

## Edisford History Progression of skills

Units	Knowledge of key dates, events and individuals	Chronological understanding	Historical enquiry	Interrogating evidence	Historical Concepts	Key vocabulary
<b>Breakdown</b>	*Remembering dates *Remembering events *Remembering important individuals	*Putting dates in order *Organising BC and AD dates *Past and present *Use of correct units of time e.g. century *Understanding periods of time e.g. century, decade	*Hypothesising using evidence *Handling artefacts and evidence *Asking historical questions *Answering historical questions *Developing perspective and judgement	*Interpreting evidence to say what it tells us. *Weighing up evidence and its reliability *Sifting arguments *Thinking critically (bias, reliability, propaganda)	<b>Turning points</b> <b>Continuity and change</b> <b>Cause and consequence</b> <b>Similarity and difference</b> <b>Significance</b> <b>Connections and trends</b> <b>Achievements and follies</b>	
<u><b>Reception</b></u> <i>Me, Me, Me!</i>  <i>Significant Events:</i> <i>Gunpowder Plot,</i> <i>Remembrance,</i> <i>King's Coronation</i>  <i>The First Moon Landing</i>  <i>Animal Extinction</i>	<u>20</u> Year of their birth <u>1969</u> The Lunar Landing <u>5th November 1605</u> Gunpowder plot <u>20</u> Current year <u>2023</u> King Charles III coronation	-Talk about past and present events in their own life and the lives of family members.	-Ask and answer how and why questions in response to events in stories and in the past.	-Use photographs and stories to observe and investigate key events in their lives and the lives of others.	<b>Significance</b> (Lunar Landing, Gunpowder Plot)  <b>Similarity and difference</b> (Me, me, me)  <b>Achievements and Follies</b> (Gunpowder Plot)	<u><b>Historical</b></u> -today -yesterday -last week -at the weekend -this morning -last night -in the past -same -different -days -months -now/then -past/present -century <u><b>Subject Specific</b></u> -moon, lunar -rocket -Tim Peak - moon landing - shuttle launch -Neil Armstrong -Mae Jemison -parent - grandparent - mother -father - grandad - grandmother - family

Skills and Knowledge	Knowledge of key dates, events and individuals	Chronological Understanding	Historical enquiry	Interrogating evidence	Historical concepts	Key vocabulary
<u>Year 1</u>  Victorious Victorians  Significant Events: Gunpowder Plot, Remembrance, King's Coronation  Inspirational Figures: Seacole and Nightingale  Conquerors and Castles	<u>1969</u> The Lunar Landing <u>20</u> Year of their birth <u>20</u> Year now/next year <u>2023</u> King Charles III coronation <u>1066</u> The Battle of Hastings (Norman Invasion) <u>1805-1881</u> Mary Seacole <u>1820-1910</u> Florence Nightingale <u>1853-1856</u> Crimean War <u>1837-1901</u> Queen Victoria <u>1605</u> Gunpowder Plot November 5th <u>1186</u> Clitheroe Castle built	- Put three things in chronological order on a timeline. - Label a timeline with pictures, words and phrases. - Discuss changes that have happened in their own life. Discuss how things have changed since their parents and grandparents were born. - Use specific dates to talk about significant people and events from the past.	- Discuss and understand how people find out about the past - Ask and answer questions about what life was like for people, what happened, how long ago etc. - Use information from stories, books and pictures to help answer historical questions. - Researching what life was like in their locality. (Conquerors and Castles)	- Answer questions using pictures and photographs. - Discuss how we can find out about the past. - Recount facts about a specific historical event. - Discuss important figures from the past. - Investigate how and if significant individuals had an impact on the way we live now by carrying out research. - Know that they can use books, internet, pictures and talking to older generations to find out about the past.	Significance (Seacole and Nightingale, Remembrance)  Turning Points (Conquerors and Castles)  Similarity and Difference (Victorious Victorians)  Cause and Consequence (Gunpowder Plot)	<u>Historical</u> - next week - past/present - now/then - recently - history - investigate - artefacts - evidence - sources - century - timeline - chronological <u>Subject Specific</u> - hospital - hygienic - monarchy - war - battle - invasion - dolly peg - wash board - cane - whip and top - steam engine - battle - defend - draw bridge - turret - portcullis - ramparts - motte and bailey

Skills and Knowledge	Knowledge of key dates, events and individuals	Chronological Understanding	Historical enquiry	Interrogating evidence	Historical concepts	Key vocabulary
<u><b>Year 2</b></u>  <i>The First Flight</i>  <i>Significant Events:</i> <i>Gunpowder Plot,</i> <i>Remembrance,</i> <i>King's Coronation</i>  <i>The Great Fire of London</i>	<u>1969</u> The Lunar Landing <u>20</u> Year of their birth <u>20</u> Year now/next year <u>2023</u> King Charles III coronation <u>1066</u> The Battle of Hastings (Norman Invasion) <u>1805-1881</u> Mary Seacole <u>1820-1910</u> Florence Nightingale <u>1853-1856</u> Crimean War <u>1837 - 1901</u> Queen Victoria <u>1605 November 5th</u> Gunpowder Plot <u>1918</u> The Great War <u>1186</u> Clitheroe Castle built <u>1903</u> The First Flight <u>2 September 1666</u> The Great Fire of London	-Use a timeline to place five key events in order. -Label a timeline with pictures, words and phrases and be able to explain why they are in that order. -Use dates to talk about significant individuals from the past. -Place their newly learnt historical knowledge correctly within the knowledge they have previously learnt -Adding to class timeline.	-Understand and discuss how people find out about the past. -Know how historical evidence is collected and used to make facts - photographs, newspaper articles, artefacts etc. -Ask and answer questions about what life was like for different people in the past. -Use a specific source to answer historical questions. For example, using a non-fiction book. -Use a variety of sources to research a specific historical event. ( <i>Great Fire of London</i> )	-Use their knowledge to describe historical events they have researched. -Use historical language to describe significant individuals from the past. ( <i>The first flight</i> ) -Discuss what the causes of a historical event were and the consequences. -Explain how events from the past have impacted upon the way we live now. -Compare and contrast a historical time period to modern life. -Use stories and other sources to show that they understand events from the past. -Write their own accounts of historical figures or events.	<i>Significance</i> (The First Flight, Remembrance)  <i>Cause and consequence</i> (Gunpowder Plot, Great Fire of London)  <i>Achievements and Follies</i> (Great Fire)  <i>Continuity and Change</i> (King's Life/Coronation)	<u><b>Historical</b></u> -past/present -then/now -chronological -evidence -sources -artefacts -historians -events -years -decade -century -modern -historical -parliament -point of view <u><b>Subject Specific</b></u> -aerodynamic -experiment -inventor -Samuel Pepys - bakery -St Paul's cathedral -King Charles II - Thomas Farriner -firebreak - axe -Tower of London -fire hook - water squirt

Skills and Knowledge	Knowledge of key dates, events and individuals	Chronological Understanding	Historical enquiry	Interrogating evidence	Historical concepts	Key vocabulary
<u><b>Year 3</b></u>  <i>Prehistoric Britain</i>  <i>Significant Events:</i> <i>Gunpowder Plot,</i> <i>Remembrance</i> <i>King's Coronation</i>  <i>War on the Home Front</i>  <i>Ancient Greece</i>	<u>1969</u> The Lunar Landing <u>20</u> Year of their birth <u>20</u> Year now/next year <u>2023</u> King Charles III coronation <u>1066</u> The Battle of Hastings (Norman Invasion) <u>1805-1881</u> Mary Seacole <u>1820-1910</u> Florence Nightingale <u>1853-1856</u> Crimean War <u>1837 - 1901</u> Queen Victoria <u>1605 November 5th</u> Gunpowder Plot <u>1918</u> The Great War <u>1186</u> Clitheroe Castle built <u>1903</u> The First Flight <u>2 September 1666</u> The Great Fire of London <u>8000-10,000BC</u> The Stone Age <u>2200BC</u> The Bronze Age <u>750BC</u> The Iron Age <u>43AD</u> Romans Invaded Britain	-Use dates and historical terms to describe events and significant people. -Use a timeline in a specific time period to record events that happened. -Discuss and investigate the significance, changing time periods in Britain and those that invaded it. -Begin using dates and correct terminology to place people, events and artefacts on a timeline. -Investigate the impact and concept of change over time using evidence and artefacts. -Begin to describe different accounts of a historical event, remember some reasons why accounts may differ. -Talk about the causes and consequences of	-Begin to use evidence to ask questions and find answers about the past. -Beginning to understand and suggest suitable sources for historical enquiry. -Uses at least two sources of evidence to gain a more accurate understanding of a historical event. -Starting to understand the impact archaeologists have had in our historical knowledge. -Beginning to understand and use research techniques to find out facts and information about an event or period of time. -Compare and contrast different types of evidence in their research. -Using research skills to find out what life was like for different groups of people during a specific time period.	-Know and discuss that some sources of evidence are more reliable than others. -Begin to discuss and give reasons why certain events happened as they did in history. -Begin to discuss why certain people acted the way they did. -Explain how historical events have shaped or changed the way we live now. -Discuss and begin to understand why Britain would have been an important country to invade and conquered. -Able to give a broad overview of what life was like in Ancient Greece. -Compare Ancient Greece to other countries and civilisations around the world during the same time period. -Begin to understand that the social, cultural and religious aspects of civilisations in the past, may be very different to our modern lives. -Discuss and describe the changing attitudes and	<u>Continuity and Change</u> (Prehistoric Britain)  <u>Significance</u> (Remembrance, King's Coronation, Gunpowder Plot)  <u>Cause and Consequence</u> (War on the Home Front)  <u>Achievements and Follies</u> (Ancient Greece)  <u>Similarity and Difference</u> (Ancient Greece, War on the Home Front)	<u>Historical</u> -reliable -bias -democracy -archaeologist -accuracy -impact -time period -civilisation -prehistoric -Stone, Bronze, Iron -artefact -chronology -BC -AD -ancestors <u>Subject Specific</u> -tools -flint -hunter-gatherers -nomads -census -blitz -evacuation -rationing -alliance -armistice -assassinated -colonised -invade -trenches

700-480BC Ancient Greece  
1928 Women gained the vote  
1215 The Magna Carta  
1939-1945 World War II  
1953 Queen Elizabeth II coronation

some of the main events in history.  
-Use other subjects such as numeracy, computing and literacy to communicate information about the past.

experiences of men, women and children through time.

- fighter
- soldier
- battle
- axis
- Nazi party
- atomic bomb
- annex
- propaganda
- Orkney
- Stonehenge
- bell beaker
- bronze
- copper mine
- Celtic
- tribal
- iron
- hillfort
- roundhouses
- alloy
- earthwork
- Celt
- sacrifice
- civilisation
- city states
- empire
- legacies
- governments
- law
- ruler
- citizens
- sacrifice
- Trojan War
- Olympic games
- chariot

Skills and Knowledge	Knowledge of key dates, events and individuals	Chronological Understanding	Historical enquiry	Interrogating evidence	Historical concepts	Key vocabulary
<p><u>Year 4</u></p> <p><i>Roman Britain</i></p> <p><i>Significant Events:</i></p> <p><i>Gunpowder Plot, Remembrance, King's Coronation</i></p> <p><i>Low Moor Local History</i></p>	<p><u>1969</u> The Lunar Landing</p> <p><u>20__</u> Year of their birth</p> <p><u>20__</u> Year now/next year</p> <p><u>2023</u> King Charles III coronation</p> <p><u>1066</u> The Battle of Hastings (Norman Invasion)</p> <p><u>1805-1881</u> Mary Seacole</p> <p><u>1820-1910</u> Florence Nightingale</p> <p><u>1853-1856</u> Crimean War</p> <p><u>1837 – 1901</u> Queen Victoria</p> <p><u>1605 November 5th</u> Gunpowder Plot</p> <p><u>1918</u> The Great War</p> <p><u>1186</u> Clitheroe Castle built</p> <p><u>1903</u> The First Flight</p> <p><u>2 September 1666</u> The Great Fire of London</p> <p><u>8000-10,000BC</u> The Stone Age</p> <p><u>2200BC</u> The Bronze Age</p> <p><u>750BC</u> The Iron Age</p> <p><u>43AD</u> Romans Invaded Britain</p>	<p>-Use dates and historical terms to describe events.</p> <p>-Use a timeline within a specific period of time to order events that happened.</p> <p>-Use dates to place events, artefacts and historical figures on a timeline.</p> <p>-Understand the concept of change over time, representing this along with evidence, on a timeline.</p>	<p>-Use evidence to ask questions and find answers questions about the past.</p> <p>-Uses multiple sources of evidence to investigate a historical event to gain a more accurate understanding.</p> <p>-Suggest appropriate sources of evidence for historical enquiry.</p> <p>-Use research skills to find facts about the time period being studied.</p> <p>-Using research, compare and contrast different forms of evidence.</p> <p>-Research what life was like for men, women and children of different social classes in different time periods.</p> <p>-Use different methods to show the results of research.</p>	<p>-Discuss and describe the continuity and changes that have happened around the locality of our school/town.</p> <p>-Discuss and suggest why particular events in history happened as they did.</p> <p>-Discuss and suggest why certain historical figures acted the way they did.</p> <p>-Begin to explain in detail how different historical events have shaped our lives today.</p> <p>-Begin to understand why Britain would have been an important country to have invaded and conquered.</p> <p>-Give a broad overview of what life was like in Britain under the Roman Empire.</p> <p>-Begin to describe the social, ethnic, cultural and religious diversity of past societies.</p> <p>-Describe characteristic features of the past including beliefs, attitudes and experiences of men, women and children.</p>	<p><i>Connections and Trends</i> (Low Moor Local History)</p> <p><i>Significance</i> (Gunpowder Plot and Remembrance)</p> <p><i>Turning Points</i> (Remembrance and Armistice Day)</p> <p><i>Achievements and Follies</i> (Roman Britain)</p> <p><i>Continuity and Change</i> (Low Moor Local History, King's Coronation)</p>	<p><u>Historical</u></p> <p>-bias</p> <p>-reliable</p> <p>-sources of evidence</p> <p>-century</p> <p>-BC/AD</p> <p>-circa</p> <p>-decades</p> <p>-era</p> <p>-continuity</p> <p>-legacy</p> <p>-primary source</p> <p>-secondary source</p> <p>-ancestors</p> <p>-reign</p> <p><u>Subject Specific</u></p> <p>-republic</p> <p>-proletariat</p> <p>-patrician</p> <p>-colosseum</p> <p>-empire</p> <p>-conquer</p> <p>amphitheatre</p> <p>- senator</p> <p>- soldier</p> <p>- Jupiter</p> <p>- Hadrian's Wall</p> <p>-aqueduct</p>

700-480BC Ancient Greece  
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1215 The Magna Carta  
1939-1945 World War II  
1953 Queen Elizabeth II coronation  
72AD Ribchester Roman settlement built  
1648 Cromwell's army marched over Cromwell's Bridge  
1799 Low Moor Cotton Mill built  
1953 Edisford School built  
1820 Thornbers mill (Holmes mill) built  
1905 Clitheroe library built

-Describe different accounts of a historical event, explaining some of the reasons why events from contradictory perspectives may differ.  
 -Suggest causes and consequences of some of the main events and changes in history.  
 -Use literacy, numeracy and computing skills to communicate information to a good standard about the past.  
 -Identify continuity and change in the history of the locality of the school.

- roman baths
- strigil
- Boudicca
- Julius Caesar
- hypocaust
- Claudius



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<p><u>Year 5</u></p> <p><i>The Anglo-Saxons and Scots</i></p> <p><i>The Vikings and the Anglo-Saxons</i></p> <p><i>Significant Events: Remembrance, King's Coronation</i></p> <p><i>Ancient Egypt and the Earliest Civilisations</i></p>	<p><u>1969</u> The Lunar Landing</p> <p><u>20</u> Year of their birth</p> <p><u>20</u> Year now/next year</p> <p><u>2023</u> King Charles III coronation</p> <p><u>1066</u> The Battle of Hastings (Norman Invasion)</p> <p><u>1805-1881</u> Mary Seacole</p> <p><u>1820-1910</u> Florence Nightingale</p> <p><u>1853-1856</u> Crimean War</p> <p><u>1837 - 1901</u> Queen Victoria</p> <p><u>1605 November 5th</u> Gunpowder Plot</p> <p><u>1918</u> The Great War</p> <p><u>1186</u> Clitheroe Castle built</p> <p><u>1903</u> The First Flight</p> <p><u>2 September 1666</u> The Great Fire of London</p> <p><u>8000-10,000BC</u> The Stone Age</p> <p><u>2200BC</u> The Bronze Age</p> <p><u>750BC</u> The Iron Age</p> <p><u>43AD</u> Romans Invaded Britain</p>	<p>-Accurately use dates and historical terms to describe events.</p> <p>-Begin to place features of historical events and people from past societies and different time periods on a chronological frame work.</p> <p>-Create timelines which show people and events from the past as well as the development of specific features, such as medicine, weaponry and transport.</p> <p>-Describe main social, religious and cultural changes in a time period.</p> <p>-Identify periods of rapid change and compare them to time periods which progressed much slower.</p> <p>-Explain the chronology of different time periods (Worldwide, British and</p>	<p>-Devise historical questions about the time period being studied.</p> <p>-Research and analyse a range of evidence in order to justify or disprove claims about the past.</p> <p>-Understand that no single source can give enough information about the past and we need to examine a range of evidence to get a full picture.</p> <p>-Use some different sources of evidence to deduce information about the past.</p> <p>-Select suitable sources from research and sometimes be able give reasons for choices.</p> <p>-Be able to understand what propaganda is and identify it in order to discount it as a non-bias source.</p> <p>-Begin to be able to refine lines of enquiry where appropriate.</p>	<p>-Explain in detail how different historical events have shaped our lives today.</p> <p>-Answer historical questions using information and evidence that has been carefully selected and considered.</p> <p>-Understand how our knowledge of the past is constructed from a range of sources.</p> <p>-Describe with some detail different historical events from different time periods they are or have studied.</p> <p>-Compare and contrast different historical periods; explaining some things that have changed and some things which have remained the same.</p> <p>-Begin to appreciate that decisions for our country have been made by Parliament for quite some time.</p> <p>-Appreciate that significant events in the past have helped mould the country we have today.</p> <p>-Show an awareness of propaganda and how historians</p>	<p><i>Achievements and Follies</i> (Ancient Egypt and Earliest Civilisations)</p> <p><i>Significance</i> (Remembrance, Gunpowder Plot, Anglo-Saxon England)</p> <p><i>Similarity and Difference</i> (The Vikings and the Anglo-Saxons)</p> <p><i>Continuity and Change</i> (The Anglo-Saxons and Scots, The Vikings and Anglo-Saxon Struggle...)</p>	<p><b>Historical</b></p> <p>-reliability</p> <p>-sources of evidence</p> <p>-artefact</p> <p>-evidence</p> <p>-civilisation</p> <p>-BC/AD</p> <p>-circa</p> <p>-society</p> <p>-continuity</p> <p>-chronology</p> <p>-demise</p> <p>-BC</p> <p>-source</p> <p>-chronological</p> <p>-Sumer, Indus Valley, Shang Dynasty</p> <p>-hierarchy</p> <p>-ancestor</p> <p>-reign</p> <p><b>Subject Specific</b></p> <p>-hieroglyphics</p> <p>-dynasty</p> <p>-perspective</p> <p>-irrigation</p> <p>-longboat</p> <p>-monastery</p> <p>-Angles, Saxons and Jutes (Anglo-Saxons)</p> <p>-shires</p>



	<p><u>700-480BC</u> Ancient Greece</p> <p><u>1928</u> Women gained the vote</p> <p><u>1215</u> The Magna Carta</p> <p><u>1939-1945</u> World War II</p> <p><u>1953</u> Queen Elizabeth II coronation</p> <p><u>72AD</u> Ribchester Roman settlement built</p> <p><u>1648</u> Cromwell's army marched over Cromwell's Bridge</p> <p><u>1799</u> Low Moor Cotton Mill built</p> <p><u>1953</u> Edisford School built</p> <p><u>1820</u> Thornbers mill (Holmes mill) built</p> <p><u>1905</u> Clitheroe library built</p> <p><u>3100BC-332BC</u> Ancient Egypt</p> <p><u>3300-1300BC</u> Indus Valley</p> <p><u>1800BC-AD250</u> Early Mayan civilisation</p>	<p>local) and how they relate to each other on a timeline.</p> <p>-Talk about trends over time and make connections and contrasts between different periods.</p>		<p>must understand the social context of evidence studied.</p> <p>-Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>-Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world.</p> <p>-Describe the social, ethnic, cultural and religious diversity of past societies.</p> <p>-Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>-Begin to explain how some aspects of historical events have had an impact elsewhere in the world.</p> <p>-Use original ways to present information.</p>		<ul style="list-style-type: none"> <li>-kingdoms</li> <li>-Danelaw</li> <li>-danegeld</li> <li>-invaders</li> <li>-settlement</li> <li>-plunder</li> <li>-pillage</li> <li>-Scandinavia</li> <li>-thane</li> <li>-wergild</li> <li>-churl</li> <li>-silt</li> <li>-hieroglyphics</li> <li>- cartouche</li> <li>- pharaoh</li> <li>- Rosetta Stone</li> <li>-Nile</li> <li>-tomb</li> <li>- pyramid</li> <li>- burial chamber</li> <li>-antechamber</li> <li>-Tutankhamun</li> <li>-sarcophagus</li> <li>-</li> <li>mummification</li> <li>-embalming</li> <li>-artefacts</li> <li>-afterlife</li> <li>-ankh</li> <li>-papyrus</li> <li>-tomb</li> </ul>
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Skills and Knowledge	Knowledge of key dates, events and individuals	Chronological Understanding	Historical enquiry	Interrogating evidence	Historical concepts	Key vocabulary
<u><b>Year 6</b></u>  <i>Crime and Punishment</i>  <i>Significant Events:</i> <i>Remembrance,</i> <i>King's Coronation</i>  <i>Mystical Mesoamerica</i>	<u>1969</u> The Lunar Landing <u>20</u> Year of their birth <u>20</u> Year now/ next year <u>2023</u> King Charles III coronation <u>1066</u> The Battle of Hastings (Norman Invasion) <u>1805-1881</u> Mary Seacole <u>1820-1910</u> Florence Nightingale <u>1853-1856</u> Crimean War <u>1837 - 1901</u> Queen Victoria <u>1605 November 5th</u> Gunpowder Plot <u>1918</u> The Great War <u>1186</u> Clitheroe Castle built <u>1903</u> The First Flight <u>2 September 1666</u> The Great Fire of London <u>8000-10,000BC</u> The Stone Age <u>2200BC</u> The Bronze Age <u>750BC</u> The Iron Age <u>43AD</u> Romans Invaded Britain	<ul style="list-style-type: none"> <li>- Place features of historical events and people from past societies and different time periods on a chronological frame work.</li> <li>-Use dates and historical terminology to accurately describe events.</li> <li>-Create a timeline which represents the development of a specific historical item, such as weaponry, medicine or transport.</li> <li>-Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>-Understand the concepts of continuity and change over time, representing them along with evidence on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>-Refine lines of enquiry where appropriate.</li> <li>-Select suitable sources from research and give reasons for choices.</li> <li>-Devise historical questions about change, cause, similarities, differences and significance relating to the time period being studied.</li> <li>-Search for and analyse a varying and wide range of evidence in order to justify claims about the past.</li> <li>-Create a testable hypotheses about the past using many different sources of information.</li> <li>-Understand that no single source of evidence can give a full picture of the past.</li> <li>-Test out their hypothesis in order to answer historical questions.</li> <li>-Understand and appreciate how historical artefacts have helped us understand more about</li> </ul>	<ul style="list-style-type: none"> <li>-Describe in detail the social, ethnic, cultural and religious diversity of past societies.</li> <li>-Describe in detail the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>-Explain how some aspects of historical events have had an impact elsewhere in the world.</li> <li>-Use original ways to present information and own ideas.</li> <li>-Answer historical questions, using information and evidence that has been carefully considered and selected, giving reasons for choices made.</li> <li>-Understand how our knowledge of the past is constructed from a range of sources.</li> <li>-Describe in detail any historical events from the different time periods studied.</li> <li>-Make comparisons and contrasts between historical periods; explaining things that have changed or stayed the same.</li> </ul>	<u>Continuity and Change</u> (Crime and Punishment, King's Coronation)  <u>Cause and Consequence</u> (Remembrance)  <u>Achievements and Follies</u> (The Mayan Civilisation)  <u>Turning Points</u> (Crime and Punishment)	<u>Historical</u> -sources of evidence -primary source -secondary source -bias -reliability -BC/AD -chronological -century -era -period -circa -society -artefact -evidence -ancestor -reign <u>Subject Specific</u> -medieval -deterrent -execution -highwayman -humiliation -judge -jury -ordeal -treason -victim trial -scold's bridle -branding

<p><u>700-480BC</u> Ancient Greece</p> <p><u>1928</u> Women gained the vote</p> <p><u>1215</u> The Magna Carta</p> <p><u>1939-1945</u> World War II</p> <p><u>1953</u> Queen Elizabeth II coronation</p> <p><u>72AD</u> Ribchester Roman settlement built</p> <p><u>1648</u> Cromwell's army marched over Cromwell's Bridge</p> <p><u>1799</u> Low Moor Cotton Mill built</p> <p><u>1953</u> Edisford School built</p> <p><u>1820</u> Thornbers mill (Holmes mill) built</p> <p><u>1905</u> Clitheroe library built</p> <p><u>1800BC-AD250</u> Early Mayan civilisation</p> <p><u>250AD-900AD</u> Classic Maya</p> <p><u>AD 400</u> Chichen Itza built.</p> <p><u>3100BC-332BC</u> Ancient Egypt</p> <p><u>1612</u> Pendle witch trials</p>	<p>-Explain the chronology of different time periods and how they relate to one another on a timeline.</p> <p>-Make connections and contrasts between different time periods studied and talk about trends overtime.</p>	<p>British lives in the past and present.</p> <p>-Deduce information about the past using a wide range of sources.</p> <p>-Explain and identify their understanding of propaganda through historical events.</p>	<p>-Begin to appreciate that how we make decisions as a country has been through a parliament for some time.</p> <p>-Appreciate that significant events from the past have helped shape the country we have today.</p> <p>-Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>-Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>-Use literacy, numeracy and computing skills to a high standard to communicate information about the past.</p>	<p>-the rack</p> <p>-the crank</p> <p>-treadwheel</p> <p>-shot drill</p> <p>-mutilation</p> <p>- exile</p> <p>-punishable</p> <p>-danegeld</p> <p>-exile</p> <p>-invade</p> <p>- kingdom</p> <p>- outlawed</p> <p>-pagans</p> <p>-pillaged</p> <p>-raid</p> <p>-ruins</p> <p>- cremation</p> <p>pot</p> <p>-bronze helmet</p> <p>-lyre</p> <p>- thatched</p> <p>wooden houses</p> <p>-bayeux</p> <p>tapestry</p> <p>-wergild</p> <p>-civilisation</p> <p>-glyphs</p> <p>-codices</p> <p>-cacao</p> <p>-Chichen Itza</p>
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