

EUXTON C OF E KEY KNOWLEDGE – HISTORY

EYFS	Substantive Knowledge	Disciplinary Knowledge
<p>EYFS Lives of people around them and their roles in society</p>	<ul style="list-style-type: none"> • Know that there are changes as people grow up. Be able to describe changes from babies to what they as children can do now. • Know that there are people who can help us and describe some of these roles. • Know and share family traditions, celebrations and experiences in the past and now. 	<ul style="list-style-type: none"> • Recognise the distinction between past and present and describe past and present events in their own lives. • Know some ways in which the past is different to/similar to the present.
<p>Key Vocabulary</p>	<p>past, present, today, baby, infant, toddler, child, teenager, adult, emergency services, Christmas, baptism, wedding, birthday, festival</p>	
<p>EYFS Dinosaurs</p>	<ul style="list-style-type: none"> • Know dinosaurs are prehistoric creatures that existed a long time ago and are now extinct. • Identify features of dinosaurs that are the same/different to animals today. • Fossils are parts of an animal which have made marks within the rock and has turned to rock itself over millions of years 	<ul style="list-style-type: none"> • Recognise the distinction between past and present. • Know some ways in which the past is different to/similar to the present.
<p>Key Vocabulary</p>	<p>dinosaur, prehistoric, past, present day, extinct, fossil, palaeontologist, carnivore, herbivore, bones</p>	
<p>EYFS Seasonal Changes</p>	<ul style="list-style-type: none"> • Know and recognise seasonal changes for Autumn, Winter, Spring and Summer. • Know there are changes in the environment over time and describe some changes through the different seasons. • Identify stages of life cycle of a seed and how it changes over time. 	<ul style="list-style-type: none"> • Recognise the features of their immediate environment and how environments change over time
<p>Key Vocabulary</p>	<p>autumn, winter, spring, summer, cycle, seed, shoot, plant, bud, leaf, flower, bare trees, evergreen, bulbs</p>	

YEAR 1	Substantive Knowledge	Disciplinary Knowledge
Year 1 Toys	<ul style="list-style-type: none"> • Toys have existed for thousands of years, made out of materials that were available at the time. • In Victorian times, toys were mainly made of wood, paper and metal. There was a difference between rich and poor children's toys. • Modern toys are mainly made of plastic. This is because it is usually safer and easier to make things with. Many are electronic. 	<ul style="list-style-type: none"> • Recognise the distinction between past and present • Recognise some similarities and differences between the past and the present • Observe and use pictures, photographs and artefacts to find out about the past
Key Vocabulary	past, present, modern, Victorian, wooden, plastic, paper, metal, 20 th Century, 21 st Century	
Year 1 Fire of London	<ul style="list-style-type: none"> • Know that the fire started hundreds of years ago (1666) in a bakery on Pudding Lane. • Know buildings then were made of wood and straw and very close together making it easier for the flames to spread. • Know the difference between how fires are fought then and now: people used leather buckets and water squirts, but these did not work, King Charles II ordered buildings to be pulled down to stop the flames from spreading and eventually the fire was put out. 	<ul style="list-style-type: none"> • Sequence some artefacts and events • Use words and phrases concerned with passing of time • Retell events which have historical significance • Recognise that there are different types of evidence and sources that can help represent the past
Key Vocabulary	past, present, firebreak, bakery, diary, water squirts, Pudding Lane, St Paul's Cathedral	
Year 1 Transport	<ul style="list-style-type: none"> • Know that the Rocket was a locomotive that won the Rainhill Trials, which was a competition to decide on the best mode of transport for the railway and was then used across the entire railway network. • Know the Wright brothers invented the aeroplane over 100 years ago. • Know Amelia Earhart was an American pilot who became the first woman to fly solo across the Atlantic Ocean. 	<ul style="list-style-type: none"> • Describe memories and changes that have happened in their own lives • Ask questions about the past • Show awareness of significant individuals from the past
Key Vocabulary	past, present, transport, railway, aeroplane, solo, pilot, past, present, locomotive invent	

YEAR 2	Substantive Knowledge	Disciplinary Knowledge
Year 2 Mary Seacole, Rosa Parks, Queen Elizabeth II	<ul style="list-style-type: none"> To know that Mary Seacole was important because she went to help injured British soldiers in the Crimean War even though her help was refused for being black. To know that Rosa Parks refused to give up her seat for a white man on the bus. She fought for the rules to be changed for black people. To know Queen Elizabeth II was the longest reigning English monarch and she was part of the Royal Family. 	<ul style="list-style-type: none"> Retell events that have historical significance. Describe memories and changes that have happened in their own lives
Key Vocabulary	nurse, racism, bus boycott, soldiers, Queen, Royal Family, monarch, memories, coronation, evidence, timeline	
Year 2 Neil Armstrong and the moon landing	<ul style="list-style-type: none"> Know that Neil Armstrong was the first person to set foot on the moon over 50 years ago. Know that Tim Peake was the first British astronaut to visit the International Space Station. Know similarities and differences between Neil Armstrong and Tim Peake's missions 	<ul style="list-style-type: none"> Order dates from first to last on simple timelines Describe significant individuals from the past and demonstrate awareness of how they contributed to national/international achievements Observe or handle evidence to ask questions about the past
Key Vocabulary	space, astronaut, moon, rocket, spacesuit, technology, past, present, timeline, artefact, event, evidence	
Year 2 Castles	<ul style="list-style-type: none"> Know castles were the homes of kings, queens or lords and their families and were designed to keep people inside safe and prevent enemies attacking Know castles have features to stop people attacking such as moats, high walls, battlements, arrow slits etc Know they were often built on hills to make it hard to access and for view of approaching enemies 	<ul style="list-style-type: none"> Sequence artefacts and events Recognise the difference between past and present Identify similarities and differences between ways of life in different periods.
Key Vocabulary	castle, moat, battlements, drawbridge, lord, knight, enemies, attack, defend, feature, past, present, artefact	

YEAR 3	Substantive Knowledge	Disciplinary Knowledge
Year 3 Stone Age	<ul style="list-style-type: none"> • Know that the Stone Age was a prehistoric period where stones were used to make tools and weapons in order to survive. • Understand that reason not much evidence has been found is because they did not write or draw and they did not live in one place. They lived in caves or in camps • Understand cave paintings helped to show us tools used and the animals that were hunted. • Know the importance of hunter-gatherers in the Stone Age for survival. Recognise how making weapons helped in capturing food. 	<ul style="list-style-type: none"> • Demonstrate awareness that the past can be divided into different periods of time and meaning of BC (Before Christ) and AD (Anno Domini). • Recognise that our knowledge of the past is constructed from different sources of evidence. • Regularly address and sometimes devise own questions to find answers about the past
Key Vocabulary	Stone Age, prehistoric, Palaeolithic, Mesolithic, Neolithic, hunter-gatherers, BC, early settlers, flints, cave paintings, mammoth, evidence, source	
Year 3 Bronze Age to Iron Age	<ul style="list-style-type: none"> • Know that The Bronze Age is a historical period that was characterised by the use of bronze and how tools were made from this which can easily be poured into moulds to make weapons or tools • Know that a new age began when iron replaced bronze as the main metal for tools and weaponry. Iron is much harder than Bronze and keeps a cutting edge for longer. • Know Celts were part of tribes, each tribe had their own king or queen and built hill forts for defence. 	<ul style="list-style-type: none"> • Explore trends and changes over time • Identify key changes over a period of time and reasons for these • Construct responses about life/events in the past by selecting relevant information • Describe connections and contrasts between aspects of history, people, events and artefacts studied
Key Vocabulary	Bronze Age, Iron Age, prehistoric, BC, archaeologists, settlements, hill forts, Celts, tribes, weapons, tools, bronze, defence, artefact	
Year 3 Ancient Egypt	<ul style="list-style-type: none"> • Children understand the significance of rivers and why civilisations arose around these. Know that most Egyptians lived near the Nile as it provided water, food, transportation and excellent soil for growing food. • Understand how the Egyptians mummified people and how this linked to their beliefs about the afterlife. • Know Tutankhamun's tomb was an important discovery as it led historians to know more about Egyptian religion, rituals, and culture. 	<ul style="list-style-type: none"> • identify key features, aspects and events of the time studied • Use a range of sources to find out about the past; • Communicate and organise ideas about the past
Key Vocabulary	Early civilisation, River Nile, pyramid, pharaoh, mummification, afterlife, tomb, ritual, culture, Tutankhamun, beliefs	

YEAR 4	Substantive Knowledge	Disciplinary Knowledge
Year 4 Romans in Britain	<ul style="list-style-type: none"> The efficacy & strength of Roman army enabled the spread of the Roman Empire Understand that there were several reasons why the Romans wanted to invade, including to benefit from Britain's resources and riches Understand there are different historical interpretations of Boudicca which differ and why this is. Understand why Romans built roads and made them straight: eg. ensure soldiers and supplies could move from town to town quickly, easier to control empire Know Romans built towns that had many features which were forward thinking for their time 	<ul style="list-style-type: none"> Sequence several events, artefacts or historical figures on a timeline using dates Recognise how sources of evidence are used to make historical claims. Construct informed responses about life/events in the past through careful selection and organisation of relevant information Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.
Key Vocabulary	Empire, Celts, Celtic tribes, invasion, invade, conquer, resistance, rebellion, settlement, emperor, artefact, source, BC, AD	
Year 4 Roman Legacy	<ul style="list-style-type: none"> Know the route of some Roman roads have been converted to motorways as they are direct routes. Know the Romans introduced the idea of living in big towns and cities and other inventions such as central heating Know previously most information was passed by word of mouth but Romans wrote history, literature and laws in Latin – some English words are derived from these. Other legacies include month names, Roman numerals etc Romans believed in different gods but eventually Christianity was official religion Lots of ideas Romans started still used in British justice system eg concept of courts 	<ul style="list-style-type: none"> Explain how people and events in the past have influenced life today; Describe connections and contrasts between aspects of history, people, events and artefacts studied Make links between and across periods
Vocabulary	empire, legacy, settlement, artefacts, archaeology, Latin, Roman numerals, inventions	
Year 4 Anglo-Saxons	<ul style="list-style-type: none"> Know Anglo-Saxons were warrior-farmers from three tribes who rowed to Britain to settle because of push factors such as poor climate for crops and pull factors such as Britons asking for help defending against Picts and Scots. Know there wasn't a unified Britain: each group of Anglo-Saxon settlers had a leader/ war-chief. Each king ruled a kingdom and led a small army Know that many towns and villages still carry their Anglo-Saxon names today and that England comes from the Saxon word "Angle-Land" Know Anglo-Saxons were very self sufficient & used natural resources to build & heat homes Know that over time the Anglo-Saxons converted to Christianity 	<ul style="list-style-type: none"> Find out about the everyday lives of people in time studied compared with our life today; Use a range of sources to find out about the past and the importance of the Sutton Hoo discovery to our knowledge about the past Identify where events and people fit into a chronological framework. Explore links and contrasts within and across different periods of time.
Key Vocabulary	tribes, invader, settler, settlements, warrior-farmer, kingdom, beliefs, pagan, burial site, evidence, artefacts, archaeology, natural resources,	

YEAR 5	Substantive Knowledge	Disciplinary Knowledge
Year 5 Ancient Greece	<ul style="list-style-type: none"> • Know that the Ancient Greek Empire expanded due to the location of Greece and their emphasis on warfare and seamanship • Know the Greeks were the first to have a democratic government that is now seen across the world • Know that the Ancient Greeks believed in many gods and goddesses representing a certain aspect of humanity and that there are many myths associated with them. • Understand that the Ancient Greeks had a massive impact on the modern Western world 	<ul style="list-style-type: none"> • Use appropriate historical terms such as culture, religious, social, economic and political when describing the past • Understand the difference between primary and secondary sources • Begin to evaluate the usefulness of different sources • Describe key features of the past, including beliefs, attitudes and everyday lives
Key Vocabulary	empire, civilisation, conquer, territory, city-state, democracy, elect, archaeology, artefacts, evidence, primary source, secondary source, BC, AD	
Year 5 Vikings	<ul style="list-style-type: none"> • Know that the Vikings were Norsemen who invaded England when the Anglo-Saxons were there. • Know that the Vikings travelled by longboat to England where they raided monasteries • Know that the Vikings settled permanently in England and lived on farms, • Understand that Anglo-Saxons and Vikings both lived in England at the same time and were involved in many struggles for power. 	<ul style="list-style-type: none"> • Use a range of evidence to offer clear reasons for different ways of checking the accuracy of interpretations • Understand and describe main historical changes within a period • Understand how some historical events/periods occurred concurrently
Key Vocabulary	raider, invader, settler, Norse, Danelaw, hoard, artefacts, primary source, secondary source, power struggle, monasteries	
Year 5 Industrial Revolution	<ul style="list-style-type: none"> • Know the Industrial Revolution was a period of great change in Britain which in part was caused by new developments in transport and technology • Know the technological advances had an impact on every aspect of life. • Know that this was the beginning of using factories and mills for the mass production of textiles and other goods and led to more people living in cities and towns for work • Know that not all the changes were positive: working conditions were often dangerous and difficult 	<ul style="list-style-type: none"> • Order significant events and dates accurately on a timeline • Accurately use dates and terms to describe historical events • Understand and describe in detail main changes to an aspect in a historical period • Examine causes and results of events and the impact these had on people • Identify and note connections, contrasts and trends over time
Key Vocabulary	industry, revolution, technological, conditions, manufacturing, mills, inventions, development, mass production, empire, economy/economic, Industrial Revolution	

YEAR 6	Substantive Knowledge	Disciplinary Knowledge
Year 6 Local History of WWII	<ul style="list-style-type: none"> • Know cities, ports and industrial areas were key locations for bombing and so air raid shelters built and blackout enforced. Know the ROF between Euxton and Chorley filled bouncing bombs during the war. • Know children were evacuated from cities to the countryside to protect from bombing. • Know German ships targeted supply ships so needed to conserve food. Know rationing meant only allowed fixed amounts of food set out in ration books • understand women took on roles previously considered men's – as mechanics, engineers, ambulance drivers, working in factories etc. The Women's Land Army grew food/worked on farms. After the war they were expected to go back to the way things had been but wanted more liberation • To know that the Nazis introduced laws that took away Jews' rights and many Jews were sent to concentration camps where they were imprisoned and forced to work. Millions of Jews were murdered. 	<ul style="list-style-type: none"> • Order significant events and dates accurately on a timeline, both within and across historical periods • Accurately use dates and terms to describe historical events • Understand how some historical events/periods occurred concurrently in different locations • Examine causes and results of events and the impact this had on people • Understand the difference between primary and secondary sources and the impact on reliability, using these to investigate the past • Use a range of evidence to offer clear reasons for different interpretations of events, linking this to factual understanding
Key Vocabulary	air raid, Allies, blackout, the Blitz, discrimination, evacuation, evacuee, fascism, gas masks, invasion, Nazi, occupied, prejudice, persecution, propaganda, RAF, rationing, siren	
Year 6 Early Islamic Civilisation	<ul style="list-style-type: none"> • For approximately 1000 years, after AD 700, there was an extraordinary amount of activity from Baghdad to North Africa, from Spain to China • Developments there outstripped those of anywhere else in the world. There was free education, free health care, public baths, paved streets (lit at night), litter collection and sewage systems. • Baghdad, a circular city, was a great city where really important developments took place in Mathematics and Science • Baghdad was on the Silk Road so was a centre for trade, and attractive because of its water supply and fertile soil • The House of Wisdom in Baghdad contained wonderful libraries which preserved knowledge from ancient Greek and Roman times what would otherwise have been lost. • lots of amazing inventors came from far afield to share knowledge of all things scientific • Golden Age of Islam left a wonderful legacy of things we use today including algebra, Arabic numerals, mechanical clocks, cameras etc • Baghdad was a tolerant society with many groups of people meeting there from around the world 	<ul style="list-style-type: none"> • Identify and note connections, contrasts and trends over time in the everyday lives of people • Use appropriate historical terms such as culture, religious, economic and political when describing the past • Describe key features of the past including attitudes, beliefs and everyday lives • Investigate own lines of enquiry by posing historically valid questions to answer • Select relevant sections of information to address historically valid questions
Key Vocabulary	civilisation, trade, algebra, mechanical, caliph, culture, economic, political, legacy, Silk Road, preserved, tolerant/tolerance, developments, pilgrimage, prosperity	

