

History Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Peek into the past: My Timeline	Peek into the past: Toy Box	Peek into the past: Spot the difference	Peek into the past: Past and present	Adventures through time: Picture Detective	Adventures through time: Transport through time
Year 1		History – Events beyond living memory – The Great Fire of London. (Civilisation)		History – Changes within living memory. (Childhood)		History - Significant people – Monarchy. (Civilisation)
Year 2	History – Significant places in locality. (Childhood)		History - Significant people – Neil Armstrong and Christopher Columbus. (Justice/ Equality) Significant individuals/ Black History - Learie Constantine. (Black History)		History – Events beyond living memory or places in their locality – seaside then and now. (Childhood)	
Year 3	History – Local history (WW2) including The Battle of Bamber Bridge (Black History). (Justice/ Equality)		History – Ancient Britain – Stonehenge. (Civilisation)		History – Roman Britain. (Migration)	
Year 4		History – A theme in British History beyond 1066 – The Great Plague of 1665. (Civilisation)		The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade. (Black History) (Justice/ Equality)		History – Ancient Egypt (incl. River Nile). (Civilisation)
Year 5	History – Britain's settlement by Anglo Saxons and Scots.		History – Viking and Anglo Saxon struggle for the kingdom of England. (Migration)		History – Ancient Greece (Civilisation)	
Year 6		History – The Maya Civilisation AD 900 (Civilisation)		'A Lancashire Slave Ship called Hope'/ The Transatlantic Slave Trade, (Black History) (Justice/ Equality)		History – Aspect of British history beyond 1066 – leisure and entertainment. (Victorian holidays then & now) (Childhood)

The topics chosen for our curriculum ensure National Curriculum coverage over both Key Stage 1 and Key Stage 2.

We plan History using the Lancashire County Council scheme of work, which we have adapted to suit our needs. As our school has mixed aged classes, we plan History on a 2 year cycle to ensure all children have complete coverage of the National Curriculum and have access to the same experiences.

National Curriculum Strands

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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]



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In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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.

National Curriculum Strands

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- 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

National Curriculum Strands

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Pupils should be taught about:

- 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.
- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Key stage 2

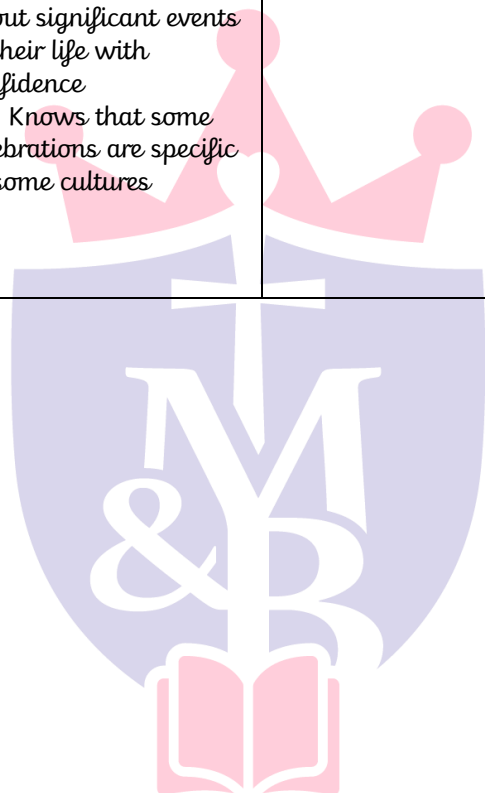
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In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

YEAR GROUP	Nursery – Early Years Past and Present (History)					
Skills to be practised:	<p>S1 – Recount changes in living memory</p> <p>S2 – Remembers and talks about significant events in their own experience.</p> <p>S2 – Recognises and describes special times or events for family or friends.</p> <p>S3 – Know that their own experiences differ to those of others</p> <p>S4 – Children to talk about significant events in their life with confidence</p> <p>S5 – Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family</p> <p>S5 – Knows that some celebrations are specific to some cultures</p>					
Block:	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic:	Peek into the past- My Timeline	Peek into the past: Toy Box	Peek into the past: Spot the difference	Peek into the past: Past and present	Adventures through time: Picture Detective	Adventures through time: Transport through time
Substantive Concept:	<i>Childhood</i>	<i>Childhood</i>	<i>Civilisation</i>	<i>Civilisation</i>	<i>Civilisation</i>	<i>Civilisation</i>
Intent	Peek into the past- My timeline. Children will be able to comment on images of familiar situations in the past and discuss them e.g. previous birthdays, religious festivals, for example, Christmas.	Peek into the past- Toy Box. Children will be able to comment on images of familiar situations in the past, such as toys they used to play with.	Peek into the past – Spot the difference. Children will be able to comment on images of familiar situations in the past. They will notice differences in images, such as the way that cars and televisions have changed over the years.	Peek into the past- Past and present. Children will be able to comment on images of familiar situations in the past. Using photographs from home, children will sort them into 'past' and 'present', discussing their reasoning for their choices.	Adventures through time- Picture Detective Children will compare and contrast characters from stories, including figures from the past, using photographs.	Adventures through time- Transport through time. Children will compare and contrast characters from stories, including figures from the past, with a focus on transport.
Key Vocabulary	a long time ago, baby, change, child, I remember, now, past, photograph, present, then, toddler, when I was little	a long time ago, history, new, now, old, past, present, then	different, new, old, past, present, similar	after, a long time ago, baby, before, child, I remember, now, order, past, present, then, toddler, when I was little	cart, fan, hoop, new, old, past, present	aeroplane, bicycle, car, horse-drawn cart, motorbike, steam train

Skills specific to topic	<p>S1 – recount changes in living memory S2 – Recognises and describes special times or events for family or friends. S4 – Children to talk about significant events in their life with confidence S5 - Knows that some celebrations are specific to some cultures</p>	<p>S3 – Know that their own experiences differ to those of others S4 – Talk, draw or write about aspects of the past</p>	<p>S3 – Know that their own experiences differ to those of others S4 – Talk, draw or write about aspects of the past</p>	<p>S1 – recount changes in living memory S2 – Recognises and describes special times or events for family or friends. S5 - Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family</p>	<p>S3 – Know that their own experiences differ to those of others S2 – Sort information using Venn Diagrams S4 – Talk, draw or write about aspects of the past</p>	<p>S3 – Know that their own experiences differ to those of others S4 – Talk, draw or write about aspects of the past</p>
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St Mary's
& St Benedict's
RC Primary School

YEAR GROUP	YEAR 1 – Key Stage One - Cycle A		
Skills to be practised:	<p>S1 - Place known events and objects in chronological order</p> <p>S1 - Sequence events and recount changes within living memory</p> <p>S1 - Use common words and phrases relating to the passing of time</p> <p>S2 - Find answers to some simple questions about the past from simple sources of information</p> <p>S2 - Describe some similarities and differences between artefacts</p> <p>S2 - Sort artefacts from 'then' and 'now'</p> <p>S2 - Ask and answer relevant basic questions about the past</p> <p>S3 - Relate his/her own account of an event and understand that others may give a different version</p> <p>S4 - Talk, draw or write about aspects of the past</p> <p>S5 - Understand key features of events</p> <p>S5 - Identify some similarities and differences between ways of life in different periods.</p>		
Block:	AUTUMN 2	SPRING 2	SUMMER 2
Topic:	FIRE! FIRE! Events beyond Living Memory – The Great Fire of London	FAMILY ALBUM Changes within living memory	MONARCHY History - Significant people – Monarchy
Substantive Concept:	<i>Civilisation</i>	<i>Childhood</i>	<i>Civilisation</i>
Intent	Our children will study a famous event beyond living memory – The Great Fire of London. They will begin to explore similarities and differences between life in the past and modern day life. They should be able to grasp how society has changed over time by studying artefacts, secondary sources of information and forming their own opinions.	Our children will begin to think about change over time, studying their own timeline first and then exploring their own family in the past. They will explore similarities and differences between school, families, toys and birthdays in the past. This should build upon their learning about the Great Fire of London as children notice how things have changed and improved over time. Children will learn the chronology of their own life and be able to understand chronology as the passing of time and sequence of events in order.	Our children will explore monarchs over time, learning about some significant Kings and Queens through the years. They will learn about the coronation ceremonies that take place, the role of the monarch and how the power of monarchs has changed over time.
New Knowledge (Learnt within this year group)	Chronology Show their emerging knowledge and understanding of the past by: Recognising the distinction between past and present (e.g. London's 1666 houses and people and	Chronology Show their emerging knowledge and understanding of the past by:	Chronology Use sources to explain how William the Conqueror became King of England. Make comparisons between past and present monarchies.

<p>their modern equivalent). (<u>Maps of London, pictures of London in 1666, Video tour of what London would have looked like after the fire Pudding Lane Productions, Crytek Off The Map - YouTube</u>)</p> <p><u>Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</u></p> <p><u>(Chronology lesson – look at houses over time or objects over time. Then focus in on 1666)</u></p> <p>Show their developing knowledge and understanding of the past by:</p> <p>Identifying some similarities and differences between ways of life in different periods.</p> <p>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). (<u>Then and now - Fire brigades, housing materials, proximity of houses, flammable materials used, belongings and possessions</u>)</p> <p>Events, People and Changes</p> <p>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.</p> <p>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied (e.g. comparing modern fire engines to fire marks and leather buckets). (<u>Exploring Fire brigades over time – equipment, water sources, fire engines etc</u>)</p> <p>Use simple stories and other sources to show that they know and understand key features of events. (<u>Sequencing, role play, videos</u>)</p>	<p>Recognising the distinction between past and present (e.g. <u>the difference between photographs of themselves as a baby and now</u>).</p> <p>Placing a few events and objects in order by using common phrases to show the passing of time (e.g. old, new, young, baby, children, grown up). (<u>toys, clothes, photos, events on a timeline</u>)</p> <p>Show their developing knowledge and understanding of the past by:</p> <p><u>Knowing where some people fit into a chronological framework by using common words and phrases about the passing of time (e.g. before, after, a long time ago, first, last, adult, very old, in the past)</u></p> <p><u>(Adults in their life, friends, grandparents, parents, teachers, younger siblings etc)</u></p> <p>Events, People and Changes</p> <p>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. (<u>Photos of family in the past. Birthdays in the past</u>)</p> <p>Use simple stories and other sources to show that they know and understand key features of events – especially when recalling personal events. (<u>Birthdays/ key events in their lifetime e.g. Starting school, nursery, Coronation of King Charles III</u>)</p> <p>Communication</p> <p><u>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</u></p> <p>Understand historical concepts and use them to make simple connections and draw contrasts (e.g. <u>birthdays, events in the present and past</u>).</p> <p>Enquiry, Interpretation and Using Sources</p> <p>Use sources to answer simple questions about the past.</p>	<p>Name some of the main steps in the coronation ceremony.</p> <p>Sequencing up to six photographs, focusing on the intervals between events. Knowing where people/events studied fit into a chronological framework.</p> <p>Events, People and Changes</p> <p>Explain how William the Conqueror kept order and conquered England.</p> <p>Explain how castles have changed over time.</p> <p>Identify that the power of monarchs has changed over time.</p> <p>Recall that a monarch is a king or queen.</p> <p>Identify some of the monarch's roles.</p> <p>Explain that a king or queen is crowned in a special ceremony called a coronation.</p> <p>Name some of the main steps in the coronation ceremony.</p> <p>Make comparisons between past and present monarchies.</p> <p>Identifying similarities and difference between ways of life at different times.</p> <p>Communication</p> <p>Discussing who was important in a historical event.</p> <p>Identifying simple reasons for changes.</p> <p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>Knowing some things which have changed/stayed the same as the past.</p> <p>Finding out about people, events and beliefs in society.</p>
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	<p>Communication To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). <u>Understand historical concepts and use them to make simple connections and draw contrasts.</u></p> <p>Enquiry, Interpretation and Using Sources <u>Use sources to answer simple questions about the past. (E.g. How do we know this happened? What sources of evidence do we have? Links to Samuel Pepys)</u> Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. To begin to understand the reasons why people in the past acted as they did from a range of sources (e.g. pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films).</p>	<p><u>Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. (Artefacts – photos of key events in their lifetime, artefacts children can bring in from their own families)</u></p> <p><u>(Local Parishioner visitor to look at Bamber Bridge in the past, focusing on schools, entertainment - toys)</u></p>	<p>Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount) Using relevant vocabulary in answers.</p> <p>Enquiry, Interpretation and Using Sources Use sources to explain how William the Conqueror became King of England. Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Making simple conclusions about a question using evidence to support.</p>
<p>Prior Knowledge</p>	<p>EYFS – CYCLE A Super Safari – Transport now and then (Civilisation)</p>	<p>EYFS – CYCLE A Best of British -Family History and Royal Family (Childhood)</p>	<p>EYFS – CYCLE A Best of British -Family History and Royal Family</p>

History Knowledge and Progression Document- Updated Autumn 2025

	EYFS – CYCLE B Roots, shoots and muddy boots (Civilisation)	EYFS – CYCLE B Marvellous Me! (Childhood)	(Childhood)
Future Knowledge	Year 3 - Spring 1 – Ancient Britain – Stonehenge (Civilisation)	Year 3 - Autumn 2 Local history (WW2) including The Battle of Bamber Bridge (Black History). (Justice/ Equality)	
Key Vocabulary	Past, present, UK, London, Capital City, River Thames, Tudor, Stuart, resident, fire, spread, flammable, fire hook, explosion, Samuel Pepys	old, new, young, baby, children, grown up before, after, a long time ago, first, last, adult, very old, in the past, chronology, events, present day, similar, different, compare	king, monarchy, power, queen, ruler, anoint, bailey, battle, castle, conquer, coronation, crowning, defend, gatehouse, government, invade, keep, motte, parliament, procession, sceptre,
Skills specific to topic	<p>S1 - Use common words and phrases relating to the passing of time</p> <p>S2 - <u>Find answers to some simple questions about the past from simple sources of information</u></p> <p>S2 - Ask and answer relevant basic questions about the past</p> <p>S3 - Relate his/her own account of an event and understand that others may give a different version</p> <p>S4 - Talk, draw or write about aspects of the past</p> <p>S5 - Identify some similarities and differences between ways of life in different periods.</p>	<p>S1 - Place known events and objects in chronological order</p> <p>S1 - Sequence events and recount changes within living memory</p> <p>S1 - Use common words and phrases relating to the passing of time</p> <p>S2 - Describe some similarities and differences between artefacts</p> <p>S2 - <u>Ask and answer relevant basic questions about the past</u></p> <p>S4 - Talk, draw or write about aspects of the past</p> <p>S5 - Identify some similarities and differences between ways of life in different periods.</p>	<p>S2 - <u>Ask and answer relevant basic questions about the past</u></p> <p>S4 - Talk, draw or write about aspects of the past</p> <p>S5 - Identify some similarities and differences between ways of life in different periods.</p> <p>S1 - Use common words and phrases relating to the passing of time</p> <p>S2 - <u>Find answers to some simple questions about the past from simple sources of information</u></p> <p>S2 - Ask and answer relevant basic questions about the past</p>

YEAR GROUP	YEAR 2 – Key Stage One - Cycle B		
Skills to be practised:	<p>S1 – Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>S1 – Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>S2 – Ask and answer questions choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>S2 – Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>S3 – Describe changes within living memory and aspects of change in national life.</p> <p>S3 – Describe events beyond living memory that are significant nationally or globally e.g. moon landing/ Christopher Columbus discoveries.</p> <p>S3 – Describe significant historical events, people and places in his/her own locality.</p> <p>S4 – Use a wide vocabulary of everyday historical terms.</p> <p>S4 – Speak about how he/she has found out about the past.</p> <p>S4 – Record what he/she has learned by drawing and writing.</p> <p>S5 – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods e.g., Learie Constantine, Neil Armstrong, Christopher Columbus.</p>		
Block:	AUTUMN 1	SPRING 1	SUMMER 1
Topic:	THE PLACE WHERE I LIVE – Significant places in locality	EXPLORERS – Significant people – Neil Armstrong and Christopher Columbus Significant Individuals – Learie Constantine (Black History)	Events beyond living memory or places in their locality – seaside then and now
Substantive Concept:	<i>Childhood</i>	<i>Justice/ Equality</i>	<i>Childhood</i>
Intent	Children will build upon their knowledge of chronology within their own lives and begin to explore what life was like before their living memory. They will explore our school in the past, discussing how playgrounds, toys, classrooms, uniform has changed over time. They will then look at our local area of Bamber Bridge, starting with our church and investigating Station Road and other familiar areas to them. The children will use Digimaps to compare changes over time,	Children will begin to learn about national and global events and how these changed history - in particular Neil Armstrong and the moon landing and Christopher Columbus discovering the Americas. They will study primary and secondary sources of information regarding both explorers and begin to think about what these tell us. Children will make comparisons between the way of life then and their own lives,	Children will begin to learn about Seasides and entertainment in the past, focusing on our local seaside, Blackpool. They will make comparisons between the seaside now and in the past; looking at swimwear, entertainment, bathing machines, penny licks, Punch and Judy shows etc. Children will study artefacts from seashores in the past and this topic will be enriched with a workshop from 'History Alive'.

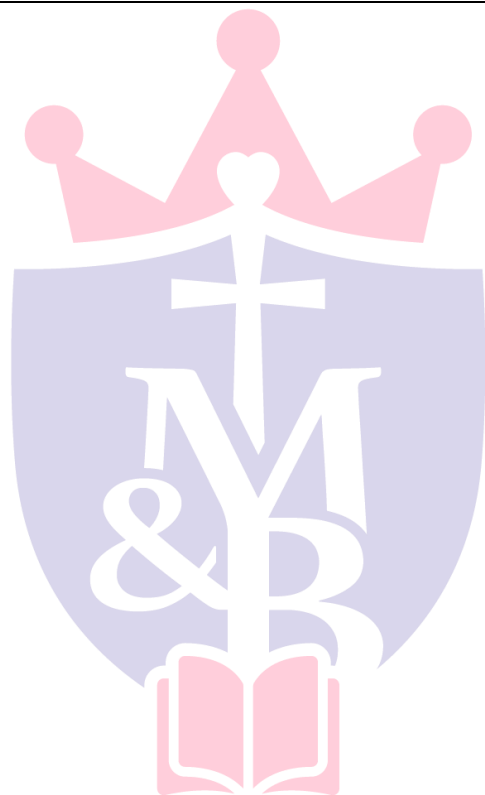
	discussing the change of street lighting, shops, businesses, clothes over time. This topic will be supported with a local parishioner talk, who brings in artefacts and photos of his childhood.	discussing equipment, clothing, technology etc.	
New Knowledge (Learnt within this year group)	<p>Chronology Show their emerging knowledge and understanding of the past by: Recognising the distinction between past and present. Identifying some similarities and differences between their own present and aspects of the past. Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). <u>Show their developing knowledge and understanding of the past by:</u></p> <ul style="list-style-type: none"> - <u>Recognising the distinction between present and past in their own and other people's lives.</u> - Identifying some similarities and differences between ways of life in different periods. - Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>(Studying our school, playground, toys, registers, sports in the past) (Studying our houses/ streets/ maps using digimaps and discussing changes over time – what they notice)</p> <p>Events, People and Changes To tell the difference between past and present in their own and other people's lives by: Using and making simple comparisons to parts of stories, and features of events.</p>	<p>Chronology Show their developing knowledge and understanding of the past by: Recognising the distinction between present and past in their own and other people's lives (Christopher Columbus). <u>Identifying some similarities and differences between ways of life in different periods (Neil Armstrong and Christopher Columbus).</u> Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</p> <p>Events, People and Changes To tell the difference between past and present in their own and other people's lives by: Using and making simple comparisons to parts of stories (such as those about explorers), and features of events (the first moon landing). Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. (clothing, equipment, technology changes) Recount simple stories accurately and suggest why people and events were important. (Moon landing and Columbus travels)</p> <p>Communication</p>	<p>Chronology Show their developing knowledge and understanding of the past by: <u>Recognising the distinction between present and past in their own and other people's lives (leisure and tourism in Victorian times).</u> Identifying some similarities and differences between ways of life in different periods (Blackpool seaside resort now and then). Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past, Victorian times...).</p> <p>Events, People and Changes To tell the difference between past and present in their own and other people's lives by Using and making simple comparisons to parts of stories and features of events (aspects of leisure such as ice creams, Punch and Judy, bathing machines, donkey rides and the penny lick). Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. (Artefact box – Museum loan order – seashores from the past) Use simple stories and other sources to show that they understand key features of events.</p> <p>Communication <u>Understand and use the simple historical concepts such as now/then and same/different.</u></p>

	<p><u>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</u></p> <p>Use simple stories and other sources to show that they know and understand key features of events. (Enrichment – visitor – local parishioner to discuss life as a child at our school and living in Bamber Bridge. How has Station road changed over time and why? Discussing shops and businesses that have changed over time)</p> <p>Communication</p> <p>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</p> <p>Understand historical concepts and use them to make simple connections and draw contrasts.</p> <p>Enquiry, Interpretation and Using Sources</p> <p>Use sources to answer simple questions about the past.</p> <p>Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources.</p> <p>Identify some of the basic ways the past can be represented.</p> <p>To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</p> <p>(Museum loan box – toys from the past. Closely observing photographs of our school, children playing in the past, football teams, photos of Bamber Bridge in the past, past photos of our church)</p>	<p>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</p> <p><u>Understand historical concepts and use them to make simple connections and draw contrasts (between explorers and themselves).</u></p> <p>Enquiry, Interpretation and Using Sources</p> <p>Ask and answer questions about the past through observing a range of sources, such as pictures, films and written sources. (Moon landing clips, photos of astronauts before take off/ in space, paintings of Christopher Columbus)</p> <p>Begin to understand the importance of basing ideas on source evidence 'I think this because in the picture...'</p> <p>Begin to understand and form simple hypotheses about the reasons why people in the past acted as they did from a range of sources '...I thought this.... but now I have listened to the story and looked at the picture I think this...'</p> <p><u>Consider why things change over time.</u></p>	<p>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</p> <p>Understand historical concepts and use them to make simple connections and draw contrasts (between the Victorians and themselves).</p> <p>Enquiry, Interpretation and Using Sources</p> <p>Ask and answer questions about the past through observing and handling a range of sources, such as pictures and written sources.</p> <p>Identify some of the basic ways the past can be represented.</p> <p>To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, postcards, artefacts, plays, films, written accounts, songs, museum displays, stories).</p> <p>(History Alive workshop – Seasides in the past – Enrichment activity)</p>
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History Knowledge and Progression Document- Updated Autumn 2025

<p>Prior Knowledge</p>	<p>EYFS – CYCLE A Best of British -Family History and Royal Family (Childhood)</p> <p>EYFS – CYCLE B Marvellous Me! (Childhood)</p>	<p>EYFS – CYCLE A Superheroes -People who help us (Justice/ Equality)</p>	<p>EYFS – CYCLE A Best of British -Family History and Royal Family (Childhood)</p> <p>EYFS – CYCLE B Marvellous Me! (Childhood)</p>
<p>Future Knowledge</p>	<p>Year 6 (Summer term) Aspect of British History beyond 1066 – leisure and entertainment (Victorian holidays then and now) Childhood</p>	<p>Year 3 (Autumn 2) Local History (WW2) including the Battle of Bamber Bridge (Black History) Justice/ Equality</p>	<p>Aspect of British History beyond 1066 – Leisure and entertainment (Victorian Holidays then and now) Childhood</p>
<p>Key Vocabulary</p>	<p>Then, now, past, present, time, change, before, after, a long time ago, similar, different, compare, artefact</p>	<p>Explorer, equipment, new, adventure, present, past, compare, similar, different, before, after, a long time ago, artefact, primary source, secondary source</p>	<p>before, after, a long time ago, past, Victorian times, now, then, same, different, seaside, Blackpool, resort, penny lick, bathing machine, primary and secondary source</p>
<p>Skills specific to topic</p>	<p>S1 – Show an awareness of the past, using common words and phrases relating to the passing of time. S1 – Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. S2 – Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. S3 – Describe changes within living memory and aspects of change in national life. S4 – Use a wide vocabulary of everyday historical terms. S4 – Speak about how he/she has found out about the past. S4 – Record what he/she has learned by drawing and writing.</p>	<p>S1 – Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods S2 – Ask and answer questions choosing and using parts of stories and other sources to show that he/she knows and understands key features of events S2 – Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. S3 – Describe changes within living memory and aspects of change in national life. S3 – Describe events beyond living memory that are significant nationally or globally, e.g. Christopher Columbus S4 – Use a wide vocabulary of everyday historical terms. S4 – Speak about how he/she has found out about the past.</p>	<p>S1 – Show an awareness of the past, using common words and phrases relating to the passing of time. S1 – Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods S2 – Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. S3 – Describe significant historical events, people and places in his/her own locality. S4 – Use a wide vocabulary of everyday historical terms. S4 – Speak about how he/she has found out about the past. S4 – Record what he/she has learned by drawing and writing.</p>

		<p>S5 – <u>Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods e.g., Learie Constantine, Neil Armstrong, Christopher Columbus</u></p>	
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St Mary's
& St Benedict's
RC Primary School

YEAR GROUP	YEAR 3 – Lower Key Stage Two- Cycle A			
Skills to be practised:	<p>S1 – Use an increasing range of common words and phrases relating to the passing of time</p> <p>S1 – Describe memories of key events in his/her life using historical vocabulary</p> <p>S2 – Ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>S2 – Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>S3 – Describe changes within living memory and aspects of change in national life.</p> <p>S3 – Describe events beyond living memory that are significant nationally or globally</p> <p>S3 – Describe significant historical events, people and places in his/her own locality.</p> <p>S4 – Use a wide vocabulary of everyday historical terms.</p> <p>S4 – Speak about how he/she has found out about the past.</p> <p>S4 – Record what he/she has learned by drawing and writing.</p> <p>S5 – Describe the Roman empire and its impact on Britain</p> <p>S5 – Describe Britain's settlement by Anglo-Saxons</p> <p>S5 – Describe changes in Britain from the Stone age to the Iron Age</p> <p>S5 – Describe a local History Study</p>			
Block:	AUTUMN 1	AUTUMN 2	SPRING 1	SUMMER 1
Topic:	THERE'S NO PLACE LIKE HOME Local History – Map Work – <i>Linked to Geography Topic</i>	THERE'S NO PLACE LIKE HOME Local History (WW2) including The Battle of Bamber Bridge (Black History)	Ancient Britain – The Stone Age and Stonehenge	Roman Britain
Substantive Concept:	<i>Migration</i>	<i>Justice/ Equality</i>	<i>Civilisation</i>	<i>Migration</i>
Intent:	Linking to our Geography topic (The region where I live) children discover what our local area was like in the past, looking at how our town has changed over time. Following their studies of Human and Physical features in the local area, they will use their historical enquiry skills to discover how and why our local area has changed over	Within this topic, children will learn about World War II, starting with how the war started and concentrating on children and evacuees in our local area. Children get the opportunity to experience life as a child in WWII as this topic is enriched by a workshop by History Alive. We then link this to Black history and discuss the Battle of Bamber	Children will begin to learn about life in Ancient Britain by looking at the three eras of The Stone Age; Paleolithic, Mesolithic and Neolithic. We study how civilisation changed throughout the Stone Age and how tools, shelter, hunting developed over time. Children then look at Stonehenge and it's significance.	Children will explore the Romans through studying how the Romans invaded Britain and maintained control. Children learn about Boudicca's revolt and consider the Roman's impact on Britain and how that continues today. They make links with Roman Britain, comparing it to life today.

	time. This topic is enriched with a visit from a local parishioner who attended our primary school and brings artefacts in from the past to discuss.	Bridge, linking it to Justice and Equality.		
New Knowledge (Learnt within this year group)	<p>Chronology Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> - making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. (<i>Looking at Bamber Bridge, Station Road, Brownedge Church, transport modes, schooling, clothing and food</i>) - <u>identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time by placing selected maps into chronological order. (<i>Maps of Bamber Bridge from the past, looking at changes over times, similarities and differences</i>)</u> <p>Events, People and Changes Be able to describe some of the main events, people and periods they have studied by:</p>	<p>Chronology Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> - making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. (<i>Looking at the UK before and during the war including housing, schools, transport modes, clothing, shelters, food and rationing</i>) - identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time by placing selected maps into chronological order. (<i>Maps of London before and after the Blitz, looking at changes over times, similarities and differences</i>) <p>Events, People and Changes Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> - understanding some significant aspects of history - expansion and changes in their local area. (<i>How the war changed society.</i>) 	<p>Chronology Show their increasing knowledge and understanding of the past by:</p> <p>Making some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (<i>between hunter-gatherers – (Mesolithic) and early farmers (Neolithic).</i>)</p> <p>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time (<i>placing the construction of Stonehenge into chronological order</i>).</p> <p>Events, People and Changes Be able to describe some of the main events, people and periods they have studied by:</p> <p><u>Understanding some significant aspects of history. (<i>complexity of building Stonehenge</i>).</u></p> <p>Communication Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Chronology Show their increasing knowledge and understanding of the past by:</p> <p>Making some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (<i>between Roman Britain and other periods they have studied</i>).</p> <p>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>Events, People and Changes Be able to describe some of the main events, people and periods they have studied by:</p> <p><u>Understanding some of the ways in which people's lives have shaped this nation. (<i>Roads, calendars, underfloor heating, toilets etc</i>)</u></p> <p>Describing how Britain has influenced and been influenced by the wider world.</p> <p>Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</p>

	<p>- <u>understanding some significant aspects of history - expansion and changes in their local area. (Businesses, population density, why things have changed in Bamber Bridge over time)</u></p> <p>Communication</p> <ul style="list-style-type: none"> - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - When doing this they should use specialist terms like settlement, Ordnance Survey map (and date, log book, marriage certificate, census) and vocabulary linked to chronology. - Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. (Studying photos of Bamber Bridge in the past – comparing and contrasting) 	<p><u>The Battle of Bamber Bridge focusing on justice and equality)</u></p> <p>Communication</p> <ul style="list-style-type: none"> - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - When doing this they should use specialist terms like settlement, Ordnance Survey map (rationing books, log book, marriage certificates) and vocabulary linked to chronology. - Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. (Studying photos of Bamber Bridge in the past – comparing and contrasting) <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> - Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past. (Questioning visitor, photo enquiries, enquiring about 	<p>When doing this they should use specialist terms like Ancient Britain, settlement, and vocabulary linked to chronology.</p> <p>Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information.</p> <p>Enquiry, Interpretation and Using Sources</p> <p>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past (about life in Ancient Britain).</p> <p>Use some sources to start devising historically valid questions about change and significance (the development of farming and of settlement).</p> <p>Understand some of the methods of historical enquiry, (such as maps), and how these can be used to make historical claims.</p> <p>Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses</p> <p><u>Recognise why some events happened and what has happened as a result.</u></p> <p><u>Ask questions such as, “Why did?” or “What were the effects of?”</u></p>	<p>(Significant people include Julius Caesar, Emperor Claudius, Boudicca)</p> <p>Communication</p> <p><u>Use relevant and appropriate historical terms, such settlement, invasion, primary/secondary evidence etc</u></p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>When doing this they should use specialist terms like Roman Britain, settlement, and vocabulary linked to chronology.</p> <p>Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p> <p>Enquiry, Interpretation and Using Sources</p> <p>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</p> <p>Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (the impact of Roman roads and floods).</p>
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	<p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> - Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past. <i>(Questioning local visitor, enquiring about changes in Bamber Bridge)</i> - Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. <i>(Maps, photo evidence, artefacts)</i> - Understand some of the methods of historical enquiry, how evidence is used to make historical claims. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. - <u>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist</u> <i>(artist's pictures, museum</i> 	<p><i>changes in the UK following the war)</i></p> <ul style="list-style-type: none"> - Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. <i>(Maps, photo evidence, artefacts, role play – visitor – History Alive)</i> - Understand some of the methods of historical enquiry, how evidence is used to make historical claims. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. - <u>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist</u> <i>(artist's pictures, museum displays, written sources, photographs, artefacts).</i> - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. <p><i>(Enrichment – Workshop with History Alive – WWII artefacts, role play, questioning)</i></p>		<p><u>Understand some of the methods of historical enquiry and how these can be used to make historical claims</u> <i>(about Roman place names).</i></p> <p>Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses.</p> <p>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</p>
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	<p><u>displays, written sources, photographs).</u></p> <ul style="list-style-type: none"> - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. <p>(Local Parishioner visitor to look at Bamber Bridge in the past, focusing on Station Road, local area, businesses and how they have changed over time)</p>			
Prior Knowledge	<p><u>Year 1 – Spring 2 Topic</u> Changes within living memory. Migration</p> <p>Chronology Show their emerging knowledge and understanding of the past by: Recognising the distinction between past and present (e.g. the difference between photographs of themselves as a baby and now). Placing a few events and objects in order by using common phrases to show the passing of time (e.g. old, new, young, baby, children, grown up). (toys, clothes, photos, events on a timeline)</p>	<p><u>Year 1 – Spring 2 Topic</u> Changes within living memory. Migration</p> <p><u>Year 2 – Autumn 1 Topic</u> Significant places in locality. Childhood</p> <p>Chronology Show their emerging knowledge and understanding of the past by: Recognising the distinction between past and present. Identifying some similarities and differences between their own present and aspects of the past. Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</p>	<p><u>Year 1 – Autumn 2 Topic</u> Events beyond living memory – The Great Fire of London Civilisation</p> <p>Chronology Show their emerging knowledge and understanding of the past by: Recognising the distinction between past and present. (Maps of London, pictures of London in 1666, Video tour of what London would have looked like after the fire) Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). (Chronology lesson – look at houses over time or objects over time. Then focus in on 1666)</p>	<p><u>Year 5- Spring 1 Topic</u> Viking and Anglo Saxon struggle for the kingdom of England. Migration</p> <p>Chronology Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...) Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day (e.g. with particular focus on the period from 850AD to 1066AD).</p>

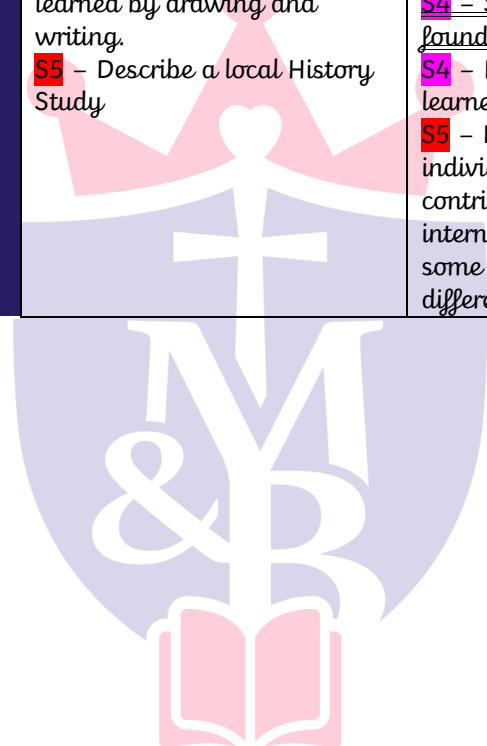
	<p>Show their developing knowledge and understanding of the past by: Knowing where some people fit into a chronological framework by using common words and phrases about the passing of time (e.g. before, after, a long time ago, first, last, adult, very old, in the past) (<i>Adults in their life, friends, grandparents, parents, teachers, younger siblings etc</i>)</p> <p>Events, People and Changes To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. (<i>Photos of family in the past. Birthdays in the past</i>) Use simple stories and other sources to show that they know and understand key features of events – especially when recalling personal events. (<i>Birthdays/ key events in their lifetime e.g. Starting school, nursery, Coronation of King Charles III</i>)</p> <p>Communication To show what they know and understand about the past in different ways (<i>speaking,</i></p>	<p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> - Recognising the distinction between present and past in their own and other people's lives. - Identifying some similarities and differences between ways of life in different periods. - Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>(<i>Studying our school, playground, toys, registers, sports in the past</i>) (<i>Studying our houses/ streets/ maps using digimaps and discussing changes over time – what they notice</i>)</p> <p>Events, People and Changes To tell the difference between past and present in their own and other people's lives by: Using and making simple comparisons to parts of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events.</p>	<p>Show their developing knowledge and understanding of the past by: Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). (<i>Then and now - Fire brigades, housing materials, proximity of houses, flammable materials used, belongings and possessions</i>)</p> <p>Events, People and Changes To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied (e.g. comparing modern fire engines to fire marks and leather buckets). (<i>Exploring Fire brigades over time – equipment, water sources, fire engines etc</i>)</p> <p>Use simple stories and other sources to show that they know and understand key features of events. (<i>Sequencing, role play, videos</i>)</p> <p>Communication</p>	<p>In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (e.g. propaganda, bias, primary source, secondary source, reliability...).</p> <p>Analyse connections, trends and contrasts over time (e.g. warfare and battle).</p> <p>Events, People and Changes Gain historical perspective by placing their growing knowledge into different contexts focusing particularly on military, political and social history. Establish a narrative showing connections and trends within and across periods of study. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes (e.g. understanding how different people settled). Present a clear narrative within and across periods that notes connections, contrasts and trends over time.</p> <p>Communication Produce structured work that makes connections, draws contrasts and frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p>
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	<p>role-play, drawing and writing).</p> <p>Understand historical concepts and use them to make simple connections and draw contrasts (e.g. birthdays, events in the present and past).</p> <p>Enquiry, Interpretation and Using Sources</p> <p>Use sources to answer simple questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. (Artefacts – photos of key events in their lifetime, artefacts children can bring in from their own families)</p>	<p>(Enrichment – visitor – local parishioner to discuss life as a child at our school and living in Bamber Bridge. How has Station road changed over time and why? Discussing shops and businesses that have changed over time)</p> <p>Communication</p> <p>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). Understand historical concepts and use them to make simple connections and draw contrasts.</p> <p>Enquiry, Interpretation and Using Sources</p> <p>Use sources to answer simple questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. Identify some of the basic ways the past can be represented. To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories). (Museum loan box – toys from the past. Closely observing photographs of our school, children playing in the past, football teams, photos of</p>	<p>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). Understand historical concepts and use them to make simple connections and draw contrasts.</p> <p>Enquiry, Interpretation and Using Sources</p> <p>Use sources to answer simple questions about the past. (E.g. How do we know this happened? What sources of evidence do we have? Links to Samuel Pepys)</p> <p>Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. To begin to understand the reasons why people in the past acted as they did from a range of sources (e.g. pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films).</p>	<p>Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. Describe and explain significant aspects of settlements in Britain.</p> <p>Enquiry, Interpretation and Using Sources</p> <p>Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to recognise why some events, people and changes might be judged as more historically significant than others.</p>
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History Knowledge and Progression Document- Updated Autumn 2025

		Bamber Bridge in the past, past photos of our church)		
Future Knowledge	Year 6 (Summer term) Aspect of British History beyond 1066 – leisure and entertainment (Victorian holidays then and now) Childhood	Year 6 (Summer term) A Lancashire Slave Ship called Hope – The Transatlantic Slave Trade (Black History) Justice/ Equality	Year 5 (Summer 2) Ancient Greece Civilisation	Year 5 – Viking and Anglo Saxon struggle for the kingdom of England Migration
Key Vocabulary	Local area, maps, Ordnance Survey, OS Symbols, evidence, primary source, secondary source, artefact, businesses, school, population, density, urban, rural.	War, World War, Europe, Britain, home front, rationing, land girls, Anderson shelter, Morrison shelter, Winston Churchill, Adolf Hitler, Allies, Axis, Soldiers, Tanks, Bombers, Peace, Victory, Heroes.	Cave, Hunter gatherer, Spear, Fire Animal skins, Stone tools, Tribe, Prehistoric, Nomad, Mesolithic, Paleolithic, Neolithic, Stonehenge	Roman, Empire, Gladiator, Colosseum, Aqueduct Centurion, Legion, Emperor, Forum, Villa, Shield, Spear, Helmet, Mosaic, Julius Caesar, Emperor Claudius, Boudicca, Celtic Tribe, Bathhouse
Class Novel		Class novel running alongside this theme: <i>After the War: from Auschwitz to Ambleside by Tom Palmer.</i>		
Skills specific to topic	S1 – Use an increasing range of common words and phrases relating to the passing of time S2 – Ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events S2 – Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.	S1 – Use an increasing range of common words and phrases relating to the passing of time S2 – Ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events S2 – Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. S3 – Describe changes within living memory and aspects of change in national life.	S1 – Use an increasing range of common words and phrases relating to the passing of time S2 – Ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events S2 – Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. S3 – Describe events beyond living memory that are significant nationally or globally S4 – Use a wide vocabulary of everyday historical terms.	S1 – Use an increasing range of common words and phrases relating to the passing of time S2 – Ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events S2 – Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. S3 – Describe events beyond living memory that are significant nationally or globally S4 – Use a wide vocabulary of everyday historical terms.

	<p>S3 – Describe significant historical events, people and places in his/her own locality.</p> <p>S4 – Use a wide vocabulary of everyday historical terms.</p> <p>S4 – Speak about how he/she has found out about the past.</p> <p>S4 – Record what he/she has learned by drawing and writing.</p> <p>S5 – Describe a local History Study</p>	<p>S3 – Describe events beyond living memory that are significant nationally or globally.</p> <p>S3 – Describe significant historical events, people and places in his/her own locality.</p> <p>S4 – <u>Use a wide vocabulary of everyday historical terms.</u></p> <p>S4 – <u>Speak about how he/she has found out about the past.</u></p> <p>S4 – Record what he/she has learned by drawing and writing.</p> <p>S5 – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods.</p>	<p>S4 – Speak about how he/she has found out about the past.</p> <p>S4 – Record what he/she has learned by drawing and writing.</p> <p>S5 – Describe changes in Britain from the Stone age to the Iron Age</p>	<p>S4 – Speak about how he/she has found out about the past.</p> <p>S4 – Record what he/she has learned by drawing and writing.</p> <p>S5 – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods.</p> <p>S5 – Describe changes in Britain from the Stone age to the Iron Age</p>
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YEAR GROUP	YEAR 4 – Lower Key Stage Two- Cycle B		
Skills to be practised:	<p>S1 – Place some historical periods in a chronological framework</p> <p>S1 – Use historic terms related to the period of study</p> <p>S2 – Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>S2 – Use a variety of sources to find out about aspects of life in the past</p> <p>S3 – Understand that sources can contradict each other</p> <p>S4 – Communicate his/her learning in an organised structured way, using appropriate terminology</p> <p>S5 – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods e.g., Alexander the Great, Boudicca & Julius Ceasar</p> <p>S5 – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods e.g. Tutankhamun</p>		
Block:	AUTUMN 2:	SPRING 2:	SUMMER 2:
Topic:	THE GREAT PLAGUE – A theme in British History beyond 1066 – The Great Plague of 1665.	Black History Unit – The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade. (Black History)	WATER, WATER EVERYWHERE! Ancient Egypt (incl. River Nile).
Substantive Concept:	<i>Civilisation</i>	<i>Justice/ Equality</i>	<i>Civilisation</i>
Intent	Children will link this topic to their prior learning in KS1 about The Great Fire of London. They will learn about how the Plague started, the spread throughout London and beyond and the impact it had on people. The chronology in this topic will focus on buildings, clothing, health care and food throughout the ages. They will also make links with recent events, COVID – 19 and discuss how the response to a deadly virus was different to the Great Plague.	The purpose of this theme is to find about The Lancashire Cotton Industry and its significance for the people of Lancashire (and beyond) in the past. Two of the most important products of the Industrial Revolution were cotton cloth and cotton yarn (thread) made in the mills (mainly in Lancashire). Children will find out what life was like, in their local area, in the past and how it has changed over the years. They will find out about the everyday lives of people in the past as well as significant events and how buildings and land use have changed over time. Pupils will also consider where the cotton came from before it arrived in the mills and the impact the cotton industry had on the	In this theme, children will learn about the achievements of the earliest civilisations including those of the Ancient Sumer, the Indus Valley, The Shang Dynasty and Ancient Egypt, going on to study the latter in more depth. Children will compare and contrast these periods, identifying the particular strengths of each one and drawing parallels between them.

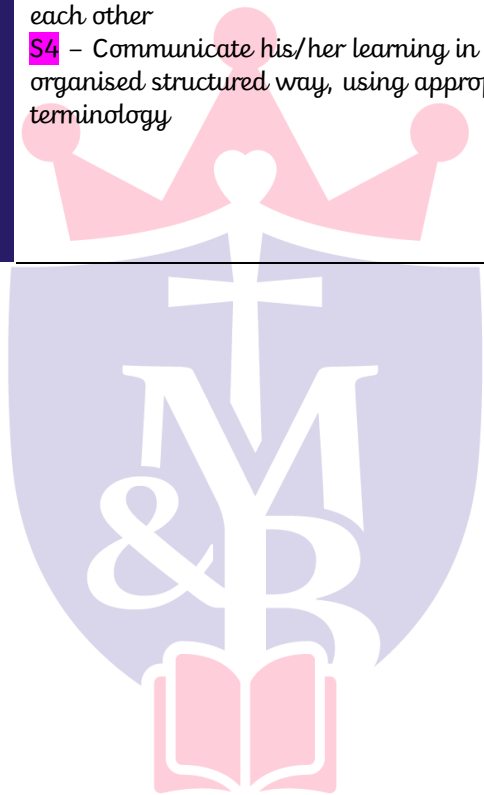
		lives of people caught up in the Transatlantic Slave Trade.	
New Knowledge (Learnt within this year group)	<p>Chronology Show their increasing knowledge and understanding of the past by: Making some links between and across periods, such as the differences between clothes, food, buildings or transport. (Chronology of clothes, food, building, transport and healthcare from the Stone Age to Modern Day) <u>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</u></p> <p>Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: <u>Understanding some significant aspects of history, e.g. how the Great Plague of 1665 affected London and beyond. (Case Study of Eyam)</u></p> <p>Communication Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms, e.g. Bills of mortality, plague pits and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p> <p>Enquiry, Interpretation and Using Sources</p>	<p>Chronology Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. <u>Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, employment, buildings or transport.</u></p> <p>Events, People and Changes A study or theme in British History that extends pupils' chronological knowledge beyond 1066. A local history study. (Cotton industry studying New Hall Lane in Preston and the mills)</p> <p>Enquiry, Interpretation and Using Sources Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' <u>Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence.</u> Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' Recognise why some events happened and what happened as a result.</p>	<p>Chronology Show their increasing knowledge and understanding of the past by: <u>Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).</u> Making some links between and across periods, such as the differences between clothes, food, buildings or medicine. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: <u>Understanding some significant aspects of history including the nature civilisations (e.g. how and why the River Nile was important to the Ancient Egyptians).</u></p> <p>Communication Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms (e.g. ancient, pyramid and pharaoh) and vocabulary linked to chronology. <u>Produce structured work that makes some connections; draws some contrasts; frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</u></p>

	<p>Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past. (<i>Samuel Pepys diary, Bills of mortality, artefacts from HA</i>)</p> <p><u>Use some sources to start devising historically valid questions about change, cause and significance e.g. of the Great Plague.</u></p> <p>Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</p> <p>Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses e.g. whether the uniform of a plague doctor would work as protection from the disease.</p> <p>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</p>	<p>Ask questions such as, 'Why did..?' 'What were the effects..?'</p> <p>Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources.</p> <p><u>Identify historically significant people and events in different situations</u></p> <p>Communication</p> <p><u>Describe significant aspects of local history, characteristics of societies, and achievements of mankind</u></p> <p><u>Discuss some of the connections between local, regional, national and international history</u></p> <p>Talk and write about historical events and changes by selecting and organising historical information and dates.</p> <p>Discuss historical issues and changes.</p> <p>Use relevant and appropriate historical terms such as primary/secondary evidence, population, famine etc.</p> <p><u>Communicate historical findings through a range of methods including the use of ICT, maps and timelines.</u></p> <p>Produce accounts that make some connections and describe some contrasts.</p>	<p>Enquiry, Interpretation and Using Sources</p> <p>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</p> <p>Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (e.g. the lifestyles and beliefs of the Ancient Egyptians).</p> <p>Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</p> <p>Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses (e.g. about the lives of the Ancient Egyptians).</p> <p>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, tomb paintings, written sources).</p>
<p>Prior Knowledge</p>	<p><u>Year 1 – Autumn 2 – Events beyond living memory – The Great Fire of London. (Civilisation)</u></p> <p>Chronology</p> <p>Show their emerging knowledge and understanding of the past by:</p> <p>Recognising the distinction between past and present (e.g. London's 1666 houses and people and their modern equivalent). (<i>Maps of London, pictures of London in 1666, Video tour of what London would have looked like after</i></p>	<p><u>Year 2 – Spring 1 - Significant individuals/ Black History – Learie Constantine. (Black History)</u></p> <p>Chronology</p> <p>Show their developing knowledge and understanding of the past by:</p> <p>Recognising the distinction between present and past in their own and other people's lives (<i>Christopher Columbus</i>).</p>	<p><u>Year 1 – Autumn 2 – Events beyond living memory – The Great Fire of London. (Civilisation)</u></p> <p>Chronology</p> <p>Show their emerging knowledge and understanding of the past by:</p> <p>Recognising the distinction between past and present (e.g. London's 1666 houses and people and their modern equivalent). (<i>Maps of London, pictures of London in 1666, Video tour</i></p>

<p>the fire Pudding Lane Productions, Crytek Off The Map - YouTube</p> <p>Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). (Chronology lesson –look at houses over time or objects over time. Then focus in on 1666)</p> <p>Show their developing knowledge and understanding of the past by: Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). (Then and now - Fire brigades, housing materials, proximity of houses, flammable materials used, belongings and possessions)</p> <p>Events, People and Changes To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied (e.g. comparing modern fire engines to fire marks and leather buckets). (Exploring Fire brigades over time – equipment, water sources, fire engines etc) Use simple stories and other sources to show that they know and understand key features of events. (Sequencing, role play, videos)</p> <p>Communication</p>	<p><u>Identifying some similarities and differences between ways of life in different periods. (Neil Armstrong and Christopher Columbus).</u> Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</p> <p>Events, People and Changes To tell the difference between past and present in their own and other people's lives by: Using and making simple comparisons to parts of stories (such as those about explorers), and features of events (the first moon landing). Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. (clothing, equipment, technology changes) Recount simple stories accurately and suggest why people and events were important. (Moon landing and Columbus travels)</p> <p>Communication To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). <u>Understand historical concepts and use them to make simple connections and draw contrasts (between explorers and themselves).</u></p> <p>Enquiry, Interpretation and Using Sources Ask and answer questions about the past through observing a range of sources, such as pictures, films and written sources. (Moon landing clips, photos of astronauts before take off/ in space, paintings of Christopher Columbus)</p>	<p>of what London would have looked like after the fire Pudding Lane Productions, Crytek Off The Map - YouTube</p> <p><u>Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</u> (Chronology lesson –look at houses over time or objects over time. Then focus in on 1666)</p> <p>Show their developing knowledge and understanding of the past by: Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). (Then and now - Fire brigades, housing materials, proximity of houses, flammable materials used, belongings and possessions)</p> <p>Events, People and Changes To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied (e.g. comparing modern fire engines to fire marks and leather buckets). (Exploring Fire brigades over time – equipment, water sources, fire engines etc) Use simple stories and other sources to show that they know and understand key features of events. (Sequencing, role play, videos)</p>
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	<p>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). Understand historical concepts and use them to make simple connections and draw contrasts.</p> <p>Enquiry, Interpretation and Using Sources Use sources to answer simple questions about the past. (E.g. <i>How do we know this happened? What sources of evidence do we have? Links to Samuel Pepys</i>) Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. To begin to understand the reasons why people in the past acted as they did from a range of sources (e.g. <i>pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films</i>).</p>	<p>Begin to understand the importance of basing ideas on source evidence 'I think this because in the picture...' Begin to understand and form simple hypotheses about the reasons why people in the past acted as they did from a range of sources '<i>...I thought this.... but now I have listened to the story and looked at the picture I think this...</i>' <u>Consider why things change over time</u></p>	<p>Communication To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). <u>Understand historical concepts and use them to make simple connections and draw contrasts.</u></p> <p>Enquiry, Interpretation and Using Sources <u>Use sources to answer simple questions about the past. (E.g. <i>How do we know this happened? What sources of evidence do we have? Links to Samuel Pepys</i>)</u> Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. To begin to understand the reasons why people in the past acted as they did from a range of sources (e.g. <i>pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films</i>).</p>
Future Knowledge	<p><u>Year 5 – Summer 2</u> History – Ancient Greece (Civilisation)</p>	<p><u>Year 6 – Spring 2</u> 'A Lancashire Slave Ship called Hope'/ The Transatlantic Slave Trade, (Black History) (Justice/ Equality)</p>	<p><u>Year 6 – Autumn 2</u> Early Islamic civilization – Baghdad c.AD900. (Civilisation)</p>
Key Vocabulary	<p>Epidemic, Monarch, Plague, Quarantine King Charles II, Plague Doctors, Disease, Trade, Buboes, contagious, fleas, Chronology, Time, Change, Similar, Different, Plague Doctors, Quacks, Sanitation, Quarantine, Isolation, Infection, Fumigate, herbs, peasant, population, Coronavirus, Covid-19, Samuel Pepys, Mortality, Mortality Bill, Fled, Quarantine, Isolate, Eyam, Spread, Disease, rural, urban</p>	<p>Cotton, clothing, industry, industrialisation, trade, fashion, Transatlantic, slaves, equality, justice, poverty, population, unemployed, employed, mill, equipment, Egypt, River Nile, Tutankhamun, afterlife, pyramids, slaves</p>	<p>Hospital, Houses, Roads, Cinemas, Cars, Farms, Toilets, Ancient Civilisation, Indus Valley, The Shang Dynasty, Ancient Sumer, Ancient Egyptians</p>

<p>Skills specific to topic</p>	<p>S1 – Place some historical periods in a chronological framework S1 – Use historic terms related to the period of study S2 – Use a variety of sources to find out about aspects of life in the past S3 – Understand that sources can contradict each other S4 – Communicate his/her learning in an organised structured way, using appropriate terminology</p>	<p>S1 – Use historic terms related to the period of study S2 – Use a variety of sources to find out about aspects of life in the past S3 – Understand that sources can contradict each other S4 – Communicate his/her learning in an organised structured way, using appropriate terminology S5 – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods</p>	<p>S1 – Place some historical periods in a chronological framework S1 – Use historic terms related to the period of study S2 – Use sources of information in ways that go beyond simple observations to answer questions about the past S4 – Communicate his/her learning in an organised structured way, using appropriate terminology S5 – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods e.g. Tutankhamun</p>
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YEAR GROUP	YEAR 5 – Upper Key Stage Two- Cycle A		
Skills to be practised:	<p>S1 – Use dates to order and place events on a timeline</p> <p>S2 – Compare sources of information available for study of different times in the past</p> <p>S3 – Make Comparisons between aspects of periods of history and the present day</p> <p>S3 – Understand that they type of information available depends on the period of time studied</p> <p>S3 – Evaluate usefulness of a variety of sources</p> <p>S4 – Present findings and communicate knowledge and understanding in different ways</p> <p>S4 – Provide an account of a historical event based on more than one source</p> <p>S5 – Give some reasons for important historical events</p> <p>S5 – Describe a non-European society that provides contrast with a British one</p> <p>S5 – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods e.g., Henry VIII, Sir Francis Drake & Queen Elizabeth I</p> <p>S5 – Describe a study of Ancient Greek life, achievements and their influence on the western world</p> <p>S5 – Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>		
Block:	AUTUMN 1	SPRING 1	SUMMER 2
Topic:	A KINGDOM UNITED History – Britain's settlement by Anglo Saxons and Scots.	SUPER SLEUTH Viking and Anglo Saxon struggle for the kingdom of England.	FASTER, HIGHER, STRONGER Ancient Greece
Substantive Concept:	<i>Migration</i>	<i>Migration</i>	<i>Civilisation</i>
Intent	Within these units, children will learn about the settlements within Britain at the end of the Roman occupation. It will delve into the struggle for power between the Anglo Saxons, Scots and Vikings.		Within this unit, the learning will focus on life in Ancient Greece and the impact that their thinking and ideas have had on British life and society. Children will learn about Ancient Greece as a time which saw the emergence of great philosophers, a passion for the arts and the development of governance.
New Knowledge (Learnt within this year group)	Chronology Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a	Chronology Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...).	Chronology Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament etc.)

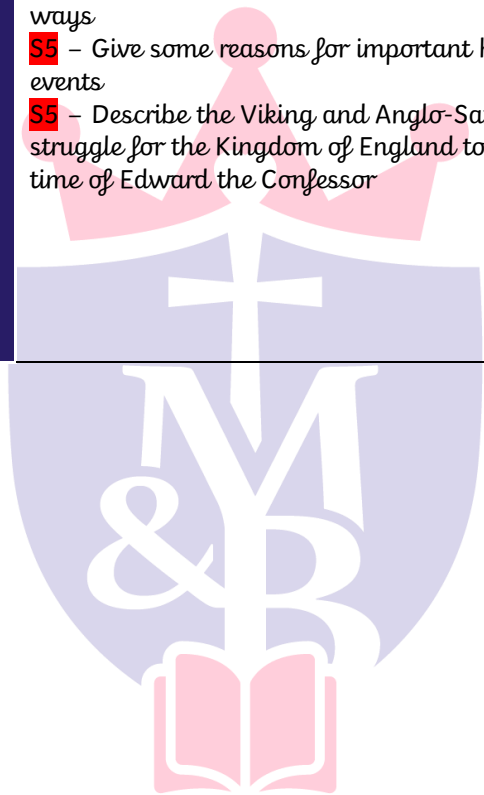
<p>chronological framework during the Anglo-Saxon period. In an in depth study of the Anglo-Saxon period, use appropriate vocabulary when describing the passing of time and historical concepts. Analyse connections, trends and contrasts over the Anglo-Saxon period. <u>Establish a chronological narrative showing connections and trends within and across periods of study by making connections between the Anglo-Saxons and other history units they have already studied.</u></p> <p>Events, People and Changes Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Anglo-Saxon cultural, economic, military, political religious and social history. Establish a narrative showing connections and trends within and across periods of study by making connections between the Anglo-Saxons and other history units they have already studied. Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where the Anglo-Saxons settled and how they integrated into the indigenous populace.</p> <p>Communication <u>Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</u></p>	<p>Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day (e.g. with particular focus on the period from 850AD to 1066AD). In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (e.g. propaganda, bias, primary source, secondary source, reliability...). Analyse connections, trends and contrasts over time (e.g. warfare and battle).</p> <p>Events, People and Changes Gain historical perspective by placing their growing knowledge into different contexts focusing particularly on military, political and social history. Establish a narrative showing connections and trends within and across periods of study. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes (e.g. understanding how different people settled). Present a clear narrative within and across periods that notes connections, contrasts and trends over time.</p> <p>Communication Produce structured work that makes connections, draws contrasts and frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use</p>	<p>Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability ...) Analyse connections, trends and contrasts over time (e.g. Greek influences and their applications to the lives of people in different periods).</p> <p>Events, People and Changes <u>Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, military, political religious and social history (e.g. relating to Ancient Greece).</u> Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; achievements and follies of mankind. Establish a narrative showing connections and trends within and across periods of study (e.g. by making connections between Ancient Greek developments and other history units they have already studied). Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.</p> <p>Communication Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p>
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	<p><u>Discuss how Britain has influenced and been influenced by the wider world</u></p> <p>Enquiry, Interpretation and Using Sources Understand methods of historical enquiry, how evidence is used to make historical claims about the Anglo-Saxons, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses (examining the settlement patterns and reasons for the Anglo-Saxons and Scots). Understand how our knowledge of the past is constructed from a range of different sources about the Anglo-Saxons and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?)</p>	<p>of historical terminology and contrasting evidence. <u>Describe and explain significant aspects of settlements in Britain.</u></p> <p>Enquiry, Interpretation and Using Sources Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to recognise why some events, people and changes might be judged as more historically significant than others.</p>	<p>Enquiry, Interpretation and Using Sources Understand methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. <u>Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</u> Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</p>
<p>Prior Knowledge</p>	<p><u>Year 3 – Summer 1</u> <u>Roman Britain</u> <u>(Migration)</u></p> <p>Chronology Show their increasing knowledge and understanding of the past by: Making some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (between Roman Britain and other periods they have studied). Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>Events, People and Changes Be able to describe some of the main events, people and periods they have studied by:</p>		<p><u>Year 4 – Summer 1</u> <u>Ancient Egypt</u> <u>(Civilisation)</u></p> <p>Chronology Show their increasing knowledge and understanding of the past by: Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Making some links between and across periods, such as the differences between clothes, food, buildings or medicine.</p>

<p>Understanding some of the ways in which people's lives have shaped this nation. (Roads, calendars, underfloor heating, toilets etc)</p> <p>Describing how Britain has influenced and been influenced by the wider world.</p> <p>Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. (Significant people include Julius Caesar, Emperor Claudius, Boudicca)</p> <p>Communication</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>When doing this they should use specialist terms like Roman Britain, settlement, and vocabulary linked to chronology.</p> <p>Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p> <p>Enquiry, Interpretation and Using Sources</p> <p>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</p> <p>Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (the impact of Roman roads and floods).</p> <p>Understand some of the methods of historical enquiry and how these can be used to make historical claims (about Roman place names).</p> <p>Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses.</p> <p>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</p>	<p>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>Events, People and Changes</p> <p>Be able to describe some of the main events, people and periods they have studied by:</p> <p>Understanding some significant aspects of history including the nature civilisations (e.g. how and why the River Nile was important to the Ancient Egyptians).</p> <p>Communication</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>When doing this they should use specialist terms (e.g. ancient, pyramid and pharaoh) and vocabulary linked to chronology.</p> <p>Produce structured work that makes some connections; draws some contrasts; frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p> <p>Enquiry, Interpretation and Using Sources</p> <p>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</p> <p>Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (e.g. the lifestyles and beliefs of the Ancient Egyptians).</p> <p>Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</p>
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Future Knowledge	<p><u>Year 7 – Autumn 2</u></p> <p>Medieval – How did the ruling of England change in 1006?</p> <ol style="list-style-type: none"> Who was to be King of England? Why was England a Battlefield in 1066? Battle of Stamford Bridge & Battle of Hastings How did William take control of England? Harrying the North/ Feudal System How did William take control of England? Castles/Domesday book <p>How did Medieval people live?</p> <ol style="list-style-type: none"> How difficult was life in the Medieval Times? What were Medieval Towns like? What were Medieval villages like? How criminal were crimes? Henry II and Law and Order Was 1348 the end of the world? Black Death Why did the peasants revolt? 		<p><u>Year 7 – Autumn 1</u></p> <p>Ancient History</p> <ol style="list-style-type: none"> Who were more significant, the Greeks or the Romans? Who were more significant, the Greeks or the Romans?
Key Vocabulary	<p>Anglo- Saxon, Scots, Germany, Denmark, Netherlands, Europe, invasions, landings, Roman, Supreme Kingdom, Battle of Hastings, William of Normandy, King Harold, Chieftain, landform origins, settlements, Alfred the Great, Beowulf, Sutton Hoo</p>	<p>Vikings, Britain, Invaders, Weapons, Cyning, Eoldermen/Eorls, Thegns/Thanes, Ceorl/Churl, Kotsetla/Cotsetla, Theow/Serf/Slave, Alfred the Great, Edward the Confessor, William the Conqueror, Normans, Battle of Hastings, Bayeux Tapestry,</p>	<p>Ancient Greece, philosopher, governance, crops, Minoan civilisation, Mycenaean civilisation, classical age, BC, AD, architecture, Parthenon, Athens, Athenians, Greek Gods, Greek Goddesses, myths, legends, Mount Olympus, Sparta, Conquerors, Warriors, Poliphus, Sparcus, Battle of Marathon, Olympics, Olympiad, Hippocrates, Socrates, Euclid, Archimedes, Alexander the Great, Homer, Plato, Aristotle, Aesop, Pythagoras</p>
Skills specific to topic	<p>S1 – Use dates to order and place events on a timeline</p> <p>S2 – Compare sources of information available for study of different times in the past</p>	<p>S1 – Use dates to order and place events on a timeline</p> <p>S2 – Compare sources of information available for study of different times in the past</p>	<p>S1 – Use dates to order and place events on a timeline</p> <p>S2 – Compare sources of information available for study of different times in the past</p>

	<p><u>S3 – Make Comparisons between aspects of periods of history and the present day</u></p> <p><u>S3 – Understand that the type of information available depends on the period of time studied</u></p> <p><u>S3 – Evaluate usefulness of a variety of sources</u></p> <p><u>S4 – Present findings and communicate knowledge and understanding in different ways</u></p> <p><u>S5 – Give some reasons for important historical events</u></p> <p><u>S5 – Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p>	<p><u>S3 – Make Comparisons between aspects of periods of history and the present day</u></p> <p><u>S3 – Evaluate usefulness of a variety of sources</u></p> <p><u>S4 – Present findings and communicate knowledge and understanding in different ways</u></p> <p><u>S5 – Give some reasons for important historical events</u></p> <p><u>S5 – Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p>	<p><u>S3 – Make Comparisons between aspects of periods of history and the present day</u></p> <p><u>S3 – Understand that the type of information available depends on the period of time studied</u></p> <p><u>S3 – Evaluate usefulness of a variety of sources</u></p> <p><u>S4 – Present findings and communicate knowledge and understanding in different ways</u></p> <p><u>S5 – Give some reasons for important historical events</u></p> <p><u>S5 – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods</u></p> <p><u>S5 – Describe a study of Ancient Greek life, achievements and their influence on the western world</u></p>
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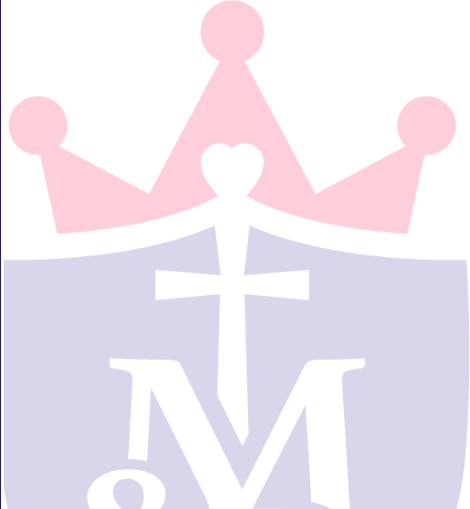

YEAR GROUP	YEAR 6 – Upper Key Stage Two- Cycle B		
Skills to be practised:	<p>S1 – Use dates to order and place events on a timeline</p> <p>S2 – Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>S2 – Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>S2 – Understand how our knowledge of the past is constructed from a range of sources</p> <p>S2 – Make confident use of a variety of sources for independent research</p> <p>S3 – Make comparisons between aspects of periods of history and the present day</p> <p>S3 – Understand that the type of information available depends on the period of time studied</p> <p>S3 – Evaluate usefulness of a variety of sources</p> <p>S4 – Present findings and communicate knowledge and understanding in different ways</p> <p>S4 – Provide an account of a historical event based on more than one source</p> <p>S5 – Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>S5 – Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>S5 – Use evidence to support arguments</p>		
Block:	AUTUMN 2	SPRING 2	SUMMER 2
Topic:	INVENTORS AND INVENTIONS The Maya Civilisation AD 900	Black History – 'A Lancashire Slave Ship called Hope' / The Transatlantic Slave Trade, (Black History)	OH I DO LIKE TO BE BESIDE THE SEASIDE Aspect of British history beyond 1066 – leisure and entertainment. (Victorian holidays then & now)
Substantive Concept:	<i>Civilisation</i>	<i>Justice/ Equality</i>	<i>Childhood</i>
Intent	The children will learn who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica. In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. The children will also learn about the Maya number system and have the opportunity to read and write Maya	The purpose of this theme is to find about The Transatlantic Slave Trade and its links to Lancashire in the past. Children will learn about what life was like for enslaved people in the past including enslaved people who were forced to endure long journeys on board (Lancashire) Slave Ships. They will find out about how significant people, events and changes to laws led to the abolition of slavery over time. Where appropriate, teachers should make deliberate connections between sets of information, images, objects and sounds from	The learning within this theme focuses on holidays and leisure. Children will be involved in making comparisons and analysing trends between the different periods, focusing primarily on the period from the Victorian era to the present day.

	<p>numbers and solve number problems. They will learn about the Maya writing system too and practise writing words using logograms and syllabograms in the hieroglyphic style of the ancient Maya people. The children will learn about the work of the explorers John Lloyd Stephens and Frederick Catherwood and have the opportunity to analyse historical pictures of the cities they discovered. They will also learn about the types of food eaten by the ancient Maya people and they will find out about the significance of corn and chocolate, arguing which was most important in a class debate</p>	<p>Black History Units 1 and 2; these connections can trigger memories and help recall.</p>	
<p>New Knowledge (Learnt within this year group)</p>	<p>Chronology: Sequencing events (such as inventions) and periods through the use of appropriate terms relating to the passing of time (empire, civilisation). <u>Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</u> <u>In depth study of different periods (such as the Maya Civilisation), using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability).</u> <u>Analyse connections, trends and contrasts over time.</u></p> <p>Events, People and Changes Show their knowledge and understanding of local, national and international history by: Gaining historical perspective by placing their growing knowledge into different contexts between cultural, economic, military, political religious and social history.</p>	<p>Chronology: <u>Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends</u> <u>Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.</u> Establish clear chronological narratives across periods and within themes e.g. slavery, racial equality etc.</p> <p>Events, People and Changes A study or theme in British History that extends pupils' chronological knowledge beyond 1066 A local history study Enquiry, Interpretation and Using Sources: Use a wide range of sources as a basis for research to answer questions and to test hypotheses Regularly address and sometimes devise historically valid questions about change and continuity, consequence and significance.</p>	<p>Chronology: Sequence events and periods through the use of appropriate terms relating to the passing of time, e.g. Victorian era; turn of the century; pre-war; inter-war; post war; the sixties. Analyse connections, trends and contrasts over time, e.g. when studying varied geographical coastal resorts during different historical periods and noting their influence on the lives of people in these different periods. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day, e.g. the development of leisure from 19th century to the present day. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability).</p> <p>Events, People and Changes Gain historical perspective by placing their growing knowledge into different contexts</p>

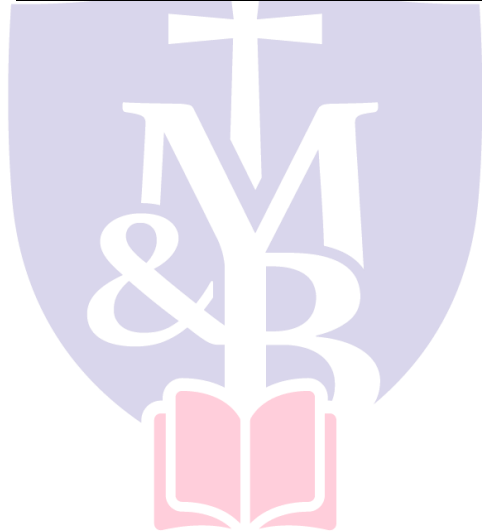
	<p>Establishing a narrative showing connections and trends within and across periods of study (e.g. by making connections between the House of Wisdom and other history units they have already studied).</p> <p>Communication Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. <u>Use appropriate vocabulary when discussing and describing historical events and concepts e.g. reliability, parliament, and society</u> <u>Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines</u></p> <p>Enquiry, Interpretation and Using Sources Understand the methods of historical enquiry, how evidence is used to make historical claims and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past often exist, giving some reasons for this (e.g. what evidence do we have, why was it created, and what does it tell us?)</p>	<p>Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' Recognise how our knowledge of the past is constructed from a range of different sources Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?' Describe the results of historical events, situations and changes e.g. the impact on people's lives Evaluate sources and make inferences</p> <p>Communication: Discuss how Britain has influenced and been influenced by the wider world <u>Describe aspects of cultural, economic, military, political, religious and social history</u> <u>Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</u> <u>Discuss and debate historical issues acknowledging contrasting evidence and opinions</u> Use appropriate vocabulary when discussing and describing historical events and concepts e.g. reliability, parliament, and society Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines Produce structured work that makes connections, provides contrasting evidence and analyses trends</p>	<p>by studying aspects of cultural, economic, political and social history e.g. how the development of the railways enabled Victorians to travel to the coast from inland towns. Establishing a narrative showing connections and trends within and across periods of study. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes, e.g. by understanding how different people worked, travelled, and funded coastal visits.</p> <p>Communication Produce structured work that: - makes connections, draws contrasts and analyses trends between the different periods. - frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p> <p>Enquiry, Interpretation and Using Sources Understand methods of historical enquiry, how evidence is used to make historical claims and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses, e.g. examining the coastal settlement patterns and railway routes. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some possible reasons</p>
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			for this, e.g. What evidence do we have? Why was it created? What does it tell us?
Prior Knowledge	<p><u>Year 3 – Summer 1</u> Roman Britain (Migration)</p> <p>Chronology Show their increasing knowledge and understanding of the past by: Making some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (between Roman Britain and other periods they have studied). Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: Understanding some of the ways in which people's lives have shaped this nation. (Roads, calendars, underfloor heating, toilets etc) Describing how Britain has influenced and been influenced by the wider world. Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. (Significant people include Julius Caesar, Emperor Claudius, Boudicca)</p> <p>Communication</p>	<p><u>Year 4 – Spring 1</u> The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade. (Justice/ Equality)</p> <p>Chronology Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, employment, buildings or transport.</p> <p>Events, People and Changes A study or theme in British History that extends pupils' chronological knowledge beyond 1066. A local history study. (Cotton industry studying New Hall Lane in Preston and the mills)</p> <p>Enquiry, Interpretation and Using Sources Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence.</p>	<p>Chronology Show their emerging knowledge and understanding of the past by: Recognising the distinction between past and present (e.g. the difference between photographs of themselves as a baby and now). Placing a few events and objects in order by using common phrases to show the passing of time (e.g. old, new, young, baby, children, grown up). (toys, clothes, photos, events on a timeline) Show their developing knowledge and understanding of the past by: <u>Knowing where some people fit into a chronological framework by using common words and phrases about the passing of time (e.g. before, after, a long time ago, first, last, adult, very old, in the past) (Adults in their life, friends, grandparents, parents, teachers, younger siblings etc)</u></p> <p>Events, People and Changes To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. (Photos of family in the past. Birthdays in the past) Use simple stories and other sources to show that they know and understand key features of events – especially when recalling personal events. (Birthdays/ key events in their lifetime e.g. Starting school, nursery, Coronation of King Charles III)</p>

	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like Roman Britain, settlement, and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p> <p>Enquiry, Interpretation and Using Sources Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (the impact of Roman roads and floods). Understand some of the methods of historical enquiry and how these can be used to make historical claims (about Roman place names). Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</p>	<p>Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?' Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources. Identify historically significant people and events in different situations</p> <p>Communication Describe significant aspects of local history, characteristics of societies, and achievements of mankind. Discuss some of the connections between local, regional, national and international history. Talk and write about historical events and changes by selecting and organising historical information and dates. Discuss historical issues and changes. Use relevant and appropriate historical terms such as primary/secondary evidence, population, famine etc. Communicate historical findings through a range of methods including the use of ICT, maps and timelines. Produce accounts that make some connections and describe some contrasts.</p>	<p>Communication <u>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</u> Understand historical concepts and use them to make simple connections and draw contrasts (e.g. birthdays, events in the present and past).</p> <p>Enquiry, Interpretation and Using Sources Use sources to answer simple questions about the past. <u>Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. (Artefacts – photos of key events in their lifetime, artefacts children can bring in from their own families)</u></p> <p>(Local Parishioner visitor to look at Bamber Bridge in the past, focusing on schools, entertainment - toys)</p>
Future Knowledge	N/A	<p><u>Year 8 – Summer 1</u> What impact has the Slave Trader had on the world?</p>	<p><u>Year 8 - Spring 1</u> Who benefitted from the Industrial Revolution? 1. What was the Industrial Revolution? Olympic 2012</p>

		<ol style="list-style-type: none"> 1. What part did Britain play in the transatlantic slave trade? 2. What was it like on the 'middle passage'? 3. Who was responsible for the transatlantic slave trade? 4. What was life like for the slaves in the Americas? 5. Case study: Harriet Tubman 6. Cause study: Olaudah Equiano 7. How did the Slaves resist and rebel? <p>What was the impact of the abolition of the Slave Trade?</p> <ol style="list-style-type: none"> 8. Why was the slave trade abolished? Abolitionists 9. How did Slavery end? The legacy of the transatlantic slave trade and the American Civil war 10. Why was there a North South Divide? Racial inequality in USA 1950s 	<ol style="list-style-type: none"> 2. What was the Agricultural Revolution? 3. Why was efficient transport important? Trains, canals, railways 4. How did factories help towns grow? Machines and inventors 5. Was Richard Arkwright a hero or villain? <p>How did Industrial Britain exercise their power over other countries?</p> <ol style="list-style-type: none"> 6. What work did Children do? 7. What were the Industrial Towns like? Dirt, disease and crime (interpretations) 8. What were the Industrial Towns like? Dirt, disease and crime 9. How much progress was made? Protesters
<p>Key Vocabulary</p>	<p>Agriculture, Astronomy, City state, Code, Hierarchy, Maize, Sacrifice, Settlement, Temple, Ahaw, Batab, Cacao, Cenote, Chac Mool, Glyph, Huipil, Post-classic period</p> 	<p>Quakers, stowed, abolished, influential, slave, trade, Transatlantic, enslaved, Lancashire Cotton Industry, occupations, sugar plantation, coffee plantation, conditions, captives, abolition</p>	<p>Industrialisation Industrial revolution Industrial Revolution Economy Manufacturing Empire Coronation Reign National</p>
<p>Skills specific to topic</p>	<p>S1 – Use dates to order and place events on a timeline S2 – Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance S2 – Understand how our knowledge of the past is constructed from a range of sources</p>	<p>S1 – Use dates to order and place events on a timeline S2 – Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance S2 – Understand how our knowledge of the past is constructed from a range of sources</p>	<p>S1 – Use dates to order and place events on a timeline S2 – Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance S2 – Understand how our knowledge of the past is constructed from a range of sources</p>

	<p>S3 – Make comparisons between aspects of periods of history and the present day</p> <p>S3 – Understand that the type of information available depends on the period of time studied</p> <p>S3 – Evaluate usefulness of a variety of sources</p> <p>S4 – Present findings and communicate knowledge and understanding in different ways</p> <p>S5 – Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>S5 – Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p>	<p>S3 – Make comparisons between aspects of periods of history and the present day</p> <p>S3 – Understand that the type of information available depends on the period of time studied</p> <p>S3 – Evaluate usefulness of a variety of sources</p> <p>S4 – Present findings and communicate knowledge and understanding in different ways</p> <p>S4 – Provide an account of a historical event based on more than one source</p> <p>S5 – Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>S5 – Use evidence to support arguments</p>	<p>S3 – Make comparisons between aspects of periods of history and the present day</p> <p>S3 – Understand that the type of information available depends on the period of time studied</p> <p>S3 – Evaluate usefulness of a variety of sources</p> <p>S4 – Present findings and communicate knowledge and understanding in different ways</p> <p>S4 – Provide an account of a historical event based on more than one source</p> <p>S5 – Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>S5 – Use evidence to support arguments</p>
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