

	Substantive Knowledge and Disciplinary Knowledge			
	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Vocabulary
Reception Marvellous Me Real Superheroes Wonderful World Celebrations Into the Woods Journeys	<ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking and events • Compare & contrast characters from stories, including figures from the past • Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> • Ask questions to find out more & to check understanding of what has been said • Understands questions such as who, why, when, where & how • Understands a range of complex sentence structures including tense markers • Engage in non-fiction books 	<ul style="list-style-type: none"> • Use talk to organise, sequence & clarify thinking, ideas, feelings & events • Articulate ideas & thought in well-formed sentences • Ask questions to find out more & to check understanding of what has been said 	<ul style="list-style-type: none"> • Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night • Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? • Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain

Year 1

Toys

Kings, Queens and Coronations

Local History - Schools

By the end of Year 1, children should know:

- The differences between then and now
- significant differences, e.g. what classrooms and lessons were like in the past
- the difference between old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs.
- how features of life today, such as schools, differ from those of past times, referring to subject-specific detail, e.g. in pictures, can describe and explain a blackboard; a slate and chalk; an old school desk.
- that we have different views of familiar events, e.g.: first day at school. We cannot always remember what happened in the past.
- see that there are different versions of real historical situations, e.g. different written, spoken and pictorial versions of the coronations or the jubilee
- the names of some recent monarchs - Queen Elizabeth, King Charles

By the end of Year 1, children should be able to:

- Understand and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago'
- Use simple timelines to sequence processes, events and objects within their own experience, e.g. something very old, old and new
- use of terms 'old' and 'new' 'then and now'
- Understand that the world was different in the olden days.
- sequence within the clock and to some extent in calendar time. e.g. when in the year Bonfire Night occurs.
- give a simple reason why a real person acted as they did in a historical situation, e.g. why was the queen so committed to her life as a royal? Why were teachers so strict in the past?
- describe the main features of an artefact.
- consult and use information from two simple sources to find information, e.g. 'how can we tell this teddy is old?'
- write simple captions to describe, e.g. an old teddy. Can label/annotate simple drawings of artefacts and items from the past. n laundry, possibly using a key. the one in the book'.
- Can write simple sentences containing period-specific detail about a time in the past

Year 2

The Moon Landing

Scott of the Antarctic

Local History - Our High Street

By the end of Year 2, children should know:

- That Neil Armstrong was the first landed on the moon in 1969 in Apollo 11 accompanied by Buzz Aldrin and Michael Collins was also on the mission but stayed in Columbia (command module)
- America and Russia had been in a 'space race' for years
- Yuri Gagarin was the first Russian in space in 1961
- Captain Scott was one of Britain's most famous explorers and led the expedition to the Antarctic, the South Pole in a bid to be the first to reach it in 1912
- A Norwegian, Amundsen got to the pole just before Scott
- Scott and his party didn't survive the return journey because of lack of food and the freezing cold
- The reasons why simple changes occur, e.g. why shopping today might be considered more enjoyable or quicker than 100 years ago
- period detail
- that not everyone in the past had the same experience, e.g. when studying the local high street, children grasp that the poor might had no money to shop and therefore very little food to eat and very modest presents for birthdays and Christmas whereas the rich had a very different experience.
- that there may be more than one way of looking at a significant historical person, e.g. some people admired Captain Scott but some were critical of him
- that not all sources of information answer the same questions, e.g. by comparing different accounts of the same event.
- that grandparents' recollections of their childhood might vary
- that not all written accounts in the library books give exactly the same reasons for something,
- that people can disagree about what happened in the past without one of them being wrong.
- that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events
- some changes that have occurred in the local high street over time
- some changes that have occurred to the way we live/shop/sped time in the locality

By the end of Year 2, children should be able to:

- sequence parts of more complex story where action takes place over a long period of time, e.g. realise that Captain Scott's life can be divided into phases - before he went into exploration, when he was at the South Pole, the journey back
- realise that we use dates to describe events in time, e.g.1969 - the Moon Landing

	<ul style="list-style-type: none"> • make use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1969', 'when my Grandad was a boy' (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time). • give simple consequences of somebody's actions, e.g. 'because of the achievements of explorers, we know much more about the world and space' • give a few reasons for more complex human actions, e.g. why someone might want to do something with great risk to their life • give clear explanation of an important event, offering two or three reasons why an event took place, e.g. why Captain Scott was beaten to the South Pole; why the team died on the way back. • spot differences between versions of the same historical event e.g. they see that pictures in books vary in how they depict details like Captain Scott's equipment. • make deductions about artefacts, spotting clues to function and use and can talk about, for example: how obvious domestic items connected with the past would have been used, possibly through simple role play. • find answers to questions about objects by looking in books. • realise that we can gather ideas about a person's life by using a range of sources, such as letters, as well as books. • ask simple, but relevant, questions of the teacher in the role of, for example, Captain Scott. • spot the differences and make deductions from and between sources and conclude as to the most common view, going beyond the literal and what can be seen. • realise that there are potential weaknesses in eyewitness accounts • Retell a complicated story in a simple, structured way, using subordination for time - when, after, before...
<p>Year 3</p> <p>Ancient Egypt</p> <p>The Stone Age</p> <p>The Iron Age</p>	<p>By the end of Year 3, children should know:</p> <ul style="list-style-type: none"> • That 'Ancient' means thousands of years ago • The sequence/order of Stone Age, Bronze Age, Iron Age; what was distinctive about the three periods and that this time was called prehistoric. • That the two biggest changes that developed during the Stone Age were - farming and tools - and the impact on daily life that these developments had • The different theories about why Stonehenge was built • How we know so much about what happened thousands of years ago • That Ancient Egypt is one of 5 major ancient civilisations which emerged 5000 years ago • Each of the 5 civilisations were organised with cities and had their own form of communication called hieroglyphics or cuneiform • Egypt was ruled by pharaohs who were thought of as gods

	<ul style="list-style-type: none"> • Tutankhamun is the most famous pharaoh and his tomb was discovered 100 years ago by Howard Carter • Other levels of society existed from viziers, scribes and priests to slaves • The Egyptians worshipped hundreds of gods many represented by animals • Much of life was influenced by the River Nile which flooded every year, essential for growing crops • People believed that those who died went to a new world • People were mummified when they died and we have lots of artefacts used in the mummification process • The Rosetta Stone discovered 200 years ago has told us much of what we know about Ancient Egypt • We still don't know everything about Ancient Egypt - e.g. did the slaves really build the pyramids? <p>By the end of Year 3, children should be able to:</p> <ul style="list-style-type: none"> • Extract simple information from text/pictures showing basic comprehension and spot anachronisms from periods studied compared with today e.g. they wouldn't have had tractors in Ancient Egypt • Sequence events in simple narratives use words which mark the passing of time - during, while e.g. when describing the process of mummification • Talk about three periods of time e.g. archeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s. • Understand the main ideas associated with that society e.g. can explain why Egyptians mummified bodies • Show understanding through oral answers and simple recording including period specific references • Write in simple and accurate sequenced sentences when retelling what happened in the past • See simple changes between the beginning and end of a very long period e.g. Old Stone Age and Iron Age • Progress to recognise changes over shorter period e.g. between Old Stone Age and New Stone Age and between the Bronze Age and the Iron Age
<p>Year 4</p> <p>Romans</p> <p>Vikings</p> <p>Anglo Saxons</p>	<p>By the end of Year 4, children should know:</p> <ul style="list-style-type: none"> • The Romans led by Caesar invaded Britain in 55BC • Claudius invaded in 43AD when Caesar didn't stay • Queen Boudicca of the Iceni stood up to the Romans • The Romans left Britain after nearly 400 years • The Romans transformed the landscape of Britain and left written records in the form of letters, coins and graffiti • There was an advanced lifestyle compared with that of the Iron Age • They introduced cities, roads, villas and public baths • Their armies were organised and disciplined

- The Roman army left Britain in 410AD
- The Viking army landed in England in 868AD
- The Vikings attacked Lindisfarne in 793AD killing many monks
- King Alfred the Great defeated the Vikings in 878AD and divided England with the Vikings in the Danelaw
- Edward the Confessor became king in 1042AD passing England back to the Anglo Saxons, with whom they fought for control of England for many years
- The word Viking means raider
- The Vikings were also traders, settlers and shipbuilders who travelled long distances overseas
- They attacked England from Scandinavia carrying out raids on monasteries from where they stole precious church artefacts
- They worshipped many gods and made offerings to them
- Some days of the week are named after some Viking gods - Wednesday Thursday Friday
- Christianity was established during the Anglo Saxon period and took over 100 years to spread across the country
- England was united during Anglo Saxon times with Wessex as the leading kingdom
- During the Anglo Saxon period, better laws and a flowering of literature emerged

By the end of Year 4, children should be able to:

- Accurately differentiate between within a longer period e.g. Roman, Saxon and Vikings
- Use key dates as important markers of events e.g. Caesar's landing; Claudius' invasion; Boudicca's revolt.
- Analyse actions of people in historic settings, focusing only on what one person wanted e.g. why Claudius wanted to invade
- Think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered the most at the hands of the raiders
- Identify change based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles
- Understand that change doesn't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled
- Understands that change can happen quite quickly and can be reversed e.g. struggle between the Saxons and Vikings
- See that events have more than one cause
- See that there are different interpretations because the gaps in the evidence are so large that they have to be filled by imaginative reconstruction e.g. we have no photos showing Boudicca so historians and artists work from written sources and come up with different views of what she looked like.

	<ul style="list-style-type: none"> • Understand that some interpretations might be more accurate than others e.g. we know this is not accurate because Vikings are described as just raiders but we know they were traders too.
<p>Year 5</p> <p>Mayan Civilisation</p> <p>Ancient Greeks</p> <p>Tudor Britain</p>	<p>By the end of Year 5, children should know:</p> <ul style="list-style-type: none"> • During the time of the Mayans in the Americas, the Saxons were fighting the Vikings in England • The Mayans lived in Central America • In the year 1000AD settlements like Chichen Itza were among the largest settlements in the world • Chichen Itza is the best preserved of any city in the world from this time • The Mayans terraced and farmed the land but declined because of drought and overworking the soil • The Mayans built pyramids with temples on top • Mayan society was quite advanced compared to England with cities, stone buildings such as temples, and systems for writing and counting. • We know about the Mayans because of their writings in hieroglyphics • They were very knowledgeable about the stars and they had their own calendars and observatories • By the 1520s the Spanish brought Christianity to the Mayans and forced them to give up their own gods. • They believed their gods needed offerings of human sacrifice. • Ancient Greece was a civilization which flourished over 2500 years ago. • The Olympic Games come from this time • The marathon race comes from a special run that was made in battle between the Athenians and the Persians. • Democracy began in Ancient Greece • Many famous mathematicians, poets, scientists and philosophers came from this period. • Slaves were very important to Greek society • Many things that are part of life today come from Ancient Greece. • The Tudor period was from 1485-1603. • The Tudor rose was created when Henry VII brought an end to the Battle of Bosworth, also known as the Wars of the Roses, against Richard III. He joined the White Rose of York with the Red Rose of Lancaster to create the Tudor Rose. • Tudor England had 2 of the strongest monarchs ever to sit on the English throne: Henry VIII & his daughter Elizabeth I. • Henry VIII was a powerful and fierce monarch. He is one of the most famous Tudors in history. One of the reasons for this is that he married six times during his lifetime • Henry VIII broke away from the Catholic church and created the Protestant Church of England

- the Tudors had terrifying punishments for criminals such as beheadings, the ducking stool or burnt at the stake.
- Life for different people in Tudor times depended on their level in society
- Boys were more important than girls in Tudor England. They were seen as stronger and more intelligent. Henry VIII felt that the strongest heir would be a male.
- The Tudors were great explorers The Tudors defeated the Spanish Armada in 1588

By the end of Year 5, children should be able to:

- Use more sophisticated time markers within as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry VIII's life
- Appreciates ideas of duration and interval e.g. how long the Greek legacy has lasted; how Elizabeth I changed the way she ruled during the last 10-15 years of her life
- Can make links between three periods in History, comparing, spotting similarities and differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture
- Know that not everyone in the past lived in the same way - can contrast life for rich people in Tudor times and do not describe Tudor life as if it was the same for everybody - that there were different levels of society
- Understand that people's experiences varied depending on status e.g. they understand that women's position in Greek society was very different in Athens and Sparta.
- Explain general and impersonal causes: seeing that events happen because of other reasons than just human action e.g. break with Rome was more than simply Henry wanting to remarry.
- Give several causes to explain some events and give detail and/or explain each cause/combination of causes
- Identify differences between versions of the same event e.g. a film might differ from a story about Greek myths
- Give reasons why there might be more than one version e.g. no one there recording the event; lost in translation
- Realise that history is being constantly rewritten - the more we find out, the more we need to change what we know
- Consider the worthiness of a source by reference to what is known about the topic e.g. this portrait of Elizabeth makes her seem far younger than she would have looked at that age. Evidence must be handled carefully - who produced it and why - for which audience?
- Can write in explanatory mode, rather than just description
- See causes might be connected e.g. the Armada sailed because of exploration and religion

Year 6

The Industrial Revolution and Lancashire

Chronology

World War 2

Black and British

By the end of Year 6, children should know:

- Parts of Lancashire including Adlington changed to a great extent during the industrial revolution
- The industrial revolution took place between 1760 and 1840.
- Queen Victoria reigned from 1837 to 1901.
- During Victoria's reign, there were massive changes in industry and technology in Britain.
- Britain was very inventive - railways, bicycles, motor cars, telephones were invented during this time.
- There was an enormous gap between rich and poor in Victorian society
- The mechanization of the spinning process gave rise to cotton mills in northern towns and provided work for locals
- Adlington had cotton mills and they can still be seen today
- Conditions in the mills were not good and many children worked in them
- Some wealthy Victorians worked hard to improve the lives of the poor and the conditions for children working in factories, mills and mines
- During WW2, children were evacuated to keep them safe from bombings
- There have been black people living in Britain throughout history all the way back to Roman times
- Black people suffered terribly as slaves working on plantations in the Americas but they also worked as slaves in the homes of the rich in British cities
- Black people served in the trenches in the two wars
- The most significant period of black immigration came with the arrival of SS Windrush in 1948 to work in the NHS and on the buses. Many black people living in Britain today can trace their ancestors back to this time
- Laws have had to be created in Britain to prevent discrimination as black people have been treated so badly in the past
- The recent Black Lives Matter campaign is an attempt to show how far we have still to go to make sure black people are treated equally and fairly.

By the end of Year 6, children should be able to:

- Use dates and specific terms confidently to establish period detail e.g. early Victorian, later Victorian, pre-industrial revolution.
- Match simple iconic images to each of the periods studied
- Make links between different features of a society to make sense of the world lived in by people of the past
- Explain beliefs and attitudes in terms of why people might have had those ideas e.g. context of Victorian times and school/work/child labour
- Describe and explain life at different levels of society and their outlooks on life instead of sweeping generalisations about life in periods.

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| | <ul style="list-style-type: none">• Explain an event in terms of short term and long term build up; in terms of reasons and reasoned argument; with links between reasons• Understand that different versions of events have been written giving different emphasis because of the purpose and the audience in mind e.g. the Victorian era is very positive from an industrialisation point of view but negative from a child labour and slavery point of view• Make deductions e.g. this teacher is holding a cane so they must be strict• Combine information from different sources and cross reference it to see if sources agree rather than taking everything at face value• Ask questions and carefully consider what the evidence tells us and how robust it is, showing awareness of bias and propaganda• Answer questions in a structured way, providing relevant supporting evidence, two sides of the argument if appropriate and using period specific detail, including dates• Understand change - significance, speed of change, scale of change (revolution) impact of change and the perception of change by different groups of societies |
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