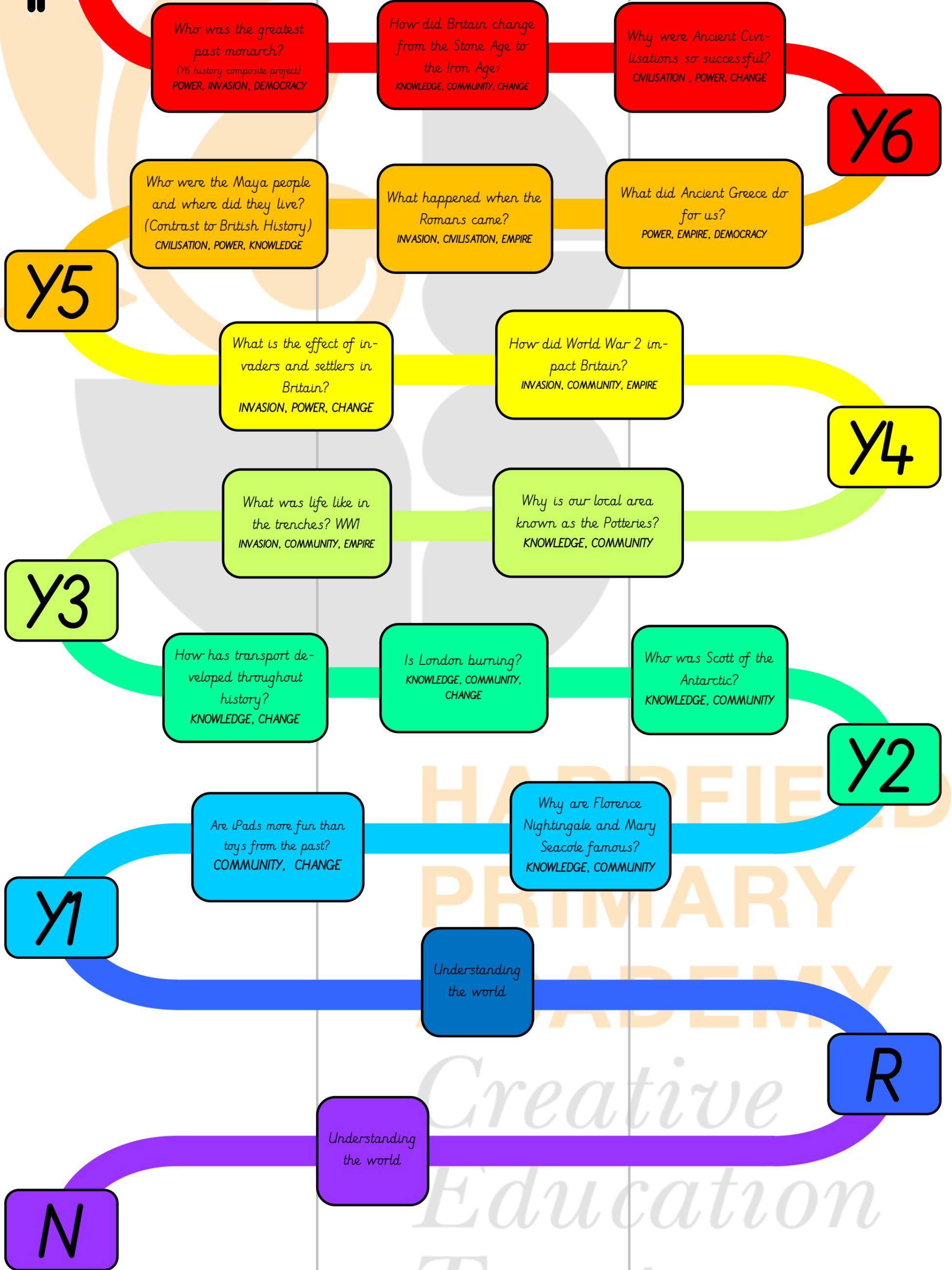




History



HARDFIELD
 PRIMARY
 ACADEMY
 Creative
 Education
 Trust

Rationale

At Harpfield Primary Academy, we want our children to gain a rich, strong understanding of the British Isles and Stoke-on-Trent through unpicking its place in the world. We believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past, and that of the wider world. Through our history curriculum, we want our children to understand: the relevance and importance of their locality within British history, and the wider world; the history of Britain (the place that they live) and that of the wider world; and to gain the essential knowledge to be educated citizens. We instil a sense of cultural capital within our curriculum, through teaching invaluable knowledge, to allow our children to aspire and aim high. A focus on accumulated powerful knowledge that builds upon prior learning allows our children to develop skills and concepts, which are transferable across topics. Key facts and concepts are re-visited regularly to help pupils progress, recall and make connections using retrieval and spaced retrieval practice. Our disciplinary knowledge focuses on: Historical Interpretation; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating. Our history curriculum helps pupils to understand the complexity of people's lives, the significance of people and events throughout time, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Throughout our history curriculum are interweaved themes of substantive concepts, for example, invasion, community and empire to gain an understanding of abstract terms throughout history. We develop our key knowledge around a text based curriculum to ensure our children receive a rich and diverse history curriculum. The essential skills builder framework is also woven into the existing curriculum and our local town is widely celebrated and explored through the subject of History.

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| Year 6 | The Stone Age | Changes in Britain from the Stone Age to the Iron. |
| | Earliest Civilisations | 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. |
| | Monarchs Through Time | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in aspects of social history. |
| Year 5 | The Roman Empire | The Roman Empire and its impact on Britain. |
| | Ancient Greece | Ancient Greece-a study of Greek life and achievements and their influence on the Western World. |
| | Mayan Civilisation | 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. |
| Year 4 | The Vikings and Anglo-Saxons (Combined unit) | Britain's settlement by Anglo-Saxons and Scots. The Vikings and Anglo-Saxons struggle for the kingdom of England to the time of Edward the Confessor. |
| | World War II | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history. |
| Year 3 | The Potteries | A local history study. |
| | World War I | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history. |

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| Year 2 | Transport | Events beyond living memory that are significant nationally or globally. |
| | Great Fire of London | Events beyond living memory that are significant nationally or globally. |
| | Captain Scott and Antarctica expeditions | The lives of significant individuals in the past who have contributed to national and international achievements. |
| Year 1 | Florence Nightingale and Mary Seacole | The lives of significant individuals in the past who have contributed to national and international achievements. |
| | Toys | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. |
| Reception | ELG | <p><i>Understanding the World (Past and Present)</i> - Talk about the lives of people around them and their roles in society. (Vets, family members, royal family)</p> <p>Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (ongoing)</p> <p>Understand the past through settings, characteristics and events encountered in books read in class and storytelling.</p> |
| | <p><i>Understanding the world</i></p> <p><i>Communication and Language</i></p> | <p><i>Communication and Language (Speaking)</i> - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Talk about members of their immediate family and community. (ongoing)</p> <p>Comment on images of familiar situations in the past. (Guy Fawkes; fireworks. Traditional foods; Shrove Tuesday, pancakes, Lunar New Year)</p> <p>Compare and contrast characters from stories, including figures from the past. (Guy Fawkes, Mary Bonny, Neil Armstrong, Shakespeare)</p> <p>Describe events in some detail. (ongoing)</p> <p>Use new vocabulary in different contexts. (ongoing)</p> |
| Nursery | <i>Understanding the world</i> | <p>Birth to 3 years - Make connections between features of their family and other families. (Stories exploring different family units)</p> <p>3-4 years - Begin to make sense of their own life-story and family's history. (Our family, family tree, stories exploring different family units)</p> |
| | <i>Mathematics</i> | <p>3-4 years - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (May Jemison; Look Up! Space.)</p> |

| | Substantive Knowledge | Disciplinary Knowledge | Vocabulary |
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| Year 6 | <p>Who was the greatest past monarch?</p> <p>PREVIOUS LEARNING: Great Fire of London, A locality history study, British history beyond 1066 + a significant turning point in British history, The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To know who William I is and what his legacy is. To know who Henry VIII is and what his legacy is. To know who Elizabeth I is and what her legacy is. To know who Charles II is and what his legacy is. To know who Queen Victoria is and what her legacy is.</p> <p>To know the chronological timeline of the studies monarchs and where it fits within a historical narrative. Women in History link. Monarch link</p> | <p>Can they put the monarchs in chronological order? Can they place a specific event on a timeline by decade? Can they name different people or events in time, such as Anne Boleyn or the Industrial Revolution? - pupils make relevant connections to the nearest monarch in time. Can they compare and contrast any patterns between the length of reign and success for Britain? Can they describe a significant event in a monarch's reign, with a focus on explaining the cause of that event and the consequence? Can they justify and explain which monarchs kept things kept continuity and change, and why using evidence? Can they recognise when they are using primary and secondary sources of information to investigate the past? Can they justify which sources are more reliable than others? Why is that? Can they use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past? Can they explain why some sources may not be reliable? Can they investigate their own lines of enquiry by posing historically valid questions to answer? Can they select relevant sections of information to address historically valid questions and construct detailed, informed responses? Can they justify and explain which monarch had the greatest impact on Britain, including whether this was a positive or negative impact?</p> | <p>Tier 3: aristocracy, monastery, dissolution, privateers, industrialisation, annulment</p> <p>Tier 2: lucrative, prosperity, republic, plundered, arrogant, duplicitous</p> <p>Prior knowledge: commemorate, empire, looted, legacy, invasion, invention, monarch, voyage</p> |
| | <p>How did Britain change from the Stone Age to the Iron Age?</p> <p>PREVIOUS LEARNING: A locality history study, British history beyond 1066 + a significant turning point in British history, The Roman Empire and its impact on Britain, The Anglo-Saxons and Vikings invasions and settlements, Maya civilisation, Ancient Greece, Ancient civilisations</p> <p>To know the three ages of the Stone Age. To know the changes within the Stone Age period - from Palaeolithic to Neolithic. To understand what humans needed for survival in the Stone Age. To know and understand what was found at Skara Brae and why it is so significant. To know when the Bronze Age was and what it was like. To know and identify the developments within the Bronze Age: changing technology, religion, travel; communities; Stonehenge. To know when the Iron Age was and what it was like. To know the changes during the Iron Age, particularly the shift from tribal kingdoms to hillforts. To understand how evidence from the past can imply different answers through historical interpretation, with a focus on Druids.</p> <p>To know the chronological timeline of the Stone Age to the Iron Age and where it fits within a historical narrative. Class text link: Wolf Brother Transport link - Y2</p> | <p>Can they use a wide range of difference evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, artefacts, historic statues, figures, sculptures, historic sites? Can they recognise when they are using primary and secondary sources of information to investigate the past? Can they order an increasing number of significant events, movements and dates on a timeline using dates accurately? Can they use dates and terms to describe historical events? Can they understand and describe in some detail the main changes to an aspect in a period of time? Can they understand how some historical events/periods occurred concurrently in different locations? Can they identify and note connections, contrasts and trends over time in everyday lives of people? Can they regularly address, and sometimes devise, historically valid questions about change, cause, similarity and difference and significance? Can they understand the significance of Skara Brae and understand how historical interpretations have been made? Can they use appropriate historical terms such as, culture, religious, social, economic and political when describing the past? Can they know and show a good understanding of historical vocabulary including abstract terms such as: democracy, civilisation, social, political, economic, cultural, religious? Can they construct informed responses that they can present, debate, communicate and organise ideas that involve thoughtful selection and organisation of relevant historical information?</p> | <p>Tier 3: Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, hunter-gatherer, Celt, Skara Brae, Stonehenge, roundhouses, hillforts, Druids, nomad, domesticated, arid, reared, submerged</p> <p>Tier 2: archaeologist, artefacts, ancient, prehistory, community, extinct, dense, roaming</p> <p>Prior knowledge: civilisation, opposite, survive, stability, accomplish, comparison, irrigation, artefact</p> |
| | <p>Why were Ancient Civilisations so successful?</p> <p>PREVIOUS LEARNING: A locality history study, British history beyond 1066 + a significant turning point in British history, The Roman Empire and its impact on Britain, The Anglo-Saxons and Vikings invasions and settlements, Maya civilisation, Ancient Greece</p> <p>To understand an overview of when and when the earliest civilisations appeared and began. To know what the earliest civilisations had in common and how they contrast. To know when and where the Indus Valley civilisation existed - including significant explorers who led the discovery. To know what life was like during the Indus Valley times. To know why trade was an important aspect within their lives. To know the achievements (inventions) of the Indus Valley and what this enabled them to accomplish. To know why the Indus Valley is still a mystery and why there was a rapid decline.</p> <p>To know the chronological timeline of Indus Valley and where it fits within a historical narrative. Explorers link - Y2</p> | <p>Can they use a wide range of difference evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, artefacts, historic statues, figures, sculptures, historic sites, to draw conclusions? Can they recognise when they are using primary and secondary sources of information to investigate the past? Can they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? Can they understand how some historical events/periods occurred concurrently in different locations? Can they understand how knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this?</p> | <p>Tier 3: soapstone, seals, citadel, artefact, carnelian, decipher</p> <p>Tier 2: colossal, stability, society, civilisation, irrigation, mysteriously, urban</p> <p>Prior knowledge: accomplished, originated, increase, decline, population,</p> |

| | Substantive Knowledge | Disciplinary Knowledge | Vocabulary |
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| Year 5 | <p>PREVIOUS LEARNING: A locality history study, British history beyond 1066 + a significant turning point in British history, The Roman Empire and its impact on Britain, The Anglo-Saxons and Vikings invasions and settlements, Maya civilisation</p> <p>To know who the Ancient Greeks were and when they ruled.</p> <p>To know the beliefs of the Ancient Greeks.</p> <p>To know the difference between Athens and Sparta (city states).</p> <p>To know what democracy was like in Athens.</p> <p>To know the myths and fables the Ancient Greeks created Literacy link to class text - Ancient Greece Myths.</p> <p>To know about what the Greeks invented-The Olympics.</p> <p>To know who Alexander the Great was and how he grew an empire.</p> <p>To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires.</p> <p>To know the chronological timeline of ancient Greece and where it fits within a historical narrative.</p> <p>Class text link: Ancient Greek Myths</p> <p>Empire link - Y3 and Y4</p> | <p>Can they select relevant sections of information to address historically valid questions and construct detailed, informed responses?</p> <p>Can they describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children?</p> <p>Can they use appropriate historical terms such as culture, religious, social, economic and political when describing the past?</p> <p>Can they know and show a good understanding of historical vocabulary including abstract terms such as: democracy, civilisation, social, political, economic, cultural, religious?</p> <p>Can they understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends?</p> <p>Can they appreciate how the past has had an impact on the current lives we live?</p> <p>Can they understand how significant aspects of the history has impacted the wider world?</p> | <p>Tier 3: city-states, tyrant, sanctuary, tactical, valiantly, unified, Gods, Goddesses, myth, Olympic Games, Mount Olympus</p> <p>Tier 2: democracy, ancient, honour, democracy, phenomenal, honour, deteriorated, armoured, oppressive</p> <p>Prior knowledge: culture, legacy, founded, civilisation, empire, descendants, repelled, invaders, influence</p> |
| | <p>PREVIOUS LEARNING: A locality history study, British history beyond 1066 + a significant turning point in British history, The Anglo-Saxons and Vikings invasions and settlements, Maya civilisation</p> <p>To understand who the Romans were and where the Roman Empire began (make links back to previous learning on empire).</p> <p>To know the Roman culture e.g. amphitheatres, beliefs and to explore Roman mosaics (link to art).</p> <p>To explain the spread of the Roman Empire and to know when the Romans invaded Britain (invasion).</p> <p>To understand the British Resistance: Boudicca's Rebellion.</p> <p>To know how Britain changed under Roman rule: e.g. roads, towns, public baths.</p> <p>To know who Emperor Hadrian is and understand why the building of and structure of Hadrian's Wall was significant.</p> <p>To know the chronological timeline of the Roman invasion on Britain and where it fits within a historical narrative.</p> <p>Women in History link: Boudicca</p> | <p>Can they use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past?</p> <p>Can they know that people in the past represent events or ideas in a way that may be to persuade others?</p> <p>Can they consider different ways of checking the accuracy of interpretations of the past?</p> <p>Can they begin to evaluate the usefulness of different sources?</p> <p>Can they understand and describe in some detail the main changes to an aspect in a period of history?</p> <p>Can they know and show a good understanding of historical vocabulary including abstract terms such as: democracy, civilisation, social, political, economic, cultural, religious?</p> <p>Can they examine causes and results of great events and the impact these had on people?</p> <p>Can they appreciate that significant events in history has helped shape the country we have today?</p> | <p>Tier 3: Caledonia, Celts, Icenii, centuries, emperor, legion, Picts, Roman Empire, Julius Caesar, Claudius, British Resistance, amphitheatre, aqueducts, invasion, barbarian, forum</p> <p>Tier 2: rebellion, previously, luxurious, conquered, empire, ruled, influence, culture, settlements, armies</p> <p>BC (Before Christ)</p> <p>AD (Anno Domini)</p> <p>Prior knowledge: peaceful, equipment, traditional, local, retreated</p> |
| | <p>PREVIOUS LEARNING: A locality history study, British history beyond 1066 + a significant turning point in British history, The Anglo-Saxons and Vikings invasions and settlements</p> <p>To know who the ancient Maya people were and where, and when, in the world they lived.</p> <p>To know what the Maya city states were like. To know what happened to the city states.</p> <p>To know and explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</p> <p>To know what the Maya's invented. e.g. number system, writing, calendar, astronomy, city states.</p> <p>To compare location, settlement, people, culture and invention between Anglo-Saxons and Maya AD 900.</p> <p>To know the chronological timeline of the Mayans and where it fits on the timeline of previous topics.</p> <p>To know the chronological timeline of the Mayans and where it fits within a historical narrative.</p> | <p>Can they use dates and historical language in their work?</p> <p>Can they find and analyse a wide range of evidence about the past?</p> <p>Can they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p> <p>Can they compare and contrast between historical periods (Anglo-Saxons/Maya; what was similar / different)?</p> <p>Can they understand how knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this?</p> <p>Can they know and show a good understanding of historical vocabulary including abstract terms such as: democracy, civilisation, social, political, economic, cultural, religious?</p> | <p>Tier 3: deforestation, codex, sacrifice, astronomy, warrior, polytheistic, Mesoamerica, deforestation, codex, Upperworld, Middleworld, city-state</p> <p>Tier 2: civilisation, citizen, population, drought, famine, disease, plaza, pyramid, temple, palace, declining, dwellings, native, priest, ritual, descendant, native</p> <p>Prior knowledge: temple, civilisation, originated, erosion, increase, settle, temperate</p> |

| | Substantive Knowledge | Disciplinary Knowledge | Vocabulary |
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| Year 4 | <p>PREVIOUS LEARNING: A locality history study, British history beyond 1066 + a significant turning point in British history.</p> <p>To know why the Anglo-Saxons came to Britain. To know where the Anglo-Saxons came from. To know the kingdoms that were formed by the Anglo-Saxons. To know what life was like for Anglo-Saxons in Britain.</p> <p>To explain how we know about the Anglo-Saxons (Sutton Hoo and Staffordshire Hoard). To know how religion influenced the Anglo-Saxons.</p> <p>To know when the Vikings attacked Britain and where they settled. To know why the Vikings were so feared and successful.</p> <p>To know the significance of Anglo-Saxon kings during the Viking period and what peace was agreed between the Anglo-Saxons and Vikings. To know what happened to the Vikings in England. To know why the Vikings and Normans thought they both had a right to the throne of England.</p> <p>To know the chronological timeline of Scots to Vikings and where it fits within a historical narrative. Class text link: How to Train Your Dragon Transport link - Y2 Monarch link: Anglo-Saxon Kings</p> | <p>Can they sequence events on a timeline using dates to order?</p> <p>Can they understand that a timeline can divide into BC (Before Christ) and AD (Anno Domini)?</p> <p>Can they construct informed responses about one aspect of life or a key event in the past through careful selection of relevant historical information?</p> <p>Can they note key changes over a period of time and be able to give reasons for those changes?</p> <p>Can they find out about the everyday lives of people in time studied compared with our life today?</p> <p>Can they explain how people and events in the past have influenced life today?</p> <p>Can they use and understand appropriate historical vocabulary to communicate information such as, ruled, reigned, empire, invasion, conquer, kingdoms?</p> | <p>Tier 3: heptarchy, laden, sporadic, vanquish, viewpoint, migrant, longship, heathen, chronicle, chieftain, fjord, manuscript, ousted</p> <p>Tier 2: abandoned, defenceless, dominant, missionary, pagan, reliant, repelled, tapestry, confessor, converted, legend, brutality, invade/invasion, social, religious, cultural</p> <p>Prior knowledge: culture, converted, churches, struggle, monarch, invasion, heir, truce, exile, descendant</p> |
| | <p>PREVIOUS LEARNING: Changes within living memory, events beyond living memory, the lives of significant individuals and events in the past.</p> <p>To know why WWII began and order events on a timeline. To know the significant historical figures during WWII. To understand the idea of empire through the events of WWII.</p> <p>To know how propaganda was used during this period of time. To know why rationing was introduced during WWII and how people adapted to this change. To know when, where and why children were evacuated. To know the events of the Battle of Britain. To know how people on the home front contributed to the war effort, <u>including women</u>. To know how conflict changed society in the Second World War.</p> <p>To know the chronological timeline of WWII and where it fits within a historical narrative. Class text link: Timetrain to the Blitz Monarch link George VI. Women in History link</p> | <p>Can they investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different (evacuation)?</p> <p>Can they look at more than two versions of the same event or story in history and identify differences?</p> <p>Can they sequence events on a timeline using dates to order?</p> <p>Can they understand that a timeline can divide into BC (Before Christ) and AD (Anno Domini)?</p> <p>Can they devise their own questions to find answers about the past?</p> <p>Can they identify key features and events of the time studied?</p> <p>Can they research a specific event from the past and present their ideas?</p> <p>Can they use various sources of evidence to find out about the past?</p> <p>Can they describe connections and contrasts between aspects of history, people, events and artefacts studied?</p> | <p>Tier 3: ferocious, infantry, civilians, intercept, radar, occupation, airbase, Axis, bombardment, incendiary, memorial, segregation</p> <p>Tier 2: anti-Semitic, Luftwaffe, blitzkrieg, evacuated, rationing, blackout, altitude, boisterous, cemetery, penetrate, strategic, supremacy</p> <p>Prior knowledge: allies, defeated, occupation, propaganda, warfare, invaded, shortages</p> |

| | Substantive Knowledge | Disciplinary Knowledge | Vocabulary |
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| Why is our local area known as the Potteries? | <p>PREVIOUS LEARNING: Aspect or theme in British history beyond 1066 + a significant turning point in British history.</p> <p>To know about Stoke on Trent's past. To know where they live and the importance of the local area. To know the 6 towns and their importance. To know the history of the pottery industry and how it developed over time in the local area. To know the impact that the pottery industry had on the wider world. To know some of the significant potters/designers from Stoke-on-Trent. To know why canals were developed for transport.</p> <p>To know the chronological timeline of the Potteries and where it fits within a historical narrative. Transport link - Y2 Women in History link: potters and designers</p> | <p>Can they use enquiry skills to research a specific time/event from the past to compare and contrast? Can they gather more detail from sources, such as maps and photographs, to build up a clearer picture of the past? Can they note key changes over a period of time and be able to give reasons and suggestions for those changes? Can they find out about the everyday lives of people in time studied compared with our life today? Can they explain how people and events in the past have influenced life today? Can they describe events and periods using the words: BC, AD and decade? Can they use a timeline to sequence events within a specific time in history to set out and order events?</p> | <p>bottle kilns, Gladstone, Wedgwood, Clarice Cliff, James Brindley, Pottery Industry, Trent and Mersey Canal, Caldor Canal, Hanley, Longton, Stoke, Burslem, Fenton, Tunstall</p> <p>significant, enquiry, primary sources, secondary sources, past, BC (Before Christ), AD (Anno Domini), decade, date, period, town, canal</p> <p>Tier 3: Tier 2:</p> <p>Prior knowledge: significant. Historical sources, artefacts, community, change, development, flammable, consequential</p> |
| Year 3 What was life in like in the trenches? WWI | <p>PREVIOUS LEARNING: A locality history study, British history beyond 1066 + a significant turning point in British history</p> <p>To know why WWI began and order events on a timeline. To know the significant historical figures during WWI. To understand the idea of empire through the events of WWI. To know how propaganda was used during this period of time. Literacy link to class text - War Game. To know about the Christmas truce, Literacy link to class text - War Game. To know about the WWI and the experiences of soldiers, across the British Empire, on the Western Front. To explore the advancements of warfare that occurred during WWI. To explore what life was like for the people in Britain during WWI, including women. To investigate the end of WWI, what happened afterwards and how society changed.</p> <p>To know the chronological timeline of WWI and where it fits within a historical narrative. Class text link: War Game Women in History link: Edith Cavell Monarch link: George V.</p> | <p>Can they explain how events from the past have helped shape our lives? Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences? Can they describe connections and contrasts between WWI and WWII (e.g. technology, culture, society)? Can they research two versions of an event and say how they differ? Can they use a range of sources to find out about the past? Can they present, communicate and organise ideas using their research to offer points of views? Can they sequence events on a timeline using dates to order? Can they understand that a timeline can divide into BC (Before Christ) and AD (Anno Domini)?</p> | <p>Tier 3: propaganda. Warfare, empire, rationed, armistice, colonise, assassinate, province</p> <p>Tier 2: declare, invade, conquer, empire</p> <p>Prior knowledge:</p> |

| | Substantive Knowledge | Disciplinary Knowledge | Vocabulary |
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| How has transport developed throughout history? | <p>PREVIOUS LEARNING: Changes within living memory, the lives of significant individuals in the past</p> <p>To name and describe different types of transport.</p> <p>To understand transport was different when their parents, grandparents and great-grandparents were little.</p> <p>To understand how transport has changed from past to present.</p> <p>To know some of the significant people involved in the development of different types of transport.</p> <p>To find out about an early form of travel (Viking long-boat) and compare it to a later invention (Titanic).</p> <p>Transport link - Y4</p> | <p>Can they use words and phrases correctly like: old, new, earliest, latest, newest, oldest, modern, 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</p> <p>Can they research different modes of transport from the past using different resources to help them?</p> <p>Can they understand the chronological framework of differing transports?</p> <p>Can they recognise similarity and difference between past and present transport?</p> | <p>Tier 3: development, invention, transport, contrast, historical source, advancement</p> <p>Tier 2: toddler, present, compare, future, memory, chronology</p> <p>Prior knowledge: past, old, today, change, baby, same, different, timeline, improve</p> |
| Year 2 Is London burning? | <p>PREVIOUS LEARNING: Changes within living memory, the lives of significant individuals in the past</p> <p>To know where London is.</p> <p>To know when the Great Fire of London was.</p> <p>To know how the fire started and why it spread so quickly. (Sunday 2nd September 1666)</p> <p>To know where the fire spread to. (Monday 3rd September, Tuesday 4th September 1666)</p> <p>To know where the fire spread to. (Wednesday 5th September, Thursday 6th September 1666)</p> <p>To explain how we know about the Great Fire of London.</p> <p>To know the effect the fire had on London (link to Sir Christopher Wren X3 D+T).</p> <p>Class text link: Great Fire of London text</p> <p>Monarch link: King Charles II</p> | <p>Can they use timelines to sequence a set of events in chronological order and give reasons for their order?</p> <p>Can they recall and associate dates and periods of time?</p> <p>Can they use historical vocabulary to retell simple stories about the past?</p> <p>Can they ask relevant questions about the past?</p> <p>Can they explain how artefacts and other sources of evidence (such as newspaper articles, recounts and images) help to explain what life was like.</p> | <p>Tier 3: flammable, devoured, possessions, ineffective, doused, cathedral, merchants, monarch</p> <p>Tier 2: bustling, raged, extinguished, merchant, engulfed bakery, thatched, artefact</p> <p>Prior knowledge: king, town, waterproof, baker, ordered, burning, fire, community,</p> |
| Who was Scott of the Antarctic? | <p>PREVIOUS LEARNING: Changes within living memory, the lives of significant individuals in the past</p> <p>To know key events about Captain Scott's expedition and why he is significant. (Where is Antarctica? Who was Captain Scott? Why did Scott go to Antarctica? What happened whilst he was there?)</p> <p>To know how Scott's expedition compares to a more recent expedition of Antarctica.</p> <p>To know how we can find out about the past using secondary sources and primary sources.</p> <p>To know and explain different sources of evidence/history information, for example, fact and fiction books, visual clips, letters.</p> | <p>Can they recount some interesting facts from an historical event?</p> <p>Can they ask and answer questions about a significant event?</p> <p>Can they sequence pictures from different periods of time?</p> <p>Can they use historical vocabulary to retell simple stories about the past?</p> <p>Can they use drama/role play to communicate their knowledge about the past?</p> <p>Can they explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Can they make simple comparisons between the recent and more distanced past, for example, Felicity Aston Polar exploration?</p> | <p>Tier 3: expedition, 20th Century, primary source, secondary source, remarkable, consequential</p> <p>Tier 2: legacy, inspire, pioneer, explore, similar</p> <p>Prior knowledge: legacy, improve, compare, contrast, physical</p> |

| | Substantive Knowledge | Disciplinary Knowledge | Vocabulary |
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| Year 1 | <p>PREVIOUS LEARNING: Understanding the World ELG</p> <p><i>Are iPads more fun than toys from the past?</i></p> <p>To know about toys today (what did I play with when I was a baby? A toddler? Pre-school? School?).</p> <p>To know how to find out about the past.</p> <p>To know about toys in the past.</p> <p>To know how to use sources to ask and answer questions about toys from the past.</p> <p>To know similar toys from different times.</p> <p>To know the differences between Victorian toys and modern toys.</p> <p>To know how toys have changed over time.</p> <p>To know how we have grown and changed (What did I play with when I was a baby? A toddler? Pre-school? School?).</p> <p>To know about toys today.</p> <p>To know about the toys in the past (What did my family play with?)</p> <p>To know about early 20th Century toys and compare them to modern toys.</p> <p>To know about Victorian toys and compare them to modern toys.</p> <p>To know how and why toys have changed over time.</p> | <p>Can they recognise old and new toys and talk, write and draw about things from the past?</p> <p>Can they use words relating to the passing of time such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after?</p> <p>Can they describe memories and changes from their own lives and their parents and grandparents?</p> <p>Can they use sources to ask and answer questions about toys from the past?</p> <p>Can they ask and answer questions about old and new objects using artefacts and photographs?</p> <p>Can they compare toys from different time periods, identifying similarities and differences and put them in chronological order?</p> | <p>Victorian, 20th Century, 21st Century</p> <p>Tier 3: community, customer, device, physical, imagination, construction, board</p> <p>Tier 2: toddler, timeline, present, compare, memory, physical, wooden, plastic, hard, soft</p> <p>Prior knowledge: past, old, today, change, baby, same, different</p> |
| | <p>PREVIOUS LEARNING: Understanding the World ELG, Changes within Living Memory</p> <p><i>Why are Florence Nightingale and Mary Seacote famous?</i></p> <p>To know what makes a person significant.</p> <p>To know how Florence Nightingale improved nursing.</p> <p>To know who Mary Seacote was and how she improved nursing.</p> <p>To know and compare the lives of different nurses from the past.</p> <p>To understand the idea of an empire through Mary Seacote's life.</p> <p>To know and recount episodes of stories and significant events in history.</p> <p>Monarch link: Queen Victoria.</p> <p>Women in History link to KS2 topics</p> | <p>Can they explore and compare the lives and work, including the ways of life of Mary Seacote and Florence Nightingale?</p> <p>Can they sequence pictures from different periods of time?</p> <p>Can they understand that there are reasons why people in the past acted as they did?</p> <p>Can they describe significant individuals from the past?</p> <p>Can they explain how Florence Nightingale and Mary Seacote have helped and influenced nursing and hospitals today?</p> <p>Can they show and understanding of terminology such as war and monarch?</p> | <p>Tier 3: racism, significant, hospitals, nursing, Crimean War</p> <p>Tier 2: legacy, improve, empire, compare, war</p> <p>Prior knowledge: past, same, different, change</p> |