

Year 1			
	1. Autumn	Spring	Summer
Topic	Toys, Toys, Toys	The Beatles	Local History Time Detective
Big Question	Have children always played with the toys we play with today?	Why are The Beatles one of the greatest bands in history?	Why has Kirkby changed?
Historical Knowledge	<p>Chronology</p> <p>To use words and phrases such as old, new, young, days, months, the past to show a knowledge of time in relation to toys and games. Put 2/3 toys in chronological order.</p>	<p>Chronology</p> <p>Remember parts of stories and memories about the past-The Beatles. Use words such as decade/century/1960's. Begin to compare 2 events saying which one happened first. Put 2 or 3 songs that made The Beatles famous into chronological history.</p>	<p>Chronology</p> <p>Remember parts of stories and memories about the past. Begin to compare 2 events in Kirkby saying which one happened first. Use words such as change/town/decade/century/1950's/past/present. Name some of the roads/streets that were built in the 1950's Name and locate some of the and marks built in the 1950's.</p>
	<p>Knowledge of British History</p> <p>Begin to talk about and recognise names of places and people linked to the area of study- Victorian toys</p>	<p>Knowledge of British History</p> <p>Begin to talk about and recognise "The Beatles" as a famous band from Liverpool. Begin to use names of places and people linked to the area of study-The Beatles/John Lennon, Paul McCartney, Ringo Starr and George Harrison Name some of their favourite songs.</p>	<p>Knowledge of British History</p> <p>Research important local people who had an impact in Kirkby as a modern town. Begin to use names of places and people linked to the area of study-Kirkby since the 1950's. Research how Kirkby has changed – supermarket/business</p>
	<p>Knowledge of World History</p> <p>Begin to talk about, recognise and use names of places and people linked to the area of study- "Franklin D Roosevelt" linked to the "teddy".</p>	<p>Knowledge of World History</p>	<p>Knowledge of World History</p>
Historical Concepts	<p>Cause and Effect</p> <p>Begins to talk about and recognise some details from the past from sources (e.g. pictures/stories). Study the lives of significant people who contributed to national and international achievements- The Beatles/Queen Victoria</p> <p>Continuity and Change</p>		

History Progress Map

	Talk about and recognise the difference between past and present in their own and other people's lives e.g. grandparents.		
Historical Enquiry	Interpretation and Evidence Ask and answer valid historical questions about toys, The Beatles and Kirkby's past within living memory. Talk about some of the ways in which they find out about the past and identify different ways in which it is represented e.g. living history stories from grandparents.		
Vocabulary	A long time ago then past timeline evidence change artefact	timeline change chronological musicians 1960's past	local landmark aerial maps compare change

Year 2			
	Autumn	Spring	Summer
	The Great Fire of London	Explorers	Kings and Queens
Big Question	How did the Great Fire of London change the city?	What can we learn from explorers?	How do Kings and Queens change Britain?
Historical Knowledge	Chronology Label time- lines with words or phrases such as: past, present, 17 th Century, 21 st Century. Use dates to sequence The Great Fire of London or two related artefacts. Use words to sequence the story of the great Fire of London and use names of people and places.	Chronology Label time- lines with words or phrases such as: past, present, older and newer, living memory or beyond living memory. Put the explores (Columbus/Armstrong & Battuta) in chronological order and place them on a timeline. Place artefacts related to the explorers in order on a given time line, using dates where appropriate Add labels to time- lines.	Chronology Label time-lines with words or phrases such as: past, present, older and newer, living memory or beyond living memory. Use dates where appropriate e.g. century. Place historical figures, (Kings and Queens of UK) and events/artefacts in order on a given time line, using dates where appropriate.
	Knowledge of British History Recognise/describe the concept of nation and a nation's history	Knowledge of British History Recognise/describe the concept of nation and a nation's history	Knowledge of British History Recognise/describe the concept of nation and a nation's history

History Progress Map

	<p>Recognise that there are reasons why people in the past acted as they did e.g. Charles II, the people trying to put out the fire. Ask and answer questions such as What was it like for a...? What happened? How long ago?</p>	<p>Recognise that there are reasons why people in the past acted as they did Ask and answer questions such as What was it like for an explorer or astronaut? What happened when Columbus discovered...? How long ago did Armstrong...?</p>	<p>Recognise that there are reasons why people in the past acted as they did. Ask and answer questions such as What was it like for a King in...? What happened at the Coronation of...? How long ago did...reign?</p>
	Knowledge of World History	Knowledge of World History	Knowledge of World History
Historical Concepts	<p>Cause and Effect</p> <p>Begin to describe and recount some details from the past from sources (e.g. pictures, stories, diaries or eye-witnesses).</p> <p>Make links between the lives of significant people who contributed to national achievements.</p> <p>Make links for some causes and consequences of the Great Fire of London.</p>	<p>Cause and Effect</p> <p>Begin to describe why people from the past (Columbus/Armstrong and Battuta) acted in the ways they did.</p> <p>Make links between causes and consequences of exploring the world and beyond.</p> <p>Recount some of the main events e.g. landing on the moon.</p>	<p>Cause and Effect</p> <p>Begin to describe why people from the past acted in the ways they did.</p> <p>Give reasons why changes in a childhood of a monarch may have occurred during a period in time.</p>
	<p>Continuity and Change</p> <p>Tell the difference/describe between past and present in their own and other peoples' lives.</p>	<p>Continuity and Change</p> <p>Tell the difference/describe between past and present in their own and other peoples' lives.</p>	<p>Continuity and Change</p> <p>Tell the difference/describe between past and present in their own and other peoples' lives.</p>
Historical Enquiry	<p>Interpretation of Evidence</p> <p>Use and describe artefacts, pictures, stories, online sources and diary extracts to describe events of the great Fire of London. Use information gained from research to describe differences between then and now e.g. changes to London/St Paul's Cathedral.</p>	<p>Interpretation of Evidence</p> <p>Use and describe artefacts, pictures, stories, online sources and databases to find out about the past. Use information gained from research to describe differences between then and now</p>	<p>Interpretation of Evidence</p> <p>Use and describe artefacts, pictures, stories, online sources and databases to find out about the past. Use information gained from research to describe differences between then and now.</p>
Key Vocabulary	<p>past present historical event eyewitness diary</p>	<p>explorer explore travel timeline achievements</p>	

	change compare	significant past	

Year 3			
	Autumn	Spring	Summer
Topic	Stone Age to Iron Age	The Roman Empire	Ancient Egypt
Big Question	How did Britain change from Stone Age to Iron Age?	What was the Roman Empire and how did it change Britain?	What were the achievements of the early Ancient Egyptian civilisation?
Historical Knowledge	<p>Chronology</p> <p>Understand that a timeline can be divided into BC and AD.</p> <p>Begin to remember and order the three phases of the Stone Age (Palaeolithic/Neolithic/Mesolithic), and place them on a timeline with the Bronze Age and Iron Age</p> <p>Use word and phrases to describe a timeline from Stone Age to Iron Age</p>	<p>Chronology</p> <p>Understand that a timeline can be divided into BC and AD.</p> <p>Begin to remember a Roman timeline and some important events through a 350-year period from 55 BC and 425 AD</p> <p>Use word and phrases to describe a timeline of the Roman Empire in Britain</p>	<p>Chronology</p> <p>Understand that a timeline can be divided into BC and AD.</p> <p>Begin to remember key dates: such as when the Egyptian civilisation was invaded by Alexander the Great and came to an end.</p> <p>Use word and phrases to describe a timeline Ancient Egyptian civilisation.</p> <p>To explain the term -" ancient Egypt"</p>
	<p>Knowledge of British History</p> <p>To describe the terms "Stone Age", "Iron Age" and "Bronze Age".</p> <p>To know how early humans survived.</p> <p>To know what was found at Skara Brae Stone Built Neolithic settlement.</p>	<p>Knowledge of British History</p> <p>To describe the term "Empire" and "Emperor"</p> <p>Describe the word "invasion" and "defence"</p> <p>Know the name "Hadrian" and describe who he was.</p>	<p>Knowledge of World History</p> <p>Describe similarities and differences between people, events and objects in Ancient Egypt.</p> <p>To know the names of some well- known pharaohs and Gods.</p>

History Progress Map

	To know why Stonehenge is important (pre-historical monument). To know about Druids and their role in the Iron Age.	Name and locate Roman settlements and towns/landmarks (Hadrian's Wall- defence purposes).	Use words and phrases linked to the topic e.g. hieroglyphics, Tutankhamun, mummification. To know why pyramids were built. To know why the process of mummification was used by the Ancient Egyptians.
Historical Concepts	<p>Cause and Effect</p> <p>Use evidence to describe the past:</p> <ul style="list-style-type: none"> ★ Houses and settlements ★ Culture and leisure ★ Clothes ★ Food and survival ★ Religion- (Druids) <p>Address and devise historically valid questions about cause e.g. How did the Iron Age change life in Britain?</p>	<p>Cause and Effect</p> <p>Use evidence to describe the past:</p> <ul style="list-style-type: none"> ★ Houses and settlements ★ Culture and leisure (Roman baths) ★ Clothes and Jewellery ★ Roads and transport ★ Religion (gods and goddesses) ★ Invasion/defence- war/soldiers <p>Address and devise historically valid questions about cause e.g.</p> <p>How did the Romans change life in Britain in a positive way?</p>	<p>Cause and Effect</p> <p>Use evidence to describe the past:</p> <ul style="list-style-type: none"> ★ Houses and civilisation ★ Culture and leisure ★ Clothes and jewellery ★ Religion (Ancient Egyptian gods and goddesses) <p>Address and devise historically valid questions about cause e.g. What was life like in Ancient Egypt?</p>
	<p>Continuity and Change</p> <p>Address and devise historically valid questions about change, similarity and difference e.g. Why were hill forts important in the Iron Age? Note connections, contrasts and trends over time.</p>	<p>Continuity and Change</p> <p>Address and devise historically valid questions about change, similarity, and difference e.g. Who was Emperor Hadrian and why was he important in Britain? Note connections, contrasts, and trends over time.</p>	<p>Continuity and Change</p> <p>Address and devise historically valid questions about change, similarity, and difference e.g. What can hieroglyphics tell us about the past? Note connections, contrasts and trends over time.</p>
Historical Enquiry	<p>Interpretation and Evidence</p> <p>Pupils become aware of different representations of the history e.g.</p>	<p>Interpretation and Evidence</p> <p>Pupils become aware of different representations of the history e.g.</p>	<p>Interpretation and Evidence</p> <p>Pupils become aware of different representations of the history e.g.</p>

History Progress Map

	<p>books/visual clips/artefacts/diaries/letters/archaeological sites</p> <p>Begin to describe that no single form of evidence will fully answer a historical question</p> <p>Archaeology is the study of buildings, graves, tools and other objects that belonged to people in the past (Skara Brae and Stone Henge)</p>	<p>books/visual clips/artefacts/diaries/letters/archaeological sites.</p> <p>Begin to describe that no single form of evidence will fully answer a historical question.</p> <p>Archaeology is the study of buildings, graves, tools and other objects that belonged to people in the past (Roman baths in Bath/ Chester Roman Archaeological site)</p>	<p>books/visual clips/artefacts/diaries/letters/archaeological sites</p> <p>Begin to describe that no single form of evidence will fully answer a historical question</p> <p>Archaeology is the study of buildings, graves, tools and other objects that belonged to people in the past- (Howard Carter Archaeologist)</p>
Key Vocabulary	<p>Stone Age</p> <p>Iron Age</p> <p>Evidence</p> <p>Civilisation</p> <p>Prehistoric</p> <p>Hunter/gatherer</p> <p>Druid</p> <p>Hilfort</p>	<p>Civilisation</p> <p>Ancient</p> <p>Timeline</p> <p>Kingdom</p> <p>Hieroglyphics</p> <p>Artefacts</p> <p>Pharaoh</p> <p>Ritual</p>	<p>Empire</p> <p>Invade</p> <p>Settle</p> <p>Emperor</p> <p>Conquer</p> <p>Hadrian's Wall</p> <p>Gods/goddess</p> <p>Routes</p>

Year 4			
	Autumn	Spring	Summer
Topic	The Anglo-Saxons	The Vikings	The Shang Dynasty
Big Question	How did life in Britain change as a result of the Anglo-Saxons?	Who were the Vikings and what impact did they have in Britain?	When and what was the Shang Dynasty?
Historical Knowledge	Chronology	Chronology	Chronology

	<p>Describe and place the Anglo-Saxon period on a timeline.</p> <p>Place events 2/3 important events relating to the Anglo-Saxons on a timeline.</p>	<p>Describe history as past and present, using BC/AD and other phrases (century, decade, civilisation)</p> <p>Vikings raided Lindisfarne in 793.</p> <p>Place the 2/3 key events in the Viking period in history on a timeline of history in Britain.</p> <p>Place the Viking period in history on a timeline of periods of history already studied.</p>	<p>Describe history as past and present, using BC/AD and other phrases (century, decade, civilisation)</p> <p>Place key 2/3 key events in the Shang Dynasty period in history on a timeline.</p> <p>Place the Shang Dynasty period in history on a world history timeline and compare to other world history periods e.g., Ancient Egypt.</p>
	<p>Chronology</p> <p>Use dates and historical terminology to describe events - for both a period of British and Non-British history.</p> <p>Continue to develop an understanding of chronology and can generally place periods of history (British and World history) they have learnt about accurately on a timeline.</p> <p>Remember words and phrases from the periods of history previously studied e.g. Romans, Ancient Egypt and place them on a mental timeline.</p>		
	<p>Knowledge of British History</p> <p>To describe the terms "Anglo-Saxons". To know why they invaded Britain. To give reasons for Anglo-Saxon life, artefacts and occupations. To describe and give reasons for some important Anglo-Saxon place names and Britain today.</p>	<p>Knowledge of British History</p> <p>Explain the terms "invaded and raids" with detail and understanding. Including the knowledge that the Vikings raided for the acquisition of wealth. Vikings invaded from Scandinavia.</p> <p>Danelaw was established due to the efforts of Alfred the Great's efforts to avoid further raids in the Anglian kingdom of Wessex.</p>	<p>Knowledge of British History</p> <p>To place understand where the Shang Dynasty originates from and be able to locate China on a world map. Know and be able to talk about Xiaojun Dig and what was discovered there. Discover the delights of Fu Hao's tomb (grave).</p>

	<p>To know about important Anglo-Saxon people e.g. Alfred the Great/ Vortogern/Hengest or Hors.</p> <p>Use describe historical vocabulary to communicate, including subject related vocabulary: during, chronology, era, dates, time period, change</p>	<p>To know and name important Viking people e.g. Alfred the Great and King Ethelred II.</p> <p>Use appropriate historical language to communicate about the Vikings including chronology, dates, people and events.</p>	<p>Explain the terms "civilisation and dynasty".</p> <p>Explain the terms "religion and hierarchy" relating to the Shang Dynasty.</p>
<p>Historical Concepts</p>	<p>Cause and Effect</p> <p>Describe and give reasons for the main events and changes in Anglo-Saxon times, giving causes and consequences.</p> <p>Use evidence to describe the past (Anglo-Saxon period) and the effects that they had on life in Britain:</p> <ul style="list-style-type: none"> ★ Houses and villages (place names) ★ Culture and leisure ★ Clothes ★ Occupations ★ Religion- (Christianity - Synod of Whitby- Easter calendar) <p>Address and devise historically valid questions about cause e.g. how did the Anglo-Saxon invasion change life in Britain?</p>	<p>Cause and Effect</p> <p>Describe and give reasons main events and changes in Viking times, giving causes and consequences.</p> <p>Use evidence to describe the past (Viking period) and the effects that they had on life in Britain:</p> <ul style="list-style-type: none"> ★ settlements ★ Culture and leisure ★ Clothes ★ Occupations ★ Danelaw <p>Address and devise historically valid questions about cause e.g. how did the Anglo-Saxon invasion change life in Britain?</p>	<p>Cause and Effect</p> <p>Describe and give reasons for main events and changes in the Shang Dynasty, giving causes and consequences.</p> <p>Use evidence to describe the past (Shang Dynasty) and how the Fu Hao tomb gives us information about her life:</p> <ul style="list-style-type: none"> ★ Hierarchy ★ Wealth ★ Religion <p>Address and devise historically valid questions about cause e.g. What do these artefacts tell us about her life?</p>
	<p>Continuity and Change</p> <p>Give reasons for the changes in the features of the Anglo-Saxon times e.g.</p>	<p>Continuity and Change</p> <p>Give reasons for the changes in the features of the Viking times e.g., clothes, beliefs,</p>	<p>Continuity and Change</p>

	<p>clothes, beliefs, homes compared to other periods studied such as the Romans.</p> <p>Suggest causes and consequences of some of the main events such as the Battle of Hastings (1066) and the Synod of Whitby</p> <p>Understand and discuss continuity and change over a period of time e.g. change to religion from pagan to Christianity.</p>	<p>homes compared to other periods studied such as the Anglo-Saxon or Romans.</p> <p>Suggest causes and consequences of some of the main events such as the invasion of Lindisfarne.</p> <p>Understand and discuss continuity and change over a period of time.</p>	<p>Give reasons for the the evidence of the life of Fu Hao and the life in China currently.</p> <p>Suggest reasons for the choices made for the artefacts buried with her.</p> <p>Make links to the burial of Tutankhamun and the Ancient Egyptians.</p>
Historical Enquiry	<p>Interpretation and Evidence</p> <p>Give reasons why separate versions of the same event may differ in the accounts.</p> <p>Look at the diary of Hild the Abbess of Whitby.</p> <p>Use images of artefacts from Anglo-Saxon times to support arguments made about change and continuity e.g. household objects.</p> <p>Archaeology - learn about Dame Rosemary Cramp and her discoveries regarding Anglo-Saxon life in Britain.</p>	<p>Interpretation and Evidence</p> <p>Give reasons why separate versions of the same event may differ in the accounts.</p> <p>Look at evidence compared to that of Anglo-Saxon Britain or Roman Britain.</p> <p>Use images of artefacts from Viking times to support arguments made about change and continuity e.g. household objects.</p>	<p>Interpretation and Evidence</p> <p>Ask questions about the artefacts and evidence in the tomb- does it give us enough information to tell us about life at that time.</p> <p>How important was Fu Hao?</p> <p>Evidence sometimes raises more questions than answers.</p> <p>What information can be gathered from one tomb?</p> <p>Archaeology- Tomb of Fu Hao-world history</p>
Key Vocabulary	invade	Raiders	Ancient Civilisation

History Progress Map

	settle civilisation kingdom artefacts Great Britain compare	Invaders Settlers Kingdom Scandinavia Anglo-Saxon Locality	Tomb Fu Hao Wu Ding Shang Dynasty Jade and bronze artefacts Oracle bones Cowrie shells
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Year 5			
	Autumn	Spring	Summer
Topic	Tudor England	Local Time Detective	The Mayans
Big Question	How did the Tudor's change life in Britain?	How has Kirkby changed over 200Yrs?	What was the Mayan Civilisation?
Historical Knowledge	<p>Chronology</p> <p>With understanding place key events in the Tudor period on a timeline including the reign of key monarchs.</p> <p>Place key events relating to Henry VIII into chronological order, including the marriage to his six wives.</p>	<p>Chronology</p> <p>With understanding place key events in Kirkby overtime on a timeline from the Domesday Survey 1086 in periods of change (e.g. 200 yrs).</p>	<p>Chronology</p> <p>With understanding place the Mayan era on timeline of world history including other ancient civilisations studied- Ancient Egypt and The Shang Dynasty and British history of the Stone Age era.</p> <p>Place key events in three or four main events from the Mayan era on a timeline 2000 BC to 2000AD.</p>
	<p>Knowledge of British History</p> <p>Know that the Tudors were a wealthy family who had an impact in Britain from 1485 to 1603.</p>	<p>Knowledge of British History</p> <p>Understand changes over time (Kirkby) from 1086/post war town (1950's) to present day with a focus on the past 200 yrs.</p>	<p>Knowledge of World History</p> <p>Understand and discuss the ancient civilisation of the Mayans.</p> <p>Locate the civilisation on a world map.</p>

	<p>Learn about Henry VIII and the fate of his wives. Learn about the English Reformation. Know that the Church of England replaced the Roman Catholic church in England. Learn about the importance of other significant people in the Tudor period including other monarchs such as Mary and Elizabeth. Learn about the key events including the Battle of Bosworth.</p>	<p>Know how Kirkby has changed and how land has been owned and managed- Molyneux family/Lord Sefton/Liverpool Council/Knowsley 1974. Know how land has been used- rural to urban. Learn about the importance of key events in Kirkby:</p> <ul style="list-style-type: none"> • opening of the train station • East Lancashire Rd • Sports Centre • Waterworks • Royal Ordnance Factory • Malayan College 	<p>Learn about where they lived and their environment/sustaining civilisation in the rainforest. Understand key events and developments such as:</p> <ul style="list-style-type: none"> • communication- writing/mathematics/ hieroglyphics/ • telling the time • calendars • trade of goods • myths and stories- gods/religion • ancient ball games
<p>Historical Concepts</p>	<p>Cause and Effect</p> <p>Show understanding of changes within and across Tudor times e.g.</p> <ul style="list-style-type: none"> • changes to religion- links to the Anglo-Saxons <p>Show understanding of causes and consequences of the main events such as the Battle of Bosworth on life for the wealthy and poor.</p>	<p>Cause and Effect</p> <p>Show understanding of changes within and across the time periods and localities studied.</p> <p>Show understanding of the causes and consequences of the main events, situations and changes in the local study e.g.</p> <ul style="list-style-type: none"> • employment in Royal Ordnance Factory during WW II; • transport links for local business in the 1950's 	<p>Cause and Effect</p> <p>Show understanding of changes within and across the Ancient Mayan era and Mayan alive today e.g.</p> <ul style="list-style-type: none"> • Communication • Culture (spectator sports) • Environment and crops grown for trade. <p>Show understanding of causes and consequences of the main events, situations and changes e.g. trade routes for the cacao beans/jade/salt.</p>
	<p>Continuity and Change</p>	<p>Continuity and Change</p>	<p>Continuity and Change</p>

	<p>Know and understand an awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world:</p> <ul style="list-style-type: none"> • Religion/Reformation (Church of England) • Differences between rich and poor families- homes/education/food and diet; • art and culture; <p>Begin to understand the changes above, representing them, along with evidence, on a time line.</p>	<p>Know and understand continuity and change in the history of the locality of the school e.g.</p> <ul style="list-style-type: none"> • "New Town" employment • Religion/St Chad's church • local landmarks • conservation areas <p>Know and understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p>	<p>Know and understand an awareness of social, cultural, religious and ethical diversity of the Mayan civilisation:</p> <ul style="list-style-type: none"> • Religion • Plants used by the Mayans • Language in the Ancient Mayan civilisation and today
<p>Historical Enquiry</p>	<p>Interpretation and Evidence</p> <p>Know and understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Use original ways to present information and ideas e.g. presentations.</p> <p>In addition to subject related vocabulary - legacy, period, monarchy etc.</p> <p>Select reliable sources of evidence to answer questions about the past-Tudor art and portraits-evidence of wealth.</p> <p>Know that people (now and in the past) may represent events in ways that persuade others. Appreciate that there is not always a single answer to historical questions.</p>	<p>Interpretation and Evidence</p> <p>Use original ways to present information and ideas- presentations/drama/m.ini-museum</p> <p>In addition to subject related vocabulary - "New Town"/ landmarks/listed buildings/conservation/</p> <p>Select reliable sources of evidence to answer questions about the past- various local maps and photographs. Know that people (now and in the past) may represent events in ways that persuade others to have a point of view e.g. ROF photographs and the role of women.</p> <p>Appreciate that there is not always a single answer to historical questions.</p>	<p>Interpretation and Evidence</p> <p>Use original ways to present information and ideas- presentations/drama/IT/mini-museum.</p> <p>In addition to subject related vocabulary – civilisation/calendar/gods (Popol Vuh)</p> <p>Select reliable sources of evidence to answer questions about the past such as archaeology/British Museum artefacts/National Geographic maps.</p> <p>Know that people (now and in the past) may represent events in ways that persuade others. Appreciate that there is not always a single answer to historical questions.</p>

History Progress Map

Key vocabulary	Monarchy Reign Royal Heir Throne Beheaded Divorced Protestant	Locality Continuity Change Archive Listed Buildings Chronology Cause and effect	Mayan Civilisation Ancient Evidence Archaeology Meso-America Beliefs
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Year 6			
	Autumn	Spring	Summer
Topic	Victorian Britain	WW II	Ancient Greece
Big Question	How did the Victorians change life in Britain?	How did WW II affect the life of people at home in Britain?	What was life like in Ancient Greece?
Historical Knowledge	<p>Chronology</p> <p>Use dates and terms accurately in describing events during the Victorian era 1837-1901 and to know that the era in time was named after Queen Victoria.</p> <p>Know and understand appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p>Order key events in technological changes – Great Exhibition at Crystal</p>	<p>Chronology</p> <p>Use timelines to place WW II within periods of history previously studied.</p> <p>Use dates and terms accurately in describing events during WW II 1939-1945.</p> <p>Use dates to sequence events that led up to the start of WW II.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p>	<p>Chronology</p> <p>Place the Ancient Greeks within a timeline of previously studied periods in world history.</p> <p>Use dates and terms accurately in describing the ancient civilisation and the extension of the period in time "Classic Golden Age" 500BC to 323BC which marked the height of Ancient Greek civilisation and power.</p> <p>Know and understand BC and AD</p>

	<p>Palace/ changes to life for the wealthy compared to the poor- education.</p>	<p>Order key events in WW II that impacted on life in Britain- (Liverpool) e.g.</p> <ul style="list-style-type: none"> • The Blitz • Battle of Britain • Battle of the Atlantic. 	
	<p>Knowledge of British History</p> <p>Know and understand key changes in the Victorian Era:</p> <ul style="list-style-type: none"> • political • cultural • social • religious • technological changes. <p>Know and understand the characteristic features of the past, including ideas, beliefs, attitudes and experiences of significant men and women during the Industrial Revolution, particularly those who are local (Liverpool):</p> <ul style="list-style-type: none"> • William Gladstone • John Archer • Margret Bevan • John Alexander Brodie • Edith Smith • William Rathbone <p>Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain.</p>	<p>Knowledge of British History</p> <p>Know and understand key changes during WW II:</p> <ul style="list-style-type: none"> • political • cultural • social • technological changes. <p>Know and understand the characteristic features of the past, including ideas, beliefs, attitudes and experiences of significant men and women during WW II local (Liverpool/Kirkby ROF):</p> <ul style="list-style-type: none"> • Winston Churchill • Neville Chamberlain <p>Use research and prior learning to explain why there are social, cultural, and ethnic diversities within societies studied in Britain.</p>	<p>Knowledge of World History</p> <p>Know and understand the location, physical features and climate of modern Greece.</p> <p>To place Ancient Greece in time and locate Ancient Greece, Athens and Sparta on a map Locate Greece on a map Athens, Greece, Sparta.</p> <p>Know and understand the key changes during the "Classic Golden Age":</p> <ul style="list-style-type: none"> • Political (democracy) • Cultural (architecture) • Social (Olympics/educational) • technological changes. <p>Know and understand the characteristic features of the past, including ideas, beliefs, attitudes and experiences of significant men and women during WW II local (Liverpool/Kirkby ROF):</p> <ul style="list-style-type: none"> • Alexander the Great

			Use research and prior learning to explain why there are social, cultural, and ethnic diversities within societies studied in Britain.
Historical Concepts	<p>Cause and Effect</p> <p>Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within Victorian society.</p> <p>Explain and evaluate causes and consequences of the main events, situations and changes for the wealthy and poor.</p>	<p>Cause and Effect</p> <p>Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within WW II.</p> <p>Explain and evaluate causes and consequences of the main events, situations and changes for men and women's roles.</p>	<p>Cause and Effect</p> <p>Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within the ancient Greek civilisation.</p> <p>Explain and evaluate causes and consequences of the main events, situations and changes and how it influences life in modern Britain e.g. democracy/Olympics.</p>
	<p>Continuity and Change</p> <p>Identifies links and changes within and across the time periods and localities studies e.g. changes in Liverpool studied in Key Stage 1.</p>	<p>Continuity and Change</p> <p>Identifies links and changes within and across the time periods and localities studies e.g. changes in Kirkby studied in Key Stage 2.</p>	<p>Continuity and Change</p> <p>Identifies links and changes within and across the Ancient Greek period in history e.g. compare to Ancient Egyptians or Mayans.</p>
Historical Enquiry	<p>Interpretation and Change</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past- local research in Liverpool.</p>	<p>Interpretation and Change</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past- local research in Liverpool/Kirkby.</p>	<p>Interpretation and Change</p> <p>To infer information from artefacts about what life was like in Ancient Greece.</p>

	<p>Select suitable sources of evidence, giving reasons for the choice.</p> <p>Evaluate the usefulness and accuracy of different sources of evidence.</p> <p>Understands that some evidence is propaganda, opinion or misinformation and that these effects interpretations of history e.g. art and culture/newspaper reports from Victorian Britain/museum artefacts.</p>	<p>Select suitable sources of evidence, giving reasons for the choice.</p> <p>Evaluate the usefulness and accuracy of different sources of evidence.</p> <p>Understands that some evidence is propaganda, opinion or misinformation and that these effects interpretations of history e.g. art and culture/newspaper reports from WW II/museum artefacts/living voice.</p>	<p>To consider the utility and limitations of using artefacts in isolation from other historical source</p> <p>To infer information from archaeological sites about what life was like in Ancient Greece compared to myths and legends.</p> <p>To select and combine information from different sources about life in Ancient Greece</p>
<p>Key Vocabulary</p>	<p>Monarch Empire Reign Chronology Primary sources Secondary sources Century</p>	<p>Cause and effect Axis Allied Evacuation Rationing Propaganda Blitz</p>	<p>Ancient Democracy civilisation Empire Cultural legacy Olympics Legacy Archaeology</p>