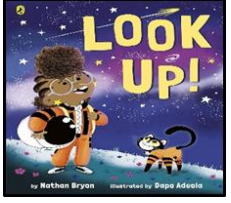


	Autumn	Spring	Summer	Enhancements
Year 1	<b>Great Fire of London: Gunpowder Plot.</b> <ul style="list-style-type: none"> <li>I can talk about London in the present day and past.</li> <li>I know what happened on 2nd September 1666.</li> <li>I know how the fire spread.</li> <li>I know how London was affected by the fire.</li> <li>I know how London was rebuilt.</li> <li>I know how the fire impacted the future.</li> </ul>	<b>Childhood</b> <ul style="list-style-type: none"> <li>I know how toys have changed through history.</li> <li>I know some of the different children's toys crazes were over time.</li> <li>I know how to investigate and identify how homes have changed over time.</li> <li>I know how to compare how school has changed over time.</li> <li>I know how to Comparing what children wore in different times.</li> <li>I know about children's entertainment and how it has changed over time.</li> </ul>	<b>Significant Individuals</b> <ul style="list-style-type: none"> <li>I know what explorers are and how we can find out about them.</li> <li>I know why people go on explorations.</li> <li>I know why some explorers from the past are important.</li> <li>I can order famous expeditions in chronological order.</li> <li>I can compare different explorers.</li> <li>I know how explorations have changed over time.</li> </ul>	Links to explorers topic: 
Vocabulary	Now, then, evidence, past, present, evidence, Lord Mayor, fire hook, diary, Samuel Pepys, significant, before, after, archaeologist, modern day, Christopher Wren, Cathedral, future, fire brigade, monument.	Popular, era, current, sources, originated, commonly, timeline, concept, examine, historical, experience, childhood, then, now, school, craze, timeline, past, present, source, trend, old, new, compare, contrast, similar, different, current, popular, fashion, style, discipline, education,	Explore, explorer, exploration, expedition, significant, cause, consequence, astronaut, oceanographer mountaineer, before, after, past, present, monument, chronological, similar, different, compare, comparisons, change, continuity, Artemis programme	
Key skills	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Recognise the difference between past and present in their own and others' lives</li> <li>They know and recount episodes from stories about the past</li> <li>Be exposed to historical vocabulary.</li> <li>Ask simple questions about the past.</li> <li>Find answers to simple questions about the past from sources of information e.g. artefacts.</li> <li>Comparing daily life in the past and present (e.g., what children did in the past vs. now)</li> </ul>			

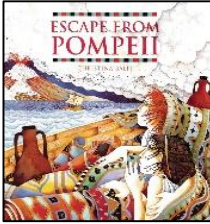
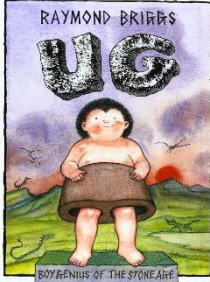
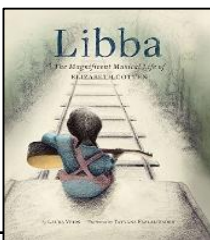
# St Mary and St Paul's CE Primary

## Knowledge Overview – History

	Autumn	Spring	Summer	Enhancements
Year 2	<b>Famous Queens</b> <ul style="list-style-type: none"> <li>I know what a monarch is and what they do.</li> <li>I know the key events in the reign of Elizabeth II.</li> <li>I know about the life of Queen Victoria in Buckingham palace.</li> <li>I know about lives of ordinary people in the Victorian period.</li> <li>I know about the life and reign of Elizabeth I.</li> <li>I can compare people's daily lives during the reigns of three Queens.</li> </ul>	<b>Titanic</b> <ul style="list-style-type: none"> <li>I know the historical significance of the Titanic.</li> <li>I know key events leading up to the sinking of the Titanic.</li> <li>I know the social differences in the experience of passengers on the Titanic.</li> <li>I know how to describe the rescue efforts and the aftermath of the Titanic's sinking.</li> <li>I know how to analyse the sources of information about the Titanic and distinguish between fact and legend.</li> </ul>	<b>Significant Individuals – Kitty Wilkinson</b> <ul style="list-style-type: none"> <li>I know what life was like in Victorian Liverpool.</li> <li>I can compare homes in the Victorian period to life in present day.</li> <li>I know about the life of Kitty Wilkinson.</li> <li>I know why Kitty Wilkinson was a significant person.</li> <li>I know Kitty Wilkinson changed views on hygiene in Victorian times</li> <li>I know how and why we remember Kitty Wilkinson today.</li> </ul>	Merseyside Maritime Museum Trip
Vocabulary	Monarch, monarchy, king, queen, role, key events, reign, princess, coronation, jubilee, chronologically, Buckingham Palace, royal duties, steam engines, electricity, factories, schools, changes, the crown, male line, compare, time periods, similarities and differences, Elizabethan and Victorian.	Passengers, on board, historical, event, responsible, captain, charged, iceberg, discuss, debate, sink, significant, contract, employment, class, social, background, artefacts, disaster, Newspapers, diary, letters, primary evidence, secondary evidence, reliable, true, false, accurate	Poverty, Victorian, hygiene, class, slums, courtyard, water pump, cramped, back-to-back housing, cleanliness, health, cure, disease, death, migrated, domestic service, Saint of the Slums, cholera, washhouses, bathhouses, health, care, philanthropy, monument, remembrance, significant, influential, inspiring	
Key skills	<ul style="list-style-type: none"> <li>Sequence photographs etc. from different periods of their life</li> <li>Describe memories of key events in lives</li> <li>Have an understanding of significant events beyond living memory e.g. Titanic.</li> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times.</li> <li>Begin to understand and use historical vocabulary.</li> <li>Ask more complex questions about the past relevant to the topic.</li> <li>Compare and interpret representations of a period e.g. photographs, artists interpretations, cartoon, museum artefacts</li> </ul>			

# St Mary and St Paul's CE Primary

## Knowledge Overview – History

	Autumn	Spring	Summer	Enhancements
Year 3	<b>The Stone Age</b> <ul style="list-style-type: none"><li>I can make deductions using primary sources and artefacts.</li><li>I know when the Stone Age was and the main events.</li><li>I know how hunters and gatherers survived in the Stone Age.</li><li>I know how people in the Stone Age represented their lives in cave paintings.</li><li>I know about Stone Age the settlement in Skara Brae.</li><li>I know about different theories behind the building of Stonehenge.</li></ul>	<b>Romans</b> <ul style="list-style-type: none"><li>I can recall key facts about the Roman invasion of Britain</li><li>I can investigate how Romans changed Britain.</li><li>I know who Boudicca was and why she led a rebellion.</li><li>I know why Hadrian built a wall and the impact it had.</li><li>I know about the religious beliefs of the Romans.</li><li>I know the importance of Roman baths to Roman culture.</li></ul>	<b>Women Who Changed the World</b> <ul style="list-style-type: none"><li>I know some significant female rulers and monarchs can sort them into chronological order.</li><li>I can look at a variety of historical sources and draw conclusions.</li><li>I know the motives of Emmeline Pankhurst and the suffrage movement and their lasting impact.</li><li>I know how women have improved science and medicine.</li><li>I know the impact of Frida Kahlo on the history of art.</li><li>I know how to select relevant information to explain women's role in the civil rights movement.</li></ul>	Calderstones – Stone Age trip      
Vocabulary	Archaeologist, archaeological dig, artefacts, deductions, evidence, sources, The Stone Age. Paleolithic, Mesolithic, Neolithic, AD, BC, periods, pre-history, stone tools, hunter, gatherer, bones, animal skin, nomadic lifestyle, cave painting, represented, hunting scenes, materials, techniques, pigment, Skara Brae, village, Orkney, Scotland, farming community, Stonehenge, theories, debate, ceremonial, ceremony, burial rituals, solstice.	Roman Empire, invade, conquer, conquest Julius Caesar, Emperor Caligula, Emperor Claudius, innovations, Iron Age, Roman roads, legacy, Britons, Icenii, Celts, Boudicca, Prasutagus, rebel, rebellion, defend, defeat, Hadrian's Wall, primary/secondary source, Emperor Hadrian, legion, auxiliary, archer, Picts, rituals, superstitions, omens, prayer, sacrifice, worship, Roman baths, springs, tepidarium, frigidarium, caldarium, strigil, aqueduct, hypocaust, great bath.	Leaders, rulers, shipwreck, arguments for and against, science, medicine, historical questions, Monarchs, lighthouse keeper, rescue, survivors, Northumberland, Farne Islands, suffrage, votes, democracy, parliament, women's rights, Emmeline Pankhurst, militant action, peaceful protest, X-ray, Crimean War, DNA, nursing, Rosalind Franklin, Mary Seacole, Marie Currie, Florence Nightingale, Mexican, Frida Kahlo, self-portraits, inspired, nature, civil rights movement, Claudia Jones, Angela Davis, Rosa Parks, Ruby Bridges, segregation, activism, impact.	
Key skills	<ul style="list-style-type: none"><li>Place the time studied on a time line</li><li>Use dates and terms related to the study unit and passing of time</li><li>Sequence several events or artefacts</li><li>Identify reasons for and results of people's actions</li><li>Understand why people may have wanted to do something</li><li>Understand, define and use historical vocabulary.</li><li>Discuss reliability of photos/ accounts/stories</li><li>Use a range of sources to find out about a period</li><li>Observe small details – artefacts, pictures</li><li>Select and record information relevant to the study</li><li>Begin to use the library and internet for research</li></ul>			

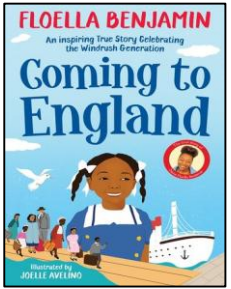

# St Mary and St Paul's CE Primary

## Knowledge Overview – History

	Autumn	Spring	Summer	Enhancements
Year 4	<b>Anglo-Saxons and Scots</b> <ul style="list-style-type: none"> <li>I know where the Anglo-Saxon and Scots came from.</li> <li>I know when and how the Anglo-Saxons and Scots invaded Britain.</li> <li>I know how the Anglo-Saxons divided Britain into Kingdoms.</li> <li>I can examine artefacts to discover what life was like in Anglo-Saxon Britain.</li> <li>I know about Anglo-Saxon runes and what the different symbols represent.</li> <li>I know about the legend of King Arthur.</li> </ul>	<b>The Vikings and Anglo Saxons</b> <ul style="list-style-type: none"> <li>I know where and when the Vikings came from and understand why they invaded Britain.</li> <li>I know how the Anglo-Saxons resisted the Viking invasion.</li> <li>I know how Vikings lived and worked.</li> <li>I know what Viking warrior were like.</li> <li>I can use artefacts to research how the Vikings lived.</li> <li>I know some of the Vikings Gods and what they represent.</li> </ul>	<b>A Local History Study – Prescot</b> <ul style="list-style-type: none"> <li>I know key historical facts about Prescot.</li> <li>I know how to use paper and digital maps to explore how Prescot has changed over time.</li> <li>I know the history of my school and how it has changed over time.</li> <li>I know how important Prescot was to watch and clock production.</li> <li>I know the links between Shakespeare and Prescot.</li> <li>Field trip – Trip around Prescot and possible visit to Prescot town hall.</li> </ul>	Liverpool Museum visit
Vocabulary	Anglo-Saxons, tribes, Scots, Picts, migrated, native, invade, departure, Roman, fertile land, territories, resources, Cyning/King, Kingdom, conflict, war chief, archaeologists, artefacts, Sutton Hoo, conclusions, runes, runic, alphabet, futhorc, characters, inscriptions, legend, King Arthur, themes, British culture and values.	Vikings, Danes, Scandinavia, invaded, chronology, traders, explorers, resistance, Anglo-Saxons, Alfred the Great, conquer, peace agreement, Danelaw, longhouses, constructed, turf, roles, berserkers, axes, long swords, wooden shield, battle, longboat, dragon boat, archaeologist, artefacts, excavated, preserved, Coppergate, polytheism, gods, mythical creatures, Odin, Thor, Freya, Valkyries, Valhalla.	Chronology, manor, parish, modern day, ordinance map, compare, contrast, human, physical, landmarks, fact file, compare, contrast, modern day, opening, high quality, craftsmanship, precision, occupation, industry, machinery, playhouse, Shakespeare, earl, manor, Cockpit-in-Court, community, architecture, locality, landmarks, community, research.	
Key skills	<ul style="list-style-type: none"> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied and compare with our life today.</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> </ul>			

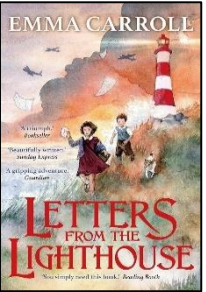
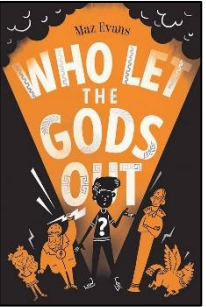
# St Mary and St Paul's CE Primary

## Knowledge Overview – History

	Autumn	Spring	Summer	Enhancements
Year 5	<b>Kingdom of Benin</b> <ul style="list-style-type: none"> <li>I know where the Kingdom of Benin was and its place in history.</li> <li>I know what daily life was like for people in the Kingdom of Benin.</li> <li>I can explore the importance of art in the Kingdom of Benin.</li> <li>I understand the religious beliefs and practices of the Benin people.</li> <li>I know about Benin's trade with Europeans and the effects of this on their Kingdom.</li> <li>I know the reasons for the decline of Benin Kingdom.</li> </ul>	<b>Ancient Egypt</b> <ul style="list-style-type: none"> <li>I know the location of Ancient Egypt and why the River Nile is so significant.</li> <li>I can use sources to find out what Ancient Egyptians did for fun.</li> <li>I know the process of mummification and its religious importance.</li> <li>I know the importance of discovering Tutankhamun's tomb.</li> <li>I know how Ancient Egyptian's communicated using hieroglyphics.</li> <li>I know the importance of Gods and Goddesses in Ancient Egypt.</li> </ul>	<b>Windrush</b> <ul style="list-style-type: none"> <li>I know what Britain was like in 1948 and understand the need for the British Nationality Act.</li> <li>I know why some people chose to board the HMT Windrush.</li> <li>I can use historical sources to discover what life was like for Caribbean immigrants.</li> <li>I know the causes and events of the Notting Hill race riots in 1958.</li> <li>I can explore the impact of the Windrush generation today.</li> <li>I know how Windrush is celebrated.</li> </ul>	<p>Ancient Egyptian mummification workshop at Liverpool Museum</p> 
Vocabulary	<p>Africa, Nigeria, River Niger, Benin City, Lagos, Ife, Kingdom of Benin, Edo, Yoruba, Oba, Iyoba, Eweka, society, warriors, trades people, farmers, services, products, craftsmen, guilds, , sources , artefacts metalwork, ivory, carvings, sophisticated, primitive, Benin bronzes, rituals, ceremony, creator, Osanobua, civilization, priest, human sacrifices, reincarnated, Spirit World, souls, spirits, manillas, coral, fabrics, imports and exports, slave, trade, European traders, impact, positive and negative, Empire, decline, fall, invaded.</p>	<p>Ancient Egypt, River Nile, significance, trade and transport, resources, sources, gather evidence, leisure activities, mummify, mummification, canopic jars, natron, linen, amulets, resin, sarcophagus, pharaoh, afterlife, tomb, Howard Carter, Tutankhamun, artefacts, hieroglyphics, symbols, scribe, papyrus, Gods, Goddesses, polytheism, monotheism</p>	<p>HMP Windrush, Caribbean, immigration, migration, NHS, Tilbury Docks, recruited, disembarked, economy, employment, opportunities, colonies, Mother Land, settlers, menial, colony, riot, race, racism, tensions, communities, violence, sentences, bias, generation, impact, Windrush scandal, culture, multicultural society.</p>	
Key skills	<ul style="list-style-type: none"> <li>Make comparisons between different times in the past</li> <li>Study different aspects of different people - differences between men and women</li> <li>Examine causes and results of great events and the impact on people</li> <li>Compare life in early and late 'times' studied</li> <li>Compare an aspect of lie with the same aspect in another period</li> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> <li>Begin to identify primary and secondary sources</li> </ul>			

# St Mary and St Paul's CE Primary

## Knowledge Overview – History

	Autumn	Spring	Summer	Enhancements
Year 6	<b>World War Two</b> <ul style="list-style-type: none"> <li>I know how and why World War Two began.</li> <li>I can explain the key events of World War 2.</li> <li>I know why some children were evacuated during World War 2.</li> <li>I know what life was like in war time Britain.</li> <li>I know the importance of technology to the war effort.</li> <li>I know key information about the Holocaust.</li> </ul>	<b>Ancient Greece</b> <ul style="list-style-type: none"> <li>I know how the chronology of the growth of the Ancient Greek Empire.</li> <li>I know the different roles of men and women in Ancient Greek society.</li> <li>I know how the political system worked in Ancient Greece.</li> <li>I know about the culture of Ancient Greece through looking at sources.</li> <li>I know the causes and the consequences of the Battle of Marathon.</li> <li>I know about Greek Gods and Goddesses and the myths featured in.</li> </ul>	<b>A Local History Study – Liverpool</b> <ul style="list-style-type: none"> <li>I know how the location of Liverpool has influenced its history.</li> <li>I know why Liverpool was a significant location in the international slave trade.</li> <li>I know how Liverpool benefited from the slave trade.</li> <li>I know what life was like in Victorian Liverpool and can make comparisons between rich and poor.</li> <li>I know how Liverpool was affected by WW2.</li> <li>I know the impact Liverpool had on the music world during the 1960s.</li> </ul>	<p>World War Two day held in class.</p>  
Vocabulary	Allies, allied powers, axis, axis of evil, appeasement, blackout, blitz, bombing, campaign, concentration camp, D-Day, evacuation, evacuees, evacuated, Holocaust, antisemitism, fascism, Adolf Hitler, Winston Churchill, propaganda, nationalism, war effort, Nazis, rationing, rations, air raids, air raid warden, RAF, Invasion	Timeline, chronological order, Mycenaean, Hellenistic, Dark Age, Classical period, roles, free citizens, enslaved people, slaves, rights City states, democracy, citizens, laws, political systems, sources, draw conclusions, theatre, Olympics, Architecture and sculpture, battle, Marathon, Athenians, Persians, formation, hoplite, strategy, retreat.	Position, River Mersey, settlers, settlement, trade, transport, fertile land, goods, triangular slave trade route, slaves, slavery, Africa, America, traded, ship builders, rope makers, benefited, merchants, profited, Victorian times, contrast, compare, slums, Sudley house, target, Blitz, port, city centre, residential, impact, communities, music, youth culture, The Beatles, Merseybeat, Cavern Club, influential.	
Key skills	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>Know key dates, characters and events of language. time studied</li> <li>Understand and independently apply historical language to discussion and explanations.</li> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past</li> </ul>			