

Year 1 - Back from Holiday!

Key Vocabulary:

- beach, harbour, coast, town, shops, buildings, pier, prom
souvenir, transport



Key Knowledge

- To know that in the past people usually went for holidays to the seaside or countryside in Britain rather than abroad
- To know the names of some popular seaside resorts e.g. Blackpool, Southport, Lake District, Yorkshire Dales
- To know that in the past most holiday makers travelled to the seaside/countryside on trains, motor coaches and sometimes in cars
- To know about railway travel including stations, railway engines, steam trains, carriages etc.
- To know about 'wakes holidays' packing suitcases and luggage, sending post cards, eating candy floss and sticks of rock.
- To know holidaymakers spent a lot of their time sitting in deck chairs, playing games, paddling in the sea and enjoying rides on donkeys and funfairs.

Key Skills

- To compare and contrast holidays now to holidays in the past
- To use artefacts – photographs, postcards, ticket stubs etc.

Year 1 - Extraordinary Explorers



Key Vocabulary:

- Earth, atlas, globe, explore, continent names, land, sea, compass points, past, time periods, port, harbour

Key Knowledge:

- The lives of significant individuals in the past who have contributed to national and international achievements
- To know Christopher Columbus was an explorer who sailed to America
- To know Robert Falcon Scott was a British explorer who explored Antarctica
- To know Felicity Aston was the first female explorer to ski across the Antarctic in 2012
- To know Neil Armstrong was an astronaut and the first man to walk on the moon
- To know Helen Sharman was the first British astronaut and know she was launched in the Russian spacecraft Soyuz in 1991.
- To know Tim Peake was the first British astronaut to visit the ISS

Key Skills:

- Timeline to include significant events related to the explorers and to include present day and when they were born
- To compare and contrast the lives and achievements of different explorers

Year 1 - When my grandparents were little.



Key Vocabulary

Past, then, before, old, older, entertainment, marbles, snakes and ladders, dominoes, 50s, 60s, rotary style phone, blackboard, dip pens, inkwells, house, factory

Key Knowledge:

- To know some changes within living memory during the 1950/1960s:
- To know that in the past some children's toys were different to those of today.
- To know some of the most popular toys that children played with in the past - marbles, snakes and ladders, dominoes, hopscotch, skipping, spinning top, yoyos
- To know that many toys today use different materials from toys in the past – e.g. now they use plastic, batteries and computer chips and recognise these differences
- To know from asking parents/grandparents/visitors the toys that were popular in the past
- To know that some toys from the past remain popular today – Teddy bears, marbles, dolls, board games
- To know that school life was different in the past as they did not have computers to display work, they use nib pens and inkwells to write with etc.
- To know from asking parents/grandparents/visitors what school life was like
- To know that fashion has changed over the years
- To know that TVs became popular with the coronation of Queen Elizabeth II
- To know that most homes had TVs in the 60s and popular shows such as Andy Pandy, Playschool, Thunderbirds and Doctor Who were first aired.
- To know Baroness Floella Benjamin was a popular television presenter in the 70's and presented a show called Playschool
- Gain knowledge about the past through the use of artefacts (everyday objects and games) from history and photographs e.g. marbles, snakes and ladders, dominoes, hopscotch, skipping ropes, spinning top, pogo sticks

Key Skills:

- To create a timeline to include when grandparents/parents/themselves are born.
- To compare daily life through knowledge of toys, games, school, fashion

Year 1 - London

Key Vocabulary:

- Queen, King, Duchess, Duke, Prince, Princess, throne, monarchy, reign, royal, coronation, Buckingham Palace, capital, country, human features, physical features (River Thames), Landmark names



Key Knowledge:

- To know that a long time ago a Queen called Queen Victoria reigned for 64 years
- To know Queen Victoria was 18 when she became Queen
- To know there is a period of history called the Victorian age which was when Queen Victoria reigned.
- To know our previous Queen was called Queen Elizabeth II
- To know Queen Elizabeth II became Queen when she was 25
- To know Queen Elizabeth II was queen for 70 years
- Know that King Charles III is our King and that he was Queen Elizabeth II's son
- Know King Charles became King in 2022
- To know that King Charles 's oldest son – Prince William will be the next in line to be King

Key Skills

- To use timelines for both Queens with significant events, birth, coronation, etc.
- To compare the lives of Queen Victoria, Queen Elizabeth II and King Charles by comparing when they were born, comparing their coronation and comparing their length of reign.
- To make a family tree for King Charles to show who is the next in line to the throne/family structure

Year 2 – The Great Fire of London



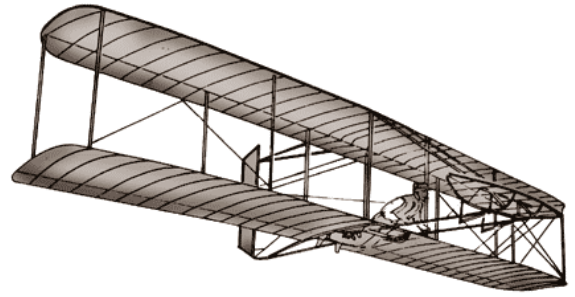
Key Knowledge:

- To know that the Great Fire of London was in 1666
- To know that the Great Fire of London was started in a bakery on Pudding Lane
- To know how the nature of the Tudor homes (materials, narrow streets, no fire breaks as houses close together) led to the fire spreading easily
- To know the significance and importance of Samuel Pepys (his diaries are one reason we know about what happened)
- To know that King Charles was the King at that time
- To know how the fires were fought (fire hooks, leather buckets, lines of people from river to transport water, fire squirthers, no fire service)
- To compare fire-fighting techniques to the fire service now
- To know that the Great Fire led to changes in the way homes were built and the introduction of a fire service
- To know that St Pauls Cathedral burnt down and that Christopher Wren designed a new cathedral

Key Skills:

- Timeline – add to the class timeline- Great Fire of London 1666.
- Chronological order, century, long ago, living memory
- Compare and contrast secondary sources – Samuel Pepys diary

Year 2 - Incredible Inventors



Key Knowledge:

- To know that Carl Benz invented the first car in 1866
- Know how cars have changed over time (appearance, roof, doors, safety features, electric cars)
- Know that Alexander Graham Bell invented the first telephone in 1876
- Know how phones have changed over time (corded to cordless, landlines, phone boxes, methods of dialling, mobiles, smartphones)
- Know that the Wright Brothers invented the first plane in 1903
- Know how air travel has impacted the world (positives and negatives)
- Know that Amelia Earhart was the first woman to fly solo across the Atlantic Ocean
- Know that William Caxton invented the first printing press in 1475
- Know that Tim Berners-Lee invented the WWW in 1989
- Know that the printing press and world wide web made information readily accessible and available to everyone
- Know that Emmeline Pankhurst was born in Manchester a long time ago, wanted women to be treated equally to men and was successful in getting women the right to vote.

Key Skills:

- Timeline
- Compare and contrast
- Compare and contrast inventions with modern day inventions e.g. e-reader, electric cars, mobile phones

Year 3 - The Rolling Stones

Key Knowledge:

- Know about monuments and structures that were built in stone age and still exists – Stonehenge
- Know that early humans were hunter-gatherers, they then started to settle down in small communities eventually farming crops.
- Know that used stone tools to complete tasks and as weapons.
- Know the differences between the homes from Palaeolithic, Mesolithic and Neolithic periods. Compare and contrast similarities and differences. Why did they change over time?
- Know about the early settlements including Skara Brae study. Why did they choose that site? How it is different from the other sites in the UK,
- Know that Stone Age is the longest period of time displayed on the timeline as it was by far longest period of time.
- Know that the stone age humans had to build own homes (shelter) and tools and keep warm through making own fires.
- Know archaeologists have found evidence – cave paintings, bones, skeletons, objects found, monuments and structures.
- Know that the transition into Bronze Age as they began to make things out of metal – smelting etc.
- Know why Bronze was so significant, different properties and why it changed people's lives so much. Compare and contrast tools, homes etc. in this period
- Know how humans developed and the transition into iron age – hill forts, farming, tribes etc.

Key Skills

- Knowledge of chronology compared to other era/time periods. Knowledge of significant gap in time compared to other time periods studied. (Thousands instead of hundreds of years ago)
- Comparing and contrasting Stone Age to modern civilisation. Similarities and differences.
- Comparing and contrasting different periods of Stone Age/Bronze Age/Iron Age and what brought about the change in these periods

Year 3 – Under Attack!

Key Knowledge:

- To know about Celtic Britain i.e. social hierarchy, homes, daily lives.
- To know why and how Romans invaded Britain in 55BC, 54BC and 43AD
- To know the outcome of the invasions.
- To know that the Romans changed Celtic Britain in the following areas: Democracy, foods introduced, baths, built straight roads, introduced Christianity to Britain.
- To know why the Celts rebelled against the Romans and what the outcome was.
- To know why Boudicca rebelled and why her rebellion was successful.
- To know which cities were made by the Romans, where they are on the map and what they are called now – London /Worcester / Manchester
- To know about the location of Hadrian's wall, why was that particular place significant
- To know how the Romans protected their empire particularly Hadrian's wall.
- To know which modern countries were part of the Roman Empire and how, and why, this changes at different stages.
- To know that the Romans changed Britain and this is still evident today in our towns & cities & as part of our roads- focus on City of Bath
- To know key facts about Roman gods and goddesses and family shrines and what part religion played in their daily lives.

Key Skills

- Knowledge of chronology compared to other era/time periods
- Comparing and contrasting Roman times to modern civilisation. Similarities and differences.
- Historical questioning
- Research techniques
- Written narratives and recounts

Year 4 - Castles and kings

Key Vocabulary:

Magna Carta The Great Charter (book of Laws). Baron Scroll Feudal system Taxes Democracy
British Values Tyrant Castle Medieval King/Queen Lord and Lady Battlements Portcullis
Drawbridge Moat. Turrets Keep Bailey Arrow Slits Defend Attack Siege Motte Domesday
Book

Key Knowledge:

- Religion: Discuss how Christianity was important to medieval Kings
- Social Hierarchy: Know the hierarchy of the medieval Feudal System
- Homes: Know about Norman castles and life within them.
- Food: Know what medieval people ate
- Know that Harold Godwinson, Harald Hardrada and William Duke of Normandy were all contenders to the throne of England in 1066 after the death of Edward the Confessor.
- Know that The Witan chose Harold Godwinson to be king however William Duke of Normandy and Harald Hardrada, the Viking King of Norway also claimed the throne of England. In 1066 the Vikings invaded the north and Harold took his army to meet them. He defeated them in a great battle at Stamford Bridge near York. Duke William landed in the south and so Harold had to march his army 200 miles from York to Hastings to meet them. In the Battle of Hastings in 1066, Harold was killed and his army was defeated
- Know that William had problems after the Battle of Hastings: as there were soldiers in England who were still loyal to Harold and the people in the North of England wanted Viking rule not William as King and that he solved these problems by killing anyone who stood against him and making deals with landowners so they could keep their land if they supported him.
- Know key vocabulary relating to Norman castles: moat—a ditch surrounding the motte and Bailey. Bailey- where people lived, Motte – a large hill, Battlements –for observation and firing arrows, Portcullis – a strong heavy barrier Drawbridge – a roadway over the moat that could be raised and lowered, Keep – look out, Arrow Slits – where arrows are fired from
- Know that knights were usually of noble birth who swore an oath to be loyal to their Lord and King.. Know the process to become a knight consisted of 7 years as a page, running errands serving meals and learning to read and write then a further 7 years as a squire, acting as a personal servant, looking after weapons, armour and horses to full knight status.

- Know that William introduced the feudal system to control the population of Norman England, which meant that created a structure of power where the King had most control, followed by the Lords who owned land and paid taxes to the King, then Knights who were loyal to the Lords and protected them and gave land to the peasants who had to grow food for the knights.
- Know that William carried out a survey in 1086 called The Domesday Book to find out which land was owned by which Lord and to ensure he was being paid the right amount of taxes by the Lords.
- Know that historians view the Norman King John, who was crowned in 1199, as a cruel and violent King because he kept raising taxes from his Barons to pay for his armies and wars and treated his people poorly.
- Know that the Baron's rebelled against the King, and eventually the Magna Carta (1215) was written which gave more power to the Barons and was signed by King John. The document states the King and government are not above the law and everyone had a right to fair treatment.

Key Skills:

- Compare and contrast
- Timeline

Year 4 - Walk like an Egyptian



Key Knowledge:

- Religion: know the main religious beliefs of ancient Egyptians
- Social Hierarchy: know the social hierarchy (pharaoh – down to slaves)
- Homes: know what daily life was like for the ancient Egyptians (day in the life of a pharaoh / farmer/ soldiers / skilled workers / slaves)
- Food: know that the Egyptian's grew grain and papyrus through agriculture.
- Know about the geography of Ancient Egypt including its location, the Mediterranean, the Red Sea, the Nile and the important cities
- Know that the Nile was the key to all life in the Ancient Egyptian Civilisation and that most cities and villages were located along the Nile.
- Know that Ancient Egypt was ruled by a Pharaoh and that the Ancient Egyptians built tombs and pyramids for the burials of pharaohs
- Know the process of mummification.
- Know that the Egyptians worshiped many gods and that the most popular gods were Ra – the sun god, and Horus – god of the sky
- Know that the Ancient Egyptians could write and count and that they had an alphabet and number system: Know about the discovery of the Rosetta Stone(1799AD) which allowed Ancient Egyptian symbols and writing to be understood

Key Skills:

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

Year 4 - The Rochdale Pioneers

Key Knowledge:

- To know what life was like for the working class in Rochdale in the 1840s.
- To know that the Pioneer movement started to work together to try to improve life for the poor.
- To know that the pioneers started by paying subscriptions and opening their first shop on Toad Lane 21st December 1844.
- To know the main principles and values of the pioneers.
- To know some of the significant people who started the pioneer movement and their roles.
- To know what impact the pioneers had on Rochdale and beyond.



Year 5 - It's All Greek To Me!



Key Knowledge:

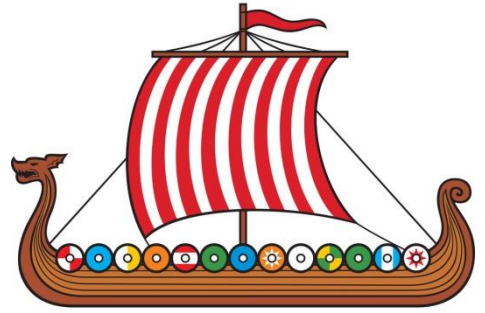
- Religion: Know how to research and present knowledge (what they were God/Goddess of, symbols and powers) about Greek Gods and Goddesses (Zeus, Poseidon, Aphrodite, Hades, Apollo and Athena). Social
- Hierarchy: Know the differences between the Athenian and Persian armies and the events of the Battle of Marathon. Make decisions and justifications based on this knowledge.
- Homes: Know the differences in daily life for the city states of Athens and Sparta. Make decisions and justifications based on this knowledge.
- Food: Know the food Greeks ate and what routines they had at meal times.
- Know the armour, weaponry, boats and formations that Greek hoplites would use.
- Know that theatre played an important role in Greek life. Know the layout of a Greek theatre, Know about the use of masks in Greek theatre and how they conveyed the characters to the audience.
- Know the food Greeks ate and what routines they had at meal times.
- (Activities to include: Who were the ancient Greeks? Ancient Greek timeline, Greek buildings: homes and theatres, Aspects of the way of life: arts and architecture, cities and buildings; citizens and slaves; education; language; medicine, health and hygiene

Key Skills:

- Know where the Ancient Greek civilisation is on a timeline of other civilisations. Know how to order BCE and AD times on a timeline.
- Know how to use artefacts to learn about the different events (Wrestling, Boxing, Pankration, Trumpeting, Pentathlon, Running, Chariot racing, Horse racing, and Race in armour) from the ancient Olympic games. Know how the ancient Olympic games were organised.

Year 5 - Invaders

Key Knowledge:



- Religion: Compare and contrast the religions of the Anglo-Saxons, Vikings and the people on Lindisfarne.
- Social Hierarchy: Know the hierarchy between the Anglo-Saxon kingdoms and the fight for power.
- Homes: Know about Viking homes and their daily lives.
- Food: Know what Vikings ate (especially when on board a longboat). Make Viking flatbread.
- Know that there is a difference between invading and settling and know that the Vikings and Anglo-Saxons invaded and settled in the UK.
- Know the locations of the 7 Saxon Kingdoms and settlements including Sussex, Wessex, Essex, Kent, Northumbria, East Anglia and Mercia
- Know how men, women and soldiers would dress in Anglo-Saxon/Viking times. Know that they were skilled craftspeople and that they made jewellery and used gold and jewels to make ornaments to decorate helmets and weapons.
- Know that Anglos-Saxons were typically farmers who built their villages using natural resources that they made themselves. Anything they couldn't make they traded their goods with those from other countries.
- Know that Vikings travelled on longboats and the conditions on board.
- Know that the Vikings invaded Lindisfarne, which was one of the first documented Viking raids

Key Skills:

- Know how to order AD dates on a timeline in chronological order including Roman rule ending, Anglo-Saxons invasion, Viking invasion, Viking settlement, King Alfred's defeat of the Vikings and the Battle of Hastings ending Anglo-Saxon and Viking rule.
- Comparing and contrasting with different sources e.g. pictures, artefacts, accounts.
- Ask questions about sources presented with.
- Impact study and how they shaped the United Kingdom.

Year 5 - Kings and Queens



Key Knowledge:

- Religion: To understand the importance of religion to the monarchy and how this changed over time with the Church of England formation.
- Social Hierarchy: To be aware of the hierarchy within the church and the hierarchy within society.
- Homes: To discuss where the monarchs lived and how this compares to today.
- Food: To discuss what the monarchs ate and how this compares to today.
- Know that the monarchs of England since 1042 belong to the dynasties Saxon, Norman, Plantagenet, Lancaster, York, Tudor, Stuart, Commonwealth, Stuart, Hanover, Saxe-Coburg-Gotha and Windsor.
- Know that Charles I was a King whose reign resulted in an English Civil War.
- Know that Charles I was tried and executed of High Treason. Investigate different sources to distinguish between opinion and fact.
- Know about the reign of Queen Victoria and how her reign was one of the longest in history.
- Know that a lot of important inventions such as the telephone, postage stamp, X-rays, flushing toilet used in London, first photograph taken and the electric light bulb were invented in the Victorian era.
- Know that Henry VIII was a monarch who changed the religion of England from Catholic to Church of England and the reasons behind this linking to his six wives and his need for a male heir.
- Know that the reign of Henry and his children ended the Tudor era. Investigate which Tudor monarch had the most successful reign. Use evidence to justify choices made about this.
- Know that the longest reigning monarch was Elizabeth II and that she reigned for 70 years before dying in 2022.
- Know the current monarch is King Charles III. Know about his immediate family, the line of succession and their hierarchy within society.
- Know that there are similarities and differences between monarch's homes and the food they ate. Investigate why this is.

Key Skills

- Know how to order significant Kings and Queens on a timeline by their reigning date. Research key facts about significant monarchs.
- Investigate different sources to distinguish between opinion and fact.
- Investigate which Tudor monarch had the most successful reign. Use evidence to justify choices made about this.

Year 6 - The Maya Civilization



Key Vocabulary:

- Mesoamerica, artefact, archaeologist, calendar, civilisation, dynasty, empire, hieroglyphics, kingdom, maize, temple, tomb, Maya, Mayan, invaders, decline.

Key Knowledge:

- To identify the key dates and events in the Maya chronology from 2000 BC to the arrival of the Spanish in the 16th Century.
- To Locate where the Maya lived: Identify the countries of Central America; identify the area of Mesoamerica; locate Mayan Cities.
- To know the foods which were important to the Maya such as maize and cacao.
- To Identify what the Maya wore: clothes, animal skins, headdresses and jewellery.
- To Identify characteristics of Maya homes: mud brick, thatched roofs and stilts.
- To know the political hierarchy of the Maya: slaves, farmers, leaders and King.
- To know the key religious rituals, religious festivals and Gods of the Maya.
- To Identify the natural resources that the Maya used including crops farmed, building materials and Jade for jewellery.

Key Skills

- To devise historically valid questions about change, cause, similarity and difference, and significance
- To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- To gain and deploy a historically grounded understanding of abstract terms
- To select and organise relevant historical information
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- To use historical concepts to make connections, draw contrasts, analyse trends, frame historically valid questions
- To understand the methods of historical enquiry
- To gain historical perspective by placing their growing knowledge into different contexts

Year 6 - WW1

Key Vocabulary:

- Alliance, The Triple Alliance, The Triple Entente, treaty, The Great War, conscription, enlistment, propaganda, armistice no man's land, trench foot, lice, gum boots, duckboard, fire step, communications trench, support trench, reserve trench, sand bags, waterlogged, dysentery, diseases, gas mask, corpse, barbed wire, sniper, shells, machine guns, tanks, mustard gas, battlefield, newbie, frost bite, whale oil, Fritz, rations, bully beef, amputated, shell shock, periscope, parapet, Suffragette movement.



Key Knowledge:

- To know what Europe was like in 1914.
- To know the causes of WW1.
- To know how propaganda was used to help the war effort.
- To know what life was like in the trenches like (include food and social hierarchy).
- To know what happened in the Battle of the Somme.
- To know how the war ended.
- To know what impact WW1 led on to the Suffragette movement and votes for women.

Key Skills:

- To devise historically valid questions about change, cause, similarity and difference, and significance.
- To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- To gain and deploy a historically grounded understanding of abstract terms.
- To select and organise relevant historical information.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- To use historical concepts to make connections, draw contrasts, analyse trends, frame historically valid questions.
- To create structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry.
- To gain historical perspective by placing their growing knowledge into different contexts.

