



Birkwood Primary School History

Substantive Knowledge, National Curriculum Links, Disciplinary Knowledge, and Vocabulary Progression

Birkwood Threads

- Key people or events that shaped history.
- Society, Beliefs and Culture
- Technological Advancement and Inventions
- Invaders, settlers and their relationships with others

EYFS - End Point (ELG)

- Talk about the lives of people around them and their roles in society.
- Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

FS1

FS2

	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
	My history	The history of people who help us	How inventions changed the world	My history	The history of people who help us	How inventions changed the world
Main Enquiry Question and Sub Questions	What is a family? What does the word family mean? Who is in your family? Are all families the same?	Who can help us? Who looks after you? Who can help you if you are poorly? Who else can help people? What jobs do they do?	What do we have in our home? What things do you have in your home? How does a ... work? Why do we sometimes need new things?	How will I change through my life? Who is in your family and can you tell me about them? What were you like when you were born? Are you still a baby now? Will you always be a child? Can you order these pictures from when you were a baby?	How do people help us and how have these jobs changed? What are some jobs where people help us? How do these people help us? How have these people helped us? What can you tell me about this picture? (Familiar pictures of jobs from the past e.g. doctors)	How have things that we use changed over time? What is this object called? E.g. television, phone, camera What can you tell me about this picture/object? Familiar pictures objects from the past e.g. television, camera, phone How is the ... the same / different? Which object was invented first?

					What can people doing these jobs do now that they couldn't do before?	Which object was invented after this?
Substantive Historical Knowledge	<p>I know what the word family means</p> <p>I know that I am part of a family</p> <p>I know who is in my family</p> <p>I know that not all families are the same</p>	<p>I know who looks after me</p> <p>I know that nurses and doctors can help me if I am poorly</p> <p>I know different people can help me</p> <p>I can name a job where someone helps you</p>	<p>I can name things in my home</p> <p>I know things work in different ways</p> <p>I know things can break or stop working over time</p>	<p>I know who is in my family and can talk about them</p> <p>I know that when I was born I was a baby</p> <p>I know that I am a child now</p> <p>I know that I will grow up I will be an adult</p> <p>I know that first I am a baby, then a child and then a grown up</p>	<p>I know some jobs where people help us</p> <p>I know what these people do to help us</p> <p>I will know that these pictures are from the past</p> <p>I can say how these jobs have changed</p>	<p>I can name familiar objects</p> <p>I know that familiar objects have changed over time</p> <p>I know which objects were invented first and can put these in order</p>

Key Stage 1 and Key Stage 2

Autumn Term

Main Enquiry Question and Sub Questions	Year 1 The History of Shopping	Year 2 The Fire of London	Year 3 Stone Age	Year 4 The Romans	The Anglo Saxons & Vikings	Year 6 WW2
	<u>What is shopping and how has it changed over time?</u> When is the time before now? What is shopping and what do people use shops for? What are goods and services? How has the way people pay for goods and services changed over time? How has the way people transported	<u>What were the causes and consequences of The Great Fire of London?</u> What was London like in 1666? When and where did the Great Fire of London take place? How did The Great Fire of London start? Why did the fire spread so quick? What was firefighting like in 1666?	<u>What were the differences in how people lived in the stone age and the bronze age?</u> When did the Stone Age begin? How did the Early-Brits communicate? (Comparison of Paleo/Meso/Neolithic).	<u>What was the Roman Empire, and how did it impact Britain?</u> When did the Roman Empire begin and when did Romans invade Britain? What were the features of a Roman villa which impacts the way we live today? How have Romans had an impact on the food we eat today? How did military weapons and tactics influence future conflicts?	<u>What do historians tell us about the Anglo Saxons and the Vikings?</u> How did the Anglo-Saxons shape the history of the UK? How do significant Anglo-Saxon people influence the way Great Britain is divided into 4 separate countries? How did the Vikings shape the history of the UK? Where did the Vikings come from?	<u>What was World War 2 and what impact did it have on Cudworth and our county?</u> How did the war begin? What were the roles of women during World War 2? What was the Blitz? Did The Blitz have an impact on South Yorkshire? What was rationing? What would life have been like for you during World War 2? When did the war end?

	<p>goods and services changed over time?</p> <p>How has the way people buy goods and services changed over time?</p> <p>How has the way we carry shopping changed from the past to the present?</p>	<p>How do we know The Great Fire of London happened?</p> <p>How was the fire stopped?</p> <p>How did London change after The Great Fire of London?</p>	<p>What was the diet of Early-Brits? (Comparison of Paleo/Meso/Neolithic).</p> <p>Where did Early-Brits live? (Comparison of Paleo/Meso/Neolithic).</p> <p>How did the advancement of tools change over time? (Comparison of Paleo/Meso/Neolithic).</p> <p>How did the Stone Age end?</p>	<p>Why did the Romans retreat from Britain?</p>	<p>Where did the Vikings invade and settle?</p> <p>How did the Anglo-Saxon period come to an end?</p>	
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N.C. Objective	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Events beyond living memory that are significant nationally or globally.	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Substantive Historical Knowledge	<p>Know that the time before now is the past.</p> <p>Know that history is the study of the past and the changes that have occurred within human society.</p> <p>Know that people use shops to buy good and services.</p>	<p>Know the fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane.</p> <p>Know how London was different in 166.</p> <p>Know in 1666, the buildings in London were made of wood and straw and they were very close</p>	<p>Know that the earliest humans came from Africa and migrated across the continents due to Europe being landlocked (Homo erectus 2million years ago).</p> <p>Know that the stone age began</p>	<p>Know when the Roman Empire began (BC 27) and that the Romans Invaded Britain in AD 43.</p> <p>Know the key features of a Roman villa (heating, plumbing, toilets etc...)</p> <p>Know what foods the Roman brought over with them from Italy, and which foods remain</p>	<p>Know that Britain has been invaded and settled numerous times and place significant dates concerning the Anglo-Saxons and Vikings on a timeline of British history.</p> <p>Know the meaning of the terms 'invaders' and 'settlers' and how</p>	<p>Know that Adolf Hitler was a dictator and was the leader of Germany.</p> <p>Know that Britain declared war on Germany in 1939.</p> <p>Know that war was declared because Germany began invading other countries, and that Poland was our ally.</p>

<p>Know that goods are things that people buy.</p> <p>Know that services are people we pay to do things.</p> <p>Know that people have not always been able to shop online and previously had to do all of their shopping in person.</p> <p>Know that Amazon is now a big online company which was created by Jeffrey Benzo in 1995.</p> <p>Know that the way people pay for goods and services has changed. In the past people had to use money but in the present people can use card. Contactless payment can now be made.</p>	<p>together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry.</p> <p>Know people used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.</p> <p>Know by Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.</p> <p>Know that we know about The Great Fire of London through a range of sources</p>	<p>when humans began using stone for tools and weapons (roughly 300,000 years ago).</p> <p>Know that the stone-age can be split into 3 periods; Palaeolithic, Mesolithic and Neolithic eras.</p> <p>Know how early-human communication evolved from the palaeolithic through to the neolithic period (Talking, cave paintings, dancing, hieroglyphs).</p> <p>Know how humans hunted</p>	<p>in the British diet today?</p> <p>Know that the Romans were advanced in military techniques through their use of armour, weapons, and formations.</p> <p>Know that the Romans left Britain because their homes in Italy were being attacked by fierce tribes and every soldier was needed back in Rome.</p>	<p>they relate to each other.</p> <p>Know about the life in Anglo-Saxon times including the influence on our society, beliefs and culture today.</p> <p>Know what the Bayeux Tapestry is what we can learn from it about the Anglo-Saxons.</p> <p>Know when the Vikings invaded in the context of the history of Britain.</p> <p>Know about the different experiences of people of Britain who experienced invasion</p>	<p>Know that Winston Churchill was the Prime Minister who declared war on Germany.</p> <p>Know that it was called World War 2 because there had already been a First World War which lasted from 1914-1918.</p> <p>Know that The Blitz was a German bombing campaign against the United Kingdom in 1940 and 1941.</p> <p>Know why people had to wear gas masks during The Blitz.</p> <p>Know that people used 'blackouts' during The Blitz to prevent enemy aircraft from seeing their houses.</p> <p>Know about The Sheffield Blitz.</p> <p>Know that some women were called up for war work during WW2.</p> <p>Know that some women were played a vital role on the home front.</p>
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	<p>Know that the first credit card was issued by Barclays in 1966 and the first contactless credit card was issued in 2007.</p> <p>Know that the way people transport their shopping has changed overtime. People are now able to order their shopping online to be delivered to their home.</p> <p>Know that in the past plastic bags were regularly used but now they are banned in shops.</p>	<p>including Samuel Pepys' diary.</p> <p>Know that King Charles II ordered that buildings should be rebuilt from brick or stone and that streets should be made wider. This was to stop another fire from spreading like the Great Fire of London did.</p>	<p>for food (hunter gatherers, fishing/picking berries and nuts, agriculture). This changed over time.</p> <p>Know how human's way of living changed over time. (Using caves as motels, mud huts (Howick House), more developed houses (Skara Brae and Cresswell Crag).</p> <p>Know that humans living situations depended on their diet (eg Paleolithic moved around</p>			<p>Know that some women worked in factories.</p> <p>Know that the most notable member of the Auxiliary Territorial Service during the Second World War was the then Princess Elizabeth.</p> <p>Know that children were evacuated during WW2 to keep them safe from air raids.</p> <p>Know that the food rationing scheme was designed to ensure fair shares for all at a time of national shortage.</p> <p>Know that the memorial at St' John's church is used on Remembrance Day and displays the names of local people who were killed in conflicts including WW2.</p> <p>Know that the War ended in 1945 (VE Day was 8 May 1945 and VJ Day was 15 August 1945)</p>
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			<p>as hunter gatherers).</p> <p>Know that stone tools developed over time, then this progressed onto the bow and arrows.</p> <p>Know that the Stone Age ended 2000 BC.</p>			
Vocabulary	<p>Goods, Online, Past, Present, Services, Technology, Transport.</p>	<p>Destroyed, Diary, Event, Historian, Improvements, Monument, St Paul's Cathedral, Rebuilt, 17th Century</p>	<p>Age, Agriculture, Artefact, Attack, Clan, Era, Pre-history, Sophistication , Tribe, Weapon</p>	<p>Empire, Villa, Military, Formations, Retreat, Invade, Tactics, Banquet</p>	<p>Anglo Saxon, Period, Viking Age, Celtic British, Population, Invaders, Settler, Conquer, Vikings, Mercia, Wessex, Artefact, Century, Inhabitants</p>	<p>Conflict, Dictatorship, Democracy, War, Ally, Home Front, Blitz, Rationing, Appeasement, Devastation, Evacuation, Inevitability, Manufacture, Negotiation, Prevail, Radical, Totalitarianism</p>

Spring Term

Main Enquiry Question and Sub Questions	Year 1 The History of Transport	Year 2 Nurses from History	Year 3 Bronze Age & Iron Age	Year 4 The Roman Empire	Year 5 Early Islamic Civilisation	Year 6 Greek life and achievement
	<p><u>What is transport, and how has it changed over time?</u></p> <p>What is transport?</p> <p>What were the earliest forms of transport?</p> <p>How has rail changed over time?</p> <p>Who invented the steam engine?</p> <p>How have cars changed over time?</p> <p>Who invented the first car?</p>	<p><u>How has nursing changed overtime and who has contributed to these changes?</u></p> <p>What is a nurse?</p> <p>How has nursing changed from the past?</p> <p>Who are the important nurses in history?</p> <p>Who is Florence Nightingale and why is she important?</p> <p>Who is Mary Seacole and why was she treated differently?</p>	<p><u>What were the major changes between the bronze age and the iron age?</u></p> <p>When did the Stone Age transition to the Bronze Age?</p> <p>How did the Bronze Age transition to the Iron Age?</p> <p>What were wars like for the Bronze and Iron age warriors?</p>	<p><u>Why did the Romans leave and who settled in Britain after them?</u></p> <p>How long were the Romans settled in Britain before they left?</p> <p>Who were the Celts?</p> <p>Who were the Anglo-Saxons?</p> <p>How can items help us to build an accurate picture of how the Anglo Saxons settled?</p> <p>What was happening in Britain by 700AD? (Christianity/made of kingdoms)</p>	<p>Year 5</p> <p><u>Early Islamic Civilisation</u></p> <p><u>What impact did early Islamic civilisation have on the modern world?</u></p> <p>Who was the Prophet Muhammad (pbuh) and what beliefs were founded by his teachings?</p> <p>What can ancient artefacts (maps) tell us about the difference between this civilisation and Europe.</p> <p>What was the Islamic Golden Age?</p> <p>What was The Silk Route and what</p>	<p><u>What can we learn about life in Ancient Greece using different sources of evidence?</u></p> <p>When did the Archaic Period, Classical Period and Hellenistic Period take place in Greece?</p> <p>How was Greece divided during the Archaic Period?</p> <p>What do different sources tell us about life in Athens?</p> <p>What do different sources tell us about life in Sparta?</p> <p>What do temples tell us about the religious beliefs of the Ancient Greeks?</p> <p>What can we learn about Greek society from pottery? (sketch fab)</p>

	<p>How has air travel changed over time?</p> <p>Who invented the first aero plane?</p> <p>Who were the important inventors in transport and where do they sit on a timeline?</p>	<p>Who is Edith Cavell and what happened to her during World War 1?</p> <p>What is similar/different about the lives of Florence Nightingale and Mary Seacole?</p> <p>What is similar/different about the lives of Mary Seacole and Edith Cavell?</p>	<p>How can we use evidence to explore different periods of time?</p>		<p>impact did this have on technological advancements?</p> <p>What was the legacy left by the Early Islamic Civilisations (Significant people)?</p> <p>How does the Ancient Islamic civilisation compare to the same time period in the history of England? Eg: Golden Age / Anglo-Saxons</p>	
N.C. Objective	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan	Ancient Greece - a study of Greek life and achievements and their influence on the western world

	used to compare aspects of life in different periods	compare aspects of life in different periods			civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	
Substantive Historical Knowledge	<p>Know that there are different modes of transport such as; on foot, on bikes, in cars, on buses, on trains, on boats and on aero planes and that they are used in different environments. E.g water, air, road, tracks.</p> <p>Know that people travel for different reasons: to get to work, for leisure and to migrate (i.e. to move so to live in a different place).</p>	<p>Know that people sometimes need medical care when they are not well or when they been injured.</p> <p>Know that medical care is performed by doctors and nurses.</p> <p>Know that there have been important nurses in history who are famous today because of the significant impact on many people's lives.</p>	<p>Know that the bronze age started in the middle east approx. 300-3500BC.</p> <p>Know that Britain was still using stones during this period.</p> <p>Know that the Bronze Age began in approximately 2,000 BCE in Britain.</p> <p>Know that the Bronze age came after</p>	<p>Know that the Romans settled in Britain for 70 years.</p> <p>Know that the Celts migrated from Northern Europe. The name Celts is a 'modern' name and is used to collectively describe all the many tribes of people living during the Iron Age.</p> <p>Know that the Romans called these people <i>Britons</i>, not Celts.</p> <p>Know that the Anglo-Saxons were immigrants from northern Germany and southern Scandinavia and migrated and</p>	<p>Know that Muhammad (pbuh) believed and stated that all people were equal before God.</p> <p>Know that Abbasid Caliphate founded the city of Baghdad in 762.</p> <p>Know that The first Abbasid caliphate founded the city of Baghdad in 762BCE.</p> <p>Know that 805BCE - First general hospital in the world opened in Baghdad.</p> <p>Know that in 859BCE - Mosque that would be come University of al-Qarawiyyin founded.</p>	<p>Know the dates of the Archaic Age (c. 750-479 BCE), the Classical Age (479-323 BCE), and the Hellenistic Age (323-30 BCE).</p> <p>Know that Ancient Greece was divided into city states and the most well-known were Athens and Sparta.</p> <p>Know that each city state had their own laws and ways of life - this contrasts with the western world being mainly democratic.</p> <p>Know that all city states spoke the same language - compare to United Kingdom. Contrast with other European nations.</p> <p>Know that in Athens, while boys went off to school at age seven, young girls continued to stay at home until they were married, rarely ever leaving home. Girls</p>

	<p>Know that the numbers used for years (after 1000 AD) can be said by dividing the number into two 2-digit chunks (e.g. 1735 can be said as "seventeen thirty five")</p> <p>Know that people first learned to ride horses as a mode of transport.</p>	<p>Know that Florence Nightingale is a significant person from history who had a significant impact on modern nursing.</p> <p>Know that in 1854 Nightingale went to nurse soldiers in Turkey where Britain was fighting in the Crimean War.</p> <p>Know that Nightingale cared for soldiers all through the night and was gained the nickname 'the lady of the lamp'.</p> <p>Know that Florence Nightingale pushed for changes to all war hospitals, saving many lives.</p>	<p>the Neolithic age (Stone Age).</p> <p>Know what artefacts the bronze age people left behind - what does this tell us about human civilisation?</p> <p>Know how weapons/tools advanced from the stone age.</p> <p>Know how people in the bronze age lived - Diet/living.</p> <p>Know when/where iron is first recorded to</p>	<p>settled in Britain 410-1066 AD.</p> <p>Know that Anglo-Saxon jewelers made brooches, beads and gold ornaments.</p> <p>Know that Britain has split into 7 kingdoms and were all ruled by different kings.</p> <p>Know that Christianity was the main religion in Britain and the Church had influence on each of the kingdoms.</p>	<p>Know that 1154 CE Al-Idrisi Mediterranean Map.</p> <p>Know that 30 BCE - 1453 CE Silk Roads connected China and the Far East with the Middle East & Europe.</p> <p>Know what what can be learned about the ancient civilisation of Islam compared to Europe.</p> <p>Know the significance of the Silk Roads and can describe what this meant for development and advancements in technology and inventions.</p> <p>Know that Baghdad became a key global centre of trade along the 'Silk Routes' (often known as the 'Silk Road') Silk Routes allowed trade of luxury goods.</p>	<p>were not formally educated, but some mothers did teach their daughters to read and write.</p> <p>Know that in Sparta, boys attended the agoge and girls participated in the same physical fitness routines as the boys when young, even training with them at first, and were then educated in reading, writing, and mousike ("music") a term which included singing, dance, playing a musical instrument, and composing poetry.</p> <p>Know that Spartan society was separated into social classes, and conquered people were not given political rights or citizenship. Even lower than the conquered population was a group called the helots. Two kings ruled the city, but a 28-member 'council of elders' limited their powers.</p> <p>Know that the Greeks built temples in every town for one god or goddess. The temples were not like modern places of worship, for ordinary people to pray in. They were homes for statues of gods, which were cared for by priests.</p>
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		<p>After the war, the Nightingale Training School for Nurses was founded.</p> <p>Know that Mary Seacole is a significant person from history who had a significant impact on nursing, she was born in Jamaica.</p> <p>Know that when Mary Seacole heard about the Crimean War she wanted to help, but she was turned down.</p> <p>Know that Mary Seacole set up the "British Hotel" where soldiers could buy hot food, drinks and equipment; She</p>	<p>have been used and when iron reached Britain.</p> <p>Know that the Iron Age began in approximately 800 BCE in Britain and lasted until the Romans invaded in 43.</p> <p>Know that iron was extracted from rocks by a process called smelting.</p> <p>Know why iron was superior to bronze.</p> <p>Know how tools/weapons changed</p>		<p>Know that Baghdad became the largest city in the world and a leader in science, astronomy, poetry, mathematics, history, law and philosophy.</p> <p>Know that Baghdad translated many of the great works of Greek and Roman antiquity into Arabic. Advances in science, astronomy, poetry, mathematics, history, law and philosophy were made in the areas of early Islamic civilisation; known by some as 'the Islamic Golden Age' or 'the Golden Age of Islam'.</p> <p>Know that Possible key people to form essay writing: 830CE Musa al-Khwarizmi 'Father of Algebra'</p>	<p>Religious ceremonies and festivals went on outside the temple.</p> <p>Know that, unlike literary sources, vases often provide information concerning the day-to-day lives of Greek and foreign men, women, children, and slaves. For example, vases show us mothers nursing children, women at the fountain, men at the symposium, warfare, theater, trade and commerce.</p>
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		<p>spent the money raised to treat and care for sick and wounded soldiers.</p> <p>Know that Seacole even rode onto the battlefields under fire to care for soldiers from both sides; she was very brave.</p> <p>Know that Mary Seacole is remembered as an inspiring role model as she overcame prejudice.</p> <p>Know that the lives and actions of Florence Nightingale, Mary Seacole and Edith Cavell have similarities and differences.</p>	<p>during the iron age.</p> <p>Know the differences between bronze and iron age warriors.</p> <p>Know that celts migrated from Europe to Britain and brought iron with them.</p> <p>Know the difference to living conditions from the bronze age to the iron age.</p>		<p>Introduced Arabic numbers and the concept of 'zero'</p> <p>Detailed movements of Sun, moon and five planets of solar system.</p> <p>Know that in 859CE Fatima al-Fihri Founded the al-Qarawiyyin mosque in Baghdad that became an institute for learning.</p> <p>Know the comparisons between Early Islamic Civilisations (Golden Age) and Anglo Saxon England.</p>	
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		Know that though nursing in the past was mainly undertaken by women, but modern nursing is a career for people of all genders.				
Vocabulary	Transport, Travel, Technology, Pollution, Railway station, Platform, Vehicles, Carriages, Conductor, Compare, Contrast	Significant, Prejudice, Crimean War, World War 1, Modern, Treason	Bronze, Copper, Smelt, Migrate, Celts, Roundhouses , Hillforts, Longsword, Religion, Civilization, Advance	Migration, Immigration, Tribe, Settlement, Kingdoms, Artefact	Antiquity, Interpret, Imminent, Impact, Translation, Features, Monotheism, Respect (no images of Muhammad pbuh), Cause, Significance, Trade, Goods, Caliphs	Archaic Period, Classical Period, Hellenistic Period, Civilisation, Democracy, Oligarchy, Polis, City-states, Polytheists, Agoge, Beliefs

						Doric, Ionian, Language, Beliefs, Society.
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Summer Term

Main Enquiry Question and Sub Questions	Year 1 The History of The Seaside <u>How have British Seaside holidays changed overtime?</u> What are the main features of a seaside holiday? When did the first seaside holidays take place? Why are seaside holidays popular?	Year 2 The History of Barnsley <u>What is Barnsley known for, and in what ways has it changed in the past 100 years?</u> What is Barnsley well known for? What was it like for a child in Barnsley 100 year ago? How was school different for	Year 3 Ancient Egypt <u>Who were the Ancient Egyptians and what did they achieve?</u> Where and when did the first civilizations appear? What did the earliest civilisations have in common?	Year 4 Mining <u>What was the significance of mining in Cudworth and the surrounding area?</u> How did mining change in Britain? 1980s and work backwards) How was a person's way of life dictated by their work?	Year 5 The Industrial Revolution <u>How did the Industrial Revolution change Britain for the better?</u> What changed and what stayed the same between the Georgian and Victorian eras? When and why were different modes of transport introduced during the Industrial	Year 6 Ancient Greece <u>What was the impact of Ancient Greece on the modern-day Western World?</u> How did the Ancient Greeks influence the Romans? How have Greek Statesmen influenced the world today? How have Greek philosophers influenced the world today? How have Greek scientists influenced the world today?
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<p>What were seaside holidays like 100 years ago?</p> <p>How do we know what seaside holidays were like 100 years ago?</p> <p>How and why have seaside holidays changed?</p> <p>What clothes did people used to wear to the seaside, how has that changed?</p> <p>What did people used to do for fun at the seaside, how has that changed?</p> <p>What is the same and what is different about seaside holidays now and then?</p>	<p>children in Barnsley 100 years ago?</p> <p>What is on the Barnsley coat of arms?</p> <p>What is the oldest building in Barnsley?</p> <p>Why has people's jobs changed in Barnsley?</p> <p>Who are the well-known people that come from Barnsley?</p> <p>Who is Dorothy Hyman and why is she well known in Cudworth?</p>	<p>How did some important Pharaohs act in Ancient Egypt?</p> <p>What can we learn about Ancient Egypt's achievements from different sources?</p> <p>What were the similarities and differences between Ancient Egypt and Stone Age Britain? (Find specific period paleo/meso/neolithic).</p>	<p>What did different people say about the closures?</p> <p>What was it like for a child in 1984?</p> <p>What life like for a child in 1840?</p>	<p>revolution? (Timeline)</p> <p>How did the Victorians improve transport links in UK & around the world?</p> <p>How did trade contribute to the Industrial Revolution?</p> <p>What diseases were prevalent during the industrial revolution?</p> <p>How was healthcare improved in Britain to combat disease?</p>	<p>How have Greek writers influenced the world today?</p>
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N.C. Objective	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Significant historical events, people and places in their own locality Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	a local history study Examples a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Ancient Greece - a study of Greek life and achievements and their influence on the western world
Substantiv e Historical Knowledge	Know the main features of a seaside holiday.	Know that Barnsley is known for its linen, coal mining, glassmaking and textiles industries but is most well-	Know that two separate kingdoms were established in around 3400 BCE and that	Know that the Miners' Strike of 1984-1985 was an attempt by miners to stop the National Coal Board (NCB) and the	Know how The Industrial Revolution completely changed the way people traveled and how goods were	Alexander the Great spread his ideas when he conquered regions and countries. Later emperors wanted to emulate him because of his success.

<p>Know when seaside holidays became popular and why.</p> <p>Know what seaside holidays were like 100 years ago.</p> <p>Know how to sort/order pictures of seaside holidays through time.</p> <p>Know how we can find out about seaside holidays from the past.</p> <p>Know how and why seaside holidays have changed overtime.</p> <p>Know how clothes people wear to the beach have changed overtime.</p> <p>Know what people do for fun at the</p>	<p>Known for its coal mines.</p> <p>Know that Barnsley contains some famous landmarks such as Monk Bretton Priory, Cannon Hall, Wentworth Castle and Oakwell Football Stadium.</p> <p>Know that Barnsley town centre has buildings of different ages some that are still being built.</p> <p>Know that older buildings can be identified with the dates on them.</p> <p>Know that the coat of arms for Barnsley contains an image of</p>	<p>these were unified in around 3100 BCE by King Menes as the bronze age began in Egypt.</p> <p>Know that ancient Egypt had a strict social hierarchy; this means that people had more or less control over their lives depending on their role and this did not change.</p> <p>Know that the nobility is a class of people ranked directly below</p>	<p>government of Prime Minister Margaret Thatcher shutting down collieries (mines).</p> <p>Know how Cudworth and the surrounding area thrived 1913-1960s on the mining industry in the 20th century.</p> <p>Know that the Coal Mines Regulation Act was finally passed in 1842. It became illegal for women or any child under the age of ten to work underground in Britain</p> <p>Know that miners' working days were long and physical.</p>	<p>transported.</p> <p>Know that all forms of transport, including roads, railroads and canals, were developed to improve transport for trade.</p> <p>Know that more advanced modes of transport were invented during the industrial revolution to meet the demands of the developing world.</p> <p>Know that Cars, trains and trams were revolutionized to meet the demands for trade, contributing to the rise of the British Empire.</p> <p>Know that the industrial revolution played a role in the</p>	<p>Know that ancient Greece played a tremendous role in the development of the Roman Empire. Literature, education, art, architecture, religion, and military theories demonstrate only a few of the contributions made by the Greeks in Rome.</p> <p>Over a period of just a few hundred years, the civilization of ancient Greece produced an unequalled collection of statesmen, writers, artists, scientists, and philosophers whose ideas and innovations are still widely valued today.</p> <p>Know that Ancient Greeks were the first democratic society BUT it was very limited as only adult men - this contrasts with modern Europe. Democracy, in a different form, is still prevalent today.</p> <p>Know about the achievements of the influential statesmen: Solon and Perikles, and how</p>
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	<p>beach has changed over time.</p> <p>Know the similarities and difference of seaside holidays then and now.</p>	<p>a glass worker and a coal miner.</p> <p>Know that the oldest building in Barnsley is St Mary's Church.</p> <p>Know that boys were taught by male teachers and girls by female teachers in the 1900s.</p> <p>Know that children often missed school to help work on farms, in mills, mines or in factories in the 1900s.</p> <p>Know in 1918 school attendance was compulsory until you were 14.</p> <p>Know that in the past children have written with nipped pens, inkwells,</p>	<p>the monarch in a social hierarchy.</p> <p>Know that a peasant is an agricultural worker or farmer of low position in a social hierarchy.</p> <p>Know that an enslaved person is a person who is owned like property and has almost no control over their life; slavery is morally wrong, but despite this it has existed</p>	<p>Know how miners relaxed/ spent their free time.</p> <p>Know that Thatcher's reasons for Pit closures were that they were expensive and inefficient. She believed collieries had to close to grow the economy. She planned to close inefficient pits and depend more on imported coal, oil, gas and nuclear. (Important to be historically accurate and not opinionated)</p> <p>Know that striking miners' families were without income for over a year and had to rely on food banks and generosity of their community.</p>	<p>spreading of Christian Values.</p> <p>Know that in the 19th century, the London Missionary Society and others like it were active In the British Empire around the world, to support those in need and spread Christian Values.</p> <p>Know that Cholera was one of the major killers during the industrial revolution.</p> <p>Know that this deadly disease was water borne and spread through filthy cities with ease, killing thousands.</p> <p>Know that smallpox, typhus and tuberculosis all made Britain sick during</p>	<p>their reforms and policies have evolved to influence the modern-day western world.</p> <p>Know about the achievements of the Greek philosophers: Socrates, Plato and Aristotle, and how this has influenced the western world.</p> <p>Know about the achievements of Greek thinkers: Pythagoras, Anaxagoras, Hippocrates and Aristarchus, and how their ways of thinking are still used today</p> <p>Know that the ancient Greeks invented the alphabet that is used to write many languages to this day, including English.</p> <p>Know that many languages have been influenced by the Greek language, including English.</p> <p>Know about the achievements of the Greek writers: Sappho, Aeschylus, Herodotus and</p>
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		<p>typewriters and blackboards as there were no interactive whiteboards or computers.</p> <p>Know that some subjects were gender specific, girls did cookery, needlework and tying. Boys did woodwork and metal work.</p> <p>Know that the lives people who live in Barnsley in 1950 and 2022 have changed significantly due to improving technology and the changes in peoples needs.</p> <p>Know that Dorothy Hyman is a retired English sprinter. She competed at the</p>	<p>throughout human history.</p> <p>Know that some of our knowledge comes from historical texts like the Bible, which is a historical source relating to ancient Egypt.</p> <p>Know that a historical source can provide evidence relating to the events of the past (retrieval).</p> <p>Know that the pyramids, including the Great Pyramid</p>	<p>Know that families were set against each other (strikers, scabs, and police).</p> <p>Know that children worked in the mines and did not go to school (except Sunday school).</p> <p>Know that children worked on their hands and knees in the deepest tunnels, dragging carts of coal behind them using chains attached to their belt.</p> <p>Know that the most dangerous jobs were given to children.</p> <p>Know that many children were killed or injured in the mines.</p>	<p>the industrial revolution.</p> <p>Know that The Public Health Act was formed in 1848 in response to the deadly Cholera Outbreak.</p> <ul style="list-style-type: none"> -Living conditions -Vaccinations -Health checks -Cleaner streets and introduction of sewerage system. <p>Know that the Victorian Period brought about the 'Age of Reform'.</p> <p>Know that significant advancements were made to combat sanitation and poor health. Equally, work was done to improve the lives of the poor.</p>	<p>Thucydides, and how they have influenced the western world.</p>
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		<p>1960 and 1964 Summer Olympics and won three medals. She has a stadium in her home village of Cudworth named in her honour.</p> <p>Know that other well-known people who lived in Barnsley are; Darren Gough, Shaun Dooley, Kate Rusby and Joseph Bramah.</p>	<p>at Giza, were built as monuments to dead pharaohs; recognise the Great Pyramid by sight.</p> <p>Know that historians who study Egypt in a particular are called Egyptologists; some Egyptologists were fascinated with discovering the tombs of ancient Egyptian pharaohs (Joanne Fletcher-Egyptologist</p>			
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			<p>from Barnsley).</p> <p>Know that many pharaohs were buried in a place called the Valley of the Kings.</p> <p>Know that a relatively unimportant king's tomb - that of Tutankhamun - was found in 1922 and that the artefacts found became world-famous.</p> <p>Know that after the early period, ancient Egypt was divided</p>			
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			<p>into three kingdoms.</p> <p>Know that the Egyptians began using a form of writing called hieroglyphics.</p> <p>Know that the ancient Egyptians wrote on papyrus, a material made from a sedge.</p>			
Vocabulary	Coast, Beach, tourist, amusement, popular, harbour, pier, promenade	Barnsley, Industries, Glass blowing, Coat of arms, Coal mining, Factories, Dorothy Hyman	Century, Millennium, Nobility, Ruler, Tomb, Hierarchy, Egyptologist	Industry Government Strike Scab Child labour Economy Import Illegal	Invention, Trade, Society, Rural, Agriculture, Industry, Steam, Coal, Steam Power, Steel, Iron, Steamboats,	Emulate, legacy, chiton, democracy, philosophy, Architecture, government, immortal, statesmen, oath, theory

					Canal, Locomotive, Railway, Network, City, Epidemic, Infectious	
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Disciplinary Knowledge							
Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological knowledge and understanding	Use everyday language relating to time.	Sequence events or objects in chronological order.	Sequence artefacts closer together in time sequence events. Sequence photos etc from different periods of their life. Describe memories of key events in lives.	Place the time studied on a time line sequence events or artefacts. Use dates related to passing of time.	Place events from period studied on a time line use terms related to the period and begin to date events. Understand more complex terms e.g. BCE/AD.	Place current study on time line in relation to other studies. To know and sequence key events of time studied. To use relevant terms and periods labels. To relate current studies to previous studies and make comparisons between different times in history.	Place current study on time line in relation to other studies. To use relevant dates and terms. To sequence up to ten events on a time line.
Range and depth of historical knowledge	To begin to describe similarities and differences in artefacts. Drama/role play - to develop their understanding of the past.	To describe and compare similarities and differences in artefacts. To use a range of sources to find out characteristic features of the past. Drama/role play - to understand why people did things in the past.	To find out about people and events in other times. To confidently describe similarities and differences between collections of artefacts. Drama/role play - to develop empathy and understanding (hot seating, speaking and listening)	To find out about everyday lives of people in time studied. To compare with our life today identify reasons for and results of people's actions. To understand why people may have had to do something. To study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II).	To use evidence to reconstruct life in time studied. To identify key features and events look for links and effects in time studied. To offer a reasonable explanation for some events. To develop a broad understanding of ancient civilizations.	To study different aspects of life of different people - differences between men and women. To examine causes and results of great events and the impact on people. To compare life in early and late times studied. To compare an aspect of life with the same aspect in another period. To study an ancient civilization in detail (e.g.	To find about beliefs, behaviour and characteristics of people, To recognise that not everyone shares the same views and feelings. To compare beliefs and behaviour with another period studied. To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

						Benin, Shang Dynasty, Egypt)	know key dates, characters and events of time studied. To compare and contrast ancient civilizations.
Interpretations of History	To begin to understand how we find out about the past by listening to stories which discuss different events and characters.	To begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past, websites).	To able to identify different ways to represent the past. To compare pictures or photographs of people or events in the past.	To identify and give reasons for different ways in which the past is represented. To distinguish between different sources and evaluate their usefulness. To look at representations of the period - E.g museum, cartoons, etc.	To look at the evidence available begin to evaluate the usefulness of different sources. Use of text books and historical knowledge.	To compare accounts of events from different sources e.g. fact or fiction. To offer some reasons for different versions of events.	To link sources and work out how conclusions were arrived at. To consider ways of checking the accuracy of interpretations – fact or fiction and opinion. To be aware that different evidence will lead to different conclusions.
Cause and consequence	Question why things happen and give explanations	Recognise peoples actions and how this impacted significant events.		Recognise why people did things, why events happened and what happened as a result		Identify and give reasons for, results of, historical events, situations, changes	
Similarity and difference (between a period/situation)	To know about similarities and differences between themselves and others in the past and now.	To know about similarities and differences between themselves and others, and among families, communities and traditions.		Make simple observations about different types of people, events, beliefs within a society.		Describe social, cultural, religious and ethnic diversity in Britain & the wider world.	
Significance (of people and events)	Recognise and describe special times or events for family or friends	Talk about who was important eg in a simple historical account		Identify historically significant people and events in situations		Consider/explain the significance of events, people and developments in their context and in the present.	

Historical Enquiry	Develop speaking and listening skills (links to Literacy).	<p>To sort artefacts "then" and "now" use as wide a range of sources as possible.</p> <p>To ask and answer questions related to different sources and objects.</p>	<p>To use a source - why, what, who, how, where to ask questions and find answers.</p> <p>To sequence a collection of Artefacts.</p> <p>Use of time lines discuss the effectiveness of sources.</p>	<p>To use a range of sources to find out about a period.</p> <p>Observe small details - artefacts, pictures.</p> <p>To select and record information relevant to the study.</p> <p>To begin to use the library, e-learning for research.</p> <p>To ask and answer questions.</p>	<p>To use evidence to build up a picture of a past event by choosing relevant material.</p> <p>To present a picture of one aspect of life in time past.</p> <p>To ask a variety of questions.</p> <p>To use the library, e-learning for research.</p>	<p>To begin to identify primary and secondary sources</p> <p>To use evidence to build up a picture of life in time studied.</p> <p>To select relevant sections of information.</p> <p>To confidently use a library, e-learning, research.</p>	<p>To recognise primary and secondary sources.</p> <p>To use a range of sources to find out about an aspect of time past.</p> <p>To suggest omissions and the means of finding out.</p> <p>To collate knowledge from several sources together in a fluent account.</p>
Organisation and Communication	<p>Time lines (2D with pictures)</p> <p>Drama/role play</p> <p>Drawing</p>	<p>Writing (reports, labelling, simple recount)</p> <p>Begin to use ICT to communicate and understand facts.</p>	<p>Timelines (3D with objects/ sequential pictures)</p> <p>Class display/ museum annotated photographs.</p> <p>Can communicate and develop facts using ICT.</p>	<p>To communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations and drama.</p>	<p>To select data and organise it into a data file to answer historical questions.</p> <p>To know the period in which the study is set.</p> <p>To display findings in a variety of ways work independently and in groups.</p>	<p>To fit events into a display sorted by theme time.</p> <p>To use appropriate terms, matching dates to people and events.</p> <p>To record and communicate knowledge in different forms: work independently and in groups showing initiative.</p>	<p>To select aspect of study to make a display.</p> <p>To use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>To plan and carry out individual investigations.</p>