

# Year 1 Spring Term

Why are Florence Nightingale and Mary Seacole significant?

## Core Knowledge

Florence Nightingale was a British nurse born in 1820.  
Florence was a nurse during the Crimean War which started in 1853.  
Before Florence hospitals for the wounded soldiers were dirty, There wasn't any medicine and nurses weren't trained.  
Florence changed the way injured soldiers were treated.  
She made sure the hospitals were clean, the soldiers had clean clothes and bedding and they had the correct medicine.  
She was known as 'the lady of the lamp'.  
Mary Seacole was a Jamaican nurse born in 1805.  
She also worked during the Crimean War using her medical knowledge to treat wounded soldiers.

## Prior Knowledge

I know there was a time before I was born.  
I know that some things were different when my parents and grandparents were born.  
I know the past happened before I was born.  
I know the present is now.

## Prior Skills

I can use some chronological language including yesterday, last week, today, tomorrow when discussing my news.  
I can look at pictures from the past and ask a question.

## Vocabulary

Crimean War - A war that started in 1853 between Russia, Britain, France and Turkey.  
Infection - An illness caused by spreading germs.  
Unhygienic - dirty or unclean.

## Chronology

Approx 1960 - 1980 (the past when grandparents were born).  
Approx 1980 -2000 (the past when parents were born)  
I was born 2017/2018  
Today 2023 (the present)

## Concept

Significance  
Significant person  
Significant event





# Year 2 Spring Term

How did the great fire of London change London?

## Core Knowledge

In 1666, a devastating fire swept through London destroying 13,200 houses, 87 parish churches, and St. Paul's Cathedral.

Many people lost their lives.

Houses were built differently in 1666.

They were made from timber, with thatched roofs and tightly packed together in narrow streets that were full of rubbish. This enabled the fire to spread so quickly.

Firemen try to put the fire out using leather buckets of water and then by pulling down houses with fire hooks. They hope this will make a fire break but the fire keeps on spreading.

Samuel Pepys recorded the events of the fire in his diary.

John Evelyn also wrote a diary of the events.

King Charles II was the king at the time.

## Vocabulary

Bakery : a shop where bread and cakes are made.

Flammable : when something burns easily.

Eyewitness : a person who saw an event with their own eyes and can therefore describe it.

Leather bucket : leather is the material that buckets were made from before plastic was invented.

Fire Hooks : giant hooks used to pull houses down.

Fire Breaks : when buildings are destroyed on purpose to make a gap (break) so the fire can't spread to the next building.

## Chronology

2nd September 1666: A fire starts in Thomas Faryner's bakery on Pudding Lane.

3rd September 1666 - The firemen try to put the fire out.

4th September 1666 - St Paul's Cathedral burns down.

6th September 1666 - The Fire of London finally stops.

## Prior Knowledge

I know chronology is events placed in time order.  
I know significance means something is important and can explain why some people and events are significant.

I know that Florence Nightingale, Mary Seacole, Amelia Earhart, Ralph Fiennes were significant people and can say why.

I know that the First World War was a significant event in British History.

## Prior Skills

I can talk about mine and others people's past events and can use common words to describe the passing of time - today, tomorrow, yesterday, a long time ago, in the past, before, later, after.

I can recognize a historical source.

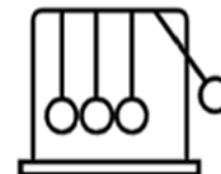
I can recognize stories which are fact or fiction.

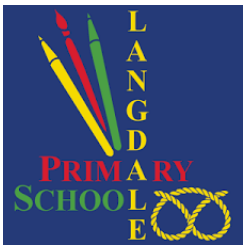
I can use pictures/stories and other evidence from the past to ask questions.

I can compare similarities and differences about individuals or items (such as shops) from the past.

## Concept

Significance  
Significant person  
Significant event





# Year 3 Spring Term

How did life change for people between the Stone Age and the Iron Age?

## Core Knowledge

The Stone Age to Iron Age covers an enormous amount of history. It is divided into three eras, Paleolithic, Mesolithic and Neolithic. There are many similarities and differences between the three eras and that some things changed and some things stayed the same. New developments and technology changed or improved life. During the Stone Age, people turned from being nomadic tribes to farmers that stayed in one locality. Artefacts and sources are key to how our understanding of the Stone Age developed. We must use a range of sources when investigating the past and there can be limitations to what sources can tell us. The discovery of Amesbury Archer's grave has helped develop our understanding of what life was like during the Bronze Age. Skara Brae is a significant site and sources from here help us understand what it might have been like to live in a Neolithic settlement.

## Vocabulary

BCE - Before common era  
Century - 100 years  
Discovery - finding a place or substance that nobody knew about before  
Community - a group of people living in the same place  
Settlement - a place where people start a community  
Nomad - a person with no fixed address who moves to find food or shelter.  
Flint - stone tool used to start fires  
Palaeolithic - ancient Stone Age  
Mesolithic - middle Stone Age  
Neolithic - the modern or new Stone Age

## Chronology

Paleolithic 800,000BCE - 10,000BCE  
Mesolithic 11,000BCE - 5,500BCE  
Neolithic 4,300BCE - 2,000BCE  
Bronze Age 2,200BCE - 750BCE  
Iron Age 750BCE 43CE

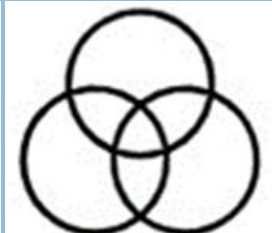
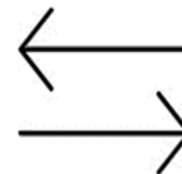
## Prior Knowledge

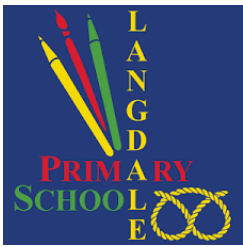
Developments in the railways and canals changed Stoke on Trent and there is still evidence of this today.

## Prior Skills

I have sequenced artefacts/images.  
I have used a timeline to place important events.  
I have worked with sources to answer questions about the past and make simple observations.  
I have begun to discuss the usefulness of photographs/accounts and stories.

## Concept





# Year 4 Spring Term

Why do we think all Vikings are Vicious?

## Core Knowledge

The Vikings invaded England. Originally they would raid and pillage villages before eventually deciding to settle.

The most famous Viking raid was at Lindisfarne (Holy Island) in 793CE where they attacked a monastery.

The Vikings came from Scandinavia by longboat and were highly skilled.

Wessex became the most powerful Anglo-Saxon kingdom under Alfred the Great.

Alfred the Great made peace with the Vikings and the Danelaw was formed.

There is evidence the Vikings traded with civilisations in the Middle East.

We need to look at a wide range of evidence to get as full a picture as possible of the past.

Sources can be biased and effect interpretations of the past.

## Vocabulary

Monastery - a building or buildings occupied by a community of monks living under religious vows.

Bias - inclination or prejudice for or against one person or group.

Concurrent - existing, happening, or done at the same time.

Trade - the action of buying and selling goods and services.

Conquer - overcome and take control of (a place or people) by military force.

Migrate - movement from one part of something to another.

## Chronology

793 - The Vikings came to England.

## Prior Knowledge

When the Romans left in 410 AD England was invaded by the Scots and Anglo-Saxons.

The Anglo Saxons invaded from the sea (they were from Germany, Denmark and the Netherlands).

The Anglo Saxons found it easy to invade as the Romans had left.

England changed from lots of small settlements into 7 kingdoms.

There is evidence that the Anglo Saxons lived in England through the place names we have today.

## Prior Skills

Begun to evaluate the usefulness of different sources.

Begun to appreciate that invasions and migrations have brought change in Britain.

Begun to make links with previous areas of study.

Begun to build up picture of the main events of British history.

## Concept





# Year 5 Spring Term

What makes a powerful empire?

## Core Knowledge

Certain civilisations around the world were more advanced than Britain in the period circa 1,000 CE.

Bagdad was the center of the Early Islamic Empire.

Bagdad was a walled, circular city which was good for protection but made it difficult to expand the city.

The house of wisdom was located in the center of Bagdad and is where people shared knowledge.

Bagdad was located on the Silk Road at the intersection of several key trade routes.

There is not always one simple answer to a question History.

## Vocabulary

Empire - A group of territories or peoples under one ruler the Roman empire.

Caliph - The Muslim leader of a caliphate.

Caliphate - A political-religious form of government of a Muslim community.

Dynasty - A succession of rulers of a country or a civilisation.

Export - Goods that a country receives from another country.

Import - Goods that a country sends to another country.

## Chronology

206 BCE - 220 CE - The Silk Road becomes a major trade route linking east and west.

725 CE - Baghdad is built by Caliph al-Mansur as the new capital of the Islamic Empire.

800CE - Al-Khwarizimi (the father of algebra) is born.

## Prior Knowledge

There were civilisations around the world (Ancient Egypt) existing concurrently with periods of British History.

Some were more advanced than Britain at the time.

The Vikings travelled to early Islam to trade.

## Prior Skills

\* Beginning to build up a picture of what main events happened in Britain/ the world during different centuries?

\* Beginning to place eras from other parts of the world they have studied within the context of British chronology.

\* Make links with previous periods of history studied and begin to identify trends over time.

## Concept



# Year 6 Spring Term

## How did Britain change after WW2?

### Core Knowledge

The war ended when the Nazis surrendered in 1945.

Whilst the ending of the war was celebrated, there was still a lot of work to do to rebuild Britain.

The Empire Windrush arrived in 1948 carrying passengers from the Caribbean. It was significant as it was the first time such a large group had migrated to Britain. Many of the Windrush generation experienced prejudice when they arrived in Britain.

Women who had stepped into men's roles during the war were encouraged to return to domestic lives. Whilst this happened immediately after the war, the 60's and 70's saw a rise in feminism and demands for gender equality.

The NHS was formed in 1948 as a result of the Beveridge report.

A lot of people's attitudes had been changed after the war and they were happier for the government to be involved in people's healthcare.

### Vocabulary

Immigration - moving to live in another place permanently.

Prejudice - conscious or unconscious bias against a group.

Union - a group, society or association formed by people with a common goal.

Non-combatant - someone who is involved in a war but not fighting.

Conscription - forcing people by law to join the armed forces.

### Chronology

1942 - Publication of the Beveridge Report.

2<sup>nd</sup> September 1945 - End of WW2

22<sup>nd</sup> June 1948 - Arrival of Empire Windrush at Tilbury Docks.

5<sup>th</sup> July 1948 - NHS formed.

### Prior Knowledge

Hitler came to power in Germany in 1933 and built up their army.

Hitler invaded Poland in 1939 and this was one of the main causes for Britain and France declaring war on Germany.

The blitz in 1940 involved bombs being dropped on English cities and children were evacuated to rural areas as a result.

### Prior Skills

Begin to identify primary and secondary sources.  
Use evidence to build up a picture of a past event.  
Use different methods and sources to complete research with increasing confidence.  
Encourage children to discuss the validity/reliability of primary and secondary sources.

Beginning to challenge sources of information.

### Concept

