



HOLLY PRIMARY SCHOOL

Happiness Pride Commitment

History

Progression of Knowledge

Key substantive and disciplinary knowledge to be taught in each year group.

Holly Primary School
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Disciplinary Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuity & Change	<p>Know that people change over time and say how they have changed.</p> <p>Know about a change in their own family or class.</p>	<p>Know that people, places and objects change over time.</p> <p>Know ways in which everyday objects have changed over time e.g. toys and phones, and how they have changed in their lives so far</p>	<p>Know what has changed in everyday life from the period of time studied including jobs, school, family life, homes and technology.</p> <p>Know about new ideas and inventions of the time.</p>	<p>Know that many aspects of everyday life stay the same over time but that some things change e.g. jobs people do, technology, clothes, the way people spend their spare time.</p>	<p>Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time.</p> <p>Know that change can depend on economic circumstances, inventions and people's beliefs.</p>	<p>Know that continuity is the idea that many aspects of everyday life stay the same over time.</p> <p>Know that some key events caused great change for large numbers of people e.g. the introduction of democracy.</p>	<p>Know that changes can have long or short- term consequences and have an effect on large numbers of people or only particular groups.</p> <p>Know about key changes in the period studied and the effect these had on different groups of people.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Know the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.	Know how to put 3 events / objects in the correct order they happened / were made. Know how to use terms like before / after old/new correctly.	Know how to put 5 events / objects in the correct order they happened / were made. Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago.	Know how to locate key events/periods studied on a timeline: Know how to sequence periods of British History.	Know how to locate and place the key events/periods studied on a timeline. Know how to sequence periods of British History and then give own opinions.	Know how to order the key periods and events studied.	Know how to order and place the key periods and events studied.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cause and Consequence	Know about things that have happened in their own lives or in stories and begin to say why.	Know why people did things.	Know why people did things or why events happened	<p>Know why people did things, why events happened and what happened as a result of this.</p> <p>Know that there are consequences to actions or events in history.</p>	<p>Know why people did things, why events happened and give own explanations about why they may have done things.</p> <p>Know that the consequences of actions or events in history may affect different people differently.</p>	<p>Know that people make decisions for a variety of reasons e.g. personal gain, the opinions of others.</p> <p>Know that decisions can have positive and negative consequences.</p> <p>Know that attitudes, beliefs and opinions about consequences may differ by groups of people.</p>	<p>Know that people make decisions for a variety of reasons and give their own interpretations of the decisions made.</p> <p>Know they make decisions based on the cultural context of the time and that this may be different from our context.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<p>Know about the past and present through their own experiences and through stories.</p> <p>Know and answer simple questions about stories and people.</p> <p>Know that a world existed before they or the people around them were born.</p>	<p>Know that artefacts are objects that were made and used in the past and that they give us clues about life long ago.</p> <p>Know that asking questions about people and artefacts helps us to know and remember more.</p> <p>Know the difference between fact and fiction.</p> <p>Know there may be differences about how adults talk about the past and how they remember things.</p>	<p>Know several ways of finding out about the past e.g. books, artefacts, people, the internet.</p> <p>Know how to find answers to simple questions about the past from different sources of information.</p> <p>Know that asking about artefacts helps us to find out more about them.</p> <p>Know that listening to recounts helps us to find out more about people's experiences.</p> <p>Know that people see the past in different ways.</p> <p>Know how to compare pictures,</p>	<p>Know that a range of historical sources can be used to help us learn about the past e.g. letters, speeches, photographs.</p> <p>Know that sources can be used to provider answers to questions posed.</p> <p>Know that different versions of the past may exist, giving some reasons for this.</p> <p>Know that there are different versions of the same event and that reliability may be inconsistent.</p>	<p>Know there are primary and secondary sources and understand that they can vary in reliability.</p> <p>Know how to select and combine information from different sources to create a fuller picture of an event or person.</p> <p>Know that aspects of the past have been represented and interpreted in different ways.</p> <p>Know examples of accounts of events from different sources.</p>	<p>Know which sources are generally considered most reliable for gaining an accurate understanding of events or periods in time.</p> <p>Know that sources can be useful for particular tasks and should be evaluated for this.</p> <p>Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p> <p>Know that some sources may be considered more useful or reliable for different purposes and gaining an</p>	<p>Know which source of evidence is most appropriate.</p> <p>Know that evaluating the usefulness and accuracy of a source is important.</p> <p>Know that some accounts are biased and may miss out key facts.</p> <p>Know and begin to analyse, why there are different historical interpretations of events, people and changes.</p> <p>Know that interpretations of history may be inaccurate and should be analysed and evaluated.</p>

			<p>photos and accounts of people and events in the past and say how they differ.</p>			<p>understanding, than others.</p>	<p>Know the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.</p> <p>Know the connections between short-term and long-term timescales.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Similarity, Difference & Significance	<p>Know about special times and events in their family.</p> <p>Know some similarities and differences between themselves and others.</p>	<p>Know who was important in a simple historical recount.</p> <p>Know why people are important in history.</p> <p>Know there are similarities and differences between new and old objects</p>	<p>Know who was important in a simple historical recount and give reasons why.</p> <p>Know similarities and differences between life now and in the past.</p>	<p>Know some key people in historical events and what they did.</p> <p>Know that observations can be made to identify comparisons.</p>	<p>Know the key people in historical events, what they did and say why they were important.</p> <p>Know about different people and their beliefs in a period of time.</p>	<p>Know that historically significant people may be viewed differently by different groups.</p> <p>Know that there can be similarities and differences in everyday life for different groups of people e.g. men and women, rich and poor, rulers and ordinary people.</p>	<p>Know there are similar aspects to different periods of time e.g. strong leadership, invasion, but that there are also differences e.g. where an invasion was successfully repelled.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretation	<p>Know that there are ways to find out about their past.</p> <p>Know how compare and contrast characters from stories, including figures from the past</p>	<p>Know ways in which the past is presented.</p> <p>Know how to offer a plausible explanation about what an object was used for in the past.</p>	<p>Know what an eye witness account is.</p> <p>Know what fact and opinion are.</p> <p>Know how to identify different ways to represent the past.</p> <p>Know how to demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings.</p>	<p>Know how to identify and give reasons for different ways in which the past is represented.</p> <p>Know different accounts can be reliable and not reliable.</p> <p>Know how to begin to evaluate the usefulness of different sources.</p>	<p>Know there are different versions of the same event and identify differences.</p> <p>Know how to explain and compare between different sources from the same period of History.</p> <p>Know reference books and historical sources are used.</p> <p>Know and explain how an event can have more than one cause.</p>	<p>Know that different versions of the past may exist identify differences and give some reasons for this.</p> <p>Know how to compare accounts of events from different sources.</p> <p>Know and give some reasons for different versions of events.</p> <p>Know I can use a range of historical sources to describe how an event affected a town or village.</p>	<p>Know reasons why and evaluate evidence to choose most reliable.</p> <p>Know that some evidence is propaganda, misinformation or opinion.</p> <p>Know there can be links between sources and work out how conclusions were arrived at.</p> <p>Know and consider ways of checking the accuracy of interpretations.</p> <p>Know and can make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective</p>

Disciplinary Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Past, present, older, newer, a long time ago, yesterday, before, after, last week, last year, change, same, next, end, start, beginning, middle</p>	<p>Past, present, older, newer, a long time ago, yesterday, before, after, last week, last year, change, same, next, end, start, beginning, middle, curiosity, detective, investigate, ask, artefacts, books, pictures, photographs, surroundings, local, homes, houses and buildings, explain, used for, timeline, date order, similar, different, important</p>	<p>Past, present, older, newer, a long time ago, recently, years, decades, centuries, change, continuity, primary evidence, secondary evidence, museum, artefact, archaeology, question, newspapers, websites, historians, information, like or dislike, significant, changes, observe, internet, research, historical event, sequence, chronological</p>	<p>Dates, time, period, era, change, continuity, chronology, primary evidence, secondary evidence, museum, artefact, archaeology, chronological, questions, opinion, experts, compare, investigate, locality, eyewitness account, similarities and differences, archaeologists, excavation, use judgement</p>	<p>Dates, time period, era, change, continuity, chronology, primary evidence, secondary evidence, museum, artefact, archaeology, consolidation, time difference, respond, collect, record, analyse, compare, developments, impact on life, argument, interpretations, develop perspective</p>	<p>Dates, time period, era, chronology, continuity, change, century, decade, legacy, primary evidence, secondary evidence, museum, artefact, archaeology, cause, consequence, influence, identify, infer, reliable, contrast, conflict, suggest,</p>	<p>Era, chronology, continuity, change, century, decade, legacy, primary evidence, secondary evidence, museum, artefact, archaeology, conduct, evaluate, conclusions, cause and effect, motive, influence, identify, infer, reliable, contrast, conflict, suggest, difference and significance,</p>

Year 7					
Autumn 1 How to become a historian	Autumn 2 The Romans	Spring 1 Invaders and settlers	Spring 2 Medieval Life	Summer 1 Renaissance	Summer 2 Early Tudors
- Understand what key skills historians use to investigate the past - To understand how interpretations of history are formed. Ancient Medicine · To analyse the reliance ancients had on religion in terms of medicine.	- To understand how the Romans were able to build and maintain an empire - To evaluate the impact this empire had on its people.	-To assess the reasons why different people would want to invade and settle in England. -To compare methods of government and control at this time today focusing on rebellions	-To have an overall understanding of how the government/culture works today and how and be able to compare different aspects of life to that of the Middle Ages	-To evaluate the reasons for change and continuity in the period 1066 to 1457 -To compare and contrast key ideas and beliefs	-To analyse the changing relationship between Church and crown. -To assess the impact of the reformation on people's lives

Cycle A				Cycle B			
	Autumn Golden Thread: British History/chronology	Spring Golden Thread: Significant Individuals	Summer Golden Thread: Empire/Monarchy		Autumn Golden Thread: Locality	Spring Golden Thread: Significant Individuals	Summer Golden Thread: British History/ chronology
Foundation	Different occupations & celebrations/festivals	Queen Elizabeth II & Characters from the past	Life cycle changes & Transport	Foundation	Different occupations & celebrations/festivals	Mary Anning	David Attenborough & transport
KS1	Great Fire of London	Explorers – comparison	Victorian Seaside	KS1	Tuxford Windmill	Mary Seacole	Old and new toys
LKS2	Stone Age to Iron Age	Ancient Greece	The Vikings	LKS2	Mining	Tudors	Romans
UKS2	Anglo Saxons	WWII	Mayans	UKS2	WWI	Egypt	Crime & punishment

Substantive Knowledge

EYFS:	Baseline Checkpoint	End of Autumn Checkpoint	End of Spring Checkpoint	Early Learning Goal
<p>Past & Present</p>	<ul style="list-style-type: none"> Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby. Talks about significant events in their own life. 	<ul style="list-style-type: none"> I can remember and talk about significant events in my own experience. I can understand the difference between past and present and am building up knowledge of key historical events through topics, stories, community events e.g. bonfire night, Remembrance Day. I can talk about different people and begin to talk about their roles within our society. 	<ul style="list-style-type: none"> I can recognise and describe special times or events for family or friends. I can compare and contrast characters from stories, including figures from the past. I can comment on images of familiar situations in the past and how they might be different from today. 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Foundation – Cycles A and B					
<p>All about me Nursery Know and describe people who are familiar to them. Know some different occupations. Know that they are different now than when they were a baby.</p> <p>Reception Know some different occupations including the fire service, police and health service and how they were different in the past. Know what their parents have told them about their own family's history. Know some ways they have changed since they were a baby.</p> <p>Key Vocabulary Yesterday, today, tomorrow, last week, this week, next week, old, new, young, first, next, last, baby, child, grown</p>	<p>Celebrations + Seasons Nursery Know that Guy Fawkes lived a long time ago. Know why Remembrance Day is celebrated. Know some ways that Diwali is celebrated. Know some ways they celebrate Christmas.</p> <p>Reception Know some changes that occur throughout the seasons. Know some key events in the story of Guy Fawkes. Know why Remembrance Day is celebrated and explain why it is important. Know people have different beliefs and celebrations for Diwali and Christmas. Know some details about their families' Christmas celebrations.</p> <p>Key Vocabulary</p>	<p>Dragons and Castles/ Dinosaurs Nursery Know some ways in which Chinese New Year is celebrated. Know that some objects from the past were different to today.</p> <p>Know a castle is different from a house.</p> <p>Reception Know people have different beliefs and celebrations for Chinese New Year.</p> <p>Know some people that lived in the past and some ways in which they were important- Queen Elizabeth II/ Mary Anning. Know some ways that the lives of families and their homes in the past were different to today.</p>	<p>Pirates/ Farm Nursery Know some ways that Easter is celebrated. Know some ways that Ramadan and Eid are celebrated.</p> <p>Know some things found on a farm and some of the jobs a farmer might do.</p> <p>Reception Know and recognise that people have different beliefs and celebrate special times in different ways for Easter, Ramadan and Eid.</p> <p>Know, compare and contrast characters from stories including figures from the past- Blackbeard/</p> <p>Know how farmers help to provide the food we eat.</p> <p>Key Vocabulary Easter, Ramadan, Eid,</p>	<p>Plants/ Mini-beasts- Environment Nursery Know that plants and animals change as they grow- butterflies/ ladybirds/ frogs etc.</p> <p>Reception Know and explain some of the ways that plants and animals change as they grow- butterflies/ ladybirds/ frogs.</p> <p>Know some people that have made changes in the past that were important- David Attenborough</p> <p>Key Vocabulary Change, life cycle, grow, David Attenborough</p>	<p>Safari/ Jungle (Transport) Nursery Know types of transport that are used today (car, boat, plane, train etc). Know some types of transport are from the past.</p> <p>Reception Know and describe which type of transport is used on a road, in the air, on water and on rails. Know and describe some features of different types of transport including, steam train and electric train, horses and cars, biplanes and aeroplanes. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Key Vocabulary Transport, car, tractor, bicycle, aeroplane, rocket ship, boat, submarine,</p>

<p>up, parent, grand-parent, remember long ago,</p>	<p>Guy Fawkes, Remembrance Day, past, present, Diwali, Christmas, celebration, community</p>	<p>Know some features of a castle (moat, drawbridge, turrets). Know that fossils are something that were alive in the past.</p> <p>Key Vocabulary Once upon a time, a long time ago, lanterns,</p> <p>castle, moat, drawbridge, turrets, Knight, Queen, King, Prince, Princess, Queen Elizabeth II,</p> <p>Mary Anning, dinosaur, fossil.</p>	<p>pirate, Blackbeard, farm, farmer,</p>		<p>yacht, train, steam train, road, rail, air, water, sea, river</p>
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KS1	LKS2	UKS2
Cycle A	Cycle A	Cycle A
<p>Great Fire of London</p> <p>Know who Samuel Pepys was. Know some events of The Great Fire of London. Know how and why the Great Fire of London started. Know who Tom Farriner was, where he lived, and how he was involved with the fire. Know how London has changed, including its buildings, people and transport (houses, narrow streets, fire brigade, electricity). Know the different ethnicity of London then and now.</p> <p>Key Vocabulary Pudding Lane, Samuel Pepys, diary, Tudor house, Thomas Farriner, King Charles II, Christopher Wren, 2nd September 1666, firefighter, bakery, River Thames, flammable, St Paul's Cathedral, fire break, fire hook, eye witness, infer, narrow, thatched roof, London, 17th century</p>	<p>Stone Age to Iron Age</p> <p>Know how Britain changed between the beginning of the Stone Age and the Iron Age. Know the main differences between the Stone, Bronze and Iron Ages. Know what is meant by hunter-gatherers. Know a range of sources to describe the lifestyle of people during the Stone Age. Know the different types of houses that were built during the Stone Age and to explain why particular materials were used during certain periods.</p> <p>Key Vocabulary Archaeologists, artefacts, Neolithic, B.C., chronology, tribal, hunter-gatherers, shelter, civilization, settlement, prey, Stonehenge, Skara Brae, flint, cave paintings, prehistoric, Stone Age, Bronze Age, Iron Age.</p>	<p>Anglo-Saxons</p> <p>Know the Anglo-Saxons invaded for more land and better climate. Know the Saxons settled on the east coast and south coast. Know Sutton Hoo was a burial ground. Know Christianity had become established in Britain by the end of the 7th century. Know Pagan religion was still practised within the poor people. Know the Vikings started to raid part of England. Know the Anglo Saxons were set up in tribes and not united. Know they had 5 Kingdoms each ruled by different people. Know who Alfred the Great was and that he bought the Anglo Saxons time by paying the Vikings. Know the Anglo Saxons had their own judicial system. Know about Edward the Confessor and his death in 1066.</p> <p>Key Vocabulary Archaeologist, Anglo-Saxon kingdom, shires, Shire reeve, thane, legacy, Wessex, Witan or witenagemot, wergild, churl, Mercia, Alfred the Gread, Sutton Hoo, settle, trial.</p>

KS1	LKS2	UKS2
Cycle A	Cycle A	Cycle A
<p>Explorers Neil Armstrong was the first human to land on the moon and explore. The moon landing took place in 1969. Know an explorer is someone who travels to places about which very little is known, in order to discover what is there. Know Ibn Battuta was a scholar and traveller. Know Ibn Battuta first explored the lands of the Middle East and then sailed down the Red Sea to Mecca. Know Ibn Battuta travelled for 24 years.</p> <p>Key Vocabulary Explorers, travel, rocket, danger, brave, American, moon landing, survive, space, Neil Armstrong, astronaut, explorer, rocket, travel, compare, NASA, Earth, Moon, Lunar Module, Apollo II, Flight, Commander, space craft, visionary, enquiry, voyage, Scholar, traveller, comparison.</p>	<p>Ancient Greece Know Alexander the Great was a famous military commander and king of Macedonia. Know Alexander the Great gained control of all of Greece. Know Olympias was the Queen of Macedon and Mother of Alexander the Great. Know important events took place during the Greek period. Know the Greek alphabet is over 2,600 years old and it influenced our alphabet, letters and words. Know the Greek Olympics inspired the modern Olympic games. Know how the Greeks gave us Democracy. Know in Athens they had a democratic government. Know Aristotle was a philosopher.</p> <p>Key Vocabulary Philosophy, Athenians, Spartans, democracy, Olympics, plague, truce, Zeus, loincloth, Apollo, scared truth, temple, Alexander the Great, civilisation, Aristotle, philosopher,</p>	<p>WWII Know that the Nazis invaded Poland so Britain and France declared war on Germany because they refused to leave. Know WW2 started on the 3rd September 1939. Know Neville Chamberlain was the PM at the start of the war. Know women played a huge role in the war effort. Know Hitler had to defeat RAF to be able to have a land raid of Britain. Know the Battle of Britain took place in skies over the English Channel. Know the Blitz was the Luftwaffe bombing cities. Know civilians hid in Anderson shelters. Know WWII ended 2 September 1945.</p> <p>Key Vocabulary Axis, allies, Nazi, evacuation, Blitz, propaganda, Holocaust, Luftwaffe, RAF, refugee, Kindertransport, evacuation, Allies, Adolf Hitler, Winston Churchill, rations, air raid, Holocaust, Blitzkrieg, Treaty of Versailles, air raid, black out, Anderson shelter, concentration camps, Fuhrer, gas mask, genocide, occupied, spitfire, persecution, invasion, liberated, Axis Powers, Atomic bomb</p>

<p>Victorian Seaside Know the Victorian period was in the past. Know Queen Victoria was the monarch. Know people's interests and clothing were different. Know chronology is time order. Know books, newspapers and photos can be used as sources. Know Victorians went to British sea sides as flying wasn't invented. Know sea bathing was activity compared to sun bathing nowadays.</p> <p>Key Vocabulary Beach, day trip, holiday, monarch, ocean, seaside resort, source, Victorian era, Queen Victoria, railway, bathing huts, traditional puppet shows, promenade, coast, discover, comparing.</p>	<p>The Vikings Know where the Vikings came from. Know how and why the Vikings invaded Britain. Know how the Vikings lived and ate. Know the Vikings raided the East coast of England. Know Alfred the Great negotiated a truce with the Vikings. Know the Danelaw was an area of England controlled by the Vikings. Anglo-Saxon settlements later became the kingdoms of Essex, Wessex and Sussex. Know the Battle of Hastings took place when William of Normandy (Northern France) invaded and King Harold marched to meet him. Know how Edward the Confessor was. Know key facts about him and when he died.</p> <p>Key Vocabulary Archaeologist, raids, vicious, longhouse, berserkers, longship, Odin, Scandinavia, Danelaw, Jorvik, secondary evidence, interpretation, conquest, empire, kingdom, slave invasion, invader, retreat, emperor, settlement, trade, settler, global, international, migration, myths and legends, compare, contrast, consequence.</p>	<p>Mayans Know the Mayan civilisation lasted 2,000 years Know the Mayan was at its height AD300- 900. Know the Mayans were one of the most sophisticated societies of their age with a strong belief system. Know how the Mayans farmed and hunted. Know society was hierarchical. Know Mayan cities had a stepped pyramid topped with a temple. Know the Spanish conquered the area in the 16th Century. Know the Mayans were expert mathematicians and astronomers. Know the Mayans used stone tools to carve the limestone that they used for their buildings. Know the Mayans participated in human sacrifice.</p> <p>Key Vocabulary Glyphs, codices, Chichen Itza, cacao, ahau or ahaw, batab, Itzamna, huipil, Kin, Kukulcan, Uinal, hierarchical,</p>
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KS1	LKS2	UKS2
Cycle B	Cycle B	Cycle B
<p>Old and new toys</p> <p>Know toys are different in the past. Know toys were made of different materials. Know photos of toys and artefacts can be placed in chronological order. Know chronological is time order. Know toys have changed over generations.</p> <p>Key Vocabulary Toys, plastic, inventions, grandparents' time, drawing, decade, modern, materials, homes, the older generation, century, mechanical, same, different, enquiry</p>	<p>Mining (local study)</p> <p>Know what the conditions were like for a coal miner. Know the impact did mines had on the local area. Know the different jobs of adults and children in the mines. Know that Clipstone Colliery was opened in 1922 and closed in 2003. Know coal is mined by drift mining, open cast mining and deep mining. Know collieries were the mines, equipment and buildings linked together. Know collieries provided housing, buildings and jobs for people within the area.</p> <p>Key Vocabulary Bell pit, coal face, coal seam, collier, drift, engineman, furnace, getter, hurrier, hauliers, horse keeper, roadway, winding gear, chronological, historian, colliery, enquiry, snap tin, miner, mine, sinker, trapper, deep mine, drift mine, open cast, fossil fuel, collieries, headstock,</p>	<p>WWI</p> <p>Know World War One was fought between two sides (the Triple Entente and the Triple Alliance). Know Franz Ferdinand was assassinated by a Serbian man and this led to the start of World War One. Know trenches were built in a zig zag to avoid rifle and gas attack from the Germans. Know the War started 28 July 1914 and ended on 11th November 1918 at 11 o'clock. Know the Treaty of Versailles was a peace agreement that was signed to show the end of World War One. Know what life was like on the Western Front. Know some things from WWI influenced life of today.</p> <p>Key Vocabulary Allies, armistice, conscription, artillery, assassinate, empires, Austria, Europe, no man's land, rationing, trench, Triple Entent, Franz Ferdinand, propaganda, Western Front, sources,</p>
<p>Mary Seacole</p> <p>Know Mary Seacole lived from 1805 – 1881 and was from Jamaica. Know she was not a nurse but helped the British soldiers during the Crimean War. Know what she did to improve the lives of the British soldiers.</p>	<p>Tudors</p> <p>Know about the religious Reformation. Know about the War of the Roses. Know the names of key individuals, events and put them in chronological order. Know important information about Henry VIII.</p>	<p>Egypt</p> <p>Know Egyptian period in history was spread over 7000 years. Know Nebamun was a scribe and grain accountant. Know Nebamun was wealthy and was given a grand burial.</p>

<p>Know that she is thought to be the greatest black Briton. Know the aspects of Mary's life. Know Mary had no money at the end of the war and how William Russell helped her. Know Mary Seacole visited Florence Nightingale's hospital. Know and compare facts about Mary and Florence Nightingale.</p> <p>Key Vocabulary Destitute, Crimean War, Jamaica, wounds, medicine, travel, prejudice, brave, Florence Nightingale, clinic, conflict, battlefield, compare</p>	<p>Know the name of Henry VIII's wives, why they were married and why they separated. Know the Tudor period was from 1485 – 1603. Know the importance of Queen Elizabeth I. Know about life in Tudor Times.</p> <p>Key Vocabulary Henry VIII, Tudors, King, era, period, monarch, War of the Roses, Reformation, Protestant, Catholic, Catherine of Aragon, Elizabeth I, tyrant, execution, treason, peasant, tyrant, reliability, inventory list</p>	<p>Know archaeologists discovered 11 pieces of his tomb paintings to find out about his life. Know who Howard Carter was. Know the importance of Cleopatra.</p> <p>Key Vocabulary Excavation, tomb, pyramid, archaeologist, pharaoh, heiroglyphics, primary source, secondary source, Tutankhamun, Cleopatra, Howard Carter</p>
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<p>Tuxford Windmill</p> <p>Know Tuxford windmill was built in 1820. Know what the windmill produces. Know significant dates/events of Tuxford windmill. Know what it was like to work in the windmill. Know what impact the windmill had on the local area.</p> <p>Key Vocabulary Flour, cereal, grandparents, fraction, gravity, baking, miller, measuring, Tuxford, enquiry, produce, bakery, rotor, mill house, base, tail.</p>	<p>Romans</p> <p>Know how Britain changed from the Iron Age to the end of the Roman occupation. Know how the Roman occupation of Britain helped to advance British society. Know how there was resistance to the Roman occupation and know about Boudica. Know about at least one famous Roman emperor Know the Romans invaded Britain three times, however, they were only successful on their third attempt. Know why the Romans invaded and settled. Know the Roman buildings were strong. Know the Romans introduced many things in Britain which influenced our life today.</p> <p>Key Vocabulary Centurion, emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, senate, Roman baths, chronology, AC, BC, rebellion, luxurious, settlement, amphitheatre, invasion, legion, revolt, empire, military, archaeologist, artefacts, primary source, secondary source,</p>	<p>Crime and punishment</p> <p>Know that our justice system was invented by the Romans. Know the Romans punished their criminals, depending on how much money they had. Know the Anglo Saxons did trials by ordeal. Know Tudor punishments were harsh and recall some of the punishments. Know what it felt like to be in a Victorian prison. Know Dick Turpin was the most famous highwayman. Know our court and prison systems were developed by the Romans.</p> <p>Key Vocabulary Crime, criminal, punishment, Romans, judge, jury, court, arson, exile, theft, murder, execution, pillory, victim, witness, crucifixion, legionaries, Anglo-Saxons, justice system, tithings, wergild, highwaymen, Dick Turpin, Victorians, prison, hard labour, DNA, prevention, detection</p>
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<p>All about me</p> <p>Nursery Know and describe people who are familiar to them. Know the story of Guy Fawkes Know why Remembrance Day is celebrated. Know there are different celebrations for Diwali and Christmas. Know how they celebrate their own Christmas. Know the name of toys from the past and now.</p> <p>Reception Know the story of Guy Fawkes and remember key events. Know why Remembrance Day is celebrated and explain why it is important. Know people have different beliefs and celebrations for Diwali and Christmas. Know the similarities and differences between Christmas in the past and now. Know the similarities and differences between traditional toys in the past and now.</p> <p>Key Vocabulary Yesterday, today, tomorrow, last week, this week, next week, old, new, young, first, next, last, baby, child, grown up, long ago, before living memory, within living memory.</p>	<p>Castles and Monarchy</p> <p>Nursery Know ways in which Chinese New Year, Eid and Christmas are celebrated. Know that Queen Elizabeth II was a Queen. Know a castle is different from a house. Know some features of a castles (moat, drawbridge).</p> <p>Reception Know people have different beliefs and celebrations for Chinese New Year. Know and recognise that people have different beliefs and celebrate special times in different ways for Easter and Eid. Know, compare and contrast characters from stories including figures from the past and Queen Elizabeth II. Know homes from the past have changed compared to those of today.</p> <p>Key Vocabulary Once upon a time, a long time ago, castle, moat, drawbridge, turrets, lanterns, monarchy, Queen, King, Prince, Princess.</p>	<p>Transport</p> <p>Nursery Know a type of transport (car, boat, plane, train). Know some details of different transport. Know some types of transport are from the past.</p> <p>Reception Know and describe which type of transport is used on a road, in the air, on water and on rails. Know and describe some features of different types of transport including, steam train and electric train, horses and cars, biplanes and aeroplanes. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Key Vocabulary Car, tractor, bicycle, aeroplane, rocket ship, boat, submarine, yacht, train, steam train, road, rail, air, water, sea, river</p>
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Endpoints

Reception	<p>A Reception child working at the expected standard can:</p> <ul style="list-style-type: none"> - talk about the lives of people around them and their roles in society. - They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - They understand the past through settings, characters and events encountered in books read in class and storytelling.
Year 1	<p>A Year 1 child working at the expected standard can:</p> <ul style="list-style-type: none"> - Explain the world has changed through time and compare their lives to people in the past. - They should know the similarities and differences between the past and now. - They should recognise why things have changed and be able to look at a source of information. - They should be able to order pictures in chronological order. - They should identify simple similarities and differences when comparing aspects of different time periods.
Year 2	<p>A Year 2 child working at the expected standard can:</p> <ul style="list-style-type: none"> - Understand that past events can be placed in order on a timeline. - They understand that life was very different in the past to how it is now. - They use sources of information to help them understand how it was different. - They should recall events from history and some achievements of significant people. - They should understand and use words and phrases relating to the passing of time. - They should identify simple causes of events and describe some of the consequences of events and actions. - They should ask and answer simple questions about the past, suggesting how to answer them by using evidence.
Year 3	<p>A Year 3 child working at the expected standard can:</p> <ul style="list-style-type: none"> - Understand the concept of before and after Christ and can place events that happened BC on a timeline. - They can use artefacts to help them discover facts about the past and compare their lives with different eras. - They know that different sources are used to learn about the past. - They can construct responses to questions, selecting relevant evidence. - They will begin to develop a critical eye when using sources, recognising that they can present different views of the same event/person.
Year 4	<p>A Year 4 child working at the expected standard can:</p> <ul style="list-style-type: none"> - Understand chronology in different times. - They understand how this nation has been influenced by others from the past. - They can explain how people lived during certain times in the past and why things changed. - They can identify primary and secondary sources and say which are more reliable.

	<ul style="list-style-type: none"> - They can describe the difference between primary and secondary sources - They can describe how different source materials can lead us to draw different conclusions about an event/person.
Year 5	<p>A Year 5 child working at the expected standard can:</p> <ul style="list-style-type: none"> - Understand chronology in different times and can place in order correctly on a timeline. - They understand how people lived during different periods of history and can compare it to their own using evidence from different sources to compare and evaluate. - They can describe the impact that events in history have had on life today and decide which sources are more accurate or reliable. - They can identify and describe causes and effects.
Year 6	<p>A Year 6 child working at the expected standard can:</p> <ul style="list-style-type: none"> - Confidently place events in chronological order, recognising the time in which an event or era took place, compared to the time they are currently in. - They understand different aspects of people's lives (such as jobs, rights, lifestyle, access to technology) during different periods of history and can compare it to their own life and time. - They can confidently recall and describe the impact that events in history have had on life today. - They can identify and evaluate sources of evidence considering interpretation of sources. - They can evaluate a range of primary and secondary sources - They can explain how there can be different interpretations of the same historical event, referring to evidence. - They can construct informed responses to questions, involving thoughtful selection and organisation of evidence and correct historical terminology.