglo-Saxon period in Britain spans approximately the six centuries from (410-1066AD)</p> <p>Know the Viking Age (793–1066 AD) was the period during the Middle Ages when Norsemen known as Vikings</p>	<p>Know that the codex was how the Maya recorded their lives. Know that the Maya cities had a similar layout and to each other, and what this looked like.</p> <p>Know about Maya beliefs. Know the hierarchy of the Maya civilisation (priests warriors, craftsmen, traders, farmers and slaves)</p>	<p>Know how Ancient Greece was divided into City-States. Know that each city state had their own laws and ways of life. Know that all city states spoke the same language. Know the most well-known city states are Athens and Sparta. Know that Ancient Greeks were the first democratic society.</p>	

		<p>Know that the fire spread so quickly because the houses were made out wood, were close together</p> <p>Know that the fire spread so quickly because of the dry summer and strong winds.</p> <p>Know that the fire spread so quickly because there wasn't a fire service in London.</p> <p>Know how the fire was eventually put out.</p> <p>Know what changes were made after the fire.</p> <p>Vocabulary: Thomas Farynor, evidence, diary, event, historical. London September 1666 Pudding Lane Samuel Pepys King Charlies II Bakery Destroyed Thatched roof Leather buckets Water squirts, fire hooks.</p>	<p>tombs for their burial.</p> <p>Know who Tutankhamun was and why he is important.</p> <p>Know that hieroglyphics were a writing system used by the Ancient Egyptians. Know that Howard Carter discovered Tutankhamun's tomb.</p> <p>Know the importance of the River Nile for Ancient Egyptians.</p> <p>Know that Ancient Egyptians believed in many Gods.</p> <p>Vocabulary: Sarcophagus, ancient, Pharaoh, hieroglyphics, primary/secondary source.</p>	<p>undertook large-scale raiding, colonizing and conquest.</p> <p>Know the Anglo-Saxons were a group of farmer-warriors who lived in Britain over a thousand years ago. Made up of three tribes who came over from Europe, they were called the Angle, Saxon, and Jute tribes. The two largest were the Angle and Saxon, which is how we've come to know them as the Anglo-Saxons today.</p> <p>Know Vikings were pirates and warriors who invaded England and ruled many parts of England during 9th and 11th centuries. Saxons led by Alfred the Great successfully repulsed the raids of Vikings. Saxons were more civilized and peace loving than the Vikings. Saxons were Christians while Vikings were Pagans.</p> <p>Know there was an overlap in Viking and Anglo-Saxon Era's. Know that the Anglo-Saxon Anglo-Saxons houses were huts made of wood with roofs thatched with straw. Much of Britain was covered with forests. The Saxons had plenty of wood to use. There was only one room where everybody ate, cooked, slept and entertained their friends.</p> <p>Know the Anglo-Saxons replaced the Roman stone buildings with their own wooden ones, and spoke their own language, which gave rise to the English spoken today.</p>	<p>Know Maya merchants traded to many goods including salt, cotton, honey and jade.</p> <p>Know that Maya cities were often found near trade routes and good farmland.</p> <p>Know the reason which led to the demise of the Maya civilization.</p> <p>Vocabulary: civilisation, empire, hierarchy trader merchants</p>	<p>Know what the lives of children were like in Athens and Sparta.</p> <p>Know when the first Olympic Games happened.</p> <p>Know some of the styles of Greek columns and that they are still used today.</p> <p>Know about the Minoan civilisation and why they were considered the first advanced civilisation.</p> <p>Know that the Minoans lived on the Island of Crete/Knossos.</p> <p>Know some of the artefacts that have been excavated from the Minoan civilisation. Know what happened to the Minoan civilisation.</p> <p>Know that the Mycenaean civilisation lived after the Minoans.</p> <p>Know that trade was important to the Greeks. Know how and what the Greeks traded.</p> <p>Know some of the achievements of Ancient Greece.</p> <p>Vocabulary: Civilisation, excavate, oligarchy, city-state, democracy. Architecture, government, polytheists, immortal.</p>
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				Plunder Longhouse Runes Settlement Pagan Thatch Mercia Lyre Bayeux Tapestry		
	<p>People who help us (World History) 'Who was Florence Nightingale?' What was it like to stay in a Victorian hospital? How did Florence change the hospitals? What were the hospitals like then vs now? Was Florence the only important person who changed hospitals? (Mary Seacole).</p>	<p>Coal mining (Local) Why was coal mining important to Bolton upon Dearne? When was coal formed? How is coal formed? Where was coal mined national to local maps? Why was coal mining so important in our local area? Where were the pits our area? What was life like for a miner? What type of jobs were there in a mine in the 1900s? Did children work in the mine?</p>			<p>Industrial Revolution (British History) AD 1837 – AD 1901 How did the Victorians revolutionise Britain? What was life like in Victorian Britain? What was the impact of the Poor Law Amendment Act? What was life like for a Victorian Child?</p>	<p>Monarchy and Power (British History) How has the role of the Monarchy changed over time? What is a Monarch? What is the difference between a monarchy and a republic? What time periods have existed based on monarchs? Why were monarchs important? What did each monarch do for his or her country? Which monarch was the most successful? What influence did monarchs have on battles? Vocabulary: Monarch, Republic, legacy, Head of State, Reign. Achievement, William the Conqueror, Queen Victoria, Queen Elizabeth II, King Charles II, Henry VIII, Elizabeth I.</p>
Substantive Knowledge of History						
	<p>Know about significant people from the past: Florence Nightingale and Mary Seacole.</p> <p>Know how Florence Nightingale changed the hospitals (cleanliness, training for nurses).</p>	<p>Know that coal is formed by when plants died millions of years ago.</p> <p>Know where coal was mined in the country.</p>			<p>Know that Queen Victoria reigned during the Victorian times.</p> <p>Know that the Victorians was an era of great change.</p>	<p>Know what a Monarch is.</p> <p>Know how a Monarch becomes a Monarch.</p> <p>Know the importance of a Monarch in the UK.</p>

	<p>Know what hospitals are like now and compare them to Victorian hospitals (clean, hygienic, medical records, frequent checking of patients, medicine).</p> <p>Know why Mary Seacole is not as famous as Florence Nightingale.</p> <p>Vocabulary: Timeline, famous, war, future, modern, Scutari, Crimea, Jamaican, Scottish, Role model, healer, Queen Victoria, Victoria Cross.</p>	<p>Know how coal mining was integral in the creating of local communities and settlement.</p> <p>Know some coal mines in the local area.</p> <p>Know what a typical day was like for a coal miner.</p> <p>Know the different types of jobs in a coal mine.</p> <p>Know that children worked down the coal mining at a young age.</p> <p>Know some of the job's children did down a coal mine.</p> <p>Vocabulary: Coal, coal mine, pit, shaft Cage, colliery, miner, lamp Dust, dangerous, Trapper Hurrier, Thruster, Getter Seam, Gate, Coal tub Winding gear, Pit ponies</p>			<p>Know about the lives of children in the Victorian times.</p> <p>Know that it was a time of great economical divide. Know about the poor law amendment act.</p> <p>Know about workhouses.</p> <p>Vocabulary: Era, century, industrial, monarch, revolution</p>	<p>Know the roles and responsibilities of a Monarch.</p> <p>Know what powers a Monarch holds.</p> <p>Know which countries a Monarch has influence over.</p> <p>Know the names of different Monarchs (King John, Queen Anne, Queen Victoria etc).</p> <p>Know the similarities and differences between periods and Monarchs.</p> <p>Know the dates of 3 Monarchs and be able to place them on a timeline.</p> <p>Know the achievements of 3 Monarchs.</p> <p>Know what a Republic is.</p> <p>Vocabulary: Monarch, Republic, legacy, Head of State, Reign. Achievement, William the Conqueror, Queen Victoria, Queen Elizabeth II, King Charles II, Henry VIII, Elizabeth I.</p>
	<p><u>Beside the Seaside (Local and British History)</u></p> <p>What are holidays like now vs in the past?</p> <p>What were Victorian holidays like?</p> <p>How are trips to the seaside different now?</p>					

How did people get to the seaside in the past vs now? (settlements and transport links).

How did people dress on seaside visits in the past vs now?

What did people do for a holiday if they could not afford to visit the seaside? (settlements- Elsecar by the Sea).

Substantive Knowledge of History

Know what seaside visits were like in the past and recognise artefacts and activities (hokey pokey, changing huts, Punch & Judy Show).

Know how people dressed when visiting the seaside in Victorian times vs now (body parts were covered so only their feet could be seen, ladies covered most of their bodies).

Know how settlements were created for people to visit for a short holiday.

Know about local holiday attractions were created for people who could not afford to visit the seaside (Elsecar by the Sea- 20th Century Yorkshire).

Know that the reservoir and canal were used for swimming and boating.

Know how people travelled to the seaside in Victorian times vs now.

Vocabulary: Victorian, compare, photograph, hokey- pokey, settlement

	Disciplinary Knowledge of History					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Historical Enquiry	<p>I can find simple answers to questions about the past from sources of information I am provided with (e.g.: an artefact to look at and handle such as a Victorian toy (eg: photos of house and schools from the 1950's/60's and household objects. Visitor in to question.)</p>	<p>I can use, handle and observe a source carefully to help me answer questions about the past based on my observations. (eg: Samuel Pepy's diary, maps of local mines in area and census data from Bolton Upon Dearne. Visit from Mr C – Ex miner)</p>	<p>I can use different pre-selected sources to find out about a period (primary and secondary) (e.g. The Stone Age-Iron age and Egyptians – Trips booked to Barnsley museum to see artefacts).</p> <p>I can begin to observe small details from pictures, photographs and artefacts. (e.g. handling artefacts on school trips and discussing what they think those artefacts would have been used for.)</p> <p>I can select and record information which is relevant to the period I am studying. (E.g. Looking at tables of information about the Stone Age – Iron Age and writing up facts about the entertainment they used and the religious traditions they followed.)</p> <p>I am beginning to use books from the curriculum library, class reading areas and the internet to research questions and check ideas. (e.g. using the books on our topic display to research Skara Bare, Stone Henge and other information relating to Prehistory and the Egyptians.)</p>	<p>I can use evidence to enable me to build up a picture of an event which happened in the past. (eg: Pompeii, Roman battles and Viking invasion)</p> <p>I can choose relevant material to present an idea of what it was like in the past. (eg: diary of a Viking child)</p> <p>I am beginning to ask a variety of questions (with increasing relevance) to deepen my understanding of the past. (eg: why did the Vikings invade?)</p> <p>I can use books from the curriculum library, class reading areas and the internet to research questions and check ideas.</p>	<p>I am beginning to recognise the difference between a primary and secondary source of information. (eg: WW1 trenches and Sainsbury's advert reliability)</p> <p>I can use evidence to enable me to build up a picture of events which happened in the past. (eg: WW1 mania – Why did WW1 begin? How did the Mayan era end? What was the impact of the poor law amendment act?)</p> <p>I can select information which is relevant to the question I am exploring. (eg: What was life like on the frontline? What was life like in Victorian Britain? What was life like for the Mayas?)</p> <p>I can use books from the curriculum library, class reading areas and the internet to research questions and check ideas with increasing confidence.</p>	<p>I recognise the difference between a primary and secondary source of information. (eg: information and records from different countries from WW2.)</p> <p>I can use a range of sources of evidence to enable me to build up a picture of events which happened in the past. (e.g. looking at modern infrastructure and politics compared to that of Ancient Greece).</p> <p>I can select information (and check the reliability) which is relevant to the question I am exploring. (e.g. what was life like for Jews in WW2? What happened to the economy in Germany after WW2?)</p> <p>I can use books from the curriculum library, class reading areas and the internet to research questions and check ideas with confidence. (e.g. what was life like for children in Ancient Greece)</p> <p>I can bring knowledge from a range of sources together to help me for a reasoned account or explanation. (e.g. explaining why Hitler's government was a dictatorship or how and why Jews were treated badly during WW2.)</p>
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Chronological understanding	<p>I can sequence events in my own life including photographs of myself growing up. (eg: Toy artefacts from 1950's/60's household / childhood and People who help us – Florence Nightingale lamp and medical materials then and now)</p> <p>I can sequence up to 4 artefacts from different periods of times (earliest to latest)</p> <p>I can match objects to people of different ages. (eg: Ourselves topic / Growing and changing over time)</p>	<p>I can sequence artefacts which are closer together in time and use a book or the internet to check. (eg: coal mining and Great fire of London artefacts)</p> <p>I can sequence photographs from different periods of time and from my own life events. (eg: images of clothes people wore in 1300 in past and now)</p> <p>I can describe memories of key events in my live that happened recently or in the past.</p>	<p>I can place the period I am studying on a timeline. (e.g: comparing the Prehistory timeline to where we are now and to the ancient Egyptians and Romans.)</p> <p>I can use dates and terms related to the period I am studying and the passing of time. (e.g: Prehistory, Paleolithic, Mesolithic, Neolithic, Bronze age, Iron age.)</p> <p>I can sequence several events or artefacts in time/date order. (e.g: putting Stone age, Bronze age and Iron age houses into chronological order.)</p>	<p>I can place the events I am studying on a timeline. (eg: Anglo-Saxon – Viking timeline)</p> <p>I can use terms related to the period I am studying and begin to add dates to key events. (eg: invader, settler, Ad, BC etc.)</p> <p>I can understand the meaning of BC and AD. (eg: Viking era on a timeline and Anglo Saxons on a British history timeline)</p>	<p>I know and can sequence key events of the period I am studying. (How and when WW1 started, the reign of the Maya)</p> <p>I can use relevant terms and labels for the period being studied.</p> <p>I can make comparisons between different times in the past and note their similarities and differences. (eg: Life during WW1, life in Maya period, life in the Victorian era)</p>	<p>I can place the period I am studying on a timeline in relation to other studies. (e.g. WW2, Ancient Greece)</p> <p>I can use relevant terms and dates with increasing confidence. (e.g. when discussing the rise of Adolf Hitler.)</p> <p>I can sequence up to 10 events on a timeline, showing a clear understanding of chronology.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and understanding of key events, significant people and changes in the past</p>	<p>I can recognise the difference between the past and present in my own live and other people's. (eg: ourselves – toys from the past v now)</p> <p>I know and can recount parts of stories from the past. (eg: people who help us, the work of Florence Nightingale and Mary Seacole and Toys – the story of Teddy Roosevelt and the invention of the teddybear)</p>	<p>I recognise why people did things, why certain events happened and what happened as a result. (eg: Great fire of London)</p> <p>I can identify the differences between different ways of life at different times. (eg: Bolton on Dearne in the past – housing, occupations using census data)</p>	<p>I can find out about the everyday lives of the people in time being studied. (e.g: Hunter/gatherers and farmers – how they got food. How early Britons entertained themselves and the religious traditions they might have followed.)</p> <p>I can compare the way people lived in the past, with our lives today. (e.g: How our houses and streets differ from Skara Brae).</p> <p>I can identify the reasons for and the results of the actions of significant people. (e.g: Howard Carter, Tutankhamun.)</p> <p>I can understand why someone may have wanted to do something and the change they wanted to bring about.</p>	<p>I can use evidence to reconstruct what life was like in the time being studied. (eg: What was life like for a Viking?)</p> <p>I can identify the key features and events of the time being studied.</p> <p>I can begin to describe connections between events from the time studied.</p> <p>I can offer a simple explanation for why some events occurred.</p>	<p>I can recognise different aspects of different people and differences between the roles of men and women. (eg: What was life like for those not fighting in the war? What was life like for a Victorian child?)</p> <p>I can examine causes and results of great events and the impact on people. (eg: What have we learnt from Mayan agriculture? What was the impact of the Poor law amendment act?)</p> <p>I can compare life in early and late 'times' studied. (eg: What was life like for...?)</p> <p>I can compare an aspect of life with the same aspect in another period. (eg: Women's roles in society)</p>	<p>I can find out about beliefs, behaviour and characteristics of people, recognising that people have differing views and feelings. (e.g. researching and finding out from real people about their experiences during WW2. Anne Frank).</p> <p>I can compare the beliefs and behaviour with another time studied. (E.g. compare the lives of boys and girls in Ancient Greek times and during WW2).</p> <p>I can write another explanation of a past event, in terms of cause and effect, using evidence to support and illustrate my opinion. (e.g. How WW1 was an influence in WW2.)</p> <p>I know the key dates, significant individuals and events of the time being studied. (e.g. key battles during WW2.)</p>
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Presenting, organising and communicating knowledge	I can communicate my knowledge through:	I can communicate my knowledge through:	I can communicate my knowledge through:	I can communicate my knowledge through:	I can communicate my knowledge through:	I can communicate my knowledge through:
	<ul style="list-style-type: none"> • Role play • Pictures • Writing • Discussion • Homework projects 	<ul style="list-style-type: none"> • Role play • Pictures • Writing • Discussion • Homework projects • ICT 	<ul style="list-style-type: none"> • Role play • Pictures • Writing • Discussion • Homework projects • ICT <p>And different genres of writing including:</p> <ul style="list-style-type: none"> • Poems • Posters • Adverts • Diaries 	<ul style="list-style-type: none"> • Role play • Pictures • Writing • Discussion • Homework projects • ICT <p>And different genres of writing including:</p> <ul style="list-style-type: none"> • Poems • Posters • Adverts • Guides 	<ul style="list-style-type: none"> • Role play • Pictures • Writing • Discussion • Homework projects • ICT <p>And different genres of writing including:</p> <ul style="list-style-type: none"> • Poems • Posters • Adverts • Guides • Myths • Balanced arguments • News reports 	<ul style="list-style-type: none"> • Role play • Pictures • Writing • Discussion • Homework projects • ICT <p>And different genres of writing including:</p> <ul style="list-style-type: none"> • Poems • Posters • Adverts • Guides • Myths • Balanced and biased arguments • News reports <p>Children also:</p> <ul style="list-style-type: none"> • Plan and review a self-directed project about the period they are studying