



Lovers' Lane Primary and Nursery School



History National Curriculum

EYFS: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

EYFS	Understanding the World: Past and Present	The history of Christmas Amazing Animals (stories and placing events in Chronological order)
Year 1	Changes within living memory - Where appropriate, these should be used to reveal aspects of change in national life	We are going to find out about toys and seaside holidays in the past
	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	We are going to find out about important people: Florence Nightingale and Mary Seacole.
Year 2	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	We are going back to the Great Fire of London
	Significant historical events, people and places in their own locality.	We are going to Newark Castle

History National Curriculum Key stage 2

Show Respect, Work Together, Aspire, Nurture



Lovers' Lane Primary and Nursery School

Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

The Oxford Big ideas historical Toolkit identifies seven concepts that help historians to investigate and understand the past which are: **perspectives, continuity and change, cause and effect, evidence, empathy, significance and contestability.**

When teaching history at Lover's Lane we will learn how to use and apply each of these concepts in order to think like an historian.

Pupils should be taught about:

Year 3	Changes in Britain from the Stone Age to the Iron Age	We are going to from the Stone Age to the Iron Age
	The Roman Empire and its impact on Britain	We are going to Roman Britain (What happened to the Celts?)
Year 4	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following	We are going to Ancient Egypt
	Britain's settlement by Anglo-Saxons and Scots + The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	We are going to a British Invasion
Year 5	A non-European society that provides contrasts with British history	We are going to meet the Mayans
	A local history study	We are going to Newark in the 1600s
Year 6	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	We are going to World War II
	Ancient Greece – a study of Greek life and achievements and their influence on the western world	We are going to the land of Myths and legends

History Learning Progression Skills (Disciplinary Knowledge)

Show Respect, Work Together, Aspire, Nurture



Lovers' Lane Primary and Nursery School



Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Terrific Tales (History of Christmas)</p> <p>Amazing Animals (stories and placing events in Chronological order)</p>	<p>We are going find out about toys and seaside holidays in the past.</p> <p>We are going to find out about important people: Florence Nightingale and Mary Seacole.</p>	<p>We are going back to the Great Fire of London</p> <p>We are going to explore the history of Newark Castle (Normans)</p>	<p>We are going from the Stone Age to the Iron Age</p> <p>We are going to Roman Britain (What happened to the Celts?)</p>	<p>We are going to Ancient Egypt</p> <p>We are going to a British Invasion (Anglo Saxons and Vikings)</p>	<p>We are going to meet the Mayans</p> <p>We are going to Newark in the 1600s (Civil War)</p>	<p>We are going to Victorian Britain</p> <p>We are going to the land of Myths and legends (Ancient Greece)</p>
<p>Chronological knowledge/ Understanding</p> <p>Continuity and change</p>	<p>Know that familiar events occur in a particular order.</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Know that a simple timeline can be used to show the order in which things have happened.</p> <p>Know how to order 3 events and explain their choices_</p> <p>Know how to sequence pictures chronologically</p> <p>Recognise ages of objects and people and match these.</p> <p>Explain and describe things that happened when they were little</p> <p>Know that stories they hear/read can be about the past and may have happened long ago.</p>	<p>Know that one working timeline can be used to show where all events and people studied have occurred and lived</p> <p>Know how to sequence events about their own life and explain this using appropriate vocabulary</p> <p>Know that events on a timeline follow time order and demonstrate placing events on a simple timeline and give reasons for their order</p> <p>Know how to sequence events about the life of a famous person</p>	<p>Know that there have been many different periods of History in the world.</p> <p>Know that these periods of History can be placed on a timeline in chronological order</p> <p>Know that within a given period, many significant events happened that can be placed on a timeline.</p> <p>Know the meaning of the terms: <i>BC and AD</i></p>	<p>Know that some of the characteristics of the particular periods studied will determine their chronological place in history.</p> <p><u>Know, understand and demonstrate how to place a time studied on a timeline and compare where this fits in to topics previously studied</u></p> <p>Know how to set out on a timeline, within a given period, some special events that took place</p> <p><u>Know how to work out how long ago an event happened by comparing periods of history on a timeline</u></p>	<p>Know that the chronological position of periods studied sometimes overlap or occur concurrently.</p> <p>Know where the time studied fits on a timeline and compare this to topics previously studied</p> <p>Know that some periods lasted much longer than others</p> <p>Know what CE and BCE mean.</p> <p>Know how to set out on a timeline, within a given period, some special events that took place</p> <p>Know how to order and place periods of history on a timeline</p>	<p>Know how to sequence previously studied topics on a timeline to gain greater Historical Perspective including civilisations that lived at the same time but in different parts of the world</p> <p>Know how to place a specific event on a timeline by century and decade</p> <p>Know that some ancient civilizations showed greater advancements than people who lived centuries after them</p> <p>Know how to use their mathematical skills to work out exact time scales</p>

Show Respect, Work Together, Aspire, Nurture



Lovers' Lane Primary and Nursery School

		<p>Know that some objects belonged to the past</p> <p>Know how to retell a familiar story or event set in the past</p>				<p>which includes civilisations that lived at the same time but in different parts of the world</p>	
--	--	--	--	--	--	---	--



Lovers' Lane Primary and Nursery School



<p>Knowledge and Interpretation</p> <p>Perspectives, empathy, cause and effect, continuity and change</p>	<p>Know and understand past and present events in their own and family members' lives</p>	<p>Know that some things change over time and other things stay the same.</p> <p>Know and give examples of things that are different in their life from that of their grandparents when they were young</p> <p>Know there are reasons why some people in the past acted the way they did</p> <p>Know that some people from the past are remembered for their important achievements</p> <p>Know that some famous people from the past have helped our lives be better today</p> <p>Know some details about a significant person from the past</p> <p>Know that we celebrate certain events, such as bonfire night, because of what happened many years ago</p>	<p>Know how to use facts to recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later</p> <p>Know ways that their local area was similar and different in the past</p> <p>Know interesting facts from an historical event, such as where the 'Fire of London' started</p> <p>Know, understand and explain reasons for some past events</p> <p>Know ways and reasons why Britain has a special history by naming some famous events and some famous people. Eg. Kings, people of significance</p> <p>Know, understand and explain what is meant by a parliament</p> <p>Know and explain things that are different in their life</p>	<p>Know that there are explanations for why people in the past acted as they did.</p> <p>Know that there are similarities and differences between the specific periods of history studied.</p> <p>Know about, understand and describe events and periods studied</p> <p>Know differences and similarities to our lives today</p> <p>Know, understand and explain why certain people acted as they did in history</p> <p>Know how to provide an explanation for some events</p>	<p>Know that events from the past have led to consequences.</p> <p>Know that there are reasons why some things have changed and others have stayed the same.</p> <p><u>Know, understand and describe different aspects of people's lives in the periods they are studying</u></p> <p>Know some similarities and differences between two periods in history</p> <p>Know, understand and explain reasons for and results of people's actions. (Causes and consequences)</p> <p>Know that Britain has been invaded by several different groups over time</p> <p>Know some reasons why Britain would have been an important country to have invaded and conquered</p> <p>Know that people's way of life in the past</p>	<p>Know that past events effected people in different ways.</p> <p>Know that by comparing and contrasting the characteristics of periods in history, this leads to an understanding of how the wider world has changed over time.</p> <p>Know, understand and describe historical events from the different periods they are studying considering cause and consequence, and significance</p> <p>Recognise and describe the similarities and differences of a person's life in two different periods of history? (eg Mayans and Vikings)</p> <p>Know, understand and explain the causes and results of significant events and the impact on people</p> <p>Know how to summarise</p>	<p>Know that past events and consequences can be seen from different perspectives and suggest why this might be.</p> <p>Know about and describe historical events from the different periods they are studying and consider how they have impacted future societies</p> <p>Know, understand and describe historical events from the different periods they are studying considering cause and consequence, and significance</p> <p>Confidently make comparisons between several historical periods; explaining things that have changed and things which have stayed the same</p> <p>Know ways in which we have learned from the past</p>
--	---	--	--	--	---	---	---



Lovers' Lane Primary and Nursery School



		<p>Know and understand that we have a queen who rules us and that Britain has had a king or queen for many years</p> <p>Know some similarities and differences between old and new objects</p> <p>Know how to identify objects from the past</p> <p>Know why certain objects were different in the past</p>	<p>from that of a long time ago in a specific period of history such as the Stuarts/ Norman times</p> <p>Know and explain why someone in the past acted in the way they did</p>		<p>was dictated by the work they did?</p> <p>Know that rulers are remembered for different reasons</p>	<p>significant events from a specific period in history, explaining the order in which key events happened</p> <p>Know how events from the past still influence us today</p> <p>Know how crime and punishment has changed over the years</p> <p>Know understand and explain how and why circumstances changed for the people they are learning about e.g. the Mayans were invaded, during Civil War family circumstances changed due to war.</p>	<p>Know how to summarise significant events from a specific period in history and compare them to life today</p> <p>Know how significant events and developments in history have impacted and helped shape the country we have today</p> <p>Know understand and explain the impact of some leader's decisions on the people they ruled.</p> <p>Know how to identify propaganda and explain their understanding of propaganda</p> <p>Know, understand and explain the causes and results of significant events and the impact on people world wide</p>
--	--	---	---	--	--	--	---



Lovers' Lane Primary and Nursery School



<p>Historical enquiry and questioning</p> <p>Evidence, significance and contestability</p>	<p>Know about the past and present primarily through their own experiences and storytelling.</p> <p>Know that a question is a phrase/ sentence which asks for information</p>	<p>Know how to ask/answer questions about old and new objects</p> <p>Know how to find old and new things in a picture</p> <p>Know how to use an artefact/ photograph provided to think of questions to ask</p> <p>Think of ideas and give a plausible explanation about what an object was used for in the past</p> <p>Know how to answer questions using a range of artefacts/ photographs provided</p> <p>Know how to use drama and role play to communicate their knowledge about the past</p>	<p>Know about different types of sources that can be used to effectively learn about the past (Books, internet, pictures, video, objects)</p> <p>Know what kinds of questions can be asked to find out about the past. (Who, what, when, where, how, why)</p> <p>Know and understand that artefacts help us learn about the past</p> <p>Know how to ask and answer appropriate questions about the past</p> <p>Know how to answer questions by using a specific source, such as an information book</p> <p>Know how to find out about the life of a famous Briton from the past using different resources to help them</p> <p>Know ways to communicate knowledge and</p>	<p>Know that some sources are more helpful than others when learning about the past.</p> <p>Know how to ask enquiry questions and identify the information needed to find the answers.</p> <p>Know that for some questions there are no clear answers-</p> <p>Know what it means to interpret information from evidence available and that this involves asking questions about what different evidence means.</p> <p>Know how to draw conclusions using the evidence we have</p> <p>Know what an archaeologist is and what they do</p> <p>Know and understand how and why archaeologists help us learn about the past</p> <p>Know how different items found belonging to the past</p>	<p><u>Know that primary and secondary sources are available and vary in reliability.</u></p> <p>Know how to ask enquiry questions about why things changed and what caused things to happen and use relevant sources to research answers.</p> <p><u>Know, understand and explain some of the ways that archaeologists learn about the past</u></p> <p>Know that historians need more than one source to build an accurate picture of the past and understand why this is the case</p> <p>Know how to use various sources of historical evidence to answer questions and help them understand more about the past and interpret what life was like</p> <p>Know, understand and explain the difference between a</p>	<p>Know which sources are considered most reliable for gaining an accurate understanding of historical events or periods in time.</p> <p>Know how to question the reliability and usefulness of sources of evidence.</p> <p>Know, understand and explain what historians do and appreciate the qualities they need</p> <p>Know how to ask questions like an historian about the period they are studying</p> <p>Know how to use various sources of historical evidence to answer their questions and construct informed, thoughtful descriptions of the period they are studying</p> <p>Know how to compare primary and secondary sources of evidence and say which is most reliable</p>	<p>Know which source of evidence is most reliable and evaluate its usefulness and accuracy in order to form own opinions about historical events.</p> <p>Know how to ask questions like a historian to find out about the period they are studying.</p> <p>Know how to give evidence when providing answers.</p> <p>Know how to identify primary and secondary sources confidently.</p> <p>Know how to select and organise information in order to produce structured work describing the period they are studying using appropriate dates and terms</p> <p>Know how to research an event and consider different peoples perspectives</p>
---	---	---	--	--	--	--	---

Show Respect, Work Together, Aspire, Nurture



Lovers' Lane Primary and Nursery School



			<p>understanding through discussion, drawing, drama and role play, making models, writing and ICT</p> <p>Know at least two ways they can find out about the past, for example using books and the internet</p> <p>Know, recognise and explain the difference between fact and opinion through the use of stories</p>	<p>(such as wall paintings and artefacts) are helping us to build up an accurate picture of how people lived in the past- Roman art topic "Mosaics"</p> <p>Know how to use extended research skills by using more than one evidence source to picture what life would have been like in the time they are studying</p> <p>Know how to communicate knowledge and understanding through discussion, drawing, drama and role play, making models, writing and ICT</p> <p>Know how to use the library/books and the Internet for own personal research with support</p>	<p>primary and secondary source</p> <p>Know how to use their research skills to help them find out and write about historical information</p> <p>Know how to communicate knowledge and understanding through discussion, drawing, drama and role play, making models and ICT and writing</p> <p>Know how to use the library/books and the Internet for own personal research independently</p>	<p>and why this is important.</p> <p>Know and explain why eye-witness accounts may vary</p> <p>Know, understand and explain reasons to support a historical argument</p> <p>Know how to communicate knowledge and understanding through discussion, drawing, drama and role play, making models, ICT and writing (different text types)</p> <p>Know how to use the library/books and the Internet for own personal research independently and compare information found in more than one source</p>	<p>Know, understand and explain why certain events, people and changes might be seen as more significant than others.</p> <p>Know how to communicate knowledge and understanding through discussion, drawing, drama and role play, making models, ICT and writing (different text types)</p> <p>Know how to use the library/books and the Internet for own personal research independently and compare information / perspectives found in more than one source</p>
<u>Vocabulary</u>	<p>Know some language can be grouped by topic</p> <p>Know some similarities and</p>	<p>Know and use some simple historical words</p>	<p>Know and use simple historical words and phrases.</p> <p>Know how to use words and phrases</p>	<p>Know how to use historical language to talk about and, later, write about what they have found out.</p>	<p>Know how to use relevant historical language to describe events they are studying</p>	<p>Know how to use relevant historical language to describe events they are studying.</p>	<p>Know how to use relevant historical language to discuss, communicate and justify ideas.</p>

Show Respect, Work Together, Aspire, Nurture



Lovers' Lane Primary and Nursery School



	<p>differences between things in the past and now using this vocabulary appropriately, drawing on their experiences and what has been read in class</p>	<p>Know that chronological order is time order</p> <p>Use words and phrases like: old, new, before, after and a long time ago appropriately</p> <p>Know how to appropriately use words and phrases like: very old, when mummy and daddy were little.</p> <p>Know everyday words and phrases to describe an artefact</p>	<p>like: before I was born, when I was younger appropriately</p> <p>Know how to use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning</p> <p>Know the difference between 'past' and 'present', using this vocabulary accurately</p> <p>Know and use a range of appropriate words and phrases to describe the past</p>	<p>Know, understand and explain the terms: <i>BC</i> and <i>AD</i>, <i>ancient</i> and <i>Empire</i></p> <p>Know how to describe events and periods using the terms: <i>BC</i>, <i>AD</i>, <i>ancient</i> and <i>Empire</i></p>	<p>Know, understand and explain how the terms <i>BC</i> and <i>AD</i> relate to <i>BCE</i> and <i>CE</i></p> <p>Know how to describe events they are studying using the terms <i>BC</i>, <i>AD</i> or <i>BCE</i>, <i>CE</i>, <i>civilisation</i> and <i>Empire</i></p>	<p>Know, understand and explain the meaning of the word century</p> <p>Know how to use relevant terms and dates: <i>BC</i>, <i>AD</i> or <i>BCE</i>, <i>CE</i>, <i>civilisation</i>, and century to describe events they are studying</p>	<p>Know and understand the meaning of the word <i>decade</i></p> <p>Know and understand how to use relevant dates and terms including: <i>Empire</i>, <i>civilisation</i>, <i>century</i> and <i>decade</i> to confidently describe events they are studying</p>
--	---	---	--	---	--	---	--



Lovers' Lane Primary and Nursery School



History Progression: Factual Knowledge (Substantive)

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Terrific Tales (History of Christmas)</p> <p>Amazing Animals (stories and placing events in Chronological order)</p>	<p>We are going find out about toys and seaside holidays in the past.</p> <p>We are going to find out about important people: Florence Nightingale and Mary Seacole.</p>	<p>We are going back to the Great Fire of London</p> <p>We are going to explore the history of Newark Castle (Normans)</p>	<p>We are going from the Stone Age to the Iron Age</p> <p>We are going to Roman Britain (What happened to the Celts?)</p>	<p>We are going to Ancient Egypt</p> <p>We are going to a British Invasion (Anglo Saxons and Vikings)</p>	<p>We are going to meet the Mayans</p> <p>We are going to Newark in the 1600s (Civil War)</p>	<p>We are going to Victorian Britain</p> <p>We are going to the land of Myths and legends (Ancient Greece)</p>
<p>Chronological Understanding Continuity and change</p>	<p><u>History of Christmas</u></p> <p>Can talk about what they have done with their families during Christmas' in the past.</p> <p><u>Amazing Animals</u> (stories and placing events in Chronological order)</p> <p>Retelling of stories. Editing of story maps and orally retelling new stories.</p> <p>Ordering events in stories - retelling</p>	<p><u>We are going find out about toys and seaside holidays in the past.</u></p> <p><u>Toys</u> Know, identify and describe the characteristics of a selection of modern toys and toys from the past</p> <p>Know who might be able to tell them about toys in the past</p> <p>Know and speak about toys that belonged to their parents and grandparents</p> <p>Know how to create a visual timeline by arranging toys in a classroom museum in order of age and</p>	<p><u>Great Fire of London</u> Know that the Great Fire of London happened in 1666 and that this was 'before now', 'a long time / many years ago', 'in the past', 'hundreds of years ago'.</p> <p>Know that time order can be shown on a timeline and compare Great Fire of London to other key known events (eg. Birth of Jesus, Dinosaurs were alive, my birthday, grandparents' birthdays) (*whole class physical timeline work in hall)</p>	<p><u>Stone Age to Iron Age</u> <u>History KS2: New Stone Age (animation) - BBC Teach</u></p> <p><u>The Prehistoric Ages in Order: How Humans Lived Before Written Records - HISTORY</u></p> <p>Know that the Stone age covers a period of around 6,000 years</p> <p>Know that the Stone Age began about 2.6 million years ago, when researchers found the earliest evidence of humans using stone tools, and lasted until about 3,300 B.C.</p>	<p><u>Ancient Egypt</u> <u>Ancient Egypt - KS2 History - BBC Bitesize</u></p> <p><u>Know where to place the Ancient Egyptians on a timeline of periods already studied, including Romans, Stone Age and Great Fire of London, using BC and AD</u></p> <p>Know how items found belonging to the past are helping us to build up an accurate picture of how and when people lived in the past</p> <p><u>Know that the Ancient Egyptian civilisation began at the end of the Stone</u></p>	<p><u>Mayans</u> <u>Chocolatier visit (Hannah's of Quorn) Telephone: (01509) 416 638 www.guorndon.com/hannahs/</u></p> <p>Know how to order periods of history on a timeline, including Anglo Saxons, Vikings, Romans, Mayans, Ancient Egypt, The Great Fire of London.</p> <p>Know that the Mayan civilisation lasted from 1800BC until 1500AD</p> <p>Know that the Classical Mayan period lasted from 250AD until 950AD</p>	<p><u>World War II</u></p> <p>Know how to order periods of history on a timeline, including Anglo Saxons, Vikings, Romans, Mayans, Ancient Egypt, The Great Fire of London, the Civil War and the World Wars</p> <p>Know that the World War I and II happened in the 21st century</p> <p>Know how to order significant World war II events.</p> <p><u>Ancient Greece</u> Know how to order periods of history on a timeline, including: Ancient Greece, English Civil War/1600s, Anglo Saxons, Vikings,</p>

Show Respect, Work Together, Aspire, Nurture



Lovers' Lane Primary and Nursery School

		<p>producing labels for the toys on display</p> <p><u>Seaside</u> Know about school and other holidays</p> <p>Know how to sequence major holidays on a time line- visually</p> <p>Know how to sort information into past and present by identifying familiar objects and recognising what is unfamiliar</p> <p>Know how to sort photos into chronological order and explain the reasons for the order using appropriate time-related vocabulary</p> <p><u>We are going to find out about important people: Florence Nightingale and Mary Seacole.</u></p> <p>Know how to order the main events in MS and FN life chronologically</p>	<p><u>We are going to explore the history of Newark Castle</u></p> <p>Know that there was a large battle in 1066 called the Battle of Hastings (contextual background of Norman castle)</p> <p>Know how William became King in 1066</p> <p>Know that the castle built in 1073 was a Motte and Bailey castle</p> <p>Know that Newark Castle (Motte and Bailey) was built to replace an earlier Saxon fortified manor house.</p> <p>Know that the castle was rebuilt in stone in the 1100s (1123-1133) by Bishop Alexander the Magnificent and so were the Newark Town Walls.</p> <p>Know that Bad King John died at Newark Castle in 1216.</p>	<p>Know that the Stone Age lasted roughly 3.4 million years, from 30,000 BCE to about 3,000 BCE, and ended with the start of metalworking.</p> <p>Know that the stone age period was divided into three periods: Paleolithic (or Old Stone Age), Mesolithic (or Middle Stone Age), and Neolithic (or New Stone Age)</p> <p>Know that Stone Henge is why it is an important historical monument</p> <p>Know that the Bronze Age lasted from about 3,000 B.C. to 1,300 B.C.</p> <p>Know that the Iron Age lasted from roughly 1,300 B.C. to 900 B.C.</p> <p><u>Roman Britain</u> Know where to place Roman Britain on a timeline of periods already studied using BC and AD.</p>	<p><u>Age and lasted for 3000 years.</u></p> <p>Know that the Romans ruled Egypt when their civilisation ended</p> <p><u>Anglo Saxons & Vikings</u> Know where to place Anglo Saxons and Vikings on a timeline of periods already studied, including Romans, Stone Age and Great Fire of London, using BC and AD</p> <p>Know which periods on a timeline (of Romans and previous learning) lasted longest.</p>	<p>Know that some periods of history from prior learning overlap on a timeline eg Mayan Classic Period and Anglo Saxons_</p> <p><u>Civil War (Newark in 1600s)</u></p> <p>Know that the English Civil war was fought in the Stuart Period of British history- 1603-1714</p> <p>Know where the Stuart Period fits on a timeline comparing it to previous periods studied</p> <p>Know how to order the main events on a timeline (learnt during this unit) during the era of the Civil War in Newark</p>	<p>Romans, Mayans, Ancient Egypt, The Great Fire of London.</p> <p>Know that some periods of history from prior learning overlap on a timeline (same time, different parts of the world) eg Mayan Classic Period and Anglo Saxons; Ancient Egypt and Roman Empire.</p> <p>Know how to place a specific event on a timeline by decade or century</p> <p>Know that the Ancient Greeks and Romans made greater advancements than people who lived centuries after them eg Anglo Saxons and Vikings.</p> <p>Know how to use and apply maths skills to work out time scales between Ancient Greece and Ancient Rome</p>
--	--	--	--	--	--	---	--

Show Respect, Work Together, Aspire, Nurture



Lovers' Lane Primary and Nursery School

				<p>Know how long ago the Romans invaded Britain and compare to how long ago the stone age and the Great Fire of London were.</p> <p>Know that Julius Caesar attempted to invade Britain in 55-54BC but failed and why</p> <p>Know that Claudius successfully invaded Britain in AD43 and know about his conquest, including Hadrian's Wall</p> <p>Know that Boudicca's resistance to Romans was in 61AD</p>			
--	--	--	--	---	--	--	--



Lovers' Lane Primary and Nursery School

History Substantive knowledge

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Terrific Tales (History of Christmas)</p> <p>Amazing Animals (stories and placing events in Chronological order)</p>	<p>We are going find out about toys and seaside holidays in the past.</p> <p>We are going to find out about important people: Florence Nightingale and Mary Seacole.</p>	<p>We are going back to the Great Fire of London</p> <p>We are going to explore the history of Newark Castle (Normans)</p>	<p>We are going from the Stone Age to the Iron Age</p> <p>We are going to Roman Britain (What happened to the Celts?)</p>	<p>We are going to Ancient Egypt</p> <p>We are going to a British Invasion (Anglo Saxons and Vikings)</p>	<p>We are going to meet the Mayans</p> <p>We are going to Newark in the 1600s (Civil War)</p>	<p>We are going to Victorian Britain</p> <p>We are going to the land of Myths and legends (Ancient Greece)</p>
<p>Knowledge and Interpretation</p> <p>Perspectives, empathy, cause and effect, continuity and change</p>	<p><u>History of Christmas</u></p> <p>Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Use world maps to show children where some stories are based.</p> <p>The Nativity play</p> <p><u>Amazing Animals (stories and placing events in Chronological order)</u></p>	<p><u>We are going find out about toys and seaside holidays in the past.</u></p> <p><u>Toys</u> Know ways to sort objects into 'old' and 'new' sets</p> <p>Know and explain why they have grouped objects in a particular way</p> <p>Know some adjectives to match the appropriate set of artefacts</p> <p>Know and understand that design, materials, and technology can indicate whether a toy is old or new</p>	<p><u>Great Fire of London (TGFOL)</u> Know that London was and still is an important city in England</p> <p>Know what parliament is and that this is found in London in England in 1666 and still is today.</p> <p>Know about different people at the time of TGFOL (eg Commoner, Mayor, King)</p> <p>Know how people's lives were different in the 17th Century.</p> <p>Know why The Great Fire of London happened</p> <p>Know how The Great Fire of London happened</p> <p>Know what houses were like in the 17th</p>	<p><u>Stone Age to Iron Age</u></p> <p>Know that in the Paleolithic period (roughly 2.5 million years ago to 10,000 B.C.), early humans lived in caves or simple huts or tepees and were hunters and gatherers.</p> <p>Know that during Paleolithic period they used basic stone and bone tools, as well as crude stone axes, for hunting birds and wild animals.</p> <p>Know that during the Paleolithic period they cooked their prey, including woolly mammoths,</p>	<p><u>Ancient Egypt</u></p> <p>Know what people did for work in the Ancient Egyptian times and how this affected their daily life.</p> <p><u>Know how the Nile was important to the life of Ancient Egyptians</u></p> <p><u>Know how Ancient Egyptian society was organised and consider the effects of this.</u></p> <p><u>Know that the Ancient Egyptians had jobs and know what they were</u></p> <p><u>Know what Ancient Egyptian homes were like and</u></p>	<p><u>Mayans</u></p> <p>Know that Mayan society had a sturcture. http://www.historyshistori.es.com/maya-society.html</p> <p>Know that different periods in history had different characteristics. E.g. Know where the Mayans lived and that they built cities. Compare them to cities in the UK in the 1600s (link to GFOL) and Roman cities</p> <p>Know about the daily life of the Mayans. http://www.historyshistori.es.com/maya-society.html</p> <p>Know why farming was important to the Mayans</p>	<p><u>World war II</u></p> <p>Visit the Polish War Graves</p> <p>Visit Holocaust Centre</p> <p>Know what events led to the two World wars</p> <p>Know how the effects of WW2 still impacts us today</p> <p>Know some of the consequences of the holocaust on survivors today</p> <p>Know that the decisions leaders made led to consequences for the people they were ruling</p> <p>Know that not all countries and people saw the start of the war</p>

Show Respect, Work Together, Aspire, Nurture



Lovers' Lane Primary and Nursery School



	<p>Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p>	<p>Know similarities and differences between old and new toys</p> <p><u>Seaside</u> Know ways to infer information from a picture or photograph</p> <p>Know and use appropriate vocabulary to contribute to a discussion about seaside holidays</p> <p>Know, identify and write about similarities and differences between old and new holiday pictures</p> <p>Know and demonstrate some knowledge about seaside holidays in the past in discussion</p> <p>Know how to make accurate drawings of objects from the past, and explain what information each object gives about seaside</p>	<p>Century and how they were different/ same as today.</p> <p>Know that the fire spread due to what houses were built from and how close together they were.</p> <p>Know what happened after The Great Fire of London.</p> <p>Know who Christopher Wren was and what he did after TGFOL</p> <p>Know that London was medieval (understanding from photos/ books) before the fire and was rebuilt with different architecture (style of buildings).</p> <p>Know what happened when there was a fire then, compared to what we do now.</p> <p>Know who Samuel Pepys was and why he was important Know what people tried to save that was valuable to them then (Cheese, wine, etc) compared to now.</p>	<p>deer and bison, using controlled fire. They also fished and collected berries, fruit and nuts.</p> <p>Know that by the Mesolithic period (middle stone age) tools became different and some were used as spears and arrows</p> <p>Know that during the Mesolithic period people often lived nomadically in camps near rivers and other bodies of water and that they were hunter gatherers</p> <p>Know that during the Neolithic period (roughly 8,000 B.C. to 3,000 B.C.), ancient humans switched from hunter/gatherer mode to agriculture and food production.</p> <p>Know that tools changed through each period of the stone age: Paleolithic,</p>	<p><u>understand why they were like this</u></p> <p><u>Know what foods the Ancient Egyptians would have eaten</u></p> <p><u>Know what clothing the Ancient Egyptian would have worn</u></p> <p><u>Know some of the Ancient Egyptians' significant achievements: hieroglyphics, pyramids.</u></p> <p><u>Know some the Ancient Egyptians beliefs and practices.</u></p> <p><u>Anglo Saxons & Vikings</u> Know that the Roman withdrawal had the consequences of invasions from Scots, Anglo Saxons, then Vikings.</p> <p>Know why some elements of Roman culture and daily life were kept and other elements changed</p>	<p>Know how and why astronomy was important to the Mayans</p> <p>Know about some of the Mayans significant achievements including their number system and hieroglyphics.</p> <p>Know that the Mayans worshipped many Gods and know why they were so important to their lives</p> <p>Know that Mayans and Anglo Saxons lived at the same time and understand some of their similarities and differences</p> <p>Know some ways that a Mayans life was different to a Vikings life and our life today.</p> <p>Know that historians are not sure why the Mayan civilisation declined but they have various theories about this.</p> <p>Know that the Mayan people still exist today and they still maintain some of their traditions https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zndq7p3</p>	<p>from the same perspective and question why</p> <p>Know what the Treaty of Versailles was and the effects and impact of it</p> <p>Know how and why Hitler came to power and the effect he had on his country</p> <p>Know ways that life in 1930s Britain was similar and different to today</p> <p>Know that countries had to be rebuilt and the UN was formed after WW2 to try to stop it ever happening again</p> <p>Know how many people celebrated the end of WW2 and know that it was also a time for reflection and grieving</p> <p>Know how to identify propaganda and explain their understanding of propaganda</p> <p>Know what evacuation was and why it was seen as necessary-consider different viewpoints</p>
--	---	--	--	--	---	--	--

Show Respect, Work Together, Aspire, Nurture



Lovers' Lane Primary and Nursery School

	<p>holidays in the pas</p> <p><u>We are going to find out about important people: Florence Nightingale and Mary Seacole.</u></p> <p>Know where when Florence Nightingale was born and when she died</p> <p>Know where and when Mary Seacole was born and when she died.</p> <p><u>Know and describe some ways hospitals and nurses have changed over time.</u></p> <p>Know and identify some similarities and differences between Florence Nightingale and Mary Seacole</p> <p>Know that Florence Nightingale and Mary Seacole were nurses and</p>	<p><u>We are going to explore the history of Newark Castle</u></p> <p><u>Organise a tour of Castle and dungeons/ Kirk Gate buildings</u></p> <p>Know that Harold II was killed by William the Conqueror with a lucky shot (arrow to the eye) in the battle.</p> <p>Know that the Battle of Hastings was recorded on the Bayeux Tapestry</p> <p>Know that the Normans were the settlers from France under William the Conqueror.</p> <p>Know that castles were built in the Norman times.</p> <p>Know that Newark castle built in 1073 was a Motte and Bailey castle</p> <p>Know what a Motte and Bailey castle is and what key features it has and why they were built</p> <p>Know that the Bishop Alexander the Magnificent is a significant historical figure in Newark history</p>	<p>Mesolithic and Neolithic periods.</p> <p><u>Know who the first farmers were and why it was such a big change from hunter-gatherers to farming</u></p> <p>Know that the end of the Paleolithic period marked the end of the last Ice Age, which resulted in the extinction of many large mammals and rising sea levels and climate change that eventually caused man to migrate.</p> <p>Know why the people were nomadic</p> <p>Know that ancient humans in the Paleolithic period were also the first to leave behind art.</p> <p>Know that there is much that we don't know about the Stone Age</p> <p>Know that during the Bronze age</p>	<p>under Anglo Saxon and then Viking rule.</p> <p>Know about Anglo Saxon settlements</p> <p>Know about daily life and what people did for work in the Anglo Saxon times</p> <p>Know that Anglo Saxons produced written work that changed throughout the period</p> <p>Know how Anglo-Saxon kingdoms were organised</p> <p>Know that the Anglo Saxons were Pagans.</p> <p>Know why, when and how Christian conversion took place and how the change might have effected people.</p> <p>Know that places in our country still have Roman and Anglo Saxon names.</p> <p>Know why Britain was an important country to invade</p>	<p>Know how we are still influenced by the Mayans today. Art work, astronomy, hot chocolate!</p> <p>Know how to summarise what we have learned about the Mayans</p> <p><u>Civil War (Newark in 1600s)</u></p> <p><u>Tour around Newark identifying 1600s buildings/architecture</u></p> <p>Know what daily life was like for people in the 1600s in Newark</p> <p>Know how life in 1600s Newark was different/similar to Anglo Saxon times and today</p> <p>Know the reasons behind the English Civil War and what a Civil war is.</p> <p>Know who King Charles was, his decisions, his traits and the impact this had on people in the 1600s</p> <p>Know about roundheads and cavalier soldiers and how these were different/similar.</p>	<p>Know ways that life changed for the people of Britain during WW2</p> <p><u>Ancient Greece</u></p> <p>Know that the Ancient Greeks lived around 3000 years ago.</p> <p>Know that Ancient Greece was divided into city states</p> <p>Know how to make connections and draw contrasts between life in ancient Athens and life in ancient Sparta.</p> <p>Know how to compare the values of these city states to our values today</p> <p>Know how features of life in the different city states have impacted future societies eg Literacy, democracy, daily life (jobs, food etc) in Athens; Warfare and structures, respect for women in Sparta.</p> <p>Know about warfare and battles in Ancient Greece eg Battle of Marathon, Battle of Salamis, Battle of Troy.</p>
--	--	---	--	--	--	---

Show Respect, Work Together, Aspire, Nurture



Lovers' Lane Primary and Nursery School

		<p>how they helped people</p> <p>Know some of the obstacles and challenges FN and MS faced</p> <p>Know that FN and MS went to the Crimean war to help the soldiers</p> <p>Know how Florence Nightingale travelled and how it was different to today</p> <p>Know journeys in the past used to take longer and were dangerous</p> <p>Know about the early lives of FN and MS</p> <p>Know ways that both Florence Nightingale and Mary Seacole improved conditions for soldiers and nurses</p> <p>Know reasons why Florence Nightingale and Mary Seacole are</p>	<p>and that there are roads and a local school named after him.</p> <p>Know that Bishop Alexander also had St Leonard's Leper hospital built on Kirk Gate and parts of this are still visible in the timber framed buildings today.</p> <p>Know some changes that have happened from the time the stone castle was built up to today (link to Civil War in Newark) eg</p> <p>Know reasons why King John was often referred to as 'Bad King John'</p> <p>Know what the Magna Carter was and why King John signed it in 1215</p> <p>Know how uses of the castle have changed to modern day (e.g. weddings, picnics, re-enactments, music events etc)</p>	<p>metals were now used for weapons and tools,</p> <p>Know that in the Bronze age harder metal replaced stone and helped start new inventions</p> <p>Know that during the Bronze age architecture and art moved on, including the invention of the potter's wheel, and development of textiles.</p> <p>Know that Bronze age clothing consisted of mostly wool items such as skirts, kilts, tunics and cloaks.</p> <p>Know how a bronze Age home would have looked and how it was made.</p> <p>Know that society became more organized, including government, law and warfare, as well as beginnings of religion.</p> <p>Know that during the Bronze Age, the ancient</p>	<p>for the Anglo Saxons and Vikings and compare this to reasons the Romans invaded (Julius Caesar and Claudius)</p> <p>Know the causes and consequences of the Viking invasion on daily life for Anglo Saxons.</p> <p>Know why King Alfred was known as the "Great"</p> <p>Know about Anglo-Saxon laws and justice – compare to Roman rule and rules today.</p>	<p>Know how crimes and punishment have changed and stayed the same.</p> <p>Know facts about significant battles eg Marsden Moor, Edgehill, Naseby and the impact these battles had.</p> <p>Know the significance of the Civil War in Newark and the impact it had on people then and now (eg siege pieces, bullet holes in castle/ cannon-ball impact, number of deaths etc.)</p> <p>Know how family circumstances changed during and as a result of the Civil War in Newark</p> <p>Know and understand the legacy of the Civil War in Newark and the influences still seen today (eg Lord Rupert, markings on the castle, Sconce Hill etc)</p> <p>Know the key events (learnt during this unit) and summarise in writing the era of the Civil War in Newark</p> <p>Know the impact the Civil War has had on society today and lessons learnt</p>	<p>Know about the influences the Ancient Greeks had on the Romans-warfare, architecture etc</p> <p>Know about daily life in Ancient Greece</p> <p>Know about the Greek alphabet and the legacy left by the Greeks in modern day.</p> <p>Know that the Ancient Greeks held the first Olympic Games</p> <p>Know about beliefs and gods in Ancient Greek times.</p> <p>Know that Ancient Greeks used pottery to represent stories of Battles, the gods and to represent life in Ancient Greece</p> <p>Know the impact Ancient Greek civilization has had on us today – eg art, alphabet, language, architecture, literature, stories, Olympics, etc.</p>
--	--	---	--	---	---	---	---

Show Respect, Work Together, Aspire, Nurture



Lovers' Lane Primary and Nursery School

		remembered today		<p>Egyptians built the pyramids as this was the same period of time.</p> <p>Know that the earliest written accounts, including Egyptian hieroglyphs and petroglyphs (rock engravings), are also dated to this era (Bronze Age).</p> <p>Know that the <u>discovery</u> of ways to heat and forge iron kicked off <u>the Iron Age</u> (roughly 1,300 B.C. to 900 B.C.).</p> <p>Know that during the Iron age this metal was seen as more precious than gold</p> <p>Know how Iron Age homes were similar/different to Bronze Age and Stone Age homes</p> <p>Know that hill forts, were developed during the Iron age</p> <p>Know how iron Age people would have spent their days</p>		<p>eg never beheaded a king again, end of British civil wars (do happen in other countries for similar reasons), parliament has more influence now, the king/queen does no longer have absolute power.</p>	
--	--	------------------	--	---	--	--	--



Lovers' Lane Primary and Nursery School

				<p>Know that writing systems and written documentation, including alphabets, began to emerge</p> <p><u>Roman Britain</u> Know some inventions and legacies that past civilisations have left behind. (writing, roads, baths, architecture)</p> <p>Know and understand that some civilizations built Empires</p> <p>Know who the Celts were.</p> <p>Know, understand and explain why the Romans invaded Britain.</p> <p>Know how the success of the Roman invasions were due to its powerful army</p> <p>Know about the Romanisation of Britain including roads (Fosse Way!) and towns: Londinium-London, Eboracum-York,</p>			
--	--	--	--	--	--	--	--

Show Respect, Work Together, Aspire, Nurture



Lovers' Lane Primary and Nursery School

				<p>Deva-Chester, Aquae Sulis-Bath</p> <p>Know about British resistance to the Roman Invasion, including Boudicca (Queen of the Iceni) and Boudicca waging war on the Romans in AD61</p> <p>Know that the Romans left Britain in AD410 and understand why</p> <p>Know about Roman legacy in modern life and compare past to now. Eg Roads, towns, homes, food</p>			
--	--	--	--	--	--	--	--



Lovers' Lane Primary and Nursery School



History Substantive knowledge

Key Area	EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Terrific Tales (History of Christmas)</p> <p>Amazing Animals (stories and placing events in Chronological order)</p>	<p>We are going find out about toys and seaside holidays in the past.</p> <p>We are going to find out about important people: Florence Nightingale and Mary Seacole.</p>	<p>We are going back to the Great Fire of London</p> <p>We are going to explore the history of Newark Castle (Normans)</p>	<p>We are going from the Stone Age to the Iron Age</p> <p>We are going to Roman Britain (What happened to the Celts?)</p>	<p>We are going to Ancient Egypt</p> <p>We are going to a British Invasion (Anglo Saxons and Vikings)</p>	<p>We are going to meet the Mayans</p> <p>We are going to Newark in the 1600s (Civil War)</p>	<p>We are going to Victorian Britain</p> <p>We are going to the land of Myths and legends (Ancient Greece)</p>
<p>Historical Enquiry</p> <p>Evidence, significance and contestability</p>	<p><u>History of Christmas</u></p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p><u>Amazing Animals</u> (stories and placing events in Chronological order)</p> <p>Know about the past and present primarily through their own experiences and storytelling.</p>	<p><u>We are going find out about toys and seaside holidays in the past.</u></p> <p><u>Toys</u> Know how to infer information about toys in the past by studying old toys</p> <p>Know how to use sources to help ask and answer questions about toys from the past</p> <p><u>Seaside</u> Know and ask appropriate questions about seaside holidays in the past</p> <p>Know that souvenirs are artefacts that can tell us about holidays in the past and now.</p>	<p><u>Great Fire of London</u> Know how to use questioning words to make up historical enquiry questions about the Fire of London (Who, Why, How, Where, What, When) (*Use picture stimulus – eg painting to generate Qs)</p> <p>Know how to use objects (artefacts) to create questions</p> <p>Know what a diary is and that this is a source of evidence we can use to learn about the past.</p> <p>Know how to communicate knowledge and understanding through writing, making models/ ICT.</p>	<p><u>Stone Age to Iron Age</u> Know types of sources which tell us about the Stone Age (cave paintings, artefacts, books, internet etc) and that some are more helpful than others</p> <p>Know what an archaeologist does and how and why they help us learn - eg Skara Brae</p> <p>Know how to ask enquiry questions about the Stone age using artefacts and cave paintings</p> <p><u>Roman Britain</u> Know how to devise and ask enquiry</p>	<p><u>Ancient Egypt</u> Know that Howard Carter was an archaeologist and know some of the ways he found out about the Ancient Egyptians</p> <p><u>Know that historians used many primary sources to build a more accurate picture about ancient Egypt and know what some of the sources are e.g pyramids, found artefacts, hieroglyphics</u> Know how to use different sources to ask questions about the Ancient Egyptians and begin to use secondary sources (books, internet) to answer some of these questions</p> <p><u>Anglo Saxons & Vikings</u></p>	<p><u>Mayans</u> Know that historians have found many artefacts and primary sources of evidence to find out about the Mayans. Question which are the most reliable: Catherwoods illustration, pottery, stelae etc..</p> <p>Know how to use a picture or artefact to generate questions about the Mayan period.</p> <p>Know how to use images, pictures, books and the internet to answer their own questions about the Mayans.</p> <p><u>Civil War (Newark in 1600s)</u></p>	<p><u>World War 2</u> Know that we have many primary sources of evidence from WW2 and understand why some are more reliable than others</p> <p>Know how to use WW2 evidence to question and form own options about significant events</p> <p>Know how to use pictures and arefacts to build a picture of life in 1930s Britain.</p> <p>Know how to use dates, historical language and accurate information when writing about a significant WW2 event</p>

Show Respect, Work Together, Aspire, Nurture



Lovers' Lane Primary and Nursery School



		<p><u>We are going to find out about important people: Florence Nightingale and Mary Seacole.</u></p> <p>Know we can use pictures to help us ask and answer questions about Florence Nightingale and Mary Seacole</p>	<p>Know that some artefacts from the 17th Century tell us what life was like then and we can still investigate these objects today.</p> <p><u>We are going to explore the history of Newark Castle</u></p> <p>Know and understand how the Bayeux Tapestry helps us to learn about the Battle of Hastings.</p> <p>Know some questions to find out about Newark Castle. (Who, what, when, where, how, why)</p> <p>Know how to use books, sketches/ paintings (eg Motte and Bailey compared to Stone), maps and internet/ videos to find out about the past</p> <p>Know how to find out about the life of a famous Briton from the past using different resources/ artefacts to help them</p> <p>Know and explain why someone in the past acted in the way they did eg Bishop</p>	<p>questions about Roman Britain</p> <p>Learn to use artefacts, pictures etc as a stimulus for asking /answering enquiry questions about Roman Britain</p> <p>Learn to use sources of evidence (books, internet, video, artefacts where pos, pictures/ images etc) to research day to day life in Roman times.</p> <p>Recognise that some sources are more useful than others when we are learning about the past (eg life of Julius Caesar).</p> <p>Give reasons to support historical argument – Was Boudicca right to resist the Romans?</p>	<p>Know what a primary and secondary source of evidence is and how these are different- artefacts, books, diaries, photos, art, etc</p> <p>Know how to ask enquiry questions about Anglo Saxon and Viking times, using prior knowledge of enquiry</p> <p>Know how to use research/ note-taking skills to inform their writing about the Anglo Saxons and Vikings</p>	<p>Know differences between sources of evidence (artefacts, books, diaries, cave paintings etc) to compare reliability in gaining an accurate understanding of the past.</p> <p>Know that how to ask historical enquiry questions using painting as a stimulus and prior knowledge of historical enquiry questions.</p> <p>Know how to use evidence to justify and explain opinions in answering enquiry questions eg. Was Newark right to support the king? What would life have been like as a child in 1600s Newark?</p> <p>Know how to compare eyewitness accounts of the same event eg Varying opinions of King Charles.</p>	<p>Know how to use images, pictures, books and the internet to answer their own questions about evacuation and justify their own opinions</p> <p>Know how to research the life of evacuees</p> <p>Know how to question some WW2 propaganda materials</p> <p><u>Ancient Greece</u> Know how to use evidence from Ancient Greek times (pottery, sculptures, writing, buildings) to form own opinions about historical events.</p> <p>Know how to ask historical enquiry questions using painting/pottery/ artefact as a stimulus</p> <p>Know how to identify which Ancient Greek</p>
--	--	--	--	---	--	---	---



Lovers' Lane Primary and Nursery School



			<p>Alexander / Bad King John</p> <p>Know ways to communicate knowledge and understanding of the history of Newark Castle through discussion, drawing, drama and role play, making models, writing and ICT</p> <p>Know, recognise and explain the difference between fact and opinion through the story of Robin Hood and Bad King John</p>			<p>sources of evidence are most reliable</p> <p>Know how to select and organize information to write about an aspect of Ancient Greek life (eg Gods, Daily Life, Pastimes).</p> <p>Know how to give reasons to support an argument explaining whether they would rather live in Sparta or Athens (based on independent research)</p> <p>Know, understand and explain reasons why some Greek heroes or gods might be seen as more significant than others.</p>
--	--	--	--	--	--	---

Show Respect, We

History	
AD (Anno Domini -In the year of the Lord) analyse ancient	era evidence historian historical



Lovers' Lane Primary and Nursery School



Lovers' Lane Primary School –Key History Concept Words

Newark Castle: Archaeological excavation has revealed that the site was occupied from an early date, with the discovery of Bronze Age pottery, flint tools and an Iron Age coin. The retrieval of a significant amount of Roman pottery and artefacts also signifies the presence of a Roman settlement, though later activity has destroyed any clear pattern of structures.

[Anglo-Saxons - KS2 History - BBC Bitesize](#)

[History KS1: The Great Fire of London - BBC Teach](#)

[the_great_fire_of_london_teachers_notes.pdf \(bbci.co.uk\)](#)

Show Respect, Work Together, Aspire, Nurture