



F2	AUTUMN	
	Ourselves and celebration	Vocab: days of the week, day, night, family, memory, birthday, celebrate, season, bedtime
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • who is in their family (Aut 1) 	<u>End point</u> <ul style="list-style-type: none"> • recall their birthday • recall who is in their family • describe houses and some changes over time • describe how seasons change over time • sequence the day
	<u>Black History month</u> Art and music	Vocab: Africa, art, music, pattern
	<u>Required prior learning</u> Children should know: <ul style="list-style-type: none"> • New learning 	<u>End point</u> <ul style="list-style-type: none"> • recognise repeated patterns in African art • explore rhythm in African music
	SPRING	
Traditional tales and growing	Vocab: first, next, then, finally, change, grow	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • routines such as bedtime and sequencing the day. • vocabulary such as then and now (Autumn) 	<u>End point</u> <ul style="list-style-type: none"> • recall key language (first, next, then, finally) • describe how clothes and transport have changed. • describe how seeds change over time (planting) 	

	SUMMER	
	The world around us and life cycles	Vocab: change, past, present, event, yesterday, tomorrow, now, next, finally, timeline
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • use of vocabulary such as change and grow. • key celebrations such as birthdays (Autumn) • changes to homes (Autumn) • chronological vocabulary (Spring) 	<u>End point</u> <ul style="list-style-type: none"> • recall past and present in their own lives • recall significant events (birthdays, starting schools) • orally describe the life cycle of a frog
Y1	AUTUMN	
	Florence Nightingale and Mary Seacole – lives of significant individuals	Vocab: nurse, significant, achievement, memorial, skilled, medal
	<u>Required prior learning</u> Children should know: <ul style="list-style-type: none"> • important jobs in the community e.g. a nurse • vocabulary of past and present 	<u>End point</u> <ul style="list-style-type: none"> • describe the significance of Florence Nightingale and Mary Seacole and their contribution to nursing
	<u>Black History month</u> Important black Britons - Mary Seacole	Vocab: significant, achievement, battlefield
	<u>Required prior learning</u> Children should know: <ul style="list-style-type: none"> • See above (Y1, Autumn) 	<u>End point</u> <ul style="list-style-type: none"> • recognise Mary Seacole's achievements (significance)
	SPRING	
	Transport – changes within living memory	Vocab: transport, travel, trains, invention, future, flight, technology
	<u>Required prior knowledge</u> Children should know:	<u>End point</u> <ul style="list-style-type: none"> • recall how transport has changed over time • describe how technology has advanced which

	<ul style="list-style-type: none"> • vocabulary of past and present (EYFS-Y1) • how to compare and contrast (Y1) • transport (EYFS) • a simple understanding of chronology (EYFS) 	contributed to transport changes
SUMMER		
	The significance and impact of the Wirral – significant historical events in their own locality	Vocab: significant, local, impact, national, consequence, event
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • location of Wirral • vocabulary of past and present (EYFS/Y1) • using artefacts/photographs and placing them in time order (EYFS-Y1) 	<u>End point</u> <ul style="list-style-type: none"> • describe the significance of historical events that originated in the Wirral (transport, significance) • place photographs in chronological order • describe the similarities and differences between historical maps.
Y2	AUTUMN	
	Christopher Columbus and Neil Armstrong – lives of significant individuals	Vocab: explorer, significant, source, voyage, discover, achievement, adventure, astronaut
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • a definition of significant and achievement (Y1) • how to compare two individuals (Y1) 	<u>End point</u> <ul style="list-style-type: none"> • explain and compare the achievements of both individuals and describe their significance (transport, significance)
	<u>Black History month</u> Important Black Britons - William Robinson Clarke	Vocab: pilot, Jamaican, airman
	<u>Required prior learning</u> Children should know: <ul style="list-style-type: none"> • An understanding of a significant historical black figure 	<u>End point</u> <ul style="list-style-type: none"> • understand the significance of William Robinson Clarke (transport, significance)
SPRING		

	The Great Fire of London – events beyond living memory	Vocab: significance, records, evidence, consequence
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • how to create a timeline for an individual • an understanding of a primary and secondary source 	<u>End point</u> <ul style="list-style-type: none"> • describe the significance and impact of the Great Fire of London (monarchy/power/significance) • explain the cause and effect of the fire
	SUMMER	
	How and why seaside holidays have changed? – events beyond living memory	Vocab: railway, transport, leisure, chronology
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • location of Wirral (Y1) • what the seaside is (Y2 geography) • changes in transport (Y1) 	<u>End point</u> <ul style="list-style-type: none"> • compare and describe seaside holidays from the past to the present • explain how transport was significant in helping to change seaside holidays
Y3	AUTUMN	
	Stone Age to Iron Age	Vocab: BC, AD, prehistory, artefact, archaeologist, nomad, migrate, agriculture, tribe, era
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • a definition of chronology (Y2 Spring) • how to create a timeline (previous experience of individual and event) (KS1) • location of the UK (KS1) 	<u>End point</u> <ul style="list-style-type: none"> • explain how food, settlement and tools changed over time • explain the continuity and changes that occurred over the ages (government/power)
	<u>Black History month</u> Important figures - achievements of Black Britons: Lilian Bader	Vocab: armed forces, WWII, resilience, legacy
	<u>Required prior learning</u> Children should know:	<u>End point</u> <ul style="list-style-type: none"> • make links between significant Black Britons

	<ul style="list-style-type: none"> • a definition of significance and achievement • other significant Black Britons 	<ul style="list-style-type: none"> • know her legacy (transport, significance)
SPRING		
	Achievements of Ancient Egyptians	Vocab: civilisation, transport, trade, achievement, irrigation, ritual, pharaoh, ancient, social structure, scribe
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • a definition of prehistory (previous topic) • a definition of achievement (Y2) • life in Britain at this time (previous topic) • how archaeology and artefacts are used in history (previous topic) 	<u>End point</u> <ul style="list-style-type: none"> • describe the achievements (covered) of Ancient Egyptians • describe how transport and trade influenced the Egyptians • describe the social structure (power/government) within Egypt
SUMMER		
	Achievements and legacy of Ancient Greece	Vocab: civilisation, democracy, city-state, legacy, govern, citizen, modern, BC
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • definition of civilisation (previous topic) • an understanding of BC and AD (previous topics in Y3) • a definition of achievement (Y2/3) 	<u>End point</u> <ul style="list-style-type: none"> • explain some of the achievements of the Ancient Greeks • examine their impact and legacy on the modern world (power/government)
Y4	AUTUMN	
	Roman Empire and its impact on Britain	Vocab: Romans, invade, conquer, empire, emperor, Celts, tribe, rebellion, impact, legacy
	<u>Required prior learning</u> Children should know: <ul style="list-style-type: none"> • the period before – Iron Age (Y3) 	<u>End point</u> <ul style="list-style-type: none"> • describe how the Romans impacted on Britain • describe the resistance of Boudicca (power/government)
	<u>Black History Month</u>	Vocab: Tudor, monarch, trumpeter, source, migrant

	Important figures - achievements of Black Britons: John Blanke	
	<u>Required prior learning</u> Children should know: <ul style="list-style-type: none"> a definition of significance and achievement other significant Black Britons 	<u>End point</u> <ul style="list-style-type: none"> know that some black people had greater privilege than some white people in Tudor times know that in Tudor England there were free black people living in society (prior to the Transatlantic Slave Trade) (significance)
SPRING		
	Britain's settlement by Anglo-Saxons and Scots	Vocab: invade, settle, kingdoms, heptarchy, artefact, Christianity, Paganism, Chronicle
	<u>Required prior learning</u> Children should know: <ul style="list-style-type: none"> the period before – Romans in Britain (previous topic) what Christianity is 	<u>End point</u> <ul style="list-style-type: none"> recall the date the Romans left Britain describe the changes of Roman Britain to Anglo Saxon Britain (significance, monarchy/power)
SUMMER		
	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Vocab: raid, invade, settle, power, Danelaw, Christian, heathen, era
	<u>Required prior learning</u> Children should know: <ul style="list-style-type: none"> the Anglo-Saxons settled in Britain after the Romans left 	<u>End point</u> <ul style="list-style-type: none"> describe the struggles of the Vikings and Anglo Saxons (monarchy/power) describe the key events of 1066 (monarchy/power)
Y5	AUTUMN	
	Early Islamic Civilisation of Baghdad	Vocab: civilisation, scholar, empire, trade, wisdom, advancement, Arabia
	<u>Required prior knowledge</u> Children should know:	<u>End point</u> <ul style="list-style-type: none"> explain the significance of the Islamic civilisation and its impact on the modern world

<ul style="list-style-type: none"> • definition of civilisation (Y3) • definition of AD (Y3/4) • definition of empire (Y4) • location of the Silk Road (transport) (Y3/4) 	<ul style="list-style-type: none"> • describe how and why the city of Baghdad developed (transport)
<p><u>Black History month</u></p> <p>Racism and discrimination - current role models' experiences</p> <p>Show Racism the Red Card (visitor)</p>	<p>Vocab: role model, discrimination, racism, consequence</p>
<p><u>Required prior learning</u></p> <p>Children should know:</p> <ul style="list-style-type: none"> • know that some black people had greater privilege than some white people in Tudor times • know that in Tudor England there were free black people living in society (prior to the Transatlantic Slave Trade) 	<p><u>End point</u></p> <ul style="list-style-type: none"> • know that racism and discrimination occurs today • know the consequence for racism
<p>SPRING</p>	
<p>Crime and Punishment – post 1066</p>	<p>Vocab: punishment, jury, court, deportation, criminal, justice, century</p>
<p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none"> • a definition of voyage (Y2) • a chronological awareness of Britain pre 1066 	<p><u>End point</u></p> <ul style="list-style-type: none"> • explain how crime and punishment changed post 1066 (transport, monarchy/power)
<p>SUMMER</p>	
<p>Slave trade and the role of Liverpool – local history</p>	<p>Vocab: slavery, transatlantic, voyage, abolitionist, commodity, trade, deportation</p>
<p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none"> • a definition of slavery (Y3/4) 	<p><u>End point</u></p> <ul style="list-style-type: none"> • explain the transatlantic slave trade and the role of Liverpool (transport, power, significance) • recall key events in the history of Liverpool

	<ul style="list-style-type: none"> the location of Liverpool (Y3 geography, Y1 summer) a definition of deportation (transport) (Y5 spring) 	
Y6	AUTUMN	
	Industrial Revolution – post 1066	Vocab: industry, revolution, citizen, transport, slums, population, urbanisation
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> the importance of trains in the 1800's (transport - Y2) changes to transport (Y1) the term revolution (Y5) chronological awareness of Victorian England (Y2, Y5) early transport on the Wirral (Y2) the term century (Y4/5) 	<u>End point</u> <ul style="list-style-type: none"> describe the impact of the Industrial Revolution on the landscape, housing, transport explain the social impact of the Industrial Revolution (power/government) describe the local impact of the Industrial Revolution
	<u>Black History month</u> Racism and discrimination - Windrush Scandal	Vocab: depor+tation, citizen, generation, Commonwealth, empire
	<u>Required prior learning</u> Children should know: <ul style="list-style-type: none"> know that racism and discrimination occurs today know the consequence for racism 	<u>End point</u> <ul style="list-style-type: none"> know about the Windrush Scandal (transport, power, government)
	SPRING	
World War II – post 1066	Vocab: invade, rationing, Blitz, evacuation, civilian, Empire, axis, allies, testimony, defence	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> a definition of empire (Y4-5) location of Europe and key countries (Y3-5) an understanding of the concept of democracy (Y3 & Y5) 	<u>End point</u> <ul style="list-style-type: none"> understand and explain the causes of WW2 explain the impact of WW2 on national life explain the impact of the Battle of Britain and D-Day, 	

