

History – Key Vocabulary - Progression of Core Knowledge and Skills

The history knowledge and skills represented in this document are not exhaustive, but rather identify the core learning taught at Thwaites School to ensure the National Curriculum is covered in a deep and meaningful way, preparing our children for their next step in education by creating knowledgeable, skilful, competent and confident historians.

Golden Threads

A number of subjects across the curriculum have ‘golden threads’ running through them; themes that are revisited a number of times to allow for deeper knowledge and skills to be developed and embedded.

In History our themes are:

- **Crime and Punishment** – During the delivery of each curriculum, children will have multiple opportunities to study crime and punishment. Each revisit to this theme will be different as it links seamlessly with the wider topics being taught. Children will build up a deep understanding of the concept of crime and punishment and it’s many different incarnations across the globe and through time, beginning with what may have been considered a crime in the Stone Age, and what punishment may have followed, to crime and punishment in the modern day, how it has changed and why.
- **Transport** – During the delivery of each curriculum, children will have multiple opportunities to learn about transport. Each revisit to this theme will be different as it links seamlessly with the wider topics being taught. Children will learn how and when different types of transport came into existence and for what reason, how they have developed over time, what they look and perform like today and how they may look and perform in the future. Children will also learn how transport has affected the globe, both positively and negatively, and how advancements over time have begun to capitalise on positives and mitigate negatives for a cleaner, brighter future.

Early Learning Goals

Communication and Language - Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Communication and Language - Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Understanding the World – Past and Present

Know some similarities and differences 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

Understanding the World – People, Cultures and Communities

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Key Vocabulary

Key Stage One Vocabulary

War and Remembrance

Army, courage, front line, home front, poppy, remembrance, trenches

Nurturing Nurses

Crimean War (1853-1856), battlefield, First World War, hospital, nurse, patients, soldier

Toys

Lower Key Stage Two Vocabulary

Romans

Celts, Iceni, Brigantes, Catuvellauni, citizen, conquest, emperor, empire, legion, Roman Empire, Europe, Africa, West Asia, tribe

Ancient Egypt

ancient, civilization, Egypt, hieroglyphics, hieroglyphs, irrigation, the Nile, pharaoh, tomb

Upper Key Stage Two Vocabulary

Ancient Greece

ancient, civilization, city states, empire, democracy, myth

Modern History

broadcast, century, decade, invented, leisure, free-time, popular, technology

The Stone Age

<p>Victorian, 20th century, 21st, wooden toys, paper toys, metal toys, plastic toys, modern, the past</p> <p>The Gunpowder Plot London, plot, gunpowder, Catholic, Protestant, Guy Fawkes, King James I</p> <p>The Great Fire of London Bakery, diary, fire engine, fire fighter, St Paul’s Cathedral, rebuilt, river Thames, 17th century</p> <p>Travel and Transport Carriage, travel, transport, steam engine, electric cars, petrol, railway, motor</p>	<p>World War II alliance, armistice, assassinated, colonized, declare, invade, rationed</p> <p>Vikings and Anglo-Saxons Danegeld, King Etherlred, exile, invade, kingdom, longship, outlawed, pagans, pillage, raid, wergild</p> <p>Anglo-Saxons and Scots Angles, Saxons, Picts, invaders, kingdom, Pagan, Christianity</p> <p>Local Study – Millom Mining Industry Mine, miner, bogey, furnace, iron works, iron ore, hematite, Hodbarrow Mining Co. Ltd, sea wall,</p>	<p>hunter-gatherer, agriculture, settlement, tribe, monument, migration, technology, prehistoric</p> <p>Local Study – The History of Hallthwaites Hamlets, The Green, Hallthwaites, Ladyhall, Duddon estuary, Neolithic man, stone circle, Swinside, remains, round dwellings, Thwaites Fell, agricultural, Black Beck, parish church, St. Anne, pastor, school master</p>
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Year One and Year Two – Curriculum A

Autumn Term – Two	Spring Term – Two	Summer Term - Two
War and Remembrance	Nurturing Nurses	Toys
<p>National Curriculum Coverage</p> <p>I understand where on a timeline World War Two is and I can explain what came before and after this time in increasing detail</p> <p>I am developing an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past in the context of: learning about Walter Tull and his life</p> <p>I know how to find out about events beyond living memory that are significant globally and nationally in the context of: the First World War and soldiers’ experiences during the conflict the First World War and different animals’ experiences during the conflict women’s experiences on the home front during the First World War Remembrance Day</p> <p>Year One Knowledge and Skills</p> <p>I can talk about Walter Tull</p> <p>I can explain some of the differences in how Walter Tull lived, compared with today</p> <p>I can talk about the life and death of Walter Tull</p> <p>I can talk about how Walter Tull has been remembered</p> <p>I can talk about the First World War</p> <p>I can talk about soldiers’ experiences in the First World War</p> <p>I can talk about the role of animals in the First World War</p> <p>I can talk about the experiences of women during the First World War</p> <p>I can talk about why November 11th is known as Remembrance Day</p> <p>I can talk about how Remembrance Day is marked</p>	<p>National Curriculum Coverage</p> <p>I understand where on a timeline Florence Nightingale, Mary Seacole and Edith Cavell are and I can explain what came before and after this time in increasing detail</p> <p>I am developing an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of: identifying the criteria that makes a person significant finding out how Florence Nightingale improved nursing finding out how Mary Seacole improved nursing finding out how Edith Cavell helped soldiers</p> <p>comparing Florence Nightingale, Mary Seacole and Edith Cavell remembering Florence Nightingale, Mary Seacole and Edith Cavell</p> <p>Year One Knowledge and Skills</p> <p>I can explain the meaning of ‘significant’ with help</p> <p>I can explain how Florence Nightingale improved nursing</p> <p>I can explain who Mary Seacole was and how she improved nursing</p> <p>I can explain who Edith Cavell was and how she improved nursing</p> <p>I can compare the lives of different nurses</p> <p>I can persuade others to remember Florence Nightingale, Mary Seacole and Edith Cavell with support</p> <p>I can talk about different types of emergency vehicles and how they have changed over time</p> <p>Year Two Knowledge and Skills</p> <p>I can explain what makes a person significant</p> <p>I can explain how Florence Nightingale improved nursing in increasing detail</p>	<p>National Curriculum Coverage</p> <p>I understand where on a timeline the Victorian era is and I can explain what came before and after this time in increasing detail</p> <p>I know how to learn about changes within living memory in the context of: exploring toys from today</p> <p>I understand some of the ways in which we find out about the past in the context of: identifying different sources of information</p> <p>I know how to learn about changes within living memory in the context of: toys from the past understanding how toys have changed over time</p> <p>I know how to use sources to ask and answer questions in the context of: finding out about toys from the past</p> <p>I know where people and events I study fit within a chronological framework and I can identify similarities and differences between ways of life in different periods in the context of: comparing similar toys from different periods finding out about Victorian toys</p> <p>I am developing an awareness of the past, using common words and phrases relating to the passing of time in the context of: thinking about toys</p> <p>Year One Knowledge and Skills</p> <p>I can find out about toys today</p> <p>I can suggest how we can find out about the past</p> <p>I can find out about toys in the past with help</p>

<p>I can visit a local cenotaph and explain why it is there</p> <p>I can talk about different types of transport used in the war</p> <p>I can explain in very simple terms the concept of 'crime'</p> <p>I can explain in very simple terms crimes committed during the war</p> <p>I can talk about in very simple terms how people were punished during the war</p> <p>Year Two Knowledge and Skills</p> <p>I can talk about Walter Tull in increasing detail</p> <p>I can explain the differences in how Walter Tull lived, compared with today</p> <p>I can talk about the life and death of Walter Tull in increasing detail</p> <p>I can talk about how Walter Tull has been remembered in increasing detail</p> <p>I can talk about the First World War in increasing detail</p> <p>I can talk about soldiers' experiences in the First World War in increasing detail</p> <p>I can talk about the role of animals in the First World War in increasing detail</p> <p>I can talk about the experiences of women during the First World War in increasing detail</p> <p>I can talk about why November 11th is known as Remembrance Day in increasing detail</p> <p>I can talk about how Remembrance Day is marked in increasing detail</p> <p>I can visit a local cenotaph and explain why it is there and why it is important to remember those who died in the war</p> <p>I can talk about different types of transport used in the war and explain what they were used for</p> <p>I can explain the concept of 'crime'</p> <p>I can explain crimes committed during the war</p> <p>I can talk about how people were punished during the war</p>	<p>I can explain who Mary Seacole was and how she improved nursing in increasing detail</p> <p>I can explain who Edith Cavell was and how she improved nursing in increasing detail</p> <p>I can compare the lives of different nurses and explain differences and similarities I have found</p> <p>I can persuade others to remember Florence Nightingale, Mary Seacole and Edith Cavell</p> <p>I can talk about different types of emergency vehicles, what they were used for and how they have changed over time</p>	<p>I am beginning to use sources to help ask and answer questions about toys from the past</p> <p>I can compare similar toys from different times with help</p> <p>I can compare Victorian toys with modern toys with help</p> <p>I can recognise some ways toys have changed over time</p> <p>I can use words relating to the passing of time</p> <p>I understand that toys are made in a variety of different places</p> <p>I can explain how toys made in different places get to the shops in our locality</p> <p>Year Two Knowledge and Skills</p> <p>I can suggest ways to find out about toys today</p> <p>I can explain how we can find out about the past</p> <p>I can find out about toys in the past from a variety of different sources</p> <p>I can use sources to help ask and answer questions about toys from the past</p> <p>I can compare similar toys from different times</p> <p>I can compare Victorian toys with modern toys</p> <p>I can recognise and explain a variety of ways toys have changed over time</p> <p>I can an increasing vocabulary relating to the passing of time</p> <p>I understand that toys are made in a variety of different places and I can find this information on a toy</p> <p>I can explain a number of ways toys made in different places get to the shops in our locality</p>
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Year One and Year Two – Curriculum B

Autumn Term – Two	Spring Term – Two	Summer Term - Two
The Gunpowder Plot	The Great Fire of London	Travel and Transport
<p>National Curriculum Coverage</p> <p>I understand where on a timeline the Gunpowder plot is and I can explain what came before and after this time in increasing detail</p> <p>I am developing an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past in the context of:</p> <p>the build-up to the Gunpowder Plot and the problems that the plotters tried to overcome</p>	<p>National Curriculum Coverage</p> <p>I understand where on a timeline The Great Fire of London is and I can explain what came before and after this time in increasing detail</p> <p>I am developing an awareness of the past in the context of:</p> <p>London Crime and Punishment</p>	<p>National Curriculum Coverage</p> <p>I understand where on a timeline Viking longboats and the invention of trains and aeroplanes are and I can explain what came before and after this time in increasing detail</p> <p>I am developing an awareness of the past, through finding out about changes within living memory in the context of:</p> <p>discussing how travel and transport was different in the past</p>

<p>I know how to find out about events beyond living memory that are significant nationally in the context of: Guy Fawkes and his life the order and conclusion of the events of the Gunpowder Plot what happened directly after the Gunpowder Plot including how the plotters were punished performing parts of the story of the Gunpowder Plot I know how to ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events in the context of: what happened directly after the Gunpowder Plot including how the plotters were punished performing parts of the story of the Gunpowder Plot I know there have been changes in living memory in national life and events beyond living memory that are significant nationally in the context of: how the Gunpowder Plot is remembered in this country and how bonfire night has changed over the years</p> <p>Year One Knowledge and Skills</p> <p>I can talk about Guy Fawkes I understand and can talk about some of the differences in how people such as Guy Fawkes lived, compared with today with help I can talk about how the Gunpowder Plot started and some of the problems the plotters encountered with help I can talk about the main events of the Gunpowder Plot with support I can talk about what happened to the plotters after the Gunpowder Plot was discovered I can explain how the plotters punishment is different from how people are punished today I can explain how crimes differ in severity with support I can explain how punishments should 'fit the crime' I can use parts of the Gunpowder Plot to show what I know and understand about it with support I can talk about how the Gunpowder Plot is remembered I can attend a bonfire night</p> <p>Year Two Knowledge and Skills</p> <p>I can talk about Guy Fawkes in some detail I understand and can talk about the differences in how people such as Guy Fawkes lived, compared with today I can talk about how the Gunpowder Plot started, some of the problems the plotters encountered and how they overcame them I can talk about the main events of the Gunpowder Plot in some detail</p>	<p>I know how to identify differences and similarities between ways of life in different periods in the context of: comparing 1666 to modern day I know and understand the key features of an event beyond living memory that is nationally significant in the context of: the Great Fire of London I understand some of the ways in which we find out about the past and I know different ways in which it is represented in the context of: the Great Fire of London I understand key features of events, choosing and using parts of stories and asking and answering questions in the context of: the Great Fire of London</p> <p>Year One Knowledge and Skills</p> <p>I can compare past and present London with help I can begin to explain some ways in which people live now is different to how people lived in 1666 I can order the events of the Great Fire of London with help I can begin to understand how we know about the Great Fire of London I can explain some ways London changed after the Great Fire with help I can describe how some things in London were different before, during and after the Great Fire with help I can explain some punishments for different crimes in 1666</p> <p>Year Two Knowledge and Skills</p> <p>I can compare past and present London I can explain a variety of ways in which people live now is different to how people lived in 1666 I can order the events of the Great Fire of London with confidence I understand and can explain how we know about the Great Fire of London I can explain how London changed after the Great Fire I can describe London before, during and after the Great Fire I can explain a variety of punishments for different crimes in 1666 and link the time to the Gunpowder plotters</p>	<p>discussing how travel and transport was different in the past finding out about George Stephenson and discussing how the invention of trains had an impact on people's lives in the 19th century the history of flight and the Wright brothers' development of the aeroplane discussing how travel and transport was different in the past and will continue to develop in the future in comparison with present day I know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that I know and understand key features of events in the context of: finding out about the Viking longboats and how they were used effectively I am developing an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of: George Stephenson and discussing how the invention of trains had an impact on people's lives in the 19th century the history of flight and the Wright brothers' development of the aeroplane</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand different ways in which travel and transport has changed from past to present I can find out about Viking longboats with help I am beginning to understand how cars have changed since they were invented I can find out about George Stephenson's life and inventions with help I am beginning to understand how trains changed people's lives in the 19th century I am beginning to understand the different ways that humans have tried to fly throughout history I can find out about the Wright brothers and the invention of the aeroplane with help I am beginning to compare travel and transport of the past, present and future</p> <p>Year Two Knowledge and Skills</p> <p>I can find out the different ways in which travel and transport has changed from past to present I can find out about Viking longboats I can find out about how cars have changed since they were invented I can find out about George Stephenson's life and inventions I can understand how trains changed people's lives in the 19th century I can find out about the different ways that humans have tried to fly throughout history I can find out about the Wright brothers and the invention of the aeroplane</p>
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<p>I can talk about what happened to the plotters after the Gunpowder Plot was discovered and begin to understand the severity of a crime like this</p> <p>I can explain how the plotters punishment is different from how people are punished today and begin to understand why punishments have changed</p> <p>I can explain how crimes differ in severity</p> <p>I can explain how punishments should 'fit the crime' and give examples from the modern day</p> <p>I can use parts of the Gunpowder Plot to show what I know and understand about it</p> <p>I can talk about how the Gunpowder Plot is remembered and say the rhyme in its entirety</p> <p>I can attend a bonfire night, explaining the reason for the bonfire and the fireworks</p>		<p>I can compare travel and transport of the past, present and future</p>
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Year Three and Year Four – Curriculum A

Autumn Term - One	Spring Term – One and Two	Summer Term – One
The Romans	Ancient Egypt	World War II
<p>National Curriculum Coverage</p> <p>I understand where on a timeline Roman Britain is and I can explain what came before and after this time in increasing detail</p> <p>I am developing an awareness of the Roman Empire and its impact on Britain in the context of:</p> <p>Where the Romans came from</p> <p>The city of Rome</p> <p>The Roman invasion</p> <p>Roman roads and towns</p> <p>Queen Boudicca</p> <p>Roman villas</p> <p>The Romans lasting impact</p> <p>I am continuing to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods I study in the context of:</p> <p>Where the Romans came from</p> <p>The city of Rome</p> <p>The Roman invasion</p> <p>The Romans lasting impact</p> <p>I am continuing to develop the appropriate use of historical terms in the context of:</p> <p>Where the Romans came from</p> <p>The city of Rome</p>	<p>National Curriculum Coverage</p> <p>I understand where on a timeline Ancient Egypt is and I can explain what came before and after this time in increasing detail</p> <p>I am continuing to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods I study in the context of:</p> <p>where and when the ancient Egyptians lived</p> <p>Crime and Punishment in Ancient Egypt</p> <p>I know how to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance in the context of:</p> <p>the daily lives of many ancient Egyptian people</p> <p>I know how to construct informed responses that involve thoughtful selection and organisation of relevant historical information in the context of:</p> <p>the mummification process used by the ancient Egyptians</p> <p>I understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this in the context of:</p> <p>the discovery of the tomb of Tutankhamun</p> <p>I know there are connections, contrasts and trends over time and I am developing an appropriate use of historical terms in the context of:</p> <p>exploring ancient Egyptian writing systems</p> <p>Crime and Punishment in Ancient Egypt</p>	<p>National Curriculum Coverage</p> <p>I understand where on a timeline World War Two is and I can explain what came before and after this time in increasing detail</p> <p>I am developing a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods I study in the context of:</p> <p>key events of World War II</p> <p>the Battle of Britain</p> <p>I know how to construct informed responses that involve thoughtful selection of relevant historical information in the context of:</p> <p>how people on the home front contributed to the war effort</p> <p>how and why events from World War II are commemorate</p> <p>I know how to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance in the context of:</p> <p>the armed forces during World War II</p> <p>I know how to note connections, contrasts and trends over time and develop the appropriate use of historical terms in the context of:</p> <p>what people did for entertainment in wartime Britain</p> <p>Year Three Knowledge and Skills</p> <p>I can explain why World War II began and I know the main counties involved</p> <p>I can order some of the key World War II events on a timeline with help</p>

<p>The Roman invasion Crime and Punishment in Roman Britain I know how to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance in the context of: Where the Romans came from The city of Rome The Roman invasion Queen Boudicca I know how to construct informed responses that involve thoughtful selection and organisation of relevant historical information in the context of: Roman roads and towns Roman villas The Romans lasting impact I know that our knowledge of the past is constructed from a range of sources in the context of: Roman roads and towns Queen Boudicca Roman villas Crime and Punishment in Roman Britain I know the importance of Hadrian’s Wall to the Romans and to learn about the lives of soldiers who lived there in the context of: Roman villas I know connections, contrasts and trends over time and I’m developing an appropriate use of historical terms in the context of: The Romans lasting impact Year Three Knowledge and Skills I can explain where the Romans came from I understand and can begin to explain how the city of Rome became the centre of a huge empire with help I can give some reasons why the Romans invaded Britain with support I can recall some key facts about the invasions I can explain, in simple terms, why and how the Romans built new roads and new towns in Britain I can explain, in simple terms, why Queen Boudicca led a rebellion against the Romans I am beginning to consider the different perspectives for Boudicca’s Rebellion with help I can examine and compare Roman villa and countryside villas in Britain</p>	<p>I know how to construct informed responses that involve thoughtful selection and organisation of relevant historical information in the context of: distinguishing information about the different gods Year Three Knowledge and Skills I can talk about ancient Egyptian life by looking at artefacts I can explain what was important to people during ancient Egyptian times I am beginning to understand the ancient Egyptian ritual of mummification and can explain parts of it with help I am beginning to understand how evidence can give us different answers about the past and explain it with help I can attempt Egyptian writing I can name some Egyptian gods I can name a number of Ancient Egyptian punishments and begin to compare them with other time periods I have studied Year Four Knowledge and Skills I can talk about ancient Egyptian life by looking at, describing and explaining artefacts I can explain what was important to different people during ancient Egyptian times and why I can understand and explain the ancient Egyptian ritual of mummification I can explain how interpretation of evidence can give us different answers about the past I can compare and contrast Egyptian writing with my own I can compare and contrast the powers of different Egyptian gods I can name and explain a number of Ancient Egyptian punishments and compare them with other time periods I have studied</p>	<p>I am beginning to understand how people on the home front contributed to the war effort during World War II I am beginning to understand the roles and responsibilities of the armed forces during World War II and I can attempt to explain it with support I can describe a land, water and air vehicle used in World War II I understand how combat vehicles were used World War II I can describe events of the Battle of Britain with support and I am beginning to understand why it was a turning point in the war I can describe what people did for entertainment during wartime Britain I am beginning to understand how and why World War II events are commemorated I can plan a commemorative event of my own with help Year Four Knowledge and Skills I can explain why World War II began and name the main counties involved I can order the key World War II events on a timeline I can describe how people on the home front contributed to the war effort during World War II I can describe the roles and responsibilities of the armed forces during World War II I can describe a variety of land, water and air vehicles used in World War II I can explain how a variety of combat vehicles were used World War II I can describe events of the Battle of Britain and explain why it was a turning point in the war I can describe what people did for entertainment during wartime Britain and understand why entertainment was important I can describe how and why World War II events are commemorated I can plan a commemorative event of my own</p>
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<p>I can give an example of a lasting impact of the Roman Empire on Britain</p> <p>I can explain what was considered a crime in Roman Britain</p> <p>I can explain what punishments were given in Roman Britain</p> <p>Year Four Knowledge and Skills</p> <p>I can explain, in increasing detail, where the Romans came from</p> <p>I understand and can explain how the city of Rome became the centre of a huge empire</p> <p>I can identify reasons and explain why the Romans invaded Britain</p> <p>I can recall key facts about the invasions</p> <p>I can explain, in increasing detail why and how the Romans built new roads and new towns in Britain</p> <p>I can explain why Queen Boudicca led a rebellion against the Romans</p> <p>I can consider the different perspectives for Boudicca’s Rebellion</p> <p>I can carefully examine Roman villa complexes in Britain and the way of life in a countryside villa</p> <p>I can explain the lasting impact of the Roman Empire on Britain and give examples</p> <p>I can explain what was considered a crime in Roman Britain and compare them to other time periods I have studied</p> <p>I can explain what punishments were given in Roman Britain and compare them to other time periods I have studied</p>		
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Year Three and Year Four – Curriculum B

Autumn Term - One	Spring Term – One	Spring Term – Two
Vikings and Anglo-Saxons	Anglo-Saxons and Scots	Local Study – Millom Mining Industry
<p>National Curriculum Coverage</p> <p>I understand where on a timeline the Vikings and the Anglo-Saxons are and I can explain what came before and after this time in increasing detail</p> <p>I am developing chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods I study in the context of:</p> <p>who the Vikings were and when and why they raided and invaded Britain the last Anglo-Saxon Kings of England and what happened in Britain during their reign</p> <p>I know how to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance in the context of:</p> <p>some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings</p>	<p>National Curriculum Coverage</p> <p>I understand where on a timeline the Anglo-Saxons and Scots are and I can explain what came before and after this time in increasing detail</p> <p>I am continuing to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods I study in the context of:</p> <p>why, where and how the invasions of Britain took place after the Roman withdrawal</p> <p>I know how to construct informed responses that involve thoughtful selection and organisation of historical information in the context of:</p> <p>knowing where the Anglo-Saxons settled and what they named the places they settled in</p> <p>Anglo-Saxon settlements and village life</p> <p>Anglo-Saxon religious beliefs and the gods they worshipped</p>	<p>National Curriculum Coverage</p> <p>I understand where on a timeline the Millom Mining Industry is and I can explain what came before and after this time in increasing detail</p> <p>I am continuing to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods I study in the context of:</p> <p>the discovery of haematite in the Millom area</p> <p>the establishment of Hodbarrow Iron Mine</p> <p>the development of the Millom area</p> <p>the eventual decline and closure of Hodbarrow Iron Mine</p> <p>I know how to note connections, contrasts and trends over time and develop the appropriate use of historical terms in the context of:</p> <p>the development of the Millom area</p>

<p>I know how to construct informed responses that involve thoughtful selection and organisation of relevant historical information in the context of:</p> <p>the later Viking raids, the actions of King Ethelred II and the introduction of Danegeld</p> <p>organising information about Viking life</p> <p>I know how to address historically valid questions about change, cause, similarity and difference and significance in the context of:</p> <p>the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand when and where the Vikings came from and why they raided Britain</p> <p>I can name some of the Anglo-Saxon kings during the Viking period and I am beginning to understand their significance</p> <p>I can explain who King Ethelred II was, with support, and I am beginning to understand why Danegeld was introduced</p> <p>I can identify and explain some key aspects of Viking life with help</p> <p>I am beginning to understand how the legal system worked in Anglo-Saxon and Viking Britain and I can explain parts of it with support</p> <p>I can explain what 'crimes' could be committed during the Anglo-Saxon and Viking Britain period</p> <p>I can explain one or two punishments used in the Anglo-Saxon and Viking Britain period</p> <p>I can name some of the last Anglo-Saxon kings and I am beginning to understand how they shaped Britain</p> <p>Year Four Knowledge and Skills</p> <p>I can explain when and where the Vikings came from and why they raided Britain</p> <p>I can compare the significance of Anglo-Saxon kings during the Viking period</p> <p>I can explain who King Ethelred II was and say when and why Danegeld was introduced</p> <p>I can identify and explain key aspects of Viking life</p> <p>I can explain how the legal system worked in Anglo-Saxon and Viking Britain</p> <p>I can explain, in increasing detail, what 'crimes' could be committed during the Anglo-Saxon and Viking Britain period</p> <p>I can explain a variety of punishments used in the Anglo-Saxon and Viking Britain period and compare them to punishments used today, noting differences in severity</p> <p>I can explain how the last Anglo-Saxon kings shaped Britain</p>	<p>I understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this in the context of:</p> <p>Anglo-Saxon artefacts and deducing what they can teach us about Anglo-Saxon culture</p> <p>I know how to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance in the context of:</p> <p>how the Anglo-Saxons were converted to Christianity in Britain</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand why, where and when the Scots and Anglo-Saxons invaded Britain and I can explain parts of it with help</p> <p>I can name a key historical character from the time and explain some of their features with help</p> <p>I can name the seven Anglo-Saxon kingdoms</p> <p>I am beginning to understand how the Anglo-Saxons have influenced Britain and I know some of the places they named</p> <p>I can describe some of the features of an Anglo-Saxon village, with help, and name some of the jobs the people did</p> <p>I am beginning to analyse and describe Anglo-Saxon artefacts and I can explain some things they can teach us about Anglo-Saxon culture with help</p> <p>I am beginning to understand the religious beliefs and practices of the early Anglo-Saxon people and I can name some of the gods they worshipped</p> <p>I am beginning to understand how the Anglo-Saxons were converted to Christianity and I know about some of the important Christian buildings that they founded</p> <p>Year Four Knowledge and Skills</p> <p>I can describe why, where and when the Scots and Anglo-Saxons invaded Britain</p> <p>I can describe a key historical character from the time</p> <p>I can explain what the seven Anglo-Saxon kingdoms were</p> <p>I understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings</p> <p>I can describe a typical Anglo-Saxon village and explain what jobs the people did</p> <p>I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture</p> <p>I can explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped</p> <p>I can explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded</p>	<p>I know how to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance in the context of:</p> <p>the establishment of Hodbarrow Iron Mine</p> <p>the development of the Millom area</p> <p>the eventual decline and closure of Hodbarrow Iron Mine</p> <p>I know how to construct informed responses that involve thoughtful selection and organisation of relevant historical information in the context of:</p> <p>the establishment of Hodbarrow Iron Mine</p> <p>the development of the Millom area</p> <p>the eventual decline and closure of Hodbarrow Iron Mine</p> <p>I understand how our knowledge of the past is constructed from a range of sources in the context of:</p> <p>the mining industry opening and closing</p> <p>what it was like to be a miner and how they, and their families, lived</p> <p>the vehicles used by the mining industry</p> <p>I know how to study of an aspect of history or a site dating from a period beyond 1066 that is significant in my locality in the context of:</p> <p>Hodbarrow Iron Mine</p> <p>Year Three Knowledge and Skills</p> <p>I understand and can begin to explain how the discovery of iron ore at Hodbarrow led to the opening of Hodbarrow Iron Mine</p> <p>I understand and can begin to explain what was in the area before the discovery and how the area changed as a result</p> <p>I have a developing understanding of what it was like to be a miner at Hodbarrow Iron Mine and I am beginning to form an opinion on whether it is a job I would have liked to do or not</p> <p>I can research how people lived in the 1900s using a variety of sources, including books, the internet and a museum with support</p> <p>I understand and can begin to explain how people lived in the 1900s and compare it to how we live now, giving examples of how one or two things have changed</p> <p>I can describe a variety of vehicles used by Hodbarrow Iron Mine and can begin to explain their significance with support</p> <p>I understand and can begin to explain why the mine closed and the effect it had on the town with help</p> <p>I can compare Millom now to Millom then, recognising where significant sites were and explain what is there now with support</p> <p>Year Four Knowledge and Skills</p> <p>I can explain in detail how the discovery of iron ore at Hodbarrow led to the opening of Hodbarrow Iron Mine</p>
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I can explain in detail what was in the area before the discovery and how the area changed as a result

I can describe what it was like to be a miner at Hodbarrow Iron Mine and explain whether it is a job I would have liked to do, giving reasons

I can research how people lived in the 1900s using a variety of sources, including books, the internet and a museum

I can explain how people lived in the 1900s and compare it to how we live now, giving examples of how some things have changed

I can describe a variety of vehicles used by Hodbarrow Iron Mine and explain their significance

I can explain why the mine closed and the effect it had on the town

I can compare Millom now to Millom then, recognising where significant sites were and explain what is there now

Year Five and Year Six – Curriculum A

Autumn Term – One and Two

Summer Term – Two

Ancient Greece

Modern History – Leisure and Entertainment

National Curriculum Coverage

I understand where on a timeline ancient Greece is and I can explain what came before and after this time in increasing detail

I am developing an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world in the context of:

- exploring some of the key events during the ancient Greek period
- examining how Alexander the Great’s Empire grew and the effects of this
- researching aspects of daily life and society in ancient Greece
- making connections and draw contrasts between life in ancient Athens and life in ancient Sparta
- exploring the Olympics in ancient Greek times through examining primary sources
- exploring the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games

I am continuing to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods I study in the context of:

- exploring some of the key events during the ancient Greek period
- examining how Alexander the Great’s Empire grew and the effects of this

I am continuing to develop the appropriate use of historical terms in the context of:

- exploring some of the key events during the ancient Greek period
- examining how Alexander the Great’s Empire grew and the effects of this
- researching aspects of daily life and society in ancient Greece
- making connections and draw contrasts between life in ancient Athens and life in ancient Sparta

I know how to note connections, contrasts and trends over time in the context of:

National Curriculum Coverage

I understand where on a timeline modern history is and I can explain what came before and after this time in increasing detail

I know how to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance in the context of:

- the role of cinema in 20th century entertainment

I am continuing to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods I study in the context of:

- how and why football changed across the 20th century in Britain and throughout the world

I know how to note connections, contrasts and trends over time and develop the appropriate use of historical terms in the context of:

- how some young people spent their leisure time in the 1960s

I know how to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance in the context of:

- why the British holiday industry boomed from the 1930s onwards

I understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this in the context of:

- how television became a popular leisure activity

I know how to construct informed responses that involve thoughtful selection and organisation of relevant historical information in the context of:

- the impact of 20th century technologies on leisure and entertainment in the 21st century

Year Five Knowledge and Skills

I am beginning to understand and can explain, with help, how cinema changed over the 20th century

examining how Alexander the Great’s Empire grew and the effects of this
 making connections and draw contrasts between life in ancient Athens and life in ancient Sparta
 exploring the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games
 I know how to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance in the context of:
 researching aspects of daily life and society in ancient Greece
 making connections and draw contrasts between life in ancient Athens and life in ancient Sparta
 exploring the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games
 I understand how our knowledge of the past is constructed from a range of sources in the context of:
 exploring the Olympics in ancient Greek times through examining primary sources

Year Five Knowledge and Skills

I can explore and describe some of the key events during the ancient Greek period with support
 I can examine how Alexander the Great’s Empire grew with help and I am beginning to understand the effects of this
 I can research aspects of daily life and society in ancient Greece and describe at least one in some detail
 I can research ancient Sparta and compare their lives to life in ancient Athens with help
 I am beginning to explore the Olympics in ancient Greek times through examining primary sources
 I can describe some events that took place at the Olympics in ancient Greek times
 I can compare the Olympics of ancient Greek times with modern Olympics and explain some similarities and differences with support

I can explain how punishments varied across city states and compare them to modern day with support

Year Six Knowledge and Skills

I can explore and describe some of the key events during the ancient Greek period
 I can examine how Alexander the Great’s Empire grew and explain the effects of this
 I can research aspects of daily life and society in ancient Greece and describe several in detail
 I can research ancient Sparta and compare their lives to life in ancient Athens, explaining some of the main similarities and differences
 I can explore the Olympics in ancient Greek times through examining primary sources
 I can describe a variety of events that took place at the Olympics in ancient Greek times
 I can compare the Olympics of ancient Greek times with modern Olympics and explain some similarities and differences with increasing confidence

I can explain how punishments varied across city states, giving reasons and compare them to modern day punishments, explaining how they differ

I am beginning to understand and can explain, with help, how and why football changed over the 20th century
 I am beginning to understand and can explain, with help, how young people’s lives were different in the 1960s compared with today
 I am beginning to understand and can explain, with help, why Holiday Camps became popular in Britain
 I am beginning to understand and can explain, with help, how important television has been to British people
 I am beginning to see how changes in 20th century technology affect our lives today

I am beginning to understand how crime and punishment has changed over the 20th century

Year Six Knowledge and Skills

I understand and can explain how cinema changed over the 20th century
 I understand and can explain how and why football changed over the 20th century
 I understand and can explain how young people’s lives were different in the 1960s compared with today
 I understand and can explain why Holiday Camps became popular in Britain
 I understand and can explain how important television has been to British people
 I can see how changes in 20th century technology affect our lives today

I understand how crime and punishment has changed over the 20th century

Year Five and Year Six – Curriculum B

Spring Term – One and Two

Summer Term - Two

The Stone Age to the Iron Age	Local Study – The History of Thwaites School
<p>National Curriculum Coverage</p> <p>I understand where on a timeline the Stone Age and Iron Age is and I can explain what came before and after this time in increasing detail</p> <p>I am continuing to develop awareness of changes in Britain from the Stone Age to the Iron Age in the context of:</p> <ul style="list-style-type: none"> how life changed for people during the Stone Age how we know about life in the Stone Age how life changed from the Stone Age to the Bronze Age the lives of the Celtic tribes in Iron Age Britain hillforts in Iron Age Britain <p>I know how to construct informed responses that involve thoughtful selection and organisation of relevant historical information in the context of:</p> <ul style="list-style-type: none"> how early man survived in the Stone Age how life changed for people during the Stone Age how life changed from the Stone Age to the Bronze Age the lives of the Celtic tribes in Iron Age Britain hillforts in Iron Age Britain <p>I am continuing to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods I study in the context of:</p> <ul style="list-style-type: none"> how life changed for people during the Stone Age how we know about life in the Stone Age how life changed from the Stone Age to the Bronze Age copper mining during the Bronze Age the lives of the Celtic tribes in Iron Age Britain hillforts in Iron Age Britain <p>I am continuing to develop the appropriate use of historical terms in the context of:</p> <ul style="list-style-type: none"> how life changed for people during the Stone Age how we know about life in the Stone Age how life changed from the Stone Age to the Bronze Age the lives of the Celtic tribes in Iron Age Britain <p>I can note connections, contrasts and trends over time in the context of:</p> <ul style="list-style-type: none"> how life changed for people during the Stone Age how life changed from the Stone Age to the Bronze Age <p>I understand how our knowledge of the past is constructed from a range of sources in the context of:</p> <ul style="list-style-type: none"> how we know about life in the Stone Age Stonehenge hillforts in Iron Age Britain Druids 	<p>National Curriculum Coverage</p> <p>I am continuing to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods I study in the context of:</p> <ul style="list-style-type: none"> key people and events and school life in 1714, 1814, 1914 and 2014 (including behaviour and punishment) placing key people and events on a timeline from 1714 to present day transport used to get children to school from 1714 to present day <p>note connections, contrasts and trends over time and develop the appropriate use of historical terms in the context of:</p> <ul style="list-style-type: none"> key people and events and school life in 1714, 1814, 1914 and 2014 (including behaviour and punishment) placing key people and events on a timeline from 1714 to present day transport used to get children to school from 1714 to present day <p>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance in the context of:</p> <ul style="list-style-type: none"> key people and events and school life in 1714, 1814, 1914 and 2014 (including behaviour and punishment) placing key people and events on a timeline from 1714 to present day transport used to get children to school from 1714 to present day <p>construct informed responses that involve thoughtful selection and organisation of relevant historical information in the context of:</p> <ul style="list-style-type: none"> key people and events and school life in 1714, 1814, 1914 and 2014 (including behaviour and punishment) placing key people and events on a timeline from 1714 to present day transport used to get children to school from 1714 to present day <p>understand how our knowledge of the past is constructed from a range of sources in the context of:</p> <ul style="list-style-type: none"> key people and events and school life in 1714, 1814, 1914 and 2014 (including behaviour and punishment) placing key people and events on a timeline from 1714 to present day transport used to get children to school from 1714 to present day <p>a study over time tracing how several aspects of national history are reflected in the locality in the context of:</p> <ul style="list-style-type: none"> key people and events and school life in 1714, 1814, 1914 and 2014 (including behaviour and punishment) placing key people and events on a timeline from 1714 to present day transport used to get children to school from 1714 to present day <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality in the context of:</p> <ul style="list-style-type: none"> key people and events and school life in 1714, 1814, 1914 and 2014 (including behaviour and punishment) placing key people and events on a timeline from 1714 to present day transport used to get children to school from 1714 to present day <p>Year Five Knowledge and Skills</p> <ul style="list-style-type: none"> I can research British history at the time of our school opening in 1714 with support I can explain what it may have been like to come to Thwaites School in 1714 I can research British history 100 hundred years after our school opened (1814) with support

I know how to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance in the context of:

Skara Brae and understanding its significance in knowing more about the Stone Age

how life changed from the Stone Age to the Bronze Age

Year Five Knowledge and Skills

I can explain some of the things humans needed for survival in the Stone Age with help

I can explain how life changed for people during the Stone Age

I can use secondary sources of information to explore how we know about life in the Stone Age

I can explain how we know about life in the Stone Age

I can explain why people in the Stone Age moved around and I am beginning to understand why they did not use transport

I am beginning to understand how evidence about Stonehenge can give us different answers about the past

I can attempt to explain different theories for building Stonehenge with help

I understand what was found at Skara Brae and why it is important

I can describe some ways in which life changed from the Stone Age to the Bronze Age

I can explain what copper mining meant to the people of the Bronze Age

I can explain what Celtic tribes in Iron Age Britain were

I can use secondary sources to understand why people built hillforts in Iron Age Britain with support

I can explain what I know about hillforts in Iron Age Britain

I understand why some of our knowledge about Iron Age Druids could be unreliable

I can explain how evidence about Druids can give us different answers about the past

Year Six Knowledge and Skills

I can explain what humans needed for survival in the Stone Age and some of the things they did to get them

I can explain how life changed for people during the Stone Age and why in increasing detail

I can use a multitude of secondary sources of information to explore how we know about life in the Stone Age, comparing information to check facts

I can explain how we know about life in the Stone Age, identifying sources of information to support my explanation

I can explain in detail why people in the Stone Age moved around and why they did not have transport

I understand and can explain how evidence about Stonehenge can give us different answers about the past

I can explain different theories for building Stonehenge

I understand what was found at Skara Brae and explain why it is evidence of a change in how Stone Age people lived

I can describe, in increasing detail ways in which life changed from the Stone Age to the Bronze Age

I can explain what copper mining is and why it was crucial to the people of the Bronze Age

I can explain about the lives of the Celtic tribes in Iron Age Britain

I can use secondary sources to understand why people built hillforts in Iron Age Britain

I can explain what I know about hillforts in Iron Age Britain, using sources of information to support my explanation

I understand, and can explain why some of our knowledge about Iron Age Druids could be unreliable

I can explain, in increasing detail how evidence about Druids can give us different answers about the past

I can explain what it may have been like to come to Thwaites School in 1814

I can research British history 200 hundred years after our school opened (1914) with support

I can explain what it may have been like to come to Thwaites School in 1914

I can research British history 300 hundred years after our school opened (2014) with support

I can explain what it may have been like to come to Thwaites School in 2014

I can predict what may be happening in Britain 400 years after our school opened (2114) with support

I can predict what it might be like to come to Thwaites School in 2114

I can place significant events on a timeline from 1714 to present day with support

I can describe what transport was used to get children to school in 1714, 1814, 1914 and 2014 and predict what transport could be used in 2114

I can describe how consequences for poor behaviour have changed over 300 years, giving examples

Year Six Knowledge and Skills

I can use multiple sources to research British history at the time of our school opening in 1714 independently

I can explain what it was like to come to Thwaites School in 1714 using evidence to support my explanation

I can use multiple sources to research British history 100 hundred years after our school opened (1814) independently

I can explain what it was like to come to Thwaites School in 1814 using evidence to support my explanation

I can use multiple sources to research British history 200 hundred years after our school opened (1914) independently

I can explain what it was like to come to Thwaites School in 1914 using evidence to support my explanation

I can use multiple sources to research British history 300 hundred years after our school opened (2014) independently

I can explain what it was like to come to Thwaites School in 2014 using evidence to support my explanation

I can predict what may be happening in Britain 400 years after our school opened (2114) giving reasons for my predictions

I can predict what it might be like to come to Thwaites School in 2114 giving reasons for my predictions

I can confidently place significant events on a timeline from 1714 to present day

I can describe what transport was used to get children to school in 1714, 1814, 1914 and 2014 and predict what transport could be used in 2114 giving reasons for my predictions

I can describe how consequences for poor behaviour have changed over 300 years, giving examples and reasons for the changes

