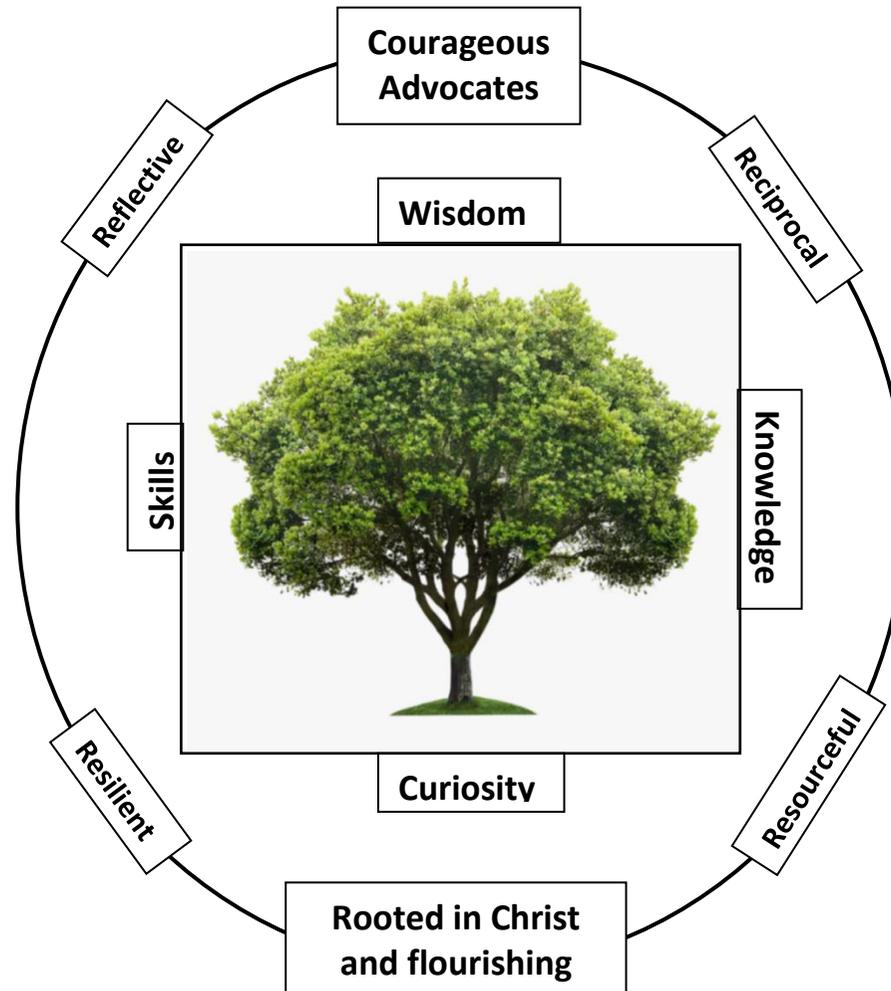


The Whittle-le-Woods Curriculum

I have come so they may have life and have it to the full. John 10:10

History



History IntentOur history curriculum at Whittle-le-Woods aims to:

- **Celebrate** and appreciate a diverse range of history beyond pupils own lived experiences
- **Discover** how historical figures served others courageously, the influence this had on lives in the past and our lives today.
- **Inspire** our children to flourish and soar in their own skills and talents by learning about the great achievements of those in the past.
- **Encourage** our children as historians to be excited and curious to learn about the past, developing their sense of enquiry and curiosity, their confidence to lead with their opinion and to be brave in voicing their own beliefs and views.

Our children are encouraged to enquire and discover evidence, consider different viewpoints, and then reach their own conclusion. To do this successfully, we ensure children are taught the skills to research, interpret sources of information, and are given the security and freedom to voice their own beliefs and opinions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Cycle A	Myself/my family	My School	Doctors/hospitals Keeping safe	Farm	Growing	Minibeasts
Cycle B			jungle	Transport	Dinosaurs	Pirates
Reception	All About Me	Let's Celebrate	People who help us	Growing	Amazing Animals	Fantasy (castles)
Year 1		Superheroes	Toys old and new		Mary Anning	
Year 2	Local Study		Journeys- being the first!		Holidays in the past	
Year 3		Local History		Ancient Egyptians		Roman Empire – impact on Britain
Year 4	Pre-history	Ancient Greek Life		Sport through the ages		
Year 5	WW2 through English	Anglo Saxons			Maya	

Year 6	History of Theatre		Slavery	Kingdom of England		Social and Economic History Through The Decades
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Nursery

Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary to be taught	Visitor/trips and other opportunities	Evidenced
Autumn A	<p>Marvellous me/we are family All about me My Family My School</p>	<p><u>Understanding the world</u> Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families.</p>	today, yesterday, tomorrow, morning, afternoon, this morning, breakfast, lunch, night, day, happy, cheerful, excited, sad, angry, scared, birthday, laugh, play together, share, smile, kind, gentle, buddy, calm.	Zoom family Visit to school	2Simple History 'floor book on iPad
		<p>Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.</p>			
Spring 1 A	<p>Hospitals and Doctors Keeping Safe</p>	<p><u>Understanding the world</u> Show interest in different occupations. Continue to develop positive attitudes about the differences between people</p>	Pedestrian crossing, pharmacy, surgery, ambulance.	Doctor, Ambulance visit to school	
		<p>Talk about what they see, using a wide vocabulary.</p>			
Spring 2 A	<p>Farm Animals</p>	<p><u>Understanding the world</u> Explore and respond to different natural phenomena in their setting and on trips</p>	Stable, tractor, farmhouse, barn, combine harvester.	Farm visit	2Simple

		Begin to understand the need to respect and care for the natural environment and all living things.			History 'floor book on iPad
Summer 1 A	Growing Plants	Explore natural materials, indoors and outside.	Garden Centre, grass, tree, flowers, pots, flower beds, vegetable plot.		2Simple History 'floor book on iPad
		Plant seeds and care for growing plants Understand the key features of the life cycle of a plant.			
Summer 2 A	Mini Beasts	<u>Understanding the world</u> Explore and respond to different natural phenomena in their setting and on trips	Minibeasts: woodland pond, tree, bark, stones, rocks, soil, logs	Bug Man	2Simple History 'floor book on iPad
		Use all their senses when exploring natural materials. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.			
Autumn B	All About Me My Family	<u>Understanding the world</u> Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families.	today, yesterday, tomorrow, morning, afternoon, this morning, breakfast, lunch, night, day, happy, cheerful, excited, sad, angry, scared, birthday, laugh, play together, share, smile, kind, gentle, buddy, calm.	Zoom family Visit to school	2Simple History 'floor book on iPad
		Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.			
Spring 1 B	Jungle/Pets	Understanding the world - Explore and respond to different natural phenomena in their setting and on trips.	Shop, forest, jungle, trees, animals, habitat	Photos of pets	History 'floor book on iPad

		Know they need to respect and care for the natural environment and all living things.			
Spring 2 B	Transport / Journeys Holidays	Understanding the world - Explore natural materials, indoors and outside. Know that these change over time Explore and respond to different natural phenomena in their setting and on trips. Know there are different occupations -Explore how things work.	Bridges, airport, street, garage, railway station, bus station, airport, beach, old, new,	Transport museum	History 'floor book on iPad
Summer 1 B	Dinosaurs Day Out	Understanding the world Know there are differences between people. Know a wide vocabulary to talk about what they see	Dinosaurs: past, fossil, extinct	Dinosaur virtual	book on iPad
Summer 2 B	Hot and Cold Pirates	Understanding the world -Notice differences between people. 2Simple History 'floor Know a wider vocabulary to talk about what they see	Pirate, ship, wreck, scroll, hook, treasure, jewels	n/a	book on iPad
Key Vocabulary learnt end of YN	Today, tomorrow, yesterday, morning, afternoon, night, breakfast, lunch, before, after that, next, old, new, dinosaurs,				

Reception – EYFS

Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary to be taught	Visitor/trips and other opportunities	Evidenced
Autumn 1	All About Me! Who are the people familiar to me? Growing and changing – how have I changed since I was a baby?	<u>Understanding the World</u> Begin to make sense of their own life-story and family's history.	Today, yesterday, tomorrow, morning, afternoon, this week, last week, next week, last night, this morning. Play together, share, buddy, gentle,		2Simple Understanding the World book on iPad
		Talk about members of their immediate family and community. Know vocabulary to describe people who are familiar to them.			

	<p>The timeline of my life</p> <p>Our school and it's past</p> <p>Days of the week</p> <p>Months of the year</p>	<p>Know that some places are special to members of their community.</p> <p>Use cubes to represent their age- timeline birth to now</p> <p>Know vocabulary to describe people who are familiar to them. -Talk about members of their immediate family and community</p>	<p>Feelings - kind, happy, sad, angry etc.</p> <p>Old, new, past, road, street, then, now, today, past, same, different</p>		
Autumn 2	<p>Let's Celebrate!</p> <p>Our homes – homes in the past</p> <p>Christmas – linked to toys – past and present</p> <p>How did these celebrations begin?</p>	<p><u>Understanding the World</u></p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Old, new, then, now, past, modern, Birthday, today, tomorrow, morning, this week, next week, last night, this morning, next, celebrate, Happy, excited, fun. Old, new, then, now, past, well-used, worn, mended, shabby, shiny, modern. Shop, museum.</p>	Zoom Christmas in other countries	2Simple Understanding the World book on iPad
		<p>Know that people have different beliefs and celebrate special times in different ways.</p> <p>Know that some places are special to members of their community.</p> <p>Talk about members of their immediate family and community</p> <p>Know some similarities and differences between life in this country and life in other countries.</p> <p>Begin to compare adults age cubes and notice adults were getting cubes for years before children were born</p> <p>Create a simple timeline of their life- Biographical know people lived before them – linked to Christmas</p>			
Spring 1	<p>People Who Help Us – Superheroes!</p> <p>Jobs through the ages</p> <p>Before technology</p> <p>When I grow up</p> <p>People who changed history</p>	<p><u>Understanding the World</u></p> <p>Show interest in different occupations.</p>	<p>keyworkers. Helping, thoughtful, emergency technology</p>	Visit from different occupations (zoom if needed)	2Simple Understanding the World book on iPad
		<p>Know vocabulary to describe people who are familiar to them. -Talk about members of their immediate family and community</p> <p>Know vocabulary to describe people who are familiar to them.</p>			

		<p>Know that some places are special to members of their community.</p> <p>Use cubes to represent their age- timeline birth to now</p> <p>Begin to compare adults age cubes and notice adults were getting cubes for years before children were born</p>			
Spring 2	<p>Growing!</p> <p>The history of food and production</p> <p>Where does our food come from?</p>	<p><u>Understanding the World</u></p> <p>Show interest in different occupations – farming</p> <p>Know vocabulary to compare and contrast</p> <p>Know the need to respect and care for the natural environment and all living things</p> <p>Talk about what they see using a wide vocabulary</p> <p>Know the effect of changing seasons on the natural world around them</p> <p>Explore the natural world around them</p>	<p>Produce</p> <p>Farming</p> <p>Harvesting</p> <p>Healthy foods</p>		<p>2Simple</p> <p>Understanding the World book on iPad</p>
Summer 1	<p>Amazing Animals!</p> <p>Dinosaurs</p>	<p><u>Understanding the World</u></p> <p>Comment on images of familiar situations in the past.</p>	<p>Dinosaurs</p> <p>Fossil</p> <p>Who discovered dinosaurs? Mary Anning – a brief history.</p>		<p>2Simple</p> <p>Understanding the World book on iPad</p>
		<p>Know some environments that are different to the one in which they live</p> <p>Know vocabulary to compare and contrast characters from stories, including figures from the past.</p>			
Summer 2	<p>Fantasy</p> <p>Castles</p>	<p><u>Understanding the World</u></p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Past, old, new</p> <p>Feelings - kind, happy, sad, angry etc. Old, new, past, old</p>		<p>2Simple</p> <p>Understanding the World book on iPad</p>

			fashioned, vintage, sparkly, shiny, modern, road, street, ancient		
	Comment on images of familiar situations in the past. Know vocabulary to compare and contrast characters from stories, including figures from the past.				
Key vocabulary to be learnt	This week, last week, next week, past, present, then, now, old-fashioned, modern				

<u>Year 1</u>					
Term	Unit Name	Skills	Knowledge (in bold)	Key Vocabulary to be taught	Visitor/trips links to other Year groups
Autumn 1	Geography Unit: Houses and homes <u>Historical disciplinary knowledge</u> Chronology: understand what houses in the past used to look like and how they have changed over time. Enquiry, interpretation and using sources: ask and answer questions about the past through observing and handling a range of sources about past houses and homes, such as pictures, people talking about their past, buildings, written sources.				
Autumn 2	Superheroes - comparing significant individuals and their contributions	Describe and compare hospitals of the past and present. Order and sequence some events. Identify similarities / differences between ways of life at different times Use everyday terms or historical language about the passing of time such as “a long time ago” and “before”.	Know who Florence Nightingale was and why she is so remembered today. <u>Place on a timeline</u> Know who Mary Seacole was and why she is so remembered today. Know people’s lives have shaped this nation. <u>Place on a timeline</u> Know who Edith Cavell was and why remembered today	Timeline, Chronology Living memory, present, future, hero, achievements, similarity, differences, Mary Seacole, Florence Nightingale,	Visit/zoom from a nurse to compare health care now to the Victorian age.

		Use sources to answer simple questions about the past? Choose parts of stories and other sources to show what they know about the past. Identify some of the basic ways that the past can be represented	Know differences and similarities of a Victorian hospital to a modern-day hospital. How should we remember these people? Know there are different ways of commemorating people	Edith Cavell, nurse, hospital, Crimean War, WWI, soldier, commemorate, remember, events, compare, significant	
Spring 1	Toys	Answer questions by exploring visual clues in detail and discuss reasoning Discuss and compare the way in which toys have changed and developed over time. Explore popular toys through different generations Use observational skills to gather evidence then use this information to set up a museum Chronology- place images of toys in chronological order	Know what our toys are like today compared to a long time ago? Know how toys have changed over time Know what their grandparents may have played with at my age? Know that technology has changed the toys we play with Know what other children play with? (Exploring toys around the world.) – Link to Geography	Old, new, past, present, delicate, clues, antique, change, wear, worn, torn, care, technology, materials, stitching, developed	Visit to a bear factory to see how toys are made Visit to Astley Hall to see how toys were made in the past. Grandma visit- vast collection of toys and bears from the past.
Spring 2	Geography unit: Journeys <u>History Disciplinary Knowledge</u> Kingdom & Nation : When studying the continents of the earth children will use a globe and atlas to identify key Nations and kingdoms in the world. Identifying the UK as a Kingdom due to the head of state. When studying journeys children will use stories and historical sources to research the achievements of Amelia Earheart. These may be documents, pictures, sound recordings, books, cinema films, television programs or an object.				

Summer 1	Mary Anning – fossil hunter	Discuss why we remember Mary Anning Place events on a simple time line Begin to see events from the perspectives of others Question how we know that Mary Anning really did do all these clever things? Discuss what could we do to make Mary Anning more famous Chronology- create a Simplified timeline to include Jesus’ birth, their birth and Mary Anning’s birth	Know what the ups and downs of Mary Anning’s life were? What was Mary like and what made her so special? Know what others thought of Mary Anning? Know how Mary Anning contributed to national and international achievements	Fossil, hunter, Mary Anning, special, achievements, dinosaur, materials, excavate	Fossil making – link to art Reception Fossils and dinosaurs
Summer 2	Science unit: Plants and Mini Beasts <u>History Disciplinary Knowledge</u> When studying fossils of historical animals and plant life children will use historical sources to research the achievements of Mary Anning. These may be documents, pictures, sound recordings, books, cinema films, television programs or an object.				
Vocabulary to be learnt by end Y1	Living Memory, future, remember, events, significant, present, clues, achievements, excavate, fossil, timeline,				

<u>Year 2</u>					
Term	Unit Name	Skills	Knowledge	Key Vocabulary	Visitor/trips and other opportunities
Autumn 1 & 2	There’s no place like home –	Use aerial photographs to reflect on changes within living memory in the local area (Factory/housing)	To know how homes have changed over time. Link Y1-Local houses Know that the features of Victorian, Edwardian and Modern houses.	chronology, industrial, revolution Slate, sash windows	Local walk Link to Y1 Geography Link Geography

	local history	<p>Develop awareness of significant historical events in their locality- Industrial Revolution.</p> <p>Chronology Place pictures of houses in time periods using features</p> <p>Place eras on a simple timeline from birth of Jesus</p> <p>Discuss the most recent changes in our local area (Cheeky Monkey’s factory building knocked down and houses built)</p> <p>Place Victorian era, Edwardian era and 1970s on a time line</p>	<p>Victorian (1837-1901) houses typically had chimneys as fireplaces in most rooms, no garages, glass in doorways and windows, roofs made of slate, sash windows (they open by sliding the window up)</p> <p>Know Edwardian (1901-1910) houses had ceilings that were less tall than Victorian houses, some began building bathrooms. (Electricity was invented in 1913). Know modern houses usually have garages/drives, no chimneys, double glazing, apartments/flats, Tv aerial, electricity. Multiple bathrooms.</p> <p>Know we have Victorian, Edwardian, (1970s houses and brand new houses near school</p> <p>Know that Chorley changed due to the building of factories – link to Geography</p>		<p>houses replaced</p> <p>Factory Lane</p> <p>Factory Building</p> <p>Aerial photo of school and factories</p>
<p>Spring 1</p> <p>Spring 2</p>	Journeys – being the first	<p>Use contextual knowledge of the story to pose valid historical questions.</p> <p>Explain consequences of the Wright brother first flight</p> <p>Work out which evidence is likely to have survived, accurately (matching statements to the evidence provided).</p> <p>Consider the accuracy of evidence about flight</p> <p>Chronology</p> <p>Sort the chronology of flight Place the first flight, the launching of the Titanic and The first landing on the moon on a timeline in relation to Jesus’ birth</p> <p>Use sources from the time and about the time to investigate the life on</p>	<p>Know how flight changed as a result of the Wright brothers’ work</p> <p>Know the Wright brothers succeeded in the first flight where others had failed</p> <p>Know why Amy Johnson is a significant female in history</p> <p>Know why Titanic was significant and how it changed future events The Titanic was the largest ship ever built. It was build in Belfast, Northern Ireland. The Titanic was travelling from UK (Southampton) to USA (New York) and that the journey took around 7 days. It set sail 10th April 1912. • The cabins were made up of 1st, 2nd and 3rd class passengers and what the differences were between these. The Titanic sunk due to hitting an Iceberg in the North Atlantic Ocean on 15th April 1912.</p> <p>Know that there were only 20 lifeboats enough to save 1178 people but there were more than 2000 people on board. Only 215 crew survived. The musicians played to keep peoples spirits up. No</p>	<p>gliders, engine, inventors/ invention, Kitty Hawk, controllable , solo, Apollo 11, The Eagle, collision, disaster, social class, voyage.</p>	<p>Titanic museum</p>

		board the Titanic /what happened to it and the moon landing. Use common words and phrases concerned with the passing of time e.g century/decades moon landing	musicians survived. • The lifeboats were strictly for women and children first. A number of Mrs Metcalfe’s family members died when it sank Know that Neil Armstrong was the first person to walk on the moon (unit linked to English)		
Summer 1	Seaside holidays in the past-Victorian	Identify changes within living memory Identify features of a seaside holiday. Use photographs and film clips to find clues as to what seaside holidays were like in the past Order seaside holidays chronologically using visual clues use common words and phrases concerned with the passing of time e.g century/decades Air travel	Know when and how seaside holidays became popular. Know what seaside holidays were like 100 years ago. https://www.youtube.com/watch?v=1N6peInd_pl Know similarities and differences between seaside holidays now and in the past. Know how being a popular holiday spot changed Blackpool. https://www.youtube.com/watch?v=8w-9KpntSg Know how air travel has affected people’s choice of holidays	Bathing Victorians Attractions Beneficial Punch and Judy Links to first flight Y2Spr	Seaside visit Link to Y2 Summer 2 Geography Seasides, seas and coasts
Summer 2	Geography unit <u>Historical Disciplinary Knowledge</u> Similarities and Differences – How have plants adapted over time? Invent/inventor/invention – Puppets and recap on Punch and Judy shows of the past. Can people ‘invent’ new plants? How? Victorian use of plants for medicine.				
Vocabulary to be learnt by end Y2	Similarities, differences, chronological order, Victorians, invent, inventors, invention, chronology				

Year 3

Term	Unit Name	Skills	Knowledge	Key vocabulary to be taught	Visitor/trips other opportunities
Autumn 1	Geography Unit (Local Geography – Comparison with Russia)				

	<p>Historical Disciplinary Knowledge Nation: Russia and the UK are both nations. What does this mean? Kingdom: What is a kingdom? What is the 'United Kingdom?' Monarchy: What is a monarchy? The monarchies/Tsars of Russia, how are they different to our monarchy in the UK? Parliament: How are the parliaments of Russia and the UK different? Democracy: Is Russia a democratic society? Empire: Russia was an Empire and now it isn't. What effect has this had? Sources: How do we know what Russia/the UK were like in the past? Chronology: Significant events in Russia's history – what else was happening in the world at these times?</p>				
Autumn 2	Local History	<p>Investigate different forms of transport from primary and secondary sources</p> <p>Investigate how canals were used to move goods.</p> <p>Use first hand observation to notice differences.</p> <p>Place the building of the Locks on a time line</p> <p>Use maps to study the route of the canal</p> <p>Use maps to identify which towns the canal passes through.</p>	<p>https://www.bbc.co.uk/programmes/p03196bj Know that canals were built near Chorley to transport goods The first turf was dug at Halsall, north of Liverpool, on November 5 1770, by the Hon. Charles Mordaunt of Halsall Hall. All materials used for construction were transported by horse drawn wagons along the poor quality 18th century roads. Locks are numbered. The locks nearest to school are the Johnson Hillock(58-64) locks and they were completed in 1816. From Johnson Hillock locks boats can travel to Botany. http://www.penninewaterways.co.uk/ll/ll69.htm Know that whole families lived and worked on canals including young children Know that the use of canals has changed over time Know why canal are not used to transport goods today See that there were winners and losers with the coming of the railways- Know that progress doesn't always feel like progress for everyone</p>	Canals, narrowboat, Industrial Revolution, Railways	<p>Walk into Whittle-le-Woods to see a canal</p> <p>Links to water safety</p>
Spring 1	<p>Geography Unit (Mountains) Historical Disciplinary Knowledge Civilisation: 'The Hill People' – what are mountainous civilisations like? Nation: What is a nation? Which nations do the Alps stretch across?</p>				

Spring 2	Ancient Egyptians	<p>Chronology- Place the Ancient Egyptians onto a timeline in relation to Jesus' birth.</p> <p>Select and organise historical information to present in a range of ways Use relevant historical terms and vocab linked to chronology.</p> <p>Use dates and historical terms when ordering events and objects.</p> <p>Recognise that our knowledge of the past is constructed from different sources.</p>	<p>Know that Egyptians lived 5000 years ago and that it began around 3000 BC. • Know where Egypt is on a world Map and locate the River Nile. • To know that Egyptians settled by the River Nile for its flooding as it fertilised the soil- good for growing crops. Rest of Egypt is desert. (Transport, trade, fishing, growing crops beside) • Mud from around the River Nile would be used to make bricks for building. • The papyrus plants around the river were used to make papyrus (paper). • Know key vocabulary-Sphinx- body of a lion and the head of a king- symbolizes strength and wisdom. Sarcophagus- coffin like box used to preserve dead bodies. • Know the names of some of the Gods/Goddesses they worshiped. • Know that Egypt was ruled by Pharaohs (Kings and Queens) who were seen as living gods. Famous one- Tutankhamun. His tomb was discovered by the famous archaeologist Howard Carter. • Know that Egyptians preserved a dead person's body – which they did through the process of mummification – this way their soul would live on in the after-life forever. • To know that Egyptians communicated through an alphabet called hieroglyphs. • This civilisation lasted until 30 BC when the Romans conquered Egypt and then it became part of the Roman Empire. • To know that evidence suggests that farmers, employers of the pharaohs, women and people employed from local villages all contributed to the building of pyramids NOT slaves</p> <p>Know what is meant by ancient</p>	<p>Empires, Civilization, Ancient, Earliest, Prehistoric, Pre history, Egypt , Egyptian, AD BC Pharaohs, hieroglyphs, Gods, Goddesses, Mummification, Nile, Sphinx , Sarcophagus, embalming, irrigation of River Nile, conquered</p>	
Summer 1	<p>Geography Unit: Rivers and The Water Cycle</p> <p><u>Historical Disciplinary Knowledge</u></p> <p>Settlement: Why did people in the past settle near a river?</p>				
Summer 2	The Roman empire and its Impact on Britain	<p>Use dates and historical terms when ordering events and objects</p> <p>Identify where people and events fit in to a</p>	<p>Learn about the Roman army and life as a legionary.</p> <p><u>Place on a timeline</u></p> <p>Know what is an Empire</p> <p>Know what it is to conquer another country</p> <p>Know what is invasion</p>	<p>Sources, Invasion, Invaders, Invade, Empire, Romans, Celts,</p>	<p>Roman legionnaire workshop</p> <p>museums.education@lancashire.gov.uk</p>

		<p>chronological framework</p> <p>Explore links and contrasts within and across different periods of time</p> <p>Identify historically significant people/ events in different situations</p> <p>Discuss significant aspects of, connections between, different historical events</p> <p>Select and organise relevant historical information to present in range of ways</p> <p>Use sources to address historically valid questions and hypothesis</p> <p>Recognise how sources of evidence are used to make historical claims</p> <p>Recognise why some events happened and what happened as a result</p> <p>Empathise with Boudicca's feelings of anger and injustice towards the Romans.</p>	<p>Know the Romans invaded Britain in 43AD (after their first failed attempt 55-54BC) for metals, farming, cattle, silver, slaves, corn, fame, land, tin and wood, building settlements and roads.</p> <p>Know the reasons for and against invading Britain. (Emperor Claudius) Julia Caesar has invaded nearly 100 years before so they knew the reasons for invading. Know the key features of Roman equipment and size of the army (350,000), their weapons, training and organisation. Know that a Roman soldier carried a curved shield with a metal boss in the centre. They could throw a spear called a pilum. They wore armour and carried swords. Know the story of Queen Boudicca's rebellion and identify a couple of reasons for her revolt. (Romans wanted them to pay tax on their own land. Know that Boudicca's army defeated the Roman's in Colchester but were then defeated. Understand that there are many interpretation of Boudicca due to little evidence. Know the reasons for Roman success. (disciplined, well-trained, protected by superb armour e.g given excellent weapons such as the gladius and pilum, well-organised into legions etc, able to use clever tactics e.g. testudo) Know why Romans spent so much time building roads. Know key features of Roman settlements. Know some reasons why the Roman empire came to an end. (The empire was so big and that it was bound to come under threat, invasions from Europe, increase in taxation, simply the sheer cost of maintaining all those bridges and roads.) • Know the lasting Roman legacy. (Hadrian's wall, baths, mosaics and roads, roman numerals, calendars)</p> <p>Find out about the events leading to Boudicca's rebellion. Learn about the battles of Boudicca's rebellion and the towns and cities burnt and captured. <u>Place on a timeline</u></p> <p>Know what is rebellion</p>	<p>Caesar, Claudius, Boudicca, Legionnaire Achievements, Settlements, Artefact, Conquer, revolt, rebelled legion (6000 men)</p> <p>Boudicca, King</p>	<p>Romans built the Foss Dyke in Lincolnshire for drainage and navigation and the Caer Dyke around AD50 shortly after the Roman invasion of Britain</p> <p>Links to canals earlier in Y3</p> <p>Links to Ancient Egyptians, the Nile-irrigation and the use of canals</p>
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Vocabulary to be learnt by end Y3	Invade, Invasion, Invaders, Celt, Boudicca, Romans, Canals, narrowboat, Industrial Revolution, Railways, Hieroglyphics Mummification, Ancient, Sarcophagus, Egyptologist, sources,
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<u>Year 4</u>					
Term	Unit Name	Skills	Knowledge	Key vocabulary to be taught	Visitor/trips and other opportunities
Autumn 1 and Autumn 2	Prehistory	<p>Use dates and historical terms when ordering events and objects e.g. 2500BC, Paleolithic etc</p> <p>Demonstrate that the past can be divided into different periods of time (3 periods)</p> <p>Explore trends and changes over time.</p> <p>Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age</p> <p>Recognise that our knowledge of the past is constructed from different sources</p> <p>Use sources to address historically valid questions</p> <p>Discuss some historical events, issues, connections and changes</p> <p>Select and organise historical information to present in a range of ways</p>	<p>Know that Prehistory means before writing was invented.</p> <p>Bronze Age – religion, technology, travel (Stone Henge).</p> <p>Iron Age – hill forts, tribal kingdoms, farming, art and culture.</p> <p>Know that the Stone age is divided into three periods the Old Stone Age (Paleolithic- first use of stone to the end of the last Ice Age) Middle Stone Age (Mesolithic- end of last Ice Age to beginning of farming) to the New Stone Age (Neolithic- start of farming to the first use of metal)</p> <p>Know the word ‘lithic’ comes from the Ancient Greek word meaning stone or rock.</p> <p>Know that The Stone age began around 2.5 million years ago and the earliest settlers were hunter-gatherers and lived in caves hunting wild animals and birds, fishing, and collecting fruits and nuts.(between 6000 BC and 2500 BC)</p> <p>Know the 4 different Stone Age people- Tool-makers (Homo habilis) Fire-makers (Homo erectus) Neanderthals (Homo neanderthalensis), Modern Humans (Homo sapiens) • To learn about Stone Age tools through enquiry (Stone or Wooden Club, Bone Needle, Bone Flute, Bow and Arrow, Hunting Spear, Stone Axe, Stone Knife) • Stone age ended in in 2500 BC after introduction of metal tools.</p> <p>• Know about Skara Brae, one of the best preserved Neolithic settlements and use this to find out about their</p>	<p>Prehistory, secondary sources, Neolithic, Mesolithic Palaeolithic, artefact, civilisation, domesticated, religion, trade, archaeologist, hunter-gatherers</p>	<p>Expert potter (to share knowledge of use of clay, and the process of extracting and firing clay during this period of time).</p> <p>Y4 Early Ancient Egyptians (time of the building of the great pyramids) similar period as people inhabited Scara Brae</p>

		<p>Use relevant historical terms and vocab linked to chronology</p> <p>Recognise that different versions of the past exist</p> <p>Describe some of the ways the past can be represented- Stone Age to the Iron Age.</p> <p>Compare late Neolithic hunter-gatherers with early farming (study Skara Brae).</p>	<p>life- houses, the work they did, the tools they used, the food they ate and farming. Know that the Iron Age in Britain covered the period 800BC to AD43, nearly a thousand years. The people living at this time were known as Celts. Know that the change from Bronze Age to Iron Age was gradual process. Know that the Celts lived in tribes and know something of their lives-with tribal leaders being both men and women such as Boudicca. The Celts were famous for their circles: look at their art, their jewellery, such as torcs, and their huts. By contrast, the Romans who followed them were much more angular their designs. Iron- principal metal used (harder than bronze) allowing tools and weapons to become sharper and the edges would stay sharp for longer. Iron Age homes- roundhouses and were made of stone or wattle and daub with thatched roofs. The Celts traded with the continent, exporting grain, hunting dogs, and horses while importing wine, amber, oil and glass. Celtic civilization survived the Roman invasion particularly in the west e.g. in Cornwall, and Cumbria</p>		<p>Consider how this fits with what we are told in the bible – What do Christians believe</p>
<p>Spring 1</p>	<p>Ancient Greece Greek life, achievements and influence on western world</p>	<p>Use maps to find the location of Greece</p> <p>Use dates and historical terms when ordering events and objects</p> <p>Identify where people and events fit in to a chronological framework</p> <p>Explore links and contrasts within and across different periods of time</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology</p>	<p>To identify the features of modern-day Greece.</p> <p>Know features of Ancient Greek life and achievements and their influence on the western world</p> <p>Know how to place Ancient Greece in a timeline in relation to other periods in history.</p> <p>Know that the Ancient Greeks influence the western world like the Romans</p> <p>Know the main differences between Athens and Sparta. Athens was strong in the 5th and 6th Century BC because of the following 5 reasons: flat and for farming and good port, silver, trade, democracy, clever men Athens' economy was mainly based on trade, whereas Sparta's economy was based on agriculture and conquering</p> <p>Key figures and events of a key battle.</p>	<p>Athens</p> <p>Democracy</p> <p>Economy</p> <p>Spart</p> <p>City state</p> <p>Rivals</p> <p>Ancient</p> <p>BC –Before Christ</p> <p>BCE-Before the common era (secular)</p> <p>AD- In the year of our Lord</p>	<p>Geography – modern-day Greece.</p> <p>Timeline – link to prior learning – prehistory (Y4) and Romans (Y3).</p>

		<p>Use sources to address historically valid questions and hypotheses</p> <p>Recognise how sources of evidence are used to make historical claims</p> <p>Recognise why some events happened and was the result</p>	<p>Battle may be interpreted in different ways and why this is so.</p> <p>Know that modern events may have connections with the past.</p>	<p>CE-Common Era (secular)</p> <p>Timeline</p> <p>Modern Civilisation</p>	
Spring 2	<p>Geography Unit (Volcanoes and earthquakes)</p> <p><u>Historical Disciplinary Knowledge</u></p> <p>Sources: How do we know what Pompeii was like? What can Pompeii tell us about urban life in Roman Italy.</p> <p>Chronology: Significant events leading to the destruction of the thriving Roman city of Pompeii.</p> <p>Change over time: The Neolithic Greek and Etruscan influence on the city of Pompeii.</p> <p>Colonisation: The Roman colonisation of Pompeii.</p>				
Summer 1	<p>Sport through the ages</p>	<p>Use dates and historical terms when ordering events</p> <p>Study the influence of the ancient Greek Olympics on the western world.</p> <p>Devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Use sources to gather information about the past (e.g.</p> <p>Construct informed responses that involve thoughtful selection and</p>	<p>Have a secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>To know the Olympic Games began over 2,700 years ago in Olympia (776BC) in south west Greece. Every four years, around 50,000 people came from all over the Greek world to watch and take part. The ancient games were also a religious festival, held in honour of Zeus, the king of the gods.</p> <p>Know women were not allowed to compete or even watch.</p> <p>To know that in AD 393, the Romans had taken control of Greece and Roman Emperor Theodosius I put a stop to the Olympic Games taking place. His soldiers destroyed the Temple of Zeus and soon after Olympia fell into ruin.</p> <p>Know that modern events may have connections with the past.</p> <p>To know that the Olympic Games were reinstated. French man Baron Pierre de Coubertin came up with 5-ring logo</p>	<p>Olympics</p> <p>Paralympics</p> <p>Olympia</p> <p>Ancient modern literary archaeological compare contrast</p>	

	<p>organisation of relevant historical information.</p> <p>Study key figures associated with the development and changes of the Olympics games over time (including the allowance of female participation and the introduction of the Paralympics).</p> <p>Study literary and archaeological evidence.</p> <p>Compare and contrast: clothing (ancient/ modern Olympics). Location (held in Olympia every time/ moves countries each time) Number of events (ancient/ modern).</p>	<p>and wrote a creed to explain what the Olympics were all about. To know how and why Olympic events have changed over time. Know that women were allowed to participate for the first time in 1900 as participants in sports that were considered to be compatible with their femininity and fragility, but were excluded from the showpiece events of track and field.</p> <p>Know that the winter Olympics began in 1924.</p> <p>To know the Paralympics began in 1960 (having previously been the International Stoke Mandeville Games – founded in 1952).</p>		
Summer 2	<p>Geography unit: (Where does our food come from?) Chronology: Origin of Fair Trade. Political and economic Influences on import and export (e.g. Brexit). Changes over time (e.g. transportation/ distribution). Settlement: Farming and settlement (apply knowledge gained from Prehistory unit) Environmental issues: food miles</p>			
Vocabulary to be learnt by end Y4	<p>Timeline, prehistory, secondary sources, Neolithic, Palaeolithic, artefact, civilisation, domesticated, religion, trade, archaeologist, hunter-gatherer, fossil BC, AD, Archaeologist, Settle, Settlers, Settlement</p>			
Other opportunities	<p>Prehistory theme day.</p>			

Year 5

Term	Unit Name	Skills	Knowledge	Key vocabulary	Visitor/trips and other opportunities
Autumn 1	WW2 Connected to English unit	<p>Understand the methods of historical enquiry - use of historical sources and how interpretations of the past have been constructed</p> <p>Identify what is propaganda</p> <p>Describe the different experiences of Evacuation and explain why the negative testimonies were at odds with the positive public face of evacuation and suggest reasons why positive images were produced. (Propaganda)</p> <p>Place events on a time line</p>	<p>Know what is a primary and a secondary source</p> <p>Know that Britain was trying to defend itself against invasion.</p> <p>Know about events during WW2 that contributed to a rise and fall in evacuees. (Dunkirk, Battle of Britain, The Blitz)</p> <p>Know how interpretations of the past have been constructed</p> <p>Know key aspects of the home front to include: rationing, The Blitz Rationing, Women in the factories, Air-.raid shelters, Gas masks.</p> <p>Know the impact of being invaded (Anne Frank)</p>	<p>Oral, primary and secondary sources.</p> <p>Evacuee, Blitz, Host family, Ration, Propaganda, Air Raid, Morrison, Anderson, Anne Frank, Nazi, Axis, Allied</p>	<p>Recap Roman Empire Invasion, Germany invading under Hitler</p> <p>Links to invasion Y3 Romans,</p>
Autumn 2	Anglo Saxons	<p>Identify where people, places and periods fit into a chronological framework?</p> <p>Choose relevant sources of evidence to support particular lines of enquiry?</p> <p>Use appropriate vocabulary when discussing and describing events</p> <p>Construct responses to historical questions and</p>	<p>Pupils understand where Angles, Saxons, Jutes came from and explore reasons for invasion</p> <p>Know why Anglo Saxons invaded. Need for more farmland (flooded land), not enough food, better climate, came to fight against the Picts</p> <p>By the end of the 7C Anglo Saxons were ruling most of Britain.</p> <p>Understand the importance of oral storytelling in Anglo Saxon society, the importance of telling riddles and kennings in AS society</p> <p>Know about Anglo Saxon art and culture</p>	<p>Angles, Saxons, Jutes, Invaders, Settlers, Kingdoms, Sources, Chronological order, settlement, Runes. Kennings</p>	<p>Links to invasion Y3 Romans, Y5 WW2</p>

		<p>hypotheses that involve selection and organisation of relevant historical information including appropriate dates and terms.</p> <p>Describe the impact of historical events and changes Recognise that some events, people and changes are judged more significant than others</p>	<p>Understand the uses of jewellery and learn about its production, the importance of feasting in AS society</p> <p>Know early Saxons worshipped Gods we name our days after Anglo evidence not from buildings (wood) but from cemeteries Anglo Saxons came from Germany and settled in East Anglia first. The Anglo Saxon meanings behind place names.</p> <p>Know Christianity came to Britain know that religious beliefs changed from paganism, back to Christianity due to Cuthbert.</p> <p>Know that when the Vikings landed in (865) there were 4 Anglo-Saxon kingdoms. 200 yrs later just one England. Scotland, Wales and Ireland were also separate</p>		
Spring 1	<p>Geography unit (Scandinavia) <u>Historical Disciplinary Knowledge</u> Kingdom: Is Scandinavia a kingdom? Invasion: Has Scandinavia ever invaded another country? Monarchy: Which Scandinavian countries are monarchies?</p>				
Spring 2	<p>Geography unit (Brazil) <u>Historical Disciplinary Knowledge</u> Chronology: What are the Key events in Brazilian history since invasion in 1500? Invasion: Why would illegal miners invade Amazon? Why is Brazil's national language Portuguese? (Portuguese invasion 1500) Empire: Was Brazil an empire? Peasantry: Are people who live in favelas peasants?</p>				
Summer 1 and Summer 2	Maya	<p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p>	<p>Know the similarities and difference in achievements of the Maya and the Anglo-Saxons Research the legacy of the Maya and Anglo Saxon Cultures in their modern countries Establish a chronological context of the Maya Know that the Maya and Anglo Saxons were within the same time period</p>	<p>Legacy, sources, codices, Dresden, Maya, Mayan,</p>	<p>Links to Anglo Saxons earlier in Y5- similar time period</p>

	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Research an in-depth study of a non-European society that provides contrasts with British history - The Maya civilisation.</p> <p>Draw comparisons with other parts of history in particular the similarities between Mayan Civilisation and Anglo Saxons/ the Maya and Ancient Egyptians in afterlife, growth of crops and architecture.</p>	<p>Speculate and make deductions from a range of visual clues</p> <p>Know how our knowledge of the past is constructed from a range of sources.</p> <p>The Maya writing system and how it was used. Codices (Dresden) and where they were found. The Maya number system (compare to our own). Childhood in Maya society</p> <p>Foods eaten in the Maya community. Research Maya clothing, headdresses and hair styles in order to compare to others.</p> <p>Know that the Maya people are still in existence and understand something of their modern culture.</p>	<p>Historic monuments, Architecture culture Mesoamerica, Civilisation hieroglyphics</p>	
Vocabulary to be learnt by end Y5	Oral, primary, secondary sources, Evacuee, Blitz, Host family, Ration, propaganda, Air raid, shelters, Legacy, codices, Dresden, Maya, Mayan, Historic monuments, Angles, Saxons, Jutes, Kingdoms, Runes. Architecture,			
Other opportunities	WWII day. Trip to Stockport Air Raid Shelters.			

Year 6

Term	Unit Name	Skills	Knowledge	Key vocabulary	Visitor/trips and other opportunities
Autumn 1	History of The Theatre	<p>Identify changes in an aspect of social history</p> <p>Compare and contrast theatre in different time periods</p> <p>Draw comparisons with other parts of history</p>	<p>Know where, how and why theatre first started</p> <p>Know how Greek plays were performed</p> <p>Know features of Roman theatre, roman masks. Know features of Elizabethan theatre and theatre buildings- The Globe</p> <p>Make links between warfare and theatre</p>	<p>Playwrights</p> <p>Façade, The Globe</p> <p>Lyceum, Coliseum, Palladium, Hippodrome</p> <p>Apollo</p>	<p>Visit to a local theatre (Chorley or Blackburn)</p> <p>Recap chronology of</p>

		Add to complex time line including multiple periods Research the origin of theatrical words Understand how a theatre is planned and designed	Know how external features on Theatres have changed over the last 300 years Know how a local theatre has changed over time- communicate differences to an audience Know about the social changes of the Theatre		Romans, Ancient Greeks Links Tudor time period Elizabethan Theatre and recap/retrieve learning
Autumn 2	<u>Historical Disciplinary Knowledge</u> Chronology: What are the Key events in the spread of global Christianity? Empire: How has Christianity spread? Peasantry: Is everyone able to have access to the Church? Kingdom: What is a kingdom? How does this relate to earthly kingdoms?				
Spring	Kingdom of England	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Describe the impact of historical events and changes? Understand that some events, people and changes are judged more significant than others Use the Bayeux tapestry to identify features of the period Investigate Christian conversion within these localities: Canterbury, Iona and Lindisfarne	Know when and where the Vikings first invaded at Lindsfarne Know the significant achievements of Alfred the Great- the early monarchy, the influences of Alfred the Great, King, leader, admiral, law-maker school master Know how Athelstan became to be ruler of England Know what is meant by monarchy Know the actions of Edward the Confessor. Know about the Battle of Hastings. Know how the Battle of Hastings affected the future Know what is meant by conversion Know what is meant by Monarchy	Settlement Conversion Invasion	Recap invasion Links to Y5 Anglo Saxons, Y3 Romans Y5 WW2 and Hitler
Spring 2	Geography Unit (Coasts)				

	<p>Historical Disciplinary Knowledge</p> <p>Chronology: When did Christians arrive on the North East coast?</p> <p>Invasion: Did the early Christians coming to Lindisfarne invade?</p> <p>Empire: How did Christianity help build the British Empire?</p> <p>Peasantry: Some coastal areas in Britain are amongst the most socially deprived areas of Britain – why is this?</p>				
<p>Summer</p>	<p>Social & Economic History through the decades</p>	<p>Use secondary sources to place events on a time line.</p> <p>Carry out independent enquiry and present this information in the most appropriate manner</p> <p>Understand people’s attitudes during the 1950s.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Understand different primary sources give a fuller picture of the period</p>	<p>Know some of the changes that occurred in the post-war period</p> <p>Know what changes occurred during 1950s that affected people’s lives. the aftermath of the Second World War. The United Kingdom was one of the victors, but it was costly. The late 1940s was a time of austerity and low spending. Prosperity in the 1950s reaching the middle class and the working class across Britain. In the 1950s-rebuilding continued-immigrants from Commonwealth nations, mostly from the Caribbean and the Indian subcontinent large numbers. London remained a world centre of finance and culture, but the nation was no longer a superpower. In foreign policy, the UK promoted the Commonwealth The 1970s saw slow economic growth, rising unemployment, and escalating labour strife. Deindustrialisation/ loss of heavy industry, especially coal mining, shipbuilding and manufacturing, grew worse after 1970 as the British economy shifted to services affected the north of England and Wales.</p> <p>Have knowledge of artists from the 1950s</p> <p>Know features of the history of fashion/ football from the 1950s to 2000</p> <p>Know how music artists used lyrics to share their political views. Know how the style of music from the 1980s influences social change and political opinion</p> <p>Understand what is meant by an economic downturn</p>	<p>Political influence</p> <p>Social changes</p> <p>Economic downturn</p> <p>Strike</p> <p>Government Scab</p> <p>Windrush</p>	
<p>Summer 2</p>	<p>Historical Disciplinary Knowledge</p>				

	<p>Chronology: Understand the chronology that led to the decline of the mining industry</p> <p>Empire: How the British empire been affected by the decline in Britain’s manufacturing industry?</p> <p>Invasion: Is the invasion of the Vikings linked to the Christian conversion of the North East?</p> <p>Peasantry: Are people who have struggled to find employment since the decline of the mining industry modern day peasants?</p>
Vocabulary to be learnt by end Y6	Conversion, Political influence, Social changes, Economic downturn Strike Government, Scab
Other opportunities	Autumn term – Study of WW1 – Focusing on the young men who enlisted (Trip to Lancashire Military Museum) Linked to looking at changing areas in geography, the history of Chorley will also be explored as to why and how it developed as it did.

Impact

Outcomes evidenced via 2Simple and Understanding the World book on iPad for nursery and reception. Y1-Y6 topic and literacy books (Y5) evidence a broad, exciting, and balanced history curriculum, demonstrating the children’s acquisition of the identified key knowledge, vocabulary, and skills.

Children review the agreed objectives at the end of every lesson and are actively encouraged to identify their own target areas, with support from their teachers. Children are also asked to show what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and deeper questioning which helps pupils gain a coherent knowledge and understanding of the wider world and are curious to know more about the past. Through this, children learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular school trips, use of artefacts, visitors and theme days provide further relevant, engaging, and deeper contextual learning.