

History Key Knowledge



EYFS

All About Me!	
Significant events in our own lives and our families	
Substantive Knowledge	• Everyone begins life as a baby; they grow into a child and keep growing until they are a grown up. • Know who is part of their family. • Families are very different and made up of different people. • Some of the objects people used in the home are the same as we use today. Some are different.
Disciplinary Knowledge	• Talk about significant events in my own life and people familiar to us. (CU) • Talk about past and present events using language associated with time, such as yesterday, last week, at the weekend. (CU) • Order a set of pictures or objects in the correct sequence –baby clothes, toddler clothes and clothes we wear now. (CU) • Know some similarities and differences between things in the past and now. (K&U) • Answer 'how' and 'why' questions about their experiences and in response to events. (HE)
Vocabulary	
family, child, baby, grown up, adult, jobs, grandparents, great grandparents, auntie, uncle, cousin, past, events, yesterday, today, tomorrow, long ago, a long time ago, in order, first, next, then, change	

From Light to Dark	
Events in the past - The Christmas Story	
What was life like when Jesus was born?	
Substantive Knowledge	• Mary and Joseph were important people in the Christmas story. • Baby Jesus was born in Bethlehem, in a stable. • The Christmas story happened a long time ago in a different country. • Houses, clothing, transport and jobs were different from those today. • There were no cars, telephones, televisions or computers. • People travelled long distances using animals or walking.
Disciplinary Knowledge	• Sequence key events from the Christmas story. Order a set of pictures or objects in the correct sequence. (CU) • Know some similarities and differences between things in the past and now. (K&U) • Understand the past through settings, characters and events encountered in books read in class. (HI) • Use language such as "first", "next", "then". • Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why? (HE) • Compare transport in the Christmas story with transport today. (K&U) • Compare homes, clothing and celebrations from the past and today. (K&U)
Vocabulary	
first, next, then, long ago, past, long time ago, in order, old, new, tradition, celebrate, celebration	

Our Hot and Cold World Events in the past and traditions – Pancake Day (Shrove Tuesday) Why do people eat pancakes on Pancake Day?	
Substantive Knowledge	• Christians have celebrated Shrove Tuesday every year for hundreds of years. • Families have made and eaten pancakes as part of this tradition for a long time. • Some traditions from the past are still celebrated today.
Disciplinary Knowledge	• Know some similarities and differences between things in the past and now. (K&U) • Talk about what the photographs and objects tell us about the past. (HE)
Vocabulary	
before, after, tomorrow, today, yesterday, long ago, a long time ago, in order, past, old, new celebrate, celebration, event, tradition	

Spring Into Life Events in the past and traditions – The Easter Story How have Easter traditions changed over time?	
Substantive Knowledge	• Jesus was a real person who lived in the past. • Some Easter traditions have been celebrated for many years. • Some Easter traditions have changed over time, while others have stayed the same.
Disciplinary Knowledge	• Recognise that the Easter Story happened in the past. • Talk about similarities and differences between Easter celebrations long ago and today. (K&U) • Sequence events in time order and explain the sequence. (CU) • Look closely at similarities and differences, patterns and change between life in the past and now. (HI) • Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why? (HE)
Vocabulary	
past, long ago, a long time ago, before, after, in order, event, celebrate, celebration, tradition how, why, because, find out, I wonder what/if/when/why?	

A Very Hungry Garden – Beatrix Potter Who was Beatrix Potter and why do we still remember her today?	
Substantive Knowledge	• Beatrix Potter was a real person who lived in the past. • She was an author and illustrator who wrote stories such as <i>The Tale of Peter Rabbit</i>, over 100 years ago. • Beatrix Potter lived during a time when there were no computers, tablets or television. • Some things have changed over time, while others have stayed the same.
Disciplinary Knowledge	• Compare their own lives with Beatrix Potter's childhood. • Understand the past through settings, characters and events encountered in books read in class. (HI) • Know some similarities and differences between things in the past and now. (K&U) • Handle artefacts and discuss why some objects are old and new. (HI)
Vocabulary	
before, after, today, old, new, long ago, a long time ago, past, in order child, childhood, adult, change, same/ different, old/ new, I wonder if? how, why?	

St George's Day Events in the past – Why do people still celebrate St George today?	
Substantive Knowledge	• St George is the patron saint of England and St George's Day is celebrated every year. • The story of St George and the Dragon is a legend that has been told for many years.
Disciplinary Knowledge	• Understand the past through settings, characters and events encountered in books read in class. (HI) • Know some similarities and differences between things in the past and now. (K&U) • Talk about past and present events and use vocabulary such as past, present, long ago. (CU) • Ask questions about the past, such as "Who was St George?" and "Why do people celebrate him?" (HE)
Vocabulary	
past, present, long ago, old, same, and different, dragon, castle, Saint, event, tradition, celebrate	

A Very Hungry Garden How do plants change over time?	
Substantive Knowledge	• A seed changes into a plant over time. • Plants do not stay the same; they grow and change. • Trees and plants can become much bigger as they get older.
Disciplinary Knowledge	• Things do not stay the same. • Living things grow and change over time. • Talk about past and present events using language associated with time, such as yesterday, last week, at the weekend. (CU) • Order a set of pictures or objects in the correct sequence. (CU)
Vocabulary	
first, next, then, before, after, today, yesterday, tomorrow, next week, find out, change, different, old, new, I wonder if? how, why?	

Journeys and Adventures How has transport changed over time?	
Substantive Knowledge	• People travelled differently in the past. • Long ago, many journeys were made by horse and cart. • Steam trains were used in the past. • Modern trains are faster and often use electricity. • Cars, aeroplanes and trains have changed over time. • Modern transport is often faster than transport in the past.
Disciplinary Knowledge	• Know some similarities and differences between things in the past and now. • Understand how transport has changed over the years • To look closely at similarities and differences, patterns and change between life in the past and now. • Handle artefacts and discuss why some objects are old and new.
Vocabulary	
first, next, then, before, after, today, a long time ago, find out, change, different, old, new, timeline, photographs, same, different, because	

Key Knowledge History

Year One



Life of a significant person: Florence Nightingale and Mary Seacole

Why are Florence Nightingale and Mary Seacole remembered today?

Substantive Knowledge	• Florence Nightingale and Mary Seacole were real people who lived in the past. • Florence Nightingale was a nurse. • Florence travelled to Crimea to care for injured soldiers. • Hospitals were often dirty and unhealthy. • Florence improved cleanliness and hygiene in hospitals. • Florence became known as '<i>The Lady with the Lamp</i>'. • Florence was awarded the Red Cross medal by Queen Victoria, which raised Florence's profile. • Mary Seacole was a nurse and businesswoman. • Mary cared for soldiers and provided food, medical care and shelter. • Both are remembered because they improved the lives of others.
Disciplinary Knowledge	• Use timelines to order a set of events. Place Florence Nightingale and Mary Seacole on a simple timeline. (O&C) • Recall some facts about people/ events before living memory. (K&U) Legacy • Appreciate that some famous people are remembered because they have helped our lives be better today. Discuss how their actions improved healthcare. (K&U) • Explain why Florence Nightingale and Mary Seacole are important. • Say why people may have acted the way they did – compare Florence Nightingale to Mary Seacole and how their pathways to the same endpoint were so different. (K&U) • Identify some differences between past and present – look at how nursing and medicine has evolved because of Florence's Mary's actions. Compare hospitals then to hospitals today - begin to identify the main differences between old and new. (K&U) • Observe and handle artefacts and use this to ask and answer questions – History Alive workshop. (HE) • Begin to identify the main differences between old and new objects – what might we see in hospitals today, how has electricity and technology changed nursing? (HI) Monarchy • Understand that we have a king or Queen that rules us and that Britain has had a King or Queen for many years – learn why the Queen awarded special medals and discuss whether Florence N and Mary S were worthy recipients. (K&U) Invasion • Order a set of events or objects, in chronological order – explore why Florence N and Mary S went to the Crimean War and when, and why this was a significant turning point in both of their lives.
Vocabulary	
before, after, then, now, past, present, nurse, hospital, soldier, hygiene, treatment	

The Great Fire of London

Significant events in history: Why was the Great Fire of London such a significant event?

Substantive Knowledge

- To know The Great Fire of London happened a long time ago in 1666.
- To understand it happened before we were born, and before our parents, grandparents and great-grandparents were born.
- To know that King Charles II was the King of England at the time of the Great Fire and helped stopped the fire in the streets.
- The fire burned for so long because the houses were made from wood and the houses were built so close together.
- The fire was put out by water carried in leather buckets and fire squirts, a fire hook was used to pull down the houses and gun powder was used to create a fire break.
- The fire destroyed many homes and many people were forced to move away from the city to towns and suburbs.
- To know the city was rebuilt after the fire. Changes were made to make London safer, and more buildings were made from brick, stone and steel.

Disciplinary Knowledge

Settlements

- To look at books, videos, photographs, pictures and artefacts to find out about an event that happened a long time ago – locate the exact location and discuss how settlement was a major factor. (HI)
- To answer questions using a range of historical sources – look at pre/post fire maps to explore cause and consequence. (HI)
- To identify similarities and differences between London in 1666 and London today. (past and present) (K&U)

Monarchy

- Sequence events in chronological order (CU) - discuss why King Charles II played an important role in the events leading up to the end of the fire and when. (K&U)

Legacy

- Begin to use a simple timeline. Put key events of the Great Fire in the correct order. (CU)
 - Begin to use simple timelines – when was London rebuilt to look like the city we see today? Who played a significant role in redesigning it and when? (C&O)
 - Explore objects that belonged to the past and begin to appreciate how technology has changed. (K&U)
 - Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. (CU)
 - Observe and handle artefacts and use this to ask and answer questions. (HE)
- Begin to identify the main differences between old and new objects. (HI)

Migration

- Recall some facts about people/ events before living memory. (K&U)
- Say why people acted the way they did. Explore why people moved to be closer to the river, leaving behind their homes and personal belongings; where might the people who lost their homes move back to once the city was rebuilt? (K&U)

Vocabulary

then, now, long ago, a long time ago, past, present, source, evidence, historian, timeline, sequence, same, different, events, compare, question, clue, investigate, artefact, museum, significant, London, Great Fire of London, Lord Mayor, King Charles II, seventeenth century, bakery, Pudding Lane, River Thames, famous

Life of a significant person: Samuel Pepys

How does Samuel Pepys help us learn about the Great Fire of London?

Substantive Knowledge

- To know that Samuel Pepys lived a long time ago and lived in London during the fire.
- To know that Samuel Pepys did not have modern technology such as phones, televisions or computers.
- We know about this significant event because of Samuel Pepys' diary.

Disciplinary Knowledge

Legacy

- Use simple words and phrases to describe the past – 'after', 'before' when learning about the significant role Samuel Pepys played in teaching us about the fire. (CU)
- Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings and the internet to find out about the past. (HI)
- Appreciate that some famous people have helped our lives be better today. (K&U)
- Say why people may have acted the way they did (Samuel Pepys, King Charles II). (K&U)
- Understand that sources of information such as Samuel Pepys' diary help historians learn about events that happened long ago. (K&U)
- Without his diary we would know less about the Great Fire of London and everyday life in the seventeenth century. (K&U)

Vocabulary

old, new, then, now, long ago, a long time ago, past, present, source, evidence, historian, timeline, sequence, events, compare, question, clue, investigate, same, different
London, Great Fire of London, King Charles II, seventeenth century, bakery, Pudding Lane, River Thames, famous, Samuel Pepys, diary

Key Knowledge History

Year Two



Life of a significant person: Christopher Columbus and Tim Peake

Why are Christopher Columbus and Tim Peake important people in history?

Substantive Knowledge	• To know that Christopher Columbus was an explorer who lived 500 years ago. • Understand that life on ships was difficult and dangerous. • To know he sailed across the Atlantic Ocean. • Maps and navigation were very different from those used today. • To know who Tim Peake is and why he is a significant person. • To know Tim Peake is involved in space exploration and scientific research. • To know that Tim Peake's achievements have been recognised by Queen Elizabeth in 2016.
Disciplinary Knowledge	<u>Legacy</u> • Use a timeline to order and place important events – when was Christopher Columbus alive and when did his exploration happen? (CU) • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. (CU) • Appreciate that some famous people have helped our lives be better today, i. e. – discovery of America, new spices being brought across to Europe. (K&U) • Explain why certain objects were different in the past, i.e. ships, communication, navigation (HI) <u>Monarchy</u> • Look at evidence to give and explain reasons why people in the past may have acted in the way they did i.e. King and Queen of Spain funding the journey. (K&U) <u>Migration</u> • Sort events or objects into groups (i.e. then and now)- compare how people move from place to place today. (C&O)
Vocabulary explorer, voyage, compass, navigation, discovery, ocean, continent, Caribbean, King/Queen, Christopher Columbus, Tim Peake, astronaut, space, planet, Century, historian before, after, past, present, today, now, then, similar, different, old, new, now, then, change, beyond living memory, long ago, sequence, events, timeline	

**What was it like to live locally for our Great Grandparents?
Why was Alfred Wilkson a local hero?**

Substantive Knowledge	• Life in Lowton and Golborne has changed over time. • The development of the local area was linked to local industry and farming. <u>Homes:</u> • Many people lived in terraced houses. • More homes were built near the pitheads (coal mines) to house the workers. • Many homes had coal fires instead of central heating. • Some homes had outdoor toilets. • Families often shared fewer bedrooms than today. • Washing clothes and cooking took much longer than today. <u>Transport:</u> • People walked more often. • Bicycles, buses and railways were important. • Fewer families owned cars. <u>Jobs and industry:</u> • Mining, mills and local industries played an important part in the growth of the area. • Coal mining was an important local industry. • Some people worked in mills, factories and local shops. • Farming also contributed to local life. • Recognise that Alfred Wilkinson lived over 100 years ago. • To understand what Alfred's role was in the first World War. • Alfred Wilkinson is significant because of his bravery and service.
Disciplinary Knowledge	Settlements • Recount changes in my own life and my grandparents' lives over time? How have homes changed? (CU) • Look at and use books, pictures, ordnance survey maps, eye witness accounts and the internet to find out about the past i.e. local industry and agriculture. (HI) Monarchy • Use information to describe the past – why did King George V award Alfred W with a Victoria Cross? Who was 'Victoria' and why was the award named after her? (K&U) • Identify different ways in which the past is represented – where can we learn about the award and how Alfred W was honoured today? (HE) Legacy • Recount the main event in local History – the award ceremony at Buckingham Palace, the installation of a statue in Alfred's honour. (K&U) Invasion • Communicate ideas about people, objects or events from the past – why did Alfred W show great bravery during WW1, was he worthy of such an award? (C&O) • Understand and use the words past and present when telling others about an event. (CU)
Vocabulary Century, beyond living memory, within living memory, source, evidence, local, compare, same, different, then and now, past and present, similarities, differences, sequence, timeline, events, Factories, industry, mining, mills, farmland, terraced houses, memorial, King George V, Victoria Cross, Alfred Wilkinson	

Changes within Living Memory

Why did seaside holidays become popular over time?

Substantive Knowledge

- In Victorian times, many people began visiting the seaside for holidays.
- Seaside towns such as Blackpool, Brighton and Scarborough became popular holiday destinations.
- Trains helped more people visit the seaside.
- People believed the seaside was good for their health.
- Factory closures on set weeks meant whole townships went on holiday to the seaside at the same time.
- People wore different clothes, including long dresses, suits and bathing costumes that covered most of the body.
- Seaside resorts developed and families enjoyed new leisure activities at the seaside.
- Seaside holidays became popular with ordinary working families, not just wealthy people.
- To know that seaside resorts are still popular today, but many holiday destinations have changed.
- To know that seaside resorts bring more jobs and workers to seaside locations during the summer months.

Disciplinary Knowledge

Settlements

- Explain differences between past and present in their life, and their grandparents' lives and that of children from a different time in history – features of a seaside town now and then. (HI)
- Explore events, look at pictures and ask questions about the past – why did people go to seaside towns to holiday? (HI)
- Interpret the past actions, through role play such as hot seating – History Alive Workshop. (C&O)

Legacy

- Observe and handle artefacts and ask and answer questions about artefacts – What were they used for? How are they used today or what has replaced them? (HE)
- Give a plausible explanation about what an object was used for e.g. bathing huts. (HI)
- Explore objects that belonged to the past and begin to appreciate how technology has changed. (HI)

Migration

- Look at evidence to give and explain reasons why people in the past may have acted in the way they did- why did whole townships holiday at the same time, why do people go to seaside town other than to holiday e.g. employment, better quality of life. (K&U)

Vocabulary

Century, decade, within living memory, artefact, photographs, destination, seaside, transport, railway, leisure, seaside resort, bathing huts, bathing costumes, Victorian, pier, beach, promenade, attractions, souvenirs, change, similarities, differences, modern

Key Knowledge History

Year Three

Ancient Egypt and the achievements of the earliest civilizations

How can we discover what Ancient Egypt was like over 5000 years ago?

Substantive Knowledge	• The River Nile played an important role in Ancient Egyptian life. • Ancient Egyptians settled and lived by the River Nile because the soil is fertile and good for growing crops. • Ancient Egyptians lived in small farming villages with mud brick houses built close together. • Larger towns included temples, markets and workshops. • Howard Carter discovered the tomb of Tutankhamun. • Ancient Egyptian inventions and technology had impact for many civilisations (writing, papyrus, medicine, ship building). • One of the Egyptian achievements is the writing system which is made up of hieroglyphics. • The pharaoh was the monarch. • The Ancient Egyptians had a god for everything they played a huge role in the beliefs of the Egyptian people. Each one had a different role to carry out and for people to worship. • The Ancient Egyptians believed in the afterlife and that the physical body would be important in the next life. The bodies went through a process called mummification.
Disciplinary Knowledge	<u>Chronology</u> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) (CU) • Describe events and periods using the words: ‘ancient’ and ‘century’ (CU) <u>Settlement</u> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the different periods in history and events studied – explore why and how the ancient civilisations developed at the equator and near to major rivers; how the landscape impacted settlement. (HI) <u>Legacy</u> • Find out about everyday life in the periods of history studied - their inventions and technology and it’s impact for many civilisations (writing, papyrus, medicine, ship building). (K&U) • Recognise the part that archaeologists have had in helping us understand more about what happened in the past. (HI) <u>Monarchy</u> • Use evidence to show how the lives of rich and poor people from the past differed - look at how the pharaoh was the monarch, hierarchy of leadership (Tutankhamun, Cleopatra). (K&U) • Suggest why certain people acted as they did. (K&U) • Use their ‘information finding’ skills in writing to help them write about historical information – compare the lives of the Pharaoh to citizens of Ancient Egypt. (C&O)

Vocabulary

Civilisation, Settlement, Pharaoh, Nile, gods, mummification, gods/goddesses, Howard Carter, tomb, Tutankhamun, worship
 AD/BC, ancient, civilisations, agriculture, archaeology, chronology, evidence, artefacts, timeline

Changes in Britain from the Stone Age to the Iron Age

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

Substantive Knowledge	• This Prehistoric Period is divided into three different ages: The Stone, Bronze and Iron Age. • The name of the period tells you what the tools were made from. • The type of housing they built reflected their way of life. • In the Stone Age the hunter gatherers had to catch or find everything they ate and moved from place to place in search of food. • In the Bronze Age farming and building improved because of their stronger bronze tools. • When people began farming, they settled permanently in farming villages. Houses were made from wood, mud and thatch. • In the Iron Age the people became highly skilled farmers, builders and traders. • The settlements became larger and better defended. They built roundhouses within hillforts. • There were advancements in materials, tools and farming during these periods in history. • The prehistoric period came to an end when the Romans invaded Britain.
Disciplinary Knowledge	<u>Chronology</u> • Describe events and periods using the words: ‘BC’, ‘AD’ and ‘decade.’ (CU) • Use a timeline within a period in history to place historical events in chronological order. (CU) • Use evidence to describe changes within a time-period. (CU) <u>Settlements</u> • Describe similarities and differences between people, events and artefacts studied. (K&U) • Use evidence to describe buildings and their uses – types and how they were built. (K&U) • Use various sources of evidence to answer questions about periods in history studied – maps, photographs of heritage sites. (HE) • Select and record information relevant to the study- discuss the difference between sources of evidence and sources of interpretation as a Historian. (HE) • Explore the idea that there are different accounts of history. (HI) <u>Legacy</u> • Begin to identify the main differences between different periods in history - advancements in materials, tools and agriculture. (K&U) • Describe similarities and differences between people, events and artefacts studied. (K&U) • Communicate ideas use a simple database to organise information – how did Britain change from Stone Age to Iron Age? (C&O) <u>Invasion</u> • Suggest why certain events happened as they did – explore why Hillforts were important and used look out defence. (K&U) • Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict. (HE)
Vocabulary	
Prehistoric, Stone Age, Iron Age, Bronze Age, hunter gatherers, tools, settlement, civilisation,	

Key Knowledge History Year Four



Roman Empire What impact did the Romans have on Britain?	
Substantive Knowledge	• Julius Caesar attempted to invade Britain, in 55 and 54 BC, but this did not result in conquest. • The Roman invasion began in AD 43 under Emperor Claudius, seeking power and political gain. • The Roman armies were successful because they were better prepared, well trained and had better armour and formations. • Roman towns were larger and more organised than earlier Iron Age settlements, with public baths, temples, markets and buildings made of stone and brick. • Straight roads connected settlements across Britain, making travel and trade easier. • Wigan became a trading centre and important stopping point on the Roman road network. • Roman settlements were built near rivers to provide water supply, defence and trade. • The legacy of the Romans has had an impact on roads and architecture. • We have Roman roads, roman forts and town names. • Many modern cities (London, York, Chester) began as Roman settlements. • Boudicca was Queen of the Iceni tribe who rebelled against the Romans.
Disciplinary Knowledge	<u>Chronology</u> • Use a full range of dates and historical terms when referring to specific events. (CU) <u>Settlement</u> • Make connections with different periods in history – location of settlements being related to the landscape i.e. near rivers and high ground. (HE) <u>Legacy</u> • Explain how events from the past affects life today and have helped influence our lives. (K&U) • Understand and describe differences in social, religious, political and cultural history in relation to specific periods in history. (K&U) • Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. (HE) <u>Monarchy</u> • Suggest why certain people acted as they did – Roman Emperors. (K&U) <u>Invasion</u> • Appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences – look at the impact of the Roman Empire on Europe and Britain. (K&U) • Understand and describe differences in social, religious, political and cultural history in relation to specific periods in history. (K&U) • Understand the relationship between beliefs and action in historical change. (K&U) <u>Migration</u> • Give more than one reason to support an historical argument – why did the Romans invade Britain? (HE) • Identify the most useful sources for a particular task (HE)
Vocabulary	
Emperor, empire, pope, emigrant, immigrant, migration, church, Christianity	

Anglo Saxons and Vikings

Who were the Anglo Saxons and Vikings and why did they invade and settle in Britain?

Substantive Knowledge	• The Angle, Saxons and Jute tribes came from Germany, Denmark and Netherlands. • Anglo Saxons arrived firstly as warriors employed by the Roman army and then, two generations later, as settlers, to farm the land. • The Anglo Saxons invaded Britain due to overpopulation in their homelands and better living conditions and farming opportunities in Britain. • Anglo Saxon Britain wasn't ruled by one person, and the Anglo Saxons were not united. • Anglo Saxon settlers arrived as tribes, and each took over different parts of Britain. They grouped together to form kingdoms. • There were five important kingdoms, each ruled by a king who also led a small army. Kings were descendants within ruling families. • They tended to settle near rivers and streams and built villages, hamlets and towns. • The Anglo Saxons legacy includes language, modern place names, farming, building, navigation, trade and Danelaw. • King Alfred was the ruler of Wessex. • The Vikings came from lands now called Norway, Sweden and Denmark. • Alfred the Great made peace with the Vikings. • Vikings worshipped many gods - Thor was the strongest. • Vikings were skilled boat builders and sailors.
Disciplinary Knowledge	<u>Chronology</u> • Order significant events and dates relating to periods in history on a timeline. (CU) • Describe and make links between events and changes. (CU) <u>Settlements</u> • Research what it was like during a specific period of history and use photographs and illustrations to present their findings (O&C) • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, artefacts and visits to sites as evidence about the different periods in history and events studied. (HI) <u>Legacy</u> • Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past- advances in ship building and navigation, farming and trade, language. (HE) • Give reasons for change through analysing evidence – why was Danelaw created? (HE) <u>Monarchy</u> • Identify the main differences between different periods in history: compare Roman Emperors to the Anglo Saxon Kings for each of the 5 kingdoms. (K&U) • Distinguish between different sources and evaluate their usefulness (HI) <u>Invasion</u> • Suggest why certain events happened as they did – why was Britain deemed a good place to invade? (K&U) • Recognise the part that newspaper articles, propaganda and archaeologists have had in helping us understand more about what happened in the past. (HI) • Explore the idea that there are different accounts of history and different viewpoints. (HI) • Research two versions of an event and say how they differ. (HE)

	• Use graphs and charts to confirm information from different sources. (O&C) <u>Migration</u> • Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out – why did the Anglo Saxons and Vikings leave their homelands? (HE)
Vocabulary	
settlers, settlement, kingdoms, hierarchy, legacy, invasion, trading, worship, raiding, Danelaw, Scandinavia. church, Christianity. Colony, conquest, crusades, missionary, monastery, nation, peasant, rebellion, revoke, revolt, settler, period	

Key Knowledge History Year Five

The Victorians

Studying an aspect of British History that extends pupils' chronological knowledge beyond 1066.

How have our lives been changed by the Victorians?

Substantive Knowledge	• To learn about Queen Victoria and her reign. • To learn about the growth of the British Empire. • To understand lives of rich and poor families in Victorian Britain. • To learn about Victorian schools, jobs, toys and childhood. • To learn about decisions made in relation to the Factory Act and the impact of Lord Shaftesbury and Dr Barnardo. • The working conditions were often dangerous and difficult. • Factories and mills were created for the mass production of cotton has led to people living in cities and towns for work.
Disciplinary Knowledge	<u>Chronology</u> • Identify and explain changes across a period in history, using chronological links and historical terms. (CU) • Place periods of history on a timeline showing periods of time pre-Victorian and post-Victorian. (CU) <u>Settlement</u> • Choose reliable sources of information to find out about the everyday life in a specific period in history – work houses, development of industrial towns. (K&U) • Describe similarities and differences between some people, events and artefacts studied (rich and poor – clothing, homes, education, employment, leisure). (K&U) <u>Legacy</u> • Begin to appreciate the impact of decisions made in Parliament have historically and today – Factory Act, Laws for children working (Lord Shaftesbury). (K&U) • Describe the main changes in a period of history, from several perceptions – e.g. political, industrial growth. (K&U) • Explain their own point of view, justifying this with a broad range of evidence – how does their own childhood compare to then? (HI) <u>Monarchy</u> • Begin to appreciate the significant events in Victorian Britain and how changes affect and shape the country we have today (K&U) • Give reasons why changes may have occurred, backed up by evidence – how was Queen Victoria's reign so impactful, growth of the British Empire. (K&U) • Give more than one reason to support an historical argument – did Queen Victoria change things for the better? (HE) <u>Migration</u> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the different periods in history and events studied – movement of population towards industry for work. (HI)
Vocabulary	
industry, revolution, conditions, manufacturing, mass production, reign, coronation, pauper, orphan, ragged school, board school, reformer, workhouse, working class, upper class, aristocracy, continuity, democracy, execution, international, monarchy, parliament, traitor, treason	

Local History study	
How has the landscape of Wigan changed over time?	
Substantive Knowledge	• The Industrial Revolution was a change in Britain which was caused by new developments. • The population and housing in the Leigh, Lowton and Golborne area grew significantly during the Industrial Revolution. • Mining, mills and local industries played an important part in the growth of the local area. • Wigan was well known for its cotton and mining industries. • Railways and canals made it easier to transport coal and cotton. • The Leeds and Liverpool Canal was built to transport goods from mills and factories in the North to Liverpool to be exported. • To learn about the Golborne Pit Disaster and the impact this had on the local community.
Disciplinary Knowledge	<u>Chronology</u> • Show increasing depth of factual knowledge and understanding of British and local history. (CU) <u>Settlements</u> • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same – within our local area i.e. Wigan’s Roman heritage and local mining. (K&U) <u>Legacy</u> • Explore the idea that there are different accounts of history and give reasons why there may be different accounts- explore the Golborne Pit Disaster and the differing views as to why it happened. (HI) • Distinguish between different sources and evaluate their usefulness, evaluating evidence to choose the most reliable forms – listen and compare witness statements to local press coverage of this significant local event. (HI) • Adapt their ideas and viewpoints as new information arises. (HI) • Investigate own lines of enquiry by posing questions to answer. (HE) • Describe historical events from the different period/s they are studying/have studied - how and why the Golborne Pit disaster occurred and its impact on the local area. (K&U) <u>Migration</u> • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions - look at local census information to learn about local migration and occupation. (HE) • Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out – why did Wigan grow during the industrial revolution period? (C&O)
Vocabulary	
interpretation, duration, disaster, causation, court, census, mining, locality, primary source, secondary source, disaster, change, landscape, data, industry, population	

Key Knowledge History
Year Six



A study of Greek life and achievements and their influence on the western world.
How did the Ancient Greeks influence the world?

Substantive Knowledge

- To know features of a past society - Ancient Greece.
- Understand how some historical events occurred concurrently in different locations ie. Ancient Greeks and Iron Age Britain.
- To explain features of life in Athens and Sparta.
- To know how the Greek language has influenced our own use of words.
- To learn about Ancient Greek Olympics.
- To learn about Greek mythology.
- To understand how becoming a king has changed in history.

Disciplinary Knowledge

Chronology

- Confidently use dates and historical language in their work, including 'BC', 'AD', 'decades', 'centuries' · understand how some historical events occurred concurrently in different locations i.e. Ancient Greeks and Iron Age Britain. (CU)

Settlement

- Make links between some of the features of past societies (e.g. how Ancient Greek cities and states compare to those today). (K&U)

Legacy

- Describe how some of the historical events studied from the past affect/influence life today i.e. Olympics, democracy. (K&U)
- Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out i.e. through etymology, demonstrate how the Greek language has influenced our own use of words. (C&O)
- Use documents, printed sources (e.g. archive materials) the Internet, pictures, photographs, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the different periods in history and events studied i.e. use sources to find out about mythology and architecture to prove its influence on today's culture. (HI)

Monarchy

- Understand and use the concept of legacy, including Royal families and dynasties – states being ruled by Kings. (HE)
- Speculate and hypothesise about the past, formulating their own theories about reasons for change – why were states not ruled by a Queen and why has that changed now? (HE)

Vocabulary

democracy, sacrifice, calendar, slave, myths and legends, chronology, BC/AD, Athens, Sparta, speculate, monarchy, belief, worship, culture, Olympics, Olympia, legacy

Early Islamic Civilisations, including Baghdad c. AD 900

What was so special about Baghdad in its 'Golden Age'?

Substantive Knowledge

- Prophet Muhammed started the Islamic religion.
- Abu Bakr was the first caliph and gathered armies and conquered lands outside of Arabia.
- Baghdad was designed to be a circular city at the centre and was the new capital.
- Healthcare - doctors were trained and laws were produced to keep hospitals open 24 hours.
- Dark Age Europe struggled with poverty and darkness and cities were abandoned and there was violence everywhere.
- It ended due to the Islamic Empire splitting and the Mongols destroying many mosques, libraries and hospitals.
- The Mongols entered in Baghdad and complete destruction occurred.

Disciplinary Knowledge

- Legacy
- Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently – what impact has the House of Wisdom had and the ideas created and recorded around medicine that are still used today. (K&U)
 - Plan and present a self-directed project or research about the studied period. Why was it called the 'Golden Age' and what was so special about it? (C&O)
 - Evaluate evidence to choose the most reliable forms. (HI)
- Monarchy
- Devise historically valid questions about change, cause, similarity and difference – how does the selection and role of the caliphs compare to other kings and queens from periods studied? (HE)
- Invasion
- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history – look at the rise of the Islamic Empire and why it grew? (HI)
 - Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint - Who called that era the Golden Age and why? (HE)
- Migration
- Speculate how present events and actions might be seen and judged in the future - Why did Baghdad grow to be the largest city in the world and how does migration to the UK compare today? (K&U)
 - Summarise how Britain has had a major influence on world history – migration and the rise of the British Empire. (K&U)

Vocabulary

diversity, heresy, Islam, slave, civilisation, Baghdad, Golden Age, Islamic Empire, migration, British Empire, caliph