



History

Year 1

Year 1 – Changes in Toys

What I know and can explain

- I understand how we can find out about the past, for example by talking to people, looking at photographs, and visiting museums.
- I can talk about how my toys have changed since I was a baby and compare them to the toys I have now.
- I know what toys my parents or carers played with when they were younger
- I can talk about similarities and differences between toys now and in the past
- I know that toys have changed over time
- I can use words like old, new, past, and present when talking about toys

Useful Vocabulary

before

after

past

present

old

new

then

now

today

modern

timeline

different

same

favourite

Year 1 – Houses and Homes

What I know and can explain

- I can recognise key features of houses **today and in the past** (e.g. roof, chimney, windows).
- I know that there are different types of houses and homes **now and in the past** (e.g. terraced, detached) and talk about their features
- I know that household items have changed over time (e.g. corded phones and mobile phones)
- I can name similarities and differences between **modern and Victorian homes**
- I can compare rooms in modern homes with rooms in **Victorian homes**
- I can use words like past, present, old and new when talking about homes

Useful Vocabulary

past
present
old
new
century
remember
house
features
terraced
detached
semi-detached
flat
Victorian

Year 1 – Famous Explorers

What I know and can explain

- I know some ways we can find out about the past (books, pictures, stories, talking to people)
- I can name some famous explorers from the past
- I can say why explorers went on journeys
- I can say why some explorers from the past are still remembered today
- I can spot similarities and differences between explorers from the past and explorers today
- I can say how two explorers are the same or different.
- I can use words like past, present, before and now when talking about explorers

Useful Vocabulary

astronaut
exploration
explorer
mountaineer
after
before
change
same
different
past
present
significant
explorer

History

Year 2



Year 2 – The Great Fire of London

What I know and can explain

- I can use evidence to explain how the Great Fire of London started
- I can describe the main events of the Great Fire of London between 2nd–6th September 1666, for example:
 - The fire started in the bakery on Pudding Lane
 - Houses were pulled down to try and stop the fire spreading
- I can explain why the fire spread so quickly, for example:
 - It was a long, hot summer
 - There were strong winds
 - The streets were narrow
- I can compare London before and after the fire, for example:
 - Houses were made out of brick rather than wood
 - wider streets after the fire
- I know who Samuel Pepys was and why he is important to our understanding of the Great Fire of London
- I can use historical vocabulary and time words (e.g. past, before, after, long ago) when talking about the Great Fire of London.

Useful Vocabulary

past

present

before

after

century

chronological order

opinion

fact

evidence

source

research

Samuel Pepys

Year 2 – Women who changed the World

What I know and can explain

- I can explain what makes a person significant in history
- I can name examples of significant people from the past
- I can explain why Florence Nightingale is a significant figure from history, for example:
 - improved health standards in the hospitals
 - saved many lives
 - established nursing as a respectable profession
- I can explain why Mary Seacole is a significant figure from history, for example:
 - She set up the British Hotel to help sick soldiers
 - She was resilient when faced with racial prejudice
- I can compare the lives of Florence Nightingale, Mary Seacole, and Edith Cavell, noticing similarities and differences in their lives and times.

Useful Vocabulary

significant

important

famous

nurse

cared

supplies

hospital

Crimea

soldiers

injured

overnment

compare

similar

different

Florence Nightingale

Mary Seacole

Edith Cavell

Year 2 - The Seaside

What I know and can explain

- I can find out about the past using books, photographs, objects, museums, and talking to people.
- I can describe how people in Victorian times went to the seaside, including what they wore, how they travelled, and how they used bathing huts.
- I can explain why people in Victorian times thought visiting the seaside was healthy.
- I can compare seaside holidays in Victorian times with seaside holidays today.
- I can describe how Blackpool has changed from a small coastal village to a popular tourist resort.
- I can explain how Blackpool has changed from Victorian times to today
- I can use words like past, before, after, and long ago when talking about the seaside in the past.

Useful Vocabulary

evidence

present

past

promenade

souvenir

illuminations

leisure

wealthy

railway

port

pier

tourism

resort

tourists

bandstand

History

Year 3



Year 3 – Stone Age to the Iron Age

What I know and can explain

- I can explain the difference between primary sources and secondary sources.
- I can give examples of primary sources from prehistory, such as tools, bones, and burial objects.
- I can explain how archaeologists find out about the past using evidence.
- I know that artefacts tell us about how people lived in the past.
- I can explain why it is called the Stone Age and what life was like for Stone Age hunter-gatherers.
- I know why Stone Age people mostly lived in camps rather than caves.
- I can describe some of the tools, clothes, and food used in the Stone Age.
- I can explain how the lives of people changed during the Stone Age.
- I can give an example of important Stone Age evidence, such as the Red Lady of Paviland.
- I know why the Stone Age came to an end.
- I can explain what bronze is and why it was important e.g. tools and weapons, trade
- I know why iron was an important new material.
- I can describe what Iron Age settlements were like, including hillforts.
- I can explain how Iron Age people lived, worked, and farmed.
- I can describe how life in the Iron Age was different from earlier periods.
- I know how life in Britain changed from the Stone Age to Bronze Age to Iron Age.
- I can compare how people lived in the Stone Age and the Iron Age.
- I can place the **Stone Age, Bronze Age, and Iron Age** in the correct order on a timeline.

Useful Vocabulary

prehistory

evidence

archaeologist

primary/secondary sources

weapons

tools

Stonehenge

flint

farming

hunting

fishing

settlements

Neolithic

copper

tin

tribe

raid

Celtic

Year 3 – Ancient Egyptians

What I know and can explain

- I can explain the difference between **primary sources** and **secondary sources** and give examples e.g. artifacts / tombs
- I can use evidence to **ask questions and make conclusions** about Ancient Egyptian life.
- I can describe where Ancient Egypt was and show it on a map.
- I know that Ancient Egypt started in 3,100BC
- I can explain the **social hierarchy** in Ancient Egypt e.g. Pharaohs were the most important people and farmers/slaves were the least important
- I can describe the role of a **Pharaoh** give examples of famous Pharaohs, such as **Tutankhamun**
- **I can describe the pyramids, temples, and tombs and explain why they were built.**
- I know that Egyptian hieroglyphs were the formal writing system and can explain the importance of The Rosetta Stone
- I can explain the jobs people did in Ancient Egypt and what daily life was like.
- I can explain why the Ancient Egyptians practiced **mummification**
- I can explain beliefs in Ancient Egypt e.g. The Book of the Dead / goddess of truth / Hall of Judgment
- I know some key events of this period e.g. Alexander the Great conquered Ancient Egypt / the Romans invaded Ancient Egypt / the death of Cleopatra VII

Useful Vocabulary

Egyptian
Africa
artefacts
archaeologist
primary/secondary sources
pyramids
organs
preserved
canopic
sarcophagus
Book of the Dead
Ma'at
afterlife
Tutankhamun
tomb
pharaoh
Rosetta stone
hieroglyphics,
Cleopatra
Alexander the Great



History

Year 4

Year 4 – Ancient Greeks

What I know and can explain

- I know the position of the Greeks on a timeline in relation to previously taught eras
- I know that Ancient Greek civilisation developed religion, infrastructure, politics, money and trade.
- I can use artefacts and sources to infer what daily life was like in Ancient Greece.
- I know the lasting impact of Athenian democracy on the world today
- I know that Athens and Sparta were ruled in different ways and can describe what life was like in each city-state
- I know some key elements of culture in Ancient Greece e.g. entertainment, architecture, theatre
- I can explain how the Olympics have changed over time
- I can ask and answer questions about Ancient Greece using different historical sources

Useful Vocabulary

democracy

olympics

citizen

tragedy

phalanx

aristocrat

mythology

column

artefacts

demigods

architects

Troy

Iliad

Year 4 – The Romans

What I know and can explain

- I can place the Roman Empire on a timeline and explain how it relates to other periods studied
- I know that the Roman Empire spread across large parts of Europe
- I know that the Romans invaded Britain to gain raw materials to supply their empire
- I can explain why Boudica was significant person from the Roman era
- I know why the Roman's built Hadrian's Wall
- I can explain the challenges the Roman's faced in conquering northern Britain
- I know some key elements of culture from the Roman era e.g. entertainment, Gladiators, Coliseum
- I know how the Romans changed life in Britain
- I can ask and answer questions about Ancient Greece using different historical sources
- I can use historical sources to find out what life was like in Roman Britain.

Useful Vocabulary

Empire
toga
aqueduct
coliseum
centurion
emperor
amphitheatre
gladiator
mosaic
chariot
hypocaust
tunic
pantheon
legionary
Emperor Claudius
Julius Caesar
Boudicca

Year 4 – The Tudors

(a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)

What I know and can explain

- I can position of the Tudors on a timeline in relation to previously taught eras
- I can analyse a range of Tudor artefacts and draw historical conclusions about them
- I know key events for the period e.g. Battle of Bosworth / death of Elizabeth 1
- I know why Henry VIII married 6 wives
- I know some key aspects of Henry VIII's reign and how these impacted Britain e.g. Church of England
- I know what life was like for a local wealthy Tudor Family
- I can compare significant Tudor buildings to other buildings in England, looking at similarities and differences
- I can ask and answer questions about Ancient Greece using different historical sources
- I can use historical sources to find out what life was like in Roman Britain

Useful Vocabulary

Henry VIII
wives (and names)
Elizabeth 1
dissolution
catholic
protestant
divorce
beheading
adultery
heir
armada
beheading
treason
invasion



History

Year 5

Year 5 – The Anglo-Saxons

What I know and can explain

- I can position the Anglo-Saxon era on a timeline in relation to previously taught eras
- I know who the Anglo-Saxons were and why they settled in Britain
- I know why the Roman era came to an end
- I can make comparisons between the Roman era and the Anglo-Saxon era
- I know the different Anglo-Saxon kingdoms and why they often battled with each other
- I can explain some aspects of Anglo-Saxon culture e.g. religion, buildings
- I can use historical sources (e.g. Sutton Hoo) to find out what life was like in Anglo-Saxon Britain

Useful Vocabulary

barbarians

primary sources

secondary sources

Jutes

Angles

Saxons

settlements

Christianity

convert

King Ethelbert

Augustine

abbey

monasteries

artefacts

sceptre

Year 5 –The Vikings

What I know and can explain

- I can position the Viking era on a timeline in relation to previously taught eras.
- I know where the Vikings came from and where they settled
- I can explain how Viking skills (e.g. shipbuilding) helped them invade Britain
- I can describe some aspects of Viking life and culture
- I know how Viking settlement in Britain affected the Anglo-Saxons
- I can explain why the Vikings wanted to settle in Britain
- I can give some details about the reign of Alfred the Great
- I know how and when Britain become a unified country
- I know why the Anglo-Saxon era came to an end
- I can use historical sources to find out what life was like during the Viking era

Useful Vocabulary

Lindisfarne
Norsemen
Monks
longship
shipwrights
Northumbria
climate
longhouses
thatched
fertile
folklore
myth
legend
runes
Valhalla
Conquer
Wessex
Danelaw

Year 5 – The Victorians

What I know and can explain

- I can position the Victorian era on a timeline
- I know how key Victorian inventions and the industrial revolution changed the way people lived during the Victorian era e.g. railways, telephones, electricity
- I know what life was like for working Victorian children
- I can explain what Victorian schools were like
- I know what the local area (Bolton) was like during the Victorian era
- I can use historical evidence to explain the reasons behind the sinking of the Titanic (local history, post-Victorian)
- I can ask and answer questions about the Victorian era using different historical sources

Useful Vocabulary

Queen Victoria

British Empire

Victorians

era

monarch

revolution

mining

steam engines

workhouse

chimney-sweep

trapper

Samuel Crompton

textiles

RMS Titanic

social class



History

Year 6

Year 6 – The Maya

What I know and can explain

- I can position of the ancient Maya on a timeline in relation to previously taught eras
- I can locate the areas where the ancient Maya lived and where Maya people live today on a world map.
- I understand the different roles and social hierarchy within Mayan society
- I can make inferences about Mayan life using historical evidence (e.g. buildings and artefacts)
- I know key features of Mayan culture, e.g. celebrations, writing
- I know how artefacts inform archaeologists about the Maya
- I can explain the key reasons for the collapse of the Maya civilisation
- I can compare life for the ancient Maya and Maya people today
- I know some significant achievements of the Maya, e.g. maths, writing, calendars, and architecture.

Useful Vocabulary

conquistador

temple

hieroglyphs

stelae

aqueduct

cacao

cenote

codices

Mesoamerica

parliament

democracy

government

city state

merchant

Year 6 – World War 2

What I know and can explain

- I understand the reasons for the outbreak of WW2
- I know some key details about the Blitz and the impact it had on Britain
- I know what evacuation was and why it was necessary
- I can compare and contrast the experiences of different evacuees
- I can compare and contrast the diet of a child today with a child during World War 2
- I know what rationing was and why it was necessary
- I can explain the role that women played during WW2
- I can explain why the Holocaust was a significant and tragic event in history and why it is remembered today
- I can use evidence to judge how serious the threat of invasion of Britain was in 1940.

Useful Vocabulary

occupied
invasion
territories
Fuhrer
Reich
chancellor
retreat
English Channel
Outbreak
Allies
Axis
declaration of war
evacuation
Morrison shelter
Anderson shelter
billets

Year 6 – Medicine Through Time

(A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)

What I know and can explain

- I know some medical practices used in prehistoric times and Ancient Egypt
- I can explain the Roman attitude to health and medicine influenced by the Greeks
- I know what the Black Death was and the impact it had on society
- I know the medical practices of the Tudor period
- I know how medical advancements improved people's lives during the Victorian period.
- I can explain how medicine has changed in the 20th and 21st centuries
- I can place key developments in medicine on a timeline
- I can explain how medical practices have changed over time and what has stayed the same
- I know some significant individuals who helped advance medicine

Useful Vocabulary

witch doctor
shamen
empire
physician
Surgery
Medieval
chamber pot
miasma
plague doctor
ailment
cholera
antiseptic
sterile
anaesthetic