

# St Gabriel's Catholic Primary School – History Curriculum Mapping and Progression of Skills



Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Pre-School	Ongoing	Daily routines (Across the year)		<p><u><b>Chronological understanding</b></u>                      To use key vocabulary associated with the passage of time e.g. home time, lunchtime, bedtime, before, later, soon.                      To use simple historical concepts such as now and next.                      To be able to follow a simple sequence of familiar events e.g. daily routine.                      To sequence or retell events in the correct order.</p> <p><u><b>Organisation and Communication</b></u>                      To communicate their knowledge and understanding by talking with adults in the setting through play based activities.</p>	Introduce <u><b>Chronology</b></u> through; <ul style="list-style-type: none"> <li>• Daily routines</li> <li>• Visual timetables</li> <li>• Now and Next</li> <li>• Birthday timelines</li> <li>• Daily calendar and days of the week song</li> <li>• Stories</li> <li>• Speech and language sequencing sessions</li> <li>• Circle times/News sessions</li> </ul>	Now, next, birthday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
	Autumn 1	Families (Also see PSHE links)		<p><u><b>Knowledge and understanding of events in the past.</b></u>                      To develop a sense of own family and relations.                      To remember and talk about significant events in their own experience.                      To begin to notice similarities and differences in photos and real life experiences.</p> <p><u><b>Historical Enquiry</b></u>                      To begin to answer questions about things around them, familiar places,</p>	To know and be able to talk about who is in their immediate family.  To know the names and talk about the people and pets which live in their house.  To know some things that are the same between my family and other families.	Family sister, brother, mum, dad, step mum, step dad, pet, cat, dog



				objects and people. (Who, What, Where) To make simple observations.		
	Ongoing across the year	Celebrations		<p><u>Knowledge and understanding of events in the past.</u> To develop a sense of own family and relations. To recognise special times and events throughout the year e.g. birthdays and Christmas. To remember and talk about significant events in their own experience.</p> <p><u>Historical Enquiry</u> To begin to answer questions about things around them, familiar places, objects and people. (Who, What, Where) To make simple observations.</p>	<p>To know people celebrate birthdays to remember the day they were born.</p> <p>To know and talk about what happens at a birthday party.</p> <p>To know some of the special ways we celebrate in school and/ or home e.g. Mother's Day, Father's Day, Christmas Day, birthday, Bonfire night.</p> <p>To know some ways people celebrate special festivals from around the world e.g. Diwali and Chinese New Year.</p> <p>To know and name some objects linked to special celebrations (Christmas tree, dragon, lights, cross)</p>	<p>Mother's Day Father's Day Christmas Day birthday Bonfire Night Diwali Chinese New Year dragon celebration special object names e.g. Christmas tree, cross festival same, different</p>
	Ongoing across the year	Seasonal change		<p><u>Knowledge and understanding of events in the past.</u> To begin to develop an understanding of change over time.</p>	To know that there are 4 seasons in a year.	Winter, spring, summer, autumn season, change



		(Also links to daily calendar and Science)		<p>To begin to notice similarities and differences in photos and real life experiences</p> <p><u>Historical Enquiry</u> To begin to answer questions about things around them, familiar places, objects and people. (Who, What, Where) To make simple observations.</p>	<p>To recognise and talk about the signs of the different seasons.</p> <p>To know what the weather is like in each of the 4 seasons using photos and real life experiences.</p>	<p>same, different cloudy, sunny, rainy, windy <b>Autumn:</b> Conkers, leaves, pumpkins, squirrels, hedgehogs <b>Winter:</b> Ice , snow, frost, frozen <b>Spring:</b> Chicks, lambs, flowers <b>Summer:</b> Hot, dry, warm</p>
	Spring 2	Growing		<p><u>Chronology</u> To sequence or retell events in the correct order.</p> <p><u>Knowledge and understanding of events in the past.</u> To begin to develop an understanding of change over time. To begin to notice similarities and differences in photos and real life experiences.</p> <p><u>Historical Enquiry</u> To begin to answer questions about things around them, familiar places, objects and people. (Who, What, Where) To make simple observations.</p>	<p>To know and recognise that I have changed from when I was a baby to now.</p> <p>To know that humans change over time e.g. baby, child and adult.</p> <p>To know and be able to sequence the human lifecycle.</p> <p>To know and be able to sequence the butterfly lifecycle.</p>	<p>Grow, life cycle Baby, toddler, child, adult, sequence, order, then, before, now, next, soon, after.</p>



	Autumn 1 Spring 1	<u>Significant people</u>  People Who Help Us		<p><u>Knowledge and understanding of events in the past.</u> To remember and talk about significant events in their own experience.</p> <p><u>Historical Enquiry</u> To begin to answer questions about things around them, familiar places, objects and people. ( Who, What, Where) To make simple observations.</p> <p><u>Organisation and Communication</u> To communicate their knowledge and understanding by talking with adults in the setting through play based activities.</p>	<p>To know that a doctor helps me when I am sick. To know that a dentist looks after my teeth. To know that a fireperson puts out fires and rescues people. To know that police officers help us when people break the law/rules. To know that Mrs Williams is the Headteacher. To know the name of my teacher and other teachers in school. To know that teacher help me to learn. To know that Lynda is the cook and that she makes lunch for us. To know and recognise the uniforms of the people who help us.</p>	<p>Doctor Dentist Fireperson Police officer Cook Headteacher Teacher</p>
Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Reception	Ongoing	Daily routines (Across the year)		<p><u>Chronology</u> To use key vocabulary associated with the passage of time. (See Key vocabulary) To sequence simple stories or familiar events. To be aware of past and present in their own lives.</p>	<p>Embed knowledge and understanding of <u>Chronology</u> through;</p> <ul style="list-style-type: none"> <li>• Daily routines</li> <li>• Visual timetables</li> <li>• Now and Next</li> <li>• Birthdays timelines</li> <li>• Daily calendar and days of the week song</li> </ul>	<p>Before, after, next, first, last, soon, now, then, past, present, days of the week, day, months of the year, beginning, middle, end.</p>



				<p>To recall personal life sequences and retell their own experiences in the correct order.</p> <p><u>Historical Enquiry</u></p> <p>To answer questions in response to stories and events. (Who, What, Where and Why)</p>	<ul style="list-style-type: none"> <li>• Stories- retelling and sequencing</li> <li>• Speech and language sessions</li> <li>• Circle times/ News time</li> </ul>	
	Ongoing	Celebrations (Across the year)		<p><u>Chronology</u></p> <p>To recall personal life sequences and retell their own experiences in the correct order.</p> <p><u>Knowledge and understanding of events in the past.</u></p> <p>To recognise similarities and differences between people and objects and the traditions that take place during the year.</p> <p><u>Historical Enquiry</u></p> <p>To begin to ask questions to find out information on topics that interest them.</p> <p>To begin to handle artefacts and use them as a source of evidence</p> <p>To answer questions in response to stories and events (Who, What, Where and Why)</p>	<p>To know different ways people celebrate birthdays.</p> <p>To know why people celebrate birthdays.</p> <p>To recall and talk about events in school which interest them e.g. Christmas plays, assemblies and visitors.</p> <p>To know that people have different beliefs and celebrate special times in different ways.</p> <p>To know and talk about some of the special ways we celebrate in school and at home (Mother's Day, Father's Day, Christmas Day, Bonfire Night, Valentine's day, Pancake day)</p> <p>To know some of the ways people celebrate special festivals from around the world e.g. Diwali, Chinese New Year, Hanukkah.</p> <p>To know why people celebrate key festivals and special times e.g</p>	<p>Mother's Day</p> <p>Father's Day</p> <p>Christmas Day</p> <p>birthday</p> <p>Bonfire Night</p> <p>Valentine's day</p> <p>Pancake day</p> <p>Diwali</p> <p>Chinese New Year</p> <p>Remembrance Day</p> <p>celebration</p> <p>Artefacts e.g.</p> <p>Rangoli pattern,</p> <p>Diva lamps, Chinese lion, firecrackers,</p> <p>lucky money envelope, Rama and Sita, poppies, World War, soldiers, remember festival</p>



					Diwali, Chinese New year, Remembrance Day. To know and name some artefacts linked to special celebrations or festivals.	same, different
	Ongoing	Seasonal Change		<u>Knowledge and understanding of events in the past.</u> To observe and talk about how things change. To recognise similarities and differences between people and objects.	To know and name the four seasons in the year. To know some of the effects of the changing seasons on the world around them. To recognise and talk about the signs of the different seasons. To know and talk about what the weather is like in the 4 seasons. To know and talk about what clothes people might wear in the different seasons.	Winter, spring, summer, autumn Season Cloudy, sunny, rainy, windy, hailstone, thunder, lightening  Autumn: conkers, leaves, acorns, pumpkins, pinecones, squirrels, hedgehogs Winter: Ice, icicles, snow, frost, frozen Freeze. Spring: daffodils, chicks, lambs, blossom, buds Summer: hot, dry, warm
	Autumn term	Families		<u>Knowledge and understanding of events in the past.</u> To recognise similarities and differences between people.	To know and describe people who are familiar and special to me. To know and name wider family members and say how they are related to me.	Family grandma, nan, grandad, auntie, uncles, sister,



					To know families can look the same or be different.	brother, mum, dad, step siblings, step parents same, different
	Spring 2	Houses and homes		<p><u>Knowledge and understanding of events in the past.</u></p> <p>To observe and talk about the changes that they see.</p> <p>To begin to talk about some differences between past and present.</p> <p><u>Historical enquiry</u></p> <p>To begin to use objects and use them as a source of evidence.</p>	To identify and talk about how household items have changed e.g. iron, telephones.	Past, present, then , now, same, different, change, artefacts.
	Summer term	Growing		<p><u>Chronology</u></p> <p>To use key vocabulary associated with the passage of time. (See Key vocabulary)</p> <p>To sequence simple stories or familiar events.</p> <p>To be aware of past and present in their own lives.</p> <p>To recall personal life sequences and retell their own experiences in the correct order.</p> <p>To understand that personal time lines are measured in years.</p> <p><u>Knowledge and understanding of events in the past.</u></p>	<p>To know and talk about some of the ways they have changed since they were a baby.</p> <p>To know that humans change over time e.g. Baby, child, adult, elderly.</p> <p>To know and sequence the human life cycle ( baby, toddler, teenager, adult, elderly)</p> <p>To know and sequence different lifecycles e.g. bean, frog and chicken.</p>	<p>Before, after, next, first, last, soon, now, then, past, present</p> <p>Artefacts.</p> <p>change, similarities, differences, grow, life cycle</p> <p>baby, toddler, child, teenager, adult, elderly</p> <p>sequence order</p>



				<p>To observe and talk about the changes that they see.</p> <p>To begin to talk about some differences between past and present.</p> <p><u>Historical Enquiry</u></p> <p>To handle artefacts and use them as a source of evidence.</p>		
	Autumn term	<p><u>Significant people</u></p> <p>Neil Armstrong (Linked to Space topic)</p>		<p><u>Historical Enquiry</u></p> <p>To answer questions in response to stories and events (Who, What, where and why)</p> <p>To begin to ask questions to find out information on topics that interest them.</p> <p><u>Organisation and communication</u></p> <p>To communicate their knowledge through: Discussion, drawing pictures and role play. (Play based activities in continuous provision inside and out)</p>	<p>To know Neil Armstrong was American.</p> <p>To know he was the first man to step on to the moon.</p> <p>To know he travelled to the moon in a space rocket called Apollo 11.</p>	<p>Neil Armstrong space, Apollo 11 America, American moon, space rocket astronaut, launch count down</p>
	Summer term	<p><u>Significant people</u></p> <p>The King ( Linked to Our World)</p>		<p><u>Historical Enquiry</u></p> <p>To answer questions in response to stories and events. (Who, What, where and why)</p> <p>To begin to ask questions to find out information on topics that interest them.</p>	<p>To know the name of our King.</p> <p>To know where the King lives e.g. London, Buckingham Palace.</p> <p>To know some key facts about the King e.g. married, 2 children, was the Prince of Wales.</p>	<p>Queen Elizabeth 2<sup>nd</sup> King Charles 3<sup>rd</sup> Queen Consort, London Buckingham Palace castle,</p>





				<u>Organisation and communication</u> To communicate their <b>knowledge</b> through: Discussion, drawing pictures and role play. (Play based activities in continuous provision inside and out)		Prince William, Harry, Princess of Wales, George, Charlotte, Louie.
Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Year 1/2 Cycle A	Autumn 1	The Royal Family – Who are our Royal family?	Society Location	<u>Chronology</u> To sequence 3 or more <b>key events</b> from their own life or within living memory.  To use key vocab about the passing of time (New, old, newest, oldest, long time ago, recent, past, present, modern, most recent, earliest, latest, future and century.)  <u>Knowledge and Understanding</u> To begin to recognise why key events happened (cause) and what happened as a result (consequence).  To know and recount episodes from stories and significant events in history.  <u>Historical Interpretation</u>	To know key events from their lives (e.g. born, toddler, first day at school, today.  To know key events of important royals: when Queen Elizabeth's Jubilee and death were and the Coronation of King Charles III  To know that when the Queen died, Charles became King.  To know about King Charles using a variety of sources.  To know what happened at his coronation using a variety of sources, e.g. photographs, news paper articles, videos etc.  To know that Higher Folds was built in the 1950s and that the	Chronology, time, events, Royal Family, monarch, Queen Elizabeth, King Charles, Camilla Queen Consort, Prince William, Princess of Wales, Prince George, Princess Charlotte, Prince Louis, Jubilee, coronation, crown



				<p>To explain that there are different types of evidence and sources and say how they can be used to find out about the past.</p> <p><u>Historical Enquiry</u> To start to ask simple questions for example What was it like for ...? What happened when ....? How long ago...?</p> <p>Communication and Organisation To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drama/role play.</li> <li>• Writing.</li> </ul> <p>To use historical vocabulary to retell simple stories about the past.</p> <p>To show an understanding of some key historical terms e.g. monarch, Government, war, remembrance.</p>	<p>street names have a royal theme due to the Queen's coronation</p> <p>To know that Queen Elizabeth II visited Leigh on several occasions and look at photos as evidence</p>	
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	Autumn 2	Remembrance- How do we celebrate?	Conflict Society	<p><u>Knowledge and Understanding</u> To know and recount episodes from stories and significant events in history.</p> <p><u>Historical Interpretation</u> To observe and use pictures, photographs and artefacts to find out about the past.</p> <p><u>Communication and Organisation</u> To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Using ICT.</li> </ul> <p>To use historical vocabulary to retell simple stories about the past.</p> <p>To show an understanding of some key historical terms e.g. monarch, Government, war, remembrance.</p>	<p>To know that World War I took place 1914-1918</p> <p>To know which countries were involved in World War I (Great Britain, France and Russia vs Germany, Italy and Austria-Hungary)</p> <p>To know that most of the fighting took place in France</p> <p>To know what armistice means, when it is and why we celebrate it on Remembrance Sunday with a 2 min silence</p> <p>To know how we celebrate Remembrance Day: poppy, the last post, 2 min silence and some of the poems written by WWI soldiers</p> <p>To know where the cenotaph in Leigh is and that the cenotaph has the names of WWI and WWII soldiers on it to help us remember them</p> <p>To know who Alfred Robert Wilkinson was and why we should remember him</p>	<p>Conflict, war, allies, axis. Armistice, Remembrance Day, poppy, Last Post, cenotaph, front line. trenches, soldiers, Great War, trenches, battlefield, truce, countries (Great Britain, France, Russia vs Germany, Italy, Austria-Hungary)</p>
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	Spring 1	Local History- Settlements  Why has Higher Folds changed?	Settlements Travel and Exploration Location	Knowledge and Understanding To recognise some similarities and differences between past and present in their own and others' lives.	<p>To know that Higher Folds used to be farmland in the 1800's and that it got its name because a fold is where sheep graze and that people moved into Leigh and the population increased due to job opportunities</p> <p>To know that children and adults worked in cotton mills to produce cotton to send to Manchester and identify the remaining ones in Leigh</p> <p>To know that children and adults worked in coal mines to extract coal to power the cotton mills in Leigh and Manchester and name some of the local ones – Bedford Colliery, Woodend and Gin Pit</p> <p>To know that St Gabriel's is built on land which used to be a number of coal mines – Bedford Colliery and Gin Pit (use old maps)</p> <p>To know what can be seen today at the location were coal mines were – Pennington Flash and houses (Bickershaw Colliery), new housing estate on Higher Folds</p>	settlement, cotton mill, canal, colliery,
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					<p>(Bedford Colliery), Asda M&amp;S McDonalds (Parsonage Colliery)</p> <p>To know that the canal was built to transport coal and cotton to Manchester</p> <p>To know that the Higher Folds estate was built in the 1950s as housing for people working in local mines</p> <p>To know when St Gabriel's School was opened and that the people of Higher Folds collected money to build the church</p> <p>To know that St Gabriel's school and Higher Folds school joined together</p> <p>To know that the church was knocked down and houses were built there and know how the local community celebrate their faith today</p>	
	Spring 2	Queen Victoria -	Society	<p><u>Knowledge and Understanding</u></p> <p>To identify significant individuals from the past and say why they are important.</p>	<p>To know that Queen Victoria was born in 1819 and died in 1901</p> <p>To know that Victoria was Queen for 63 years</p>	<p>Monarch, Victorians, British Empire, Industrial Revolution, cotton mills, mines, laws</p>



				<p>To begin to recognise why key events happened (cause) and what happened as a result (consequence).</p> <p><u>Historical Enquiry</u> To find answers to simple questions about the past through observation or handling sources of information e.g. pictures, stories and artefacts.</p> <p><u>Organisation and Communication</u> To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Writing.</li> </ul>	<p>To know that the period she was Queen for was known as the Victorian Age</p> <p>To know that her husband was Prince Albert and that she was so sad when he died that she only wore black clothes</p> <p>To know that she had 9 children who lived and ruled all over Europe</p> <p>To know that Victoria ruled over the British Empire</p> <p>To know that during Victoria's reign, the industrial revolution took place and that is why we have mills, mines and canals in Leigh</p>	
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	Summer 1	The Great Fire of London -	Location Settlement	<p>Chronological Understanding To sequence three or more photographs/pictures/artefacts/events from different periods of time.</p> <p>Knowledge and understanding To identify similarities and difference between ways of life during two different periods of time.</p> <p>Historical Interpretation To use stories to encourage children to distinguish between fact and fiction.</p> <p>To explain that there are different types of evidence and sources and say how they can be used to find out about the past.</p> <p>Historical Enquiry To observe and handle evidence to find answers to simple questions about the past.</p> <p>Organisation and communication To observe and handle evidence to find answers to simple questions about the past.</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> </ul>	<p>To know that a long time ago people used fires for cooking, heating and lighting</p> <p>To know that a long time ago many houses were built from wood and had thatched roofs</p> <p>To know that a fire broke out in the bakery of Thomas Farriner near Pudding Lane on 2 September 1666 and led to the Great Fire of London which lasted for 4 days</p> <p>To know that people used horse-drawn carriages to bring water to put out the fires</p> <p>To know that the fire stopped when the strong wind dropped and people used <b>gunpowder</b> to create firebreaks</p> <p>To know that Samuel Pepys wrote about the fire in his diary</p> <p>To know that King Charles II ordered the city to be rebuilt with houses of stone and bricks</p>	<p>London, Pudding Lane. Samuel Pepys, bakery, thatched roof, Thomas Farriner, horse-drawn carriage, gunpowder, firebreak, King Charles II</p>
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				<ul style="list-style-type: none"><li>• Making models.</li><li>• Writing.</li></ul> <p>To use historical vocabulary to retell simple stories about the past.</p>		
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	Summer 2					
Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Year 1/2 Cycle B	Autumn 1	In living memory – How are our pastimes different to those of our grandparents?	Culture and pastimes	<p><u>Chronological understanding</u> To sequence 3 or more key events from their own life or within living memory.</p> <p>To recount memories and changes in their own life and compare their life to relatives from previous generations.</p> <p><u>Knowledge and understanding</u> To identify similarities and difference between ways of life during two different periods of time.</p> <p><u>Historical Interpretation</u> To observe and use pictures, photographs and artefacts to find out about the past.</p>	<p>To know when they were born and some important memories from their own lives</p> <p>To know that events in their lives occur chronologically</p> <p>To know the names of toys they play with today and the names of the toys their parents/grandparents played with when they were children</p> <p>To know why some of the toys we play with today looked different in the past and how toys have changed over time e.g. building blocks to Lego technics, teddy</p>	<p>Toys</p> <p>Leisure Dolls, Meccano, Lego, teddy bears, doll house, building blocks, computer games and consoles</p> <p>Similarities, differences, living memory (100 years), source, artefact, pastime, culture</p> <p>Youtube, ipod, stream, record player, cassette, CD player, mp3 player</p>



				<p>To compare adults talking about the past - how reliable are their memories?</p> <p><u>Historical Enquiry</u> To observe and handle evidence to find answers to simple questions about the past.</p> <p><u>Organisation and communication</u> To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Writing.</li> <li>• Using ICT.</li> </ul>	<p>bears through time, dolls through time, computers and consoles through time To know that the way we listen to music has changed and know the names of the different musical devices</p> <p>To know the names of our favourite musicians and their songs and the names of famous musicians our parents/grandparents might have listened to and their songs</p> <p>To know that Georgie Fame was a famous jazz musician from Leigh and what his music sounds like</p> <p>To know that Pete Shelley was the lead singer of the Buzzcocks and that he came from Leigh and what his music sounds like</p>	<p>Musicians – various artists from different decades</p> <p>Georgie Fame Pete Shelley and the Buzzcocks</p>
	Autumn 2	Remembrance – Why do we have Remembrance Day?	Conflict Society Location	<p><u>Chronological Understanding</u> To use key vocab about the passing of time (New, old, newest, oldest, long time ago, recent, past, present,</p>	<p>To know that World War I took place 1914-1918</p> <p>To know which countries were involved in World War I (Great</p>	<p>Army, courage, front line. War, trenches, soldiers, poppy, trenches, armistice, World War I,</p>



				<p>modern, most recent, earliest, latest, future and century.)</p> <p><u>Knowledge and Understanding</u> To know and recount episodes from stories and significant events in history.</p> <p>To begin to recognise why key events happened (cause) and what happened as a result (consequence).</p> <p><u>Historical Interpretation.</u> To explain that there are different types of evidence and sources and say how they can be used to find out about the past.</p> <p><u>Historical Enquiry</u> To start to ask simple questions for example What was it like for ...? What happened when .....? How long ago...?</p> <p><u>Organisation and communication</u> To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Writing.</li> </ul>	<p>Britain, France and Russia vs Germany, Italy and Austria-Hungary)</p> <p>To know that most of the fighting took place in France</p> <p>To know that soldiers fought in trenches in WWI and what life was like in the trenches</p> <p>To know what armistice means, when it is and why we celebrate it on Remembrance Sunday with a 2 min silence</p> <p>To know how we celebrate Remembrance Day: poppy, the last post, 2 min silence and some of the poems written by WWI soldiers</p> <p>To know that the Victoria Cross was awarded to WWI soldiers from Leigh: Lieutenant- Colonel John Elisha Grimshaw (1893-1980) Private William Kenealy (1865-1915) Lieutenant Alfred Wilkinson (1896-1940)</p>	<p>conflict, allies. Great War, trenches, battlefield, truce, Remembrance Day, countries (Great Britain, France, Russia vs Germany, Italy, Austria-Hungary)</p>
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				To show an understanding of some key historical terms e.g. monarch, Government, war, remembrance.	Private Thomas Woodcock (1888-1918)	
	Spring 1	Local History/ Transport - How has transport in Leigh changed?	Travel and exploration. Location	<p><u>Chronology</u> To sequence three or more photographs/pictures/artefacts/events from different periods of time.</p> <p><u>Knowledge and Understanding</u> To recognise some similarities and differences between past and present in their own and others' lives.</p> <p>To identify similarities and difference between ways of life during two different periods of time.</p> <p><u>Historical Interpretation</u> To observe and use pictures, photographs and artefacts to find out about the past.</p> <p><u>Historical Enquiry</u> To start to ask simple questions for example What was it like for ...? What happened when ....? How long ago...?</p>	<p>To know what transport is and know the forms of transport we use today and in the past To know when the guided busway was opened, why it was built and where it goes</p> <p>To know what types of transport were used in Leigh in the past (railways and canals)</p> <p>To know who George Stephenson was, what Stephenson's Rocket was and its significance to Leigh</p> <p>To know that Leigh had a railway until 1969 and that the Bolton to Leigh railway was the oldest public railway and that the first locomotive on this line was the Lancashire Witch</p> <p>To know the names of the canals which run through Leigh (Leeds-Liverpool canal and Bridgewater canal) and that canals were used</p>	<p>travel, transport, steam engine, electric car, motor, petrol, diesel, steam train, electric train, railway, canal, George Stephenson, Rocket, Leeds-Liverpool Canal, Bridgewater Canal, locomotive, Lancashire Witch</p>



				<p>To find answers to simple questions about the past through observation or handling sources of information e.g. pictures, stories and artefacts.</p> <p><u>Organisation and communication</u> To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Writing.</li> <li>• Using ICT.</li> </ul> <p>To sort objects and events into specified groups.</p>	to transport cotton from Leigh to Manchester and Liverpool	
	Spring 2	Significant people – Who were the Wright brothers and how did their invention influence the way we fly today?	Travel and exploration	<p><u>Chronological understanding</u> To use key vocab about the passing of time (New, old, newest, oldest, long time ago, recent, past, present, modern, most recent, earliest, latest, future and century.)</p> <p><u>Knowledge and understanding</u> To identify significant individuals from the past and say why they are important.</p> <p><u>Historical Interpretation.</u></p>	<p>To know who the Wright brothers were.</p> <p>To know that the Wright Flyer was the first motor operated plane that was heavier than air.</p> <p>To know that air travel has changed and that today we use aircraft to travel large distances</p> <p>To know that the first commercial flight took place on January 1<sup>st</sup> 1914</p>	Air travel, fly, flight, aeroplane, Concorde, paragliding, helicopter, propeller, light aircrafts, jumbo jets



				<p>To observe and use pictures, photographs and artefacts to find out about the past.</p> <p>To use stories to encourage children to distinguish between fact and fiction.</p> <p><u>Historical Enquiry</u> To start to ask simple questions for example what was it like for? What happened when? How long ago?</p> <p><u>Organisation and Communication</u> To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Writing.</li> <li>• Using ICT.</li> </ul> <p>To use historical vocabulary to retell simple stories about the past.</p>	<p>To know how planes are used and how this has changed over time (commercial, leisure, and military combat).</p> <p>To know the names of significant aircraft eg. Concorde</p>	
	Summer 1	Space Travel – Who was Neil Armstrong and why is he a significant explorer?	Travel and exploration	<p><u>Chronological understanding</u> To sequence key events within living memory on a timeline (100 years - Intervals of 10.)</p>	<p>To know what exploration is.</p> <p>To know that Neil Armstrong was an American astronaut and that he was the first person to walk on the moon</p>	Apollo 11, Cape Canaveral, Blast off, countdown, mission, explore, moon walk, expedition, Neil Armstrong, Buzz



				<p>To sequence three or more photographs/pictures/artefacts/events from different periods of time.</p> <p><u>Knowledge and understanding</u> To identify significant individuals from the past and say why they are important.</p> <p><u>Historical Interpretation</u> To compare 2 versions of a past event using pictures, illustrations and/or photographs e.g. moon landing.</p> <p><u>Historical Enquiry</u> To find answers to simple questions about the past through observation or handling sources of information e.g. pictures, stories and artefacts.</p> <p><u>Organisation and Communication</u> To communicate their <b>knowledge and understanding</b> of the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Writing.</li> <li>• Using ICT.</li> </ul>	<p>To know he travelled there in Apollo 11.</p> <p>To know that Apollo 11 took off from Cape Canaveral and it took 4 days to travel to the moon.</p> <p>To know that Neil Armstrong walked on the moon on July 20<sup>th</sup> 1969.</p> <p>To know that Buzz Aldrin and Michael Collins travelled with him to the moon.</p> <p>To know the first words spoken on the moon.</p> <p>To know what they did on the moon.</p> <p>To know they left behind on the moon</p>	<p>Aldrin, Michael Collins</p>
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				To use historical vocabulary to retell simple stories about the past.		
	Summer 2					
Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Year 3/4 Cycle A	Autumn 1	Prehistoric Britain  Enquiry Q: How did Britain change during prehistory?	Food and farming Settlements Location conflict	<u>Chronological understanding:</u> To sequence key events in their own lives accurately and in detail.  To use timelines with intervals of 10/100/1000 years and order historical figures, places, artefacts and dates of significant events from the past on them. To appreciate the duration for different periods.  <u>Knowledge and understanding:</u>  To describe some similarities and differences between aspects of	Know prehistory is the earliest stages of human history which we know about from archaeology Know it is made up of the Palaeolithic, Mesolithic, Neolithic, Bronze and Iron ages <b>Palaeolithic:</b> Know early humans did not look like us until the end of the period. Know the climate was incredibly cold several times and is known as the ice age and Britain was not continuously occupied. Know they used and developed tools from flint and bone and people hunted for food and	Sequencing. Duration, sources, primary, secondary, Ancient, century, Neolithic, Mesolithic, Palaeolithic, bronze, iron, tin, nomadic, domesticate, archaeology. Archaeologist, barrow, hendge, culture, settlement handaxe, flint, nomadic, hunter-gatherer, scraper, bland, microlith, copper, tin, cast,





				<p>history, people, events and artefacts studied.</p> <p>To suggest causes &amp; consequences of main events /changes/ people's actions during a period in history.</p> <p>To recognise trends (changes) within and across different periods of time.</p> <p><u>Historical Enquiry:</u> To select and organise relevant historical information to answer questions about the past.</p> <p>To begin to ask and investigate own questions within an enquiry and present findings with support.</p> <p>To ask a variety of questions such as; How did people ...? What did people do for ....? What was it like for ... a ..... during?</p> <p><u>Communication and organisation</u></p> <p>To <b>present, communicate and organise</b> ideas about the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> </ul>	<p>gathered fruits, roots etc.</p> <p><b>Mesolithic:</b> Know it began after the end of the last ice age. Know that Britain was continuously occupied from this period onwards because the landscape changed to be covered in more forest. Know tools featured much greater innovation (microliths) and people hunted different animals and still led a nomadic lifestyle until later in this period. <b>To know that artefacts from prehistoric Britain were found in the local area</b></p> <p><b>Neolithic</b> Know migrants arrived from Europe and brought new ideas to Britain. Know they began to settle in one place and agriculture began by cutting down areas of forest, crops were grown and animals were domesticated Know homes were built to be permanent structures to match the changing lifestyle and tools were polished to give them a better blade that would last longer</p> <p><b>Bronze Age</b></p>	<p>migration, Beaker people, monument. UNESCO, hillforts, ditch, rampart, tribe, druid, priest</p>
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				<ul style="list-style-type: none"> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. letters, recounts, posters and adverts.</li> <li>• Diagrams and tables.</li> <li>• ICT.</li> </ul> <p>To use and understand appropriate historical vocabulary to communicate information e.g. ruled, reigned, empire, invasion, conquer and settlement.</p> <p>To start to present ideas based on their research about a studied period.</p>	<p>Know new ideas including pottery and metalworking were brought by migrating peoples called the Beaker peoples.</p> <p>Know metal tools had advantages such as a sharper blade, more durable and could be repaired.</p> <p><b>Stonehenge</b></p> <p>Know Stonehenge is a monument built in four stages from the Neolithic into Bronze Age and is a UNESCO world heritage site because of its unique importance.</p> <p><b>Iron Age</b></p> <p>Know people lived in tribal groups that fought each other for land and possessions.</p> <p>Know iron meant more people could have metal tools and weapons than before.</p>	
	Autumn 2	<p>Romans</p> <p>Enquiry Q: What did the Romans bring to Britain?</p>	<p>Beliefs</p> <p>Settlements</p> <p>Culture and past times</p> <p>Conflict</p> <p>Location</p>	<p><u>Chronological understanding:</u></p> <p>To understand timelines can be divided into BC and AD.</p> <p><u>Knowledge and understanding:</u></p> <p>To suggest causes &amp; consequences of main events /changes/ people's actions during a period in history.</p> <p><u>Historical interpretation:</u></p> <p>To investigate different accounts of historical events and begin to explain</p>	<p>To know the key language of chronology and discuss meaning: Sequencing, duration, intervals, scale.</p> <p>To know what pre-Roman Britain was like.</p> <p>To know how Roman Britain began and expanded.</p>	<p>Settlement, Empire, Celts, citizen. Empire, emperor, conquest, legion, rebellion, Roman empire, tribe, villa, Hadrian's Wall, baths, mosaic</p>



			<p>some of the reasons why the accounts may be different.</p> <p>To know what a primary /secondary source is.</p> <p><u>Historical Enquiry:</u> To select and organise relevant historical information to answer questions about the past.</p> <p><u>Communication and organisation</u></p> <p>To <b>present, communicate and organise</b> ideas about the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. letters, recounts, posters and adverts.</li> <li>• Diagrams and tables.</li> <li>• ICT.</li> </ul> <p>To use and understand appropriate historical vocabulary to communicate information e.g. ruled, reigned, empire, invasion, conquer and settlement.</p>	<p>To know how the Romans invaded Britain.</p> <p>To know about the Romans impact on Britain (roads, the baths, arts)</p> <p>To know what Lancashire was like during Roman Britain.</p> <p>To know about Boudicca's rebellion.</p> <p>To know what stayed the same and what changed in Britain in the period from the Stone Age etc to Roman Britain.</p> <p>To know that a Roman coin was found in Butts in Bedford</p> <p>To know a Roman road from Manchester to Wigan passed north of Leigh town centre</p> <p>To know that the town's name – Leigh- is of Saxon origin</p>	
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				To start to present ideas based on their research about a studied period.		
	Spring 1 & 2					
	Summer 1	<p>Ancient Greece</p> <p>Enquiry Q: What did we learn from the Ancient Greeks?</p>	<p>Beliefs</p> <p>Culture and past times</p>	<p><u>Chronological understanding:</u></p> <p>To use key historical terms and vocab about the passing of time e.g period, era, chronological, duration and century.</p> <p>To appreciate the duration for different periods.</p> <p><u>Knowledge and understanding:</u></p> <p>To describe some similarities and differences between aspects of history, people, events and artefacts studied.</p> <p><u>Historical interpretation:</u></p> <p>To know what a primary and secondary source is.</p>	<p>To know the key language of chronology (including BC and AD). Sequencing, duration, intervals, scale.</p> <p>To know that events occur chronologically and to begin to make links between events.</p> <p>To know about Greek culture and pastimes using visual sources and infer their historical impact.</p> <p>To know about the influence of religion on the lives of the Greeks using a range of written and pictorial sources including mythology.</p>	<p>Ancient, civilisation, city states, empire, legacies, myth, democracy, Athens, Sparta, Trojan War, Mount Olympus, Zeus, Hippocratic Oath, marathon, Olympics</p>



				<p><u>Historical enquiry:</u> To pursue a line of historical enquiry.</p> <p>To ask a variety of questions such as; How did people ...? What did people do for ....? What was it like for ... a ..... During?</p> <p><u>Communication and organisation</u></p> <p>To <b>present, communicate and organise</b> ideas about the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. letters, recounts, posters and adverts.</li> <li>• Diagrams and tables.</li> <li>• ICT.</li> </ul> <p>To use and understand appropriate historical vocabulary to communicate information e.g. ruled, reigned, empire, invasion, conquer and settlement.</p> <p>To start to present ideas based on their research about a studied period.</p>	<p>To know how archaeology tells us about how Ancient Greek culture influences life today</p> <p>To know about the advances in Greek medicine and the Hippocratic Oath and the impact that this had and still has.</p>	
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				To use dates and terms with increasing accuracy.		
	Summer 2					
Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Year 3/4 Cycle B	Autumn 1	Invaders and Settlers  Enquiry Q: Who came to Britain and why?	Beliefs Settlements Conflict	<p><u>Chronological understanding:</u></p> <p>To sequence key events in their own lives accurately and in detail.</p> <p>To use timelines with intervals of 10/100/1000 years and order historical figures, places, artefacts and dates of significant events from the past on them.</p>	<p>To know how to apply the key language of chronology and discuss meaning: Sequencing, duration, intervals, scale.</p> <p>To know that events occur chronologically and to begin to make links between events.</p> <p>To know what a settler is and that Britain has been invaded and settled numerous times.</p>	<p>Anglo Saxons, invader, invade, settler, settle, AD. BC, chronological, time order</p> <p>Farms, houses, Pagans, kingdoms, Wessex, Northumbria, Mercia, East Anglia Essex, Sussex, Kent, 7 kingdoms</p>
	Autumn 2	Invaders and Settlers	Beliefs Settlements Conflict	To understand timelines can be divided into BC and AD.		



		<p>Enquiry Q: Who came to Britain and why?</p>	<p><u>Knowledge and understanding:</u></p> <p>To find out about the everyday lives of people in the time studied compared to today, including ideas belief, attitudes and the experiences of men, women and children.</p> <p>To suggest causes &amp; consequences of main events /changes/ people's actions during a period in history.</p> <p>To identify significant events or historical figures of the time studied and say why they are important.</p> <p><u>Historical interpretation:</u></p> <p>To identify and give reasons for different ways in which the past is represented.</p> <p>To recognise whether a source is fact, fiction or opinion.</p> <p><u>Historical enquiry:</u></p> <p>To pursue a line of historical enquiry.</p> <p><u>Organisation and communication:</u></p> <p>To present, communicate and organise ideas about the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> </ul>	<p>To know how groups of Anglo-Saxons decided where to start settlements in Britain by considering both the local environment and the wider environment.</p> <p>To know that Britain was a suitable place to settle and to use maps to show where the tribes came from originally.</p> <p>To know that Anglo Saxons worshipped different gods/goddesses.</p> <p>To know out about the life of Alfred the Great and the conflict between the Vikings and Anglo-Saxons. To understand the effects of his actions.</p> <p>To know what happened during Viking raids and invasion and how people's opinions about events can differ.</p> <p>To know that Britain has been invaded and settled numerous</p>	<p>Gods, goddesses, pagan, beliefs, good luck charm, amulet, tribes, Picts, Celts, Vikings</p> <p>Danelaw, spears and shields, Pirate raid, fight and steal treasure, long ship, warriors, fur, cloth, leather, jewellery, traders, Alfred, King</p> <p>Yard, mast, ropes, sail, dragon head, keel, shields, oars, hull, stern, prow, warrior, steal, trade, fur, cloth, leather, jewellery,</p> <p>Harold Godwinson, Battle of Hastings, William the Conqueror, 1066, Norman Army, sword, arrow, coronation, knights, castles</p>
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				<ul style="list-style-type: none"> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. letters, recounts, posters and adverts.</li> <li>• Diagrams and tables.</li> <li>• ICT.</li> </ul> <p>To use and understand appropriate historical vocabulary to communicate information e.g. ruled, reigned, empire, invasion, conquer and settlement.</p> <p>To use dates and terms with increasing accuracy.</p>	<p>times – in this case, by the Normans.</p> <p>To know about William the Conqueror's problems after the Battle of Hastings</p> <p>To know who Harold Godwinson was and what the consequences of his actions were.</p>	
	Spring 1	<p>Ancient Egypt</p> <p>Enquiry Q: What was life like for an Ancient Egyptian?</p>	<p>Food and farming</p> <p>Beliefs</p> <p>Settlements</p> <p>Cultures and past times.</p>	<p><u>Chronological understanding</u></p> <p>To appreciate the duration for different periods.</p> <p><u>Knowledge and understanding:</u></p> <p>To find out about the everyday lives of people in the time studied compared to today, including ideas belief, attitudes and the experiences of men, women and children.</p> <p><u>Historical interpretation:</u></p>	<p>To know the key language of chronology and discuss meaning: Sequencing, duration, intervals, scale.</p> <p>To know about the Egyptian landscape and understand how it impacted on people's lives in Ancient Egypt (links to Geography)</p> <p>To know about Tutankhamen and how artefacts can teach us about the past.</p>	<p>Ancient, civilisation, Egypt, Egyptians, hieroglyphics, irrigation, the Nile, Pharaoh, tomb, Horis, Thoth, Ma'at, Osiris, Anubis, Tutankhamun, death mask, mummification, papyrus, barley, sesame, lentils, flax, wheat, corn, onions, clover,</p>





				<p>To identify and give reasons for different ways in which the past is represented.</p> <p>To recognise whether a source is fact, fiction or opinion.  <u>Historical enquiry:</u>                      To begin to use the library and internet for research to select and record information relevant to the study.</p> <p>To use a range of primary and secondary sources to find answers to questions about the past.</p> <p><u>Organisation and communication:</u>                      To <b>present, communicate and organise</b> ideas about the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. letters, recounts, posters and adverts.</li> <li>• Diagrams and tables.</li> <li>• ICT.</li> </ul> <p>To use and understand appropriate historical vocabulary to communicate</p>	<p>To know the importance of artefacts in helping us find out about the past.</p> <p>To know how the Ancient Egyptians lived their daily lives.</p> <p>To know about Egyptian tombs, pyramids and burial sites.</p>	<p>cotton, bean, reeds, mint, thyme, peppermint, anise, black pepper, garlic, aquatic saffron and ground, cotton, cumin</p> <p>Bread: Its types were Khemrit, Maltout, Gargoush, kesra, kawaykawi</p> <p>Howard Carter</p>
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				<p>information e.g. ruled, reigned, empire, invasion, conquer and settlement.</p> <p>To start to present ideas based on their research about a studied period. To use dates and terms with increasing accuracy.</p>		
	Spring 2	<p>Ancient Egypt</p> <p>Enquiry Q: What was life like for an Ancient Egyptian?</p>	<p>Food and farming</p> <p>Beliefs</p> <p>Settlements</p> <p>Cultures and past times.</p>	<p><u>Chronological understanding</u> To appreciate the duration for different periods.</p> <p><u>Knowledge and understanding:</u> To find out about the everyday lives of people in the time studied compared to today, including ideas belief, attitudes and the experiences of men, women and children.</p> <p><u>Historical interpretation:</u> To identify and give reasons for different ways in which the past is represented.</p> <p>To recognise whether a source is fact, fiction or opinion.</p> <p><u>Historical enquiry:</u> To begin to use the library and internet for research to select and record information relevant to the study.</p>	<p>To know the key language of chronology and discuss meaning: Sequencing, duration, intervals, scale.</p> <p>To know about the Egyptian landscape and understand how it impacted on people's lives in Ancient Egypt (links to Geography)</p> <p>To know about Tutankhamen and how artefacts can teach us about the past.</p> <p>To know the importance of artefacts in helping us find out about the past.</p> <p>To know how the Ancient Egyptians lived their daily lives.</p> <p>To know about Egyptian tombs, pyramids and burial sites.</p>	<p>Ancient, civilisation, Egypt, Egyptians, hieroglyphics, irrigation, the Nile, Pharaoh, tomb, Horis, Thoth, Ma'at, Osiris, Anubis, Tutankhamun, death mask, mummification, papyrus, barley, sesame, lentils, flax, wheat, corn, onions, clover, cotton, bean, reeds, mint, thyme, peppermint, anise, black pepper, garlic, aquatic saffron and ground, cotton, cumin</p> <p>Bread: Its types were Khemrit, Maltout,</p>



				<p>To use a range of primary and secondary sources to find answers to questions about the past.</p> <p><u>Organisation and communication:</u> To <b>present, communicate and organise</b> ideas about the past through;</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. letters, recounts, posters and adverts.</li> <li>• Diagrams and tables.</li> <li>• ICT.</li> </ul> <p>To use and understand appropriate historical vocabulary to communicate information e.g. ruled, reigned, empire, invasion, conquer and settlement.</p> <p>To start to present ideas based on their research about a studied period. To use dates and terms with increasing accuracy.</p>		Gargoush, kesra, kawaykawi Howard Carter
	Summer					



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	Summer 2					
Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Year 5/6 Cycle A	Autumn 1	British Monarchy  How has the power of the British monarchy changed?	Beliefs Society	<u><b>Chronological Understanding</b></u> To use dates accurately when sequencing events and periods of time (Using a scale to calculate intervals between events.)  To sequence key events in their own lives accurately and in detail	To know that the current monarch is Charles III  To know the key events in his life: birth, marriages, Royal Navy, Prince of Wales, coronation  To know who his family are	Monarch, invested, Caernarfon Castle, Queen Consort, coronation, proclaiming the new King, Prince's Trust, Westminster Abbey, St James Palace, anointing sovereign,



				<p><b><u>Knowledge and Understanding of Events in the Past</u></b> To compare an aspect of life with the same aspect in another period.</p> <p><b><u>Historical Interpretation</u></b> To know that people in the past use fact, fiction or opinion to represent events or ideas in a way that may persuade others.</p> <p><b><u>Historical Enquiry</u></b> To investigate own lines of enquiry – asking questions to further knowledge and understanding.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>To use the library and internet for research to select and record information relevant to the study with increasing confidence.</p> <p><b><u>Communication and Organisation</u></b> To present, communicate and organise ideas about the past through:</p>	<p>To know that Charles is interested in the environment and supports over 400 charities</p> <p>To know that Charles started the Prince's Trust in 1976</p> <p>To know that when Charles' mother, Queen Elizabeth died on 8 September 2022, Charles became King (ascension)</p> <p>To know what happens after the death of a monarch</p> <p>To know that a coronation is when a King or Queen is officially given the crown of a country</p> <p>To know that the coronation takes place at Westminster Abbey and is led by the Archbishop of Canterbury</p> <p>To know that after the anointing, the sovereign is given the orb and sceptres before having the crown placed on their head. These are known as the Crown Jewels.</p>	<p>Archbishop of Canterbury, Crown Jewels, sceptre, orb, coronation</p>
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				<ul style="list-style-type: none"> <li>Detailed discussion and debates.</li> <li>Drawing pictures.</li> <li>Drama/role play.</li> <li>Making models.</li> <li>Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports.</li> <li>Diagrams/ data handling.</li> <li>ICT.</li> </ul> <p>To show a good understanding of historical vocabulary including abstract terms such as <b>monarchy</b>, <b>democracy</b>, civilisation, social <b>political</b>, economic, cultural and religious.</p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>	To know that there is a line of succession and who is next in line to the throne	
	Autumn 2	The Tudors How has the Tudor monarchy changed Britain, today?	Beliefs Travel and Exploration Conflict Society	<p><b><u>Chronological Understanding</u></b> To understand the duration for different periods.</p> <p><b><u>Knowledge and Understanding of Events in the Past</u></b></p>	<p>To know that the Tudor period lasted from 1485-1603</p> <p>To know the events of the War of the Roses</p>	War of the Roses, Battle of Bosworth, Tudors, British Empire, break with Rome, dissolution of the monasteries, reformation, age of



				<p>To describe significant people, events and features of the past, including attitudes, beliefs and the everyday lives of men, women and children recognising that not everyone shares the same views and feelings.</p> <p><b><u>Historical Interpretation</u></b> To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p><b><u>Historical Enquiry</u></b> To use the library and internet for research to select and record information relevant to the study with increasing confidence.</p> <p><b><u>Communication and Organisation</u></b> To present, communicate and organise ideas about the past through:</p> <ul style="list-style-type: none"> <li>Detailed discussion and debates.</li> </ul>	<p>To know that the first Tudor monarch was Henry VII who became King after the Battle of Bosworth</p> <p>To know that Henry VIII was crowned king in 1509</p> <p>To know that Henry VIII had 6 wives and to know some of the reasons why he married 6 times</p> <p>To know how and why Henry VIII created the Church of England and that it led to a break with Rome and the dissolution of monasteries</p> <p>To know the reasons for the line of succession after Henry VIII's death</p> <p>To know that Edward VI made England a Protestant state with the introduction of the book of common prayer</p> <p>To know why Mary I was known as 'Bloody Mary'</p> <p>To know that the Elizabethan period was a time of exploration and discovery and to know some</p>	<p>discovery, exploration, colonies, British Empire, reign, heir</p>
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				<ul style="list-style-type: none"> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports.</li> <li>• Diagrams/ data handling.</li> <li>• ICT.</li> </ul> <p>To show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, <b>political</b>, economic, cultural and <b>religious, reformation</b></p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>	<p>of the discoveries they made which we use today</p> <p>To know that Elizabeth I created colonies which led to the British Empire and understand how the British Empire has changed over time</p> <p>To know why Elizabeth I never married and the consequences of this</p>	
	Spring 1	The Victorians Who were the Victorians?	Settlements Travel and Exploration Location Society	<p><b><u>Chronological Understanding</u></b></p> <p>To use key historical terms and vocab about the passing of time e.g period, era, chronological, duration, century, concurrence and continuity.</p> <p><b><u>Knowledge and Understanding of Events in the Past</u></b></p> <p>To describe significant people, events and features of the past, including</p>	<p>To know that the Victorian period lasted from 1837-1901</p> <p>To know that the Victorian era was named after Queen Victoria</p> <p>To know that Queen Victorian was married to Prince Albert</p>	Victorian, British Empire, invention, steam





				<p>attitudes, beliefs and the everyday lives of men, women and children recognising that not everyone shares the same views and feelings.</p> <p>To compare life in early and late 'times' studied.</p> <p><b><u>Historical Interpretation</u></b> To make simple inferences from a wide range of sources to support their ideas.</p> <p><b><u>Historical Enquiry</u></b> To recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>To use the library and internet for research to select and record information relevant to the study with increasing confidence.</p> <p><b><u>Communication and Organisation</u></b> To present, communicate and organise ideas about the past through:</p> <ul style="list-style-type: none"> <li>• Detailed discussion and debates.</li> <li>• Drawing pictures.</li> </ul>	<p>To know some of the inventions of the Victorian era</p> <p>To know about the lives of some famous Victorians and why they are significant individuals</p> <p>To know how and why the British Empire expanded during the Victorian era</p>	
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				<ul style="list-style-type: none"> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports.</li> <li>• Diagrams/ data handling.</li> <li>• ICT.</li> </ul> <p>To show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, <b>social</b> political, <b>economic</b>, cultural and religious, <b>empire</b></p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>		
	Spring 2	<p>The Industrial Revolution and Local History</p> <p>How did Leigh change during the Victorian era?</p>	<p>Settlements</p> <p>Travel and Exploration</p> <p>Location</p> <p>Society</p>	<p><b><u>Chronological Understanding</u></b></p> <p>To use dates accurately when sequencing events and periods of time (Using a scale to calculate intervals between events.)</p> <p><b><u>Knowledge and Understanding of Events in the Past</u></b></p> <p>To examine causes and consequences of significant events and the impact</p>	<p>To know that the Industrial Revolution changed how people worked and where they lived <b>and that Leigh was important in the production of cotton</b></p> <p><b>To know why steam was important to the Industrial Revolution and that Leigh and the surrounding areas were important to the production of coal</b></p>	<p>Industrial Revolution, cottage industry, production, rural, economics, reformers, workhouse, industry, migrate</p>



				<p>on people using evidence to support their explanation.</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p><b>Historical Interpretation</b> To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p><b>Historical Enquiry</b> To ask more complex questions about key concepts of the topics being taught.</p> <p>To use the library and internet for research to select and record information relevant to the study with increasing confidence.</p> <p><b>Communication and Organisation</b> To present, communicate and organise ideas about the past through:</p> <ul style="list-style-type: none"> <li>• Detailed discussion and debates.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> </ul>	<p>To know that the textile industry changed from rural cottage industries to mechanised mills and know some of the jobs within the cotton industry for adults and children</p> <p>To know that silk and cotton production was important to the economics of Leigh during the Victorian era and that there is evidence of mills in Leigh</p> <p>To know how reformers made working conditions safer for children</p> <p>To know that canals and railways were important for transporting coal and cotton in the Victorian era and that there is evidence of canals and railways in Leigh</p> <p>To know the route of the canal in Leigh, who built it and some of its features</p> <p>To know some of the reasons why people went to the workhouse</p>	
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				<ul style="list-style-type: none"> <li>• Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports.</li> <li>• Diagrams/ data handling.</li> <li>• ICT.</li> </ul> <p>To show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social political, economic, cultural and religious, <b>industrial, revolution</b></p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>	To know where the workhouse in Leigh was and what it was like for people who lived there	
	Summer 1					
	Summer 2					



Year Group	Term	Topic	Concepts	Skills	Knowledge	Vocabulary
Year 5/6 Cycle B	Autumn 1	World War I  Why do we remember World War I?	Travel and Exploration Conflict Society – impact Location	<p><b><u>Chronological Understanding</u></b> To use dates accurately when sequencing events and periods of time (Using a scale to calculate intervals between events.)</p> <p>To understand how some historical events/periods occurred concurrently in different locations.</p> <p>To sequence key events in their own lives accurately and in detail</p> <p>To use key historical terms and vocab about the passing of time e.g period, era, chronological, duration, century, concurrence and continuity.</p> <p><b><u>Knowledge and Understanding of Events in the Past</u></b> To examine causes and consequences of significant events and the impact</p>	<p>To know key events from their lives and place them in order on a timeline</p> <p>To know where key periods studied fit on a timeline</p> <p>To know that World War I began with the assassination of Archduke Franz Ferdinand on the 28<sup>th</sup> June 1914 and ended on 11<sup>th</sup> November 1918</p> <p>To know the countries involved in the war (triple entente = Great Britain, France and Russia and triple alliance = Germany, Italy and Austria-Hungary)</p>	World War I, Triple entente, Triple alliance, trenches, conflict, colonies, Empire, Archduke Franz Ferdinand, assassination, conscription, Lord Kitchener, pals battalions, conscientious objector, propaganda, land army, home front, no man's land, over the top, Treaty of Versailles, Prisoner of war



				<p>on people using evidence to support their explanation.</p> <p><b><u>Historical Interpretation</u></b> To make simple inferences from a wide range of sources to support their ideas.</p> <p>To make simple inferences from a wide range of sources to support their ideas.</p> <p><b><u>Historical Enquiry</u></b> To ask more complex questions about key concepts of the topics being taught.</p> <p>To use the library and internet for research to select and record information relevant to the study with increasing confidence.</p> <p><b><u>Communication and Organisation</u></b> To present, communicate and organise ideas about the past through:</p> <ul style="list-style-type: none"> <li>• Detailed discussion and debates.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> </ul>	<p>To know the different factors which contributed to WWI</p> <p>To know the contributions made by British colonies and how they were treated differently to British soldiers</p> <p>To know what life was like in the trenches</p> <p>To know the significance of the Battle of the Somme</p> <p>To know what the Treaty of Versailles was</p> <p>To know that remembrance takes place on 11<sup>th</sup> November and why</p> <p>To know that today we still remember, on Remembrance Sunday, the lives that were lost and some of the ways that we remember</p> <p>To know why Alfred Robert Wilkinson was awarded the Victoria Cross and there are 2 memorials in Leigh (wall painting</p>	
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				<ul style="list-style-type: none"> <li>• Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports.</li> <li>• Diagrams/ data handling.</li> <li>• ICT.</li> </ul> <p>To show a good understanding of historical vocabulary including abstract terms such as <b>democracy</b>, civilisation, <b>social political</b>, <b>economic</b>, cultural and religious.</p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>	<p>on Railway Road and Statue on Wilkinson Park Drive, Plank Lane)</p> <p>To know that Leigh had a prisoner of war camp in Lilford Mill between Etherstone Street and Lilford Street (1914-1919) and that prisoners tried to escape because of the conditions there</p>	
	Autumn 2	Impact of War  What was the impact of World War II on Britain?	Travel and Exploration - evacuation Conflict Society – impact Location	<p><b><u>Chronological Understanding</u></b> To understand how some historical events/periods occurred concurrently in different locations.</p> <p>To use key historical terms and vocab about the passing of time e.g period, era, chronological, duration, century, concurrence and continuity.</p> <p><b><u>Knowledge and Understanding of Events in the Past</u></b></p>	<p>To know that WWII began on September 1<sup>st</sup> 1939 and ended on May 8<sup>th</sup> 1945</p> <p>To know what some of the reasons why Britain went to war with Germany</p> <p>To know the key events of WW2 and place them on a timeline.</p> <p>To know the countries involved in WWII (axis =Germany, Italy, Japan allies = Great Britain, France, Soviet Union, USA)</p>	World War II Axis, allies, evacuation, rationing, atomic bomb, radar, Battle of Britain, atomic bomb, air raid, black outs, air raid shelters, Morrison shelter, Anderson shelter, warden



				<p>To compare an aspect of life with the same aspect in another period.</p> <p>To examine causes and consequences of significant events and the impact on people using evidence to support their explanation.</p> <p><b><u>Historical Interpretation</u></b></p> <p>To show an awareness of the concept of propaganda.</p> <p>To know that people in the past use fact, fiction or opinion to represent events or ideas in a way that may persuade others.</p> <p><b><u>Historical Enquiry</u></b></p> <p>To recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>To use the library and internet for research to select and record information relevant to the study with increasing confidence.</p> <p><b><u>Communication and Organisation</u></b></p> <p>To present, communicate and organise ideas about the past through:</p> <ul style="list-style-type: none"> <li>Detailed discussion and debates.</li> </ul>	<p>To know why children were evacuated</p> <p>To know what the Blitz was and to understand some of the ways people kept safe during the Blitz</p> <p>To know why Liverpool and other cities were targeted and how Liverpool was affected by the Blitz</p> <p>To know what rationing was</p> <p>To know that the Bevin Boys were conscripted to work in coal mines and did not go to war and how their war efforts affected the local mining industry</p> <p>To know how the role of women changed during WWII and after the war</p>	
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				<ul style="list-style-type: none"> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports.</li> <li>• Diagrams/ data handling.</li> <li>• ICT.</li> </ul> <p>To show a good understanding of historical vocabulary including abstract terms such as <b>democracy</b>, civilisation, <b>social political</b>, <b>economic</b>, cultural and religious.</p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>		
	Spring 1					



	Spring 2	<p>The Maya</p> <p>What was life like for the Maya?</p>	<p>Food and Farming</p> <p>Beliefs</p> <p>Culture and Pastimes</p> <p>Society</p>	<p><u><b>Chronological Understanding</b></u></p> <p>To understand the duration for different periods.</p> <p><u><b>Knowledge and Understanding of Events in the Past</b></u></p> <p>To describe similarities and differences between aspects of history, people, events and artefacts studied</p> <p>To compare beliefs and behaviour with another time studied.</p> <p><u><b>Historical Interpretation</b></u></p> <p>To make simple inferences from a wide range of sources to support their ideas.</p> <p><u><b>Historical Enquiry</b></u></p> <p>Use a wide range of different evidence to collect evidence about the past.</p> <p>To investigate own lines of enquiry – asking questions to further knowledge and understanding.</p> <p>To use the library and internet for research to select and record information relevant to the study with increasing confidence.</p>	<p>To know that the Ancient Maya lived between 2000BC and 250AD</p> <p>To know that the Maya lived mainly in Central America and (Yucatan Peninsula)</p> <p>To know how the Maya society was structured.</p> <p>To know who Pakal the Great was and why the discovery of his tomb helped us to understand more about the Ancient Maya</p> <p>To know what the homes of the Ancient Maya were like</p> <p>To know why farming was so important to the Ancient Maya</p> <p>To know what games the Ancient Maya played</p> <p>To know what the Ancient Maya believed</p> <p>To know some of the theories behind the decline of the Ancient Maya civilization</p>	<p>Maya, civilization, Mayan (language only), Pok a tok, maize, drought, jaguar, codices, scribes, cacao beans, stepped pyramids, glyphs, logograms, Chichen Itza, The Middleworld, The Upperworld, The Underworld, John Lloyd Stephens, Frederick Catherwood, metate, mano, Spanish conquistadores</p>



				<p><u>Communication and Organisation</u> To present, communicate and organise ideas about the past through:</p> <ul style="list-style-type: none"> <li>• Detailed discussion and debates.</li> <li>• Drawing pictures.</li> <li>• Drama/role play.</li> <li>• Making models.</li> <li>• Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports.</li> <li>• Diagrams/ data handling.</li> <li>• ICT.</li> </ul> <p>To show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social political, economic, cultural and religious.</p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>		
	Summer 1					



	Summer 2					