

HISTORY PROGRESSION DOCUMENT

History	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Place familiar objects in order of age.	Construct a timeline showing events from our own life using key words and phrases. From a period in the past, place objects and events in order.	Place events and people on a timeline using key dates and terms. Use dates in communicating my knowledge.	Create a timeline showing change and continuity over a period studied. Use dates and terms.	Create a detailed timeline putting key events in order.	Create two parallel timelines to compare two periods in history. Ancient Greece/Britain since 1948
Interpreting evidence	Draw and describe an artefact from an earlier time period.	Ask historical questions about an artefact including photographs and begin to formulate answers.	Use a wide range of evidence including primary and secondary sources. Understand the role of archaeology in finding out about the past. Hieroglyphics Pyramid digs Tomb artefacts	Understand and compare the reliability of a range of evidence. Select evidence to answer a question. Mosaics Pots Archaeological sites Understand the reasons for different interpretations of evidence Interviews/letters - opinions.	Justify my choice of evidence based on reliability and usefulness. Primary evidence/photos of primary artefacts Explain why a piece of evidence may be biased. Secondary – painted by people Interviews – opinions – factory owners/children	Form a hypothesis. Test a hypothesis. Question needing primary sources/images to answers Use literacy skills to Communicate historical knowledge.
Similarity and difference	List and describe simple ways the past is different to the present including their own lives: The Victorians (toys, clothes and schools).	Identify the differences and similarities between present and the periods studied: Tudors and Stuarts	Compare different aspects of everyday life over different periods studied addressing the following. SOCIAL JUSTICE POWER (Absolute to Democracy) RELIGION EVERYDAY LIFE FOR ORDINARY PEOPLE (Shelter, Transport, Life Expectancy/ Health, Work, Leisure/Creative Expression)	Compare different aspects of everyday life over different periods studied addressing the following. SOCIAL JUSTICE POWER (Absolute to Democracy) RELIGION EVERYDAY LIFE FOR ORDINARY PEOPLE (Shelter, Transport, Life Expectancy/ Health, Work, Leisure/Creative Expression) HOMES CLOTHES WORK	Compare different aspects of everyday life over different periods studied addressing the following. SOCIAL JUSTICE POWER (Absolute to Democracy) RELIGION EVERYDAY LIFE FOR ORDINARY PEOPLE (Shelter, Transport, Life Expectancy/ Health, Work, Leisure/Creative Expression)	Compare different aspects of everyday life over different periods studied addressing the following. SOCIAL JUSTICE POWER (Absolute to Democracy) RELIGION EVERYDAY LIFE FOR ORDINARY PEOPLE (Shelter, Transport, Life Expectancy/ Health, Work, Leisure/Creative Expression) ARCHITECTURE GOVERNMENT
Continuity and change	Identify what has stayed the same and what has changed in a wide range of personal experience.	Identify what has changed from the period studied and present day. Identify what has stayed the same in respect to the period studied and the present day.	Identify a change in the period studied. Identify what stayed the same within the period studied.	Describe a change and a continuity in the period studied.	Describe and explain a change and a continuity over time, giving reasons for these.	Explain change and continuity in the everyday life of people in a period studied.
Significance of events and people	Identify and talk about important people beyond living memory: Queen Victoria Guy Fawkes King James 1st	Explain why we remember certain people and events from beyond living memory - including local people and events: Captain James Cook (Compared with Neil	Stone to Iron Age Britain Pre-historic monuments - Stonehenge – religion, evidence, sources Local Study: Know about James Cook and his	Local history to be linked to Roman Invasion of Britain. Boudica Hadrian/Caesar Anglo Saxons/Scots and Vikings Alfred the Great	A Non-European Society: Mayan Civilization Fredrick Catherwood The Victorians Influence of Dr.Barnardo	Ancient civilization: Ancient Greece Gods/ Goddesses Heroes Conflict - WWI + WWII

	<p>Grace Darling</p> <p>Identify and talk about important events beyond living memory: Gunpowder Plot Farne Island Rescue (Grace Darling)</p>	<p>Armstrong) King Charles 2nd Samuel Peep Events World War 1 - - Remembrance Great Fire of London</p>	<p>impact on the discovery of Australia and Hawaiian Islands by a European.</p> <p>Ancient Egypt Pharaohs – Tutankhamun, Alexandra the Great, Cleopatra Burial Tombs – Pyramids.</p>	<p>Sutton Hoo – archaeological site Invasion of York –educational visit</p>	<p>Influence of Lord Shaftsbury Stephenson’s Rocket - Rainhill Trials Queen Victoria and Albert</p>	<p>Churchill’s entry into the war Hitler’s impact upon the Jewish people</p>
<p>Experience of peoples in the past.</p> <p>To understand the key experiences of men, women and children in all periods of study</p>	<p>Gunpowder Plot</p> <ul style="list-style-type: none"> Know that the Gunpowder plot happened over 400 years ago. Know that King James I was on the throne at the time of the plot. Know that a group of Catholics tried to blow up the King in the Houses of Lords using barrels of gunpowder. Know that Guy Fawkes was caught in a cellar below the House of Lords on the night before the opening of parliament. Know that the plotters were executed. Know that people have, for hundreds of years, celebrated the failure of the plot by lighting bonfires and letting off fireworks. Know how to talk about pictures of people and artefacts from the past. Know why we remember this event from history and Guy Fawkes in particular. Know how to talk about and list ways things were different when the plot took place and now e.g. clothes, transport, buildings, food, communication, punishment, King/Queen <p>The Victorians</p> <ul style="list-style-type: none"> Know that the Victorian period started over 150 years ago. Know that Queen Victorian was on the throne and discuss some of the 	<p>WWI – Remembrance</p> <ul style="list-style-type: none"> Know that WWI happened about 100 years ago. Know why the War was called a World War, and understand what this means Know that soldiers were made to go to war and leave their homes. Know about the conditions the soldiers thought in and particularly about the battlefields, no man’s land and the trenches. Know about the types of ways the war was fought. Know how artefacts from this period can help us understand what life was like during WWI. Know how pictures can help us to understand about the past. Know the War ended at 11 o’clock on the 11th Day of the 11th Month (November). Know why the red poppy is used as a symbol to remember those who have fought in past wars and understand the significance of the two-minute silence Know how people nationally commemorate the end of WWI, including how the Queen does this in London. Know the meaning of cenotaph, remembrance, armistice, and wreath. <p>Great Fire Of London (1666)</p> <ul style="list-style-type: none"> Know that the Great Fire of 	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> Know the timeline of each era (Stone Age approximately 12,000 years ago -10,000BCE and Bronze Age approximately 4,500 years ago – 2500BCE) Know who the people were? Know what archaeology is and its importance – allowing archaeologists to understand more about how people lived, worked, fought, ate etc. Know where people originated from, where they settled Know how and why they changed from hunter-gatherers to farmers. Know about the different styles of shelters from each era and how the different communities were developed. Know that the Stone Age people lived within isolated communities where they lived a nomadic existence. Know that over time the Iron Age changed the way people lived from nomads to settling within small settlements and communities in a given area. Know and compare how and why people worked from both eras and how they spent their leisure times (traditions etc.). Know about the belief systems in place for both eras. Understanding the 	<p>Roman invasion of Britain</p> <ul style="list-style-type: none"> Know where, when were they around and how they were discovered? Know and give summary of what the Roman Empire was and how it extended to Britain. Know why the Romans invaded Know why Hadrian’s Wall was built. Know why the Romans left. Know some of the legacy - The impact the Romans had on Britain – homes, roads, language Link to local study if appropriate. (Segedunem) <p>Anglo Saxons/Scots</p> <ul style="list-style-type: none"> Know that the Anglo Saxon period was from 450 to 1066 Know that they Anglo – Saxons originated from Germanic tribes invading and settling in Britain: Angles, Saxons and Jutes Know that Britain was divided into kingdoms. Know that there was a struggle between the Scots and Anglo Saxons Know about the legend of Alfred the Great Know how evidence from Sutton Hoo burial site can be interpreted. Know the Legacy of the Anglo Saxons, Scots E.g. Idea of the English Nation, Literature – Beowulf, legend 	<p>Ancient civilization - Mayans</p> <ul style="list-style-type: none"> Know that the Mayan civilisation originated in the Yucatan around 2600 BCE and lasted until approximately 1697 CE. Know the key features of the society including homes, clothes, food, jobs, hierarchy, government (people’s roles in society) Know the importance of their religion and their gods and their impact upon the daily lives of the Maya tribes. Know about the religious sacrifices and their purpose. Know about their art, jewellery and pottery and their purpose and importance. Know the importance of the Mayan calendar and its impact upon daily life, seasons, religious beliefs/sacrifices and farming. Know the legacy of the Mayans and the buildings left behind – what can the architecture tell archaeologists about these tribes. Know that Fredrick Catherwood was born 1799 in London and was an English architect, artist and explorer who made meticulous drawings and paintings of the Mayans and shared them for people to understand these tribes. Know the name of Hernan Cortes who was a Spanish 	<p>Ancient civilization -Ancient Greece</p> <ul style="list-style-type: none"> Know that the most powerful Greek era lasted from 2000 BCE and 146BCE (but the earliest dates back to 4000BCE) place it on a timeline adding key events or people. Understand the term democracy and how it fitted into how city states were organised and ruled. Know the main four forms of Greek government – oligarchy, tyranny, democracy and monarchy, Know the names of the major city states of the time: Athens, Sparta, Corinth, Thiva, Rodos and Argos. Know about the daily lives of Ancient Greek people (rich, poor and slaves) including - shelter/homes, transport, life expectancy/health, food, education, warfare and the differences between men’s and women’s lives. Know about Greek religion and Mount Olympus and the importance of the Greek gods and temples in people’s everyday life and warfare. Name some of the significant Gods, their powers, what they were god of and their symbols. Including - Zeus, Poseidon, Hades, Hera, Ares and Athena. Know about significant Greek inventions their

	<p>significant things that happened during her reign.</p> <ul style="list-style-type: none"> • Know some of the differences between objects people used then and what we have now. • Know how school life was different in the Victorian era and compare it to our school life now. • Know that it wasn't compulsory to go to school at the start of the Victorian era. • Know that children's lives were different then and that they had to go to work. Be able to discuss how tough some of these jobs were for children. • Know and be able to discuss the differences between life under Queen Victoria's reign and Queen Elizabeth II's reign in England <p>Grace Darling</p> <ul style="list-style-type: none"> • Know that Grace Darling lived about 200 years ago. • Know that Grace Darling was the daughter of a lighthouse keeper and lived in the lighthouse building on an island. • Know that Grace Darling aged 22, spotted a large ship (Forfarshire – paddle steamer) being wrecked on the rocks on one of the islands in stormy weather. • Know that Grace Darling and her father rowed a small rowing boat (coble) to the wreck and managed to rescue some of the survivors. • Know that the sea was too stormy for the survivors to return to the mainland and so they stayed for three days in the lighthouse. • Know that when the public heard of her involvement in 	<p>London happened in 1666 just over 300 years ago.</p> <ul style="list-style-type: none"> • Know that King Charles II was on the throne at the time of the fire. • Know that the fire started in a bakery in Pudding Lane. • Know how the weather (Previous dry warm days and strong winds) helped the fire spread quickly. • Know that the fire spread quickly because the houses were made from wood and the streets were narrow. • Know how constructions compare with modern housing. Compare images of London from this period with modern day – How have the significant buildings change? • Know about the firefighting equipment used at the time and be able to compare this with modern ways of fighting fires. • Know that the King ordered that firebreaks be made by pulling houses down using hooked poles and later gunpowder used to make bigger breaks. • Know how people fled to the River Thames to escape. • Know about Samuel Pepys's diary and understand how this helps historians know what happened. Understand why he is considered an important person from the past. • Know how pictures of artefacts, historic paintings and drawings can help us to understand about past 	<p>importance of traditions in burials, ceremonies and celebrations depending on the hierarchy within a community.</p> <ul style="list-style-type: none"> • Know when and where metal was discovered and understand how it led to developments in weapons/warfare, tools and technology, hunting and farming. <p>Local History of Redcar</p> <ul style="list-style-type: none"> • Identify Redcar on a number of different aged maps – 1800s, 1930s, today and observe its growth. • Know that Redcar originated as a farming and fishing settlement. • Know about James Cook, his early life and his legacy in terms of discovering Australia and Hawaiian Islands. • Know that Redcar was the first place in the world to have a lifeboat - Zetland Life Boat, when it was built and its rescuing history – possible visit to Lifeboat Museum. • Know when railways came to Redcar and how it brought industry and seaside tourism to Redcar – relate to Stockton and Darlington Railway (detailed study to be done in Year 5). • Know where ironstone was mined (Eston Hills) and how it formed the original basis for the development of the iron and steel works in Redcar • Know when and why Dorman Long Built - Dormanstown to home the steel workers. • Know that Redcar had a thriving tourist industry including cinema and two 	<p>of Alfred the great, Beginnings of English Law, root of our language, introduced the penny</p> <ul style="list-style-type: none"> • Know about the conflicting religions of Christianity and Paganism <p>Vikings</p> <ul style="list-style-type: none"> • Know the Viking period was from 793 to 1066. • Know the origin of the term Viking – Norse term Vikingr = old Norse vīc (creek) + old English wīc (camp, dwelling place) • Know why the Vikings come to Britain? • Know why the Vikings raided monasteries on the East coast. • Know about the Vikings Invasion and Settlement in York • Know about Danegeld and how it was used to pay off Viking Invaders. • Dispel the myth of helmets • Know how the Anglo Saxons and Vikings became integrated • Know how place names can indicate if Viking or Anglo Saxon settlements. • Know what Danelaw was • Know about the end of Anglo Saxon and Viking Era and how William the Conqueror invaded Britain in 1066 at the battle of Hastings. • Know about some of the legacy from the Viking period: Improved shipbuilding technology – long boats, Settlements e.g. Dublin, Language and place names, Combs 	<p>Conquistador who was part of a group sent to conquer the Maya in Guatemala around the mid-1500s.</p> <ul style="list-style-type: none"> • Know the impact of the Conquistadors upon the Mayan civilisation. • Know how to compare the Maya with another society previously studied in KS2 – E.g. Romans, Egyptians etc. <p>Tudors - Conflicts</p> <ul style="list-style-type: none"> • Know that the Tudor period was between 1485 and 1603. • Know that at the end of the War of the Roses that Richard the III (House of York) was defeated by Henry VII (House of Lancaster) at the Battle of Bosworth. • Know that the Tudor Rose was a combination of the Lancaster Red Rose and the Yorkshire White Rose and was symbol of unity between the two houses when Richard III married Elizabeth of York. • Know that Henry VIII succeeded Henry VII and that his reign was overshadowed by his unsuccessful desire to have a male successor to his throne. • Know about Henry VIII six wives and how his wish to have his marriage with Catherine of Aragon annulled resulted in a break from Rome and papal supremacy. • Know that Henry VIII started the Church of England and made himself its supreme head and broke away from the Catholic religion. • Know that Henry VIII oversaw the dissolution of Catholic monasteries 	<p>impact and their influence on today. Archimedes – mathematician who invented the Archimedes screw, Philo who invented the waterwheel and Hippocrates who became known as the father of all medicine – Hippocratic Oath.</p> <ul style="list-style-type: none"> • Understand the term philosophy and know the names of some Greek philosophers and their ideas. Plato, who founded the world's first university, Archimedes – mathematician who invented the Archimedes screw. Pythagoras who discovered a theorem for right-angled triangles • Know about forms of Greek architecture and the names of three types of capitals (tops of columns) – Doric, Corinthian and Ionic) and how they were used in buildings. • Know about Greek art and culture including pottery (informing/telling stories, sign of wealth) and the theatre and its part in society. • Know about men and Greek theatres and the types of plays – tragedies and comedies. • Know and give examples of the legacy of the Ancient Greeks on our lives today (E.g. language, theatre, sport/Olympic Games, mathematics, inventions, philosophy and architecture/Sir Robert Smirke). <p>Conflicts - War - WWI</p> <ul style="list-style-type: none"> • Know that the shooting of Archduke Ferdinand caused countries in Europe to fall out and war was declared.
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	<p>the rescue she became a national hero and was given a medal for her bravery.</p> <ul style="list-style-type: none"> • Know how to talk about pictures of people and artefacts from the past. • Know how and why Grace Darling is remembered now and talk about changes in women's roles. • Know how to talk about and list ways things were different when this event took place and now e.g. sea fairs, lifeboats, roles of women, clothes, communication. 	<p>events – asking questions drawn from these sources.</p> <ul style="list-style-type: none"> • Know that St. Paul's Cathedral was destroyed in the fire and Sir Christopher Wren was asked to rebuild it. Know why this person is considered important today. <p><u>James Cook – Comparison with Neil Armstrong</u></p> <ul style="list-style-type: none"> • Know that Captain James Cook was a British Explorer who discovered Australia and claimed it for Britain. • Know that Captain James Cook lived about 300 years ago • Know that James Cook was born near Redcar, grew up and learnt to become a sailor in the local area. • Know that using sailing ships was the only way of travelling long distances in the time of Captain James Cook. • Know that James Cook discovered Australia for the Europeans in his sailing ship called The Endeavour. • Know some details about what life was like on sailing ships during this period e.g. food, sleeping arrangements, daily jobs, rules, and punishment (explore with drama). • Know that people already lived in Australia before Captain James Cook discovered it. • Know how artefacts, monuments and pictures from the period can help us to understand about the past. 	<p>piers and compare to the tourist industry today and what changes have occurred in the area (e.g. one vertical pier, changing cinema, hub etc.</p> <ul style="list-style-type: none"> • Understand how the tourist industry and steel works have changed, eventually declining over time and the impact this has had upon the area (tourism, employment, life expectancy) • Know who John Emmerson Batty was and his impact upon local area and education of children including commissioning the building of John Emmerson County School in 1930. <p><u>Ancient civilization - Ancient Egypt</u></p> <ul style="list-style-type: none"> • Know that the Ancient Civilisation of the Egyptians was from 3150BC to 330BC. • Know where in the world this civilisation occurred and the significance of the Nile on farming. • Know how artefacts including Hieroglyphics can help us to know about the past. • Know about the Pharaohs and their overarching power – compare to democracy today. • Know about the British archaeologist Howard Carter and his famous find of the tomb of Tutankhamun in 1922 and the historical impact it has made on the world's understanding of Ancient Egyptian life. • Know that Egyptians had slaves and compare with current opinion holding slaves today. • Know about Egyptians religious beliefs and rituals. 		<p>through the reformation and took the wealth from these for himself.</p> <ul style="list-style-type: none"> • Know that there was tension and changing rights between Catholics and Protestants during the reign of Henry VIII, Edward VI, Mary I and Elizabeth I. • Explore characteristics of Henry VIII and Elizabeth I from source material and know some commonly held views on how their character changed during their reign. • Know that Catholic Spain attempted, but failed to invade protestant Britain with an Armada during the reign of Elizabeth I. Know the role of Sir Francis Drake and the weather in defeating the Armada. <p><u>Victorians - (Industrial Revolution)</u></p> <ul style="list-style-type: none"> • Know that the Victorian period was from 1837 to 1901 during the reign of Queen Victoria. • Know that the invention of steam railways significantly changed Britain • Standardised time / mixing of people / allowed more efficient transportation of goods / rapid economic growth/ enable holidays / enabled people to have a wider variety of food. • Know that the Stockton to Darlington Railway was the world's first steam powered public railway. • Know about the Rainhill Trials and that it was won by Robert Stephenson's rocket. • Revisit previous learning about the impact of Railways on Redcar. • Know that the Factories Acts and the Elementary 	<ul style="list-style-type: none"> • Know that Britain became involved because Germany invaded Belgium • Know the differences between the Allied nations and the Central Powers • Know that World War One (WWI) started in 1914 and lasted four years until 1918 - WWI • Know how and why men signed up • Know about the changes in technology during and after the war including the introduction of bi-planes (and dog-fighting), tanks, ships and the Flying Zeppelin • Know about trench life and the impact it had upon fighting and the mental and physical effects of fighting from the trenches • Know about the introduction of gas in trench warfare. • Know the traditional role of women before the war, how it changed during the war and their impact upon the successful outcome of the war. • Understand the human cost of the war. • Know about the war surgeon John McCrae who wrote the poem 'In Flanders Field' and how it inspired the British Legion to use the poppy as a symbol for raising funds for wounded soldiers (use Michael Morpurgo's book 'Poppy Field'). • Understand the importance of Remembrance Day and why society 'should never forget'. • Link English reading test of 'Private Peaceful (Michael Morpurgo) as a hook for
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						<p>development of the internet</p> <p>1990 – 1999</p> <ul style="list-style-type: none"> Know about the introduction of the internet and mobile technology to the public and their impact upon communication <p>2000 to date</p> <ul style="list-style-type: none"> Know who Nelson Mandela was, his release in 1990 and his impact upon apartheid in Africa when he became president in 1994 (relate this to the Year 6 PSHE topic about prejudice and discrimination).
General knowledge	<p>Know who the monarch is today.</p>	<p>Know the Great Fire of London took place in 1666</p> <p>Know James Cook Discovered Australia.</p>	<p>What does Ancient mean – what constitutes an ancient civilisation?</p> <p>Be able to describe Stonehenge</p>	<p>Know that the Romans invaded Britain in CE (AD) 43.</p> <p>Name some Roman towns in England.</p> <p>Know the battle of Hastings was in 1066</p>	<p>Recall the historical periods in order.</p> <p>Know from memory Tudor monarchs in order.</p>	<p>Know that the NHS was formed 1948</p> <p>Know that man landed on the moon in 1969</p> <p>Trench life - WWI</p> <p>Atomic warfare (WWII)</p>
Specific Concepts	<p>Prehistory</p> <p>Ancient</p> <p>Civilization</p>	<p>Cause</p> <p>empire</p> <p>Legacy</p> <p>BCE – before common era (BC),</p> <p>CE – common era (AD)</p>	<p>Consequence</p> <p>cause</p>	<p>Hypothesis</p>		
Vocabulary	<p>Artefact</p> <p>Evidence</p> <p>Past</p> <p>Present</p> <p>Recent</p> <p>Long ago</p>	<p>Source</p> <p>Difference</p> <p>Similarity</p> <p>Period</p>	<p>Burial</p> <p>Kingdom</p> <p>Hoard</p> <p>Prehistory</p> <p>Ancient</p> <p>Archaeology</p> <p>Nomadic</p> <p>Settle</p> <p>Community</p>	<p>Primary</p> <p>Change</p> <p>Continuity</p> <p>Culture</p> <p>Invasion</p> <p>Settlement</p> <p>Empire</p>	<p>Civilization</p> <p>Hypothesis</p> <p>Bias</p> <p>Reliability</p> <p>Secondary</p>	<p>Democracy</p> <p>Provenance</p> <p>Sources</p> <p>Primary</p> <p>Secondary</p>