History Curriculum Overview

Ling Moor Priory Academy

Wisdom, Curiosity, Generosity, Courage, Passion

EMPOWERING POTENTIAL

Ling Moor Primary Academy History Curriculum Overview

	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
EYFS	ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling. • Begin to understand that we celebrate certain events, such as bonfire night, because of what happened many years ago. • Compare and contrast characters from stories, inc. figures from the past. • Children will talk about how children and adults are different. • Compare and contrast figures from the past. • Children can think about the perspectives of others.	ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Children can sort objects/images into old and new and begin to use vocabulary linked to history. • Children will share and record occasions when things have happened in their lives that made them feel special. • Comment on images of familiar situations in the past. • Comment on images of familiar situations in the past relating to the home. • Compare and contrast figures from the past. • Comment on images of familiar situations in the past relating to transport.	ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.	ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling. • Talk about events from the past (may have problems with irregular tenses and plurals). • Children can sort objects/images into old and new and begin to use vocabulary linked to history. • Children can talk about special times, celebrations/birthdays they remember in their life. • Children can talk about how they have changed from being a baby. • Children will share and record occasions when things have happened in their lives that made them feel special. • Comment on images of familiar situations in the past. • Comment on images of familiar situations in the past relating to the home. • Comment on images of familiar situations in the past relating to transport. • ELG: Talk about the lives of the people around them and their roles in society. • Children will talk about how children and adults are different.
Y1/2	• **Observe or handle evidence** to ask questions and find answers to questions about the past. • **Ask questions** such as: What was it like for people? What happened? How long ago? • **Identify some of the different ways the past has been represented**. • **Use artefacts, pictures, stories, online sources and databases** to find out about the past.	• **Describe historical events**. • **Describe significant people** from the past. • **Recognise that there are reasons** why people in the past acted as they did.	• **Place events and artefacts in order on a timeline**. • **Label timelines with words or phrases** such as: past, present, older and newer. Use dates where appropriate. • **Recount changes** that have occurred in their own lives.	• **Use words and phrases** such as: • a long time ago • recently • when my parents/carers were children • years, decades and centuries to describe the passing of time. • **Show an understanding of concepts** such as: • nation and a nation's history • civilisation • monarchy • parliament • democracy • war and peace.
Y3/4	• **Use evidence to ask questions** and **find answers to questions** about the past. • **Suggest suitable sources of evidence** for historical enquiries.	• **Describe changes that have happened in the locality of the school** throughout history. • **Give a broad overview of life in Britain**: from ancient to medieval times.	• **Place events, artefacts and historical figures on a timeline** using dates. • **Understand the concept of change** over time, representing this, along with evidence, on a timeline.	• **Use appropriate historical vocabulary** to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to

	• **Use more than one source of evidence** for historical enquiry in order to gain a more accurate understanding of history. • **Describe different accounts** of a historical event, **explaining some of the reasons why the accounts may differ**. • **Suggest causes and consequences** of some of the main events and changes in history.	• **Compare some of the times studied** with those of other areas of interest around the world. • **Describe the social, ethnic, cultural or religious diversity of past society**. • **Describe the characteristic features of the past**, including ideas, beliefs, attitudes and experiences of men, women and children.	• **Use dates and terms to describe event**s.		**communicate information about the past**.
Y5/6	• **Use sources of evidence to deduce information** about the past. • **Select suitable sources of evidence**, giving reasons for choices. • Use sources of information to **form testable hypotheses** about the past. • Seek out and **analyse a wide range of evidence** in order to justify claims about the past. • Show an **awareness of the concept of propaganda** and how historians must understand the social context of evidence studied. • **Understand that no single source of evidence gives the full answer** to questions about the past. • **Refine lines of enquiry** as appropriate.	• **Identify continuity and change** in the history of the locality of the school. • **Give a broad overview** of life in Britain and some major events from the rest of the world. • **Compare** some of the times studied with those of other areas of interest around the world. • **Describe the social, ethnic, cultural or religious diversity of past society**. • **Describe the characteristic features of the past**, including ideas, beliefs, attitudes and experiences of men, women and children.	• **Describe the main changes in a period of history** (using terms such as: social, religious, political, technological and cultural). • **Identify periods of rapid change** in history and **contrast them with times of relatively little change**. • **Understand the concepts of continuity and change over time**, representing them, along with evidence, on a timeline. • **Use dates and terms accurately** in describing events.		• **Use appropriate historical vocabulary** to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to **communicate information about the past**. • Use original ways to present information and ideas.

Termly Overview

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	Term 1 Children can talk about special times (timeline). Children talk about when they were babies (scrapbooks and timelines). Term 2 Begin to recognise that we celebrate certain events such as bonfire night, because of what happened years ago. Remembrance Day	Term 3 Children can sort objects or images into old and new using the right vocabulary. Comment on images of familiar situations from the past (home). Compare and contrast characters from stories, including figures from the past (family).	Term 5 Comment on images of familiar situations from the past (transport). Holidays.
Year 1	Term 1 Personal History Local History: Nicola de la Hay Term 2 Significant people in history: Queen Elizabeth II; Guy Fawkes and the Gunpowder Plot; Florence Nightingale; Mary Seacole.	Term 3 The Great Fire of London Rosa Parks	Term 6 The Moon Landing Neil Armstrong
Year 2	Term 1 Grace Darling Marie Curie	Term 3 Industrial Revolution and Victorian Era	Term 5 Spanish Armada Local History – Lincoln Cathedral
Year 3	Term 1/2 Stone Age	Term3/4 Ancient Egyptians	Term 5 Bronze Age Term 6 Iron Age Local History – Farming in Lincolnshire
Year 4	Term 1/2 The Romans Local History – Roman Lincoln	Term 3/4 The Anglo Saxons	Term 5/6 The Vikings
Year 5	Term 2 The Ancient Greeks	Term 4 The Tudors (Local History links)	Term 6 Overview of Ancient Civilisations and The Maya
Year 6	Term 1/2 WWII (Local History links)		Term 5 Explorers Term 6 Victorians

		Settlements	**Beliefs**
Y1		Great Fire of London • Describe what is meant by the word 'congested'. • Describe what is meant by the word 'flammable'. • What material did King Charles II order the city to be rebuilt in? • Which architect drew the plans to rebuild St Paul's Cathedral? • Create a map or model for a new London, to be rebuilt after the fire. Remember it is the early 1600s. • Write simple sentences from the point of view of someone who has lost their home in the fire. • Why did the King want the city to be rebuilt in stone? The Gunpowder Plot. • What is the other name of the Houses of Parliament? • Where are the Houses of Parliament? • Who built the original Houses of Parliament? • What is meant by the word 'residence'? • Who was the last king to live in the Palace of Westminster? • Explain how the Palace of Westminster is used today. • Why did the plotters chose this location to attack the king?	Queen Elizabeth II • Which church is Queen Elizabeth II the Supreme Governor of? • Which monarch was the first leader of the Church of England? • Explain changes in the main religion of England since Tudor times. • Compare and contrast Queen Elizabeth II's role in the Church with that of the Prime Minister. The Gunpowder Plot • Why did the plotters want to kill King James i? • What is meant by the word 'persecuted'? • Were the conspirators Protestant or Catholic? • How did life change for the Catholics after the plot failed? • Find evidence that the Catholics were persecuted at this time. • Explain the history of Catholic and Protestant rule in England during the century before the Gunpowder plot.
Y2			Spanish Armada • What religion did King Phillip II follow? • Which Church was Queen Elizabeth I the head of? • Which key event encouraged King Phillip to invade England? • Explain some of the events leading up to the invasion by the Spanish
Y3		Stone Age • Describe what is meant by the word 'communal'. • Name a Stone Age settlement. • Describe what is meant by the word 'nomadic'. • When did settlements become more permanent during the Stone Age? • Describe what is meant by the word 'migration'. Explain the change from hunter-gatherer to permanent settlers. • Compare and contrast the settlement at Skara Brae with early Mesolithic settlements. Bronze Age • Where did Bronze Age people start trading during this time period? • Where is Must Farm Quarry? Why is it a significant site? • When did the construction of Stonehenge start? Compare and contrast Sumerian houses with homes in Bronze Age Britain. • Organise information about Stonehenge. • Which island became a centre for trade during the Bronze Age? Iron Age • What was significant about the Iron Age? • Name the tribes who settled in Britain in this era. • Label a timeline with important Iron Age dates. • Describe a roundhouse. • Describe the process by which iron is made.	Bronze Age • How were ordinary people buried in the Bronze Age? • Who were the Beaker people? Where were they from? Explain how important Bronze Age people were buried. Ancient Egyptians • Describe how a body was prepared for burial. Why was it important to preserve the body in this way? • List the things needed in order to enter the afterlife. • Describe how ordinary people were buried. Suggest reasons why the pyramids were built on such a scale. • Compare and contrast Ancient Egyptian burials with those of the Stone Age. • Provide an overview of the pyramids at Giza.

	• Explain why settlements need to be fortified. Why is a hill a good place for a fort? • Summarise the key features of an Iron Age settlement. • Explain where villagers usually lived. • Organise information about Iron Age hill forts. Include some examples of significant sites.	
Y4	Romans • What did a typical Roman town look like and what buildings did they have?	Anglo Saxons • Who brought Christianity to England? • What does the burial site at Sutton-Hoo tell us about Anglo-Saxon beliefs? • Compare and contrast the beliefs of the Anglo-Saxons when they first arrived in Britain with their beliefs at the start of the tenth century Vikings • Why were churches and monasteries targeted by the Vikings? • When was the Viking raid on the monastery at Lindisfarne? • Organise information about Viking beliefs. • Explain how Viking beliefs were different from Christian beliefs.
Y5	Ancient Greeks • List examples of buildings that have been inspired by Greek architecture. • Name some famous Greek buildings. Compare and contrast the Parthenon in Athens with the Pantheon in Rome. • Explain the characteristic features of Greek architecture. The Maya • Describe a Maya settlement. • List the things you would see in a Maya settlement. • Describe what is meant by the word 'architect'. • Give an overview of the characteristic features of a Maya city. • Explain what 'city-states' are. • Explain how city-states were able to expand. • Organise information about Maya cities.	The Tudors • What is meant by the word 'devout'? • When did Henry VIII become head of the Church of England? • Organise information about the Protestant Reformation.
Y6		

	Cultures and past times	Locations
Y1	Queen Elizabeth II • Which Queen started many of the traditions that Queen Elizabeth II follows? • When did Queen Elizabeth II give her first Christmas message on television? • Explain some of the different ways that the public can learn about the lives of the royal family. • Describe what is meant by the words 'culture' and 'pastimes'. • List some of the pastimes that are popular during the reign of Elizabeth II. • Compare and contrast some of the pastimes popular at the start of Elizabeth II reign to those that are popular now. • Explain the term 'culture' and compare the culture of the current era with the culture from other times you know about.	Great Fire of London • Which country is London the capital city of? • Use a map to show how quickly and how far the fire spread. • Organise information about the fire and where it spread. Florence Nightingale • Where was Florence Nightingale born? • Where in the world did Florence Nightingale make her name? • When did the Crimean war take place? • Find and locate Crimea on a map. • What is the name of the country that made up part of the Ottoman Empire? • Organise information about the countries where Europe and Asia meet. • Find out about places in Europe or Asia whose names have changed in the last 200 years. Neil Armstrong • Where was Armstrong from? • Find out where in America Apollo 11 launched from. • What was the name of the landing site for the Apollo 11 mission? Explain why the landing site was called Tranquility Base • Organise information about the Moon. • Identify on a map the two nations trying to send a man to the Moon in the 1960s. Moon Landing • Find and label the USA on a map. • Where is the Kennedy Space Center? • What is the Soviet Union called now? Explain why the Moon landings are a type of exploration. • Compare and contrast the Moon landings with other explorations you know about. Rosa Parks • Where in the world did this happen? • Find Montgomery, Alabama on a map. • Organise information about the civil rights movement using a map to help you.
Y2	Queen Victoria • Be aware of some of the events that take place in modern times at the Royal Albert Hall. • Describe what is meant by the word 'memorial'. • Why was the Royal Albert Hall built? List two reasons.	Grace Darling • Where was Grace Darling born? • Find and label the Farne Islands on a map. • Describe the weather conditions in the North Sea at the time of the rescue. • Where did Grace Darling live? Explain where the Farne Islands are in Britain. Spanish Armada • Where was the Spanish fleet defeated in battle? • Where did the Spanish fleet sail from? • Explain, using a map, how the Armada tried to return to Spain.

			Industrial Revolution • Where in the UK did the Industrial Revolution take place? • What observations can you make about how the Industrial Revolution changed where people lived. Marie Curie • Where was Marie Curie born? • Where was Marie Curie educated? • Compare and contrast life in Poland now with what it was like in Marie Curie's lifetime.
Y3			
Y4	Romans • Who were Romulus and Remus? • What was the language of Ancient Rome? • Describe what is meant by the word 'prosperous'. Explain the myth of the founding of Rome. • Why did people enjoy watching violent events at the Colosseum? Anglo Saxons • What was the name of the famous poem written in the year 700? • Identify the main characteristics of Anglo Saxon Britain.		Romans • Locate some Roman towns in the UK and their Roman names. • Where did the expansion of the Roman Empire occur? (countries they conquered)
Y5	Ancient Greeks • Describe what is meant by the word 'myth'. • Name some of the Olympians. • Compare and contrast Ancient Olympics with modern day Olympics. • List some Greek myths and legends. Give an overview of significant Greek myths and legends. Why were they significant? The Tudors • What was the other name for the Elizabethan era? Why did it have this name? • What was the Renaissance? • Where did the Renaissance happen? • Compare and contrast Tudor pastimes with Greek pastimes. . • Organise information about the Renaissance The Maya • How many symbols made up the Maya writing system? • Why were scribes significant, well-respected people?		Ancient Civilisations • What was similar and different about the locations of the Ancient Civilisations?
Y6	Victorians • List some significant technological innovations during the Victorian era. • Name some famous writers from the Victorian era. • What types of public buildings would you see in Victorian towns and cities? • Explain the influence of significant Victorian authors on people's daily lives.		WWII • Describe where the major battles of the Second World War took place. Use a map to help you. • Use a map to identify the low countries. • List some of the founding nations of the United Nations. • Suggest how Britain's location contributed to the outcome of the conflict.

	Food and farming	Travel and exploration
Y1		Neil Armstrong • List some reasons why the leaders of the USA wanted to send someone to the Moon. • How long did Neil Armstrong and Buzz Aldrin spend on the surface of the Moon? • What did they do in that time? Why was flying to the Moon considered a breakthrough event? • Compare and contrast the expedition to the Moon with another famous expedition from history that you know about. • Why were astronauts so famous in America in the 1960s? Moon Landing • What was the name of the mission to get to the Moon? • Describe what is meant by the word 'exploration'. • How have we benefited from space exploration? • Explain how important it was to the USA to get to the Moon before the Soviet Union. • What observations can you make about the Moon?
Y2		Grace Darling • What type of ship was the Forfarshire? • List some reasons why people travelled by ship. • Compare travelling by land to travelling by sea during this time period.
Y3	Stone Age • Describe how people found food during the Stone Age. • What is the name for people who have to move around to find food? • When did the climate become warmer during this period? • When did Stone Age humans start to use bows and arrows? • List the foods Stone Age humans ate. Explain the changes that took place in how people found food during this period. • Organise information about agriculture in the Stone Age. • Explain the difference between scavenging and hunting. Iron Age • Describe what is meant by the word 'surplus'. • Why is it significant that Iron Age communities were able to grow surplus food? • List some of the ways in which the Celts farmed and preserved food. • Give an overview of the key changes from the Stone Age to the Iron Age, focusing on food, farming and settlements. • Explain how the seasons had an impact on Iron Age farming.	
Y4		Vikings • Describe what is meant by the word 'colonised'. • Where in the world did the Vikings come from? • List some of the materials Vikings traded. What observations can you make about Viking sailors? • Organise information about Viking longboats. • Explain how the Vikings navigated on their expeditions. • Explain why Vikings were such good traders.

Y5	The Maya • List some of the farming methods the Maya used.	
Y6		Victorians • How much of the world was ruled by the British during the Victorian era? • Explain some of the consequences, positive and negative, of Britain's empire. • How did trade change during the Victorian period? Explorers • List some of the reasons why people go on explorations. • Where did most European explorers sail to in the 15th and 16th centuries? • What continent was Christopher Columbus trying to reach when he discovered the West Indies? • Suggest reasons why the kings and queens of Europe encouraged explorers to sail to new worlds.

	Artefacts	**Conflict**
Y1	Great Fire of London • What was the name of the writer whose diaries tell us more about events during the fire? • Describe what is meant by the word 'extract'. • How can these diaries be used to learn about the fire? • Compare and contrast Samuel Pepys's accounts of the fire with two more historical sources. • Explain why evidence is important in history. • Compare different types of evidence you know about. Moon Landing • What did the astronauts of Apollo 11 leave behind on the Moon and what did it say? • What kind of primary or secondary sources do you think you would be able to use to find out more about Neil Armstrong's life? • Explain why we need artefacts to help us understand historical events. • Why do people pay such large amounts of money for artefacts connected to the Moon landing? Rosa Parks • How did people find out about Rosa Parks' actions? • What kind of evidence does a newspaper give us? How can it be used to tell us about the past? • Explain why first-hand evidence is important. • Suggest some sources of evidence we could use to find out more about Rosa Parks' life The Gunpowder Plot • Describe some of the possible sources you could use to find out more about the plot. • List some of the artefacts that have survived from the plot. • Explain how artefacts can help us understand more about the Gunpowder Plot.	Florence Nightingale • Which countries started the war? • List the allies of the Ottoman Empire. Explain why allies would help each other fight in conflicts with other nations and empires. • Suggest some reasons why the Crimean War began. Moon Landing • Which country was the first to send a man into space? • Which countries were in the space race? • Describe what is meant by the word 'rivals'. Why did the USA and the Soviet Union compete with each other to get to the Moon? Justify your answer. • Compare and contrast the space race with other types of conflict.
Y2	Queen Victoria • Explain how Victoria and Albert wanted everyone to have access to the arts and science.	Spanish Armada • Describe some of the main events as the two fleets met in battle.

- Describe the Victoria and Albert Museum and its significance.
- Explain why artefacts are important in history.
- What is meant by the word 'decade'?

Marie Curie
- Why do Marie Curie's diaries have to be handled with care?
- Explain how artefacts like Marie Curie's diaries can be used to help learn about the past and help people in the present.

- Label a timeline with key events from the battles. .
- What made the English ships faster than the Spanish ones?
- What was a fireship?
- Why was the Spanish fleet difficult to attack?

Marie Curie
- What did Marie Curie invent that helped soldiers during the First World War?
- Who worked with Marie Curie on the front line in the First World War?
- Explain why Marie Curie's actions during the First World War were brave.
- Suggest some reasons why Marie Curie helped design a mobile x-ray machine.

Y3	Stone Age - Describe the Oldowan toolkit. - Who was the archaeologist who identified the Oldowan toolkit. - What artefacts were found at Skara Brae? • What makes the Lascaux cave paintings a significant discovery? - Explain what sources of evidence are available to tell us about the Stone Age. - Why has so much of history gone unrecorded? - Explain the difference between primary and secondary sources. Bronze Age - Describe what is meant by the word 'hoard'. - What is a barrow? - What artefacts have been found in Bronze Age burial sites? - Describe what is meant by the word 'preserved'. Describe how artefacts explain the past. - Who was the Amesbury Archer? How did he get his name? - Suggest some reasons why so many Bronze Age hoards have been discovered. - What do the artefacts at Amesbury tell us? Ancient Egyptians - List some influential artefacts from the Ancient Egyptian era. - What does the Narmer Palette tell us about how the Kingdom of Egypt was created? - What is an obelisk? What purpose did it have for Ancient Egyptians? - Describe what an archaeologist does. - Compare and contrast Egyptian buildings to those from another era. - Create a chronology of Ancient Egyptian times using photographs of significant artefacts. - Why is the Rosetta Stone such an important artefact? - Organise information about Ancient Egyptian tomb paintings. What do they tell us about daily life in this time period?	Iron Age - Describe what is meant by the word 'conquest'. - What types of weapons did Iron Age warriors use? - Who would shelter in hill forts during times of conflict? - Make observations about the Celtic tribes and their domination of Western Europe during the Iron Age. - Using historical sources, including reports and accounts from Roman writers, organise information about Celtic warfare. - Why did iron weapons make fighting between tribes more common?	
Y4	Romans - Describe what is meant by the word 'preservation'. Why is this important? - List some sources of evidence that help historians understand Roman life. - What is the difference between a primary and secondary source? - Explain what happened at Pompeii. - Explain why Pompeii can tell us so much about Roman life.	Romans - Describe what is meant by the word 'territory'. - Where did Hadrian build a wall? Why? - Who led the Iceni tribe against the Romans? - What was the name of the emperor who successfully invaded Britain? - Compare and contrast the invasions of Britain in 55 BCE and 54 BCE with the invasion of 43 CE. - Explain some of the reasons why the Romans left Britain. Anglo Saxons	

		- What events brought Anglo-Saxon rule to an end? - Describe what is meant by the word 'Bretwalda'. - Explain what happened after the Roman army left Britain. - Create a map to show where the main kingdoms of Anglo-Saxon times were. Use key dates to show how these kingdoms changed over time. - Explain how rule over England changed during Anglo-Saxon times. Vikings - Describe what is meant by the word 'Danegeld'. - What did the word 'Vikingr' mean in old Norse? - What are the Vikings most remembered for? Compare and contrast a raid and a conquest. - Organise information about Viking raids on monasteries. What observations can you make about the accounts that were written by monks after the attacks? - Explain what made the Viking longboat such an important feature of battle.
Y5	Ancient Greeks - Describe how artefacts and remains help historians understand daily life in ancient times. - Describe what is meant by the word 'reliable'. - Suggest some artefacts that could be used to find out about Greek culture. Ancient Civilisations - What was the significance of the Ancient Civilisations? The Maya - What are the names of the ancient Maya codices that have survived to this day? - Describe what is meant by the word 'anthropologist'. - Explain why many Maya artefacts have been lost. - What evidence is there that the Maya developed a writing system? - Investigate the Maya calendar system.	The Tudors - Describe what is meant by the word 'alliance'. - Describe some of the challenges that the Tudor monarchs faced. How did they overcome these problems? - Name a famous Tudor warship. - Explain how the Tudors became the ruling family of England and Wales. - Organise information about significant Tudors rebellions.
Y6		WWII - Describe how the war began. - List the Axis powers. - Describe what is meant by the word 'amphibious'. - What was the Blitz? - What were the consequences of the use of atomic weapons at the end of the Second World War? - Organise information about Adolf Hitler. - Suggest some reasons why the German air force was used to invade Britain. - Write a list of ten major Second World War battles. Which ones do you think were the most important and why? - Using suitable sources of evidence, explain why propaganda was a characteristic feature of the Second World War.

Main events	
Y1	Queen Elizabeth II When and where was Queen Elizabeth II born?

- List Queen Elizabeth II's official titles.
- List some important dates in Queen Elizabeth II's life. Add these to a timeline.
- Name Queen Elizabeth II's children.
- Describe what is meant by the word 'monarch'.
- Compare Queen Elizabeth II with other famous kings or queens you know about.
- Create a timeline with key events in Queen Elizabeth II's life and add some other dates you know.
- Organise information about the life of Queen Elizabeth II.
- Explain what makes Queen Elizabeth II a significant person.

Great Fire of London
- Describe how the Great Fire of London started.
- How many houses were destroyed? Which cathedral was destroyed in the fire?
- Name a famous eyewitness to the event.
- When did this happen?
- What factors played a key part in the spread of the fire?
- Draw a timeline with key events from the fire and other dates from that century that you know about.
- Explain some reasons why the Great Fire of London was so big and spread so quickly.
- Explain why the Great Fire of London was a significant event.

Florence Nightingale
- When did Florence Nightingale train as a nurse?
- List the things that Florence Nightingale did that were important.
- What other name is Florence Nightingale known by?
- Who was monarch during Florence Nightingale's lifetime?
- Find the name of an empire that no longer exists.
- Compare and contrast the conditions inside a hospital during the Crimean War with the conditions you would see today.
- Create a timeline using the dates you have about Florence Nightingale. Can you add any other dates that you know?
- Explain what makes Florence Nightingale a significant person.

Neil Armstrong
- Describe what is meant by the word 'legacy'.
- List the main events in Armstrong's life. Put these dates on a timeline.
- Find out what NASA stands for.
- What was Armstrong's role in the mission to the Moon?
- When did Armstrong land on the Moon?
- Name some of Armstrong's achievements.
- Create a timeline with key events of this decade.
- Write a list of questions you would have asked Armstrong when he returned to Earth.
- Explain what reaching the Moon meant to the American nation.
- Organise information about the life of Neil Armstrong.
- Explain what makes Neil Armstrong a significant person.

Moon Landing
- Describe what is meant by the word 'astronaut'.
- How many astronauts were on Apollo 11?
- When did the Moon landing happen?
- List the main events in the Moon landing.
- What was the name of the landing module?
- What did Neil Armstrong say when he stepped on the Moon for the first time?

	- Create a 1960s timeline. Use historical language and label the Moon landing and other events from that decade. - Organise information about all the Moon landings. - Explain what made this breakthrough event possible. - Explain what makes the Moon landing significant. **Rosa Parks** - When did Rosa Parks live? For how long did she live? - Why was Rosa Parks arrested? - When did this happen? - List some of the things that happened to Rosa Parks after she got on the bus that day. - Explain what happened to Rosa Parks on the day of her protest. - What other famous events were happening in the 1950s? - Organise information about Rosa Parks' life. - Explain what makes Rosa Parks a significant person. **The Gunpowder Plot** - List the key dates from the plot. - Who was Guy Fawkes? - How was the plot discovered? - Describe what is meant by the word 'treason'. - Explain how the plot ended. - How do you think the people in parliament reacted to the plot? - How do people today remember the plot? - Explain why the Gunpowder plot is a significant event in history.
Y2	**Grace Darling** - When was Grace Darling born? - When did the rescue happen? - How did Grace Darling die? - How many people did Grace Darling and her father rescue? - Organise events from Grace Darling's life in order. - Explain why Grace Darling and her father decided to rescue the passengers. - Explain what makes Grace Darling a significant person. - How do you think Grace Darling felt during the rescue? - Organise information about the life of Grace Darling. **Queen Victoria** - What does the word 'monarch' mean? - When was Queen Victoria's reign? - When was the Victoria and Albert Museum opened? - How did Prince Albert's death in 1861 affect Queen Victoria? - What was Queen Victoria's legacy? - Organise information about Queen Victoria. - Explain what makes Queen Victoria a significant person. **Spanish Armada** List the monarchs who were involved in this event. - Describe what is meant by the word 'fleet'. - Who led the English fleet?

	- Explain a reason for the Spanish invasion. - Organise information about the Spanish Armada. - Why is the defeat of the Spanish Armada a significant event in British history. **Industrial Revolution** - When did the Industrial Revolution happen? - How did people live and work before the Industrial Revolution and how did this change? - List some of the new technology that was being used during the Industrial Revolution. - Explain what makes the Industrial Revolution a significant event. **Marie Curie** - List the main achievements of Marie Curie's life and add them to a timeline. - When did Marie Curie win her second Nobel Prize? - Who was Marie Curie's husband and when did he die? - Where can we see Marie Curie's legacy today? - If you could ask Marie Curie two questions, what would they be and why? - Organise information about Marie Curie's life. - Explain what makes Marie Curie a significant person.
Y3	**Stone Age** - Describe the three different periods of the Stone Age. - Label a timeline with the different periods of the Stone Age. - Describe what is meant by the word 'ancestors'. - Using a timeline and historical language, including the word 'chronology', describe the changes taking place in this era. - Organise information about the Stone Age. **Bronze Age** - List some significant events during the Bronze Age. - When did the Bronze Age start in Britain? - Label a map with the dates when the Bronze Age started in other civilisations. - Describe what makes the Bronze Age significant. - Create and annotate a timeline including Stone Age and Bronze Age dates. Use your timeline to compare the two time periods. - Using your timeline and some historical language, provide an overview of the changes taking place in this time period. **Ancient Egyptians** - Label a timeline with dates from the Ancient Egyptian era. Add other historical events you know to the timeline. - List some significant Egyptian inventions. - What were the names of the Egyptian rulers? - Who conquered the Ancient Egyptians? - Explain why the Ancient Egyptians were able to settle near the Nile. - Explain what irrigation is and why it was important to the Ancient Egyptians. - Compare and contrast Egyptian hieroglyphics to Sumerian cuneiform script. - Explain what makes the Ancient Egyptians significant.
Y4	**Romans** - Label a timeline with key dates in the history of the Roman Empire. Highlight the key dates of Roman Britain. - Name the emperors who came to Britain. - When was Britain conquered by the Romans? - What was the name of the first emperor of Rome?

		• Explain, using historical vocabulary, the impact and influence of the Romans on Britain.
		• Organise information about the Roman Empire.
		Anglo Saxons
		• List some of the reasons why the AngloSaxons came to England.
		• Where in the world were the Anglo-Saxons originally from?
		• Name some Anglo-Saxon kingdoms.
		• Describe what is meant by the word 'descendants'.
		• List the four main Anglo-Saxon kingdoms in the ninth century.
		• Label a timeline with events of this era.
		• Explain some of the reasons why the Anglo-Saxons came to Britain.
		• Compare and contrast the Anglo-Saxon invasions of Britain with the Roman ones.
		• Suggest reasons why the Anglo-Saxons united their kingdoms into the Kingdom of England.
		Vikings
		• Describe what made the Vikings good warriors.
		• What was the other name the Vikings were known by?
		• Name some of the places the Vikings raided.
		• Label a timeline with important dates in Viking history.
		• Using a timeline and historical vocabulary, give an overview of significant Viking and Anglo-Saxon events.
		• Organise information about significant Viking artefacts. What do they tell us about this time period?
		• Compare and contrast a famous Viking ruler with a famous Anglo-Saxon one.
		• Explain what makes the Vikings so significant in British history.
Y5		**Ancient Greeks**
		• Who eventually conquered the Greeks? When did this happen?
		• Label a timeline with important dates from Ancient Greek history. Use historical language to add detail.
		• What are some of the legacies of Ancient Greece?
		• Provide a chronology of important events in Ancient Greek history.
		The Tudors
		• Label a timeline with significant events in the Tudor dynasty.
		• Create a Tudor family tree.
		• List the names of all the Tudor monarchs.
		• When was the medieval period?
		• What was the name of the monarch who ruled for just nine days?
		• How long did Elizabeth I rule for? Present information about three Tudor monarchs. Compare and contrast their reigns.
		• Give an overview of your favourite Tudor monarch. Why was it significant that Elizabeth I died without an heir?
		The Maya
		• Who were the Maya?
		• Describe what happened to the Maya civilisation.
		• When was their civilisation at its peak?
		• List some famous Maya cities.
		• Explain, using historical language, the changes that took place between 1800 BCE and 900 CE in Maya civilisation.
Y6		**WWII**
		• How many people died during the Second World War?
		• Label a timeline with significant events in the Second World War.

- List some important events that took place after the war Explain some political and social consequences of the Second World War.
- Suggest suitable sources of evidence to find out more about the Second World War.
- Use a timeline to provide an overview of 20th-century conflicts.
- Explain why the Second World War is such a significant event in British and global history.

Victorians
- When was the Victorian era?
- List the dates of significant inventions during the Victorian era.
- List significant dates in the history of the British Empire.
- Describe what life was like in factories/ workshops in Britain in the Victorian era.
- Describe what is meant by the word 'innovation'. Use a timeline to identify significant events in the Victorian era.
- Suggest reasons why the Victorian era was a time of rapid scientific development.
- Compare and contrast conditions in factories and houses at the beginning of Victoria's reign to those towards the end.

Explorers
- Describe what is meant by the word 'achieve'.
- Name as many famous explorers as you can. Label a timeline to show when these events happened.
- How did exploration influence British attitudes to people from different countries? How did this change over time?
- Compare and contrast the experiences of three of the explorers listed in your knowledge web.
- What is the difference between migration and exploration?

	Society
Y1	Queen Elizabeth II • Describe some of the activities that Queen Elizabeth II takes part in. • Who does the Queen welcome to Great Britain? • What is the Commonwealth? • Describe what is meant by the word 'nation'. • Describe some of the activities that Queen Elizabeth II takes part in. Florence Nightingale • What is the book called that Florence Nightingale published? • Describe what the word 'influential' means. • Explain what education was like for women during the 1800s. • Why didn't Florence Nightingale's parents want her to be a nurse? • Suggest how Florence Nightingale's book helped make nursing a respected profession. Rosa Parks • How did Rosa Parks help to change the law in the United States of America? • When did the civil rights movement start in the USA? • How did other people react after Rosa Parks was arrested? • Describe what is meant by the word 'boycott'. Explain Rosa Parks' legacy. • Why did people want their protests to be peaceful?
Y2	Grace Darling • Describe what is meant by the word 'heroine'. • List some of the things that happened to Grace after the rescue. • What time period was Grace Darling born in?

	• Suggest some reasons why Grace Darling became so famous. • Explain why her actions were so significant during the Victorian era. • Organise information about the Royal National Lifeboat Institution. Industrial Revolution • Describe what is meant by the word 'poverty'. • Who became wealthy during this time period? • Where did most people work before the Industrial Revolution? • Compare and contrast types of transport before and after the Industrial Revolution. Marie Curie • Why did Marie Curie have to travel to another country to study? • Describe her legacy.
Y3	Bronze Age • Who were the first people to use bronze? • Describe what made the Sumerians famous. • What are ziggurats? • Who wore bronze jewellery? • What observations can you make about society in the Bronze Age? • Suggest how jewellery and artwork was a sign of social status. Iron Age • What were the lives of the rich and the poor like in Iron Age communities? • What is a blacksmith? Why were they important in Iron Age societies? • Create a timeline including Stone Age, Bronze Age and Iron Age dates. Use your timeline to compare and contrast society in the different time periods. • Explain the effect Iron Age tools and weapons had on society. Ancient Egyptians • What was the name of the last Ancient Egyptian ruler? • Were the builders of the pyramids slaves? • Compare and contrast daily life for pharaohs and ordinary people. • Explain the Egyptian social pyramid.
Y4	Romans • When did Christianity become the official religion of the Roman Empire? • Explain the changes in how the Roman Empire was governed. • Compare and contrast daily life in Rome with that in Roman Britain.
Y5	Ancient Greeks • Describe what is meant by the words 'civilisation' and 'government'. • Create a timeline that explains how democracy has been used over the course of history. • Explain the influence of Ancient Greeks on modern political systems. Ancient Civilisations • How did society change throughout the Ancient Civilisations? The Tudors • Describe what is meant by the word 'prosperity'. • Who was Walter Raleigh and why is he a significant figure in British history? Why was Walter Raleigh executed?

Y6	WWII • Describe what rationing is. • What was the impact of the war on everyday life in Britain? Victorians • Describe the experience of children in Victorian times. • Describe the difference between the lives of the rich and the poor in the Victorian era. Explorers • List some famous explorations that helped advance science and technology. (Darwin)