



Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Pre-School	Ongoing	Daily routines (Across the year)		<p><u><b>Chronological understanding</b></u>                      To use key vocabulary associated with the passage of time e.g. home time, lunchtime, bedtime, before, later, soon.                      To use simple historical concepts such as now and next.                      To be able to follow a simple sequence of familiar events e.g. daily routine.                      To sequence or retell events in the correct order.</p> <p><u><b>Organisation and Communication</b></u>                      To communicate their knowledge and understanding by talking with adults in the setting through play based activities.</p>	Introduce <u><b>Chronology</b></u> through; <ul style="list-style-type: none"> <li>Daily routines</li> <li>Visual timetables</li> <li>Now and Next</li> <li>Birthday timelines</li> <li>Daily calendar and days of the week song</li> <li>Stories</li> <li>Speech and language sequencing sessions</li> <li>Circle times/News sessions</li> </ul>	<p><u><b>Core Vocabulary</b></u>                      Now, next,</p> <p><u><b>Other Vocabulary</b></u>                      First, last, soon, home time, lunch time, bedtime, calendar, birthday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p>
	Autumn 1	Families (Also see RSHE links)		<p><u><b>Knowledge and understanding of events in the past.</b></u>                      To develop a sense of own family and relations.                      To remember and talk about significant events in their own experience.                      To begin to notice similarities and differences in photos and real life experiences.</p>	<p>To know and be able to talk about who is in their immediate family.</p> <p>To know and the names and talk about the people and pets which live in their house.</p> <p>To know some things that are the same between their family and other families.</p>	<p><u><b>Core Vocabulary</b></u>                      Family                      sister, brother, mum, dad</p> <p><u><b>Other Vocabulary</b></u>                      Same, step mum, step dad, pet, cat, dog</p>



	Ongoing across the year	Celebrations		<p><u>Knowledge and understanding of events in the past.</u> To recognise special times and events throughout the year e.g. birthdays and Christmas. To remember and talk about significant events in their own experience.</p> <p><u>Historical Enquiry</u> To begin to answer questions about things around them, familiar places, objects and people. (Who, What, Where) To make simple observations.</p>	<p>To know people celebrate birthdays to remember the day they were born.</p> <p>To know and talk about what happens at a birthday party.</p> <p>To know some of the special ways we celebrate in school and/ or home e.g. Mother's Day, Father's Day, Christmas, birthday, Bonfire night.</p> <p>To know some ways people celebrate special festivals from around the world e.g. Diwali and Chinese New Year.</p> <p>To know and name some objects linked to special celebrations (Christmas tree, dragon, lights, cross)</p>	<p><u>Core Vocabulary</u> Celebration, birthday, party special</p> <p><u>Other Vocabulary</u> Mother's Day Father's Day Christmas Day birthday Bonfire Night Diwali Chinese New Year dragon object names e.g. Christmas tree, cross</p>
	Ongoing across the year	Seasonal change (Also links to daily calendar and Science)		<p><u>Knowledge and understanding of events in the past.</u> To begin to develop an understanding of change over time. To begin to notice similarities and differences in photos and real life experiences</p> <p><u>Historical Enquiry</u> To make simple observations.</p>	<p>To know that there are 4 seasons in a year.</p> <p>To recognise and talk about some of the signs of the different seasons.</p> <p>To observe the weather and how it changes</p>	<p><u>Core Vocabulary</u> Cloudy, sunny, rainy, windy, cloudy</p> <p><u>Other Vocabulary</u> Winter, spring, summer, autumn season, change same, different</p>



					To talk about what the weather is like in each of the 4 seasons using photos and real life experiences.	Autumn: Conkers, leaves. Winter: Ice, snow. Spring: Chicks, lambs, flowers Summer: Hot, dry, warm
	Spring 2	Growing		<p><u>Chronology</u> To sequence or retell events in the correct order.</p> <p><u>Knowledge and understanding of events in the past.</u> To begin to develop an understanding of change over time. To begin to notice similarities and differences in photos and real life experiences.</p> <p><u>Historical Enquiry</u> To make simple observations.</p>	<p>To know how they are different from when they were a baby.</p> <p>To know that humans change over time e.g. baby, child and adult.</p> <p>To know and talk about the basic human life cycle (Baby, child, adult).</p> <p>To know and be able to sequence the butterfly lifecycle</p>	<p><u>Core Vocabulary</u> Grow, baby, child, adult,</p> <p><u>Other Vocabulary</u> Lifecycle, order, then, before, now, next, soon, after.</p>
	Autumn 1 Spring 1	<p><u>Significant people</u></p> <p>People Who Help Us</p>		<p><u>Historical Enquiry</u> To begin to answer questions about things around them, familiar places, objects and people. ( Who, What, Where)</p> <p><u>Organisation and Communication</u> To communicate their knowledge and understanding by talking with adults</p>	<p>To know that a doctor helps me when I am sick.</p> <p>To know that a dentist looks after my teeth.</p> <p>To know that a fireperson puts out fires and rescues people.</p> <p>To know that police officers help us when people break the law/rules.</p>	<p><u>Core Vocabulary</u> Doctor Dentist Fireperson Police officer Headteacher</p> <p><u>Other Vocabulary</u> Cook Teacher</p>



				in the setting through play based activities.	<p>To know that Mrs Williams is the Headteacher.</p> <p>To know the name of my teacher and other teachers in school.</p> <p>To know that teachers help me to learn.</p> <p>To know that Lynda is the cook and that she makes lunch for us.</p> <p>To know and recognise the uniforms of the people who help us.</p>	uniform
Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Reception	Ongoing	Daily routines (Across the year)		<p><u>Chronology</u></p> <p>To use key vocabulary associated with the passage of time. (See Key vocabulary)</p> <p>To sequence simple stories or familiar events.</p> <p>To recall personal life sequences and retell their own experiences in the correct order.</p> <p><u>Historical Enquiry</u></p> <p>To answer questions in response to stories and events. (Who, What, Where and Why)</p>	<p>Embed knowledge and understanding of <u>Chronology</u> through;</p> <ul style="list-style-type: none"> <li>• Daily routines</li> <li>• Visual timetables</li> <li>• Now and Next</li> <li>• Birthdays timelines</li> <li>• Daily calendar and days of the week song</li> <li>• Stories- retelling and sequencing</li> <li>• Speech and language sessions</li> <li>• Circle times/ News time</li> </ul>	<p><u>Core Vocabulary</u></p> <p>Before, after, next, first, last</p> <p><u>Other Vocabulary</u></p> <p>Soon, now, then, past, present, days of the week, day, months of the year, beginning, middle, end.</p>
	Ongoing	Celebrations (Across the year)		<p><u>Knowledge and understanding of events in the past.</u></p> <p>To recognise similarities and differences between people and</p>	<p>To recall and talk about events in school which interest them e.g. Christmas plays, assemblies and visitors.</p>	<p><u>Core Vocabulary</u></p> <p>Celebration, festival, same, different</p>



				<p>objects and the traditions that take place during the year.</p> <p><b><u>Historical Enquiry</u></b></p> <p>To begin to handle objects and use them as a source of evidence</p> <p>To answer questions in response to stories and events (Who, What, Where and Why)</p>	<p>To know that people have different beliefs and celebrate special times in different ways.</p> <p>To know and talk about some of the special ways we celebrate in school and at home (Mother's Day, Father's Day, Christmas Day, Bonfire Night, Valentine's day, Pancake day)</p> <p>To know some of the ways people celebrate special festivals from around the world e.g. Diwali, Chinese New Year, Hanukkah.</p> <p>To know why people celebrate key festivals and special times e.g Diwali, Chinese New year, Remembrance Day.</p> <p>To know and name some objects linked to special celebrations or festivals.</p>	<p><b><u>Other Vocabulary</u></b></p> <p>Mother's Day</p> <p>Father's Day</p> <p>Christmas Day</p> <p>Birthday</p> <p>Bonfire Night</p> <p>Valentine's day</p> <p>Pancake day</p> <p>Diwali</p> <p>Chinese New Year</p> <p>Remembrance Day</p> <p>Rama and Sita, poppies, World War, soldiers, remember festival</p> <p>same, different</p> <p>Objects e.g. Rangoli pattern, Diva lamps, Chinese lion, firecrackers, lucky money envelope,</p>
	Ongoing	Seasonal Change		<p><b><u>Knowledge and understanding of events in the past.</u></b></p> <p>To observe and talk about how things change.</p> <p>To recognise similarities and differences between people and objects.</p>	<p>To know and name the four seasons in the year.</p> <p>To know some of the effects of the changing seasons on the world around them.</p> <p>To recognise and talk about the signs of the different seasons.</p> <p>To know and talk about what the weather is like in the 4 seasons.</p>	<p><b><u>Core Vocabulary</u></b></p> <p>Season, winter, spring, summer, autumn</p> <p><b><u>Other Vocabulary</u></b></p> <p>Cloudy, sunny, rainy, windy,</p>



					To know and talk about what clothes people might wear in the different seasons.	hailstone, thunder, lightening <b>Autumn:</b> conkers, leaves, acorns, pumpkins, pinecones, squirrels, hedgehogs <b>Winter:</b> Ice, icicles, snow, frost, frozen Freeze. <b>Spring:</b> daffodils, chicks, lambs, blossom, buds <b>Summer:</b> hot, dry, warm
	Autumn term	Families		<u>Knowledge and understanding of events in the past.</u> To recognise similarities and differences between people.	To talk about who is in their family To know and describe people who are familiar and special to me. To name some wider family members e.g. grandparents To know some families can look different to their own	<u>Core Vocabulary</u> Family, same, different, parents  <u>Other Vocabulary</u> grandma, nan, grandad, auntie, uncles, sister, brother, mum, dad, step siblings, step
	Spring 2	Houses and homes		<u>Knowledge and understanding of events in the past.</u> To begin to talk about some differences between past and present.	To identify and talk about how household items have changed e.g. iron, telephones.	<u>Core Vocabulary</u> Past, present, same, different, change  <u>Other Vocabulary</u>



				<u>Historical enquiry</u> To begin to handle objects and use them as a source of evidence.		Then, now, old, new, artefacts.
	Summer term	Growing		<u>Chronology</u> To use key vocabulary associated with the passage of time e.g. past, present, then and now To create their own personal timelines and understand they are measured in years. To recall personal life sequences and retell their own experiences in the correct order. To be aware of past and present events in their own lives  <u>Knowledge and understanding of events in the past.</u> To observe and talk about the changes that they see.  <u>Historical Enquiry</u> To begin to handle objects and use them as a source of evidence.	To know and sequence key events from their own lives (e.g. baby, toddler, today.) To know and talk about some of the ways they have changed since they were a baby. To know that humans change over time. To know and sequence the human life cycle ( baby, toddler, teenager, adult, elderly) To know and sequence different lifecycles e.g. bean, frog and chicken.	<u>Core Vocabulary</u> life cycle, toddler teenager, change, order  <u>Other Vocabulary</u> Before, after, next, first, last, soon, now, then, past, present similarities, differences, grow, baby, child, adult, elderly sequence
	Autumn term	<u>Significant people</u>  Famous astronauts		<u>Historical Enquiry</u> To answer questions in response to stories and events (Who, What, where and why)	To know Neil Armstrong was American. To know he was the first man to step on to the moon. To know he travelled to the moon in a space rocket called Apollo 11.	<u>Core Vocabulary</u> Neil Armstrong space rocket astronaut, launch, Sally Ride



		(Linked to Space topic)		<p>To begin to ask questions to find out information on topics that interest them.</p> <p><u>Organisation and communication</u> To communicate their <b>knowledge</b> through: Discussion, drawing pictures and role play. (Play based activities in continuous provision inside and out)</p>	To know Sally Ride was the first American woman to fly in space.	<p><u>Other Vocabulary</u> Space, Apollo 11 America, American moon, count down</p>
	Summer term	<p><u>Significant people</u></p> <p>The King ( Linked to Our World)</p>		<p><u>Historical Enquiry</u> To answer questions in response to stories and events. (Who, What, where and why) To begin to ask questions to find out information on topics that interest them.</p> <p><u>Organisation and communication</u> To communicate their <b>knowledge</b> through: Discussion, drawing pictures and role play. (Play based activities in continuous provision inside and out)</p>	<p>To know the name of our King. To know where the King lives e.g. London, Buckingham Palace. To know some key facts about the King e.g. married, 2 children, was the Prince of Wales.</p>	<p><u>Core Vocabulary</u> King Charles 3<sup>rd</sup> London Buckingham Palace Prince William</p> <p><u>Other Vocabulary</u> Queen Elizabeth 2<sup>nd</sup> Queen Consort, castle, Harry, Princess of Wales, George, Charlotte, Louie, Prince country</p>





Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Year 1/2 Cycle A	Autumn 1	The Royal Family – Who are our Royal family?	Society Location	<p><u>Chronology</u> To sequence 3 or more <u>key events</u> from their own life or within living memory.</p> <p>To use key vocab about the passing of time (New, old, newest, oldest, long time ago, recent, past, present, modern, most recent, earliest, latest, future and century.)</p> <p><u>Knowledge and Understanding</u> To begin to recognise why key events happened (cause) and what happened as a result (consequence).</p> <p>To know and recount episodes from stories and significant events in history.</p> <p><u>Historical Interpretation</u> To explain that there are different types of evidence and sources and say how they can be used to find out about the past.</p> <p><u>Historical Enquiry</u> To start to ask simple questions for example What was it like for ...?</p>	<p>To know key events from their own lives (e.g. born, toddler, first day at school, today.)</p> <p>To know key events leading up to King Charles IIIs coronation: when Queen Elizabeth's Jubilee and death were and the Coronation of King Charles III</p> <p>To know about the interests of King Charles using a variety of sources.</p> <p>To know that Queen Elizabeth II was King Charles IIIs mother</p> <p>To know that King Charles III became the new monarch when Queen Elizabeth II died</p> <p>To know that King Charles III was crowned during the coronation and promised to serve the country</p> <p>To know that Higher Folds was built at the time of Queen Elizabeth IIs coronation (1950s)</p>	<p><u>Core Vocabulary</u></p> <p>monarch, coronation, crowned</p> <p><u>Other Vocabulary</u></p> <p>Chronology, time, events, Royal Family, Queen Elizabeth, King Charles, Camilla Queen Consort, Prince William, Princess of Wales, Prince George, Princess Charlotte, Prince Louis, Jubilee,</p>



				<p>What happened when .....? How long ago...?</p> <p>Communication and Organisation To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drama/role play.</li> <li>• Writing.</li> </ul> <p>To use historical vocabulary to retell simple stories about the past.</p> <p>To show an understanding of some key historical terms e.g. monarch, Government, war, remembrance.</p>	<p>and that she visited Leigh several time in her lifetime</p> <p>To know that the street names on Higher Folds have a royal theme because of the Queen's coronation</p>	
	Autumn 2	Remembrance- How do we celebrate?	Conflict Society	<p><u>Knowledge and Understanding</u> To know and recount episodes from stories and significant events in history.</p> <p><u>Historical Interpretation</u> To observe and use pictures, photographs and artefacts to find out about the past.</p> <p><u>Communication and Organisation</u> To communicate their <b>knowledge and understanding</b> of the past through;</p>	<p>To know that World War I took place 1914-1918</p> <p>To know that Great Britain, France and Russia fought against Germany, Italy and Austria-Hungary</p> <p>To know that most of the fighting took place in France</p> <p>To know that armistice was the agreement made to stop the</p>	<p><u>Core Vocabulary</u></p> <p>trenches, Armistice, cenotaph, Royal British Legion (RBL)</p> <p><u>Other Vocabulary</u></p> <p>Conflict, war, allies, axis. Remembrance Day, poppy, Last Post, , front line. soldiers, Great War,</p>



				<ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Using ICT.</li> </ul> <p>To use historical vocabulary to retell simple stories about the past.</p> <p>To show an understanding of some key historical terms e.g. monarch, Government, war, remembrance.</p>	<p>fighting and we remember this on Armistice Day</p> <p>To know that we wear poppies and hold a 2 minute silence to remember the soldiers who have fallen</p> <p>To know that wreaths are put on cenotaphs around the country and we have one in Leigh with the names of the soldiers who died in WWI and WWII</p> <p>To know who Alfred Robert Wilkinson was and why we should remember him</p>	trenches, battlefield, truce, countries (Great Britain, France, Russia vs Germany, Italy, Austria-Hungary)
	Spring 1	Local History- Settlements  Why has Higher Folds changed?	Settlements Travel and Exploration Location	Knowledge and Understanding To recognise some similarities and differences between past and present in their own and others' lives.	<p>To know that Higher Folds used to be farmland in the 1800's and that it got its name because a fold is where sheep graze and that people moved into Leigh to work in the factories and local mines</p> <p>To know that people worked in cotton mills in Leigh to produce cotton for the factories in Manchester and Liverpool and identify the remaining ones in Leigh</p>	<p><u>Core Vocabulary</u> settlement, cotton mill, canal, colliery</p> <p><u>Other Vocabulary</u> , miners,</p>



					<p>To know that the Bridgewater canal goes to Manchester and was built to transport cotton and coal to the city</p> <p>To know that people worked in coal mines in Leigh to mine for coal which was used to power steam trains and spinning machines in the cotton mills and name some of the local ones – Bedford Colliery, Woodend and Gin Pit</p> <p>To know that St Gabriel's is built on land which used to be a number of coal mines – Bedford Colliery and Gin Pit (use old maps)</p> <p>To know what can be seen today at the location where coal mines were – Pennington Flash and houses (Bickershaw Colliery), new housing estate on Higher Folds (Bedford Colliery), Asda M&amp;S McDonalds (Parsonage Colliery)</p> <p>To know that the Higher Folds estate was built in the 1950s to house miners and factory workers in Leigh</p>	
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					<p>To know when St Gabriel's School was opened and that the people of Higher Folds collected money to build the church</p> <p>To know that St Gabriel's school and Higher Folds school joined together</p> <p>To know that the church was knocked down and houses were built there and know how the local community celebrate their faith today</p>	
	Spring 2	Queen Victoria -	Society	<p><u>Knowledge and Understanding</u> To identify significant individuals from the past and say why they are important.</p> <p>To begin to recognise why key events happened (cause) and what happened as a result (consequence).</p> <p><u>Historical Enquiry</u> To find answers to simple questions about the past through observation or handling sources of information e.g. pictures, stories and artefacts.</p> <p><u>Organisation and Communication</u></p>	<p>To know that Queen Victoria was born in 1819 and died in 1901</p> <p>To know that Victoria was Queen for 63 years</p> <p>To know that the Victorian era describes the time that Queen Victoria was the Queen of England</p> <p>To know that Queen Victoria was married to Prince Albert and when he died she wore black to show she was sad</p>	<p><u>Core Vocabulary</u></p> <p>Monarch, Victorian era, reign, mourning</p> <p><u>Other Vocabulary</u> Victorians, British Empire, Industrial Revolution, cotton mills, mines, laws</p>



				<p>To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Writing.</li> </ul>	<p>To know that she had 9 children who lived and ruled all over Europe</p> <p>To know that the British Empire was made up of countries ruled by Queen Victoria who wanted the resources of the countries</p> <p>To know that during the Industrial Revolution a railway and canal were built in Leigh to transport cotton and coal to the city</p>	
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	Summer 1	The Great Fire of London -	Location Settlement	<p>Chronological Understanding To sequence three or more photographs/pictures/artefacts/events from different periods of time.</p> <p>Knowledge and understanding To identify similarities and difference between ways of life during two different periods of time.</p> <p>Historical Interpretation To use stories to encourage children to distinguish between fact and fiction.</p> <p>To explain that there are different types of evidence and sources and say how they can be used to find out about the past.</p> <p>Historical Enquiry To observe and handle evidence to find answers to simple questions about the past.</p> <p>Organisation and communication To observe and handle evidence to find answers to simple questions about the past.</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> </ul>	<p>To know that a long time ago people used fires for cooking, heating and lighting</p> <p>To know that homes were made of wattle and daub and had thatched roofs and that because they were very close together the fire spread quickly</p> <p>To know that a fire started in Thomas Fariner's bakery on Pudding Lane in 1666 and led to the Great Fire of London which lasted for 4 days</p> <p>To know that people used horse-drawn carriages to transport water from the Thames and leather buckets to pour water onto the fire. They used gunpowder to blow up the houses to create a firebreak</p> <p>To know that Samuel Pepys recorded an eyewitness account of the fire</p> <p>To know that houses were made from brick and stone after the fire because they were harder to burn</p>	<p><u>Core Vocabulary</u></p> <p>thatched roof, firebreak, wattle and daub</p> <p><u>Other Vocabulary</u></p> <p>London, Pudding Lane. Samuel Pepys, bakery, Thomas Farriner, horse-drawn carriage, gunpowder, King Charles II</p>
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				<ul style="list-style-type: none"><li>• Making models.</li><li>• Writing.</li></ul> <p>To use historical vocabulary to retell simple stories about the past.</p>		
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	Summer 2					
Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Year 1/2 Cycle B	Autumn 1	In living memory – How are our pastimes different to those of our grandparents?	Culture and pastimes	<p><u>Chronological understanding</u> To sequence 3 or more key events from their own life or within living memory.</p> <p>To recount memories and changes in their own life and compare their life to relatives from previous generations.</p> <p><u>Knowledge and understanding</u> To identify similarities and difference between ways of life during two different periods of time.</p> <p><u>Historical Interpretation</u> To observe and use pictures, photographs and artefacts to find out about the past.</p>	<p>To know when they were born and some important memories from their own lives</p> <p>To know that events in their lives occur chronologically</p> <p>To know that we can sequence events from oldest to newest</p> <p>To know the names of toys they play with today and the names of the toys their parents/grandparents played with when they were children</p>	<p><u>Core Vocabulary</u> Pastime, Chronological order, Timeline, Memory, Modern, Recent</p> <p><u>Other Vocabulary</u> Toys Leisure Dolls, Meccano, Lego, teddy bears, doll house, building blocks, computer games and consoles Similarities, differences, living memory (100 years),</p>



				<p>To compare adults talking about the past - how reliable are their memories?</p> <p><u>Historical Enquiry</u> To observe and handle evidence to find answers to simple questions about the past.</p> <p><u>Organisation and communication</u> To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Writing.</li> <li>• Using ICT.</li> </ul>	<p>To know that some of the toys we play with today looked different in the past and give reasons why e.g. building blocks to Lego technics, teddy bears through time, dolls through time, computers and consoles through time</p> <p>To know that the way we listen to music has changed and know the names of the different musical devices</p> <p>To know which musicians are popular today</p> <p>To know the names of famous musicians our parents/grandparents might have listened to and their songs</p> <p>To know that Georgie Fame was a famous jazz musician from Leigh and what his music sounds like</p> <p>To know that Pete Shelley was the lead singer of the Buzzcocks and</p>	<p>source, artefact, , culture</p> <p>Youtube, ipod, stream, record player, cassette, CD player, mp3 player</p> <p>Musicians – various artists from different decades</p> <p>Georgie Fame Pete Shelley and the Buzzcocks</p>
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					that he came from Leigh and what his music sounds like	
	Autumn 2	Remembrance – Why do we have Remembrance Day?	Conflict Society Location	<p><u>Chronological Understanding</u> To use key vocab about the passing of time (New, old, newest, oldest, long time ago, recent, past, present, modern, most recent, earliest, latest, future and century.)</p> <p><u>Knowledge and Understanding</u> To know and recount episodes from stories and significant events in history.</p> <p>To begin to recognise why key events happened (cause) and what happened as a result (consequence).</p> <p><u>Historical Interpretation.</u> To explain that there are different types of evidence and sources and say how they can be used to find out about the past.</p> <p><u>Historical Enquiry</u> To start to ask simple questions for example What was it like for ...? What happened when .....? How long ago...?</p>	<p>To know that World War I took place 1914-1918</p> <p>To know which countries were involved in World War I (Great Britain, France and Russia vs Germany, Italy and Austria-Hungary)</p> <p>To know that most of the fighting took place in France</p> <p>To know that soldiers fought in trenches in WWI and what life was like in the trenches</p> <p>To know that armistice was when the fighting stopped and why we celebrate it on Remembrance Sunday with a 2 min silence</p> <p>To know how we celebrate Remembrance Day: poppy, the last post, 2 min silence etc</p>	<p><u>Core Vocabulary</u></p> <p>trenches, Great War battlefield, armistice</p> <p><u>Other Vocabulary</u></p> <p>Army, courage, front line. War, soldiers, poppy, trenches, armistice, World War I, conflict, allies. truce, Remembrance Day, countries (Great Britain, France, Russia vs Germany, Italy, Austria-Hungary)</p>



				<p><u>Organisation and communication</u> To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Writing.</li> </ul> <p>To show an understanding of some key historical terms e.g. monarch, Government, war, remembrance.</p>	<p>To know that the Victoria Cross was awarded to WWI soldiers from Leigh: Lieutenant- Colonel John Elisha Grimshaw (1893-1980) Private William Kenealy (1865-1915) Lieutenant Alfred Wilkinson (1896-1940) Private Thomas Woodcock (1888-1918)</p>	
	Spring 1	Local History/ Transport - How has transport in Leigh changed?	Travel and exploration. Location	<p><u>Chronology</u> To sequence three or more photographs/pictures/artefacts/events from different periods of time.</p> <p><u>Knowledge and Understanding</u> To recognise some similarities and differences between past and present in their own and others' lives.</p> <p>To identify similarities and difference between ways of life during two different periods of time.</p> <p><u>Historical Interpretation</u> To observe and use pictures, photographs and artefacts to find out about the past.</p>	<p>To know what transport is and know the forms of transport we use today and in the past</p> <p>To know the types of transport there are in Leigh today</p> <p>To know when the guided busway was opened, why it was built and where it goes</p> <p>To know that railways and canals were used in Leigh in the past</p> <p>To know that Leigh had a railway until 1969 and that the Bolton to</p>	<p><u>Core Vocabulary</u></p> <p>Transport, canal, guided busway, George Stephenson Railway</p> <p><u>Other Vocabulary</u> travel, steam engine, electric car, motor, petrol, diesel, steam train, electric train, canal, Rocket, Leeds-Liverpool Canal, locomotive, Bridgewater Canal, Lancashire Witch</p>



				<p><u>Historical Enquiry</u> To start to ask simple questions for example What was it like for ...? What happened when .....? How long ago...?</p> <p>To find answers to simple questions about the past through observation or handling sources of information e.g. pictures, stories and artefacts.</p> <p><u>Organisation and communication</u> To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Writing.</li> <li>• Using ICT.</li> </ul> <p>To sort objects and events into specified groups.</p>	<p>Leigh railway was the oldest public railway and that the first locomotive on this line was the Lancashire Witch</p> <p>To know who George Stephenson was, and why Stephenson's Rocket was significant to Leigh</p> <p>To know the names of the canals which run through Leigh (Leeds-Liverpool canal and Bridgewater canal) and that canals were used to transport cotton from Leigh to Manchester and Liverpool</p>	
	Spring 2	Significant people – Who were the Wright brothers and how did their invention influence the	Travel and exploration	<p><u>Chronological understanding</u> To use key vocab about the passing of time (New, old, newest, oldest, long time ago, recent, past, present, modern, most recent, earliest, latest, future and century.)</p> <p><u>Knowledge and understanding</u></p>	<p>To know what an invention is</p> <p>To know who the Wright brothers were.</p> <p>To know that the Wright Flyer was the first motor operated plane that was heavier than air.</p>	<p><u>Core Vocabulary</u></p> <p>Invention, flight, aeroplane, propeller, influence</p> <p><u>Other Vocabulary</u></p>



		way we fly today?		<p>To identify significant individuals from the past and say why they are important.</p> <p><u>Historical Interpretation.</u> To observe and use pictures, photographs and artefacts to find out about the past.</p> <p>To use stories to encourage children to distinguish between fact and fiction.</p> <p><u>Historical Enquiry</u> To start to ask simple questions for example what was it like for? What happened when? How long ago?</p> <p><u>Organisation and Communication</u> To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Writing.</li> <li>• Using ICT.</li> </ul> <p>To use historical vocabulary to retell simple stories about the past.</p>	<p>To know that air travel has changed and that today we use aircraft to travel large distances</p> <p>To know that the first commercial flight took place on January 1<sup>st</sup> 1914</p> <p>To know that our local airports are in Manchester and Liverpool</p> <p>To know how planes are used and how this has changed over time (commercial, leisure, and military combat).</p> <p>To know the names of significant aircraft eg. Concorde</p>	<p>Air travel, fly, , Concorde, paragliding, helicopter, light aircrafts, jumbo jets</p>
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	<p><b>Summer 1</b></p>	<p>Space Travel – Who was Neil Armstrong and why is he a significant explorer?</p>	<p>Travel and exploration</p>	<p><u>Chronological understanding</u> To sequence key events within living memory on a timeline (100 years - Intervals of 10.)</p> <p>To sequence three or more photographs/pictures/artefacts/events from different periods of time.</p> <p><u>Knowledge and understanding</u> To identify significant individuals from the past and say why they are important.</p> <p><u>Historical Interpretation</u> To compare 2 versions of a past event using pictures, illustrations and/or photographs e.g. moon landing.</p> <p><u>Historical Enquiry</u> To find answers to simple questions about the past through observation or handling sources of information e.g. pictures, stories and artefacts.</p> <p><u>Organisation and Communication</u> To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> </ul>	<p>To know what exploration is.</p> <p>To know that Neil Armstrong was an American astronaut and that he was the first person to walk on the moon</p> <p>To know he travelled there in Apollo 11.</p> <p>To know that Apollo 11 took off from Cape Canaveral and it took 4 days to travel to the moon.</p> <p>To know that Neil Armstrong walked on the moon on July 20<sup>th</sup> 1969.</p> <p>To know that Buzz Aldrin and Michael Collins travelled with him to the moon.</p> <p>To know the first words spoken on the moon.</p> <p>To know what they did on the moon.</p> <p>To know they left behind on the moon</p>	<p><u>Core Vocabulary</u></p> <p>Apollo 11 explorer expedition moon walk mission</p> <p><u>Other Vocabulary</u> Cape Canaveral, Blast off, countdown, Neil Armstrong, Buzz Aldrin, Michael Collins</p>
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				<ul style="list-style-type: none"> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Writing.</li> <li>• Using ICT.</li> </ul> <p>To use historical vocabulary to retell simple stories about the past.</p>		
	Summer 2					
Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Year 3/4 Cycle A	Autumn 1	Prehistoric Britain  How did Britain change during prehistory?	Food and farming Settlements Location conflict	<p><u>Chronological understanding:</u> To sequence key events in their own lives accurately and in detail.</p> <p>To use timelines with intervals of 10/100/1000 years and order historical figures, places, artefacts and dates of significant events from the past on them.</p> <p>To appreciate the duration for different periods.</p>	<p>To know that Prehistory is the earliest stages of human history when there is no written History of a country</p> <p>To know it is made up of the Palaeolithic, Mesolithic, Neolithic, Bronze and Iron ages</p> <p><u>Palaeolithic:</u></p>	<p><u>Core Vocabulary</u></p> <p>Neolithic, Mesolithic, Palaeolithic, settlement, nomadic</p> <p><u>Other Vocabulary</u></p> <p>Sequencing. Duration, sources, primary, secondary, Ancient, century,</p>





				<p><u>Knowledge and understanding:</u></p> <p>To describe some similarities and differences between aspects of history, people, events and artefacts studied.</p> <p>To suggest causes &amp; consequences of main events /changes/ people's actions during a period in history.</p> <p>To recognise trends (changes) within and across different periods of time.</p> <p><u>Historical Enquiry:</u></p> <p>To select and organise relevant historical information to answer questions about the past.</p> <p>To begin to ask and investigate own questions within an enquiry and present findings with support.</p> <p>To ask a variety of questions such as; How did people ...? What did people do for .....? What was it like for ... a ..... during?</p> <p><u>Communication and organisation</u></p>	<p>To know early humans did not look like us until the end of the period.</p> <p>To know the climate was incredibly cold several times and is known as the ice age and Britain was not continuously occupied.</p> <p>To know they used and developed tools from flint and bone.</p> <p><b>To know that in the Palaeolithic era people were nomadic and hunter-gatherers</b></p> <p><u>Mesolithic:</u></p> <p>To know it began after the end of the last ice age.</p> <p>To know that Britain was continuously occupied from this period onwards because the landscape changed to be covered in more forest.</p> <p>To know tools improved (microliths) and people hunted different animals but still led a nomadic lifestyle until later in this period.</p>	<p>bronze, iron, tin, domesticate, archaeology. Archaeologist, barrow, henge, culture, hand axe, flint, , hunter-gatherer, scraper, bland, microlith, copper, tin, cast, migration, Beaker people, monument. UNESCO, hillforts, ditch, rampart, tribe, druid, priest</p>
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				<p>To <b>present, communicate and organise</b> ideas about the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. letters, recounts, posters and adverts.</li> <li>• Diagrams and tables.</li> <li>• ICT.</li> </ul> <p>To use and understand appropriate historical vocabulary to communicate information e.g. ruled, reigned, empire, invasion, conquer and settlement</p> <p>To start to present ideas based on their research about a studied period.</p>	<p>To know that artefacts from prehistoric Britain were found in the local area</p> <p><b>Neolithic</b></p> <p>To know migrants arrived from Europe and brought new ideas to Britain.</p> <p>To know that during the Neolithic revolution tools became efficient and people started to settle in one place to farm</p> <p><b>Bronze Age</b></p> <p>To know that new ideas including pottery and metalworking were brought by migrating peoples called the Beaker peoples.</p> <p>To know that bronze tools and weapons were sharper and could be repaired</p> <p><b>Stonehenge</b></p> <p>To know that Stonehenge is a monument built in four stages from the Neolithic into Bronze Age</p>	
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					<p>and is a UNESCO world heritage site because of its unique importance.</p> <p><u>Iron Age</u></p> <p>To know that people lived in tribal groups that fought each other for land and possessions.</p> <p>To know that iron could be shaped into tools and weapons so during this period tribes were often at war with each other to compete for land</p>	
	Autumn 2	<p>Romans</p> <p>What did the Romans bring to Britain?</p>	<p>Beliefs</p> <p>Settlements</p> <p>Culture and past times</p> <p>Conflict</p> <p>Location</p>	<p><u>Chronological understanding:</u> To understand timelines can be divided into BC and AD.</p> <p><u>Knowledge and understanding:</u> To suggest causes &amp; consequences of main events /changes/ people's actions during a period in history.</p> <p><u>Historical interpretation:</u> To investigate different accounts of historical events and begin to explain some of the reasons why the accounts may be different.</p> <p>To know what a primary /secondary source is.</p>	<p>To know what pre-Roman Britain was like.</p> <p>To know what Lancashire was like during Roman Britain.</p> <p>To know that the Roman Empire expanded to Britain because they wanted our wood, land to grow food for their armies, resources and slaves</p> <p>To know how the Romans invaded Britain.</p> <p>To know what stayed the same and what changed in Britain in the</p>	<p><u>Core Vocabulary</u></p> <p>Empire, conquest, tribe</p> <p><u>Other Vocabulary</u> Settlement, Celts, citizen. Empire, emperor, legion, rebellion, Roman empire, villa, Hadrian's Wall, baths, mosaic</p>



				<p><u>Historical Enquiry:</u> To select and organise relevant historical information to answer questions about the past.</p> <p><u>Communication and organisation</u></p> <p>To present, communicate and organise ideas about the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. letters, recounts, posters and adverts.</li> <li>• Diagrams and tables.</li> <li>• ICT.</li> </ul> <p>To use and understand appropriate historical vocabulary to communicate information e.g. ruled, reigned, Empire, invasion, conquer and settlement</p> <p>To start to present ideas based on their research about a studied period.</p>	<p>period from the Stone Age etc to Roman Britain.</p> <p>To know that a Roman coin was found in Butts in Bedford</p> <p>To know a Roman road from Manchester to Wigan passed north of Leigh town centre</p> <p>To know that in modern times we have improved on Roman roads, sewer systems and water transport methods</p> <p>To know that some tribes rebelled against the Romans (Boudicca) and some cooperated so that they could some control over their lands (Cartimandua)</p> <p>To know reasons why the Romans left Britain: the Empire was too large to control from Rome and they were fighting the Gaulles, the Empire was ruled by 2 emperors who did not agree and Britain was being attacked by other tribes and they did not have the resources to fight them</p> <p>To know that the town's name – Leigh- is of Saxon origin</p>	
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	Spring 1 & 2					
	Summer 1	<p>Ancient Greece</p> <p>What did we learn from the Ancient Greeks?</p>	<p>Beliefs</p> <p>Culture and past times</p>	<p><u>Chronological understanding:</u></p> <p>To use key historical terms and vocab about the passing of time e.g period, era, chronological, duration and century.</p> <p>To appreciate the duration for different periods.</p> <p><u>Knowledge and understanding:</u></p> <p>To describe some similarities and differences between aspects of history, people, events and artefacts studied.</p> <p><u>Historical interpretation:</u></p> <p>To know what a primary and secondary source is.</p>	<p>To know that Ancient Greece was not a country but made up of city states with their own laws which meant they often fought each other</p> <p>To know that we can use artefacts to find out about Greek life: food, clothes, toys, religion etc</p> <p>To know that the Ancient Greeks believed in many gods (naming some of them) and built temples, held Olympic games and had theatre performances in honour of them</p>	<p><u>Core Vocabulary</u></p> <p>civilisation, city states (polis), Olympics, democracy</p> <p><u>Other Vocabulary</u></p> <p>Ancient, , empire, legacies, myth, Athens, Sparta, Trojan War, Mount Olympus, Zeus, Hippocratic Oath, marathon, primary source, secondary source</p>



				<p><u>Historical enquiry:</u> To pursue a line of historical enquiry.</p> <p>To ask a variety of questions such as; How did people ...? What did people do for ....? What was it like for ... a ..... During?</p> <p><u>Communication and organisation</u></p> <p>To <b>present, communicate and organise ideas</b> about the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. letters, recounts, posters and adverts.</li> <li>• Diagrams and tables.</li> <li>• ICT.</li> </ul> <p>To use and understand appropriate historical vocabulary to communicate information e.g. ruled, reigned, empire, invasion, conquer and settlement.</p> <p>To start to present ideas based on their research about a studied period.</p>	<p>To know that the Ancient Greeks were responsible for modern day ideas such as democracy, medicine, Maths, the theatre and the Olympics which we still have today and know how they have changed over time</p> <p>To know how archaeology tells us about how Ancient Greek culture influences life today</p>	
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				To use dates and terms with increasing accuracy.		
	Summer 2					
Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Year 3/4 Cycle B	Autumn 1 and Autumn 2	Invaders and Settlers Who came to Britain and why? (Anglo Saxons and Vikings and Normans)	Beliefs Settlements Conflict	<u>Chronological understanding:</u>  To sequence key events in their own lives accurately and in detail.  To use timelines with intervals of 10/100/1000 years and order historical figures, places, artefacts and dates of significant events from the past on them.  To understand timelines can be divided into BC and AD.	<u>Anglo-Saxons</u>  To know what a settler is and that Britain has been invaded and settled numerous times.  To know who the Angles and Saxons were and where they came from  To know some of the reasons why the Angles and Saxons came to Britain	<u>Core Vocabulary</u>  <u>Anglo-Saxons</u> Invader Settler pagan kingdoms tribe  <u>Vikings</u> Longs ship Raids Lindisfarne Danelaw  <u>Normans</u>
			Beliefs Settlements Conflict	<u>Knowledge and understanding:</u>		



				<p>To find out about the everyday lives of people in the time studied compared to today, including ideas belief, attitudes and the experiences of men, women and children.</p> <p>To suggest causes &amp; consequences of main events /changes/ people's actions during a period in history.</p> <p>To identify significant events or historical figures of the time studied and say why they are important.</p> <p><u>Historical interpretation:</u></p> <p>To identify and give reasons for different ways in which the past is represented.</p> <p>To recognise whether a source is fact, fiction or opinion.</p> <p><u>Historical enquiry:</u></p> <p>To pursue a line of historical enquiry.</p> <p><u>Organisation and communication:</u></p> <p>To <b>present, communicate and organise ideas</b> about the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> </ul>	<p>To know how groups of Angles and Saxons decided where to start settlements in Britain: access to water, shelter, transport and safety from attack</p> <p>To know that Britain was a divided country made up of 7 kingdoms</p> <p>To know what life was like in an Anglo-Saxon village</p> <p>To know that the Anglo Saxons were pagans, what they believed in and how their beliefs changed</p> <p>To know the significance of Sutton Hoo</p> <p><u>Vikings</u></p> <p>To know who the Vikings were and where they came from</p> <p>To know that Viking raiders attacked monasteries like the one at Lindisfarne and why they did this</p>	<p>Knights Arrow conquer</p> <p><u>Other Vocabulary</u></p> <p>Anglo Saxons, settle, AD. BC, invade, chronological, time order, kingdoms,</p> <p>Farms, houses, Pagans, Wessex, Northumbria, Mercia, East Anglia Essex, Sussex, Kent, 7 kingdoms</p> <p>Gods, goddesses, pagan, beliefs, good luck charm, amulet, tribes, Picts, Celts, Vikings</p> <p>spears and shields, Pirate raid, fight and steal treasure, long ship, warriors, fur, cloth, leather, jewellery, traders, Alfred, King</p>
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				<ul style="list-style-type: none"> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. letters, recounts, posters and adverts.</li> <li>• Diagrams and tables.</li> <li>• ICT.</li> </ul> <p>To use and understand appropriate historical vocabulary to communicate information e.g. ruled, reigned, empire, invasion, conquer and settlement</p> <p>To use dates and terms with increasing accuracy.</p>	<p>To know what happened during Viking raids and invasion and how people's opinions about events can differ.</p> <p>To know out about the life of Alfred the Great and the conflict between the Vikings and Anglo-Saxons.</p> <p>To know that Alfred the Great made peace with the Vikings and gave them land to live on called Danelaw</p> <p><u>The Normans</u></p> <p>To know that Britain has been invaded and settled numerous times – in this case, by the Normans.</p> <p>To know who the Normans were and where they came from</p> <p>To know who Harold Godwinson was and what the consequences of his actions were.</p>	<p>Yard, mast, ropes, sail, dragon head, keel, shields, oars, hull, stern, prow, warrior, steal, trade, fur, cloth, leather, jewellery,</p> <p>Harold Godwinson, Battle of Hastings, William the Conqueror, 1066, Norman Army, sword, arrow, coronation, knights, castles</p>
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					<p>To know that William the Conqueror became King after the Battle of Hastings</p> <p>To know that the Bateaux Tapestry is an important source of information about the Battle of Hastings</p> <p>To know about William the Conqueror's problems after the Battle of Hastings</p>	
	Spring1 and Spring 2	<p>Ancient Egypt</p> <p>What was life like for an Ancient Egyptian?</p>	<p>Food and farming</p> <p>Beliefs</p> <p>Settlements</p> <p>Cultures and past times.</p>	<p><u>Chronological understanding</u></p> <p>To appreciate the duration for different periods.</p> <p><u>Knowledge and understanding:</u></p> <p>To find out about the everyday lives of people in the time studied compared to today, including ideas belief, attitudes and the experiences of men, women and children.</p> <p><u>Historical interpretation:</u></p> <p>To identify and give reasons for different ways in which the past is represented.</p>	<p>To know when and where the Ancient Egyptians lived</p> <p>To know that the Ancient Egyptians relied on the Nile (for transport, farming, papyrus and mud for building)</p> <p>To know how the Ancient Egyptians farmed the land near the Nile and the importance of irrigation to farming</p> <p>To know that the Ancient Egyptians believed in many gods who were responsible for different parts of their lives</p>	<p><u>Core Vocabulary</u></p> <p>hieroglyphics, irrigation Pharaoh mummification</p> <p><u>Other Vocabulary</u></p> <p>Ancient, civilisation, Egypt, Egyptians, , the Nile, tomb, Horis, Thoth, Ma'at, Osiris, Anubis, Tutankhamun, death mask, papyrus,</p>



				<p>To recognise whether a source is fact, fiction or opinion.</p> <p><u>Historical enquiry:</u> To begin to use the library and internet for research to select and record information relevant to the study.</p> <p>To use a range of primary and secondary sources to find answers to questions about the past.</p> <p><u>Organisation and communication:</u> To <b>present, communicate and organise ideas</b> about the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. letters, recounts, posters and adverts.</li> <li>• Diagrams and tables.</li> <li>• ICT.</li> </ul> <p>To use and understand appropriate historical vocabulary to communicate information e.g. ruled, reigned, empire, invasion, conquer and settlement.</p>	<p>To know the names of some of the Ancient Egyptian gods</p> <p>To know what the Ancient Egyptians believed about the afterlife</p> <p><b>To know why the Ancient Egyptians practised mummification and how they did it</b></p> <p>To know that the Ancient Egyptians built pyramids to bury their Pharaohs</p> <p><b>To know what the inside of a pyramid looked like</b></p> <p>To know who Howard Carter was and what he discovered in the tomb of Tutankhamun</p> <p>To know who Tutankhamen was and how artefacts can teach us about the past.</p> <p>To know that the Ancient Egyptians had houses made from mud-bricks with floors made of earth</p>	<p>barley, sesame, lentils, flax, wheat, corn, onions, clover, cotton, bean, reeds, mint, thyme, peppermint, anise, black pepper, garlic, aquatic saffron and ground, cotton, cumin</p> <p>Bread: Its types were Khemrit, Maltout, Gargoush, kesra, kawaykawi</p> <p>Howard Carter</p>
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				To start to present ideas based on their research about a studied period. To use dates and terms with increasing accuracy.	To know some of the jobs that the Ancient Egyptians had  To know what food the Ancient Egyptians ate	
	Summer 1					
	Summer 2					
Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Year 5/6	Autumn	British Monarchy	Beliefs Society	<u>Chronological Understanding</u>	To know that the current monarch is Charles III	<u>Core Vocabulary</u>



Cycle A	1	How has the power of the British monarchy changed?		<p>To use dates accurately when sequencing events and periods of time (Using a scale to calculate intervals between events.)</p> <p>To sequence key events in their own lives accurately and in detail</p> <p><u>Knowledge and Understanding of Events in the Past</u></p> <p>To compare an aspect of life with the same aspect in another period.</p> <p><u>Historical Interpretation</u></p> <p>To know that people in the past use fact, fiction or opinion to represent events or ideas in a way that may persuade others.</p> <p><u>Historical Enquiry</u></p> <p>To investigate own lines of enquiry – asking questions to further knowledge and understanding.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>To use the library and internet for research to select and record</p>	<p>To know the key events in his life: birth, marriages, Royal Navy, Prince of Wales, coronation</p> <p>To know who his family are</p> <p>To know that Charles is interested in the environment and supports over 400 charities</p> <p>To know that Charles started the Prince's Trust in 1976</p> <p>To know that Charles became king after Queen Elizabeth II died because he was next in line of succession</p> <p>To know that a coronation is when a King or Queen is officially given the crown of a country</p> <p>To know that the coronation takes place at Westminster Abbey and is led by the Archbishop of Canterbury</p> <p>To know that during the coronation King Charles made promises to the country and</p>	<p>coronation, succession, monarch, reign, heir</p> <p><u>Other Vocabulary</u></p> <p>Monarch, invested, Caernarfon Castle, Queen Consort, proclaiming the new King, Prince's Trust, Westminster Abbey, St James Palace, anointing sovereign, Archbishop of Canterbury, Crown Jewels, sceptre, orb,</p>
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				<p>information relevant to the study with increasing confidence.</p> <p><b><u>Communication and Organisation</u></b>  To present, communicate and organise ideas about the past through:</p> <ul style="list-style-type: none"> <li>• Detailed discussion and debates.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports.</li> <li>• Diagrams/ data handling.</li> <li>• ICT.</li> </ul> <p>To show a good understanding of historical vocabulary including abstract terms such as <b>monarchy</b>, <b>democracy</b>, civilisation, social <b>political</b>, economic, cultural and religious.</p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>	<p>received symbols of kingship (sceptre, orb, Crown Jewels)</p> <p>To know that Prince William is next in the line of succession</p>	
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	Autumn 2	<p>The Tudors</p> <p>How has the Tudor monarchy changed Britain, today?</p>	<p>Beliefs</p> <p>Travel and Exploration</p> <p>Conflict</p> <p>Society</p>	<p><u>Chronological Understanding</u></p> <p>To understand the duration for different periods.</p> <p><u>Knowledge and Understanding of Events in the Past</u></p> <p>To describe significant people, events and features of the past, including attitudes, beliefs and the everyday lives of men, women and children recognising that not everyone shares the same views and feelings.</p> <p><u>Historical Interpretation</u></p> <p>To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p><u>Historical Enquiry</u></p> <p>To use the library and internet for research to select and record information relevant to the study with increasing confidence.</p>	<p>To know that the Tudor period lasted from 1485-1603</p> <p>To know the events of the War of the Roses</p> <p>To know that the first Tudor monarch was Henry VII who became King after the Battle of Bosworth</p> <p>To know that Henry VIII was crowned king in 1509</p> <p>To know that Henry VIII had 6 wives</p> <p>To know that Henry VIII divorced Catherine and executed Anne to get a male heir. He married after the birth of his son to make alliances with other countries</p> <p>To know that Henry's divorce led to the creation of the C of E and the country's religion changed. He made the Pope angry by dissolving the monasteries to fund wars with France</p>	<p><u>Core Vocabulary</u></p> <p>Battle of Bosworth, dissolution of the monasteries, British Empire, reformation</p> <p><u>Other Vocabulary</u></p> <p>War of the Roses, Tudors, break with Rome, age of discovery, exploration, colonies, British Empire, reign, heir</p>



				<p><u>Communication and Organisation</u> To present, communicate and organise ideas about the past through:</p> <ul style="list-style-type: none"> <li>Detailed discussion and debates.</li> <li>Drawing pictures.</li> <li>Drama/role play.</li> <li>Making models.</li> <li>Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports.</li> <li>Diagrams/ data handling.</li> <li>ICT.</li> </ul> <p>To show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, <b>political</b>, economic, cultural and <b>religious, reformation</b></p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>	<p>To know that Henry VIII changed the line of succession so his son could be king and keep the country Protestant</p> <p>To know why Mary I was known as 'Bloody Mary'</p> <p>To know that Elizabeth explored to trade goods and expand the <b>Empire</b> and to know some of the discoveries they made which we use today</p> <p>To understand how the British Empire has changed over time</p> <p>To know that Elizabeth never married so she had no heir which led to the Tudor line ending and changing to the Stuarts who united England and Scotland</p>	
	Spring 1	The Victorians	Settlements Travel and Exploration Location	<p><u>Chronological Understanding</u> To use key historical terms and vocab about the passing of time e.g period,</p>	To know that the Victorian period lasted from 1837-1901	<p><u>Core Vocabulary</u></p> <p>Victorian, invention,</p>





		Who were the Victorians?	Society	<p>era, chronological, duration, century, concurrence and continuity.</p> <p><b><u>Knowledge and Understanding of Events in the Past</u></b></p> <p>To describe significant people, events and features of the past, including attitudes, beliefs and the everyday lives of men, women and children recognising that not everyone shares the same views and feelings.</p> <p>To compare life in early and late 'times' studied.</p> <p><b><u>Historical Interpretation</u></b></p> <p>To make simple inferences from a wide range of sources to support their ideas.</p> <p><b><u>Historical Enquiry</u></b></p> <p>To recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>To use the library and internet for research to select and record information relevant to the study with increasing confidence.</p>	<p>To know that the Victorian era was named after Queen Victoria</p> <p>To know that Queen Victorian was married to Prince Albert</p> <p>To know some of the Victorian Inventions – photo, bike, Xmas card, post boxes, underground, jelly babies typewriters, electric lighting moving pics ,comics</p> <p>To know some of the significant people of the Victorian era – Florence Nightingale, Lord Shaftesbury, Lewis Carrol, Charles Darwin, Joseph Lister, R L Stephenson Alexander Graham Bell, Robert Peel, Charles Dickens</p> <p>To know that Empire expanded to trade spices, fabric and food and used as trading posts</p> <p>To know that colonisation led to the developments of railways, schools and slavery</p>	<p>Colonisation, significant</p> <p><u>Other Vocabulary</u></p> <p>British Empire, steam</p>
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				<p><u>Communication and Organisation</u> To present, communicate and organise ideas about the past through:</p> <ul style="list-style-type: none"> <li>• Detailed discussion and debates.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports.</li> <li>• Diagrams/ data handling.</li> <li>• ICT.</li> </ul> <p>To show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, <b>social</b> political, <b>economic</b>, cultural and religious, <b>empire</b></p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>		
	Spring 2	The Industrial Revolution and Local History	Settlements Travel and Exploration Location Society	<p><u>Chronological Understanding</u> To use dates accurately when sequencing events and periods of</p>	To know that people moved to big cities and towns to work in factories which produced goods	<p><u>Core Vocabulary</u>  Industrial Revolution,</p>



		How did Leigh change during the Victorian era?		<p>time (Using a scale to calculate intervals between events.)</p> <p><b><u>Knowledge and Understanding of Events in the Past</u></b></p> <p>To examine causes and consequences of significant events and the impact on people using evidence to support their explanation.</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p><b><u>Historical Interpretation</u></b></p> <p>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p><b><u>Historical Enquiry</u></b></p> <p>To ask more complex questions about key concepts of the topics being taught.</p> <p>To use the library and internet for research to select and record information relevant to the study with increasing confidence.</p> <p><b><u>Communication and Organisation</u></b></p>	<p>quicker and that Leigh was important in the production of cotton</p> <p>To know why steam was important to the Industrial Revolution</p> <p>To know that Leigh produced coal to power steam engines for railways and factories</p> <p>To know that the textile industry changed from rural cottage industries to mechanised mills and know some of the jobs within the cotton industry for adults and children</p> <p>To know that people worked in cotton mills in Leigh – some buildings exist today but have a different purpose</p> <p>To know how reformers made working conditions safer for children</p> <p>To know that canals and railways in Leigh transported coal and</p>	<p>Import and export, textiles, reformers</p> <p><u>Other Vocabulary</u></p> <p>cottage industry, production, rural, economics, workhouse, industry, migrate</p>
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				<p>To <b>present, communicate and organise</b> ideas about the past through:</p> <ul style="list-style-type: none"> <li>Detailed discussion and debates.</li> <li>Drawing pictures.</li> <li>Drama/role play.</li> <li>Making models.</li> <li>Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports.</li> <li>Diagrams/ data handling.</li> <li>ICT.</li> </ul> <p>To show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social political, economic, cultural and religious, <b>industrial, revolution</b></p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>	<p><b>cotton to Manchester and Liverpool</b></p> <p>To know the route of the canal in Leigh, who built it and some of its features</p> <p>To know some of the reasons why people went to the workhouse</p> <p>To know where the workhouse in Leigh was and what it was like for people who lived there</p>	
	Summer 1					



	Summer 2					
Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Year 5/6 Cycle B	Autumn 1	World War I Why do we remember World War I?	Travel and Exploration Conflict Society – impact Location	<u><b>Chronological Understanding</b></u> To use dates accurately when sequencing events and periods of time (Using a scale to calculate intervals between events.)  To understand how some historical events/periods occurred concurrently in different locations.  To sequence key events in their own lives accurately and in detail	To know that World War I started on the 28 <sup>th</sup> June 1914 and ended on 11 <sup>th</sup> November 1918  To know some of the causes of WWI and that World War I began with the assassination of Archduke Franz Ferdinand  To know the countries involved in the war (triple entente = Great Britain,	<u><b>Core Vocabulary</b></u>  Triple entente Triple alliance conscription assassination rivalry  <u><b>Other Vocabulary</b></u> World War I, trenches, conflict, colonies, Empire, Archduke Franz Ferdinand, , Lord



				<p>To use key historical terms and vocab about the passing of time e.g period, era, chronological, duration, century, concurrence and continuity.</p> <p><b><u>Knowledge and Understanding of Events in the Past</u></b></p> <p>To examine causes and consequences of significant events and the impact on people using evidence to support their explanation.</p> <p><b><u>Historical Interpretation</u></b></p> <p>To make simple inferences from a wide range of sources to support their ideas.</p> <p>To make simple inferences from a wide range of sources to support their ideas.</p> <p><b><u>Historical Enquiry</u></b></p> <p>To ask more complex questions about key concepts of the topics being taught.</p> <p>To use the library and internet for research to select and record information relevant to the study with increasing confidence.</p>	<p>France and Russia and triple alliance = Germany, Italy and Austria-Hungary)</p> <p>To know the contributions made by British colonies and how they were treated differently to British soldiers</p> <p>To know what life was like in the trenches</p> <p>To know the significance of the Battle of the Somme</p> <p>To know what the Treaty of Versailles was and why it contributed to the start of WWII</p> <p>To know that today we still remember, on 11<sup>th</sup> November and Remembrance Sunday, the lives that were lost and some of the ways that we remember</p> <p>To know why Alfred Robert Wilkinson was awarded the Victoria Cross and there are 2 memorials in Leigh (wall painting</p>	<p>Kitchener, pals battalions, conscientious objector, propaganda, land army, home front, no man's land, over the top, Treaty of Versailles, Prisoner of war</p>
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				<p><b><u>Communication and Organisation</u></b>  To present, communicate and organise ideas about the past through:</p> <ul style="list-style-type: none"> <li>Detailed discussion and debates.</li> <li>Drawing pictures.</li> <li>Drama/role play.</li> <li>Making models.</li> <li>Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports.</li> <li>Diagrams/ data handling.</li> <li>ICT.</li> </ul> <p>To show a good understanding of historical vocabulary including abstract terms such as <b>democracy</b>, civilisation, <b>social political</b>, <b>economic</b>, cultural and religious.</p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>	<p>on Railway Road and Statue on Wilkinson Park Drive, Plank Lane)</p> <p>To know that Leigh had a prisoner of war camp in Lilford Mill between Etherstone Street and Lilford Street (1914-1919) and that prisoners tried to escape because of the conditions there</p>	
	Autumn 2	WWII - Impact  What was the impact of World	Travel and Exploration - evacuation  Conflict  Society – impact	<p><b><u>Chronological Understanding</u></b>  To understand how some historical events/periods occurred concurrently in different locations.</p>	<p>To know that WWII began on September 1<sup>st</sup> 1939 and ended on May 8<sup>th</sup> 1945</p>	<p><b><u>Core Vocabulary</u></b></p> <p>evacuation, rationing</p>



		War II on Britain?	Location	<p>To use key historical terms and vocab about the passing of time e.g period, era, chronological, duration, century, concurrence and continuity.</p> <p><u>Knowledge and Understanding of Events in the Past</u></p> <p>To compare an aspect of life with the same aspect in another period.</p> <p>To examine causes and consequences of significant events and the impact on people using evidence to support their explanation.</p> <p><u>Historical Interpretation</u></p> <p>To show an awareness of the concept of propaganda.</p> <p>To know that people in the past use fact, fiction or opinion to represent events or ideas in a way that may persuade others.</p> <p><u>Historical Enquiry</u></p> <p>To recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>To use the library and internet for research to select and record</p>	<p>To know some of the reasons why Britain went to war with Germany</p> <p>To know the key events of WW2 and place them on a timeline.</p> <p>To know the countries involved in WWII (axis =Germany, Italy, Japan allies = Great Britain, France, Soviet Union, USA)</p> <p>To know what the Blitz was</p> <p>To know that children were evacuated from cities to the countryside to keep them safe from the bombings</p> <p>To know what the Blitz was and to understand some of the ways people kept safe during the Blitz</p> <p>To know why cities were targeted during the Blitz and how Liverpool was affected by the Blitz</p> <p>To know that rationing was the limiting of buying some foods and clothing due to shortages during and after the war</p>	<p>air raid black outs Blitz</p> <p><u>Other Vocabulary</u></p> <p>World War II Axis, allies, atomic bomb, radar, Battle of Britain, atomic bomb, air raid shelters, Morrison shelter, Anderson shelter, warden</p>
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				<p>information relevant to the study with increasing confidence.</p> <p><b><u>Communication and Organisation</u></b>  To present, communicate and organise ideas about the past through:</p> <ul style="list-style-type: none"> <li>• Detailed discussion and debates.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports.</li> <li>• Diagrams/ data handling.</li> <li>• ICT.</li> </ul> <p>To show a good understanding of historical vocabulary including abstract terms such as <b>democracy</b>, civilisation, <b>social political</b>, <b>economic</b>, cultural and religious.</p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>	<p>To know some of the items which were rationed</p> <p>To know that the Bevin Boys were conscripted to work in coal mines and did not go to war and how their war efforts affected the local mining industry</p> <p>To know how the role of women changed during WWII and after the war</p>	



	Spring 1					
	Spring 2	<p>The Maya</p> <p>What was life like for the Maya?</p>	<p>Food and Farming</p> <p>Beliefs</p> <p>Culture and Pastimes</p> <p>Society</p>	<p><u>Chronological Understanding</u></p> <p>To understand the duration for different periods.</p> <p><u>Knowledge and Understanding of Events in the Past</u></p> <p>To describe similarities and differences between aspects of history, people, events and artefacts studied</p> <p>To compare beliefs and behaviour with another time studied.</p> <p><u>Historical Interpretation</u></p> <p>To make simple inferences from a wide range of sources to support their ideas.</p> <p><u>Historical Enquiry</u></p>	<p>To know that the Ancient Maya lived between 2000BC and 250AD</p> <p>To know that the Maya lived mainly in Central America and (Yucatan Peninsula)</p> <p>To know how the Maya society was structured and the jobs they had.</p> <p>To know who Pakal the Great was and why the discovery of his tomb helped us to understand more about the Ancient Maya</p> <p>To know what the homes of the Ancient Maya were made of (wooden beams, thatched roofs and covered in adobe)</p>	<p><u>Core Vocabulary</u></p> <p>codices</p> <p>Spanish</p> <p>conquistadores</p> <p>stepped pyramids</p> <p>decline</p> <p>adobe</p> <p><u>Other Vocabulary</u></p> <p>Maya, civilization, Mayan (language only), Pok a tok, maize, drought, jaguar, scribes, cacao beans, glyphs, logograms, Chichen Itza, The Middleworld, The Upperworld, The Underworld, John</p>



				<p>Use a wide range of different evidence to collect evidence about the past.</p> <p>To investigate own lines of enquiry – asking questions to further knowledge and understanding.</p> <p>To use the library and internet for research to select and record information relevant to the study with increasing confidence.</p> <p><b><u>Communication and Organisation</u></b> To <b>present, communicate and organise ideas</b> about the past through:</p> <ul style="list-style-type: none"> <li>• Detailed discussion and debates.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports.</li> <li>• Diagrams/ data handling.</li> <li>• ICT.</li> </ul> <p>To show a good understanding of historical vocabulary including abstract terms such as democracy,</p>	<p>To know why farming was so important to the Ancient Maya</p> <p>To know what games the Ancient Maya played and why they played them (pok-a-tok)</p> <p>To know that the Ancient Maya believed in many gods who were responsible for different parts of their lives</p> <p>To know some of the theories behind the decline of the Ancient Maya civilization</p>	<p>Lloyd Stephens, Frederick Catherwood, metate, mano,</p>
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				<p>civilisation, social political, economic, cultural and religious.</p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>		
	Summer 1					
	Summer 2					