Grimsargh St Michael's CE Primary School

'Let your light shine before people so that they may see your good works and glorify your name in heaven' (Matthew 5: v.16)

	Observation	Vocabulary	Chronology	Recall	Description	Communication	Research	**KNOWLEDGE** Children will know…
EYFS **Autumn** Peek into the past (Kapow) **Achievements and follies of humankind** **Chronology**	Show an interest in significant events and experiences in the lives of others, including family and friends, and through books.	Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.	Order simple experiences in relation to themselves, and others including stories, events and experiences .	Talk to others about what they notice.	Describe features of people at different times. Make comparisons and talk about what is the same and what is different.	Talk about key events in own lives, about family, friends, other people including significant people.	Find out about people, places, events and objects.	**Children will know…** That they started life as a baby but have since grown and changed. That someone's age is the time since they were born. Some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year). That the environment around us changes as time passes. That some photographs and drawings represent the past.
Spring Adventures through time (Kapow) **Achievements and follies of humankind** **Sources and evidence**	Show an interest in significant events and experiences in the lives of others, including family and friends, and through books.	Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.		Talk to others about what they know about a person, character, event from the past.	Describe features of objects, people, places at different times.	Talk about key roles people have in society both in the present and the past.	Ask questions and use different sources to find the answers, including books.	**Children will know…** The environment around us changes as time passes. Names of people that are significant to their own lives. Stories and books can tell us about the past. In fairytales, kings/queens are usually important, powerful people who rule over others. Some interests and achievements from their own lives and the lives of their families and friends. Some people are older than others. Parents are older than children and grandparents are older than parents (begin to understand the concept of generations). Some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year).

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								That some photographs and drawings represent the past.
Summer Changes – Summer Holidays/Local Area. **Migration** **Similarities and differences**	Show an interest in significant events and experiences in the lives of others, including family and friends, and through books.	Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.		Talk to others about what they know about a person, character, event from the past.	Describe features of people at different times. Make comparisons and talk about what is the same and what is different.	Talk about key events in own lives, about family, friends, other people including significant people.	Find out about people, places, events and objects. Ask questions and use different sources to find the answers, including books.	**Children will know…** That families can spend their summer holidays in different ways. That holidays today may be different from holidays in the past. That people used different types of transport for holidays in the past. That photographs and objects can help us learn about holidays from long ago. That seaside holidays were popular in the past. That some things about holidays have changed and some things have stayed the same. That the place where they live has changed over time. That buildings, shops and roads in the local area may have looked different in the past. That old photographs can help us find out about the local area long ago. That some features of the local area have stayed the same. That people who live in the area can share memories about how it has changed. That changes happen over time for different reasons.
	Events, People and Changes		**Chronology**		**Enquiry, interpretation and using sources**	**Communication**		**KNOWLEDGE** Children will know…
<u>YEAR 1</u> **Autumn** Great Fire of London	Events beyond living memory which are significant nationally or globally.		Recognise the distinction between past and present. Recognise that their own lives are different/similar from the lives of people in the past.		Use sources to answer simple questions about the past e.g. which object is older? How do we know?	Use historical concepts such as now/then and same/different when making simple connections and noting contrasts.		**Children will know…** How the fire started (a bakery on Pudding Lane), spread (focus on housing and lifestyle) and ended (King Charles II involvement). The differences between how a fire was dealt with at the time compared to now.

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Was King Charles II a hero? **Achievements and follies of humankind** **Historical interpretations**		Identify some similarities between ways of life at different times. Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago.	Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past. Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?	Demonstrate simple historical concepts and events through speaking, role-play, and picture stories. Retell simple stories about people and events from the past. Talk about who/what was significant/important in a simple historical account.	Who Samuel Pepys was and about his life, why he kept a diary and what this tells us about the events of the GFOL and the order in which they happened - using a timeline. Who King Charles II was and the role he played during the Great Fire of London and in rebuilding London. ***Assessment piece:*** *Was King Charles II a hero?*
Spring The history of toys. *How have toys changed?* *Kapow Unit* **Achievements and follies of humankind** **Change and continuity**	Changes within living memory. The lives of significant individuals in the past who have contributed to national and international achievements.	Recognise the distinction between past and present. Place events or objects in order using common phrases to show the passing of time (old, new/young, days, months, years). Recognise that their own lives are different/similar from the lives of people in the past.	' Use sources to answer simple questions about the past e.g. which object is older? How do we know? Ask and answer questions about the past through observing, handling and	Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. Use historical concepts such as now/then and same/different when making simple connections and noting contrasts.	**Children will know…** That throughout someone's lifetime, some things will change and some things will stay the same. That everyday objects have changed over time. That everyday objects have changed as new materials have been invented. Some similarities and differences between the past and their own lives. Everyday objects have similarities and differences with those used for the same purpose in the past.

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		Identify some similarities between ways of life at different times. Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago.	using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past. Choose parts of stories and other sources to show what they know about significant people and events.		We can find out about the past by asking people who were there. Artefacts can tell us about the past. We remember some (but not all) of the events that we have lived through. The past can be represented in photographs. Some inventions that still influence their own lives today. ***Assessment piece:*** *How have toys changed?*
Summer Sarah Forbes-Bonetta *How significant was Sarah Forbes-Bonetta?* **Racial Equality** **Migration** **Similarities and Differences**	Changes within living memory (including aspects of national life where appropriate). The lives of significant individuals in the past who have contributed to national and international achievements.	Recognise that their own lives are similar/different from the lives of people in the past. Identify some similarities and differences between ways of life at different times. Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago.	Use sources to answer simple questions about the past e.g. which object is older? How do we know? Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips,	Use historical concepts such as now/then and same/different when making simple connections and noting contrasts.	**Children will know…** What the word significant means. About some significant people. Who is significant in their lives. Who Sarah Forbes-Bonetta is, about her life and what the major events were. About the idea of trade and Empire. What they feel is special or unusual about Sarah's life. ***Assessment piece:*** *How significant was Sarah Forbes-Bonetta?*

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			buildings, museum displays and people talking about their past. Consider why things may change over time. Identify some of the basic ways the past can be represented e.g. through pictures.		
<u>YEAR 2</u> **Autumn** Learie Constantine *Who was Learie Constantine? (Lancashire Black History Unit)* **Migration** **Racial equality** **Consequence**	The lives of significant individuals in the past who have contributed to national and international achievements.	Recognise the distinction between past and present. Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). Recognise that their own lives are similar/different from the lives of people in the past. Identify some similarities and differences between ways of life at different times. Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago	Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past e.g. which object is older? How do we know? Ask and answer questions about the past through observing, handling and using a range of sources such as	Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. Use historical concepts such as now/then and same/different when making simple connections and noting contrasts. Describe special or significant events in their own lives. Demonstrate simple historical concepts and events through speaking, role-play, and picture stories. Retell simple stories about people and events from the past.	**Children will know…** About the significant people in their own lives and significant people in our time. What was the Trinity Cross and why was it so important? (Artefacts session). Who Learie Constantine was and what he was remembered for – Learie was a significant cricketer etc… That Learie Constantine had to adjust to life in Lancashire/England. That Learie Constantine changed events at the time he lived and that he did improve lives with his actions. That Learie Constantine did have a long-lasting impact on the world and that he was a good example to other people of how to live and behave. ***Assessment piece:*** *Who was Learie Constantine?*

			objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past. Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. What was different..?' Identify some of the basic ways the past can be represented e.g. through pictures. Choose parts of stories and other sources to show what they know about significant people and events.	Talk about who/what was significant/important in a simple historical account.	

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Spring Neil Armstrong and Emilia Earhart *Who was the most important?* **Achievements and follies of humankind** **Historical significance**	Events beyond living memory which are significant nationally or globally.	Recognise the distinction between past and present. Recognise that their own lives are similar/different from the lives of people in the past. Identify some similarities and differences between ways of life at different times. Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years).	Make simple observations about different people, events, beliefs and communities. Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past. Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?' Choose parts of stories and other sources to show what they know about significant	Use historical concepts such as now/then and same/different when making simple connections and noting contrasts. Talk about who/what was significant/important in a simple historical account.	**Children will know…** What the word explorer means. Who Neil Armstrong was. Why flying to the moon was considered a breakthrough event? Who Amelia Earhart was. What Amelia Earhart achieved. Why Amelia Earhart's achievements were so extraordinary. ***Assessment piece:*** *Who was the most important?*

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			people and events.		
Summer Local study- Farming in Grimsargh *How has farming and agriculture changed in Grimsargh?* **Settlement and civilisation** **Sources and evidence**	Changes within living memory (including aspects of national life where appropriate).	Recognise that their own lives are similar/different from the lives of people in the past. Identify some similarities and differences between ways of life at different times.	Use sources to answer simple questions about the past e.g. which object is older? How do we know? Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past. Consider why things may change over time.	Use historical concepts such as now/then and same/different when making simple connections and noting contrasts.	**Children will know…** That farming equipment looked different in the past (artefacts session). What modern day equipment and transport is used for present day farming. How technology is used in farming in modern farming. How our local area of Grimsargh is suitable for farming. (Maps over time) How to use sources and evidence to describe the specific changes in Grimsargh to farming and agriculture. ***Assessment piece:*** *How has farming and agriculture changed in Grimsargh?*

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			Identify some of the basic ways the past can be represented e.g. through pictures.		
<u>YEAR 3</u> **Autumn** Stone Age to the Iron Age *Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?* *Kapow Unit* **Settlement and civilisation** **Change and Continuity**	Changes in Britain from the Stone Age to the Iron Age.	Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport.	Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?'	Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc. Communicate historical findings through a range of methods including the use of ICT, maps and timelines. Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind.	**Children will know…** Knowledge detailed in the Kapow unit of work. ***Assessment piece:*** *Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?*
Spring *Why did the Romans invade and settle in Britain?* *Kapow Unit*	The Roman Empire and its impact on Britain.	Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc.	Recognise how sources of evidence are used to make historical claims. Ask questions	Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. Produce own accounts that make some connections	**Children will know…** Knowledge detailed in the Kapow unit of work. ***Assessment piece:*** *Why did the Romans invade and settle in Britain?*

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Invasion **Consequences**		Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time.	such as, 'What might this tell us about..?' Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?' Identify historically significant people and events in different situations.	and describe some contrasts. Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc.	
<u>YEAR 4</u> **Autumn** *How significant was the Lancashire Cotton Industry for the people of Lancashire and beyond? (Lancashire Black History Unit)* **Racial equality** **Migration**	A study or theme in British History that extends pupils' chronological knowledge beyond 1066. A local history study.	Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time. Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food,	Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' Recognise that our knowledge of	Describe significant aspects of local history, characteristics of societies, and achievements of mankind. Discuss some of the connections between local, regional, national and international history. Talk and write about historical events and changes by selecting and organising historical information and dates. Discuss historical issues and changes.	**Children will know…** Where our clothes come from in the past and present. That the Lancashire Cotton Industry was significant for the people of Lancashire. What life was like for the Lancashire cotton factory workers. How the 1862 Cotton Famine affected the people of Lancashire. What the Transatlantic Slave Trade was and how it affected our area and region. How to construct a timeline of the Lancashire Cotton Industry. Where cotton grew and where it came from, who was involved and what their lives were like. ***Assessment piece:***

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Sources and historical evidence		employment, buildings or transport.	the past is constructed from primary and secondary sources of evidence. Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?' Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources. Identify historically	Use relevant and appropriate historical terms such as primary/secondary evidence, population, famine etc. Communicate historical findings through a range of methods including the use of ICT, maps and timelines. Produce accounts that make some connections and describe some contrasts.	*How significant was the Lancashire Cotton industry for the people of Lancashire and beyond?*

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			significant people and events in different situations.		
Spring Ancient Egypt *What was important to ancient Egyptians?* *Kapow Unit* **Settlement and civilisation** **Historical interpretations**	The achievements of the earliest civilizations (an overview) plus Ancient Egypt (in depth).	Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc.	Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources.	Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc. Produce own accounts that make some connections and describe some contrasts.	**Children will know:** Knowledge detailed in the Kapow unit of work. ***Assessment piece:*** *What was important to ancient Egyptians?*

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YEAR 5 **Autumn** Anglo-Saxons *Why did the Anglo-Saxons come to Britain?* **Invasion** **Change and continuity**	Britain's settlement by Anglo-Saxons and Scots.	Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales. Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends.	Recognise how our knowledge of the past is constructed from a range of different sources. Describe the results of historical events, situations and changes e.g. the impact on people's lives. Choose relevant sources of evidence to support particular lines of enquiry.	Describe and explain significant aspects of non-European societies as well as settlements in Britain. Discuss how Britain has influenced and been influenced by the wider world. Describe aspects of cultural, economic, military, political, religious and social history. Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. Produce structured work that makes connections, provides contrasting evidence and analyses trends.	**Children will know:** That the Anglo-Saxons ruled in Britain after the Romans left. The Anglo-Saxons came from countries now known as Denmark, the Netherlands and Germany. The Picts and Scots had lived in Scotland for thousands of years before the Anglo-Saxons arrived. The Anglo-Saxons, Picts and Scots were always fighting to gain more land and power and Alfred the Great was one of the most famous Anglo-Saxon Kings. The Anglo-Saxon period ended with William the Conqueror at the Battle of Hastings. ***Assessment piece:*** *Why did the Anglo-Saxons come to Britain?*
Spring Mayan civilisation *How did the achievements of the ancient Maya impact their society and beyond?* *Kapow Unit* **Migration** **Consequences**	A non-European society that provides contrasts with British history (early Islamic civilization). Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.	Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends.	Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life	Describe and explain significant aspects of non-European societies as well as settlements in Britain. Describe aspects of cultural, economic, military, political, religious and social history. Present answers to historical questions and hypotheses by selecting and organising relevant information using	**Children will know:** Knowledge detailed in the Kapow unit of work. ***Assessment piece:*** *How did the achievements of the ancient Maya impact their society and beyond?*

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		Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales.	change..?' 'Why do we remember..?' 'Why do people disagree..?' Describe the results of historical events, situations and changes e.g. the impact on people's lives.	appropriate dates and terms. Produce structured work that makes connections, provides contrasting evidence and analyses trends.	
Summer Ancient Greece *What is the legacy of the ancient Greek civilisation?* *Kapow Unit* **Settlement and civilisation** **Similarities and difference**	Ancient Greece – Greek life and achievements and their influence on the western world.	Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc. Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales.	Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' Evaluate sources and make inferences.	Describe and explain significant aspects of non-European societies as well as settlements in Britain. Describe aspects of cultural, economic, military, political, religious and social history. Discuss and debate historical issues acknowledging contrasting evidence and opinions. Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society.	**Children will know:** Knowledge detailed in the Kapow unit of work. ***Assessment piece:*** *What is the legacy of the ancient Greek civilisation?*

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			Choose relevant sources of evidence to support particular lines of enquiry.		
<u>Year 6</u> **Autumn** Vikings *Were the Vikings raiders, traders or something else?* *Kapow Unit* **Invasion** **Migration** **Historical Interpretations**	The Viking and Anglo-Saxon struggle for the Kingdom of England.	Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends. Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales.	Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' Recognise how our knowledge of the past is constructed	Describe and explain significant aspects of non-European societies as well as settlements in Britain. Describe aspects of cultural, economic, military, political, religious and social history. Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. Discuss and debate historical issues acknowledging contrasting evidence and opinions. Produce structured work that makes connections, provides contrasting evidence and analyses trends.	**Children will know…** Knowledge detailed in the Kapow unit of work. ***Assessment piece:*** *Were the Vikings raiders, traders or something else?*

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			from a range of different sources. Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?' Describe the results of historical events, situations and changes e.g. the impact on people's lives. Evaluate sources and make inferences. Choose relevant sources of evidence to support particular lines of enquiry.		
Summer Transatlantic Slave Trade *What was life like for enslaved people*	The Transatlantic slave trade: A study or theme in British History that extends pupils' chronological knowledge beyond 1066. A local history study.	Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends. Identify where people, places and periods fit into a	Use a wide range of sources as a basis for research to answer questions and to test hypotheses.	Discuss how Britain has influenced and been influenced by the wider world. Describe aspects of cultural, economic, military, political, religious and social history.	**Children will know…** The importance of studying Black British History. What the 18th Century 'Diagram of the Brookes' is and why it was created.

travelling to Lancashire? (Lancashire Black History Unit) **Racial Equality** **Migration** **Historical evidence**		chronological framework by analysing connections, changes, trends and contrasts over time. Establish clear chronological narratives across periods and within themes e.g. slavery, racial equality etc.	Regularly address and sometimes devise historically valid questions about change and continuity, consequence and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' Recognise how our knowledge of the past is constructed from a range of different sources. Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?' Describe the results of historical events, situations and	Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. Discuss and debate historical issues acknowledging contrasting evidence and opinions. Use appropriate vocabulary when discussing and describing historical events and concepts e.g. reliability, parliament, and society. Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines. Produce structured work that makes connections, provides contrasting evidence and analyses trends.	What the Transatlantic Slave Trade was, if Great Britain was involved and if Lancashire was involved. What the words 'slave' and 'enslaved' mean, the difference between these terms and which one should be used. What 'The Package Book of the Ship Hope' tells us about the Transatlantic Slave Trade. Who the Lancaster Society of Friends were (Quakers). ***Assessment piece:*** *What was life like for enslaved people travelling to Lancashire?*

			changes e.g. the impact on people's lives. Evaluate sources and make inferences.		