



# 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

## Year 1 – Local History: Fred Dibnah

### What I know and can explain

- Fred Dibnah was a real person from Bolton.
- He was famous for climbing very tall chimneys.
- He helped take down old chimneys safely.
- Fred Dibnah was a steeplejack (someone who climbs tall buildings and chimneys).
- In the past, Bolton had many factories and chimneys.
- His job was dangerous and very different from most jobs today
- Fred Dibnah is remembered because he did a special and unusual job
- He helps us learn about how Bolton used to be (factories, chimneys).

### Useful Vocabulary

past  
present  
Bolton  
local  
job  
steeplejack  
chimney  
factory  
dangerous  
climb  
remember  
different

**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