Days Lane's Historian

Vocabulary:
- British Empire
- Victorians
- Industrial Revolution
- factory
- black gold
- railway
- invention
- slave labour
- civilization
- temple
- warrior
- ruins
- discover
- rediscover
- drought
- kingdoms
- invasion
- Battle of Hastings
- Bayeux Tapestry
- crime and punishment
- communicate
- worship
- occupy

Enrichment experiences:
- Dress up day – The Victorians
- Dress up day – History figures from the past
- Black History Week

Skills:

Chronological Understanding;

•to know where a period of history fits on a timeline
•to place a specific event on a timeline by decade (***Victorians)***
•to place features of historical events and people from past societies and periods in a chronological framework

Knowledge and Interpretation

•to summarise the main events from a specific period in history, explaining the order in which key events happened
•to summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently (***Victorians/Mayans***)
•to describe features of historical events and people from past societies and periods they have studied.
•to recognise and describe differences and similarities/ changes and continuity between different periods of history (***Victorians)***
to understand the impact of historical events on society (***Victorians)***

Historical enquiry

•to look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint (***Britain changed over time***)
•Children to ask relevant questions to extend their understanding and knowledge of a period in history (***Britain changed over time***)
•to identify and explain their understanding of propaganda (***Victorians/British Empire***)
•to describe a key event from Britain's past using a range of evidence from different sources (***Victorians/British Empire***)

Knowledge:

British History (taught chronologically)

Significant turning points in British history, for example, the first railway

- The Victorians – To gain an understanding of the impact the Victorians had on British history, to gain an understanding of the impact of the British Empire during the Victorian time period.

British History

Understand how Britain has changed over time

- To know about different time periods of British history and how they have impacted Britain

Broader History Study

Non-European society Maya civilization

- Who are the Maya?
- The ruins of Chichen Itza and what it tells us about ancient Maya society
- Maya beliefs and daily life
- Why did the ancient Maya leave their jungle cities?

Topic Vocabulary

Reception:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
• Lives • special • People • Relative • Family • Same • different	• old • new • A long time ago • difference • compare • gunpowder • Bonfire Night • treason • Parliament • Monarch • coronation • castle	• Fire of London • Samuel Pepys • evidence • diary • fireman • baker • air craft • flight • Wright Brothers • invention • explorer • expedition • voyage • astronaut	• Stone age tools • Cave paintings • settlement • Neolithic • Hunter-gathers • weapons • Iron age • Hill forts • Tribe • Shelter • Stater • ancient • civilisation • river • excavate • tomb • mummies • embalmed • valley • pyramid • Pharaoh • sarcophagus	• Roman Britain • empire • invasion • Hadrian's Wall • Boudica • Romanisation of Britain • Christianity • invade • forces • bomb • rations • air raid shelter • evacuate • dog-fight • propaganda • Trojan horse • warriors • Athens • Sparta • siege • state • surrender • myth • Olympics	• Anglo Saxons • Alfred the Great • Scandinavia • invasion • Conversion to Christianity • law and order • Danegeld • Sutton Hoo • Viking raids • helmet • Long boats • Norsemen • weapons • plundered • Danelaw • berserkers • Highwayman • crime • law • travellers • Dick Turpin • gibbets • robbery • Shooters Hill

Year 1 Subject Vocabulary
Before, after, old, modern, decade, century, past, present, future, artefact, timeline

Year 2 Subject Vocabulary
Chronology, artefact, timeline, eyewitness, key figure, key event, primary source, secondary source

Year 3 & 4 Subject Vocabulary
Chronology, significance, empathy, period, connections, impact, evidence, artefact, timeline, primary source, secondary source

Year 5 & 6 Subject Vocabulary
Chronology, significance, empathy, period, connections, impact, evidence, change & continuity, cause & consequence, artefact, timeline, primary source, secondary source

Enrichment experiences					
Reception: Black History Month Using pictures of the children when they were babies. Visits Transport Museum to compare vehicles from the past	**Year 1:** Freshwater theatre – Guy Fawkes Royal Mews – Kings and Queens Dress up day – Kings and Queens Black History Month	**Year 2:** Freshwater Theatre – Great fire of London Astronaut Cyber Workshop – History of Flight Black History Month	**Year 3:** Freshwater theatre – Stone Age Dress up day – The Egyptians Horniman Museum - Egyptians Black History Month	**Year 4:** Dress up day – Romans Chislehurst Caves – WW2 British Museum – Ancient Greece Black History Month	**Year 5:** Dress up day - Vikings Black History Month

Knowledge

Reception:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
What do I know about me? • Compare pictures of their own houses with those from the past • Talks about past and present events in their own lives and in the lives of family members **What can I find in Space?** • Learn that men have landed on the moon in the past – identifying that this was before they were born **Journeys** • Visits Transport Museum to compare vehicles from the past • Learning about different vehicles from the past and comparing to those that the children are familiar with. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.	**Changes within living memory** Explore the development of toys over the past 100 years and how periods of life affect the technology and materials that were available at the time. Explore how the lives of their great grandparents might have changed over time. **Significant Individuals & significant events beyond living memory** Lives of significant individuals in the past who have contributed to national and international achievements Events beyond living memory that are significant nationally or globally e.g. - Guy Fawkes **Significant Individuals** Lives of significant historical figures, including comparison of those from different periods e.g.	**Changes within living memory** **Significant events beyond living memory e.g.** Great Fire of London **Significant events beyond living memory e.g.** - The first aeroplane flight **Significant Individuals** Lives of significant historical figures, including comparison of those from different periods e.g. - Christopher Columbus and Neil Armstrong - Ethnic diversity – Mae Jemison **Local Study** How has Queen Mary's Hospital changed over time? - Why was it built in 1917? - Who was Sir Harold Gillies? - Why was Sidcup a good location?	**British History (taught chronologically)** **Stone Age to Iron Age Britain, including:** - Hunter-gatherers and early farmers - Stone age tools - Cave paintings - religion, - Iron age/ hill forts **Broader History Study** Achievements of the earliest civilizations- an overview of where and when the first civilizations appeared e.g. - The Ancient Egyptians	**British History (taught chronologically)** **Roman Empire and impact on Britain, including:** - Julius Caesar's attempted invasion - Roman Empire and successful invasion - British resistance Boudicca - Romanisation of Britain i.e. roads - Hadrian's wall **A Local Study** • a depth study linked to one of the British areas of study **e.g. WWII** **How did WWII change our local area? The Blitz/ Battle of Britain.** **Broader History Study** Ancient Greece - A study of Greek life and achievements and their influences on the western world:	**British History (taught chronologically)** **Anglo-Saxons and Vikings, including:** - Roman withdrawal from Britain; Scots invasion - Invasions, settlements and kingdoms of Anglo Saxons - Alfred the Great - Conversion to Christianity - Viking invasions **A Local Study e.g.** • a study of an aspect of history or a site locally dating from a period beyond 1066 that is significant in the locality **e.g. Shooters Hill**

	- Queen Elizabeth II and Henry VIII - Link to monarchs of different ethnicities	- How has it changed over time?		**What can we work out about the life of the Ancient Greeks?**	

Skills					
Reception: • Shows interest in the lives of people who are familiar to them • Talks about significant events in their own experience • Recognises and describes special times or events for family or friends	**Year 1:** **Chronological Understanding** • put up to three objects in chronological order (recent history) •use words and phrases like: old, new and a long time ago •talk about things that happened when they were little (***toys they played with***) • recognise that a story that is read to them may have happened a long time ago • know that some objects belonged to the past (***Guy Fawkes***) • retell a familiar story set in the past • explain how they have changed since they were born **Knowledge and interpretation** • appreciate that some famous people have helped our lives be better today (***monarchy***) • recognise that we celebrate certain events, such as bonfire night, because of what	**Year 2:** **Chronological Understanding** • use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning • use the words 'past' and 'present' accurately • use a range of appropriate words and phrases to describe the past • sequence a set of events in chronological order and give reasons for their order **Knowledge and interpretation** • recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later (***Samuel Pepys Great Fire/Local Study***) • explain how their local area was different in the past (***Local Study***) • recount some interesting facts from a historical event, such as	**Year 3:** **Chronological Understanding** •to describe events and periods using the words: BC, AD and decade •to describe events from the past using dates when things happened •to describe events and periods using the words: ancient and century •to use a timeline within a specific time in history to set out the order things may have happened •to use their mathematical knowledge to work out how long ago events would have happened **Knowledge and interpretation** •to appreciate that the early Brits would not have communicated as we do or have eaten as we do (***Stone Age***) •to begin to picture what life would have been like for the early	**Year 4** **Chronological Understanding** • plot recent history on a timeline using centuries • place periods of history on a timeline showing periods of time • use their mathematical skills to round up time differences into centuries and decades **Knowledge and interpretation** • explain how events from the past have helped shape our lives (***Romans***) • appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences (***Romans/WWII***) • know that people who lived in the past cooked and travelled differently and used different weapons from ours (***Romans/Greeks***) • recognise that the lives of wealthy people	**Year 5:** **Chronological Understanding** • use dates and historical language in their work • draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. • use their mathematical skills to work out exact time scales and differences as need be **Knowledge and interpretation** •describe historical events from the different period/s they are studying/have studied • make comparisons between historical periods; explaining things that have changed and things which have stayed the same (***Anglo-Saxon/Vikings***) • begin to appreciate that how we make decisions has been

	happened many years ago (***Guy Fawkes***) • understand that we have a queen who rules us and that Britain has had a king or queen for many years (***Comparison of monarchs***) • begin to identify the main differences between old and new objects? • identify objects from the past, such as vinyl records **Historical Enquiry** • ask and answer questions about old and new objects (***Toys***) • spot old and new things in a picture (***Toys/Comparison of monarchs***) • answer questions using artefacts/ photographs provided (***Guy Fawkes/Toys/monarchs***) • give a plausible explanation about what an object was used for in the past (***Toys/Comparison of monarchs/Guy Fawkes***)	where the 'Fire of London' started • give examples of things that are different in their life from that of their grandparents when they were young (***History of flight***) • explain why Britain has a special history by naming some famous events and some famous people • explain what is meant by a parliament **(Great Fire of London)** **Historical Enquiry** • find out something about the past by talking to an older person (***Local Study***) • answer questions by using a specific source, such as an information book • research the life of a famous Briton from the past using different resources to help them • research about a famous event that happens in Britain and why it has been happening for some time • research the life of someone who used to live in their area using the Internet and other sources to find out	settlers (***Stone Age/Iron Age***) •to recognise that Britain has been invaded by several different groups over time (***Iron Age***) •to realise that invaders in the past would have fought fiercely, using hand to hand combat (***Iron Age***) •to suggest why certain events happened as they did in history •to suggest why certain people acted as they did in history **Historical Enquiry** •to recognise the part that archaeologists have had in helping us understand more about what happened in the past (**Iron Age/*Egyptians***) •to use various sources of evidence to answer questions •to use various sources to piece together information about a period in history •to research a specific event from the past •to use their 'information finding' skills in writing to help them write about historical information	were very different from those of poor people (***Romans***) • appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past (***Greeks & Romans***) **Historical Enquiry** • research two versions of an event and say how they differ (***Greeks Trojan Horse***) • research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings (***WWII***) • give more than one reason to support an historical argument • communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out (***Greeks Trojan Horse***)	through a Parliament for some time • appreciate that significant events in history have helped shape the country we have today **Historical Enquiry** • test out a hypothesis in order to answer a question • appreciate how historical artefacts have helped us understand more about British lives in the present and past • give more than one reason to support an historical argument • communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out

		about them (***Local Study***)	• through research, to identify similarities and differences between given periods in history		

Prior Knowledge and Links

Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
Children will continue to talk about past and present events in their own lives and in the lives of family members. Children will learn more about changes that they might know or that families members would have experienced. They will start building on similarities and differences between these changes.	Children will have previously learnt about Guy Fawkes and explosions linked to fire. They would have been learning about people and events from the past in their previous history topic so would be use to using language such as: old, new, a long time ago, before and after.	Children would have been learning about people and events from the past in their previous history topics so would be use to using language such as: old, new, a long time ago, before and after. For their Stone Age topic, children will be able to make links with their DT topic where they will be making their own Stone Age homes. For their Iron Age topic the children would have just studied the Stone Age which follows on from this. They would have previous knowledge of what life was like for people just before the Iron Age and the transition between the Stone Age to Iron Age (tools now being made from metal and not stone)	Children would have been learning about people and events from the past in their previous history topics. The children would have previously learnt about settlers in England and how they lived. For their Greek topic, the children will be able to make links with their Geography topic of: Why do so many people go to Greece for their holidays?	The children would have previously learnt about settlers in England and how they lived in previous history topics. For their Viking topic, they will be able to link their learning from the Anglo-Saxon topic which was prior to the Vikings. Children will be building on their knowledge of their local area and somewhere they may have visited or heard of.	The children would have previously learnt about settlers in England and how they lived in previous history topics. The children would be able to make links to previous monarchies and see how they are different. The children will be able to link their Ancient Maya topic with their Geography topics of rainforests as this is where the Maya first settled. The Mayan topic also links to their DT work where they make a Mayan hot chocolate and discuss foods eaten. Year 6's final topic will cover a range of topics that children will be able to draw a lot of knowledge from. The children will be able to make links from their Stone Age topic in Year 3, their Roman topic in Year 4 and their Anglo-Saxon

		For the Egyptians, children would be able to link their Geography learning of the importance of the Nile to their history work.			and Viking topic in Year 5. Children will be summarising what they have learnt and piecing it all together and describing how Britain has changed over time.