



*Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'*

History	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	<p>I can talk about what my parents and teachers played with when they were little</p> <p>I can recall and sequence key events</p>	<p>I can order pictures of artefacts chronologically</p> <p>I can use a date when talking about an event in the past</p> <p>I can describe the characteristics of London during 1666</p> <p>I can use phrases using intervals of time</p>	<p>I can use timelines</p> <p>Earliest Civilisations - Ancient Egyptians (5,000 years ago)</p> <p>Why is it so difficult to work out why Stonehenge was built?</p> <p>Changes in Britain from the Stone Age to the Iron Age / Local Area Study</p>	<p>The Roman Empire 2,000 years ago.</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Medieval and Middle Ages - 1500/1600 to present</p> <p>2,500 years ago - Ancient Greece</p>	<p>The Viking and Anglo-Saxon struggle 789 to 1066</p> <p>Mayan civilization c. AD 900</p>
<b>Similarities and differences</b>	<p>I can observe differences between old and new toys</p> <p>I can compare two similar toys from the past and present</p> <p>I can compare two historical figures (Neil Armstrong &amp; Mae Jemison)</p>	<p>I can compare the clothes and equipment worn by Scott with those worn by present day explorers.</p> <p>I can explain changes over time (clothes, houses, schools, transport, hobbies)</p>	<p>What did the Ancient Egyptians believe about life after death?</p> <p>Was Stone Age man simply a hunter and gatherer, concerned only with survival?</p> <p>How different was life in the Stone</p>	<p>How were the Romans able to keep control over such a vast empire? Comparison to present.</p> <p>How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived</p>	<p>Comparison of changes</p> <p>Why did so much change happen in 19th?</p> <p>A study of Greek life and achievements and their influence on the western world</p>	<p>How Vikings are stereotypically portrayed compared to realism.</p> <p>Comparing two different cultures from the same time period - Vikings &amp; Mayans</p>



*Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'*

	<p>I can sort toys into two sets - now and then.</p> <p>I can explain why Neil Armstrong is famous and how he is remembered.</p>	<p>I can give reasons why something has happened.</p> <p>I can explain the consequences of an event</p>	<p>Age when man started to farm? Pupils can locate the move to farming on a simple timeline.</p>	<p>and Part 2 How do we know?</p>	<p>I can describe life as a Spartan.</p>	
<p><b>Historical Vocabulary</b></p>	<p>Past and present, artefact, favourite, soft, old, new, shiny, metal, plastic, wood, china, glass, old, new, in the past, then, now, before, After, worn out, tatty, battery/clockwork, metal/plastic, brown/colourful, china/plastic, material, past, present</p> <p>Astronaut, moon, rocket, famous, stamp, statue, bank note, portrait, museum, same, different</p>	<p>Timeline, artefact, Statue, postage stamp, famous, fur, voyage, sailing boat, skis, sledge, tent, waterproof, soggy, absorbent, fabric, skidoo, motor, equipment, technology, frostbite, in the past, modern, pump, coal scuttle, tin bath, cane, rows, individual desks, strict rules</p> <p>silence, blackboard, comfortable, uncomfortable, stiff, thick, not washable, aprons, collars, boots, reading, board games,</p>	<p>Hunter, gatherer, settler, ceremonies, Neolithic, archaeology, chronology, settlement, civilisation,</p>	<p>Celts, emperor, BC/AD, invade, artefact, conquest, empire, Gold, tribe, General, trade, lead, source, Julia Caesar, amphitheatres</p> <p>Anglo-Saxon, Viking, King Alfred, Christianity</p>	<p>Crime, vagrancy, stocks, morality, pillory, heretics, highway man, branding, execution, transportation, innocent, guilty, prison, trial, judge, law, police.</p> <p>Ancient Greece, theatre, Olympics, Athens, mosaic, gods and goddesses, empire, alphabet, soldier, slave</p>	<p>Evacuation, evidence, conqueror, settlement, stereotype, settler, raider, archaeological, source</p>



*Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'*

	<p>ship, liner, ocean, voyage, funnel, portholes, mast, iceberg, sink, portholes, mast, iceberg, sink, rescue, lifeboat, float, first, then, after that, finally, first, second, third class, cabin, dining room, deck, rich, poor, rivet, headline, artefact, museum</p>	<p>radio, wireless, record player, cinema, dance, disco, penny farthing, bicycle, steam train, diesel train, electric train, sailing ship, steam ship, motor, smoke, flame</p> <p>church, houses, castle, wooden, beams, river, cathedral, spires, destroyed, barrels, barrow, cart, thatched, narrow, dry, hand, squirts, leather buckets, fire hooks, fire breaks, wooden ladder, gunpowder, explosion, before, after</p>				
Use sources	I can use real toys to find out about the past.	I can use written sources to find out about the past	<p>The importance of the River Nile.</p> <p>How much did life really change during the Iron</p>		Investigating and learning about Ancient Greece from pottery - use of artifacts.	



*Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'*

	<p>I can find information from a video (moon walk)</p> <p>I can find information from a picture source.</p>		<p>Age and how can we possibly know?</p>			
<p><b>Connections</b></p>		<p>I can compare</p>	<p>I can understand why the pyramids, graveyards and other important monuments are situated on the desert edge.</p> <p>What does the evidence show us about everyday life for men, women and children?</p> <p>What can we learn about life in the Stone Age from a study of Skara Brae?</p> <p>How much did life really change during the Iron Age and how can we possibly know?</p>	<p>Why did Boudica stand up to the Romans and what image do we have of her today? Children realise that most pictures come from Roman accounts - no surviving pictures.</p> <p>How can we solve the mystery of why this great empire came to an end?</p> <p>How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</p>	<p>Impact for the present and how we inform our opinions now.</p> <p>How have Ancient Greeks influenced us today?</p> <p>Ancient Greeks, theatre and sport and how it influences us today.</p>	<p>What images do we have of the Vikings? Examining stereotypical features from today's media coverage and popular perceptions.</p>



*Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'*

Resource exposure	Visit - Titanic Museum, Southampton	Visit - Milestones Museum	Artefacts Visit - Iron Age Museum Visit - Danebury Hillfort Visit - Highclere Castle - Egyptian Exhibition	Visit - The Great Hall, Winchester	Artefacts - Ancient Greek pottery	Visit -

### Historical Vocabulary

	Year 1	Year 2	3	4	5	6
Changes within living memory	Toys in the past	Childhood Now and Then (clothes, transport, schools, homes, hobbies)			a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an	



*Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'*

					aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century	
Events beyond living memory		The Great Fire of London	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	The Roman Empire and its impact on Britain  Britain's settlement by Anglo-Saxons and Scots	Ancient Greece - a study of Greek life and achievements and their influence on the western world (The start of the Olympics)	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  A non-European society that provides contrasts with British history



*Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'*

						- Mayan civilization c. AD 900
Lives of significant people	Famous People in Space - Neil Armstrong/ Mae Jemison	Robert Scott of the Antarctic		Boudicca	Robin Hood Alexandra the Great	
Significant historical events, people and places in own locality	Titanic / Local Area Study - Southampton		Changes in Britain from the Stone Age to the Iron Age/ Local Area Study			