

Bowerham Primary and Nursery School History Curriculum 2022

EYFS

Subject specific focus from Statutory Framework for Early Years Foundation Stage 2021

Providers must support children in the specific area of:

- **Understanding the world**

Educational programmes must involve activities and experiences for children, as follows:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

The Early Learning Goal for Understanding the world that specifically relates to History – Past and Present:

Children at the expected level of development will: - 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.

Autumn term	Spring term	Summer term
The story: Peepo! Looking at images within the story of families, babies and life during world war 2- comparing similarities and differences between ‘then and now’. Also looking at similarities and differences about the baby’s home then and the children’s homes now.	The Toymaker story: looking at toys in the past and the type of toys that we have at present.	The story Dogger: looking at favourite toys and comparing these to toys in the past.

Ongoing –
Daily Key Worker time gives children the opportunity to talk in small groups about past and present events about themselves, their families and their community. We also look at Tapestry observations posted from home to help children to talk about past and future events. Stories and songs are used throughout the year to help children to make links about past events and to explore similarities and differences about the past and now. Following children’s interests gives the opportunity to further explore all aspects of Understanding the World.

People who help us – looking at the roles of people who help us in our school community- teachers, crossing patrol, police, firefighters – linking this to current themes and interests throughout the year

Key Stage 1

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

Pupils should be taught about:

- changes within living memory; where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in their own locality.

KS1 Overarching Historical Vocabulary

Century	Remember	Source	Impact	Evidence	Recent
Chronological order	Opinion	Interpret	Research	Significant	Lifetime

Living memory	Fact	Enquire	History	Past / present	Explorer
Today	Yesterday	Future	Here	Now	Then
Last week / month / year	Then	Timeline	Order	Remember	Anniversary
First / last	Birthday	Life	Death	Ancient	Change
Hours / days / weeks	Decade	Hundred	Thousand	AD / CE	BC / BCE
Before / after	Monarch	Kingdom	King / Queen	Throne	reign
Famous	Special	Modern	People	Event	local
National	Artefact	Museum	Object	Compare	Similar / different

Y1	Autumn	Spring	Summer
	<p>Changes within living memory (<i>where appropriate, these should be used to reveal aspects of change in national life</i>) changes the children remember in their own lifetime.</p> <p>Events beyond living memory that are significant nationally or globally The Great Fire of London</p>	<p>Events beyond living memory that are significant nationally or globally Lancaster then and now; Transport: changes over time.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements (<i>some should be used to compare aspects of lives in different periods</i>) Explorers: Amelia Earhart and Neil Armstrong</p>
Chronological Knowledge	<p>2nd September 1666 A fire broke out in a bakery on Pudding Lane in London a little after midnight and eventually spread across most of the city 4th September 1666 St Paul's Cathedral was destroyed 6th September 1666 The very last fire was extinguished early in the morning by a crew led by Samuel Pepys 27th October 1666 Robert Hubert was hanged at Tyburn for starting the fire – he confessed that he did this, but it later turned out that he was innocent, and the fire was an accident 1677 The monument to the Great Fire of London was completed</p>	<p>Key events in the children's lifetime.</p> <p>Transport: 3500 BC Wheel is invented in Iraq 1783 Hot air balloon is invented 1817 Bicycle is invented 1825 First passenger railway opens 1847 SS Great Britain is first iron hull, screw-driven ship to cross the Atlantic 1885 Car is invented 1900s Electric trams run in many towns (including Lancaster) 1903 First aeroplane flight – Wright brothers 1961 Yuri Gagarin is the first human in space 1969 Apollo 11 landed on the moon and Neil Armstrong was the first man to walk on the moon. Future What next?</p>	<p>Amelia Earhart (1897 – 1937) 1897 Born in Kansas, USA 1928 First female passenger to cross the Atlantic by airplane 1932 First woman to fly solo across the Atlantic 1937 Disappeared in the Pacific Ocean attempting to circumnavigate the globe</p> <p>Neil Armstrong</p>
	Key Vocabulary	<p>London Pudding Lane Thomas Farriner Fire Fire brigade Samuel Pepys Lord Mayor King Charles II River Thames Fire chain Gunpowder Possessions Escape</p>	<p>Lifetime Changes Past Present Wheel Balloon Bicycle Railway Ship Car Engine Vehicle Tram Aeroplane Space</p>

Key Questions	How did the fire start and spread across London? How did people react during the fire? How do we know about the Great Fire of London? How was the city rebuilt?		What can you remember? What changes can you see? What is in the past and what is now? How does transport help us?		What is an explorer? Who was Amelia Earhart? Why is she important to people?			
Enrichment opportunities			MOSI Museum of Liverpool Museum of Transport, Manchester					
Skills	Chronology							
	Can I recognise the distinction between past and present? Can I order and sequence some familiar events and objects? Can I identify some similarities and differences between ways of life at different times? Can I use some everyday terms about the passing of time such as “a long time ago” and “before”?							
	Enquiry, Interpretation and Using Sources							
	Can I make simple observations about different people, events, belief and communities? Can I use sources to answer simple questions about the past? Can I identify some of the basic ways in which the past can be represented? Can I choose parts of stories and other sources to show what they know about the past?							
	Communication							
	Can I describe special or significant events? Can I retell simple stories or events from the past? Can I use simple historical terms?							
	Events, People and Changes							
	Can I retell some events from beyond my living memory which are significant nationally and globally? Can I describe some changes within living memory?							
Y2	Autumn		Spring		Summer			
	Events beyond living memory that are significant nationally or globally The significance of Bonfire Night: Guy Fawkes and the Gunpowder Plot	The lives of significant individuals in the past who have contributed to national and international achievements <i>(some should be used to compare aspects of lives in different periods)</i> Civil Rights Activists: Nelson Mandela	Significant historical events, people and places in their own locality Who was Sir Richard Owen?	Events beyond living memory that are significant nationally or globally Titanic: The Unsinkable Ship				
Chronological Knowledge	<p>13th April 1570 Guy Fawkes was born in York</p> <p>24th March 1603 King James I was crowned King of England</p> <p>20th May 1604 Guy Fawkes, Robert Catesby and others met in the Duck and Drake pub for the first time</p> <p>March 1605 The group rented a cellar under the Houses of Parliament and hid 36 barrels of gunpowder under bundles of wood</p> <p>26th October 1605 Lord Monteagle received a letter warning him not to attend the opening of Parliament on 5th November</p> <p>1st November 1605 King James I was shown the letter</p>		<p><u>Nelson Mandela (1918-2013)</u></p> <p>1918 Born in Mvezo, South Africa</p> <p>1942 He joined the African National Congress</p> <p>1948 The Nationalist Party of South Africa introduced Apartheid which meant black and white people had to live separately.</p> <p>1961 Mandela organised a three-day worker strike and was arrested</p> <p>1963 Mandela was sentenced to life in prison</p> <p>1990 Nelson Mandela was finally released from prison</p> <p>1993 He was awarded the Nobel Peace Prize</p> <p>1994 Mandela was elected President of South Africa</p> <p>2013 Mandela died aged 95</p>		<p>1804 Born in Lancaster</p> <p>Early life Attended Lancaster Royal Grammar School</p> <p>1824 Became a medical student at University of Edinburgh</p> <p>1836 Appointed Hunterian professor in the Royal College of Surgeons</p> <p>1856 Became superintendent of the natural history department of the British Museum, eventually succeeding in creating the Natural History Museum in South Kensington in 1881</p> <p>1883 Made a knight of the Order of the Bath</p>		<p>31st May 1911 Titanic was launched at Harland and Wolff shipyard, Belfast</p> <p>10th April 1912 Titanic departed Southampton on her maiden voyage to pick up more passengers at Cherbourg, France</p> <p>11th April 1912 Titanic arrived at Queenstown, Ireland, before she departed for New York</p> <p>14th April Titanic received several warnings of icebergs</p> <p>11.40pm Lookout Frederick Fleet spotted an iceberg dead ahead. The ship struck the iceberg on her starboard side</p> <p>15th April</p> <p>12.00am The captain was informed the ship would only stay afloat for a couple of hours and began sinking bow first.</p> <p>12.25am The lifeboats began loading women and children first. The Carpathia, southeast of the Titanic by about 58 miles, picked up the distress call.</p>	

	<p>4th November 1605 Robert Cecil, Secretary of State, ordered a search under the Houses of Parliament</p> <p>5th November 1605 Guy Fawkes was found, arrested and taken to the Tower of London</p> <p>31st January 1606 Guy Fawkes, along with others, was executed for treason.</p>		<p>1892 Died at home in Richmond, London</p>	<p>12.45am The first lifeboat was safely lowered away with only 28 of 65 seats filled.</p> <p>2.05am The last lifeboat departed, leaving over 1500 people on the sinking ship.</p> <p>2.10am The ship broke into two pieces, and the bow sank</p> <p>2.20am The stern sank and people in the water froze to death</p> <p>8.50am The Carpathia departed for New York with 705 survivors from the area</p>
Key Vocabulary	<p>Gunpowder Catholic Protestant London King James I Robert Cecil Lord Monteagle Guy Fawkes Robert Catesby Houses of Parliament Tower of London Executed Bonfire</p>	<p>Civil Rights Activist Apartheid Nobel Peace Prize Government Prison South Africa Vote</p>	<p>Dinosaur Theory of evolution Charles Darwin Biologist Naturalist Fossils</p>	<p>White Star Line Iceberg Propellor Atlantic Lifeboat First / Second / Third Class Unsinkable Passengers Survivors Captain Edward Smith Lookout Frederick Fleet Disaster</p>
Key Questions	<p>Why did Catholics want to get rid of the Protestant King? Why did they want to blow up the Houses of Parliament? How did the King find out about the plot? What is the Tower of London? What happened to Guy Fawkes and other conspirators? What happens nowadays to remember the event?</p>	<p>What change did Mandela want to make? How do you think people felt about them at the time? How are they similar and different?</p>	<p>What is Richard Owen known for? Where can you find evidence of Sir Richard Owen's life in Lancaster? Why is his life important today?</p>	<p>What was so special about the Titanic? What was it like for people onboard and was it the same for everyone? Why was Titanic called "unsinkable"? How could the "unsinkable ship" sink? Why did so many people die in the disaster? How can we make sure disasters like this don't happen again?</p>
Enrichment Opportunities			<p>Learning walk around Lancaster to visit sites linked to Sir Richard Owen</p>	<p>Merseyside Maritime Museum – Titanic Exhibition</p>
Skills	Chronology			
	Can I order and sequence events and objects?			
	Can I recognise how my life is similar and/or different to the lives of people in the past?			
	Can I use common words and phrases concerned with the passing of time?			
	Enquiry, Interpretation and Using Sources			
	Can I ask and answer simple questions about the past through observing and handling a range of sources?			
	Can I consider why things may change over time?			
	Can I recognise some basic reasons why people in the past acted as they did?			
Can I choose parts of stories and other sources to show what I know about significant people and events?				
Communication				
Can I talk about what/who was significant in simple historical accounts?				
Can I demonstrate simple historical concepts and events through role-play, drawing and writing?				
Can I use a variety of simple historical terms and concepts?				
Events, People and Changes				
Can I demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements?				
Can I develop an awareness of significant events, people and places in my locality?				

Key Stage 2

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

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

LKS2 Overarching Historical Vocabulary

Era / period	Ad (Anno Domini)	Consequences	Timeline	Artefact	Change
BCE (Before Common Era)	Archaeology	Chronology	Events	Society	Significant
BC (Before Christ)	Biased	Continuity	Cause	Similarity / difference	Stone Age
CE (Common Era)	Impact	Monarchy	Emperor	Dark Ages	Roman
Anglo-Saxons	Vikings	Civilisation	Neolithic	Palaeolithic	Mesolithic
Celts	Christianity	Religious	Monastery	Normans	Conquest
Medieval	Middle ages	Peasant	Victorians	Tudors	Stuarts
Monarchy	Ancient	Prehistoric	Century	Millennium	Democracy
government	Parliament	Greek	Egyptian	Sumerian	Indus
Migration	Era	Industry	Progress	Education	justice
Leisure	Invention	Settlement	Trade	Farming	Reform

	British History: A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066	A Local History Study	Britain's early civilisations through to the Middle Ages	Ancient / World / European History
Y3	Autumn		Spring	Summer
	The Victorians <i>Work, leisure and charity</i>	Work and play in Lancaster: Lord Ashton and Sir Thomas Storey	Changes in Britain from the Stone Age to the Iron Age	A study of the achievements of the earliest civilisations – an <u>overview</u>

Chronological Knowledge	<p>1837 Victoria becomes Queen 1840 First postage stamp introduced, the “Penny Black” 1842 Mines Act stops children under 10 working in the mines 1844 Factory Act stops children between 8 and 13 working more than 6.5 hours per day 1844-45 8000km of railway track built 1851 Great Exhibition at Crystal Palace 1852 First public flushing toilet opens in London 1856 Police forces now in every town 1870 Education Act permitted new school boards to be set up 1871 Bank Holiday Act 1872 First FA Cup Final 1876 Alexander Graham Bell invents telephone 1880 Education Act makes school for 5-10-year olds compulsory 1901 Queen Victoria dies</p>	<p>James Williamson, 1st Baron Ashton (1842-1930) & Sir Thomas Storey (1825-1898) 1849 Storey Bros and Co set up, manufacturing oilcloth 1856-61 Storeys buy White Cross Mills, then North and South Moor Lane Mills 1867 Storey elected Mayor (and again in 1873, 1874 and 1887) 1875 James gained full control of Williamson and Co., producing floorcloth, linoleum and blindcloth. He built Lune Mills, adding to their others, Bath Mill and Greenfield Mill. 1881 Williamson Park opened, which his father had built, and Ashton later finished. 1886 JW became Liberal MP for Lancaster 1887 Storey built the Storey Institute for education purposes, to commemorate Queen Victoria’s Silver Jubilee and was knighted 1895 JW gained a seat in the House of Lords, becoming Baron Ashton 1901 JW paid for the Victoria monument in Dalton Square 1909 Ashton Memorial was completed, in memory of JW’s second wife, Jessie. He also paid for the new Town Hall, completed in the same year.</p>	<p>3000 BC New Stone Age begins; farming people arrive from Europe. First stone circles are erected. 2100 BC Bronze Age begins 2000 BC Stonehenge completed 750 BC Iron Age begins; iron replaces bronze as most useful metal.</p>	<p>50000BC – present day Aboriginal Australians 7500 BC – 5700 BC Çatalhöyük Settlement 7200 BC – 5000 BC ‘Ain Ghazal 7000 BC – 5700 BC Jiahu Culture 5000 BC – 1750 BC Ancient Sumer 3150 BC – 30 BC Ancient Egypt 3000 BC – 1800 BC Norte Chico 2700 BC – 479 BC Ancient Greece 2600 BC – 1900 BC Indus Valley civilisation 2600 BC – 900 AD Maya civilisation 1600 BC – 1046 BC Shang Dynasty 753 BC – 476 AD Roman civilisation 1325 AD – 1521 AD Aztecs 1438 AD – 1532 AD Incas</p>
Key Vocabulary	<p>Workhouse Railways Police Education Leisure Inventions Reform Holiday Technology</p>	<p>Mill Linoleum Floorcloth Blindcloth Philanthropist</p>	<p>Hunter-gatherer Nomad Tribe Skara Brae Bronze/Iron Roundhouse Hillfort Smelting Druid Domesticate</p>	<p>Farming / agriculture Domestication Settlement Trade Irrigation Culture Religion Gods and worship Technology</p>
Key Questions	<p>Why did people move to towns and cities? What inventions occurred in the Victorian age? How did railways shape Victorian Britain? Why did school become so important? What did people do for leisure? What did the Victorians do for us?</p>	<p>What did Ashton and Storey do for Lancaster? Where can you find evidence of their legacies? How did their actions help the people of Lancaster? What did the people of Lancaster do for leisure in the Victorian years?</p>	<p>What is Skara Brae? What are stone circles and why were they built? What was the Bronze Age? What was the Iron Age?</p>	<p>What is civilisation? Can you place these civilisations on a map of the world? What have these civilisations done for us today? How were they similar and different?</p>
Enrichment Opportunities	<p>Helmshore Mill MOSI East Lancs Railway</p>	<p>Learning walk around Lancaster, locating and discussing Victorian heritage</p>	<p>Manchester Museum – pre-historic collection Harris Museum, Preston</p>	
Skills	<p>Chronology Can I use some dates and historical terms when ordering events and objects? Can I demonstrate awareness that the past can be divided into different periods of time? Can I explore trends and changes over time? Enquiry, Interpretation and Using Sources</p>			

	<p>Can I use sources to address historically valid questions? Can I recognise that our knowledge of the past is constructed from different sources of evidence? Can I recognise that different versions of past events may exist? Can I describe some of the ways the past can be represented?</p> <p>Communication</p> <p>Can I discuss some historical events, issues, connections and changes? Can I select and organise historical information to present in a range of ways? Can I use relevant historical terms and vocabulary linked to chronology?</p> <p>Events, People and Changes</p> <p>Can I describe and give reasons for some of changes in Britain from the Stone Age to the Iron Age? Can I describe and compare some of the characteristic features and achievements of the earliest civilisations including when and where they appeared? Can I demonstrate knowledge of an aspect or theme in British history that extends my chronological knowledge beyond 1066? – Victorians (work and play) Can I demonstrate knowledge of aspects of history significant in my locality? – Victorian mills of Lancaster</p>			
	British History: A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066	A Local History Study	Britain's early civilisations through to the Middle Ages	Ancient / World / European History
Y4	Autumn		Spring	Summer
	Tudors and Stuarts <i>Rebellion and Revolution</i>	Lancashire Witches – Trials of 1612	The Roman Empire and its impact on Britain	A study of the achievements of the earliest civilisations – a <u>depth study</u>: <i>Ancient Egypt</i>
Chronological Knowledge	<p>The Tudors (1485-1603) Henry VII (1485-1509) Henry VIII (1509-1547) Edward VI (1547-1553) Mary I (1553-1558) Elizabeth I (1558-1603) Significant events 1534 Henry VIII formed Church of England, separating from the Catholic Church 1536-1540 Destruction of 560 monasteries 1588 The English defeated the Spanish Armada</p> <p>The Stuarts (1603-1649; 1660-1714) James I (1603-1625) Charles I (1625-1649) Charles II (1660-1685) James II (1685-1688) William III & Mary II (1689-1702) Anne (1702-1714) Significant events 1605 Gunpowder Plot 1642-1651 English Civil War 30th January 1649 Charles I executed 1660 Restoration of the monarchy under Charles II 1664-65 Great Plague of London 1666 Great Fire of London 1688-89 The Glorious Revolution</p>	<p>21st March 1612 Alizon Device, encounters John Law and asks him for some pins. She then watches Law stumble and fall – he may have suffered a stroke. 30th March 1612 Alizon Device, her mother Elizabeth, and her brother James are summoned to appear before Nowell (JP). 2nd April 1612 Demdike, Chattox, and Chattox's daughter Anne Redferne are summoned to appear before Nowell. Nowell commits them and Alizon Device to Lancaster Gaol, to be tried for maleficium – causing harm by witchcraft – at the next assizes. 6th April 1612 Elizabeth Device organises a meeting at Malkin Tower. 27th April 1612 Eight more people are accused of witchcraft and for plotting to blow up Lancaster Gaol and free the prisoners. Elizabeth and James Device, Alice Nutter, Katherine Hewitt, John and Jane Bulcock, Alice Gray and Jennet Preston are committed for trial. 18th-19th August 1612 As well as identifying those at the Malkin Tower meeting, 9 year old Jennet gives evidence against her mother, brother, and sister. Alizon, Elizabeth & James Device, Anne Whittle, Anne Redferne, Alice Nutter, Katherine Hewitt, John and Jane Bulcock are found guilty and hanged at Gallows Hill in Lancaster on 20 August 1612; Elizabeth Southern dies while awaiting trial. Alice Grey is found not guilty.</p>	<p>43 AD Roman invaded Britain which became part of the Roman Empire 50 AD London was founded (Londinium) 61 AD Boudicca led the Iceni in revolt against the Romans 70 AD Romans conquered Wales and the North 122-128 AD Emperor Hadrian built a wall on the Scottish Border 140 AD The Romans conquered Scotland 401-410 AD The Romans withdrew from Britain</p>	<p>C3100 BC People began to settle in the area of Ancient Egypt C2700 BC The first pyramid structure of "Saqqara" was built for Pharaoh Djoser C2250 BC The Great Pyramid of Giza was built. 332 BC Greek leader, Alexander, successfully conquered Egypt, where he ruled until his death</p>

Key Vocabulary	Catholic Protestant King Queen Royalist Sovereign Rebellion Unification	Witchcraft Maleficium Assizes Lancaster Gaol Hanging Justice of the Peace Trial	Empire Aqueduct Centurion Emperor Boudicca Chariot Invasion Fort Claudius Hadrian Celts	Pharaoh Scarab Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Rosetta stone Pyramids Spinx
Key Questions	<p>Why did Henry VIII have 6 wives? Why did Henry create the Church of England? Why did the Spanish want to invade in 1588? What does the gunpowder plot tell us about the struggle between Catholics and Protestants? (<i>link back to Y2 learning</i>) Why was there a civil war in England? How did Queen Anne create the United Kingdom of Great Britain?</p>	<p>What do the witch trials tell us about society in the 1600s? What did the accused do that was “witchcraft”? What probably happened to John Law? Why were they sent to Lancaster Gaol (castle)? Why is the event still remembered and important? How else were people punished and persecuted in the 1500s and 1600s and why?</p>	<p>Why did the Romans invade Britain? How do we know about life in Roman Britain? Who was Boudicca and why do we remember her? How did Celtic people live? Why did the Romans settle in York (Eboracum)? What evidence is there in Lancaster of the Romans? Why did the Romans leave Britain?</p>	<p>What did the Egyptians believe in and how do we know? How different were beliefs in Ancient Egypt from today? How did religion affect life in Egypt? How did civilisation adapt to the needs of Egyptian life? How important a role did the River Nile play in the lives of the Egyptians?</p>
Enrichment Opportunities		Lancaster Castle Pendle Heritage Centre	Ribchester Roman Museum Learning walk to see the Roman Baths next to Lancaster Priory Museum of Liverpool – Cheshire Hoards World Museum, Liverpool – Roman collection	Manchester Museum
Skills	<p>Chronology</p> <p>Can I use dates and historical terms when ordering events and objects? Can I identify where people and events fit into a chronological framework? Can I explore links and contrasts within and across periods of time?</p> <p>Enquiry, Interpretation and Using Sources</p> <p>Can I use sources to address historically valid questions and hypotheses? Can I recognise how sources of evidence are used to make historical claims? Can I recognise why some events happened and what happened as a result? Can I identify historically significant people and events in different situations?</p> <p>Communication</p> <p>Can I discuss significant aspects of, and connections between, different historical events? Can I select and organise relevant historical information to present in a range of ways? Can I use relevant and appropriate historical terms and vocabulary linked to chronology?</p> <p>Events, People and Changes</p> <p>Can I demonstrate more in-depth knowledge of the ancient civilisation of Ancient Egypt? Can I demonstrate knowledge of an aspect or theme in British history that extends my chronological knowledge beyond 1066? – Tudors and Stuarts</p>			

Can I demonstrate knowledge of aspects of history significant in my locality? – Witch Trials

UKS2 Overarching Historical Vocabulary

Primary source	Evidence	Extent of change	Eyewitness	Ambiguous	Interpretation
Secondary source	Reliable	Extent of continuity	Legacy	Consequences	Duration
Political	Social	Timescale	Commemorate	Impact	Invasion
Culture	Beliefs	Sources	Primary source	Evidence	Analyse
Hypothesis	Oral history	Narrative	Investigation	Inference	Democracy
Diversity	Cause	Trends	Civilisation	Architecture	Holocaust
Government	Parliament	Migration	Great War	Slavery	Appeasement
Propaganda	Blitz				

	British History: A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066	A Local History Study	Britain's early civilisations through to the Middle Ages	Ancient / World / European History
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Y5	Autumn		Spring	Summer
	World War I (overview of causes and key events)	Lancaster's role during the Great War, and the impact of it on the city	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Chronological Knowledge	<p>28th June 1914 Assassination of Archduke Franz Ferdinand in Sarajevo</p> <p>28th July 1914 World War I begins as Austria-Hungary declares war on Serbia</p> <p>19th October – 30th November 1914 First battle of Ypres</p> <p>7th May 1915 German U-boat torpedoes the Lusitania, a British passenger liner. 128 Americans are killed.</p> <p>21st February 1916 Battle of Verdun</p> <p>31st May 1916 Battle of Jutland – largest naval battle of the war</p> <p>1st July – 18th November 1916 Battle of the Somme</p> <p>6th April 1917 USA enters the war against Germany</p> <p>31st July – 10th November 1917 Battle of Passchendaele</p> <p>15th July – 6th August 1918 Aisne-Marne Offensive</p> <p>11th November 1918 Germany signs the Armistice, ending hostilities at 11am</p> <p>28th June 1919 Germany is forced to sign the Treaty of Versailles</p>	<p>20th April 1880 Bowerham Barracks completed and first occupied by King's Own</p> <p>August 1914 Wagon Works on Caton Road became temporary barracks, then used to house people of German ancestry</p> <p>13th January 1915 Private James Leach presented with the Victoria Cross at Buckingham Palace by King George V for his brave actions on 29th October 1914</p> <p>September 1915 National Projectile Factory built between Caton Road and the River Lune in Lancaster to manufacture munitions shells. The shells were then sent on a train to the National Filling Factory in Morecambe to be filled with explosives</p> <p>1st October 1917 White Lund Explosion</p> <p>July 1919 Peace Celebrations held at Giant Axe Field</p> <p>1924 Westfield Village opened to house veterans of WW1</p>	<p>350 Anglo-Saxons raid English settlements and are beaten back by the Romans</p> <p>410 Romans leave England</p> <p>449-550 Arrival of Jutes from Jutland, Angles from South of Denmark and Saxons from Germany</p> <p>556 Seven kingdoms are created across Britain</p> <p>597 St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury</p> <p>617 Northumbria becomes Supreme Kingdom</p> <p>779 Mercia becomes the Supreme Kingdom and King Offa builds a dyke along the Welsh Border</p> <p>793 Vikings attack the monastery in Northumbria</p> <p>871 Alfred the Great becomes King of Wessex</p> <p>886 Alfred agrees a treaty: he keeps the west and the Vikings have the east, known as the Danelaw.</p> <p>900 Vikings establish rule over Scotland</p> <p>1014 Cnut becomes King of the Danes and England</p> <p>1042 Edward II returns from Normandy to become King of England (Edward the Confessor)</p> <p>1066 Harold is defeated by William the Conqueror at the Battle of Hastings and Norman Britain begins.</p>	<p>776 BC First Olympic Games are held in Olympia</p> <p>700 BC Homer writes the Odysseys and Iliad poems</p> <p>650 BC Greek Tyrants come to power</p> <p>508 BC Democracy is introduced in Athens by Cleisthenes. He establishes a constitution and is often called the "Father of Athenian Democracy"</p> <p>490 BC The Greeks fight the Persians in the Greek/Persian Wars. Two famous battles are the Battle of Marathon in 490 BC and the Battle of Salamis in 480 BC.</p> <p>432 BC The temple to Athena, the Parthenon, is completed in Athens on the Acropolis.</p> <p>431 BC The wars between Sparta and Athens begin. They are called the Peloponnesian Wars. The wars will last 27 years with Sparta eventually conquering Athens in 404 BC.</p> <p>332 BC Alexander the Great conquers Egypt. He establishes the new capital of Egypt at Alexandria.</p> <p>146 BC Rome defeats the Greeks at the Battle of Corinth</p> <p>31 BC Rome defeats Egypt at the Battle of Actium</p>
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Key Vocabulary	<p>Causes: <i>Militarism / Alliances / Imperialism / Nationalism</i></p> <p>Trenches</p> <p>Western Front</p>	<p>King's Own Royal Lancaster Regiment Battalion</p> <p>Bowerham Barracks</p> <p>National Projectile Factory</p> <p>National Filling Factory</p>	<p>Angles</p> <p>Saxons</p> <p>Jutes</p> <p>Rune</p> <p>Wattle and daub</p>	<p>Democracy</p> <p>Acropolis</p> <p>Parthenon</p> <p>Marathon</p> <p>Olympics</p>
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	No-Man's-Land Tanks Gas attack Conscription Pals David Lloyd George Woodrow Wilson Kaiser Wilhelm Flanders Field Armistice Poppy Remembrance	White Lund Mayor William Briggs / Mayoress Mary Briggs Private Leach Thomas Mawson Herbert Storey	Thatch Sutton Hoo Lindisfarne Manuscript Longboat Danelaw Danegeld Yggdrasil Valhalla	Citizen Column Aristotle Sophocles Archimedes Socrates Plato Homer Athens Sparta Government Gods and Goddesses Architecture
Key Questions	Why did WWI begin? What was life in the trenches like? Why did trench warfare happen? How did the war end?	How did the Lancaster and its people contribute to the war effort? How was Lancaster affected during the war? Who were the key figures in Lancaster's war effort? What happened to the King's Own Regiment during the war? How has Lancaster remembered the Great War?	Why did the Anglo-Saxons want to settle in Britain? How would you describe life in an Anglo-Saxon village? How did Anglo-Saxons find out about Christianity? What is the mystery of Sutton-Hoo? What do you imagine the Vikings and Anglo-Saxons to be like? How did the Vikings try to take over Britain? Who was Alfred the Great? Raiders or settlers – how should we remember the Vikings?	Who were the Ancient Greeks? What do artefacts and archaeologist sites tell us about what life was like in Ancient Greece? How have the Ancient Greeks influenced our modern language? How were the Greeks governed and are there any similarities with how we are governed? How have the Olympics changed over time? What is the most important legacy of the Greeks and why?
Enrichment Opportunities	IWM North Museum of Liverpool – First World War Collection Etaples Cemetery, France	Learning walk in Lancaster, visiting King's Own Regiment display at Museum, Westfield Village, Bowerham Barracks	Heysham Viking graves Clitheroe Castle – interactive experience Museum of Liverpool – Huxley Hoard Jorvik, York	World Museum, Liverpool – Ancient Greece collection
Skills	Chronology			
	Can I use dates and appropriate historical terms to sequence events and periods of time?			
	Can I identify where people, places and periods of time fit into a chronological framework?			
	Can I describe links and contrasts within and across different periods of time including short-term and long-term scales?			
	Enquiry, Interpretation and Using Sources			
	Can I use a wider range of sources as a basis for research to answer questions and to test hypotheses?			
	Can I recognise how our knowledge of the past is constructed from a range of sources?			
	Can I evaluate sources and make simple inferences?			
	Can I choose relevant sources of evidence to support particular lines of enquiry?			
	Communication			
Can I discuss and debate historical issues?				
Can I use appropriate vocabulary when discussing and describing historical events?				
Can I construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms?				
Can I choose relevant ways to communicate historical findings?				
Events, People and Changes				
Can I describe some aspects of Britain's settlement by Anglo-Saxons and Scots?				
Can I describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor?				
Can I demonstrate knowledge of an aspect or theme in British history that extends my chronological knowledge beyond 1066? – The Georgians				
Can I demonstrate knowledge of aspects of history significant in my locality? – Georgian Lancaster				
	British History: A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066	A Local History Study		Ancient / World / European History
Y6	Autumn	Spring		Summer
	World War Two, including the Battle of Britain	The building of wealthy Georgian Lancaster		A non-European society that provides contrasts with British history

			Maya civilisation
Chronological Knowledge	<p>30th January 1933 Adolf Hitler becomes Chancellor of Germany. His Nazi Party, or Third Reich, takes power and he is now a dictator.</p> <p>12th March 1938 Hitler annexes the country of Austria into Germany.</p> <p>1st September 1939 Germany invaded Poland.</p> <p>3rd September France and Great Britain declared war on Germany.</p> <p>27th May – 4th June 1940 Dunkirk Evacuation</p> <p>10th-22nd June 1940 Germany used Blitzkrieg to take over much of western Europe.</p> <p>30th May 1940 Churchill became Prime Minister</p> <p>10th July – 31st October 1940 The Battle of Britain</p> <p>7th September 1940 – 11th May 1941 The Blitz</p> <p>6th June 1944 D-Day; Allied Forces invade France and begin liberation of Europe</p> <p>7th May 1945 Germany surrendered to the Allies.</p>	<p>1736 Lancaster ships began transporting African slaves</p> <p>1750 Lancaster Port Commission was established to create a port at St George's Quay</p> <p>1763 Work commenced on Customs House, designed by Robert Gillow (now the Maritime Museum)</p> <p>By 1764, Lancaster was Britain's 4th biggest slave port</p> <p>1767 New Quay established to take larger ships</p> <p>1782 Grand Theatre was built</p> <p>1783 Town Hall is rebuilt (now the museum)</p> <p>1788 Skerton Bridge was completed</p> <p>1791 An enclosed dock completed at Glasson to accommodate ships too large to navigate the Lune to Lancaster</p> <p>1792 Work began on the Lancaster-Preston Canal</p> <p>1797 Lancaster Canal and Aqueduct were completed</p> <p>1800 Dalton Square was developed by John Dalton</p> <p>1807 Slavery was abolished in Britain</p> <p>1820 First steam-powered mill built at White Cross</p>	<p>750 BC The first Maya cities developed</p> <p>600 BC The Maya begin farming and the settlement at Tikal is formed</p> <p>400 BC First Mayan calendars carved into stone</p> <p>300 BC The Maya adopted "monarchy" for their government</p> <p>100 BC The city-state of Teotihuacan is established in the Valley of Mexico; first pyramids built.</p> <p>50 BC First inscription in Mayan hieroglyphs</p> <p>800-900 AD Building of stepped pyramid of Chichen-Itza</p> <p>822 AD City of Copan deserted</p> <p>869 AD City of Tikal abandoned</p> <p>909 AD Last recorded inscription of classic Maya</p>
Key Vocabulary	<p>Neville Chamberlain</p> <p>Appeasement</p> <p>Third Reich</p> <p>Spitfire</p> <p>Messerschmitt</p> <p>Blitzkrieg</p> <p>Blitz</p> <p>Winston Churchill</p> <p>Adolf Hitler</p> <p>Air raid shelter</p> <p>Rationing</p> <p>Home Front</p> <p>Land Girls</p> <p>Holocaust</p>	<p>West Indies</p> <p>Navigation</p> <p>Maritime</p> <p>Slave Trade</p> <p>Palladian</p> <p>Neo-classical</p> <p>Canal</p> <p>Gillow</p> <p>Quay</p> <p>Oilcloth</p> <p>Linoleum</p> <p>Textiles</p>	<p>Dynasty</p> <p>Maize</p> <p>Codex</p> <p>Hieroglyphics</p> <p>Stela</p> <p>Scribe</p> <p>Bloodletting</p> <p>Cacao</p> <p>Cenote</p>
Key Questions	<p>Why did WW2 begin?</p> <p>What was the Battle of Britain?</p> <p>How did Britain win the Battle of Britain?</p> <p>Was the Battle of Britain a turning point in the war?</p> <p>Why did the Allies invade Normandy and not Calais?</p> <p>How did Britain change after the war?</p>	<p>What can you see and find of Georgian Lancaster?</p> <p>Where did Lancaster import from and what materials did it import?</p> <p>Why was there so much development in Lancaster in the 1700s?</p> <p>What was Lancaster's involvement in the slave trade?</p> <p>What memorials to Lancaster's slaves have been built?</p> <p>How important is it to know about Lancaster's slave trade history?</p>	<p>Where and when did the Maya live?</p> <p>What was Maya writing like?</p> <p>How did the Maya tell the time?</p> <p>What do we know about Maya art and culture?</p> <p>Did the Maya play football like us?</p> <p>How do we know about the Maya?</p> <p>How were they similar and different to other ancient civilisations?</p> <p>Why is so much of the Maya civilisation hidden or unknown?</p>
Enrichment Opportunities	IWM North	<p>Learning walk along St George's Quay and to locate and discuss Georgian heritage</p> <p>Visit to Glasson Dock and Sunderland Point – Sambo's Grave</p> <p>International Slavery Museum, Liverpool</p> <p>Lancaster Maritime Museum</p>	World Museum, Liverpool – Americas collection
Skills	Chronology		
	Can I use dates and a wide range of historical terms when sequencing events and periods of time?		
	Can I develop chronologically secure knowledge of the events and periods of time studied?		
	Can I analyse links and contrasts within and across different periods of time including short-term and long-term scales?		
	Enquiry, Interpretation and Using Sources		
Can I regularly address and sometimes devise historically valid questions and hypotheses?			
Can I give some reasons for contrasting arguments and interpretations of the past?			
Can I describe the impact of historical events and changes?			
Can I recognise that some events, people and changes are judged as more significant than others?			

Communication

Can I acknowledge contrasting evidence and opinions when discussing and debating historical issues?

Can I use appropriate vocabulary when discussing, describing and explaining historical events?

Can I construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms?

Can I choose the most appropriate way of communicating different historical findings?

Events, People and Changes

Can I describe key aspects of a non-European society? – The Maya

Can I demonstrate knowledge of an aspect or theme in British history that extends my chronological knowledge beyond 1066? – WWII

Can I demonstrate knowledge of aspects of history significant in my locality? – Lancaster and The Slave Trade