



Topic	Chronological Understanding	Historical Concepts	Historical Interpretation	Historical Enquiry	Knowledge
<b>Failsworth - Changes in own lifetime History of our local area</b> (Refer to geography progression map)	Use words and phrases like: before I was born, when I was younger, when my grandparents were younger, to discuss changes within their locality over time.	<u>Continuity and change/ Similarities and differences:</u> Explain how their local area was different in the past. Give examples of things that are different in their life from that of their grandparents when they were young and things that have stayed the same (relating to the local environment).	Understand some of the ways in which the past has been presented or described by looking at sources.	Find something out about the past by talking to an older person. (Asking questions about the past and investigating)	Know how the local area is different to the way it used to be a long time ago. (Including knowing how the Failsworth pole, a famous landmark, has been around for over 300 years and has changed overtime). Differentiate between things that were here 100 years ago and things that were not (with a focus on buildings). Know why there is a statue of Benjamin Brierley in Failsworth.
<b>Vocabulary</b>	Younger, older, local, similar, difference, sources				

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<b>Great Fire of London</b> Historical events (Link to materials in science)	Sequence a set of events in chronological order and give reasons for their order.  Put a few objects in chronological order.	<u>Cause and consequence:</u> Give more than one cause of an event and give a reason why people in the past acted as they did.	Look at a range of sources to find information about the past.	Identify different ways in which the past is represented.  Analyse an artefact.	Recount interesting facts from a historical event, such as where the 'Fire of London' started. Understand why the fire spread so quickly. Know why Samuel Pepys' diary is significant for us today. Understand how the fire was extinguished and how this differs from today.
<b>Vocabulary</b>	Then, now, <b>diary</b> , artefact, King Charles II, Samuel Pepys, monument, <b>leather bucket, fire hooks, fire break, fire squirts</b> , London, <b>eyewitness</b> , Pudding Lane				



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<b>Florence Nightingale and Mary Seacole</b> Lives of significant people from the past (Link to health in science and PSHE)	Use a timeline to place important events. (Scale given)	<u>Significance:</u> Recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later. Understand what a significant event is and pick out significant events related to topic. <u>Similarities and differences:</u> Know how aspects of Florence and Mary's lives were similar/ different.	Speak about how I have found out about the past. Understand the importance of basing my ideas on evidence.	Choose and use parts of stories and other information to show that they know and understand key features of events of people's lives studied.	Know about a famous person from the UK (Florence Nightingale) and explain why they are famous. This could relate to her impact on nursing/ hygiene and maths. Know about a famous person from outside the UK (Mary Seacole) and explain why they are famous. Give ways in which Florence and Mary's lives were similar/ different. Know and locate key areas (Jamaica, UK and Turkey) that Mary Seacole travelled.
<b>Vocabulary</b>	Past, present, <b>medicine</b> , war, injured, Crimean War, nursing, <b>wounded</b> , <b>significant</b> , <b>hygienic</b> , <b>soldier</b> , <b>Royal Red Cross Medal</b> , <b>diseases</b>				

*Throughout each topic, children to be encouraged to use words and phrases like: before, after, past, present, then and now in their historical learning.*