







	Our Families	Allerton Bywater	The First Flight	Great Fire of London	Florence Nightingale and Mary Seacole	Explorers	Prehistoric Britain	Ancient Egypt	Ancient Greece	Ancient Romans	Anglo - Saxons and Scots	Vikings	Early Islamic civilisation	Benin	Industrial Revolution	Twentieth- Century Conflict	Civil Rights
<b>Awareness of the past and common vocab:</b> Chronology	before, after, now, in the past, ordering pictures, objects	earliest, latest, using contextual knowledge to order photographs	beyond living memory	beyond living memory first timelines of events with dates	first timelines across span of time beyond living memory (1800 to today)	adding to timelines across span of time beyond living memory (1800 to today)	BC/CE scale (1000-year blocks)	concurrent first concurrent timelines	AD/CE century		millennium				nineteenth Century twentieth Century	large Scale Timelines 'zooming in' to small scale timelines	
	continually developing sense of scale and order through KS2 timeline that builds up unit by unit; revisit and revise narrative of units studied																
<b>Similarities and Differences between different periods:</b> Connections Contrasts and Trends	similarities and differences in living memory, changes over last 70 years (culture and technology)	Similarities and differences in living memory, changes over last 70 years (locality, employment)	Similarities and differences beyond living memory, before and after a significant event	similarities and differences between a period beyond living memory and today	changes between periods of time; compare and contrast lives and roles	changes between periods of time; compare and contrast lives and roles	changes between periods of time: agriculture and technology	links to prehistoric Britain: agriculture and technology	Greek significant influence and contribution on today's society.	Compare to Ancient Greece	Compare to Prehistoric England (migration) and to Roman England (change)	Compare to Saxons	Compare to Saxon and Viking Britain		Make links with Benin: empire and colonisation		Links to roles of women in Second World War: Links to PSHE and Human Rights today
<b>migration, movement and settlement</b> 		What did many people in Allerton Bywater do at work?  Millennium village	People are now able to move and travel all over the world.	comparing London in 1666 with today			settlement, nomads, early civilisation	settlement, early civilisation, river valley civilisations	city states, kingship, expansion of an empire.	expansion of empire, control over the empire	Migration of Saxons to England - why?	migration of Vikings to England - why?	expansion of the caliphate, settlement of Baghdad	establishment of the kingdom, imperialism and empire; slave trade; Civil war	urbanisation	evacuation - upstate movement to urbanisation from industrial Revolution	link to slave trade
<b>leadership and society</b> 				Monarchy - Charles II	Monarchy - Queen Victoria		Tribes and chiefs	Pharaohs; monarchy and divinity	city states and kings democracy Alexander's empire	Roman empire and subsequent collapse Tribes in Britain (Boudica and Carimandua)	Chiefs and Kingship Afford the Great Aftheitan		Caliph, caliphates and the expansion of Islam.	monarchy, empire and imperialism	monarchy, parliament	dictator, Monarchy, parliament	president, activist
<b>technology</b> 	batteries in toys use of plastics invention of telephones and phones through time	mining industry	impact of fight across the world and today	comparing technology to light fires with today	ways to treat infectious diseases	technology used to make expeditions	early technology in agriculture, tools etc.	tools, irrigation	inventions, warfare	warfare			contributions to mathematics and science		innovation, machines in factories, change from domestic systems to industrialisation		
<b>society and culture</b> 	toys mobile phones  differences between schooling then and now	new houses employment	linking use of the first plane to planes now - holidays etc.	rebuilding houses, monuments and remembrance, depiction in paintings	role of women, class, control of disease	significant contributions, pioneering expeditions	cave paintings, commodities, statues etc.	funeral rites, religious belief	religious belief, importance of education and scholarship	religious belief, class and society; cultural contribution (compare to Ancient Greece)	jewellery religious belief		importance of education and scholarship	Benin bronzes, artistic legacy, civil war	class systems, urbanisation, control of disease, education for all	societal change - roles of women; use of propaganda to influence morale	equality, fairness, tolerance, segregation
<b>conflict</b> 							Bronze age and iron age settlements designed for conflict		Expansion of Alexander's empire, military tactics	Roman conquest of Egypt and Greece; expansion of empire - how did the Romans maintain control? Military tactics	Anglo-Saxon settlement and subsequent invasion and conflict with Scots etc.	Viking invasions; conflict for the British crown	Mongol invasion	link to empire and imperialism, invasion	link to empire and imperialism, invasion	Second World War, impact on Britain	public unrest, media representation
<b>trade</b> 	production of goods on a large scale	What happened to the coal mined in Allerton Bywater?					surplus production; materials traded from neighbouring lands for sarcophaguses		surplus production; trade using pots, vessels etc.	trade throughout empire	trade between Britain and mainland Europe; surplus production and trade of commodities	trade between Britain and mainland Europe; surplus production and trade of commodities	silk road and trade from Asia to Europe; dreams regulating trade and commerce	trade of commodities, artwork etc.	international trade; urbanisation; links between technology, trade and industrialisation	restrictions in trade due to rationing	
<b>Range of Historical Terms/ Historically Appropriate Vocabulary</b> SECOND ORDER ONLY	Past Present Order Different Change	Employment	Living Memory Beyond Living Memory	Cause Effect Significant Monarch	Source	legacy	Agriculture Technology Nomad Settlement Migration	Civilisation Divine Monarch Eris Concurrent	Democracy Leadership Empire/ Emperor City State	Christianity Republic	Kingdom Domestic		Caliph	Colony	Class System Reform Parliament	Propaganda Trigger Dictator	
<b>Ask and Answer Questions/ Address and Devise Questions</b>	How has life changed since granny was a girl?  Devising questions to ask granny.	How is Allerton Bywater different today to when Mr Mark was young?  Devising questions to ask Mr Mark.	Why should we remember the Wright brothers?	Why was the Great Fire of London difficult to put out?	Why should we remember Florence Nightingale and Mary Seacole?	Why should we remember famous explorers?	How did life change between the Stone Age and the Iron Age?	What were the significant achievements of the Ancient Egyptians?	What were the significant achievements of the Ancient Greeks?	How did life in Britain change when the Romans came?	How did the Anglo-Saxons and Scots change life in Britain?	How did the Vikings change life in Britain?	What were the achievements of the Early Islamic Civilisation and why were they significant?	What were the achievements of the Benin kingdom and why were they significant?	What was the impact of the Industrial Revolution on the life of Britons?	What was the impact of the Second World War on the life of Britons?	"Civil disobedience was more important than legal decisions during the civil rights movement." Do you agree?
<b>Understand how we find out about the past/ Sources</b>	objects: different telephones, toys photographs: old school buildings, toy boxes interviews with older generations	objects: mining tools photographs of village, mine interviews with older generations local sites of interest	video clips written records, recounts and newspaper articles radio clips photographs	diary paintings memorial eye-witness accounts newspapers textbooks	newspapers reconstructions statues Victoria Cross letters	newspapers interviews letters	archaeology artefact evidence reconstructions sites of importance tools fossils cave paintings	archaeology artefact evidence reconstructions trade routes and artefacts showing concurrency pottery, jars, paintings statues	archaeology artefact evidence reconstructions trade routes and artefacts showing concurrency pottery, jars, paintings statues	archaeology artefact evidence reconstructions trade routes and artefacts showing concurrency pottery, jars, paintings statues	archaeology artefact evidence reconstructions Glas, Bede, Anglo-Saxon chronicle statues tools, weapons, jewellery	archaeology artefact evidence reconstructions sites of interest portraits diary entries/ recounts stained glass maps tools	written accounts showing concurrency (Vikings and Saxons) Historians discovering coins from Baghdad in Europe secondary accounts of sacking of Baghdad	reconstructions maps bronzes British newspaper articles plaques trade routes/ maps diagrams photographs	reviews/ published papers photographs newspaper articles maps of local areas	speeches (Chamberlain's address) children will examine the purpose and effects of propaganda posters (role of women; evacuation; rationing, Blitz) sources describing different experiences of evacuation; Pathe videos	speeches television broadcasts responses to the media etc.
	What can we see? What was it used for? How is it different now? Who made this? How do we put them in order?		What can we see? What was it used for? How is it different now? Who made this? What does this teach me about the life of X? What did people think about X?					What is it? Why was it used? What is its purpose? What does this tell us about life in X? How does this show that X and Y are related? How was this artefact found? Why is this artefact incomplete? Can we trust everything the source says?							How do the sources differ? Does it provide the full picture? Why was the source created? How does it make us feel about X? What does it show about life in the claim. ? To what extent does it support the claim. ?		
We will not use the language of reliable, bias, primary or secondary sources in our teaching. Please see individual units and history quick start.																	