History Knowledge and Skills overview

Respect, Courage, Compassion, Friendship, Trust, Perseverance

Love Seeking life in all its fullness

	Term	Topic	Disciplinary Knowledge	Substantive knowledge	Vocabulary	Enhancement	Assessment
Year 1	Autumn	Changes within living memory. **Seaside Holidays from Now and Then** Where holidays in the past just as fun as holidays now?	• Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Order a set of events or objects. • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young, etc. • Recall some facts about people/events before living memory. • Say why people may have acted the way they did. • Understand simple causes of events. • Look at books, videos, photographs, pictures and artefacts to find out about the past. • Identify different ways in which the past is represented. • Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" • Look at objects from the	• Can you give an example of something that has happened in the past? • What trip/holiday have you been on in the past? • What are the features of a seaside holiday? • What does a seaside holiday look like now? • What did a seaside holiday look like in the 1950s? • What was life like in the 1900s? • How was life in the 1900s the same/different to the 1950s/now? • Can I find differences between then and now pictures? • What were holidays like in the past? • Were holidays in the past just as fun as holidays now? Why?	queen monarch entertainment leisure artefacts coronation decades vehicle Victorian pier		Written response to - Were holidays in the past just as fun as holidays now? Why?
	Spring	Children will learn about events beyond their living memory that is significantly national or globally. **The Great Fire of London** What caused the worst fire in the UK?		• How long ago did The Great Fire of London happen? • What do we want to find out about The Great Fire of London? • What do we do for fun now? What did people do in 1666? • What is London like now? What was it like in 1666? • How do we know about the Great Fire of London? • Who is Samuel Pepys?	parliament Houses of Parliament fire brigade cathedral now then king diary evidence	National Archives live lesson on The Great Fire of London.	What changed after the fire – children write a set of fire safety rules.

			past and ask questions i.e, “What were they used for?” and try to answer. • Demonstrate simple historical concepts and events through role-play, drawing and writing. • Sort events or objects into groups (i.e. then and now.) • Tell stories about the past. • Talk, write and draw about things from the past.	• What happened during The Great Fire of London? • How and where did the fire start? • Why did the Great Fire spread so quickly? • What were most buildings made of? • How did people cook and light their homes? • How did the hot weather help the fire spread? • Where did the fire fighters get water from? • How did London change after the fire? • What did people learn from The Great Fire of London? • What changes would you make to fire safety from what you have learnt?			
Summer	Children will learn about events beyond their living memory that is significantly national or globally. **Wright brothers first flight.** How did the first flight change the world?			• Who are the significant people in our lives? • Why are they important? • What Makes People Significant? • What was different in the past? • Have cars/ aeroplanes/ buses/ trains always existed? • How would people travel to different countries in the past? What would they use? • How did people travel before the invention of planes in the air? • How do hot air balloons work? • Who were the Montgolfier Brothers? • Who were the Wright Brothers? • Why are they significant and what did they achieve? • What happened on the day that the Wright Brothers	invention change hours flight aviation years last year transport engine	Speke Hall visit to watch the planes at the airport.	How did the first flight change the world? (This can be done as a whole class, in small groups or individually).

				flew their first flyer? • How would the Wright brothers have been feeling? • How did the first flight change the world? • What might life have been like without the Wright Brothers?			
Year 2	Autumn	Study the lives of significant individuals in the past who have contributed to national and international achievements. **Florence Nightingale and Mary Seacole** How did these inspirational women change nursing and hospitals?	• Order and sequence events and objects. • Recognise that their own lives are similar and / or different from the lives of people in the past. • Use a timeline to place important events. • Use past and present when telling others about an event. • Use common words and phrases concerned with the passing of time such as now, today, yesterday, last week, when I was younger, a long time ago, years ago, before I was born. When my parents/carers were young, recently, before, after, now, later. Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. • Use information to describe the past and differences between then and now • Recount main events from a significant period in history. • Use basic evidence to explain reasons why people in the past acted as they did. • Choose parts of stories and	• When was 1854? • Where did the Crimean war take place? • What were hospital conditions like during the Crimean war? • What differences were there from then to now? • Who was Florence Nightingale? Who was Mary Seacole? • What changes did Florence Nightingale and Mary Seacole make to nursing and hospitals? • What was the most important change/s? • How did these inspirational women change nursing and hospitals?	significant similar different x years ago timeline infection train/training hygiene patient discrimination		Individually answer the focus question - How did these inspirational women change nursing and hospitals?
	Spring	Studying the lives of people from the past who have contributed to national and international achievements. **Christopher Columbus and Amelia Earhart** What is an explorer?		• What is an explorer? • Who is Amelia Earhart? • Why is Amelia Earhart a significant explorer? • How might Amelia Earhart have felt? • Why were there not many women pilots? • Who is Ranulph Fiennes? • How is he different to Christopher Columbus? • How has exploration changed over time? • What makes someone an explorer? • How have explorers helped us learn more about the world?	pioneer global centuries globe discovery navigate navigator		Answer the focus question - What is an explorer? Encourage them to use examples from Amelia Earhart, Christopher Columbus and Ranulph Fiennes.

			other sources to show what they know about significant people and events. • Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) to understand why some people in the past did things. • Suggest reasons why people in the past acted as they did. • Ask and answer simple questions about the past through observing and handling a range of sources. • Consider why things may change over time. • Look carefully at pictures or objects to find information about the past. • Ask and answers questions such as: 'what was it like for a ….?', 'what happened in the past?', 'how long ago did …. happen?' • Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts. • Use timelines to order events or objects. • Tell stories about the past. • Talk, write and draw about things from the past.	• How would you define an explorer in your own words?			
	Summer	Significant historical events, people and places in their own locality **Titanic** Why did the Titanic sink?		• What do you know about Titanic? • Why is it important to put historical events in chronological order? • What are the order of events of Titanic? • What was the difference between First, Second and Third Class? • Which class would you rather travel in and why? • How did passengers' experiences differ? • What can photographs tell us about life on the Titanic? • Can we trust sources from the past? • How were the Titanic and Lusitania similar/ different? • Why did each ship sink? • Which disaster do you think had the biggest impact? • Why is it useful for historians to compare events? • Who was to blame for the sinking of the Titanic? • Could the disaster have been prevented? • Is it fair to blame one person? • What can we learn from the Titanic disaster?	voyage captain crew passenger survivors deck a long time ago last week weeks	Maritime Museum visit – Titanic focus.	Why did the Titanic sink? Individual written response.
Year 3	Autumn	Local History **Christiana Hartley CBE and Kitty Wilkinson** How did these women help the poor in	• Use some dates and historical terms when ordering events and objects. • Use words and phrases: A long time a ago, during, century, decade, age, period.	• Who is Kitty Wilkinson and Christiana Hartley? • What did people use for washing in the 19th Century? • How did technology and understanding of hygiene change?	cholera disease washhouse flophouse slums middle classlower class		Class debate/vote: who do they think made more of an impact on the poor in Merseyside?

		Merseyside?	• Use timelines to place events in order (intervals of 10/100) • Demonstrate awareness that the past can be divided into different periods of time. • Understand timelines can be divided into BC and AD. • Use evidence to describe the past, relating to: Houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people's beliefs and attitudes, things of importance to people, differences between lives of rich and poor. • Use evidence to find out how any of these may have changed during a time period. • Describe and give reasons for some of the changes in Britain from the Stone • Age to the Iron Age. • Describe some aspects of the Roman Empire and recognise its impact on Britain. • Demonstrate knowledge of significant aspects of history in their locality. • Look at two versions of same event and identify differences in the accounts. • Recognise that our knowledge of the past is constructed from different sources of evidence. • Recognise that different versions of past events may exist. • Use sources to address historically valid questions.	• What was the Cholera Pandemic? How was it spread? • What did Kitty Wilkinson and Christiana Hartley achieve? • How were Kitty Wilkinson and Christiana Hartley similar? • What impact did Kitty Wilkinson and Christiana Hartley have upon Liverpool/Southport? • How did these women help the poor in Merseyside? • How were they different?	charity community recognition		Individually answer the focus question - How did these women help the poor in Merseyside?
	Spring	Changes in Britain from Stone Age to the Iron Age **Stone Age to the Iron Age** How unpleasant where the Stone, Bronze and the Iron Ages?		• What does BC and AD mean? • What are the three different prehistoric ages? In what order did they occur? • Did people who lived in the Stone Age lived like we do now? • What do you think is the same or different? • How did people survive during this time? • What is Skara Brae? • How did stone age people live? • How did archaeologists find out where these people settled across Europe? • Did these tools stay the same across the period? • Where/what is Stonehenge? • How does a historian check what they have found? • Why is it important to do this? • Did Britain continue to change after the Stone/ iron Ages?	before christ (BC) anno domini (AD) chronology chronological duration sequence archaeologist hunter-gatherer Bronze / Iron / Stone Age primary source secondary source		Answer key question - How unpleasant where the Stone, Bronze and the Iron Ages?
	Summer	The Roman Empire and its impact on		• Who were the Celts? • How did Roman successfully invade Britain?	period emperor God	Visit to Chester – Roman life at the Deva	Answer key question - Why did the

		Britain. **The Romans** Why did the Romans come to invade Britain?	• Use printed sources, the internet, pictures, photos, music, artefacts, historic • buildings and visits to collect information about the past. • Ask questions such as 'How did people ….? What did people do for ….?' • Describe some of the ways the past can be represented. • Present findings about the past using speaking, writing, ICT and drawing skills. • Use dates and relevant historical terms/vocabulary with increasing accuracy. • Discuss some historical events, issues, connections and changes.	• What does it mean to invade? • How was Roman Rule different to Celt rule? • Who were the main rulers? • Which countries were invaded by the Romans? • Why did the Romans invade countries? • Why did the Romans invade Britain? • What was life like in Roman Britain? • How did people live, work and entertain? • What was life like after the Romans in Britain? • What was the legacy of Roman Britain?	Goddess invader military empire influence invasion	Roman Experience centre.	Romans come to invade Britain?
Year 4	Autumn	The achievements of the earliest civilizations **Ancient Egypt** How much did the Ancient Egyptians achieve?	• Use words and phrases: After, before, during, century, decade, age, period, BC, AD. • Place names, places and dates of significant events from the past on a timeline. • Use timelines with intervals of 10/100/1000 years. • Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. • Describe changes within and across different periods of time. Identify where people and events fit into a chronological framework. • Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.	• What is a civilisation? What were the earliest civilisations called? • Where and when did Ancient Egypt occur? • What are some of the key dates in Ancient Egyptian history? • What was Ancient Egypt like? • What was the Nile used for? What were its benefits? • What objects survive from the time of the ancient Egyptians? • What do they tell us? • What did the ancient Egyptians believe about life after death? • How were the lives of Ancient Egyptians different? • What were the achievements of the	nobility ancient Egypt ancient civilization non-European power ruler slave slavery	National Archives online session on Ancient Egypt.	Complete a 'diamond 9' activity. Use the information from previous lessons to order the achievements of the ancient Egyptians. Put the achievements in order of importance.

			• Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient • Egypt. • Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past. • Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may • have occurred during a time period. • Describe how some of the past events/people affect life today. • Give reasons why there may be different accounts of history. • Recognise how sources of evidence are used to make historical claims. • Identify historically significant people and events in different situations. • Use sources to address historically valid questions and hypotheses. • Use documents, printed sources, the internet, databases, pictures, photos, • music, artefacts, historic buildings and visits to collect information about the past. • Ask questions such as 'What was it like for a …… during ……?' • Suggest sources of evidence from a selection provided to use to help answer	Ancient Egyptians?			
	Spring	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. **Leisure and Entertainment through time** What did people do in the past for leisure and entertainment?		• When was the 20th Century? • What is a century? • What is the 20th Century divided into? • What gadgets were invented in the late 20th Century? • What impact did they have? • What changes happened during the history of television? • Was television easily accessible to all? • Was it used for information, entertainment or both? • How has music changed? • Did technology impact how music changed? • What was the biggest change made to music?	pre- post- continuity change political party Prime Minister war broadcast technology facility		Answer the focus question: What did people do in the past for leisure and entertainment?
	Summer	Britain's settlement by Anglo Saxons and the Scots **Anglo Saxons and the Scots** What impact did the Anglo Saxons have?		• Who were the Anglo Saxons? • Where did the invaders come from? • Whereabouts in Britain did they settle? • Where did they not manage to take control? What is Sutton Hoo? • What evidence do we have from this time? • Is it important to know about things that happened a long time ago? • How did the Anglo Saxons rule compared to The Romans? What was Anglo Saxon life like? • What did they do for leisure/entertainment? What were the main religions at this time? • How are Christianity and Paganism similar/different? • Who were the main	Anglo-Saxons Scots nation migration kingdom conquer ruler forge impact		In books, write a double page spread (non-chronological report) about the legacy of the Anglo-Saxons and Scots. Answer the focus question: What impact did the Anglo Saxons have?

			• questions. • Present findings about the past using speaking, writing, maths (data handling), • ICT, drama and drawing skills. • Use dates and terms correctly. • Use subject specific words such as monarch, settlement, invade.	influencers for Christianity? What evidence do we have of the Anglo Saxons today? • What impact did the Anglo Saxons have?			
Year 5	Autumn	Local History **Slave Trade in Liverpool** What was Liverpool's role in the slave trade?	• Use dates and appropriate historical terms to sequence events and periods of time. • Describe events using words and phrases accurately such as: century, decade, BC, AD, after, before, during, era, age, period, age. • Identify where people, places and periods of time fit into a chronological framework. • Describe links, contrasts and changes within and across different periods of time. • Begin to design own timeline to sequence events and historical periods learned. • Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. • Give some causes and consequences of the main events, situations and changes in the periods studied. • Identify changes and links within and across the time periods studied.	• What does freedom mean? What is slavery? • What was West African society like before the slave trade? • What did the Europeans want from West Africa? Why were they targeted? • How did Liverpool become a slave trade leader? • What did the slaves experience? How did they feel? • How were their lives different to our own lives? • What was Liverpool's role in the slave trade? • Can we still see Liverpool's slave trade history today?	transatlantic racism abolish interpretation freedom law justice cargo human rights campaign port		Answer historical focus question - What was Liverpool's role in the slave trade?
	Spring	A non-European society that provides contrast with British history. **Maya Civilization c.900AD** What evidence do we have that the Maya were an advanced civilization?		• Where did the Maya live? • What was life like in Britain/ Central America during this time? • What did the Maya use to communicate? • What did their writing look like? • What materials did they use? • What can we learn about the Mayans from their counting system and calendar? • How could they develop such a detailed	archaeologist cacao codices Chac civilisation hierarchical society glyphs maize monarchy		Individually answer the key question in their books: What evidence do we have that the Maya were an advanced civilization?

			• Describe key aspects of the periods studied e.g. Mayans, AD900, Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. • Look at different versions of the same event and identify differences in the accounts. • Give reasons why there may be different accounts of history. • Know that people (now and in past) can represent events or ideas in ways that persuade others. • Evaluate sources and make simple inferences. • Use documents, printed sources, the internet, databases, pictures, photos, • music, artefacts, historic buildings and visits to collect information about the past. • Ask a range of questions about the past. • Realise that there is often not a single answer to historical questions • Choose relevant and reliable sources of evidence to support particular lines of • enquiry. • Discuss and debate historical issues. • Use appropriate vocabulary when discussing and describing historical events. • Use dates and terms accurately. • Present structured and organised findings about	understanding of the universe? • What does this tell us about Mayan Society? • What can we learn about the Maya from the way they built their buildings? • What were their cities like? Are their pyramids the same as those in Egypt? • What evidence do we have that the Maya were an advanced civilization? • How advanced were they compared to other ancient civilizations that we have learnt about?			
	Summer	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. **Vikings and the Anglo Saxons** Would the Vikings do anything for gold?	• What was Britain like before the Vikings? • Who were the Vikings? • Where is Lindisfarne? • What happened at Lindisfarne? • How do the sources from this time help us to understand what happened? • What are the main events during the Anglo-Saxon and Viking period? • What is Danelaw? • Why do you think the peace brought by Danelaw did not last long? • What was Viking life like? • How did Danelaw change life at this time? • Who were the main rulers at this time? • How were they different? • Who would have made the most suitable King?	settlement pagan Norse Scandinavia treaty tribal kingdom conquest agriculture era		Answer the focus question: Would the Vikings do anything for gold?

			the past using speaking, writing, maths, ICT, drama and drawing skills.				
Year 6	Autumn	Ancient Greece –a study of Greek life and achievements and their influence on the western world. **Ancient Greece** What did the Ancient Greeks do for us?	• Use dates and a wide range of historical terms accurately when sequencing • events and periods of time. • Use timelines to demonstrate periods of time and passing of time. • Name the date of any significant event studied from past and place it correctly on a timeline. • Create own timelines to place events, periods and cultural movements from around the world. Use these key periods as reference points: BC, AD, Ancient Greece, Romans, Anglo-Saxons, Victorians and Today. • Analyse links and contrasts within and across different	• Where does Ancient Greece fit into what we have studied so far? • What are the key events/dates during the Ancient Greek period? • How was Ancient Greece divided? • How was life in Athens and Sparta different? • Why were the Greeks so powerful? • What influence have they had upon modern day society? • Where they the most influential ancient civilisation? • What did the Ancient Greek's do for us? • What area of Greek ideology was the most influential?	discipline catapult state city parthenon architecture millennia legacy philosophy democracy polytheists		Answer historical focus question - What did the Ancient Greeks do for us?

	Spring Summer	Local History Study **WW2 in Liverpool** What was Liverpool like during WW2?	periods of time including • short-term and long-term time scales. • Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of • people; buildings and their uses; people's beliefs, religion and attitudes; things of • importance to people; differences between lives of rich and poor. • Identify how any of above may have changed during a time period. • Give own reasons why changes may have occurred, backed up with evidence. • Make links between some features of past societies and describe the impact on • life today. • Describe causes and consequences of main events, situations and changes in the period studied. • Give some reasons for contrasting arguments and interpretations of the past. • Understand that the past has been represented in different ways. • Suggest reasons for how/why aspects of the past have been represented and interpreted in different ways. • Know and understands that some evidence is propaganda, opinion or misinformation and that this	• Why did the Second World War start? • What were the events leading up to it? • How did Hitler come to power? • How did the British government prepare for war? • Was Liverpool a successful city at the time? • What were the main strengths of the city at this time? • Why was Liverpool the most bombed city outside of London? • Why were children evacuated? • What was life like for an evacuee? • How did their lives change? • How did the war effect daily life? • What was the Blitz? • What jobs were essential during the war? • Were some jobs more important than others? • How did women's lives and responsibilities change? • How did World War 2 end? • Why do we celebrate Remembrance Day? • What is left of WW2 in Liverpool?	dictator reliable source biases propaganda axis resistance conscription allies appeasement evacuation western front		Answer the key question: What was Liverpool like during WW2?

			affects interpretations of history. • Use documents, printed sources (e.g. archive materials) the internet, databases, • pictures, photographs, music, artefacts, historic buildings and historical visits to collect evidence about the past. • Regularly address and devise historically valid questions and hypotheses. • Identify and use different sources of information and artefacts. • Evaluate the value and accuracy of different sources of evidence. • Select the most appropriate source of evidence for particular tasks. • Use appropriate vocabulary when discussing, describing and explaining historical events. • Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. • Choose the most appropriate way of communicating different historical findings • (e.g. written explanation/tables and charts/labelled diagram). • Make accurate use of specific dates and terms.				