

History -Year 1 Inventors

Prior knowledge	Current Knowledge- Changes within living memory the lives of significant individuals in the past who have contributed to national and international achievements.						Future Knowledge
Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members.	What is an invention? Key inventions of last 20-40 years	Who invented the internet? Tim Berners lee	Who invented the mobile phone? Jesse Russel - (digital cell phones)	Who invented the computers as we know them? Steve Jobs, Bill Gates			Changes within living memory the lives of significant individuals in the past who have contributed to national and international achievements.
Recurring Vocabulary- Tier 3- Chronological, timeline, AD, BC, decade,	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3

Developing

Embedded

History - Year 1 Space travel

Prior knowledge	Current Knowledge- <ul style="list-style-type: none"> Changes within living memory the lives of significant individuals in the past who have contributed to national and international achievements. 						Future Knowledge
Changes within living memory the lives of significant individuals in the past who have contributed to national and international achievements	When did the first rocket go into space?	When did the first man/woman go into space? Who? Yuri Gagarin Valentina Tereshkova	When did first person walk on the moon? Who? Apollo 11, Neil Armstrong	When did first British person go into space? Helen Sharman	What happens in space now? Who visits? Space tourism, would they visit?		the lives of significant individuals in the past who have contributed to national and international achievements. events beyond living memory that are significant nationally or globally
Recurring Vocabulary- Tier 3- Chronological, timeline, AD, BC, decade,	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3

Developing

Embedded

History - Year 1- Local Area- homes- 1950s?

Prior knowledge	Current Knowledge- significant historical events, people and places in their own locality. events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods			Future Knowledge
<ul style="list-style-type: none"> significant individuals in the past who have contributed to national and international achievements. events beyond living memory that are significant nationally or globally 	<p>What/where are the newest houses in Middle Barton?</p> <p>Look at examples of new housing</p>	<p>Look at houses from 1950's(?) where are they how are they different?</p>	<p>How have houses changed?</p> <p>Look at much older houses place on timeline, show how they are different, no electricity, fires etc.</p> <p>When was our school built? place on timeline</p>	<p>events beyond living memory that are significant nationally or globally</p>
Recurring Vocabulary- Tier 3- Chronological, timeline, AD, BC, decade,	Vocabulary- Tier 3 ,	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3

History - Year 1-Freedom Fighters

Prior knowledge	Current Knowledge- <ul style="list-style-type: none"> significant individuals in the past who have contributed to national and international achievements. events beyond living memory that are significant nationally or globally 			Future Knowledge
<ul style="list-style-type: none"> Changes within living memory the lives of significant individuals in the past who have contributed to national and international achievements. 	Who is Malala Yousafzai? Why is she important?	Who is Rosa Parks? Why is she important?	Who was Martin Luther King? Who is he important?	significant historical events, people and places in their own locality. events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Recurring Vocabulary- Tier 3- Chronological, timeline, AD, BC, decade,	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3

Developing

Embedded

History -Year 1/2 Remembrance

Prior knowledge	Current Knowledge- events beyond living memory that are significant nationally or globally			Future Knowledge
<p>significant historical events, people and places in their own locality.</p> <p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Why do we remember?</p> <p>Link with understanding of history</p>	<p>Who do we remember?</p> <p>Brief overview of great wars and how many many people died. - place events on timeline</p>	<p>How do we remember them?</p> <p>Poppies, Remembrance day, minutes silence, remembrance parades</p>	<p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p>
<p>Recurring Vocabulary- Tier 3- Chronological, timeline, AD, BC, decade,</p>	<p>Vocabulary- Tier 3</p>	<p>Vocabulary- Tier 3</p>	<p>Vocabulary- Tier 3</p>	<p>Vocabulary- Tier 3</p>

History -Year 2- Suffragettes

Prior knowledge	Current Knowledge- events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements			Future Knowledge
events beyond living memory that are significant nationally or globally	How long ago was the early 1900s and what was life like then?	Who were the suffragettes?	How did the suffragettes make a difference to life today?	events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements
Recurring Vocabulary- Tier 3- Chronological, timeline, AD, BC, decade,	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3

History - Year 2- Explorers- Aviation

Prior knowledge	Current Knowledge- events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements						Future Knowledge
events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements							events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements
Recurring Vocabulary- Tier 3- Chronological, timeline, AD, BC, decade,	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3

History - Year 2- Victorians

Prior knowledge	Current Knowledge- events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements						Future Knowledge
events beyond living memory that are significant nationally or globally	What are the Victorians and where do they fit in history?	What was life like in the 18th Century?	What was school like in the Victorian era?	Who was Florence Nightingale and why is she significant?	Who is Mary Seacole and why is she significant?	How is life different today and what changes have been made since the Victorian era?	events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements
Recurring Vocabulary- Tier 3- Chronological, timeline, AD, BC, decade,	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3

History - Year 2- Tudors

Prior knowledge	Current Knowledge- events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements						Future Knowledge
events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements	What are the Tudors and where do they fit in history?	What was life like in the 17th Century?	What was London like in the 17th Century and how is it different to London today?	What are the events of the Great Fire of London?	How do we know about the Great Fire of London?	What changes happened after the Great Fire of London?	changes in Britain from the Stone Age to the Iron Age
Recurring Vocabulary- Tier 3- Chronological, timeline, AD, BC, decade,	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3

History - Year 3 /4- Stone Age to Bronze Age

Prior knowledge	Current Knowledge- changes in Britain from the Stone Age to the Iron Age					Future Knowledge
<p>Tudors- events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p>	When does this time period fit into history?	What did humans need to survive during the Stone Age?	Why was Skara Brae important?	What was Stone Age cave art?	Why was copper mining so important to the Bronze Age people?	<p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of : The Indus Valley</p>
<p>Recurring Vocabulary- Tier 3- Chronological, timeline, AD, BC, decade,</p>	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3

History - Year 3/4- The Indus Valley

Prior knowledge	Current Knowledge- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of : The Indus Valley						Future Knowledge
changes in Britain from the Stone Age	Where and when did the Indus Valley civilisation exist?	What significant event happened during this time?	What was it like to live in the Indus Valley?	Who discovered the Indus Valley civilisation?	What was life like in the Indus Valley Civilisation?	What can we learn from The Indus valley artefacts?	non-European society that provides contrasts with British history – Mayan civilization c. AD 900;
Recurring Vocabulary-Tier 3- Chronological, timeline, AD, BC, decade, civilisation,	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary- Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3

Developing

Embedded

History - Year 3/4- Mayan Civilisation

Prior knowledge	Current Knowledge- a non-European society that provides contrasts with British history – Mayan civilization c. AD 900;						Future Knowledge
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of : The Indus Valley	Where does the Mayans civilisation fit in history? chronological order	Where was the Mayan civilization located?	What was life like during the Mayan period? (Rainforest living)	What were the Mayan cities of stone?	What were the Mayan arts and culture?	Why did the Mayan civilisation decline?	The Iron Age
Reoccurring Vocabulary-Tier 3- Chronological, timeline, AD, BC, decade, civilisation	Vocabulary-Tier 3 Chronological, Ancient, AD, BC, timeline	Vocabulary-Tier 3	Vocabulary- Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3

Developing

Embedded

History - Year 4/5- Iron Age

Prior knowledge	Current Knowledge- changes in Britain from the Stone Age to the Iron Age					Future Knowledge
non-European society that provides contrasts with British history – Mayan civilization c. AD 900;	When was the Iron Age?	Why were hill forts so significant during the iron age?	What information do the Druids teach us about the past?	What does Stonehenge tell us about the past?	What was Iron Age art like?	The Roman Empire and its impact on Britain
Reoccurring Vocabulary- Tier 3- Chronological, timeline, AD, BC, decade, civilisation	Vocabulary- Tier 3 Chronological, Ancient, AD, BC, timeline	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3	Vocabulary- Tier 3

Developing

Embedded

History - Year 4/5- Ancient Greece

Prior knowledge	Current Knowledge- Ancient Greece – a study of Greek life and achievements and their influence on the western world						Future Knowledge
The Indus Valley	Where does Ancient Greece fit in history? chronological order	Where is Greece and how did the Empire form develop?	What was life like in Ancient Greece?	What have they taught us about Democracy?	What have they taught us about the Olympics?	What others things are the Ancient Greeks famous for?	A non-European society that provides contrasts with British history – Mayan civilization c. AD 900;
Recurring Vocabulary-Tier 3- Chronological, timeline, AD, BC, decade, civilisation	Vocabulary-Tier 3 Chronological, Ancient, AD, BC, timeline	Vocabulary-Tier 3 Empire, expansion, locate, atlas, capital city,	Vocabulary- Tier 3 Soldiers, poverty, scholars, farmland, sacred buildings, temples, chiton, tunics	Vocabulary-Tier 3 Democracy, city state, voting	Vocabulary-Tier 3 Olympics, Olympia, Javelin, wrestling, spectators	Vocabulary-Tier 3 Architecture, philosophy, Myth and legends	Vocabulary-Tier 3

Developing

Embedded

History - Year 4/5- Romans

Prior knowledge	Current Knowledge- the Roman Empire and its impact on Britain				Future Knowledge
<p>a non-European society that provides contrasts with British history – Mayan civilization c. AD 900;</p>	<p>Where does the Roman civilisation fit in history? chronological order</p> <p>How are where is the Roman Empire begin?</p> <p>italy/conquering</p> <p>Invasion of Britain</p>	<p>Who were the famous Romans?</p> <p>What impact did they have?</p> <p>Julius Cesar</p> <p>Augustus</p> <p>Claudius</p> <p>Hadian</p> <p>Spartacus</p> <p>Boudicca</p>	<p>What was life like during the Roman times?</p> <p>Food</p> <p>Buildings</p> <p>Jobs</p> <p>Education</p> <p>Slavery</p> <p>Gladiators</p> <p>Religion</p>	<p>What have we learnt from the Romans?</p> <p>Aqueducts</p> <p>Concrete/building structures</p> <p>Underfloor heating-Baths</p> <p>Invasion</p> <p>Roads</p> <p>The Roman Numerals.</p> <p>The First Newspaper.</p> <p>Modern Plumbing and Sanitary Management.</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p>

History - Year 6- Anglo- Saxons and Scots

Prior knowledge	Current Knowledge- Britain's settlement by Anglo-Saxons and Scots							Future Knowledge
the Roman Empire and its impact on Britain	How, when and why did the Anglo-Saxons and Scots invade Britain and where did they come from?	Where did the Anglo-Saxons and Scots settle? (kingdoms)	How did the Anglo-Saxons change Britain? (language, religion)	How did Christianity affect life in Anglo-Saxon Britain?	What was life like in Anglo-Saxon Britain?	How did art and culture develop during Anglo-Saxon times? (runes/jewellery/clothes)	Was King Arthur really a legend?	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-stat
Reoccurring Vocabulary-Tier 3- Chronological, timeline, AD, BC, decade, civilisation	Vocabulary-Tier 3 Angles, Jutes, Saxons, Frisians, Scotti, Picts, Romans, King Vortigern, Britain,	Vocabulary-Tier 3 Settlement, conquest, invade, invaders, kingdom, unify, Essex, Sussex, Wessex, East Anglia,	Vocabulary-Tier 3 Pagans, paganism, Thunor, Tiw, Eostre, Blodmonath, Eostremonath, Modraniht	Vocabulary-Tier 3 christianity, conversion, monk, monastery, Columba, Augustine, Lindisfarne, missionary, Archbishop,	Vocabulary-Tier 3 Plough, crop, livestock, settlement, timber, thatch, dye, linen, weave, hurdles	Vocabulary-Tier 3 Runes, manuscripts, artefacts, Sutton Hoo, brooch, jewellery, noble, ceremonial, archaeologist	Vocabulary-Tier 3 King Arthur, Camelot, legend, warrior, celtic, celts	Vocabulary-Tier 3

History - Year 6- Anglo- Saxon and Vikings

Prior knowledge	Current Knowledge- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor					Future Knowledge
Britain's settlement by Anglo-Saxons and Scots	Where did the Vikings come from and why did they invade Britain?	How did the Kings of Britain deal with the Viking invasion?	How did the Kings of Britain deal with the Viking invasion?	How did the Vikings live and work?	How did the last Anglo-Saxon kings shape Britain?	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Reoccurring Vocabulary-Tier 3- Chronological, timeline, AD, BC, decade, civilisation	Vocabulary-Tier 3 Vikings, Norway, Denmark, Sweden, Scandinavia, Norse, Danes, Danish, raid, pillage, longship, merchant, invaders, settlers	Vocabulary-Tier 3 Alfred the Great, King Ethelred, Wessex, Guthrum, fortified, danelaw, King Athelstan	Vocabulary- Tier 3 Danelaw, Danegeld, Jorvik, King Athelstan, King Ethelred the Unready	Vocabulary-Tier 3 Timber, thatched, Jorvik, merchant, trader, navigator, ship-builder, Constantinople, Istanbul, Baghdad	Vocabulary-Tier 3 Retaliate, reign, rebellion, Normans, Battle of Hastings, 1066, William, Duke of Normandy, Edward the Confessor, Harold II	Vocabulary-Tier 3

History - Year 6- WW2 - beyond 1066

Prior knowledge	Current Knowledge -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066						Future Knowledge
a local history study	When and why did WW2 begin?	What was the impact on children during the war?	How did the war impact on how people lived? E.g. rationing	What role did women play in the war?	What impact did the Holocaust have?	What did we learn from the events during WW2?	
Reoccurring Vocabulary-Tier 3- Chronological, timeline, AD, BC, decade, civilisation	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3

Developing

Embedded

History - Year 6- Local history

Prior knowledge	Current Knowledge- a local history study						Future Knowledge
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	How has Middle Barton changed over time?	What events in history have changed MB?	Why has MB changed?	How have different people impacted MB's history?	What can we learn from the sources available?	What will MB look like in the future based on what we have learnt about the past?	
Reoccurring Vocabulary-Tier 3- Chronological, timeline, AD, BC, decade, civilisation	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary- Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3
<u>Developing</u>				<u>Embedded</u>			