



## Whole School Key Knowledge: History

Class: Holly		Year group: 1	
	Key Knowledge Focus 1	Key Knowledge Focus 2	Key Knowledge Focus 3
<b>Key Knowledge (from the National Curriculum)</b>	<ul style="list-style-type: none"> <li>-To identify similarities and differences between ways of life in different periods.</li> <li>-To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>-To understand some of the ways in which we find out about the past</li> <li>-To ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>- To know where the people and events they study fit within a chronological framework</li> <li>-To learn about the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>-To understand what life was like at the time of the significant individual compared to today.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify significant historical places in their own locality</li> <li>-To understand some of the ways in which we find out about the past.</li> <li>-To ask and answer questions.</li> <li>-To know where the people and events they study fit within a chronological framework.</li> </ul>
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>To know what materials toys from the past were made from.</li> <li>To know how to sequence from oldest to newest the toys of their Grandparents, parents and themselves.</li> <li>To know why toys have changed and developed over time.</li> <li>To know that toys reflect the wider world and help us to learn about the past.</li> <li>To know we can ask historical questions and know where to find answers.</li> </ul>	<ul style="list-style-type: none"> <li>To know where (Eric Morecambe) fits into history and relates to their prior learning.</li> <li>To know why (Eric Morecambe) is significant and why we remember him.</li> <li>To know about significant events in (Eric Morecambe's) life.</li> <li>To know what life was like for (Eric Morecambe) and how it is similar and different to their life.</li> </ul>	<ul style="list-style-type: none"> <li>To know why our school is a significant historical place.</li> <li>To know that there is an older school building still in the village.</li> <li>To know how the buildings are similar and different.</li> <li>To know why a 'new school' was built.</li> <li>To know where these building fit into History and relates to their prior learning.</li> <li>To know what school was like for their parents and grandparents and how it compares to school today.</li> </ul>
<b>Curriculum focus</b>	Changes within living memory which have influenced changes in national life (people now, within living memory and Victorians) One of:	Significant people within their own locality- choose from: Eric Morecambe, Victoria Wood, Laurel and Hardy, Nick Park	Significant historical places in their own locality <ul style="list-style-type: none"> <li>- Local history study- School focus</li> </ul>



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	- Toys and games	(Preston), Richard Owen (dinosaurs, Natural History Museum)	
<b>Suggested enquiry questions (Highlighted questions must be taught)</b>	<p><b>What was my favourite toy when I was a baby?</b></p> <p><b>What were toys made from in the past?</b></p> <p>-How is my teddy different from the very first teddy bears? How is it the same?</p>	<p><b>Why do we remember Eric Morecambe?</b></p> <p>-Which other significant local people should have a memorial created for them?</p> <p>-Why should they be remembered?</p>	<p><b>Is there any difference between schools today and in the time of their parents and grandparents?</b></p> <p>-Would you prefer to have been in school in the past or now?</p> <p>-Were there times in the past when life at school was particularly unusual and why was this?</p>
<b>Key vocabulary</b>	Artefacts, Century, Change, Chronology, discovery, museum, oral history, past, present, primary evidence, significance	Century, Change, Chronology, discovery, global, local, museum, nation, oral history, past, present, primary evidence, secondary evidence, significance	AD, Artefacts, Century, Change, Chronology, discovery, interpretation, local, museum, nation, oral history, past, present, primary evidence, secondary evidence, significance
<b>Supporting documents</b>	<p>Historical Association SOW: Toys and Games</p> <p><a href="https://collections.vam.ac.uk/search/?page=1&amp;page_size=50&amp;id_category=THES48967">https://collections.vam.ac.uk/search/?page=1&amp;page_size=50&amp;id_category=THES48967</a></p>	<p>Historical Association SOW: George Stephenson and the development of the railway (for guidance only and needs to be adapted to match the local significant person)</p>	<p>Historical Association SOW: Local History (Schools)</p>
<b>Possible Visit/ visitor opportunities</b>	<a href="https://lancasterjudgeslodgings.org.uk/">https://lancasterjudgeslodgings.org.uk/</a>		<p>Visit the local village</p> <p>Invite parents, grandparents and members of the local community to talk about their school memories</p>



## Whole School Key Knowledge: History

<b>Morecambe Bay Curriculum links</b>			
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Class: Elm		Year group: 2	
	Key Knowledge Focus 1	Key Knowledge Focus 2	Key Knowledge Focus 3
<b>Key Knowledge (from the National Curriculum)</b>	<ul style="list-style-type: none"> <li>-To know where the people and events they study fit within a chronological framework</li> <li>-To identify similarities and differences between ways of life in different periods.</li> <li>-To choose and use parts of stories and other sources to show that they know and understand key features of events</li> <li>-To understand that the past can be interpreted in different ways</li> <li>-That eyewitness accounts are good sources of evidence of the past.</li> </ul>	<ul style="list-style-type: none"> <li>-To know where the people and events they study fit within a chronological framework</li> <li>-To identify similarities and differences between ways of life in different periods.</li> <li>-To understand some of the ways in which we find out about the past</li> <li>-To identify different ways in which knowledge of the past is represented (understand there are different sources of evidence)</li> </ul>	<ul style="list-style-type: none"> <li>-To understand changes within living memory</li> <li>-To identify significant historical places in their own locality</li> <li>-To understand some of the ways in which we find out about the past.</li> <li>-To ask and answer questions.</li> <li>-To know where the people and events they study fit within a chronological framework.</li> </ul>
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>To know where the people and events they study fit on a timeline.</li> <li>To know which events came before or after a specific event in history.</li> <li>To know why the Great Fire of London was a significant event in history.</li> </ul>	<ul style="list-style-type: none"> <li>To know where the people and events they study fit on a timeline.</li> <li>To know where the explorers travelled and why this was significant.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Morecambe Promenade has changed within living history.</li> <li>To know how Morecambe Promenade has changed within living history.</li> </ul>



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	<p>To know what sources of evidence we have to learn about the Great Fire of London.</p> <p>To know that different sources of evidence help us to understand the key events.</p> <p>To know primary and secondary sources of evidence and how they can be interpreted.</p> <p>To know what life was like for rich and poor people in London and in Lancashire at the time of the Great Fire of London.</p>	<p>To know what was similar and what was different for the ways of life in the time periods studied.</p> <p>To know how sources of evidence give us information about the past.</p> <p>To know there are different sources of evidence – primary and secondary sources.</p> <p>To know why the events and people they have studied are significant.</p>	<p>To know that different sources of evidence can help us to understand changes from the past.</p> <p>To know how to use primary and secondary sources of evidence.</p> <p>To know that oral history is an important source of evidence.</p> <p>To know the chronology of Morecambe Promenade’s development.</p>
<b>Curriculum focus</b>	<p>Events beyond living memory which are significant nationally/ globally.</p> <ul style="list-style-type: none"> <li>- Great fire of London</li> <li>- Commemorated events</li> </ul>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <ul style="list-style-type: none"> <li>- Explorers including women in History</li> </ul>	<p>Significant historical places in their own locality</p> <p>Morecambe sea front (including Lido, Aquarium, Winter Gardens)</p>
<b>Suggested enquiry questions (Highlighted questions must be taught)</b>	<p>-What happened to London during the fire of 1666?</p>	<p><b>-Who are explorers and where have some explorers travelled in different periods of time?</b></p> <p>-Who was Ibn Battuta and when did he travel?</p> <p>-How important was Ibn Battuta/ Neil Armstrong/Christopher Columbus/ James Cook/ Amelia Earhart/ Mae Jemison/ Helen Sharman (Choose 2-3; not all)</p>	<p><b>How has Morecambe Prom changed since the 1950s?</b></p> <p>-What was the Prom like before?</p> <p>-How has the Prom changed?</p> <p>-What was in these buildings before?</p> <p>-What could people do for entertainment in Morecambe?</p>



## Whole School Key Knowledge: History

<b>Key vocabulary</b>	AD, Artefacts, BC, Century, Change, Chronology, interpretation, museum, nation, past, present, primary evidence, secondary evidence, significance	AD, Artefacts, BC, Century, Change, Chronology, discovery, explorer, global, nation, past, present, primary evidence, secondary evidence, significance	AD, Artefacts, BC, Century, Change, Chronology, discovery, global, interpretation, local, museum, nation, oral history, past, present, primary evidence, secondary evidence, significance
<b>Supporting documents</b>	Historical Association SOW: The Great Fire of London	Historical Association SOW: Explorers	Historical Association SOW: Local History of the High Street (for guidance only and needs to be adapted to match the locality)
<b>Possible Visit/ visitor opportunities</b>	Google Earth – virtual walk around modern London		Visit Morecambe Prom <a href="https://visitlancaster.org.uk/museums/city-museum/">https://visitlancaster.org.uk/museums/city-museum/</a> <a href="https://issuu.com/lightuplancaster/docs/the_seaside_final">https://issuu.com/lightuplancaster/docs/the_seaside_final</a>
<b>Morecambe Bay Curriculum links</b>			

<b>Class: Willow</b>	<b>Year group: 3/4</b>		<b>Cycle: A (2022-2023; 2024-2025)</b>
	<b>Key Knowledge Focus 1</b>	<b>Key Knowledge Focus 2</b>	<b>Key Knowledge Focus 3</b>
<b>Key Knowledge (from the National Curriculum)</b>	-To develop a chronologically secure knowledge and understanding of British, local and world history	-To develop a chronologically secure knowledge and understanding of world history -To establish a clear narrative within and across the periods they study	-To develop a chronologically secure knowledge and understanding of British and local history -Establishing clear narratives within and across the periods they study



## Whole School Key Knowledge: History

	<ul style="list-style-type: none"> <li>-To understand how our knowledge of the past is constructed from a range of sources</li> <li>-To establish clear narratives within and across the periods they study</li> <li>develop the appropriate use of historical terms</li> </ul>	<ul style="list-style-type: none"> <li>develop the appropriate use of historical terms</li> <li>-To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>-understand how our knowledge of the past is constructed from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>-To note connections, contrasts and trends over time</li> <li>-To construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>
<p><b>Key Knowledge</b></p>	<ul style="list-style-type: none"> <li>To know why the Romans invaded Britain.</li> <li>To know why the Roman army was so successful.</li> <li>To know how the 'native Lancastrians' responded to the Roman invasion.</li> <li>To know the chronology of the Roman invasion and how it impacted our local area.</li> <li>To know who Boudicca was and why we remember her.</li> <li>To know that archaeological evidence is essential to know about the time period and the types of sources we have to know about the time period.</li> <li>To explain what archaeologists have found and where they have found it, including in our local area.</li> <li>To know how to interpret sources of evidence and check them for bias and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To know what the Egyptians believed and how this compares to Christian creation stories.</li> <li>To know the names of Egyptian gods and the sources of evidence we have to develop this knowledge.</li> <li>To know the importance of animals in Ancient Egypt and the sources of evidence we have to develop this knowledge.</li> <li>To know why the Egyptians built temples, tombs and pyramids.</li> <li>To know how religion affected life in Ancient Egypt.</li> <li>To know that there is a range of evidence to help us piece together the lives of the Ancient Egyptians but there are many gaps in this evidence too.</li> </ul>	<ul style="list-style-type: none"> <li>To know when John O'Gaunt was alive and how he relates to other known Kings and Queens from studied periods in history.</li> <li>To know who John O'Gaunt was and that he was a significant Royal person in history from Lancaster.</li> <li>To know why he was a significant person in history and decide if the people of Lancaster should commemorate him.</li> <li>To know why the Duchy of Lancaster is so important.</li> <li>To know who the Duchy of Lancaster is today.</li> <li>To know the chronology of Lancaster castle and significant periods of its history.</li> </ul>



## Whole School Key Knowledge: History

<b>Curriculum focus</b>	Roman empire and its impact on Britain including links to the start of Lancaster as a settlement	Egyptians: Beliefs in Ancient Egypt	John of Gaunt and Lancaster Castle
<b>Suggested enquiry questions (Bold questions must be taught)</b>	<b>When did the Romans invade and why? Did the native Britons (Lancastrians) welcome or resist them, and why?</b> How did they influence the culture of the people already here?	<b>What did the Ancient Egyptians believe? How do we know? How different were beliefs in Ancient Egypt from today? How did religion affect life in Ancient Egypt?</b> How did Civilisation adapt to the needs of Egyptian life?	<b>Who was the most famous resident of Lancaster Castle?</b> Did John of Gaunt have a right to the throne?
<b>Key vocabulary</b>	Calendar, worship, chronological order, timeline, conquer/conquest, law, myths, trade, economy, garrison, sacrifice, amulet, javelin, tunic, archaeologist, artefact, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, gladiator, legion, republic, invasion, rebellion, gods, baths, citizen, empire, assassination, Latin, etymology, slave, toga	Ancient, beliefs, chronological order, civilisations, archaeology, artefacts, BC, chronology, continuity, discovery, Gods/ Godesses, interpretation, Primary evidence, secondary evidence, sacrifice, significance, slave, timeline	Aristocracy, Century, church, Christianity, chronology, conquest, continuity, court, crusades, decades, democracy, international, interpretation, local, monarchy, rebellion, significance
<b>Supporting documents and resources</b>	<b>Historical Association: <a href="#">Primary History Summer Resource 2017: Teaching Roman Britain</a></b> <a href="https://issuu.com/lightuplancaster/docs/roman_lancaster_2">https://issuu.com/lightuplancaster/docs/roman_lancaster_2</a> <a href="https://www.roman-britain.co.uk/places/lancaster/">https://www.roman-britain.co.uk/places/lancaster/</a> <a href="https://beyondthecastle.org/">https://beyondthecastle.org/</a>	<b>Historical Association: Beliefs in Ancient Egypt Scheme of Work</b> <a href="https://www.britishmuseum.org/collectio_n">https://www.britishmuseum.org/collectio_n</a> <a href="https://www.liverpoolmuseums.org.uk/se_arch/egyptians">https://www.liverpoolmuseums.org.uk/se_arch/egyptians</a> <a href="https://www.history.org.uk/primary/resource/10103/teaching-ancient-egypt-developing-subject-knowled">https://www.history.org.uk/primary/resource/10103/teaching-ancient-egypt-developing-subject-knowled</a>	



## Whole School Key Knowledge: History

<b>Potential Visit/ visitor opportunities</b>	<a href="https://visitlancaster.org.uk/museums/city-museum/">https://visitlancaster.org.uk/museums/city-museum/</a>  <a href="https://www.lancaster.gov.uk/sport-and-leisure/museums/roman-bath-house">https://www.lancaster.gov.uk/sport-and-leisure/museums/roman-bath-house</a>	British Museum, London <a href="https://www.britishmuseum.org/learn/schools/samsung-digital-discovery-centre/virtual-visits">https://www.britishmuseum.org/learn/schools/samsung-digital-discovery-centre/virtual-visits</a> Liverpool World Museum	Lancaster Castle <a href="https://www.lancastercastle.com/">https://www.lancastercastle.com/</a>
<b>Morecambe Bay Curriculum links</b>			

<b>Class: Beech</b>	<b>Year group: 4/5</b>	<b>Cycle: A (2022-2023; 2024-2025)</b>	
	<b>Key Knowledge Focus 1</b>	<b>Key Knowledge Focus 2</b>	<b>Key Knowledge Focus 3</b>
<b>Key Knowledge (from the National Curriculum)</b>	<ul style="list-style-type: none"> <li>- To develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>- Establish clear narratives within and across the period of study</li> <li>- Develop understanding of connections, contrasts and trends over time</li> <li>- Develop the appropriate use of historical terms</li> </ul>	<ul style="list-style-type: none"> <li>- To note connections, contrasts and trends over time</li> <li>- To develop the appropriate use of historical terms</li> <li>- To address and devise historically valid questions about similarity and difference, and significance</li> <li>-To construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>- To understand how our knowledge of the past is constructed from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>- To note connections, contrasts and trends over time</li> <li>- To develop the appropriate use of historical terms</li> <li>- To address and devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>-To construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>- To develop a chronologically secure knowledge and understanding of</li> </ul>





## Whole School Key Knowledge: History

		<p>- To develop a chronologically secure knowledge and understanding of British, local and world history specific to the time period studied</p>	<p>British, local and world history specific to the time period studied.</p>
<p style="text-align: center;"><b>Key Knowledge</b></p>	<p>To know where the Anglo-Saxons came from and why they came to Britain.</p> <p>To know how we know about the Anglo-Saxons and where they travelled to ( place names: -ing, -ham, -ton, -thorpe).</p> <p>To know the chronology of key events during this time period.</p> <p>To know what challenges the Anglo-Saxons and Vikings faced and how they overcame them (crops, villages, security).</p> <p>To know how to use sources of evidence to make inferences about the Anglo-Saxon and Viking societies.</p> <p>To know how extensively the Vikings and Anglo-Saxons travelled and linked with the rest of the world.</p> <p>To know about some of the key events and people from Anglo-Saxon, Viking and Scots societies (Offa, Alfred, Ethelred, Athelstan, Cnut).</p> <p>To know what the Anglo-Saxon and Vikings did for today's society (churches, money, measurements, law and order)</p>	<p>To place Ancient Greece in time using a timeline</p> <p>To know how to locate Ancient Greece, Athens and Sparta on a map and consider their geographical significance</p> <p>To know how to carry out research using secondary sources of written information</p> <p>To know how to identify some of the similarities and differences between life in Athens and Sparta and report their findings to the rest of the class</p> <p>To know and use the key terms democracy, civilisation, culture, laws, justice</p> <p>To know how to use information from artefacts about what life was like in Ancient Greece</p> <p>To know what other sources they might need to get a fuller picture about life in Ancient Greece</p> <p>infer information from artefacts about what life was like in Ancient Greece</p> <p>To know how useful Greek myths/legends are in helping to find out about the past</p>	<p>To know why the Leeds to Morecambe railway line was developed.</p> <p>To know when the Leeds to Morecambe railway line was developed.</p> <p>To know how Morecambe changed after the introduction of the railway line including significant buildings.</p> <p>To know the chronology of the rise and fall of Morecambe as a seaside destination and what led to these changes.</p> <p>To know that changes can be positive and negative.</p> <p>To know that people can have different viewpoints about change.</p> <p>To know how the changes in Morecambe during this time reflected wider national and international changes in society.</p>



## Whole School Key Knowledge: History

	<b>To know about significant local history in relation to the time period.</b>	<b>To understand that aspects of the past have been represented and interpreted in different ways To know how to use different sources to identify the most important achievements of Alexander the Great</b>	
<b>Curriculum focus</b>	Britain's settlement by Vikings, Anglo-saxons and scots (Local links: Heysham, Silverdale and Halton)	Ancient Greeks – a study of Greek life and achievements and their influence on the western world	The development of the Leeds railway line to Morecambe and its impact on the town.
<b>Suggested enquiry questions (Bold questions must be taught)</b>	Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?  What did the Anglo-Saxons and Vikings leave behind?	<b>How can we find out about the civilisation of Ancient Greece?</b>	<b>How did early transport hold back developments in the locality (Morecambe)?</b> Why were improvements made to transport in the locality (Morecambe)? <b>How much difference did these improvements in transport make to the local area (Morecambe)?</b> <b>What do local people think about the future changes for Morecambe (Eden North).</b>
<b>Key vocabulary</b>	AD, agriculture, archaeology, artefact, causation, century, change, church, Christianity, chronology, conquest, continuity, crusades, dark ages, decade, democracy, discovery, diversity, evidence, emigrant, explorer, global, immigrant, international, interpretation, invasion, local, migration, myths and	AD, Ancient, archaeology, achievements, architecture, artefacts, BC, BCE, chronology, civilization, citizen, culture, democracy, diversity, justice, language, laws, Olympics, myths and legends, legacy, nation, slave, Greek, Greece	Causation, century, change, chronology, decade, diversity, global, international, interpretation, invention, local, migration, nation, oral history, past, present, significance



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	legends, nation, primary evidence, raiding, secondary evidence, settler, settlement, significance,		
<b>Supporting documents</b>	<p><b>Historical Association Scheme of Work:</b> The effects of Anglo-Saxon, Viking and Scots settlement in Britain (Enquiry 1 and Enquiry 4)</p> <p><a href="https://www.jorvikvikingcentre.co.uk/whats-on/silverdale-hoard-exhibition/">https://www.jorvikvikingcentre.co.uk/whats-on/silverdale-hoard-exhibition/</a></p>	<p><b>Historical Association Scheme of Work: Ancient Greece: life, achievements and its legacy</b></p> <p>Historical Association Scheme of Work: Ancient Greece: life, achievements and its legacy</p> <p><a href="https://www.history.org.uk/primary/resource/8683/teaching-the-ancient-greeks">https://www.history.org.uk/primary/resource/8683/teaching-the-ancient-greeks</a></p>	<p><b>Historical Association Scheme of Work:</b> Local History: A study over time reflected in the locality: Transport</p>
<b>Visit/ visitor opportunities</b>	Jorvik Viking Centre – York Heysham – St. Peter’s Church		Visit to Morecambe -what still remains of its historical past (Midland Hotel built by the railway company – why?)
<b>Morecambe Bay Curriculum links</b>			

<b>Class: Oak</b>	<b>Year group: 5/6</b>		<b>Cycle: A (2022-2023; 2024-2025)</b>
	<b>Key Knowledge Focus 1</b>	<b>Key Knowledge Focus 2</b>	<b>Key Knowledge Focus 3</b>



## Whole School Key Knowledge: History

<p style="text-align: center;"><b>Key Knowledge (from the National Curriculum)</b></p>	<ul style="list-style-type: none"> <li>- To develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>- Establish clear narratives within and across the focus of study</li> <li>- Develop understanding of connections, contrasts and trends over time</li> <li>- Develop the appropriate use of historical terms</li> <li>To address and devise historically valid questions about similarity and difference, and significance</li> <li>-To construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>- To understand how our knowledge of the past is constructed from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>- To develop the appropriate use of historical terms</li> <li>- To address and devise historically valid questions about similarity and difference, and significance</li> <li>-To construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>- To understand how our knowledge of the past is constructed from a range of sources</li> <li>- To develop a chronologically secure knowledge and understanding of British, local and world history specific to the time period studied.</li> </ul>	<p>To note connections, contrasts and trends over time</p> <ul style="list-style-type: none"> <li>- To develop the appropriate use of historical terms</li> <li>- To address and devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>-To construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>- To develop a chronologically secure knowledge and understanding of British, local and world history specific to the time period studied.</li> </ul>
<p style="text-align: center;"><b>Key Knowledge</b></p>	<p>To know different ways in which information was recorded in the past. To know which time periods different sources of evidence are from and how to sequence them chronologically. To know how to use sources of evidence to answer questions i.e. What is the oldest surviving book? To know how to compare and contrast modern and historical books.</p>	<p>To know that different sources of evidence can be used to find out about Africa's past. To know how to interpret evidence to understand some of the main events in Africa's past. To know how to select information about Africa's past and justify what they consider were its most significant events. To know that the Benin Bronzes are primary sources of evidence which</p>	<p>To know what made Elizabeth 1 and James 1 significant royalty in history. To know the similarities and differences between Elizabeth 1 and James 1's beliefs and their reign. To know what life was like for different people during the reign of Elizabeth 1-James 1 (rich, poor, men, women and children). To know what influence Christianity had on life during the reign of Elizabeth 1-James 1.</p>



## Whole School Key Knowledge: History

	<p>To know that the materials used and time taken made books extremely valuable in the past.</p> <p>To know who was responsible for producing books in the past and how this has led to bias in history.</p> <p>To know what effect printing techniques had on books in the 15<sup>th</sup> Century.</p> <p>To understand the impact of compulsory education on accessibility of books.</p> <p>To know that there are some factors that will always make a book valuable and identify some of these?</p> <p>To know that settlers came from a range of places and sometimes travelled long distances.</p> <p>To know that settlers contributed greatly to the make-up and traditions, including book production of this country.</p>	<p>can be used to develop our understanding of Benin.</p> <p>To know that Benin's history is connected to broader trends and connections with particular reference to Africa and Britain.</p> <p>To know that Benin was taken over by Britain in 1897 during the 'Scramble for Africa'</p> <p>To know that bronzes for which Benin is renowned were taken from Benin and ended up in museums in different parts of the world.</p> <p>To know that people have different view points on what should happen to the Benin bronzes.</p>	<p>To know the chronology of the events that lead to the arrest, trial and execution of the Pendle witches.</p> <p>To know why Lancaster Castle was a significant place for the Pendle Witches and its role in crime and punishment.</p> <p>To know how to interpret evidence to understand some of the main events in the trial of the Pendle Witches.</p>
<p><b>Curriculum focus</b></p>	<p>Chronological unit: Were books more valuable in the past?</p>	<p>Benin (West Africa) c. AD 900-1300</p>	<p>Aspect/Theme in British history – Chronology beyond 1066: Elizabeth I- James I reign: Lancashire Witches</p>
<p><b>Suggested enquiry questions (Bold questions must be taught)</b></p>	<p>Were books more valuable in the past?</p> <p>How has storytelling changed?</p> <p>How has the way we communicate changed over time?</p>	<p>What is Africa's Big Picture?</p> <p>If objects could speak what story would they tell?</p> <p>Why was Benin worth visiting in Tudor and Stuart times?</p>	<p>What was life like for people in England during the reign of Elizabeth 1 and James 1?</p> <p>Why was the most notorious witch trial of the 17<sup>th</sup> Century held in Lancaster?</p>



## Whole School Key Knowledge: History

		Telling a good story: Why is the story of Eweka so important?	
<b>Key vocabulary</b>	AD, ancient, archaeology, artefact, BC, Bronze age, causation, century, change, church, chronology, Christianity, continuity, discovery, diversity, interpretation, invention, iron age, Islam, Museum, library, myths and legends, oral history, primary evidence, settlers, significance,	Discovery, Encounter, Oba (King), Big Picture, non-European, civilization, artefacts, causation, chronology, colony, conquest, discovery, empire, global, gods/ goddesses, invasion, bronze, metal-working, museum, oral history, primary evidence, sacrifice, secondary evidence, settler, significance,	Causation, century, change, Christianity, chronology, church, consequence, crime, decade, diversity, Europe, interpretation, law, local, nation, oral history, past, persecution, present, punishment, primary evidence, religion, sacrifice, secondary evidence, significance
<b>Supporting documents</b>	Historical association: SOW Chronological Unit: Were Books Any More Valuable in the Past	Historical association SOW: Benin	
<b>Potential visit/ visitor opportunities</b>	BRITISH LIBRARY: <a href="https://www.bl.uk/events/exploring-sacred-texts-primary-session-materials">https://www.bl.uk/events/exploring-sacred-texts-primary-session-materials</a>	<a href="https://www.britishmuseum.org/about-us/british-museum-story/contested-objects-collection/benin-bronzes">https://www.britishmuseum.org/about-us/british-museum-story/contested-objects-collection/benin-bronzes</a> <a href="https://www.liverpoolmuseums.org.uk/benin-and-liverpool">https://www.liverpoolmuseums.org.uk/benin-and-liverpool</a>	<a href="https://www.lancastercastle.com/history-heritage/a-dark-history/lancashire-witch-trials/">https://www.lancastercastle.com/history-heritage/a-dark-history/lancashire-witch-trials/</a>
<b>Morecambe Bay Curriculum links</b>			