

# Mount Primary School History

## Curriculum Design

## Long Term Plan & Progression



## History Intent

At Mount Primary, we follow the Early Years Foundation Stage Framework & History National Curriculum. The aim of the History curriculum at Mount Primary School is to stimulate the children's curiosity and develop their understanding about the life of people who lived in the past, both in Britain and in the wider world. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Through this, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are more able to make good life choices today. In our school, History makes a significant contribution to citizenship education by teaching children how Britain has struggled through many invasions and changes, then developed its own modern democratic society.

At our school we teach children to:

- investigate and interpret the past through an enquiry based approach
- build an overview of world history
- have a sense of chronology
- communicate historical understanding to others

## History Implementation

In F2, Y1 and Y2, the knowledge and skills that children are taught is mapped across one year. In KS2, as classes in the afternoon are mixed across year groups, the knowledge and skills that children are taught are mapped out across a 2 year cycle to ensure full coverage and no repetition.

The History curriculum is implemented through carefully chosen topics which develop curiosity and interest in the subject. Progression in knowledge, skills and vocabulary are clearly mapped out on long-term, then medium-term plans. This ensures prior knowledge is continually built upon as well as meaningful local history, key themes and chronology being threaded through the curriculum. Where opportunities arise, enrichment activities help to bring History to life for pupils at Mount. We use artefacts, historical sources, engage in relevant workshops, visit places of historical interest and museums and welcome visitors into school who can share valuable experiences with the children.

Regular assessment tasks and prior learning activities ensure that teachers are informed about how much the children have learned and understood. Teachers are highly skilled at using questions and observations to make judgements about the knowledge that the children have gained in a lesson. With this knowledge, teachers adapt planning accordingly if needed, so the needs of all learners are met.

## History Impact

Outcomes in the children's books evidence a broad and balanced knowledge of the History National Curriculum and demonstrate children's acquisition of key knowledge; age appropriate vocabulary; chronology; and historical enquiry skills.

As children progress throughout the school, they develop a deeper knowledge, understanding and appreciation of their local history and its place within the wider world. Also, our History curriculum ensures children to become good citizens by exploring British values. In Key Stage one, there are many links made to PSHE and Individual Liberty such as exploring inspirational Historical figures and the choices that they made resulting in a positive effect on society; also the appreciation for the significant work that the RNLI does in our local community. In KS2 the children's spiritual, moral, social and cultural development continues to develop by learning about Democracy and The Rule of Law through The Roman Invasion of Britain, Anglo-Saxons and Vikings, and in Crime and Punishment.

History Long Term Plan										
Key Concepts	Use subject specific vocabulary	Historical Knowledge	Significance	Cause & Consequence	Chronology	Continuity & Change	Historical Enquiry	Similarities and differences	Historical Interpretation	Presenting, organising and communicating
	F2	Y1	Y2	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B			
<b>Autumn</b>	Marvellous Me, Ourselves and Our family	Childhood memories (Heritage schools local history resources- and a family member visit to school)	Gunpowder Plot			Ancient Egyptian Civilisation with a focus on the river and technology.  (Ancient civilisation and World Museum trip - Meet the Mummy)	Britain's Settlement by Anglo-Saxons and Scots	Early Islamic Civilisation with a focus on Baghdad and trade (Non-European society that provides contrasts with British history)		
<b>Spring</b>	Old and New Toys  New Brighton	Toys & Games with a focus on Frank Hornby (Local History and visit to Sudley House)	Liverpool Train Line with a focus on George Stevenson (Local History and trip to Liverpool Museum- Transport trail)	Changes in Britain from Stone Age to Iron Age with a focus on technological developments			Viking & Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor (Trip to World Museum - Invaders workshop)	New Brighton through the ages (Local History, Heritage schools resources and local field work)		
<b>Summer</b>	Dinosaurs  Schools- past and present	RNLI with a focus on Grace Darling (Local History and visit to the lifeboat station)	Equality with a focus on Rosa Parks & Emily Davison	The Roman Empire & its Impact on Britain (Local History and visit to Chester)		Ancient Greece – a study of Greek Life, their achievement and their influence on the western world. (Ancient civilisation and Walker Art Gallery - Ancient Greek art)	Crime & Punishment (British history that extends pupils' chronological knowledge beyond 1066)			

## Statutory Coverage

National Curriculum & EYFS	F2	KS1	KS2
	<p>Knowledge and Understanding: Past and Present</p> <p>ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul> <p>Development Matters (non statutory)</p> <ul style="list-style-type: none"> <li>-Talk about members of their immediate family and community</li> <li>-Name and describe people who are familiar to them</li> <li>-Comment on images of familiar situations in the past</li> <li>-Compare and contrast characters from stories, including figures from the past</li> </ul>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>-Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>-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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>-Significant historical events, people and places in their own locality.</li> </ul>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>-Changes in Britain from the Stone Age to the Iron Age</li> <li>-The Roman Empire and its impact on Britain</li> <li>-Britain’s settlement by Anglo-Saxons and Scots</li> <li>-The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>-A local history study</li> <li>-A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>-The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>-Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>-A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>

## Progression Map

Key Concept - Use subject specific vocabulary						
F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<b><u>F2 Marvellous Me, Ourselves and Our family</u></b> Me You Them Family Mum Dad Uncle Aunt Grandad/Grandma (other family names) Older Younger Same Different Grow Change Baby Toddler Child Teenager Adult Old Young Person <b><u>Old and New Toy</u></b> Old New Older Newer Same Different Change <b><u>New Brighton</u></b> beach sea	<b><u>Childhood memories</u></b> Past Present Then Now Future Similarity Difference Sequence Order Timeline Change Calendar Event Months of the year <b><u>Toys &amp; Games with a focus on Frank Hornby (local History)</u></b> Earlier Later Handmade Electrical Clockwork Old Modern Yoyo Spinning Top Toymaker Inventor Businessman Successful Politician Mechanic Local Worldwide Collectable Dinky Toy Model Train	<b><u>The Gunpowder Plot</u></b> Activist Barrel Catholic Cellar Christianity Church Conflict Palace of Westminster/ Houses of Parliament King London Persecution Plotters Protestant Rebellion Religion Revolt Traitor Treason King James I Guy Fawkes <b><u>Liverpool Train Line and George Stevenson</u></b>  <b><u>Equality with a focus on Rosa Parks &amp; Emily Davison</u></b> Democracy Equal Equality Gender Hunger strike Law Militant Peaceful Protest Suffrage Suffragette Suffragist	<b><u>Changes in Britain from Stone Age to Bronze Age</u></b> Agriculture Economy Bronze Briton Celt Hill fort Hunter-gatherer Invasion Invention Iron Mesolithic Neolithic Nomadic Pagan Palaeolithic Settlement Stone <b><u>The Roman Empire and its impact on Britain</u></b> Army Conquest Conversion Emperor Empire Governor Infantry Legion Monotheistic Polytheism Peasantry Republic Resistance Slave Trade Villa Julius Caesar	<b><u>Ancient Egyptian civilisation</u></b> Civilisation Settlement Afterlife Fertile Crescent Floodplains Middle Kingdom Monument Mummification New Kingdom Old Kingdom Pharaoh Pyramid River Nile The Valley of the Kings Tomb <b><u>Ancient Greece</u></b> Acropolis Architecture Aristocrat Aristocracy Citizen Citadel Columns Legacy Myths Legends Alexander the Great	<b><u>Britain's Settlement by Anglo-Saxons and Scots</u></b>  <b><u>Viking &amp; Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor</u></b> Barbarian Danegeld Danelaw Heptarchy Kingdom Manuscript Migration Monk Monastery Pillaging Raiding Settlers Seafarer The Dark Ages Voyage	<b><u>Early Islamic Civilisation with a focus on Baghdad</u></b>  <b><u>New Brighton through the ages</u></b>

fair pier <u>Dinosaurs</u> dinosaur names A long time ago, Before I was born, living memory <u>Schools</u> old new past present same different	<u>RNLI with a focus on          Grace Darling          (local History)</u>	Votes Emmeline Pankhurst Millicent Fawcett Emily Davison Queen Victoria King Edward VII King George V  Rosa Parks Alabama Arrest Boycott Civil rights Diversity Inequality Justice Race Racism Segregation				
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**Disciplinary Vocabulary (year first introduced)**

Change Different Same Similar Old New Now Then Past	Cause Consequence Continuity Significance Modern Present Timeline	Century Chronological order Decade Enquire Enquiry Evidence Generation Historian Sequence Source	Ancient Archaeology Artefact Age BCE/BC/CE/AD Causation Era Impact Interpretation Millennium Oral history Period Prehistory Primary evidence Secondary evidence	Archive	Census Genealogy Records	
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**Key Concept - Historical Knowledge**

<b>F2</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3/4A</b>	<b>Y3/4B</b>	<b>Y5/6</b>	<b>Y5/6B</b>
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<p><b><u>F2 Marvellous Me, Ourselves and Our family</u></b></p> <p>Know that we change as we get older (link to science) Know that adults have grown up from babies and are fully grown.</p> <p>Know that in the past they were a baby and a toddler and now they are a child.</p> <p>Know they will grow into a teenager and an adult and will grow old.</p> <p>Know about familiar people – family members and their roles at home and in the wider world e.g. Mum/dad/siblings/aunts/uncles/cousins/grandparents/step parents and siblings.</p> <p>Know about people from the past who are important historical figures.</p> <p><b><u>Old and New Toys</u></b> Know that people had toys in the past</p> <p>Compare old and new toys (in real life and pictures) and talk about simple and visual similarities and differences</p> <p>Link this to their knowledge of their own families (parents and grandparents' toys)</p>	<p><b><u>Childhood memories</u></b> Describe how they have changed since being a baby.</p> <p>Order events of their lives have changed: baby/toddler/child/teenager/adult/grow/change.</p> <p>Order birthdays and compare ages – older, younger.</p> <p>Identify objects past and present. Describe and name as old/new.</p> <p><b><u>Toys &amp; Games with a focus on Frank Hornby (local History)</u></b> Know how toys and books have changed over time by understanding similarities and differences and by recognising which artefacts are old/new</p> <p>Know about the life and significant achievements of local toy maker Frank Hornby.</p> <p><b><u>RNLI with a focus on Grace Darling (local History)</u></b> Know that lifeboats have changed and improved over time.</p> <p>Children will learn that: -the first lifeboats were used in 1785.</p>	<p><b><u>The Gunpowder Plot</u></b> Recount some interesting facts from an historical event, such as the gunpowder plot.</p> <p>Know the Gunpowder Plot started and some of the problems the plotters encountered.</p> <p>Know what happened directly after the Gunpowder Plot and the search for Thomas Percy.</p> <p>Know how and why the Gunpowder Plot is remembered today.</p> <p><b><u>Liverpool Train Line and George Stevenson (Local Study)</u></b> Explain how their local area was different in the past by exploring what train journeys are like now, compared to when their parents and grandparents were little.</p> <p>Know that these new railway systems were part of the Industrial Revolution.</p> <p>Explain how the local area is different to the way it used to be a long time ago.</p> <p>Research the life of someone who used to live in their area using the Internet and other sources to find out about them.</p>	<p><b><u>Changes in Britain from Stone Age to Bronze Age</u></b> Know that this period is prehistory (before history was written down) and understand how to use BCE (Before the Common Era) CE (Common Era)</p> <p>To know early man made simple tools from stone to improve their lives.</p> <p>Know that food had been provided through hunting and gathering.</p> <p>Know that tools allowed humans to begin simple farming techniques.</p> <p>Bronze was created and that it was an alloy made from 90% copper and 10% tin.</p> <p>Know more precise tools to be made which were stronger and more effective and that this impacted positively on lives.</p> <p>Bell beakers were an important part of culture during the Bronze Age.</p> <p>Know that iron was naturally found therefore more easily accessible.</p> <p>Know that better tools led to more advanced settlements being built and that this improved people's lives.</p>	<p><b><u>Ancient Egyptian Civilisation</u></b> Know when and where the Egyptians lived. Understand the significance of the river Nile to the Egyptians.</p> <p>Know about the technology and tools used by the Egyptians.</p> <p>know about Egyptian beliefs and rituals including mummification.</p> <p>Know about the discovery of Tutankhamun's tomb and what it taught us about the past.</p> <p><b><u>Ancient Greece</u></b> Know when the Ancient Greek civilization lies on the timeline within the time periods taught.</p>	<p><b><u>Britain's Settlement by Anglo-Saxons and Scots</u></b> Know the Anglo-Saxon period was between AD410-1066 After Romans, before Vikings.</p> <p>Know why the Anglo-Saxons came to Britain.</p> <p>Know how the invasion impacted on life in Britain then and now.</p> <p>Find evidence of Anglo-Saxons in Britain.</p> <p>Know what childhood and houses were like during Anglo-Saxon times.</p> <p><b><u>Viking &amp; Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor</u></b> Know how and why Vikings came to Britain.</p> <p>Know how their invasion impacted on the people of Britain at that time and on how we live today.</p> <p>Know what childhood and houses were like during Viking times.</p> <p><b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Crime &amp; Punishment</u></b></p>	<p><b><u>Early Islamic Civilisation with a focus on Baghdad</u></b> Know that Islam was founded by an Arab merchant called Mohammed in AD 610.</p> <p>Know that in 762CE, the Abbasid Caliphate under the Caliph al-mansur, moved the capital of the Muslim world to the newly constructed city of Baghdad.</p> <p>Know that the location was selected because it was close to The River Tigris and a crossing point for many trade routes.</p> <p>Know about discoveries and inventions in Early Islamic Baghdad during the Golden Age of Islam.</p> <p>Baghdad successfully traded in diamonds, paper, silk, honey, fur, camel, ivory, fur, soap, textiles and glass.</p> <p>Know about the successful trade of silk and the transportation along the Silk Roads.</p> <p><b><u>New Brighton through the ages (Local History)</u></b></p> <p>Know about the earliest evidence of human occupation of New Brighton and other areas</p>
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<p><b><u>New Brighton</u></b> Discuss how the local area has changed over time</p> <p>Name the changes</p> <p>Compare photos of New Brighton (then and now)</p> <p><b><u>Dinosaurs</u></b> Know that things were alive before the children</p> <p>Know there is a past beyond their living memory</p>	<p>-RNLI started in 1824. -That Lifeboats have changed and been improved overtime, from rowing and sailing boats, to steam power to petrol powered and inflatable (hovercraft) modern lifeboats.</p> <p>Know about and celebrate the significant achievements of an important Historical figure- Grace Darling.</p>	<p><b><u>Equality with a focus on Rosa Parks &amp; Emily Davison</u></b> To know about the life of a significant figure in History.</p> <p>Know who Rosa Parks was and what she did.</p> <p>Understand who the suffragettes were and what they achieved.</p> <p>Know how Emily Davison stood for women's rights and the impact of their lives.</p>	<p><b><u>Roman Empire and its Impact on Britain</u></b> Know when and why the Roman invasion of Britain took place.</p> <p>Know that the Celts, led by a warrior called Boudicca tried to fight back.</p> <p>Know that the Romans changed the lives of people in Britain.</p> <p>Know about the Roman legacy- place names, numerals, calendar, architecture and law.</p>		<p>Know facts about Crime &amp; Punishment across different time periods: -Ancient Rome -Anglo-Saxon times, Vikings - Tudor time -Victorian times - Present day</p>	<p>of The Wirral dates from The Mesolithic Period, around 7000BC.</p> <p>Know there were 7 innovations during the Victorian era and know about the impact of the Industrial revolution on New Brighton.</p> <p>Know that the expansion of the railways meant further changes and developments for the area.</p> <p>Know about the Post Victorian era, and that the area declined. The effects of World War I resulted in local landmarks like New Brighton Tower being dismantled (1919). The area continued to decline.</p> <p>Know about the recent investment made to resurrect New Brighton to its former glory, development of Marine Point and the Victorian Quarter.</p>
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Key Concept - Significance						
F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Learn about significant people and events in their own lives</p> <p>Talk about the lives of the people around them and their roles in society</p>	<p><b><u>Childhood memories</u></b> Talk or write about significant people in their lives such as parents and grandparents.</p> <p><b><u>Toys &amp; Games with a focus on Frank Hornby (local History)</u></b> Describe significant individuals from the past and their impact -Frank Hornby.</p> <p><b><u>RNI with a focus on Grace Darling (local History)</u></b> Describe significant individuals from the past - Grace Darling.</p>	<p><b><u>The Gunpowder Plot</u></b> Recount the life of a significant British historical figure- Guy Fawkes</p> <p>Explain what they did earlier and what they did later in their life.</p> <p>Explain why Britain has a special history by naming some famous events and some famous people.</p> <p><b><u>Liverpool Train Line and George Stevenson</u></b> Recount the life of a significant person from Britain and our local area who lived in the past - George Stevenson.</p> <p><b><u>Equality with a focus on Rosa Parks &amp; Emily Davison</u></b> Recount the life of someone who had a significant impact on our History - Rosa Parks and Emily Davidson.</p>	<p><b><u>Changes in Britain from Stone Age to Bronze Age</u></b> <b>Cycle A</b> Know that this was a significant period of time in the development of human tools and lifestyles.</p> <p><b><u>Roman Empire and its Impact on Britain</u></b> <b>Cycle A</b> Know details about significant historical figures and their impact on our history- Julius Caesar, Emperor Claudius and Boudicca.</p>	<p><b><u>Ancient Egyptian Civilisation</u></b> <b>Cycle B</b> Know and evaluate the significance of key historical figures - Tutankhamun/British archaeologist, Howard Carter.</p>	<p><b><u>Britain's Settlement by Anglo-Saxons and Scots</u></b> <b>Cycle A</b> Identify and evaluate the most significant events and actions of people that affected the lives of people in Britain during the Anglo-Saxon and Viking invasions.</p> <p><b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Crime &amp; Punishment</u></b> <b>Cycle A</b> Identify and evaluate the most significant events and actions of people that affected law and punishment across the time periods studied. For example: -Article 6 of the Human Rights Act -First female police officer, Edith Smith -introduction of a police force, Sir Robert Peel -introduction of special youth prisons "Reformatory Schools." in 1854</p>	<p><b><u>New Brighton through the ages (Local History)</u></b> Identify and evaluate the most significant events and actions of people that affected the area of New Brighton across the time periods.</p>

**Key Concept - Cause & Consequence**

F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>	<p><b><u>Childhood memories</u></b> Understand that as we grow, we change.</p> <p><b><u>Toys &amp; Games with a focus on Frank Hornby (local History)</u></b> Know that new technological developments led to new types of toys being made.</p> <p><b><u>RNLI with a focus on Grace Darling (local History)</u></b> Understand that improvements led to saving more lives.</p>	<p><b><u>The Gunpowder Plot</u></b> Understand that one event led to another and impacted on people in society.</p> <p><b><u>Liverpool Train Line and George Stevenson</u></b> Understand that the development of the railway system impacted positively and negatively on people in our local area. Know about the impact of the trains improved people's lives eg. The farmers could move their goods to sell more quickly. People could travel to see relatives more easily. Railways were faster than canal boats.</p> <p><b><u>Equality with a focus on Rosa Parks &amp; Emily Davison</u></b> Understand that the changes made by Rosa Parks and Emily Davidson led to important changes on people in society.</p>	<p><b><u>Changes in Britain from Stone Age to Bronze Age</u></b> <b>Cycle A</b> Recognise that the development of tools and technology had a positive impact on the lives and settlements of people in this time period.</p> <p><b><u>Roman Empire and its Impact on Britain</u></b> <b>Cycle A</b> Recognise why people did things and the impact of their choices - invasion by the Romans and revolt by the Celts.</p> <p>Understand how Britain changed as a result of the Roman invasion.</p>	<p><b><u>Ancient Egyptian Civilisation</u></b> <b>Cycle B</b> Explain how tools influenced and impacted upon the use of the River Nile and made lives easier.</p>	<p><b><u>Britain's Settlement by Anglo-Saxons and Scots</u></b> <b>Cycle A</b> Identify and examine long and short term impacts caused through the invasions.</p> <p>Give reasons for events, and situations that had important consequences.</p> <p><b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Crime &amp; Punishment</u></b> <b>Cycle A</b> Identify and examine long and short term impacts caused through changes in law.</p> <p>Explain which changes were the most important. Give justifications for why changes were the most important.</p>	<p><b><u>Early Islamic Civilisation with a focus on Baghdad</u></b> <b>Cycle B</b> Identify and examine the long and short term impact of the development of Baghdad as a centre of trade.</p> <p><b><u>New Brighton through the ages (Local History)</u></b> Identify and examine long and short term impacts caused through changes across the time periods..</p> <p>Explain which changes were the most important. Give justifications for why changes were the most important for the local area.</p>

**Key Concept - Chronology**

F2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Know some similarities and differences between things in the past and now</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Use common words and phrases related to the passing of time.</p> <p>Order a set of events or objects (3-5) onto a simple timeline.</p> <p>Describe things that happened to themselves and other people in the past.</p>	<p>Know where all people/events studied fit into a chronological framework.</p> <p>Use the words 'past' and 'present' when telling others about an event.</p> <p>Understand how to put people, events and objects in order of when they happened using a simple timeline.</p>	<p>Understand that a timeline can be divided into BC and AD 2.</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Learning is set within a chronological framework (with references to prior learning).</p> <p>Establish narratives within and across periods studied.</p>	<p>Understand that a timeline can be divided into BCE and CE.</p> <p>Use a timeline to place historical events in chronological order using years</p> <p>Learning is set within a chronological context (with references to prior learning)</p> <p>Establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p>	<p>Order significant events, movements and dates on a timeline (using more complex dates e.g. 8th May 1945)</p> <p>Describe the main changes within or across periods of history</p> <p>Place current study on a timeline in relation to other periods of study (linking to prior learning) and make comparisons to extend and deepen their chronological understanding and historical knowledge</p> <p>Note connections, contrasts and trends over time</p>	<p>Extend and deepen their chronologically secure knowledge of history and provide a well-informed context for further learning in KS3</p> <p>Place key events/dates from current period of study on a timeline in relation to other periods studied</p> <p>Identify significant events, make connections draw contrasts and analyse trends within periods and over long arcs of time</p> <p>Note connections, contrasts and trends over time</p>

### Key Concept - Historical Enquiry

F2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p>	<p>Ask simple questions about their own lives.</p> <p>Ask and answer questions by exploring artefacts, pictures, events and people within their lifetime and, when appropriate, beyond.</p>	<p>Ask and answer questions related to different sources and objects.</p> <p>With support, identify some different ways in which the past is represented.</p> <p>Ask questions about the past and use a range of information to answer questions.</p>	<p>Use documents, printed sources (e.g. archive materials), the internet, databases, drawings, photographs, music, artefacts, historic buildings, museums, galleries or historic sites as evidence about the past</p> <p>Ask more specific questions, using vocabulary taught, and find answers about the past</p>	<p>Use a variety of sources as evidence about the past</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Construct informed responses by selecting and organising relevant information</p> <p>With support, begin to explore the concept of primary and secondary sources</p>	<p>Understand how different types of sources are rigorously used to make historical claims</p> <p>Choose a variety of reliable sources of evidence to answer questions and recognise that there is often not a single answer to historical questions</p> <p>Investigate own lines of enquiry by posing questions to answer</p> <p>Begin to recognise primary and secondary sources</p>	<p>Choose a variety of reliable sources of evidence to answer questions. Recognise that there are often contrasting opinions when answering historical enquiries.</p> <p>Investigate own lines of enquiry by posing questions to answer to create relevant, structures and evidentially supported accounts (using evidence from more than one source)</p> <p>Recognise primary and secondary sources</p>

**Key Concept - Similarities & Differences**

F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p><b><u>Childhood memories</u></b> Recognise similarities and differences between past and present.</p> <p><b><u>Toys &amp; Games with a focus on Frank Hornby (local History)</u></b> Recognise similarities and differences between old and new toys.</p> <p><b><u>RNLI with a focus on Grace Darling (local History)</u></b> Recognise similarities and differences between different lifeboats.</p>	<p><b><u>The Gunpowder Plot</u></b> Recognise some similarities and differences between society then and now.</p> <p><b><u>Liverpool Train Line and George Stevenson</u></b> Recognise some similarities and differences between society then and now- Industrial Revolution/modern day.</p> <p><b><u>Equality with a focus on Rosa Parks &amp; Emily Davison</u></b> Recognise some similarities and differences between society then and now. Recognise the similarities and differences between the campaigns of the two activists.</p>	<p><b><u>Changes in Britain from Stone Age to Bronze Age</u></b> <b>Cycle A</b></p> <p>Recognise the similarities and differences between the Stone Age, Bronze Age and Iron Age with a specific focus on tools and the impact on settlements and lifestyles.</p>	<p><b><u>Ancient Egyptian Civilisation</u></b> <b>Cycle B</b></p> <p>Notice the social, cultural and ethnic diversity of the wider world through exploring Ancient Egyptian beliefs and other known beliefs.</p>	<p><b><u>Britain's Settlement by Anglo-Saxons and Scots</u></b> <b>Cycle A</b> Make informed conclusions about similarities and differences in lifestyles across the time periods - Celts/Anglo Saxons/Vikings.</p> <p><b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Crime &amp; Punishment</u></b> <b>Cycle A</b> Make informed conclusions about similarities and differences in laws across the time periods -Ancient Rome -Anglo-Saxon times, Vikings - Tudor time -Victorian times - Present day</p>	<p><b><u>Early Islamic Civilisation with a focus on Baghdad</u></b> <b>Cycle B</b> Contrast developments in Baghdad at the time with British history.</p> <p><b><u>New Brighton through the ages (Local History)</u></b> Make informed conclusions about similarities and differences in the local area across the time periods</p> <ul style="list-style-type: none"> <li>- Prehistory</li> <li>- Victorian era/Industrial Revolution</li> <li>- Post Victorian era/World wars</li> <li>- Modern development</li> </ul>

### Key Concept - Historical Interpretation

F2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p> <p>Understand some ways we find out about the past</p>	<p>Use a source –to ask questions and find answers (including books, stories, eyewitness accounts, photographs, drawings, artefacts, buildings, museums, galleries, historical sites or the internet)</p> <p>With support, identify different ways in which the past can be represented</p>	<p>Explore the idea that there are different accounts of history</p> <p>Understand how knowledge of the past is constructed from a range of sources</p>	<p>Begin to look at different versions of the same event in history and identify differences</p> <p>Understand that different versions of the past may exist, giving some reasons for this</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history</p> <p>Investigate how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>Evaluate evidence to choose the most reliable forms</p> <p>Know that people in the past have a point of view and that this can affect interpretation</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed, giving clear reasons why there may be different accounts of history, linking this to factual understanding of the past</p>

### Key Concept - Presenting, organising and communicating

F2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings including use of past, present, and future tenses.</p>	<p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Use drama/role play to communicate about the past.</p>	<p>Describe objects, people or events in history.</p> <p>Show an understanding of historical terms.</p> <p>Communicate ideas about the past in speaking, writing, drawing, role-play or computing.</p>	<p>Use and understand appropriate historical vocabulary to communicate information.</p> <p>Present, communicate and organise ideas about the past e.g. speaking, writing or computing.</p>	<p>Use and understand appropriate historical vocabulary to communicate information.</p> <p>Present, communicate and organise ideas about the past in a range of ways and include significant dates and details of people, places and events.</p>	<p>Use a variety of ways to present, communicate and organise knowledge and understanding including detailed discussions or debates.</p> <p>Demonstrate a good understanding of historical vocabulary including abstract terms related to the topic.</p>	<p>Use a variety of ways to present, communicate and organise knowledge and understanding including detailed discussions or debates.</p> <p>Demonstrate a good understanding of historical vocabulary including abstract terms related to the topic.</p>

**Key Concept - Continuity & Change**

F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Understand some important processes and changes in the natural world around them, including the seasons</p> <p>Understand that they and all of the people they know have changed and will continue to change over time</p>	<p><b><u>Childhood memories</u></b> Identify that they have changed over time.</p> <p><b><u>Toys &amp; Games with a focus on Frank Hornby (local History)</u></b> Identify that some aspects of toys have changed or stayed the same over time.</p> <p><b><u>RNLI with a focus on Grace Darling (local History)</u></b> Identify that some the RNLI has improved over time.</p>	<p><b><u>Liverpool Train Line and George Stevenson</u></b> Compare and contrast how lives changed after the introduction of the new train lines and Industrial revolution.</p> <p><b><u>Equality with a focus on Rosa Parks &amp; Emily Davison</u></b> Compare and contrast how lives changed in light of the campaigns led by Rosa Parks and Emily Davidson.</p>	<p><b><u>Changes in Britain from Stone Age to Bronze Age</u></b> Compare and contrast the changes made across the three time periods- The Stone Age, Bronze Age and Iron age.</p> <p><b><u>Roman Empire and its Impact on Britain</u></b> Compare and contrast the changes in Britain before and after the Roman invasion.</p>	<p><b><u>Ancient Egyptian Civilisation</u></b> Compare and contrast how the use of the Nile has changed and stayed the same from Ancient Egypt to the modern day.</p>	<p><b><u>Britain's Settlement by Anglo-Saxons and Scots</u></b> Identify and note connections, contrasts and changes over time across the different time periods - Celts/Anglo Saxons/Vikings.</p> <p><b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Crime &amp; Punishment</u></b> Identify and note connections, contrasts and changes over time across the different time periods: -Ancient Rome -Anglo-Saxon times, Vikings - Tudor time -Victorian times - Present day</p>	<p><b><u>Early Islamic Civilisation with a focus on Baghdad</u></b> Identify and note connections, contrasts and changes over time across the development of Baghdad.</p> <p><b><u>New Brighton through the ages (Local History)</u></b> Identify and note connections, contrasts and changes over time across the studied periods:</p> <ul style="list-style-type: none"> <li>- Prehistory</li> <li>- Victorian era/Industrial Revolution</li> <li>- Post Victorian era/World wars</li> <li>- Modern development</li> </ul>