



|                             | Early Years  | Key Stage 1   | Lower Key Stage 2  | Upper Key Stage 2   |   |   |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
|-----------------------------|--|---|--|---|---|---|---|---|---|---|---|---|---|--|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|--|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|--|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|
| <b>Knowledge End points</b> | <p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Transport - past and present</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>T2 - Guy Fawkes<br/>T3 - Neil Armstrong</p> | 1   | 2  | 3   | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | <p>To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change.</p> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y1 T2 - 1960s toys</p> <p>To know about events beyond living memory that are significant nationally or globally.</p> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y1 T4 - Great Fire of Northampton/London<br/>Y2 T2 - Neil Armstrong/Christopher Columbus</p> <p>To know about the lives of significant individuals in the past who are contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y1 T5 - Significant women<br/>Y2 T2 - Neil Armstrong/Christopher Columbus<br/>Y2 T5 - Victorian Inventors</p> <p>To know significant historical events, people, and places in their locality.</p> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y1 T4 - Great Fire of Northampton/London<br/>Y2 T5 - Victorians</p> | Y1 | 1 | 2 | 3 | 4 | 5 | 6 | Y2 | 1 | 2 | 3 | 4 | 5 | 6 | Y1 | 1 | 2 | 3 | 4 | 5 | 6 | Y2 | 1 | 2 | 3 | 4 | 5 | 6 | Y1 | 1 | 2 | 3 | 4 | 5 | 6 | Y2 | 1 | 2 | 3 | 4 | 5 | 6 | Y1 | 1 | 2 | 3 | 4 | 5 | 6 | Y2 | 1 | 2 | 3 | 4 | 5 | 6 | <p>To know about changes in Britain from the Stone Age to the Iron Age.</p> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>To know about the Roman Empire and its impact on Britain.</p> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>To know about Britain's settlement by Anglo Saxons and Scots.</p> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>To know about the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>To conduct a study about Greek life and achievements and their influence on the western world.</p> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> | Y3 | 1 | 2 | 3 | 4 | 5 | 6 | Y4 | 1 | 2 | 3 | 4 | 5 | 6 | Y3 | 1 | 2 | 3 | 4 | 5 | 6 | Y4 | 1 | 2 | 3 | 4 | 5 | 6 | Y3 | 1 | 2 | 3 | 4 | 5 | 6 | Y4 | 1 | 2 | 3 | 4 | 5 | 6 | Y3 | 1 | 2 | 3 | 4 | 5 | 6 | Y4 | 1 | 2 | 3 | 4 | 5 | 6 | Y3 | 1 | 2 | 3 | 4 | 5 | 6 | Y4 | 1 | 2 | 3 | 4 | 5 | 6 | <p>To conduct a local history study.</p> <table border="1"> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y5 T4&amp;5 - Shoe industry/History of Northampton/River Nene</p> <p>To conduct a study or an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <table border="1"> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y6 T3&amp;4 - Conflict through time WWI and 2</p> <p>To know about the achievements for the earliest civilizations.</p> <table border="1"> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y6 T5&amp;6 - Ancient Egypt</p> <p>To know about a non-European society that provides contrasts with British history.</p> <table border="1"> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y5 T2&amp;3 - Mayan Civilization</p> | Y5 | 1 | 2 | 3 | 4 | 5 | 6 | Y6 | 1 | 2 | 3 | 4 | 5 | 6 | Y5 | 1 | 2 | 3 | 4 | 5 | 6 | Y6 | 1 | 2 | 3 | 4 | 5 | 6 | Y5 | 1 | 2 | 3 | 4 | 5 | 6 | Y6 | 1 | 2 | 3 | 4 | 5 | 6 | Y5 | 1 | 2 | 3 | 4 | 5 | 6 | Y6 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1                           | 2  | 3   | 4  | 5   | 6 |   |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| 1                           | 2  | 3   | 4  | 5   | 6 |   |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y1                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y2                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y1                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y2                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y1                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y2                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y1                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y2                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y3                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y4                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y3                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y4                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y3                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y4                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y3                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y4                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y3                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y4                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y5                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y6                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y5                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y6                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y5                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y6                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y5                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| Y6                          | 1  | 2   | 3  | 4   | 5 | 6 |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |
| <b>Skill End points</b>     | <p>To talk about the lives of the people around them and their roles in society.</p>   | <p>To be able to show an awareness of the past, using common words and phrases relating to the passage of time.</p> <p>To understand a wide variety of everyday historical terms.</p> <p>To be able to know where people and events studied fit into a chronological framework.</p> <p>To be able to identify similarities and differences between ways of life in different periods and own.</p> <p>To understand some of the ways in which we can find out about the past and identify different ways in which is represented.</p> <p>To ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> | <p>To develop a chronological secure knowledge and understanding of British Local and world history.</p> <p>To start to establish narratives with and across the periods studied.</p> <p>To start to make connections, contrasts and trends over time and develop the appropriate use of historical valid questions.</p> <p>To begin to construct informed responses that involve organisation of relevant historical information.</p> <p>To start to understand how our knowledge of the past is constructed from a range of sources.</p> | <p>To demonstrate chronological secure knowledge and understanding of British Local and world history.</p> <p>To establish clear narratives with and across the periods studied.</p> <p>To make connections, contrasts and trends over time and develop the appropriate use of historical valid questions about changes, cause, similarity, difference and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of primary and secondary sources.</p> |   |   |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |





|                                  | Early Years   | Key Stage 1  |  | Lower Key Stage 2  |  | Upper Key Stage 2  |  |
|----------------------------------|---|--|--|--|--|--|--|
| Strand                           | Reception   | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6   |
| <b>Chronology</b>                | <p>-I know the difference between past and present in my own life.</p> <p>-I can sort pictures and objects matching them to babies/children/adults.</p> | <p>-I know things that have happened to me and to others in the past.</p> <p>-I can put some objects and events in chronological order.</p> <p>-I can use common words relating to the passing of time 'a long time ago', 'olden days.'</p> <p>-I can use simple timelines to sequence processes, objects, and events within my own experiences.</p> | <p>-I can chronologically sequence events, objects and artefacts from my life and the lives of people I am learning about.</p> <p>-I can use timelines more confidently referencing some dates from the period and people I am studying.</p> | <p>-I can use a timeline to place events I am learning about.</p> <p>- I can recall events I learnt about previously and point them out on a timeline.</p>   | <p>-I can use a timeline independently to place events I have learnt about.</p> <p>-I can recall previous learning and start to link it with current learning.</p>                                 | <p>-I can appreciate duration and interval <i>when the Maya civilisation started to decline</i></p> <p>-I can match simple iconic images to each of the periods studied.</p> <p>-I can recall things previously learnt to add to and extend my current learning.</p> | <p>-I can use dates and specific terms to establish period detail. <i>1580BC The time of the Great Egyptian Pharaohs</i></p> <p>-I can sequence events I have learnt about on a timeline confidently.</p>      |
| <b>Change and Continuity</b>     | <p>-I can talk about how my life has changed (e.g. baby to child).</p>  | <ul style="list-style-type: none"> <li>I can remember things in my past that are now different (e.g.- lost family/pets or change in toys or interests).</li> </ul>   | <p>I can describe things that have changed or stayed the same in my life.</p> <p>I can describe changes between people in the past and now.</p>  | <p>-I can use more complex language to describe time and change (during, while time periods).</p> <p>-I can spot simple changes between the beginning and end of a long period of time <i>Stone Age to Iron Age.</i></p> | <p>-I can spot continuity between time periods studied or between the past and my life today.</p> <p>-I can see that changes in civilisations don't always last <i>Romans leaving Britain.</i></p> | <p>-I understand that not all changes in society are welcome by everyone. <i>Mechanisation during industrial revolution</i></p> <p>-I can describe that some changes lead to others. <i>Industrialisation changes society structures</i></p>                         | <p>I can spot connections, contrasts and trends throughout all history studied in KS2.</p> <p>-I can understand what is meant by a turning point in history <i>Assassination of Archduke Ferdinand.</i></p>    |
| <b>Similarity and Difference</b> | <p>-I can discuss similarity and difference in relation to my peers and my family.</p>  | <p>-I can compare my life today with people/time periods I have studied.</p>   | <p>-I can use 'then and now and am confident with the concept of 'the past'.</p>   | <p>-I can compare my life today with life in the past.</p> <p>I can compare my life today with someone in the past. <i>School child in Ancient Greece.</i></p>   | <p>-I can identify changes based on similarity and differences <i>Iron Age homes and Roman homes.</i></p> <p>-I can differentiate within a longer period <i>Roman, Saxon, Viking periods</i></p>   | <p>-I can make comparisons between different times in the past, focussing on one aspect of life <i>Maya schooling, home, work.</i></p>   | <p>-I can spot connections, contrasts and trends throughout all history studied in KS2. <i>Conflict comparisons Romans, Greeks, WWI</i></p> <p>-I can compare behaviours between now and a period studied.</p> |
| <b>Cause and Consequence</b>     | <p>-I know one cause for an event in my life changing (e.g., our life changed when my baby sister was born/moved house/started school).</p>             | <p>-I can name the cause of the GFOL and Bonfire Night.</p> <p>-I can give a simple consequence of someone's actions in the past.</p>  | <p>-I can give a simple reason why someone may have acted as they did (e.g., Mary Seacole).</p> <p>-I can give consequences of events/people's actions to explain why we remember them today.</p>  | <p>-I can see that events may have more than one cause.</p> <p>-I can name some consequences of events that I am studying. <i>Legacy of Greek Philosophy/Literature.</i></p>   | <p>-I can list causes of an event and give details. <i>End of Roman Britain</i></p>  | <p>-I can list causes of an event I'm studying and link these to the consequences. <i>Northampton Town rise and decline. Coalfields</i></p>  | <p>-I can see that some causes may be connected causing a build up over time. <i>Causes of WWI</i></p> <p>-I can order causes of an event in order of significance.</p>  |





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| <p><b>Interpretation, Sources and Evidence</b></p> | <p>I can use stories, drama, photographs, and artefacts to find out more about the past.</p>   | <p>I can use stories, drama, photographs, and artefacts to find out more about the past.<br/>I know that different versions of the same story may be different (e.g, pictures of Guy Fawkes may look different)<br/>I begin to understand people may have different views on past events.<br/>-I can realise that not all sources will answer the same questions.<br/>-I can explain why a historical person may have acted as they did.</p> | <p>I can use stories, drama, photographs, and artefacts to find out more about the past.<br/>- I can see that sources describing the past might have different views.<br/>-I can see that there are different versions of the same historical event (written, spoken etc)<br/>-I understand that sometimes people disagree about the past without them being 'wrong'.<br/>-I understand that it is not always possible to know what happened for sure.</p> | <p>-I can use a range of sources, stories, pictures, and artefacts to find out about the past.<br/>-I can analyse the actions of people in the past. <i>Amesbury Archer</i><br/>-I can give a simple reason why we may have more than one version of the same event. <i>Celtic tribes account from Rome</i></p> | <p>-I can use a range of sources, stories, pictures, and artefacts to find out about the past.<br/>-I can begin to conduct my own guided research using the internet.<br/>-I can explain that events may have more than one cause- not just human action.<br/>-I realise that history is always being rewritten following new discoveries.</p> | <p>-I can use a range of sources, stories, pictures, and artefacts to find out about the past.<br/>-I can conduct my own research using the internet.<br/>-I can explain that significant events usually happen for several reasons.<br/>-I can identify general reasons for a change (religion, money etc).<br/>-I can explain that people may create different versions of the past for different audiences.<br/>-I can recognise that some accounts are more reliable or accurate than others.</p> | <p>-I can use a range of sources, stories, pictures, and artefacts to find out about the past.<br/>-I can conduct my own research using the internet and start to recognise reliable and unreliable sources of information.<br/>-I understand that all history is a form of interpretation and why historians may add a 'gloss' on events.<br/>-I can grasp those interpretations can differ depending on the aspect they are looking at (e.g, Victorian industrialisation =good, child labour/factory conditions=bad)</p> |
| <p><b>Historical Significance</b></p>              | <p>-I can talk about why we celebrate firework night every year.<br/>-I can talk about why we celebrate special events every year.<br/>E.G- Bonfire Night, Christmas, Remembrance Day.</p> | <p>-I know the names of significant people in the past and give simple information about them.</p>   | <p>-I can explain why we remember significant people from the past.</p>  | <p>-I can explain why we study and remember people/events/civilisations today.<br/><i>Significance of Greek Civilisation</i></p>  | <p>-I can explain why we study and remember people/events/civilisations today.</p>   | <p>-I can explain why we study and remember people/events/civilisations today and start to make comparisons.</p>  | <p>-I can make links and draw comparisons between famous people and events studied.</p>  |





**Substantive Knowledge**

**EYFS**

**Understanding the World:**

- Looking at transport now and in the past.
- Discussing similarities and differences (focusing on our local area)
- Emergency vehicles now and then
- Neil Armstrong - 1st man to land on the moon
- Tim Peake - compare with other astronauts
- To understand where dinosaurs are and that they were alive a long time ago (fossils)
- Looking at the seaside now and in the past
- What happens on a beach - events at the seaside
- Changes from baby to adult
- Look at how we have grown and changed
- Talk about what we could and can now do
- Toys in the past and now
- Differences and similarities in appearance
- Guy Fawkes, King James I
- 5th November- why do we remember?

| Year 1  | Year 1   | Year 1  |
|---|--|---|
| <p><b>Great Fire of London and Great Fire of Northampton:</b></p> <p><u>Fire of London:</u></p> <ul style="list-style-type: none"> <li>-Fire started in Thomas Farriner's bakery on Pudding Lane, 2 September 1666.</li> <li>-Samuel Pepys records this in his diary.</li> <li>-To understand we know about the fire because of his diary.</li> <li>-Houses are made of wood so the fire spread quickly.</li> <li>-Houses are ripped down to try and stop the fire from spreading.</li> <li>-People use boats on the River Thames to escape.</li> <li>-Fire spreads very close to the Tower of London.</li> <li>-St Paul's Cathedral is destroyed.</li> <li>-to understand what a fire fighter does.</li> <li>-To compare the methods used in 1666 to modern day firefighting (leather buckets for water passed in a chain, axes, fire hooks and squirters compared to big fire engines with sirens and an unlimited supply of powerful water)</li> </ul> <p><u>Fire of Northampton:</u></p> <ul style="list-style-type: none"> <li>-Started in September 1675 St Mary's Street, Northampton from sparks from an open fire.</li> <li>-St Mary's Street was near Northampton Castle (explain Northampton used to have a castle where the train station is today)</li> <li>-Destroyed about 700 of the 850 buildings in town, including All Saints Church.</li> <li>-Fire took only six hours to destroy the town.</li> <li>-King Charles donated wood from Salcey Forest to help rebuild All Saints Church.</li> </ul> | <p><b>Toys Past and Present (Changes within living memory):</b></p> <p><i>To order events on a timeline:</i></p> <ul style="list-style-type: none"> <li>-1145 Delapre Abbey built, 1952 Queen coronated, 1935 DPS built, 1958 Paddington bear created, 1976 Mrs Pollard born, 2000 millennium, 2022 Queen's jubilee/death, 2016/17 class born (adapt each year).</li> <li>-Children to order events on own timeline (adapted each year).</li> </ul> <p><i>To describe toys today.</i></p> <ul style="list-style-type: none"> <li>-How do they move, how are they operated, materials.</li> <li>-Children use these categories to describe their favourite toys.</li> </ul> <p><i>Toys in the past:</i></p> <ul style="list-style-type: none"> <li>-Primary sources and visitor to discuss toys from their past.</li> <li>-Know about and discuss toys from the 20<sup>th</sup> Century (old doll, scalextric, spinning top, jack in the box, hand puppets, pull along toy, viewmaster, old polly pockets, lego, sticklebricks, slinky, lego, Barbie, twister)</li> <li>-To name similarities and differences between 20<sup>th</sup> century toys and today (materials, how are they operated, electricity, price)</li> <li>-Know about toys in the Victorian period (wooden toys, rocking horse, dolls house, football, wooden trains, dolls)</li> <li>-Name similarities and differences between Victorian toys/ 20<sup>th</sup> century/ 21<sup>st</sup> century toys.</li> </ul> | <p><b>Significant Women in History:</b></p> <p><i>To understand why people are famous:</i></p> <ul style="list-style-type: none"> <li>-Discuss what makes people famous (sport, film, TV, music, achievements, family connections)</li> <li>-To write down a famous person they know and describe why they are famous.</li> </ul> <p><u>Amelia Earhart:</u></p> <ul style="list-style-type: none"> <li>-To know Amelia Earhart was an America aviator who lived 1897-1937.</li> <li>-To know she was the first woman to fly across the Atlantic Ocean by herself.</li> <li>-To understand Amelia had freedoms of the time which other girls may not have had (tomboy, wearing bloomers)</li> <li>-In 1918, Amelia left college to become a nurse's aide in Toronto, Canada because of WWI.</li> <li>-Her first flight as a passenger on 28<sup>th</sup> December 1920.</li> <li>-Her first flying lesson aged 23.</li> <li>-Her first plane was yellow and called 'Canary'.</li> <li>-In May 1923, she got her pilot's licence, the 16<sup>th</sup> woman in the world to earn one.</li> <li>-In May 1932, she became the first woman to fly solo across the Atlantic Ocean.</li> <li>-20<sup>th</sup> May 1937, Amelia and her navigator, Fred Noonan, left USA to fly all around the world but encountered bad weather and were lost/never heard from again.</li> <li>-We remember her because of her significant achievement.</li> </ul> <p><u>Mary Anning:</u></p> <ul style="list-style-type: none"> <li>-Mary Anning was a famous fossil hunter.</li> <li>-A fossil is a special rock that holds the remains of creatures that lived long ago.</li> </ul> |





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|  |   | <p>-She was born in 1799 and lived in Lyme Regis.<br/>                 -She would hunt for fossils with her family and sell them as they were very poor.<br/>                 -Mary found the first complete fossil of an Ichthyosaurus or fish-lizard. Scientists paid her for this, and her family didn't need to worry about money again.<br/>                 -She found a giant sea reptile or Plesiosaur, a flying reptile, and a prehistoric fish. Many were taken to London and put on display in the British Museum.<br/>                 -We remember her as a great fossil hunter and scientist at a time it wasn't usual for women to do that job.<br/> <u>Grace Darling:</u><br/>                 -Grace Darling was born on 24<sup>th</sup> November, 1815, in Bamburgh, Northumberland.<br/>                 -Grace and her siblings would row out in their boat and explore the cliffs and caves.<br/>                 -The family moved to Longstone in 1825 where she would live for the rest of her life.<br/>                 - 7<sup>th</sup> September 1838, the paddle steamer SS Forfarshire was travelling from Hull to Dundee carrying 60 passengers, they were in trouble and almost all of them died.<br/>                 -Grace and her father rowed out to help survivors. She was hailed a hero.<br/>                 -Word had spread to Queen Victoria, and she received a personal letter from her with a reward of £50.<br/>                 -She sadly died at age 26, 3 years after her heroic rescue.<br/>                 -We remember her for her bravery and saving these men. She is famous for an achievement.</p> |
| <p><b>Vocabulary: King, Queen, Monarchy, Bakery, River, Diary, Flames, Timeline, Past, Present</b></p> | <p><b>Vocabulary: Past, Present, Source, Evidence, Timeline, Victorian, Change, Continuity, Before, After, Long Ago, Recent</b></p> | <p><b>Vocabulary: Past, Present, Fossils, Queen, Archaeology, Timeline, Pilot, Before, After, Long Ago, Recent</b></p>   |
| <p><b>Substantive Concepts:</b><br/>Power</p>  |   |  |





| Substantive Knowledge  |  |   |
|--|--|---|
| Year 2   | Year 2   | Year 2  |
| <p><b>Titanic- Beyond Living Memory:</b></p> <ul style="list-style-type: none"> <li>-To know the Titanic was hit by an iceberg at night.</li> <li>-It was a massive ship with lots of decks.</li> <li>-People needed to be rescued and lifeboats were used.</li> <li>-To know what morse code is and how it was used in the Titanic disaster.</li> <li>-To know the events leading up to the night of the sinking (days before).</li> <li>-To know the events of the night of the sinking.</li> <li>-That the Titanic sank 15<sup>th</sup> April 1912.</li> <li>-To know what life was like on board as a 1<sup>st</sup> class passenger (meals, dress, activities, rooms, beds, meals).</li> <li>-To know what life was like on board as a 3<sup>rd</sup> class passenger (sleeping arrangements, food, activities, dress)</li> <li>-To know possible reasons why the Titanic sunk (weather, ambition of owner, the ship was not well built, travelling too fast)</li> <li>-To understand what happens when a boat sinks.</li> <li>-To know some developments in boat travel to prevent the disaster happening again (improvements in lifeboats, safety, education for workers).</li> </ul> | <p><b>Local History:</b></p> <p><i>To understand what the term 'Power' represents across History.</i></p> <ul style="list-style-type: none"> <li>-To know the Battle of Northampton was in 1460.</li> <li>-To know the Wars of the Roses began in 1455</li> <li>-To know that a King or Queen had power in Medieval England.</li> </ul> <p>Power to make the rules and to fight wars and raise taxes.</p> <ul style="list-style-type: none"> <li>-A monarchy is a form of government with a king or queen at the top.</li> <li>-A monarchy usually followed along family lines.</li> <li>-Sometimes the throne would be disputed, and this would cause War.</li> <li>-Soldiers in medieval times wore metal armour and carried swords, shields, pikes and bows.</li> <li>-Castles were used as forms of defence. A castle would have a drawbridge. Moat, Bailey and Battlements.</li> <li>-The battle of Northampton was won by the Yorkist Armour in 1470. King Henry VI was imprisoned in Northampton castle.</li> </ul> | <p><b>Explorers:</b></p> <p><i>To understand what the term 'Power' represents across History. This includes Trade., where people sale across the world to sell goods.</i></p> <ul style="list-style-type: none"> <li>-To know that an explorer is a person or group of people who travel to far away destinations in order to discover things of interest including landmarks, riches, wildlife and food. For their expeditions, they would need items to help them survive the journey and they would need items to help them find things. They also need a good mode of transport to get to their destination.</li> <li>-To know that Ernest Shackleton was an explorer he travelled to the Antarctic. It was a perilous and dangerous journey.</li> <li>-To know that Cristopher Columbus was an explorer who wanted to travel to Asia but ended up in the Caribbean. He was not the first person to live there. Indigenous people were already there, and all the way across the Americas. He brought back food, spices, and gold. People would repeat his journey, in order to take the goods and trade them.</li> <li>-To know that Neil Armstrong was the first man on the Moon. He was on the Apollo 11 mission along with Buzz Aldrin and Michael Collins. Neil and Buzz explored the surface of the moon and brought back rock to be studied.</li> <li>-To compare the two explorers and their missions.</li> </ul> |
| <b>Vocabulary:</b>   | <b>Vocabulary:</b> King, Queen, Monarchy, Castle, Battle, War, Hereditary, Soldier, Lord, Knight, Men at Arms, Infantry, Archers, Pikes, Armour, Chronology  | <b>Vocabulary:</b> Past, Present, Explorer, Century, Before, After, Ship, Antarctic, Chronology,  |
| <b>Substantive Concept:</b>  | <b>Substantive Concept:</b><br>Power   |   |





**Substantive Knowledge**

| Year 3   |   | Year 4   |  |   |
|--|---|--|--|---|
| <p><b>Stone Age to Iron Age:</b><br/>- To have a clear understanding of the term Prehistory Including the glacial and Palaeolithic periods.<br/><b>-To have a clear chronological framework of the Stone/Bronze/Iron Age periods.</b></p> <p>-Stone Age broken up into Mesolithic period up to 4100 BC which then moves into Neolithic Period which ends 2500 BC<br/>-Bronze Age Period 2500 BC to 600 BC<br/>- Iron Age Period 600 BC to 100 AD</p> <p><b>- Understand the term civilisation and the key components</b> (Food, Religion, Government, Arts, Social Class, Written Language, Technology). Pose the question, is the stone age period a civilisation? Identify some of the features below from the evidence.</p> <p><b>- To understand what Skara Brae tells us about the daily lives of people living in the stone age period, including:</b><br/>-Animal bones including cattle and sheep, as well as barley and wheat grown nearby, suggesting a farming community. This contrasts with the travelling hunter gatherers of the palaeolithic period.<br/>-A lack of weapons, which suggests that life was relatively peaceful.<br/>-Richly carved stone objects that may have been used in religious rituals.<br/>Bone tools, along with the absence of tools for weaving, indicating that animal skills were used for clothing.<br/>-Many examples of jewellery including pendants, pins, necklaces, and beads.<br/>-There was also evidence that the Neoliths burned dried seaweed to provide warmth</p> <p><b>- To understand what the Amesbury Archer tells us about people living in the bronze age period, including:</b><br/>-The Archer is thought to be from central Europe and proves the movement from place to place of people and the development of trade.</p> | <p><b>Ancient Greeks:</b><br/><b>-To have a clear chronological framework of the Ancient Greek period.</b><br/>-776 BC first recorded Olympic games, the beginning of the Greek archaic period.<br/>-508 BC Democracy in Athens.<br/>-431 BC wars between Sparta and Athens, the classical period.<br/>-336 BC the rise of Alexander the Great, The Hellenistic Period.</p> <p><b>-To identify the location of Ancient Greece and the major Greek islands (Athens, Sparta, Corinth) which formed the different city states.</b></p> <p><b>Understand the term civilisation and the key components</b> (Food, Religion, Government, Arts, Social Class, Written Language, Technology). Pose the question, is Ancient Greece a civilisation? Identify some of the features below from the evidence.</p> <p><b>- To understand what Sources tells us about the daily lives of people living in the ancient Greek period, including:</b><br/>-The efficient food production across the city states and the reliance on fishing and wine/olive production. This was because of the mountainous terrain and rocky soil. Also the area was covered in coastline and islands.<br/>-The social structure in Ancient Greece. Compare Athens and Sparta. In Athens, they had a democracy, All Athenian men could vote, they had slaves. In Sparta, they had two kings and then Spartan Men and Women underneath. They then had 'outsiders', followed by slaves. Athenian women did not have access to education.<br/>-The clear religious structure of Greece. The collection of Greek Gods including Zeus, Hera and Athena. The stories connected with the Gods. The rituals that people performed to the separate gods for different occasions (Pray to Ares before war).<br/>-Look at the clothing and extensive jewellery in the period. This reflects the clear social structure.</p> | <p><b>Romans in Britain:</b><br/><b>-To have a clear chronological framework of the Roman Britain and the Roman Empire in general.</b><br/>-The first invasion from Julius Caesar in 55 BC<br/>-The second invasion from Emperor Claudius in AD 43.<br/>-The Boudicca Rebellion of AD 60<br/>-Roman rule ends in Britain AD 410</p> <p><b>-To know areas of the Roman Empire across Europe around the time of Julius Caesar and Claudius</b></p> <p><b>To understand what the term 'Power' represents across History. This includes different types of governing, Wars, Conquests and Empires</b></p> <p>-To know the details of the expansion of the Roman Empire, In particular the invasion of Britain under Julius Caesar and Claudius.<br/>-To understand the military tactics of the Roman Soldiers which were adapted from the Greek Phalanx system described in Year 3. The soldiers had sophisticated armour and weaponry. They were well trained and respected citizens of Rome. This compared to Celtic Tribes. Who had inferior weapons, tactically not as advanced. Because of tribal system, they weren't a collective army like the Romans.<br/>-The Romans built road networks in order to conquer the remaining parts of Britain.<br/>-The Roman occupation of Britain was not completely accepted by the Celts. The Iceni tribe, led by Queen Boudicca, burnt down the Roman towns of Verulamium, Colchester and London. The Iceni did not partake in open warfare with the Romans. Instead they raided towns under the cover of night.</p> <p><b>Understand the term civilisation and the key components</b> (Food, Religion, Government, Arts, Social Class, Written Language, Technology). Pose the question, was The Roman Empire a civilisation? Identify some of the features below from the evidence.</p> | <p><b>Anglo-Saxons and Scots:</b><br/><b>-To have a clear chronological framework of Anglo Saxon period.</b><br/>- AD 450 First invasions of the Jutes from Jutland, Angles from South of Denmark and Saxons from Germany.<br/>Britain is divided up into the Seven Kingdoms of Northumbria, Mercia, Anglia, Wessex, Essex, Sussex and Kent.<br/>-AD 793 Viking Raids begin.<br/>-1066 Harold defeated by the Normans at the battle of Hastings<br/>-625 Sutton Hoo</p> <p><b>-To understand that after initial raids, the Saxons began to settle in Britain. They Migrated. They did this because communities were able to have better access to food and minerals so they could survive and prosper.</b></p> <p><b>-Understand the term civilisation and the key components</b> (Food, Religion, Government, Arts, Social Class, Written Language, Technology). Pose the question, were The Anglo Saxons a civilisation? Identify some of the features below from the evidence.</p> <p><b>- To understand what The Sutton Hoo artefacts and other artefacts tell us about the daily lives of people living in Anglo Saxon times including Anglo Saxon Food. Their food supply based around agriculture:</b><br/>-The Religious practise, rituals and practices performed by Saxon people. This includes the conversion from Paganism to Christianity.<br/>-Food and farming went back to basics after Roman advances.<br/>-To the social structure in Anglo Saxon times had The Ealdormen, Churchmen and Royalty at the top. The bottom of the ladder were ceorls and then slaves. The role of women was to look after the house while the husband was farming or fighting. Some Anglo Saxon women, like Aethelfleda, became rulers of their kingdoms.</p> | <p><b>Vikings in Britain:</b><br/><b>-To have a clear chronological framework of the Viking raids and Settlements</b><br/>-Lindisfarne raid of 793<br/>-From AD 860, Vikings begin to settle in Britain.</p> <p><b>- To know the Vikings came from Norway, Sweden and Denmark.</b></p> <p><b>- To understand that after initial raids, the Vikings began to settle in Britain. They Migrated. They did this because communities were able to have better access to food and minerals so they could survive and prosper.</b></p> <p><b>-To understand what artefacts tells us about the daily lives of people living in Viking times, including: The Religious practise, rituals and practices performed by Viking people. The Norse beliefs, gods and runestones.</b><br/>-Craft and industry. Coppergate in York 'The street of the cup-makers'.<br/>-Houses built of wood. Still very agrarian.</p> <p><b>To understand what the term 'Power' represents across History. This includes different types of governing, Wars, Conquests and Empires</b></p> <p>-The successes of the early Viking raids. The speed of the boats. The brutal fighting skills of the Viking warriors. The successful trade routes the Vikings were able to create. The monasteries were easy targets because they were not heavily fortified, and they had lots of precious items.<br/>-The Vikings conquered Anglia, Northumbria and parts of Mercia. They called the land Danelaw and ruled it from York. A deal was struck with Alfred of Wessex.<br/>-To understand that around this time a legal system was being written down, rather than passed by word of mouth. Introduced by King Aethelbert.</p> |





**SUBJECT Progression Map**

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| <p>-The Archer was buried with jewellery and precious metals and is evidence of the development of technology and the forging of metals AND the development of social status within the period. Also, of the movement of people around Europe.<br/>-The Archer was close to Stonehenge, an important site of spiritual/religious significance. Evidence of faith.</p> <p><i>-To understand the following elements of the Iron Age.</i></p> <p>-To know that from 1000 BC, Celtic people migrate and trade across Europe and into Britain.<br/>-They bring with them knowledge of iron work, which was easier to shape into tools and weaponry.<br/>-Celtic people form tribes including the Catuvellauni and Iceni they create settlements across Britain called hillforts which formed our existing town and city network.<br/>-The Celts have some form of social structure, and they have kings/queens of the tribe. No formal government structure.</p> | <p>-Lots of examples of art, poetry, stories, philosophy, and Science. This is above and beyond what we have seen from the Iron Age period in Britain (similar time frame).</p> <p><i>To understand what the term 'Power' represents across History. This includes different types of governing, Wars, Conquests and Empires</i></p> <p>-To see the growth of Greek empire under Alexander the Great. Have a clear understanding of the term 'empire' and the conquest/invasion of different countries around Greece including Persia, Egypt and parts of India.<br/>-Alexander's success was down to a large army, his father had made being a soldier a full-time job. The army were organised in a tight formation called the Phalanx. Soldiers with long pikes and shields would stand around the group for protection. Archers would be deployed around the Phalanx.<br/>-Hugely successful gains until Alexander the Great died and so with it, the strength of the empire. Roman advances into Greece began 192 BC</p> | <p><i>- To understand what Verulamium tells us about the daily lives of people living in the ancient Roman Britain, including</i></p> <p>-The wide variety of food they ate from their farming techniques. Lots of fertile land across the country. Mixed with lots of coastline. Adapted techniques from countries they conquered. Egypt, Greece, Gaul.<br/>-The Romans, like the Greeks, had a clear social status within The Roman Empire. The role of women was limited. Unlike the warrior queen Boudicca in the Celtic tribes.<br/>-Rich Romans lived in lavish villas with mosaic floors. They built baths and amphitheatres for entertainment and leisure purposes.<br/>-The Religious practise, rituals and practices performed by Roman people. This includes praying and making offerings to the Roman gods and the different aspects of life they covered (Healing power of Minnerva). Comparisons can be made with Greek Gods.<br/>-The Romans brought over a collection of coins to create a system of money.<br/>-The development of the arts including philosophy and music.</p> | <p>-There weren't as many technological advances. The house were built smaller and using basic materials and techniques.</p>                             | <p>- To know the actions of significant Anglo-Saxons such as Aethelflaed, Edward the Elder and Athelstan took to try and unify England</p> |
| <p>Vocabulary: Hunter Gatherer, Skara Brae, Neolithic, Palaeolithic, Hill Fort, Archaeologist, First Hand Evidence, Stonehenge, Civilisation, Community, Artefacts</p>  | <p>Vocabulary: City States, Civilisation, Temple, Crops, Agriculture, Slaves, Myths, Gods, Democracy, Ancient, Acropolis, Theatre, Hoplites, Hierarchy, Voting,</p>   | <p>Vocabulary: Empire, Emperor, Mosaic, Civilisation, War, Soldier, Phalanx, Change, Continuity, Temple, Amphitheatre, Latin, Democracy, Conquest, Invasion, Propaganda</p>  | <p>Vocabulary: Pagans, Christians, Ealdormen, War, Battle, Invade, Settle, First Hand Evidence, Second Hand Evidence, Civilisation, Change, Society,</p> | <p>Vocabulary: Pagan, Long Boat, Runes, Danelaw, Raid, Monastery, Norse Gods, Change, Continuity, Agrarian, King, Queen</p>                |
| <p><b>Substantive Concepts</b><br/>Civilisation<br/>Migration and Settlement</p>  | <p><b>Substantive Concepts</b><br/>Civilisation<br/>Power</p>   | <p><b>Substantive Concepts</b><br/>Civilisation<br/>Power<br/>Migration and Settlement</p>   | <p><b>Substantive Concepts</b><br/>Civilisation<br/>Migration and Settlement</p>   | <p><b>Substantive Concepts</b><br/>Civilisation<br/>Power</p>  |







**Substantive Knowledge**

| Year 5  |  | Year 6   |  |
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| <p><b>Ancient Maya:</b></p> <p>- To have a clear chronological framework of the Mayan period.</p> <p>-2000 BC The Maya civilisation comes into being in Central America.</p> <p>-900 AD Cities, such as El Mirador, become large and powerful.</p> <p>- AD 1500 The Spanish arrive in South America and set out to destroy the remaining elements of Maya civilisation as part of their conquest.</p> <p>-To situate Ancient Maya on a world map alongside other Ancient Civilisations studied (Egypt, Greece, Rome).</p> <p><b>-Understand the term civilisation and the key components</b> (Food, Religion, Government, Arts, Social Class, Written Language, Technology). Pose the question, were The Mayans a civilisation? Identify some of the features below from the evidence.</p> <p>-The layout of Maya cities: The palace was the tallest structure, usually in the centre of the city. Inside is where the king would be. The Mayans had a clear social structure. Consisting of Kings, then priests' generals, merchants, farmers and finally slaves. The other prominent building in the city was the temple.</p> <p>-Religion was an integral part of the ancient Maya culture, intertwined with all other aspects of society. The Maya believed in and worshipped several different gods. They believed that the gods had a good side and a bad side and that they could help or hurt them. The Maya would dance, sing, and sometimes make offerings of blood to the gods to demonstrate their respect and loyalty.</p> <p>-Food production: The Maya people mainly ate maize (corn). Maize was very important to them as they believed that the first humans were made from maize dough by the gods.</p> <p>The Maya</p> | <p><b>History of Northampton/ Shoe Industry:</b></p> <p>- To have a clear chronological framework of the Northampton Shoe Industry.</p> <p>-1300's Northampton has a population of about 2,500-3,000. It is famous for its wool-making industry.</p> <p>-1600's Northampton develops a prominent shoe industry. Shoes are made for Oliver Cromwell's army.</p> <p>- 1801 Northampton has a population of about 7,000, during this century, the industrial revolution is in full swing. By 1900, Northampton's population is 87,000.</p> <p><b>-Understand the term civilisation and the key components</b></p> <p>-Look at a Map of Northampton in 1600's. Note the small size. Discuss the elements of civilisation. Food supply was dependent on farming and success of harvests. The country was very religious, by this point most would be Church of England. Church attendance would have been important. Social order included an absolute monarch. Most of the town would be lower class involved in farming and wool making. Merchants, lords, and priests higher up in society. Lower classes and women not educated. Many not literate.</p> <p>-Why shoes in Northampton. Close to Rockingham Forest, close to River Nene, lots of farmland). Central location with good trade routes. Cattle markets with hides for leather.</p> <p>-Shoes to begin with were produced in houses. Not mass produced.</p> <p>-Know that Northampton was once one of the most important towns in the country (c.1100s). Rich and powerful with a castle.</p> <p>-To know some reasons for Northampton's decline in power after 1100s, and its subsequent rise again during Shoe Industry.</p> <p>-Britain was the first country to industrialise. This meant that things were produced using machines. More people left farming and worked in factories.</p> | <p><b>Conflict through time: World Wars</b></p> <p>- To have a clear chronological framework of World War 1 and 2</p> <p>-1914 Assassination of Franz Ferdinand</p> <p>-July 1914 World War 1 begins</p> <p>-July 1917 Battle of Passchendaele</p> <p>-End of World War 1 1918</p> <p>-Beginning of World War 2 1939</p> <p>-End of World war 2 1945</p> <p><b>=To understand what the term 'Power' represents across History. This includes different types of governing, Wars, Conquests, and Empires</b></p> <p>-To know that the first world war was a clash of empires. The allies included Russia, Britain, and France. The axis included Germany, Austrian/Hungarian Empire, and the Ottoman Empire. The big powers were fighting over control of the Balkan area of Serbia. At the beginning of the war, Germany invaded Belgium and France.</p> <p>- To know the development of warfare. Compare to the battles of ancient Greece and Rome. Instead of open warfare, with soldiers in formation clashing, World War 1 was symbolised by trench warfare. Troops would set up trenches (large holes) to avoid gunfire. They would then try to move their lines towards the enemy, over a long period of time. Trenches were in very poor condition. Lots of casualties.</p> <p>-Battle of Passchendaele. Around 700,000 casualties over the period of 3 months. Compared with 6,400 soldiers in the battle of Marathon. The land at Passchendaele was completely destroyed. Neither side made significant gains, taking into account he sacrifices.</p> <p>-Warfare included tanks and planes but infantry and horses were still prevalent. Especially in World War I.</p> <p>-World War 2 was a direct result of World War I. The Treaty of Versailles placed punitive measure on Germany.</p> | <p><b>Ancient Egypt:</b></p> <p>- To have a clear chronological framework of the Ancient Egyptians.</p> <p>-3000 BC Early Egyptian Period, Pyramids first built.</p> <p>-1580 BC/ 1070 BC Time of the great Pharaohs. Egypt was a huge Empire.</p> <p>-332 BC Conquered by Alexander the Great</p> <p>-30 BC Conquered by Roman Empire</p> <p><b>-Understand the term civilisation and the key components</b> (Food, Religion, Government, Arts, Social Class, Written Language, Technology). Pose the question, were The Egyptians a civilisation? Identify some of the features below from the evidence.</p> <p>-Food supply, most people were farmers. The Nile was crucial, a gift from the Gods. Help to make fertile lands (with irrigation a technological advance). Plants could grow and animals could feed. When the Nile flooded, famine and draught would follow.</p> <p>-Social Class. The Pharaohs were Gods on Earth. Nobles, High officers, and Priests next. Then a craftsman. Finally, Serfs and Slaves, made up a lot in society, tied to a landowner for life.</p> <p>-Ancient Egyptian religion. Many Gods, all with their own significance (Similar to Greece and Rome). Focus on the afterlife (Underworld). Elaborate rituals and burial practices for Rich people in order to make it to the afterlife. Why we have such good evidence (Valley of the Kings, Tombs).</p> <p>-Technology, Huge development in architecture. The mechanisms used to move huge rocks and build massive pyramids.</p> <p>-Written Language, hieroglyphs, and Papyrus.</p> |





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| <p>made a bitter chocolatey drink from cacao beans that was enjoyed by the rich. It was used for medicines and in ceremonies. The cacao beans were highly valued and even used as a form of money. Chocolate was also very important for trade.</p> <p>-Maya written language, it was made up of many symbols called glyphs. The number system was base 20 and the calendar system followed a 52 year cycle.</p> <p>-To compare Maya life with Anglo-Saxon life of the same period including: invasions of both civilisations and the legacy both civilisations leave behind today.</p> <p>-To know if the Maya people are a good example of a civilisation.</p> | <p>-Britain's empire expanded. This was done more through trade than wars in comparison with the Romans. Britain still conquered and controlled whole countries, including India.</p> <p>-During this time Northampton's shoe industry 'mechanised' and grew substantially.</p> <p>-Shoes were made in big factories that covered the town. There were different roles for people. The cutters, the closers, the finishers. Some roles were undertaken by women, other roles were covered by men. Lower classes would have to work very long hours.</p> <p><b>-Understand the term civilisation and the key components</b></p> <p>-Look at a map of 1900's Northampton. Note the size. Look back at the nature of civilisation/society. Food supply was better due to trade links and mass production.</p> <p>-Britain was now a democracy. Throughout the 1900's more areas of society could vote. Now all over 18-year-olds can vote. Most people work in towns and cities. We now have a working, middle and upper class.</p> | <p>Over the next decade, the country experienced economic hardship. This led to the rise of Hitler and the Third Reich.</p> <p>-World War 2 included more tank and aircraft warfare. Britain experienced bombing raids in the first part of the war. The battle of Britain. Children were evacuated to the countryside where it was safer. The country was forced to ration food. Women were actively involved in the War, working in factories, land girls, medical care.</p> |   |
| <p>Vocabulary: Temple, Monument, Calendar, Monarchy, Calendar, hieroglyphics, priests, cacao,</p>  | <p>Vocabulary: Industrial, Agricultural, Significance, Clicker, Finisher, Machinery, mass production, society,</p>   | <p>Vocabulary: Empire, Warfare, Democracy, Causation, Propaganda, Continuity, Change, Trench, Battlefield, Artillery, Evacuee, Invasion, Conflict, Conquest, Trade, Treaty</p>   | <p>Vocabulary: hieroglyphics, pharaohs, priests, mummification, chronology, significant, Empire, Crops, Fertile, Drought, Slaves, Peasants, Causation, Temple</p> |
| <p>Substantive Concepts:<br/><b>Civilisation</b></p>   | <p>Substantive Concepts:<br/><b>Civilisation</b></p>   | <p>Substantive Concepts:<br/>Power</p>   | <p>Substantive Concepts:<br/><b>Civilisation</b></p>  |

