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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring2 | Summer 1 | Summer 2 |
| **FS2**  **ELGs**  **continuous provision**  **V**ocabulary  **I**nfer  **P**redict  **E**xplain  **R**etrieve  **S**equence/**S**ummarise | **Understanding the World. (Past and Present)** ELG: Talk about the lives of the people around them and their roles in society/ Know some similarities and differences between things in the past and now, drawing on their experiences/ Understand the past through settings, characters and event in storytelling.  What did Nanny and Grandad used to do? How do you celebrate? What happened before you were born?  Grandparents- patterns and routines.  Significant events/ celebrations sequencing time- birthdays, Diwali, Christmas, Bonfire night/Remembrance, significant people/ events on gradual build of class timeline  Language: tomorrow, today, yesterday, now, before, later , once upon a time , when I was little, when nana was little..  Black History Month focus: Katherine Johnson | | **Understanding the World. (Past and Present)** ELG: Talk about the lives of the people around them and their roles in society/ Know some similarities and differences between things in the past and now, drawing on their experiences/ Understand the past through settings, characters and event in storytelling.  Life Cycle- How did the frog lose its tail? Where did the caterpillar go? - frogs and butterflies- sequencing time and events  Discovery sack: Old technology- sequencing and ordering  Chinese New Year  Easter  significant people/ events on gradual build of class timeline  Language- today, tomorrow, yesterday, last week etc. | | **Understanding the World. (Past and Present)** ELG: Talk about the lives of the people around them and their roles in society/ Know some similarities and differences between things in the past and now, drawing on their experiences/ Understand the past through settings, characters and event in storytelling.  Who would like to live in this house? Homes in the past- Vikings link  Noah’s Ark (RE links)  Histroical visit/interactive visit  significant people/ events on gradual build of class timeline  Language: a long time ago, then, next, before, after, at last | |
| **Year 1**  **V**ocabulary  **I**nfer  **P**redict  **E**xplain  **R**etrieve  **S**equence/**S**ummarisee | **Are my toys better than Nana’s toys? Old toys or modern- which are best?**  Chronological Understanding  Sequencing events/ artefacts in a time sequence. Sort artefacts from now and then  Knowldege and Interpreation-Describe some similarities and differences between artefacts  Compare artefacts/ toys from now and then-what same/ different? Why/ how have they changed?  Historical enquiry  Ask and answer relevant basic questions from the past- research with grandparents/ parents memories  Language: old, new, modern, ancient, antique, past, today, now, before I was born,  Black History Month focus: Mae Jemison | **Who is Queen Elizabeth II? What does a King or Queen do?**  Knowldege and Interpreation-Understanding of key features of events  Find answers to some simple questions about the past from simple sources- relate to own experiences of having a queen. Link to fairy tale kings and queens,  Chronological understanding  Timeline of some monarchs  **Whole school focus-** Remembrance day **(PSHE link)**  Language: monarch, king, queen, ruler, parliament, government |  | | **Was a trip to the seaside better before my family were alive or now? Who are Punch and Judy?**  Knowldege and Interpreation-Describe some similarities and differences  Identify some similarities and differences between ways of life in different periods (Magic Granddad)- New Brighton link  Talk, draw and write about aspects from the past.  Use common words and phrases relating to the passing of time  Own living memory and own experiences of holidays/ trips to the seaside-Compare Victorian seaside holiday to Now.  Chronological understanding: relate own accounts of events and understand that others might have a different version.  Comparing how holidays have changed in 100 years.  Language : today, past, present, Victorian, last year | |
| **Year 2**  **V**ocabulary  **I**nfer  **P**redict  **E**xplain  **R**etrieve  **S**equence/**S**ummarise | How is where I live different from the past?  What local legacies to we have? Victorian to 21st Century  Chronological Understanding; Knowledge and Interpretation: change (similarities and differences), significance and interpretation  Looking at significant people and places, and their impact locally. Birkenhead Park, Port Sunlight  *Shirley Hughes, Joseph Paxton, Lord Leverhulme, Kitty Wilkinson, The Beatles. Laundry comparison Victorian-Now*  Hisoriacl Enquiry- *interviewing an older person about the past*  Additional: Remembrance Day in locality- cenotaph, British Legion  Language: Victorian, before. then, now, past, present, timeline, remember, famous, dolly tub, mangle, flat iron, laundry, chimney sweep, domestic servant  Black History Month focus: Mary Seacole | | Who are our healthcare heroines?  Knowledge and Interpretation: change (similarities and differences), significance; Historical Enquiry Florence Nightingale, Mother Teresa and local Kitty Wilkinson, Marie Curie  Language: Victorian, century, then, now, past, present, cholera, Crimean, |  | We can discover the world and beyond because of flight- true or false?- Early Flight  Chronological Understanding early flight; Knowledge and interpretation- change (similarities and differences), significance and interpretation; Historical Enquiry  The Wright Brothers- aeroplanes, changes in airtravel, Amelia Earhart and Bessie Coleman, Compare early flight to modern day.  Language: century, past, present, timeline, invention, inventor, aviation, pilot  We can discover the world and beyond because of flight- true or false?- SPACE FLIGHT  Yuri Gagarin  Neil Armstrong  Tim Peake  NASA ingenuity drone to Mars (MOXIE)  Language: astronaut, expedition. Explorer, drone, NASA, | |
| **Year 3**  **V**ocabulary  **I**nfer  **P**redict  **E**xplain  **R**etrieve  **S**equence/**S**ummarise | Reasons for invasion-Celtic settlement in Britain  Chronological Understanding; Knowledge and Interpretation: change (similarities and differences), cause and effect, significance and interpretation; Historical Enquiry  Romans What legacy did the Romans leave for Britannia ? - cause and changes for invasions, Julius Caesar, Emperoro Claudius, Hadrian, Boudica, Celts v Romans comparison, army, homes, hygiene, diet, legacies left behind.  Language: BC and AD time , decade, ancient, Roman Empire, emperor, legacy, settlement, invasion, conquest, conquer, century, centurion, caldarium, frigidarium, strigil  Black History Month focus: Stevie Wonder | | Reasons for invasion  Chronological Understanding; Knowledge and Interpretation: change (similarities and differences), cause and effect, significance and interpretation; Historical Enquiry  Anglo Saxons- What is similar and different about Anglo Saxon times compared to today? Beowulf, Anglo Saxon invasion,points of view of Roman/ Anglo Saxon & Celt servant, archaeological clues and digs, village life, rules, legacies.  Language: BC and AD time , decade, century, invasion, conquer, settlement, peasantry, king, parliament, legacy, Sutton Hoo, Christianity, thatch, runes, mead, century, archaeology. archaelologist. | | Reasons for invasion  Chronological Understanding; Knowledge and Interpretation: change (similarities and differences), cause and effect, significance and interpretation; Historical Enquiry  Vikings- What legacy have the Vikings left in Britain and Thingwall, Wirral? settlement and trading  Vikings through-artefacts, using different sources to find information-homes, religion, art, Erik the Viking, place names, time line and leaders, Erik the Red, Leif Eriksson, Alfred the Great  Language: : BC and AD time , decade , century, longboat, longhouse, Thing, king, kingdom, feast, raid, pagan, Danelaw,democracy Valhalla, conquer, settle/ settlement , legend, Ragnor, archaeology, lonhhouse, longship, | |
| **Year 4**  **V**ocabulary  **I**nfer  **P**redict  **E**xplain  **R**etrieve  **S**equence/**S**ummarise | **Tudors- Were they really the Terrible Tudors?**  Chronological Understanding; Knowledge and Interpretation: change (similarities and differences), cause and effect, significance and interpretation; Historical Enquiry  Use timelines to organise the Tudor period chronologically, focussing on the reign of monarchs.  Recognise important figures.  Understand the role of Henry VIII in the Reformation.  Investigate Tudor life styles and understand how it differed for the rich and poor.  Use a variety of primary and secondary and understand that some can contradict each other and expose a level of bias; exolain how past has shaped present day  Language: centuries, decades, reign, religion, monarch, monarchy, dissolution, timber, daub, divorce, beheaded, corset  Black History Month focus: Rosa Parkes | |  | | **Why is Ancient Egypt important to us today?**  Chronological Understanding; Knowledge and Interpretation: change (similarities and differences), cause and effect, significance and interpretation; Historical Enquiry  Use timelines to organise the Egyptian period chronologically, focussing on significant events.  Recognise the importance of the Nile.  Recognise important figures including Pharaohs and gods.  Understand the rituals associated with death and journey to the after-life.  Investigate Egyptian life styles and understand how it was affected by the pyramid of power, rich and poor.  Understand the legacy of Ancient Egyptians and their impact on our lives today.  Language: centuries, decades, ancient civilasation, legacy, pharaoh, hieroglyphics, mummification, irrigation, sphinx, sarcophagus | |
| **Year 5**  **V**ocabulary  **I**nfer  **P**redict  **E**xplain  **R**etrieve  **S**equence/**S**ummarise | The Atlantic Slave Trade and today’s society- have we learned from historical slavery? .  Knowledge and Interpretation: change (similarities and differences), cause and effect, significance and interpretation; Historical Enquiry  Use historical sources to define what a slave is.  Understand and describe the triangular Atlantic slave trade and Liverpool’s role in this.  Learn about the experiences of slaves during the Atlantic slave trade from historical sources.  Understand the abolition of the slave trade and slavery in Britain.  Learn about Harriet Tubman and the Underground Railroad.  To understand what modern slavery is.  To hold a debate around some of the legacies of slavery in Britain.  Language: time periods, centuries, decades, slave, slavery, colonies, triangular trade, political power, prosperous, workforce, abolition, morality, outlawed, civil war, exploitation, legacy  Black History Month: ……..? | | **Stone Age to Iron Age- Did the Stone Age change the World?**  Chronological Understanding; Knowledge and Interpretation: change (similarities and differences), cause and effect, significance and interpretation; Historical Enquiry  To describe changes in Britain from the Stone Age to the Iron Age.  Compare sources of information available for the study of different times in the past - use of primary and secondary, and artefacts.  Make comparisons between aspects of periods of history and the present day - children understand the differences between the 3 periods of the Stone Age, Bronze Age and Iron Age – how they lived, ate, hunted compared to today.  Understand that the type of information available depends on the period of time studied – what archaeologists can find out from the artefacts found.  Evaluate the usefulness of a variety of sources.  Present findings and communicate knowledge and understanding in different ways.  Research local prehistoric sites at Greasby and Irby and those across Merseyside.  Provide an account of an historical event based on more than one source – reasons Neanderthals died out.  Give some reasons for some important historical events – Ice Age – change in the climate.  Rising Stars Voyagers  Language: pre-historic, settlement, hunter-gatherer, nomad, Palaeolithic, Mesolithic, Neolithic, Neanderthal, homosapien, celt, roundhouse, hillfort, Cambrian explosion, Plaesticine Epoch | | **How has the River Mersey contributed to settlement over time?**  Chronological Understanding; Knowledge and Interpretation: change (similarities and differences), cause and effect; historical enquiry  Mini topic comparing the uses of the River Mersey during prehistoric era and the time of the Atlantic slave trade and its impact on settlement.  Language: settlement, legacy, capitalist, commercial, industrialist, Parliament, government | |
| **Year 6**  **V**ocabulary  **I**nfer  **P**redict  **E**xplain  **R**etrieve  **S**equence/**S**ummarise | Black History Month Focus: ………………..? | **World War Two:**  How was life different during WW2 compared to life now? How did WW2 change Great Britain? (Autumn 2 & Spring 1)  Knowledge and Interpretation: change and continuity, cause and effect, significance and interpretation  Understand the part that the Battle of Britain played in the war.  Chronological Understanding:  Understand the sequence of events that led to the Battle of Britain.  Understand the chronology and significant events that led to the event of the war.  Historical Enquiry  Using evidence, suggest what happened during the battle and the impact of them.  Language: decades, declaration, government, parliament, Nazi, evacuee, Lufwaffe, refugee, RAF, propaganda, bias, viewpoint, allies, civilian, patriotic, rationing, homefront, frontline, conscription, treaty, truce, armistice, cenotaph, remembrance | |  | **Why was the Mayan**  **civilization important? Non- European Study**  Chronological Understanding:  Understanding of when and where the Mayans formed in history and how this relates to other civilizations of the past.  Knowledge and Interpretation: change and continuity, cause and effect, significance and interpretation  To identify the most important elements that the Mayan civilisation brought to societies-city states, number system and calendar system work.  To understand the make-up of the Mayan civilisation in terms of the caste system and all areas of life.  To apply for a Mayan job based upon research of the skills required and jobs available during this time period To learn about sacrifice and why people were sacrificed during this time period.  To learn about the Mayan gods and how these were linked to sacrifice.  To consider different evidence and historical information in concluding why and/or how the Mayan civilisation became extinct  Historical Enquiry  To look at primary and secondary sources, understanding the differences between them and establishing how they help us learn more about the Mayan people.  Language: legacy, ancient civilisation, Ahau, dynasty, hieroglyphics, scribe, peasant, cacao |  |