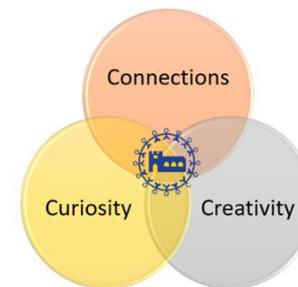


History – Knowledge and Skills Progression



Intent

At Lyne and Longcross, our pupils have a high quality history education which helps them to gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Through our curriculum, we develop the essential characteristics of historians in our pupils:

- A genuine interest in history and inspiring pupil's curiosity to know more about the past.
- Equipping pupils to ask questions, think critically, weigh evidence, examine arguments, and develop their own perspectives and judgements.
- Helping them to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time.
- From EYFS up to the end of KS2, the children are continuously exposed to and taught to understand the important of chronology: about various historical events, where they take place within a historical timeline and famous historical figures, some of which have shaped the world today.

Implementation

Our school's history curriculum enables all children, regardless of background, ability or additional needs, to flourish through quality first teaching which brings the past to life and ignites curiosity. Our pupils are transformed into archaeologists, researchers and museum curators who interrogate the lessons left for us from the people of the past. We learn about how ancient civilizations have influenced the world we live in today, from the introduction of democratic society in Ancient Greece to the legacy of the Second World War. As British citizens and future leaders, our pupils understand the impact of the past on Britain today. For example, through our carefully constructed lessons around World War 1 and 2, we offer opportunities for pupils to consider a range of sources, including texts and artefacts, to make decisions about their historical reliability – we then apply this approach to considering how we can form our own decisions about the reliability of sources in modern Britain, e.g. the information shared on social media. Our history curriculum is enriched and enhanced by working across different subject areas.

Our historians are given a variety of experiences both in and out of the classroom, to bring history to life and create memorable learning opportunities which embeds their understanding of the past. Some of our exciting enrichment opportunities include visits to the Natural history Museum and themed workshops in school, for example Stone Age day.

Lyne and Longcross Primary School

Faith, Courage and Respect

'Teach me knowledge and good judgement, for I trust your commands' Psalm 119:66

Impact

By the time pupils leave Lyne and Longcross, we want them to be historians who:

- Are passionate about history and want to learn more
- Are able to learn lessons from history in order to influence the decisions they make in their future lives
- Have a strong understanding of chronology and when important events took place in the world
- Have a depth of understanding about key moments in national history and how they have influenced and shaped Britain into the country it is today
- Have a depth of understanding about some ancient civilizations and their legacy to the modern world
- Have the key skills with which to flourish in their next stage of education, including: enquiry skills, critical thinking, analysis of evidence, presentation skills and effective questioning.

Children should be taught to: (Key Stage 1 and Key Stage 2)

Historical Interpretations	<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none">• start to compare two versions of a past event;• observe and use pictures, photographs and artefacts to find out about the past;• start to use stories or accounts to distinguish between fact and fiction;• explain that there are different types of evidence and sources that can be used to help represent the past. <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none">• look at more than two versions of the same event or story in history and identify differences;• Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.• find and analyse a wide range of evidence about the past;• use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;• consider different ways of checking the accuracy of interpretations of the past;• start to understand the difference between primary and secondary evidence and the impact of this on reliability;• show an awareness of the concept of propaganda;• know that people in the past represent events or ideas in a way that may be to persuade others;• begin to evaluate the usefulness of different sources.
----------------------------	--

Lyne and Longcross Primary School

Faith, Courage and Respect

'Teach me knowledge and good judgement, for I trust your commands' Psalm 119:66

Historical Investigations	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none">• observe or handle evidence to ask simple questions about the past;• observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;• choose and select evidence and say how it can be used to find out about the past. <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none">• use a range of primary and secondary sources to find out about the past;• construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;• gather more detail from sources such as maps to build up a clearer picture of the past;• regularly address and sometimes devise own questions to find answers about the past;• begin to undertake their own research.• recognise when they are using primary and secondary sources of information to investigate the past;• use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;• select relevant sections of information to address historically valid questions and construct detailed, informed responses;• investigate their own lines of enquiry by posing historically valid questions to answer.
Chronological Understanding	<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.</p> <ul style="list-style-type: none">• sequence artefacts and events that are close together in time;• order dates from earliest to latest on simple timelines;• sequence pictures from different periods;• describe memories and changes that have happened in their own lives;• use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. <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.</p> <ul style="list-style-type: none">• understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

Lyne and Longcross Primary School

Faith, Courage and Respect

'Teach me knowledge and good judgement, for I trust your commands' Psalm 119:66

	<ul style="list-style-type: none">• order an increasing number of significant events, movements and dates on a timeline using dates accurately;• accurately use dates and terms to describe historical events;• understand and describe in some detail the main changes to an aspect in a period in history;• understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.• sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;
Knowledge and Understanding of Events, People and Changes in the Past	<p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none">• recognise some similarities and differences between the past and the present;• identify similarities and differences between ways of life in different periods;• know and recount episodes from stories and significant events in history;• understand that there are reasons why people in the past acted as they did• describe significant individuals from the past. <p>Children should note connections, contrasts and trends over time.</p> <ul style="list-style-type: none">• note key changes over a period of time and be able to give reasons for those changes;• find out about the everyday lives of people in time studied compared with our life today;• explain how people and events in the past have influenced life today;• identify key features, aspects and events of the time studied• describe connections and contrasts between aspects of history, people, events and artefacts studied.• identify and note connections, contrasts and trends over time in the everyday lives of people;• use appropriate historical terms such as culture, religious, social, economic and political when describing the past;• examine causes and results of great events and the impact these had on people;• describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
Presenting, Organising and Communicating	<p>Pupils should use a wide vocabulary of everyday historical terms.</p> <ul style="list-style-type: none">• show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;• talk, write and draw about things from the past;• use historical vocabulary to retell simple stories about the past• use drama/role play to communicate their knowledge about the past. <p>Pupils should develop the appropriate use of historical terms.</p> <ul style="list-style-type: none">• use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;

Lyne and Longcross Primary School

Faith, Courage and Respect

'Teach me knowledge and good judgement, for I trust your commands' Psalm 119:66

	<ul style="list-style-type: none"> • present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides • start to present ideas based on their own research about a studied period. • know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; • present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; • plan and present a self-directed project or research about the studied period.
--	---

EYFS

Unlike the National Curriculum objectives outlined above, EYFS outcomes and objectives can be delivered through the seven areas of learning rather than being a discrete subject. The below statements are examples of how children in the Early Years develop so that they can build and develop their History knowledge and understanding in preparation for the National Curriculum.

Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past. 	
Understanding the World – Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	

In Reception, children will cover Historical knowledge and understanding through the topics in the table below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All About Me! Awesome Autumn	People Who Help Us Winter	Let's Go To China! Chinese New Year Traditional Storytelling	Spring Life Cycles Easter	Dinosaurs Superheroes	Beaches Plants

Lyne and Longcross Primary School

Faith, Courage and Respect

'Teach me knowledge and good judgement, for I trust your commands' Psalm 119:66

Curriculum Knowledge and Skills Progression:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units studied	<p><u>Autumn:</u> Intrepid Explorers</p> <p><u>Spring:</u> Toys Past and Present</p> <p><u>Summer:</u> What were seaside holidays like in the past?</p>	<p><u>Autumn:</u> Guy Fawkes and the Gunpowder Plot</p> <p><u>Spring:</u> Florence Nightingale</p> <p><u>Summer:</u> Castles</p>	<p><u>Autumn:</u> Stone Age to Iron Age</p> <p><u>Spring:</u> Invaders and Settlers: Romans</p> <p><u>Summer:</u> The Maya</p>	<p><u>Autumn:</u> Ancient Egypt</p> <p><u>Spring:</u> Early Civilisations</p> <p><u>Summer:</u> Anglo-Saxons, Picts and Scots</p>	<p><u>Autumn:</u> How has life in Britain changed since 1948?</p> <p><u>Spring:</u> Shang Dynasty</p> <p><u>Summer:</u> Vikings vs Anglo-Saxons</p>	<p><u>Autumn:</u> Local History (2022-2023 curriculum)</p> <p><u>Spring:</u> Who were the Ancient Greeks?</p> <p><u>Summer:</u> Crime and Punishment</p>
Historical Enquiry	<p>Autumn: <i>Intrepid Explorers:</i></p> <p>I can use simple texts to find out about people who lived a long time ago. I can pose simple questions to find out about the past. I can compare the lives and achievements of two famous historical figures.</p> <p>Spring: <i>Toys past and present:</i></p> <p>I know that some objects were</p>	<p>Autumn: <i>Guy Fawkes and the Gunpowder Plot:</i></p> <p>I can use simple texts and images to find out about the past. I can use my knowledge of the past to guess how people at the time might have felt.</p> <p>Spring: <i>Florence Nightingale:</i></p> <p>I can use a photograph to infer facts about a person and time period.</p>	<p>Autumn: <i>Stone Age to Iron Age:</i></p> <p>I can explain how archaeologists use artefacts to learn about the past. I can explain some of the methods archaeologists use to find out about the past. I can explain why Star Carr is an important archaeological site. I can use a variety of sources to answer questions about the past.</p> <p>Spring:</p>	<p>Autumn: <i>Ancient Egypt:</i></p> <p>I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt. I can make suggestions about what unfamiliar artefacts might have been used for. I can explain the significance of the discovery of the Rosetta stone. I can generate questions I want to find the answers to</p>	<p>Autumn: <i>How has life in Britain changed since 1948?</i></p> <p>I can suggest which decade a photo was taken in using historical clues. I know the difference between a primary and a secondary source. I can suggest which sources I would need to consult to research different eras in British history. I can identify whether a source is a primary or secondary source.</p>	<p>Autumn: <i>Local History:</i></p> <p>Spring: <i>Who were the Ancient Greeks?</i></p> <p>I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. I can identify the difference between primary and secondary sources of information. I can use a variety of primary and secondary sources to gather information about</p>

	<p>different in the past to how they are today. I can describe old objects. I can identify objects that are old and objects that are new. I can compare old and new objects.</p> <p>Summer: <i>What were seaside holidays like in the past?:</i></p> <p>I can use a range of photographs to infer information about the past.</p>	<p>I can use quotes from historical figures to learn about people and events in the past.</p> <p>Summer: <i>Castles:</i></p> <p>I can use simple texts to find out about people and events of the past. I can use photographs of castles to find out about the past.</p>	<p><i>Invaders and Settlers: Romans:</i></p> <p>I can consider different points of view about a historical events. I can study different accounts of a historical figure and suggest why they are different. I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain.</p> <p>Summer: <i>The Maya:</i></p> <p>I can generate multiple questions to explore, choosing the ones I most want to investigate. I understand the importance of translating the Mayan writing system for historians to learn</p>	<p>about life in ancient Egypt. I can choose an area I wish to research, and use a variety of sources to carry out my research.</p> <p>Spring: <i>Early Civilisations:</i></p> <p>I can make predictions about objects that might have been invented before, during and after early civilisations. I can use different sources of information to confirm if my predictions were correct or not. I can distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions.</p> <p>Summer: <i>Anglo-Saxons, Picts and Scots:</i></p>	<p>I can use primary and secondary sources to research different decades.</p> <p>Spring: <i>Shang Dynasty:</i></p> <p>I know that some historical sources are written thousands of years after the event and are thus unreliable. I know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty. I can compare evidence about the Shang Dynasty from traditional history books and archaeologists, and state which is more reliable. I can read poetry from the oldest recorded Chinese poetry book to find out about the end of the Shang Dynasty, and assess its reliability.</p>	<p>the ancient Greeks and their way of life, including myths.</p> <p>Summer: <i>Crime and Punishment:</i></p> <p>I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era.</p>
--	--	---	--	---	---	---

			<p>about the Mayan civilisation. I understand the importance of preserving historical documents and artefacts. I know that knowledge about the past is constantly improving as historians make more discoveries. I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period.</p>	<p>I can explain some of the ways archaeologists choose which sites to excavate. I know that there are questions about the past that have not yet been decisively answered by historians. I can use artefacts to support my ideas about who was buried at Sutton Hoo. I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian,</p>	<p>Summer: <i>Vikings vs Anglo-Saxons:</i></p> <p>I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country.</p>	
--	--	--	---	--	---	--

				and use this to infer further facts. I know that I need to think critically about a historical source in order to assess its reliability.		
Historical Understanding	<p>Autumn: <i>Intrepid Explorers:</i></p> <p>I know that life was very different in the past to how it is today. I know that people knew less about the world in the past than we know today. I know that some people's achievements and discoveries can change the world.</p> <p>Spring: <i>Toys past and present:</i></p> <p>I know that the toys my parents and grandparents played with are different to the toys I play with today.</p>	<p>Autumn: <i>Guy Fawkes and the Gunpowder Plot:</i></p> <p>I know that King James was king during the time of the gunpowder plot. I understand that people wanted different people to be monarchs because some were Catholic and some were Protestant. I understand the reasons behind the gunpowder plot. I can name some monarchs, including King James I and Elizabeth I. I can explain why events in the past are still significant today.</p>	<p>Autumn: <i>Stone Age to Iron Age:</i></p> <p>I know what the term 'prehistory' means. I know that the Stone Age can be split into three different time periods. I can describe the main features and developments of each of the eras of prehistory.</p> <p>Spring: <i>Invaders and Settlers: Romans:</i></p> <p>I can explain why and how the Romans invaded Britain. I know that Celts were living in Britain at the time</p>	<p>Autumn: <i>Ancient Egypt:</i></p> <p>I can describe the features of daily life in ancient Egypt. I can explain the events surrounding the discovery of Tutankhamen's tomb. I can describe ancient Egyptian beliefs in the afterlife. I explain the process of mummification.</p> <p>Spring: <i>Early Civilisations:</i></p> <p>I know where in the world the earliest civilisations took place. I can describe and compare some of the first writing systems.</p>	<p>Autumn: <i>How has life in Britain changed since 1948?</i></p> <p>I can describe some of the features of life in Britain for each decade from the 1950s to the 1990s. I can suggest which changes have had the biggest impact in Britain since 1948. I can summarise the changes in Britain since 1948.</p> <p>Spring: <i>Shang Dynasty:</i></p> <p>I know that the Shang Dynasty was the first Chinese civilisation to leave written evidence behind. I know that the line of succession in the</p>	<p>Autumn: <i>Local History:</i></p> <p>Spring: <i>Who were the Ancient Greeks?</i></p> <p>I can describe some features of each of the periods in the ancient Greek civilisation. I know that ancient Greece was made up of independent city states. I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy.</p>

	<p>Summer: What were seaside holidays like in the past?:</p> <p>I can explain why changes in society, particularly the steam train, made seaside holidays popular. I know that the lives of rich and poor people were very different in the past. I know that changes in society led to seaside holidays becoming very popular in Victorian times.</p>	<p>Spring: Florence Nightingale:</p> <p>I know that rich women in Victorian times did not usually have jobs. I know that men and women had very different roles in Victorian times. I know that medical care was very different in Victorian times to today. I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me. I can explain why Florence Nightingale is still remembered today.</p> <p>Summer: Castles:</p>	<p>of the Roman invasion. I can describe what life was like in Celtic Britain. I can describe the events surrounding Boudicca's revolt. I can describe some of the technological advances that the Romans brought to Britain. I can suggest how Britain might be different today if the Romans had never invaded.</p> <p>Summer: The Maya:</p> <p>I can explain how the Mayan ruins were discovered. I know that the Mayans were organised into city states that were controlled by absolute monarchs. I can explain the roles and status of different types of</p>	<p>I can explain how some writing systems developed through time. I can translate sentences from the Phoenician alphabet. I can explain where and when money was first used. I can explain some early number systems and why they were developed. I can describe some of the technological advances of early civilisations.</p> <p>Summer: Anglo-Saxons, Picts and Scots:</p> <p>I know who the Anglo-Saxons were and where in Europe they came from. I know who the Picts and Scots were and that they had lived unconquered in</p>	<p>Shang Dynasty ran from brother to brother or nephew, as opposed to the more traditional father to son. I can explain what oracle bones were used for and why they are a useful historical source. I can describe what aspects of daily life were like for ordinary people of the Shang Dynasty. I can describe the writing system of the Shang Dynasty and identify some of the pictographs.</p> <p>Summer: Vikings vs Anglo-Saxons:</p> <p>I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. I can describe the reasons and events</p>	<p>I can compare and contrast the city states of Athens and Sparta. I can name some of the major ancient Greek gods and explain each one's characteristics. I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. I can name some famous ancient Greek philosophers and explain why they are remembered today. I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation.</p> <p>Summer: Crime and Punishment:</p>
--	---	--	--	---	---	--

		<p>I know that people fight battles to take control of a country.</p> <p>I know that castles were built as fortresses and can explain why this was necessary.</p> <p>I can suggest some actions a new monarch would need to take to make sure his crown was safe.</p> <p>I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.</p> <p>I can explain how uses for castles have changed over time.</p>	<p>people in Mayan society.</p> <p>I can describe Mayan religious beliefs, including the need for blood sacrifices.</p> <p>I can describe the Mayan number and writing systems, and the Mayan calendar.</p>	<p>Britain since the Mesolithic era.</p> <p>I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots.</p> <p>I can write my name using the Ogham alphabet.</p> <p>I can explain how Christianity came to Britain.</p>	<p>surrounding the Viking invasions.</p> <p>I can describe what the Danelaw was.</p> <p>I know who King Alfred was and why he was dubbed 'the Great'.</p> <p>I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain.</p> <p>I can explain in detail the events surrounding the Battle of Hastings in 1066.</p> <p>I have an increasing understanding of the struggle for power and how this changed England.</p> <p>I can explain how England became a unified country.</p>	<p>I can sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past.</p> <p>I can describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day.</p> <p>I can describe how aspects of crime and punishment changed and evolved in Britain since the Roman period.</p>
--	--	--	---	---	--	---

Lyne and Longcross Primary School

Faith, Courage and Respect

'Teach me knowledge and good judgement, for I trust your commands' Psalm 119:66

--	--	--	--	--	--	--

<p>Chronological Understanding</p>	<p>Autumn: <i>Intrepid Explorers:</i></p> <p>I can distinguish between different periods in time using simple markers, such as inventions.</p> <p><i>Toys past and present:</i></p> <p>I can order decades chronologically.</p> <p>Summer: <i>What were seaside holidays like in the past?:</i></p> <p>I can order photos from three different eras chronologically. I can compare the features of seaside holidays 100 years ago, 50 years ago and today.</p>	<p>Autumn: <i>Guy Fawkes and the Gunpowder Plot:</i></p> <p>I can order simple events chronologically.</p> <p>Spring: <i>Florence Nightingale:</i></p> <p>I know when the Victorian era was. I can explain the life and achievements of Florence Nightingale in chronological order.</p> <p>Summer: <i>Castles:</i></p> <p>I know when the Normans lived. I can organise events into a simple timeline.</p>	<p>Autumn: <i>Stone Age to Iron Age:</i></p> <p>I can place the Stone Age, Bronze Age and Iron Age on a timeline. I know that prehistory spans millions of years.</p> <p>Spring: <i>Invaders and settlers: Romans:</i></p> <p>I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. I can place the Romans on a timeline. I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD.</p> <p>Summer: <i>The Maya:</i></p> <p>I know when the Mayan civilisation was.</p>	<p>Autumn: <i>Ancient Egypt:</i></p> <p>I can describe the difference between ancient and modern periods. I know when the ancient Egyptian civilisation was. I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras.</p> <p>Spring: <i>Early Civilisations:</i></p> <p>I can explain the difference between AD years and BC years. I can place the earliest civilisations on a timeline.</p> <p>Summer: <i>Anglo-Saxons, Picts and Scots:</i></p> <p>I can place the Anglo-Saxons on a timeline.</p>	<p>Autumn: <i>How has life in Britain changed since 1948?</i></p> <p>I can describe changes in Britain since 1948 chronologically.</p> <p><i>Shang Dynasty:</i></p> <p>I can identify the Shang Dynasty on a timeline of ancient China. I know that the Shang Dynasty was in power during the Bronze Age of Britain.</p> <p>Summer: <i>Vikings vs Anglo-Saxons:</i></p> <p>I can describe what Britain was like before the arrival of the Vikings. I can use dates with increasing fluency to describe historical events and eras.</p>	<p>Autumn: <i>Local History:</i></p> <p>Summer: <i>Crime and Punishment:</i></p> <p>I can summarise what I know about different British time periods. I can explain how the theme of crime and punishment evolved in Britain chronologically. <i>Who were the Ancient Greeks?</i> I can arrange key civilisations in world history chronologically. I can name the periods in the ancient Greek civilisation and order them on a timeline.</p>
---	--	--	---	--	--	--

Lyne and Longcross Primary School

Faith, Courage and Respect

'Teach me knowledge and good judgement, for I trust your commands' Psalm 119:66

			I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates.	I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. I know when Christianity came to Britain.		
--	--	--	---	---	--	--

Lyne and Longcross Primary School

Faith, Courage and Respect

'Teach me knowledge and good judgement, for I trust your commands' Psalm 119:66

<p>Key Vocabulary</p>	<p>Autumn: <i>Intrepid Explorers:</i></p> <p>Explorer Exploration New World Christopher Columbus Century Apollo 11 Astronaut Space New World Decade Achievements Historical Periods of time Contributed National International Achievements Explorer Exploration Source Predict Chronological</p> <p>Spring: <i>Toys past and present:</i></p> <p>Today Present Timeline Toys</p>	<p>Autumn: <i>Guy Fawkes and the Gunpowder Plot:</i></p> <p>Catholic Protestant Gunpowder Parliament Monarch Plot Conspirator Tudor Bonfire Night Arrest(ed) Executed Treason Law</p> <p>Spring: <i>Castles:</i></p> <p>Battle of Hastings Norman Conquest Bayeux Tapestry Chronological Motte and bailey Keep and bailey Medieval Moats Keeps Drawbridges Siege Feudal system Peasant's revolt Middle ages</p>	<p>Autumn: <i>Stone Age to Iron Age:</i></p> <p>Prehistory Archaeologist Palaeolithic Mesolithic Neolithic B.C (Before Christ) Tribal Hunter Gatherer Civilisation Settlement Prey Skara Brae Stonehenge Hand axe Hill fort Flint knapping Monument Thatched</p> <p>Spring: <i>Invaders and Settlers: Romans:</i></p> <p>Invasion Legion Emperor Amphitheatre Mosaic Senate Celts BC (Before Christ) AD (Anno Domini)</p>	<p>Autumn: <i>Ancient Egypt:</i></p> <p>Afterlife Ancient Embalming Mummification Papyrus Burial chamber Antechamber Annex Scribe Giza Canopic jars Nile Amulet Tutankhamun Pharaoh Sarcophagus Sphinx deities</p> <p>Spring: <i>Early Civilisations:</i></p> <p>Civilisation BC AD Technology Culture Dynasty Hierarchy Monarch Slavery Society Trade Archaeology</p>	<p>Autumn: <i>How has life in Britain changed since 1948?</i></p> <p>Primary Source Secondary Source Beatlemania Broadcast Coronation Decimal coinage Domestic Wireless Strike 'Swinging sixties' Rationing Commonwealth Demobbed Discrimination Immigration Mother Country Racism</p> <p>Spring: <i>Shang Dynasty:</i></p> <p>Bronze Emperor Burial Dynasty Shang dynasty Oracle Bone Nobles Artisans Warlords Pagoda Rituals</p>	<p>Autumn: <i>Local History from 2023-2024:</i></p> <p>Population Death rate Birth rate County Primary source Secondary source Industry Economy Land use Green belt</p> <p>Spring: <i>Who were the Ancient Greeks?:</i></p> <p>Ancient Greece Minoan age Mycenaean age Dark age Classical period Archaic period Athens Sparta Peloponnesian Hellenistic period Polis (city states) Oligarchy Democracy Primary source Secondary source Olympia Olympians Monarchy</p>
------------------------------	---	---	---	--	--	---

Lyne and Longcross Primary School

Faith, Courage and Respect

'Teach me knowledge and good judgement, for I trust your commands' Psalm 119:66

	<p>Modern Materials Living memory Inventions Decade Older generation Opinion Century Artefact</p> <p>Summer: <i>What were seaside holidays like in the past?:</i></p> <p>Photograph Steam train Chronologically Victorian Edwardian Tradition Bathing machine Promenade Modern Old-fashioned</p>	<p>Rebellion Monarch</p> <p>Summer: <i>Florence Nightingale:</i></p> <p>Victorians Chronological Century Nurse Scutari Hospital Intervention</p>	<p>Rebel Invade Settle Roman Empire</p> <p>Summer: <i>The Maya</i></p> <p>Artefact Calendar Civilisation Dynasty Empire Hieroglyphics Kingdom Maize Prediction Temple Tomb Worship Aztec Conquistador Mesoamerica Colony Monarchy Democracy</p>	<p>Ancient Sumer Indus Valley Minoan Ancient Greece Ancient Egypt Shang Dynasty Phoenician Ancient Rome</p> <p>Summer: <i>Anglo-Saxons, Picts and Scots:</i></p> <p>Sutton Hoo Anglo-Saxons Picts Scots Invade Conquer Pagan</p>	<p>Sacrifices Jade Ceramic objects Zhou army</p> <p>Summer: <i>Vikings vs Anglo- Saxons:</i></p> <p>Vikings Anglo-Saxons Invasions Lindisfarne Peace treaty Alfred the Great Danelaw</p>	<p>Philosopher Scholar Pythagoras Socrates Hippocrates Plato Aristotle Archimedes</p> <p>Summer: <i>Crime and Punishment:</i></p> <p>Confess Defendant Guilty Innocent Judge Jury Law Sentence Trial Verdict Victim Witness Transportation Pillory Poacher Highwayman Tudor Early modern period</p>
--	---	---	--	---	---	--

Lyne and Longcross Primary School

Faith, Courage and Respect

'Teach me knowledge and good judgement, for I trust your commands' Psalm 119:66

--	--	--	--	--	--	--