




History

Overview



## Golcar JIN Historical timeline

Historical period	Prehistoric	Stone age	Bronze age	Iron age	Roman ages	Medieval/Middle ages	Tudor/Elizabethan/Stuarts	Victorian					
<b>UK/GB</b> 	Earliest evidence of human occupation around <b>900,000 years ago</b> at <u>Happisburgh/Norfolk coast</u> , stone tools and footprints probably made by <u>Homo antecessor</u>	Stone age 12000BC-2750BC  <b>Y3</b>	Bronze age 3000BC – 1200BC  <b>Y3</b>  Castle Hill - The hilltop has been settled for at least 4,000 years. The scheduled monument comprises the remains of a late- <u>Bronze Age</u> or early <u>Iron Age</u>	Iron age 800BC – 43AD  <b>Y3</b>  Celts invade England 700BC	Romans invade Britain – Celts in Britain 43AD-410AD  <b>Y3</b> Local cities – Roman – Chester/Deva Boudicca Romulus/Romulus, Julius <u>Caesar</u>	Anglo Saxon 410AD-1066AD  <b>Y4</b>  Alfred the Great 886AD (Egbert 827AD) Edward confessor	Vikings invade 800AD 1066AD  <b>Y5</b> <u>Conisborough castle</u> - The castle was initially built in the 11th century by <u>William de Warenne</u> , the <u>Earl of Surrey</u> , after the <u>Norman Conquest</u> of England in 1066	Battle of Hastings 1066AD End of Anglo Saxon  <b>Y5</b>	Normans 1066AD	Tudors 1485AD	Stuarts 1600AD	Victorians 1837AD  <b>Y1</b>  Mary Seacole and Florence Nightingale	WW1/2 1914-1918 1939-1945  <b>Y6</b>  Ernest Shackleton Queen Elizabeth
<b>Europe</b> 	<u>Homo antecessor</u> an extinct species of archaic human lived <u>approximately 1.2 to 0.8 million years ago</u> during the Early Pleistocene. Fossils of this species were discovered in the <u>Sierra de Atapuerca</u> in Spain, and it is considered one of the earliest known human varieties in Europe. The name " <u>antecessor</u> " means "pioneer" or "explorer," reflecting the belief that this species represents one of the first human populations in Europe	8000BC ancient civilisations in Turkey	Ancient Greeks 8000BC – 140AD  <b>Y5</b>  European discovery of Asia begins	Roman Empire 43AD – 410AD  <b>Y3</b>					1492 AD European discovery of America Christopher Columbus discoveries  <b>Y2</b>				
<b>World-wide</b> 	Earliest human-like species or hominid - 2 million years ago.  Early homo sapiens/modern humans appeared in Africa around 18000BC/ Australia 48000BC <u>Mesopotamia</u> (c. 6,500 BCE – 539 BCE) Era: c.8000 BCE – 2000 BCE Location: Ancient Mesopotamia (modern-day Iraq)		Ancient Egyptians 3000BC – 100 AD <b>Y4</b>  Mayans 2000BC – 900AD <b>Y6</b>						1492 AD European discovery of America Christopher Columbus discoveries  <b>Y2</b>	1606 AD European discovery of Australia			

# Intent Statement

‘A people without the knowledge of their past history, origin and culture is like a tree without roots’

## **What does History look like at Golcar JI&N?**

We aim to deliver an exciting and inspiring history curriculum, allowing all our pupils to develop their knowledge and understanding of Britain’s past and that of the wider world. We use a termly topic based approach and to engage our pupils we plan exciting topic launches and use all opportunities to enrich our curriculum..

Using the National Curriculum document, pupils develop and build on their historical enquiry, chronology, knowledge and interpretation skills as they travel through time with us.

During Early Years our pupils begin to develop their understanding as they learn about significant people and events in their own lives. History lessons will be led by children’s interest in the subject. During KS1, our pupils further develop their skills as they learn about the why the Victorian period was so important for technology, medicine and our local area. Children will learn about key events in history and compare two famous explorers. Our KS2 pupils build on and consolidate their chronological knowledge, and interpretation and enquiry skills as they study periods in history such as the Stone Age to Iron Age, the Romans, the Egyptians, Anglo-Saxon and Vikings, the World Wars and the Luddites (local study).

# Intent Statement

## **Why is it important to learn History?**

Learning from our past can help us to make the right choices in our future. Our own history and the history of other people is something we can learn from each and everyday of our lives. History teaches us to understand the world we live in and why it is like it is. It helps us recognise that peoples actions can have positive and negative impacts on the world. Through the study of history we learn to understand and accept the differences between people.

History is:

**Inspirational** – travelling back in time enables us to use and expand our imagination, it offers many exciting opportunities to make cross-curricular links. History should inspire us to investigate further and broaden our knowledge and skills.

**Influential** – learning from the actions of others influences our own actions, it helps us develop decision making skills, judgements and a sense of perspective.

**Informative** – we learn historical facts about Britain and the wider world, but we also learn to ask questions and to be inquisitive about the information/evidence we have.

**Identity** – history allows us to develop a sense of identity, we value our rich, local history and take any opportunity to make links with our local history.

**Inclusive** – history lessons offer opportunities for all pupils to engage and make progress in their learning.

# History Threads

Our History curriculum threads are: settlement and invasion; great leaders; conflict, war and democracy; and the lives of people and how they have used creativity and technology to enhance their lives.

Each unit will not include every 'thread', but over a year, children will visit each one more than once.

Our History topics are linked closely to our geography where this is appropriate. We link settlements and land use/change to events and invasions over time.

Our History topics are based around 'Big Questions' and each lesson is a question itself.

# Historical skills

There are three areas of history that we focus on. We use facts and interest areas to develop:

Chronological Understanding

Knowledge and interpretation of the past

Historical enquiry (using evidence to question)

# Historical skills

## Chronological Understanding – What does this mean and look like?

Ensuring chronology is just not just a quick tick box activity completed once at the start of the topic to tick that objective off the progression of skills spreadsheet but rather a fundamental part of the teaching sequence for adding new, linking to existing and reinforcing the core knowledge associated with the enquiry question.

“Chronology is a key organising tool for developing pupils’ understanding of history and as a ‘concept’ within the history curriculum.” (Phillips, 2008 cited [here](#))

From this, we can conclude that ‘chronology’ is an ongoing process in our children’s understanding of history and plays an important role in the both the teaching and learning of the subject. The principle is that we can highlight the overall narrative before ‘zooming in’ on one smaller part.

Although not literally related to the timeline display, having a world map established to make those links is an absolute must. The two disciplines are absolutely linked when establishing the links between British and world history.

# Historical skills

## Knowledge and Interpretation of the Past – What does this mean and look like?

Historical interpretation is the process by which an explanation of past events is constructed. Interpretation is based on primary and secondary historical sources. Evidence, contexts and points of view all form the basis of historical interpretation. Looking at historical perspective means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past. In historical terms, every event has a cause, and is itself the cause of subsequent events, which may therefore be considered its effect(s) or consequences. Recognising the relationship between the two is vital to deeper historical understanding.

### Interpretations

Interpretation is one of the concepts that is specific to history and that makes it distinct as a subject. Children must understand that history is not black and white but rather shades of grey. There are no right answers but rather different versions of the truth. This concept recognizes both the subjective nature of historical evidence and the validity of multiple narrators. Children need to understand that primary evidence including oral history is not necessarily objective but depends on why the account was created. They also need to be aware that the different stories about the same event can both be true depending on the point of view of the narrator. This concept considers the reliability of evidence looking at fact, bias or point of view.

# Historical skills

## **Historical Enquiry – What does this mean and look like?**

A key cornerstone of history is historical enquiry. Quality history provision has historical enquiry at its heart. Through historical enquiry children can be shown how to ask questions, select and evaluate evidence and to make judgments about the past. It can also be a vital way of showing them that there is often more than one side to a story and that history is multi-perspective. Historical enquiry is all about asking questions or hypothesising about the past that we hope the evidence will help us to answer, but getting the enquiry question right is not always easy. In this section you will find resources and guidance that will help you to plan challenging enquiries for your children that will help them to develop as historians.

# Historical skills

## Useful Websites

<https://historicengland.org.uk/>

<https://www.nhm.ac.uk/discover.html>

<https://www.london-fire.gov.uk/museum/london-fire-brigade-history-and-stories/fires-and-incidents-that-changed-history/the-great-fire-of-london/>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt>

# History Curriculum Map

	Autumn Term		Spring Term		Summer Term	
Early Years	Our Family History				We Love History!	
Year 1		We Love History!		Why were the Victorians Important?		
Year 2		Who were the Great Explorers?		How did the Great Fire of London change England?		What History do we have in Golcar and Huddersfield?

# History Curriculum Map

	Autumn Term		Spring Term	Summer Term	
Year 3	What is the earliest evidence of civilised Britain?		What can we find out about the history of our village?	Why did the Ancient Romans come to Britain?	
Year 4		Why is the Ancient Egyptian era so fascinating?		What was life like for Anglo-Saxons?	
Year 5			How did the Ancient Greeks influence the Western World?		What was the impact of the Viking invasion and what happened next?
Year 6	Who were the Mayans?	What was the significance of WW1 and WW2 on life today?	What was the significance of WW1 and WW2 on life today?		Rage Against the Machine in the Colne Valley?

Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

# Techniques to respond to historical study other than writing

## Meetings

The teacher in role, perhaps as an official, can call a meeting for the whole class to attend. Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face. Meetings encourage children to adopt a collective role, e.g. as islanders or Romans, which can help less confident children. Meetings used at the start of a drama can be an efficient way of creating roles or focusing on a problem.

## Freeze frames

Freeze frames are still images or silent tableaux used to illustrate a specific incident or event. They are useful for enabling close scrutiny of an incident or situation. Individual children or groups are asked to represent the characters at a significant moment. Freeze frames can be improvised or planned briefly. Positioning and body shape have to be considered carefully in order to represent ideas or emotions. Freeze frames also help establish roles by giving children thinking time. Sequential frames can be used to represent the key events as a narrative progresses. Freeze frames can be brought to life through improvisation or used as the basis for thought tracking.

## Forum theatre

Forum theatre allows an incident or event to be seen from different points of view, making it a very useful strategy for examining alternative ideas. A small group acts out a scene while the rest of the class watch them. The class work as directors of the group in role, e.g. asking them to act or speak in a different way, suggesting that a character might behave differently, questioning the characters in role, or suggesting an alternative interpretation for what is happening.

## Rainbowing

Each member of a working group is given a colour. When the group task is complete the children form new groups according to their colours. Within the colour groups, children compare findings/discuss what they have achieved. This is a useful way of disseminating and sharing ideas. It helps children to clarify their own understanding and provides an opportunity for them to question others and to seek justification for any viewpoints. It is a useful technique for reading and critical evaluation of fiction or poetry. It can also be used for drafting and redrafting, when children work on a story starter in one group and then, in their colour group, pool ideas and draw out the best features. The process can then be repeated for the next phase of a story.

## Conscience alley

Conscience or decision alley is a means of exploring a character's mind at a moment of crisis and of investigating the complexity of the decision they are facing.

The class create two lines facing each other. One child in role as a particular character walks down the 'alley' between the lines. Children voice the character's thoughts, both for and against a particular decision or action that the character is facing, acting as his/her conscience. The child in role listens to his conscience before making a decision about the course of action to take.

## Draw a story

Read a story while the children sit and listen. Pause at the end of sections, allow some think time and tell children to draw the relevant part of the story. At the end of the story, ask children what the story is about and get them to retell the story from their drawings.

## Telephone conversations

To emphasise the need to use language rather than gesture or facial expression, children sit back to back with 'telephones' for conversation. The content of the conversation can vary, for example it might be passing on information, discussing a problem or describing an event. The children must listen carefully to what is said since they cannot see the person speaking.

# Techniques to respond to historical study other than writing

## Thought tracking

This is a good technique for creating and then examining the private thoughts of characters at particularly tense moments of a narrative. It focuses on the characters in a freeze frame, or those from an ongoing drama where the action has been frozen. It involves the rest of the class contributing ideas as if they were speaking the thoughts of one of the characters. These can support or contrast with the words that the characters actually say. The class makes a circle around the character and says their thoughts one at a time, or individual children can stand next to the frozen character and speak their thoughts aloud.

## Hot-seating

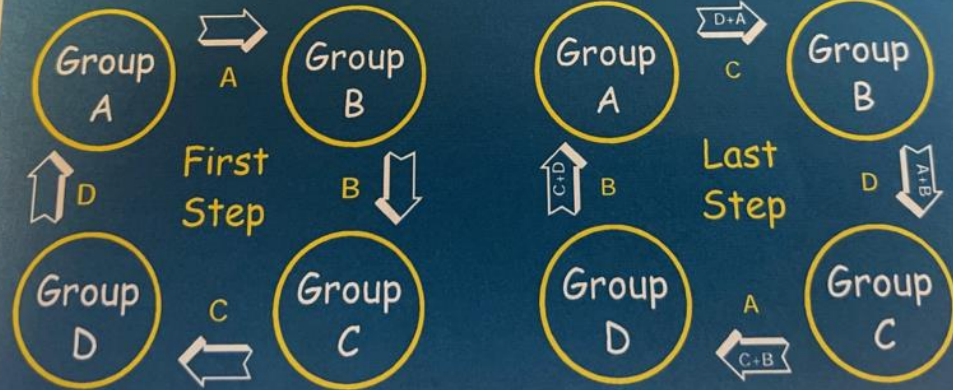
Hot-seating focuses closely on a character and enables motivation to be explored. It is also a good way of exploring the gaps in a character's story. Hot-seating involves the class in asking questions of someone in role as a character, fictional or historical, who sits in the 'hot-seat'. The questions can be prepared or improvised. This works best if both the role player and the questioners are familiar with the character and the narrative or situation.

## Just a minute

Give children a topic and ask them to speak without hesitation, deviation or repetition for up to a minute. Others can challenge when the rules are broken and if the challenge is successful the challenger continues the topic to the end of the minute unless challenged!

## Envoys

This is a method of disseminating ideas and information that can overcome a more laborious and repetitive procedure of having each group 'report back' to the whole class. Once each group has completed its initial discussion, it sends out one member as an envoy to the next group. Envoys move round all the other groups in turn explaining/sharing ideas gathered from the groups they have visited.



## Flashbacks and flash forwards

These strategies are effective for getting children to focus on the consequences of action rather than on the action itself. They help avoid the full-scale battle scene, for example! They encourage reflection and discussion. They stop the dramatic action and require the children to refocus on something that happened before, which may have caused a particular event, or happened later, perhaps as a consequence of the action. Other strategies, such as freeze frames, may be used to create the flashback from the perspective of different people or characters.

## Photos and paintings

Use photographs or paintings to encourage groups to construct a story or report. Help children to tell the story dramatically, using voices for characters and intonation for climax or atmosphere.

Use photos in different subjects:

- geography – photopack of a particular place or environment;
- design and technology – photographs of constructions to discuss how buildings are designed;
- history – compare photographs with artists' impressions of events and objects.

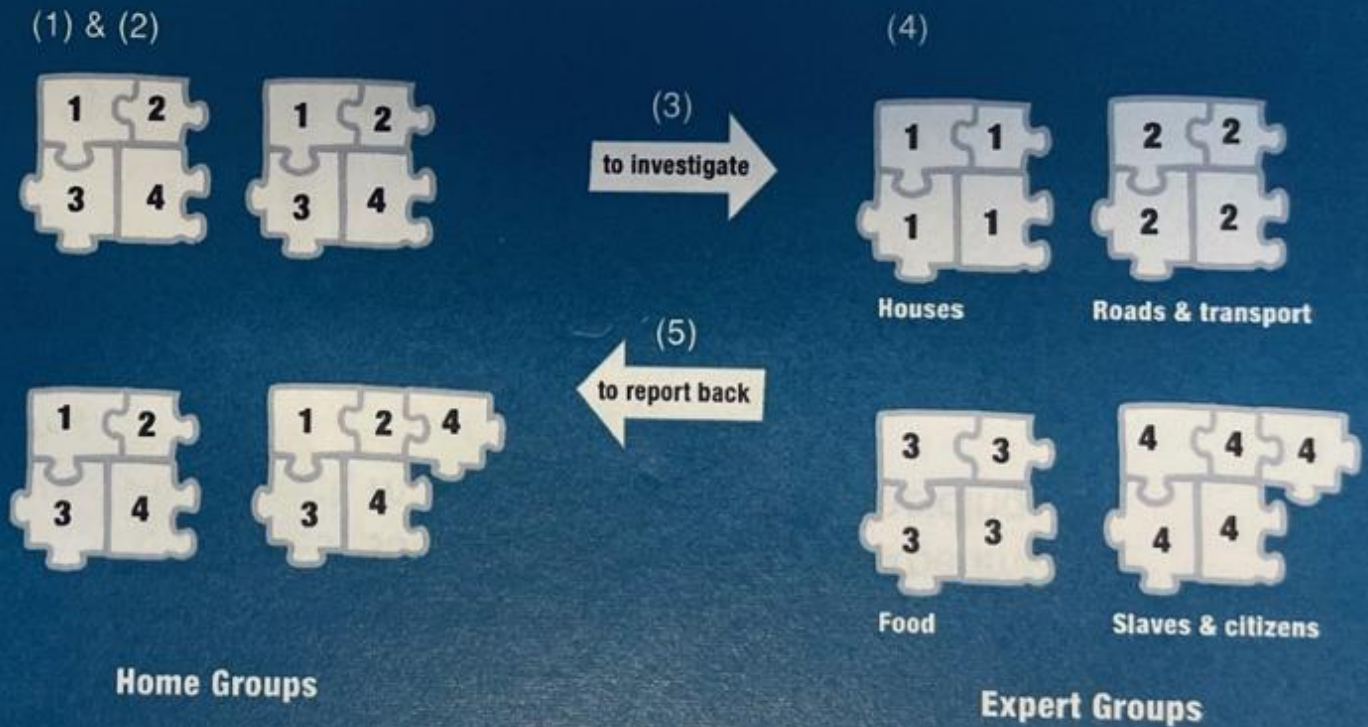
# Techniques to respond to historical study other than writing

## Jigsaw

### Jigsaw procedure:

- Organise the class into home groups, preferably of equal numbers.
- Number each child in the home group: 1, 2, 3 or 4. If the numbers in a group are uneven, two children can be set the same individual task: 1, 2, 3, 4, 4.
- Assign each child with the same number (i.e. all the number 3s) to one area for investigation.
- The children now rearrange themselves to form expert groups (i.e. all the number 1s together, etc.) to undertake investigations, discuss their work and agree on the main points to report back to the home group.
- Children re-form into their home groups and each individual member reports back on the findings of the expert group.

**Example:** The task is to produce an information book about the Romans



# Golcar Goals – EYFS

## **We love history!**

### Recap/replot

I can help my teachers to label known historical events/people/places using the language/vocabulary of a long time ago, a few years ago, millions of years ago, today, 100 years ago, before my grandparent/parent was born, past & present, then and now.

I know that I have grown since I was born and will continue to grown and change.

I know that some people are older than others.

I can order people in family according to age (me, siblings, parents, grandparents etc...)

I know which people are important to me.

I can make simple observations about the past from photographs (birthday, Christmas, Eid, First day of school etc...)

I can list some milestone from my life.

I can use common words linked to time (today, tomorrow, yesterday, when I was in nursery, a long time ago)

## **Stories and non-fiction books which give us a window to the past**

I can listen to stories from a long time ago.

I know that Kings and Queens are normally important people in stories.

I know that change happens in the environment as time passes (books about seasons)

I know that I can learn about the past through stories and pictures.

## **ELGS**

Talk about the lives of people around them and their roles in society.

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.

# EYFS – windows to the past

- Our family history
- We love history!

Begin to make sense of their own life-story and own family's history – bring in own photos of family members and events in their own life and other family member's lives – put these in order of when born/age/happened. Talk about unique elements of own family. Use past tense to describe events they remember or have a photo of. Compare to events from other family members using past tense.

Find out what the children know about the past. What interests do they have? What images do they recognise? What facts do they know? (Probably knights/castles/dinosaurs/pyramids/soldiers/kings/ queens/Titanic story/steam trains/WW2 aeroplanes/Guy Fawkes). Use these as interest provocations and talk about them/share them with each other.

Read stories and look at books showing these interest/knowledge based facts about the past. Create role play opportunities to explore these interests and develop imaginative play. Encourage interest with book collections, photographs, dressing up collections, small world play, construction area collections to represent areas of interest

## Our family history

### ELGS

Talk about the lives of people around them and their roles in society.

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.

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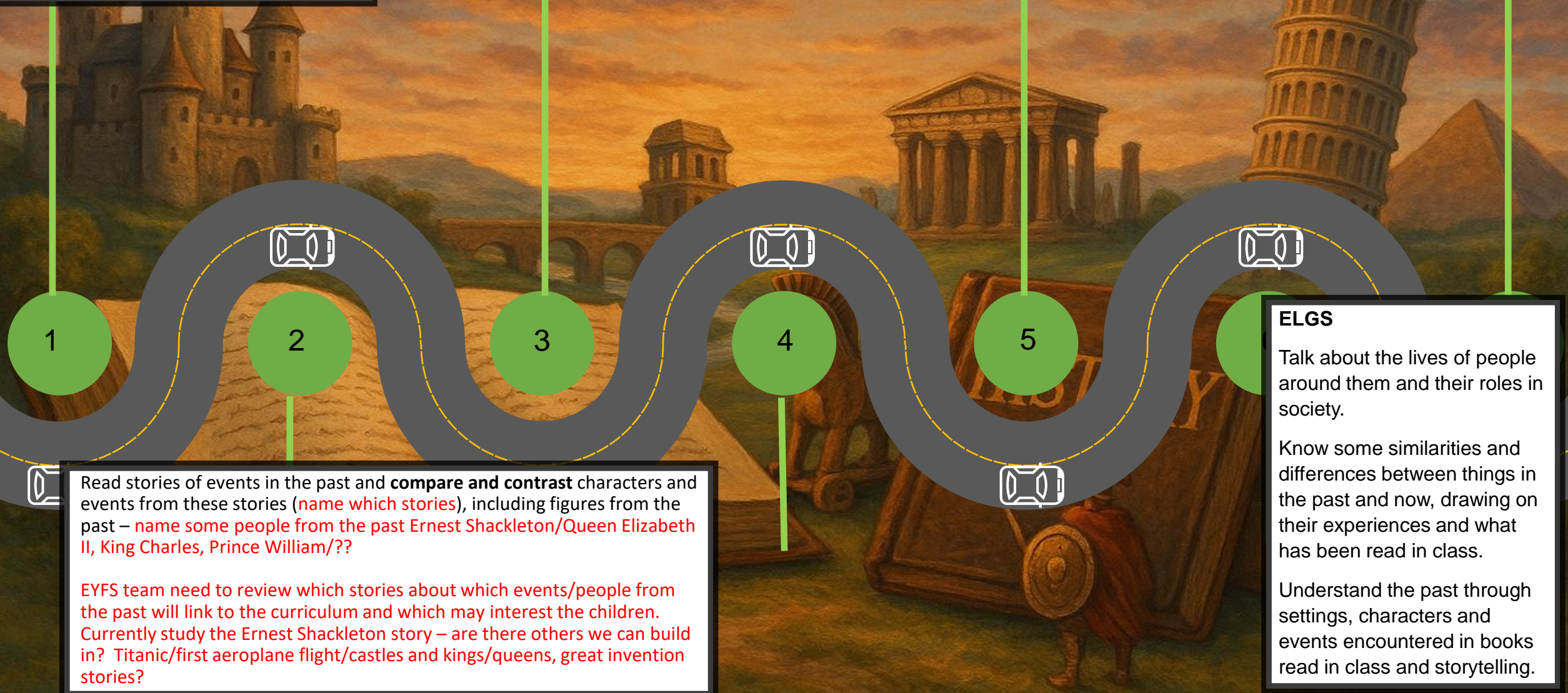
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Have conversations with adults about own images of familiar situations in the past – own family pictures/last Christmas/Eid/Diwali/last summer holiday or day trip, first day at school/nursery, first steps/2<sup>nd</sup>/3<sup>rd</sup> birthday etc – look at own photos and those of other family members and compare. Eg this is my big brother's first day at school and this is my first day at school. We were both in the doorway at our house etc.

**Recap/replot** – label these known historical events/people/places using the language/vocabulary of a long time ago, a few years ago, millions of years ago, today, 100 years ago, before my grandparent/parent was born, past & present, then and now.

Read stories about significant people in the past (related to interests and curiosity) and find out about great achievements (link to learning in other subjects/topical people/events related to seasonal events). Use historical language to describe when these people were alive. Put these people in order according to when they were alive.

# We love history!



Read stories of events in the past and **compare and contrast** characters and events from these stories (**name which stories**), including figures from the past – **name some people from the past Ernest Shackleton/Queen Elizabeth II, King Charles, Prince William/??**

EYFS team need to review which stories about which events/people from the past will link to the curriculum and which may interest the children. Currently study the Ernest Shackleton story – are there others we can build in? Titanic/first aeroplane flight/castles and kings/queens, great invention stories?

**ELGS**

Talk about the lives of people around them and their roles in society.

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.

# Golcar Goals – Year 1

## **We love history!**

### **Recap/replot** –

I can label historical events/people/places using a long time ago, a few years ago, millions of years ago, today, 100 years ago, before my grandparent/parent was born, past & present.

I can put significant people and events in order according to when they were alive/happen.

I know that people change as they grow older.

I can talk about why people celebrate different events (Bonfire Night, Christmas, Birthdays, Diwali, Eid etc...)

I can ask questions about the past

I can talk about people and events from history (child led)

I can respond to stories from the past and make relevant observations.

## **Why are the Victorians so important?**

### **Recap, replot** –

I can make a class timeline of historical events known so far – Shackleton, Victorians, birth of family members and self. Add in any other times from history that children know/are interested about already.

I can sequence three or four toys from different time periods (now, 1970/80s and Victorian)

I can compare everyday things (houses, toys) from different historical periods – Victorian, grandparents use, parents use and own (Likely 1970/1990/present)

I know that some Victorian inventions are still used today (telephone, teddy bear etc...)

I can explain how and why objects (toys, household objects) have developed over time.

I can use artefacts and photos to answer questions about the past.

I can ask how and why questions based on stories and evidence from the past.

I know that some people are considered more 'special' than others.

I can explain who Mary Seacole and Florence Nightingale were and why they were important people.

I can explain how the lives of Seacole and Nightingale change medicine

# Year 1 – windows to the past

- We love history!
- Why were the Victorians important?



After learning about the Victorians, answer questions about everyday life of the Victorian people using different sources of evidence (artefacts, photos, paintings, people born in – including Golcar/Huddersfield photos)

Compare everyday things (houses, toys) from different historical periods – Victorian, grandparents use, parents use and own (Likely 1970/1990/present)

Learn about the lives of Mary Seacole and Florence Nightingale – compare their status at the time and know the impact their work had on medicine/technology.

Link the coast topic in geography to life at the seaside in the Victorian times. Leisure, food sources, fishing occupations, pictures from the past and what they tell us.

**Recap, replot** – make timeline of historical events known so far – Shackleton, Victorians, birth of family members and self. Add in any other times from history that children know/are interested about already. Use historical language to describe when these people were alive. Put these people in order according to when they were alive

## Why were the Victorians important?

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**Knowledge check – reenact the times of the Victorians using the Colne Valley Museum visit. Prepare a family assembly or parent event to show off all they know about Victorians**

Using the class museum - explain how different objects from the past might have been used and describe the changes in **technology** (Victorian toys, Victorian household objects – telephone/washing clothes/cooking/ironing)

Learn about Queen Victoria as a great leader and her reign using books, websites, pictures, stories and local buildings, parks, statues.. Find out why this era and Queen Victoria was so important to history.

Use real artefacts and enactments to learn about Victorian life and compare this to what life is like today. What were the main achievements in technology to enhance everyday life? (Visit to Colne Valley museum.)

# Golcar Goals – Year 2

## Who were the great explorers?

### Recap/replot –

I can develop a class timeline of people and events already studied – (Shackleton YR?, Victorians Y1, own life YR/1, Columbus and Armstrong, adults in school)

I can find out about people from beyond living memory.

I can use different sources of evidence (books, webpages, people, videos) to research the significance of Neil Armstrong and Christopher Columbus.

I can identify a primary source.

I understand that people have different views about the past (fake moon landing)

I can create a timeline of events for Christopher Columbus and Neil Armstrong's journeys.

I can investigate where Columbus and Armstrong visited.

I can compare the achievements of Columbus and Armstrong

I can explain how transport (ships/rockets) have developed over time.

I can compare old and new transport (ships/rockets)

I can use key vocabulary linked to history – past, present, decade, century, a long time ago, recently, within living memory, before, after, next

## How did the Great Fire of London change England?

### Recap/replot -

I can develop a class timeline of people and events already studied

I can make simple observations about a source or artefact.

I know that we can find out about how places have changed by looking at maps.

I can ask my own questions about the past using different sources of evidence.

I can use an eye-witness (Pepys) account to find out about life in London during the fire.

I can make comparisons between houses in 1666 and house now.

I can identify simple reasons why things change (fire service and housing due to GFOL).

I know that changes happen because of improvements in technology (housing, fire service)

I can use words to describe history – past, present, decade, century, a long time ago, recently, within living memory and beyond living memory, before, after, next

## What history do we have in Golcar and Huddersfield?

### Recap/replot -

Develop class timeline of local buildings using the dates.

Find out significant historical events, people and places in Huddersfield and Golcar?

I recognise that some things change and some things stay the same from the past (roads, house, buildings)

I know that we can find out about how places have changed by looking at maps.

I can explain how the local area was different in the past.

I know that old buildings give us clues about the past (weavers cottages, Knowl Bank School, Church, Fire Station – look at dates on buildings)

I can make comparisons between old and new houses in Golcar.

I can use words to describe history – past, present, decade, century, a long time ago, recently, within living memory and beyond living memory, before, after, next, weaver' cottage, cobbled street, stones, bricks, date stones, farm building, shop,

# Year 2 – windows to the past

- Who were the great explorers?
- How did the great fire of London change England?
- What history do we have in Golcar and Huddersfield

Find out about two people from the past – Columbus and Armstrong. Books, web pages, people who were alive in 1969, stories, video clips. How do we know these events occurred? Map out where their discoveries happened.

Compare the achievements of Columbus and Armstrong – use of **technology** to explore and how this technology has **helped us today**, settlements/invasion and the space race competition, trade and what came to England, Learn why these explorers went to these places. What do we still have today because of this? What did we learn?

Use words to describe history – past, present, decade, century, a long time ago, recently, within living memory, before, after, next

## Who were the great explorers?

**Knowledge check**  
– create a poster/class display with shout outs about why x is the 'best' or 'most important' explorer – what did they find? What did they give to the future? If I hadn't been to x then x wouldn't have happened.

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Describe 2 key people and related events from the past who have achieved things of significance nationally and internationally – Columbus and Armstrong as explorers. Pretend to be Armstrong or Columbus and describe why you are the most successful explorer (with teacher counter arguing you are the best because you are ... and you discovered ....)

**Recap/replot** - Develop class timeline of people and events already studied – Shackleton YR?, Victorians Y1, own life YR/1, Columbus and Armstrong, adults in school?

Find out about people from the past and everyday life during 1660's – learn about Samuel Pepys and why he was so important (historical evidence). Books, web pages, stories, art, video clips. Ask the question "How do we know about this event?"

**Recap/replot** - Develop class timeline of people and events already studied – Shackleton YR?, Victorians Y1, own life YR/1, Columbus and Armstrong, Great Fire of London?

## How did the Fire of London change England?

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Describe events from the past which have significance nationally – The Great Fire of London in 1666 – How did this event change our life in England? **Technology** that developed due to learning from the fire. Town planning, fire responses, politician decisions, emergency planning, building regulations, city registers. Find out about other people during this time – how were they living? Who were the rulers at this time? Who are the significant people who helped to rebuild London? Legacy for today?

Write about what we know about the fire of London and the important people involved. Compare it to events today that children may know about. Use words to describe history – past, present, decade, century, a long time ago, recently, within living memory and beyond living memory, before, after, next

**Knowledge check**  
– create a class model of London town before and after the fire. What had to change? What had to happen during the fire? (Destroyed homes and buildings for fire breaks). Why is the river Thames so important?

Using web pages as a class search (modelled by adult) - find out significant historical events, people and places in Huddersfield and Golcar. Find any evidence from family members, library, local books, books about Huddersfield. Question family members about their knowledge of Golcar and collect these 'quotes' 'facts' stories as a class book/fact file/display

Look at old maps and find out what was in Golcar in 1900. See if you can (with support) find places in Golcar and see what used to be there. Use google images to find photos of Golcar in Victorian times. Was your house there? What did the village look like? Take new photos and compare/describe to old.

Use words to describe history and label photographs and maps of village – past, present, decade, century, a long time ago, recently, within living memory and beyond living memory, before, after, next, weaver' cottage, cobbled street, stones, bricks, date stones, farm building, shop,

**Knowledge check**  
– make class book all about Golcar – fascinating facts and stories from the past. Share with Y1/Y3

## What history do we have in Golcar and Huddersfield?

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Use questioning (from sentence stems eg 'Can I see any... Does this look old or new etc) to find out the significance of buildings around Golcar from the Victorian era – Colne Valley Museum, Knowle Bank School, Titanic Mill. Be able to identify which buildings are from Victorian era or newer using historical clues. Take photos of different buildings and build class picture of what would have been there in the Victorian times

**Recap/replot** - Develop class timeline of local buildings – oldest to newest. Describe differences and label which aspects of each building give us clues.

# Golcar Goals – Year 3

## What is the earliest evidence of civilised Britain?

### Recap/replot

I can describe periods using BC, AD and century.

I know Stone Age, Bronze Age and Iron Age are in that order.

I can use archaeological evidence find out **how** we know about life in early Britain.

I can identify the limitations of this type of evidence.

Using evidence from the past, I can suggest the changes to everyday life from Stone Age to Bronze Age.

I can explain why Skara Brae is so important to historians.

I can compare the technological advances from Stone Age to Iron Age.

I can say which in period I would prefer to live, giving historical reasoning.

I can explain why early settlers thought Castle Hill would be a good place for a hill fort.

## What can we find out about the history in our village of Golcar?

Recap/replot - Revisit timeline and add on all historical content so far (powerpoint timeline)

I can ask questions about the differences they can see in photos.

I can make simple observations about the past from photos.

I know that change can happen because of technological advancements (transport, industry)

I can explain the similarities and differences between two periods/places.

I can use a range of evidence to find out about the history of a town/village

## Why did the Ancient Romans come to Britain?

### Recap/replot –

I can recall different periods of history learnt in KS1 and create a class timeline

I can add the Roman invasion of Britain to the timeline.

I know why the Romans invaded Britain.

I can explain why the Roman army were so powerful.

I can explain how the Celts reacted to the Roman invasion.

I can research great leaders during this time (Boudicca, Emperor Claudius). Why do they deserve to be remembered?

I can compare the civilisation of people in Britain in 43AD - Celts and how different they were in Ancient Rome in 43AD.

I can suggest reasons why there were differences between the Celts and the Romans.

I can compare Roman life to life today.

I can explain how the Romans still influence life today.

I can answer historical questions about the Roman Empire (e.g. Was Britain better off after the Roman invasion?)

I can explain the development of towns during the Roman period.

I can use different sources of evidence to find out about the Roman impact of Huddersfield/Yorkshire (Roman fort at Slack, Outlane)

<https://www.kirklees.gov.uk/beta/museums-and-galleries/museum-in-a-box/romans.aspx#>

# Year 3 – windows to the past

- What is the earliest evidence of civilised Britain?
- What can we find out about the history in our village of Golcar?
- Why did the Ancient Romans come to Britain?

Using archaeological evidence in non-fiction books and web pages find out **how** we know about life in early Britain. Evidence of life in these times. British stone age from 15000BC-3000BC. Bronze age 3000BC – 800BC. Iron age 800BC-43AD when the Romans invaded.

Using web searches, find out which significant sites in Britain/Yorkshire which tell us about life in these times? Make fact file to show which site gave us which evidence – how do historians know this evidence shows this fact? Can we be certain about these 'facts'?

Use local evidence to find out about life in early Huddersfield/Golcar during the stone-iron age. Tolson museum evidence collections (visit, museum box or photographs of collections) Find out about Castle Hill and the relevance of this settlement – field trip to view Castle Hill from different points in the village

**Knowledge check** – create a 'cave' and role play living in the stone age. Link to English work on 'The stone age boy' and imagine/role play story.

# What is the earliest evidence of civilised Britain?

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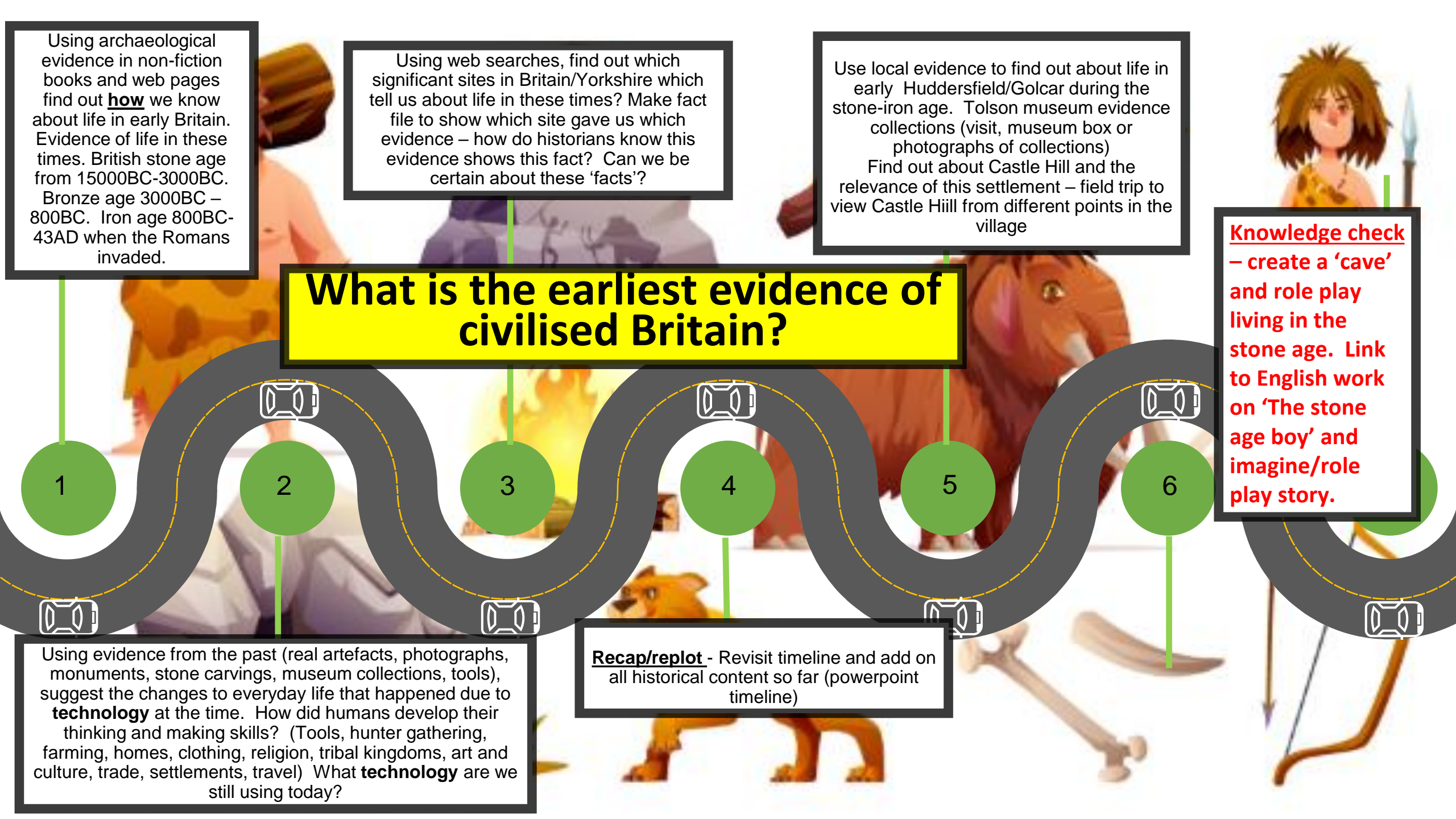
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Using evidence from the past (real artefacts, photographs, monuments, stone carvings, museum collections, tools), suggest the changes to everyday life that happened due to **technology** at the time. How did humans develop their thinking and making skills? (Tools, hunter gathering, farming, homes, clothing, religion, tribal kingdoms, art and culture, trade, settlements, travel) What **technology** are we still using today?

**Recap/replot** - Revisit timeline and add on all historical content so far (powerpoint timeline)



Use historical questioning to suggest hypotheses about why people settled in Golcar and Manorola in Italy. What geographical features made these attractive for settlements? How has this changed the local landscape over time? The cottage/mill industry

**Recap/replot** - Revisit timeline and add on all historical content so far (powerpoint timeline)

# What can we find out about the history of our village Golcar?

**Knowledge check** – make a museum of evidence to show the history of Golcar – invite parents and be a museum curator and show them round the photographs/maps /web pages/ local history sources/ sketches/ place and street names/ stories and legends

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Use historical sources and clues from the village to find out what Golcar was like since the earliest evidence – websites, census materials, timelines, earliest mentions of Golcar village, history of the names of Golcar and local villages.

Using historical sources, find out about the impact on Britain of the invasion of the Ancient Romans since 43AD. Give each group an aspect to study and report back to whole class. Make a non-fiction page each for a class book. (Road networks, town design, **technology**, everyday life, reasons why Italians wanted to live here, how British people protected themselves, how the Romans protected their occupied towns, great leaders in the Roman era, power of the Roman army)

Find out about and compare the civilisation of people in Britain in 43AD - link back to study of stone age to iron age – Celts. Using historical evidence – find out about how different they were in Ancient Rome in 43AD. Suggest reasons why this was the case – what civilisations had influenced life in Ancient Roman time before (Ancient Greeks)? Do a superior fact file/top trumps file – Rome life vs English/British (roads/sewerage/leisure/army/philosophy/education/trade/travel)

Find out about significant people/events/stories – eg Romulus/Remus, Boudicca, Julius Caesar, Emperor Claudius. Find out about influential women in Ancient Rome. Find out about great leaders during this time – British and Roman – each child 'becomes' that person and gives presentation to the class about who they are/why they are important/what they did for us

**Recap/replot** - Revisit timeline and add on all historical content so far (powerpoint timeline). Compare what was happening in Europe and Britain at the same time.

**Knowledge check** – Hold a 'Roman Day' with children dressing up and holding events to re-enact the key elements of learning. Invite parents/carers to the end of the day? Field trip to a Roman town/visitor centre (Chester Dewa centre)

## Why did the Ancient Romans come to Britain?

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Using stories and non-fiction texts, find out why the Romans invaded Britain and what response the people in Britain gave the Romans and why. Re-enact the stories to show reasons why invasions happened and what was the result to the people/towns

Find out about the **technology** that Ancient Romans brought to Britain and hypothesise about whether the Roman invasion helped Britain become the place it is today? (Roads, towns, everyday objects, buildings, drainage, fresh water, travel, protection, trade and economy, tribe to town, armies)

Find out where the local and national Roman towns are – old and new names. What were the reasons these towns grew where they are. Find out about Slack – Outlane and Roman roads in Huddersfield

# Golcar Goals – Year 4

## Why is the Ancient Egyptian era so fascinating?

### Recap/replot

I can place periods of history on a timeline.

I am beginning to understand that different civilisations were alive at the same time.

I know what is meant by BC and AD

I know where in the world the Ancient Egyptians

I know that archaeological evidence can be used to find out about Ancient Egypt.

I can compare life as an Ancient Egyptian to that of someone living in the Bronze/Iron Age

I appreciate how items found belonging to the past help us build a picture about how people lived.

I can talk about the importance of the Rosetta Stone and its impact on the world.

I can explain how and why the Ancient Egyptians used mummification.

I can find out about significant events, people, leaders and places – Howard Carter, Tutankhamun.

I know why the Ancient Egyptians fell from power – who invaded their country and why? (link to the Roman empire)

## What was life like for the Anglo Saxons?

### Recap/replot

I can add the Anglo-Saxon period to a timeline using centuries.

I can use historical sources to find out who the Anglo-Saxons were.

I know the reasons why the Anglo-Saxons invaded and settled in Britain.

I can describe everyday life in Britain between 410AD-1066AD (housing, clothing, farming, tools, food)

I can compare life as an Anglo-Saxon to that of a Roman and explain the differences. (housing, clothing, farming, tools, food).

I understand that Britain was split into different Kingdoms (Northumbria, Mercia, East Anglia, Essex, Wessex, Kent, and Sussex).

I understand that there are different beliefs in different cultures and times.

I know that Britain moved from Pagan beliefs to Christianity and explain the impact that had on our country.

I know that we can make inferences and deductions using images from the past.

I can use local evidence to show that the Anglo-Saxons had a lasting impact on Huddersfield/Yorkshire (place names)

# Year 4 – windows to the past

- Why is the Ancient Egyptian era so fascinating?
- What was life like for the Anglo-Saxons?

Find out from historical sources (non-fiction books, photographs of ancient buildings/artefacts and websites), the achievements of Ancient Egyptians. Where did the Ancient Egyptians occupy and why? (**technology** and building achievements, religious beliefs, travel, early communication/writing, great leaders, irrigation/rivers/Nile/farming techniques)

Using non-fiction books and British museum photos, find out about significant events, people, leaders and places – Howard Carter, Tutankhamun,

**Recap/replot** - Revisit timeline and add on all historical content so far (powerpoint timeline). Study what was happening around the world at the same time – Early Britain/Europe/Worldwide

**Knowledge check** – act out important knowledge in the characters of Howard Carter, Tutankhamun, the stone mason for the Rosetta Stone, a person who was mummified, the manager of the British museum collection of artefacts, a Roman Emperor seeking power, a pyramid builder, an undertaker, etc etc – children pretend they are in character and present to the class all the important things about their role (could be a parent assembly?) My name is... My job in Ancient Egypt was... I am legendary because... etc

## Why is the Ancient Egyptian era so fascinating?

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Using video clips, find out about the importance of key findings in history – research the important discovery of the Rosetta Stone – writing/unlocking the communication of hieroglyphics. Find out about Ancient Egyptian beliefs about Mummification and what clues these have told us about the past.

Adults describe why the Ancient Egyptians fell from power – who invaded their country and why? (link to the Roman empire). Children create a non-fiction page to show these facts using illustrations and labels.

Use historical sources (archaeological finds/art work in stone/fossils/preserved findings in mud etc/written documentation and religious books/Anglo Saxon chronicles/ to find out who were the Anglo-Saxons, why did they invade and settle in Britain and what was everyday life like in Britain 410AD-1066AD. What **technology** was developed in this time? (settlements, kingdoms, housing, clothing, farming, tools, food, trade, religion, leaders, village/town life, Roman influences on everyday life, place names, art and culture, leisure, rich and poor, Anglo-saxon invasions – everyday life in Golcar at this time – why people were settling in Golcar)

Find out about the word civilisation and what this means – the first rulers of Britain/England and what changes this brought about. Link this to the knowledge of the Stone age in Y3

Comparison of historical evidence which we learn from for this period. Compare the evidence we have from stone age and Ancient Roman period – compare to Anglo-Saxon evidence - how easy is this period to find out about and why? Why might different ideas form from evidence? How do we know these are accurate? What local evidence do we have – York/Huddersfield.

**Recap/replot** - Revisit timeline and add on all historical content so far (powerpoint timeline)

**Knowledge check** – hold an 'Anglo-Saxon day' in our forest area for Y4. Wear clothes, make food in same way as Anglo-Saxons, make shelter, make fire, make tools, make butter and bread, set up market stalls for trade, make building material (mud and clay)

# What was life like for Anglo-Saxons?



From non-fiction books find out what Roman influences were there during this time? (towns, sanitation, travel, leisure, **technology**).

From non-fiction books, websites and youtube video - find out about key people, places and events which were influential in Anglo-Saxon Britain – Alfred the Great, Aethelred, Athelstan (first kind of united England) – why was this important (beginning of Christianity in England)?

Briefly find out about what happened next from the Anglo-Saxon period – link to Y5 Viking study?

# Golcar Goals – Year 5

## How did the Ancient Greeks influence Western world?

- I know where the Ancient Greeks fit within world history.
- I can explain what was happening in Britain at the time of Ancient Greece and compare the two.
- I can find out about clues from the past and how we know about the life in the times of the Ancient Greeks.
- I can compare sources and find the accuracy of evidence and different perspectives of what evidence tells us.
  - I know about the technological advances the Greeks made.
  - I understand and can explain how the Greeks have influenced different countries including Britain today.
  - I can describe significant people/events from Ancient Greece (Athens and Sparta/Peloponnesian War)
- I can describe how the Olympic games has changed over time and how something have stayed the same. (Ancient games, Modern Olympics (1890s) and now)
- I can explain how the Ancient Greeks lost power (146 BC)

**Read and enjoy stories and facts about myths and legends**

## What was the impact of the Viking invasion and what happened next?

- I know who the Vikings were and where they came from.
- I can identify the reasons behind the Viking invasion and the impact on Anglo-Saxon life.
- I can describe the changes to Britain as a result of the Viking invasion (law and order, housing, materials, language, weapons)
- I can explain the significance the Viking settlements had on Yorkshire/Huddersfield.
- I can use sources of evidence and clues in the local area to find out about Viking life (towns, villages, place names, Domesday Book).
- I can research the difference between Viking and Anglo Saxon place names.
- I can find out the significance of Lindisfarne and describe the events – study the story and the accuracy of evidence which has taught us this story.
  - I can talk about reliable sources of evidence.
- I know that different sources of evidence may show a different view point.
- I can find out about the struggle for the Kingdom of England at this time
- I can find out about the resistance of Alfred the Great and Athelstan, the first King of England.

## Recap/replot

I can add significant events and people to our class timeline (from 1066 – modern day)

Find out about what happened next in history – Battle of Hastings and a study of Kings and Queens from 1066 – Queen Victoria – what these eras are called and significant people and events and what life was like under each King/Queen.

## Magna Carta

I can discuss the importance of the Magna Carta and it's impact on British monarchs then and now.

I know that the Magna Carta was signed in 1215.

I know which King signed the Magna Carta

# Year 5 – windows to the past

- How did the ancient Greeks influence the western world?
- What was the impact of the Viking invasion and what happened next?

**Recap/replot** – Using non-fiction books, find out when and where the Greeks were powerful.. Using ipads/date prompts/country prompts from the teacher - what was happening world wide and in Britain at the same time?

Find out about the **technological** advances the Greeks made and what we learned from them today – buildings, philosophy, democracy, maths, art, literacy, science, language – what do we still use today? Give each group a different aspect to find out about and group feed back to whole class. Make class set of notes to refer to. Make class book to use.

From adults and from ipad research - find out why the Ancient Greeks lost power – Roman advances on Greece. Recap Ancient Roman knowledge from Y3 and analyse why the Romans had so much power and influence.

During this topic read and enjoy stories and facts about Greek myths & legends – verbally recite some of the interesting aspects from these stories.

## How did the Ancient Greeks influence the western world?

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Find out about Greek clues from the past and how we know about the life in the times of the Ancient Greeks. What have historians had to hypothesise and what do they know for certain? Compare different sources which have been used and find the accuracy of evidence and different perspectives of what evidence tells us

From video clips and stories find out about significant events and people in Ancient Greeks – Athens and Spartans – Peloponnesian war, Olympic games – influence on western world, invasion/settlement/trade of Greeks during this time on other areas.

**Knowledge check**  
– **Group presentation with artefacts, pictures and character studies to demonstrate different areas of Greek importance and the legacy left today - events/ people/ places/battles/ philosopher/ inventor/ mathematician/ scientist**

Using non-fiction books, find out the main events of the Viking invasion of Britain and the impact on Anglo Saxon life at the time. Find out what technological advances the Vikings brought – laws and justice, language, food, materials/trade – how this changed life in Britain.

Using ipads/non-fiction books/youtube video - find out the significance of Lindisfarne – study the story and the accuracy of evidence which has taught us this story. Study points of view, interpretations of evidence, portrayal of Vikings at the time and how this was influenced positively and negatively. How true is the legacy? How do we know? What suggests some of the depictions may be exaggerated? Compare to modern day treachery and how this is portrayed. Hold a debate about being a Viking and who is peaceful and who is violent – role play with different points of view

**Recap/replot** – Each group in the class find out about a different period of history from the Battle of Hastings and the different Kings and Queens from 1066 up to the industrial revolution which is in Y6 – plot on the timeline some of the interesting things that have happened next (after Vikings) in history – what these eras are called and significant people and events and what life was like under each King/Queen.  
**Recap/replot** timelines related to rulers and significant people

**Knowledge check – make a Viking class model settlement (size of this to fit across a full group table – out on display for all to use) including the coast/rivers showing how England lived at the time/ important places – children talk through the main things with Y6 children to celebrate their learning. Capture all history learning so far and ask children talk over a map of England and who has invaded and settled up until the end of the Viking period.**

## What was the impact of the Viking invasion and what happened next?

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Adults teach class what the significance of the Viking settlements had on Yorkshire and Huddersfield. What was life like in the town and the village at this time? How do we know this history in the village/town?  
Recap Ancient town and village names and why they got their names.

Adults show class about the struggle for the Kingdom of England at this time. (invasions from Germany/France/Norway etc over time) Learn the story all out about the resistance by Alfred the Great and Athelstan, the first King of England. Analyse why this was a significant time in England. Find out about the rise of Christianity and the legacy of this time.

# Golcar Goals – Year 6

## **Who were the Mayans and what impact did they have on the world?**

I have chronologically secure knowledge of local, British and world history across the periods studied.

I know what was happening in Britain during the same period of time.

I can use historical sources to explain why the Maya settled where they did.

I know the difference between primary and secondary sources of evidence.

I can compare the achievements of the Maya to those of the Anglo-Saxons and Romans.

I can explain how Britain has been influenced by different civilisations.

I can use evidence to hypothesise why the Mayan civilisation declined.

## **What is the significance of World War 1 and 2 on life today?**

I have chronologically secure knowledge of local, British and world history across the periods studied.

I can order and explain the timeline of events from 1914-1945.

I know the reasons why war broke out in 1914.

I can use technical vocabulary when talking about WW1 (see list of words)

I can ask historically valid questions to develop my understanding.

I can use primary sources of evidence to give details descriptions of life in the trenches.

I can discuss how the changes in the technology of combat help end WW1

I can explain the significance of the end of WW1 and it's impact on Europe (Treaty of Versailles)

I can explain what life was like for children during WW2.

I can identify and explain an understanding of propaganda.

I can suggest why there might be different versions of the historical events.

I can explain the historical significance of important people from the period (1914-1945)

I can explain the impact WW2 left on the world (positives and negatives)

## **Rage against machine in the Colne Valley?**

### **Were the Luddites right to protest?**

I can explain how industry in Golcar/Huddersfield has changed over time.

I know why the Colne Valley played an important part in the industrial revolution in Britain

I understand the language associated with the protests and revolution.

I can identify and explain an understanding of progaganda.

I can evaluate a range of historical interpretations, considering their reliability and quality.

I can explain why the Luddites acted the way they did.

I can give my opinions, based on evidenced, about Luddites.

I can use a range of sources of evidence to recount the events and reasons behind the death of William Horsall.

I can explain what happened in this country as a result of the Luddite attacks.

I have chronologically secure knowledge of local, British and world history across the periods studied.

# Year 6 – windows to the past

- Who were the Mayans?
- What has been the significance of World War 1&2 on life today?
- Rage against machine in the Colne Valley

Use non-fiction books to find out about the Mayan civilisation during the period 2000BC-900AD and compare this on the **recap/remap** timeline to what was happening in Europe and Britain at this time – significant **technology** for everyday life at the time. What discoveries did the Mayans make – similarities and differences to what was happening technologically in other countries at the same time.

Find out what caused the decline of the Mayan civilisation at that time? Similarities and differences between the loss of power of the Ancient Greeks/Egyptians/Romans/Vikings (bringing together knowledge from Y3,4,5) Plot the end of each ancient civilisation and relate this to the next period of history

**Knowledge check**  
– Make a cartoon book to show the different civilisations' rise and falls and how they merged from one into another

# Who were the Mayans?

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Analyse which pieces of historical evidence we have from the period and how we have used this to compare what the civilisations were achieving and what the Mayans did differently – impact of Mayans on the world today. How and why were the Mayans different to the Anglo Saxons/Romans in the UK at the same time in history

**Recap/replot** – events and significant people since Stone age Britain. Explain the links between eras – great leaders/events/power/trade /land use (settlement)/ technology/conflict (invasion).

Class research project – each group have different aspect to research. Present findings verbally to class and make class notes about different events. Find out about the significant people, events and themes from the world wars.

Find out about historical evidence and the accuracy of these – propaganda. Teacher to demonstrate how information can be represented and how this was manipulated for different reasons by each country/group for each war campaign – relate to modern day conflict

Find out about the significance of the World Wars internationally and legacies that were left after each war  
(NATO/agreements/ceasefire agreements/Treaty of Versailles; impact on towns and cities and people; changes to geography, memorials)

**Knowledge check**  
– create and act out own playscripts/movie scripts to depict an element of the war. Use ipads to video these and put sound effects/speech bubbles etc over.

## What has been the significance of World War 1&2 on life today?

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Add to the timeline events from World War 1 and 2. Research these together and add to the timeline as you study

Compare reasons why the wars happened. What were leaders trying to achieve. Use historical evidence to study significant events from these eras and make hypotheses related to this evidence – points of views/opinions versus facts. Are sources from 1900 more reliable than ancient sources? How do we know?

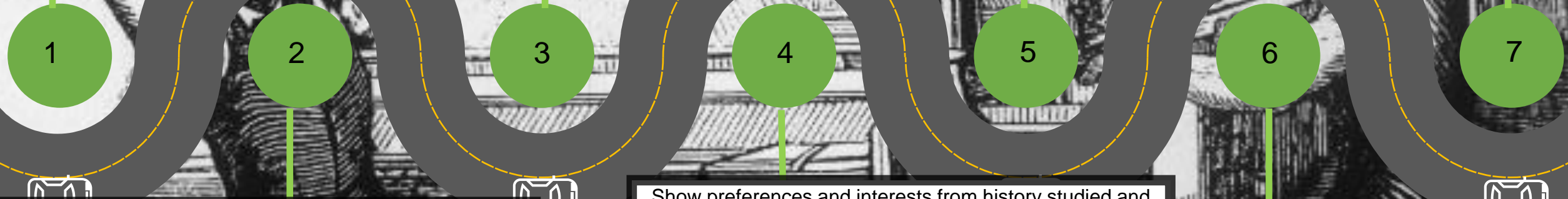
Find out about **technology** of combat in each world war and how this changed over time and the impact of these. Study how this technology is advanced today and what it is being used for across the globe currently.

Class challenge – each group have different aspect to research and do verbal presentation to rest of class who take notes. Find out about the local history related to industrial revolution/canals/travel/trade/woollen industry from cottages to mills, changes in village life at the time – farming to mill work, schools, changes that **technology** brought about. How did the valley change – land use/life/settlement)

**Final recap/replot** - Create class project timeline (grand scale/whole class wall/in the main hall) to show all the history learnt in primary school and significant events/people. .

**Knowledge check** – go on a local walk to the Colne Valley and visit the museum to see all the impact of the Luddites and the woollen industry

# Rage against the machines in the Colne Valley



Using different kinds of research - find out about the struggles between the Luddites and the mill owners in the valley in the 1800s and what key events happened and how this shaped law and order in Britain (Enoch's hammer story, and the murder of William Horsfall). Use historical sources to find out and analyse the accuracy of these sources. What are the differences between ancient sources and things from 1800s? Are newer sources more reliable?

Show preferences and interests from history studied and complete own choice of research project about a particular aspect of history. Include not just facts but the relationship between this period and today/other periods. Study different sources of information and discuss how reliable these are. Ask and answer own hypotheses about the events and people. Show outcomes of history study at the end of KS2 through what you do with the knowledge – analyse/suggest/question/comment/compare/reasoning about why you would rather live in a certain era



# History Vocabulary Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological awareness	Old, new, first, next, today, yesterday, morning, afternoon, evening, day, month, year	Past, present, modern, recent, timeline, lifetime, future, before, after, order, memory, date, long ago, Victorian period (1837-1901)	Decade, century, chronological order, era	AD (Anno Domini), BC (Before Christ), chronology, period, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, ancient Roman Invasion 43AD-410AD	Ancient Egyptians 3000BC – 100 <u>AD</u> Anglo Saxon period 410AD-1066AD	Viking period 800-1066 Ancient Greeks 8000BC – 140AD	Mayans 2000BC – 900AD WW1 1914-1918 WW2 1938-1945 Legacy Continuity and change Industrial Revolution 1760-1840
Historical Enquiry	Question, ask, story, tales, change, grow, different, same, older, younger,	Ask, investigate, explain, question, artefacts, objects, sort, compare, similarity, different, change, photograph, painting,	Sources, primary sources, evidence, historic, eye witness, develop, improve, technology,	Secondary source, remains, possibility, certainty, archaeological evidence, observation, deduction/deduce, inference/infer, guess, predict, informed guess, prove	Observation, significant, evaluate, rank, one-sided, balanced, viewpoint, cause, affect, impact, enquire, conclusion	Reliable, accuracy, interpret, investigate, justify, purpose,	Propaganda, reliable, trustworthy, anachronism
Topic Specific	Halloween, bonfire night, Christmas, birthday, grandma, grandad, mum, dad, king, queen, castle, dragon, dinosaur, life, birth, toddler, brother, sister.	<b>We Love History</b> Event, special, birthday, wedding, Easter, Christmas, Eid, Diwali, Bonfire Night, dinosaurs, millions, years, old, new, past, present	<b>Great Explorers</b> Evidence, famous, Apollo II, significant, Neil Armstrong, Buzz Aldrin, Michael Collins, mission, launch, journey, moon landing, rocket, NASA, international, national,	<b>Stone Age to Iron Age</b> Archaeologist, artefacts, Neolithic BC, Homosapien, Hunter-gathers, shelter civilization, Palaeolithic,	<b>Ancient Egyptians</b> Archaeologist, pharaohs, tombs, pyramid, hieroglyphics, scribe, ancient, <u>scarophagus</u> , mummy, papyrus,	<b>Ancient Greeks</b> Athens, Sparta, democracy, Persians, sacrifice, marathon, Pheidippides, Olympics, Trojan Horse, Troy,	<b>Mayans</b> Civilisation, temple, Yucatan, <u>Chichen Itza</u> , <u>Temple of Kukulcan</u> , Mesoamerica, sacrifice, slash and burn, decline,



# History Vocabulary Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>race, competition, trade, ship, Atlantic Ocean, Christopher Columbus, explorers, America, navigator, Spain, <u>Savilla</u>, Santa Maria, Pinta, Nina, voyage, expedition</p>	<p>Mesolithic, Skara Brae, prehistory, ancient, settlement, Castle Hill, roundhouse, exchange, goods, trade,</p>	<p>civilisation, sphinx, scarab,</p>	<p>Peloponnesian war, philosopher, <u>god</u>, goddess, odyssey, myths and legends, influence, technology</p>	<p>deforestation, abandon, drought, hieroglyphics</p>
		<p><b><u>Victorians</u></b> Queen Victoria, Mary Seacole, Florence Nightingale, hospital, medical, nurse, war, year, developed, improved, toys, change, invention, special, medicine, important, event, significant, impact</p>	<p><b><u>Great Fire of London</u></b> Samuel Pepys, eye witness, London, Pudding Lane, Charles II, St Paul's Cathedral, Christopher Wren, Fire Brigade, improvements, developments, change, technology, River Thames, source, evidence, compare, housing, house</p>	<p><b><u>Romans</u></b> Briton, Romans, empire, Celts, invasion, emperor, mosaic, artefact, Gladiator, <u>centurian</u>, AD/BC, legion, <u>Jorvik</u>, revolt, Boudicca, Roman Numerals, aqueduct, Julius Caesar, Claudius, fort, Slack <u>Outlane</u>.</p>	<p><b><u>Anglo-Saxons</u></b> Angles, Saxons, Jutes, Picts, invasion, Britons, Romans, empire, longships, Christianity, Pagans, settlements, kingdoms, Wessex, Northumbria, Mercia, Wessex, East Anglia, Kent, village, civilisations,</p>	<p><b><u>Vikings</u></b> Invade, raid, long boat, rivalry, kingdom, Pagans, Christians, Lindisfarne, Sagas, Anglo-Saxons, Scandinavia, settlement, <u>Jorvik</u>, resistance, Alfred the Great, King Athelstan, Danegeld, Danelaw, Mercia, Wessex.</p>	<p><b><u>World Wars</u></b> Allies, Axis, empire, annex, assassination, invasion, trench, warfare, Somme, no man's land, imperialism, nationalism, navy, arm, mobilisation, Nazi Party, propaganda, enigma code, rationing, evacuation, holocaust, Dunkirk, blitz</p>
			<p><b><u>Huddersfield and Golcar</u></b> Village, town, countryside, cobbled roads, <u>weavers</u> cottage, maps, google earth, church, dates, change, quiet, busy, new, old, stone, valley, river, mills</p>			<p><b><u>1066 and beyond</u></b> Magna Carta, Great Charter, King John, Runnymede, legacy, rules, laws</p>	<p><b><u>The Luddites</u></b> Revolt, protest, riot, Luddite, Ned <u>Ludd</u>, Industrial Revolution, <u>weavers</u> cottage, loom, weft, Enoch's hammer, debate, technology, machine</p>