























































Lyppard Lock-Ins History




Lyppard Lock-ins represent the key disciplinary knowledge and substantive skills which we target for retrieval and assessment purposes. They are drawn from the full progression documents provided in Kapow History. In addition to the lock-ins, all pupils are also working on chronological awareness, disciplinary concepts, historical enquiry and substantive concepts which also build progressively.


<p>EYFS</p>	<p>The Early Years Foundation Stage Statutory Framework states – ‘Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.’ The Early Learning Goals on which the National Curriculum for History builds are ‘Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.’</p>		
<p>Year 1</p> 	<p>Unit 1: Elving Around  What do we want pupils to know?</p> <ul style="list-style-type: none"> To know that everyday objects have changed over time. To know that everyday objects have changed as new materials have been invented. To know some inventions that still influence their own lives today. 	<p>Unit 2: Castles  What do we want pupils to know?</p> <ul style="list-style-type: none"> To know that a Monarch in the UK is a King or Queen To know that ‘the past’ is events that have already happened. 	<p>Unit 3: A Quest Around the World  What do we want pupils to know?</p> <ul style="list-style-type: none"> To know a timeline shows the order events in the past happened. To know ‘the present’ is time happening now. To know that some people and events are considered more special or significant than others.
	<p>Unit 1: Elving Around  What do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Sorting artefacts from then and now. Making simple observations about the past from a source. Finding answers to simple questions about the past using sources (e.g. artefacts). 	<p>Unit 2: Castles  What do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Use artefacts, photographs and visits to answer simple questions about the past. Drawing simple conclusions to answer a question. 	<p>Unit 3: A Quest Around the World  What do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Place events on a simple timeline. Asking how and why questions based on stories, events and people.
	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> artefact past change different memory present similar timeline 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> attack defend battle king monarchy power queen ruler 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> past/present timeline explorer different event similar
	<p> Linked learning: EYFS: Marvellous Me where the children looked at toys they had as a baby. Kapow Unit: Peek into the Past lesson 4.</p>	<p> Linked learning: EYFS: King and Queen where children learn we have a King in the UK and that King/Queens are important people. (Kapow Unit: Adventures through time: Lesson 3)</p>	<p> Linked learning: EYFS: Festivals and Seasons theme where children have learnt about significant events in the past. In Pirate theme children have learnt about exploring new places and how ships have changed over time.</p>
<p>Year 2</p> 	<p>Unit 1: A Long Time Ago  What do we want pupils to know?</p> <ul style="list-style-type: none"> To know that Britain was organised into Kingdoms and these were governed by monarchs. To know that beyond living memory was more than 100 years ago. To know the impact of an historical event on society. 	<p>Unit 2: Up, Up and Away  What do we want pupils to know?</p> <ul style="list-style-type: none"> To know that changes may come about because of improvements in technology. To begin to identify the achievements and inventions that still influence their own life today. To know that ‘historically significant’ people are those who have changed many people’s lives. 	
	<p>Unit 1: A Long Time Ago  What do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Identify a primary source. Sequence six photographs, focusing on the intervals between events. Recognising different ways in which the past can be represented (including eyewitness accounts). 	<p>Unit 2: Up, Up and Away  What do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Comparing pictures or photographs of people or events in the past. Identifying similarities and differences between ways of life at different times. Making simple conclusions about a question using evidence to support. 	
	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> primary source eyewitness account monarch power queen ruler 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> inventor beyond living memory lifetime 	
	<p> Linked learning: In EYFS the children learnt about Bonfire Night and were introduced to Guy Fawkes, King James and the Houses of Parliament. In Year 1, the children learnt more about Kings and Queens in Castles.</p>	<p> Linked learning: In Year 1 the children learnt about significant explorers from the past and their contribution to society. The children also looked at how technology has changed toys over time.</p>	
<p>Year 3</p> 	<p>Unit 1: Meet the Ancestors  What do we want pupils to know?</p> <ul style="list-style-type: none"> To know that BC means ‘before Christ’ and is the term used to date the years before Jesus was born. To know that Anno Domini (AD) is Latin for ‘in the Year of the Lord’, and is the term used to date the years after Jesus was born. To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. To understand that trade began as the exchange of goods. To understand the earliest settlements in Britain. 	<p>Unit 2: Remarkable Romans  What do we want pupils to know?</p> <ul style="list-style-type: none"> To understand there were varied reasons for coming to Britain. To understand the impact of settlers on the existing population. (Boudicca) To be able to identify achievements and inventions that still influence our lives today from Roman times. 	
	<p>Unit 1: Meet the Ancestors  What do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Identifying primary and secondary sources. Explain the similarities and differences between daily life of people in the past and today. Using a range of sources to find out about a period. 	<p>Unit 2: Remarkable Romans  What do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Using dates to work out intervals between periods of time and the duration of historical events or periods. Asking questions about the bias of historical evidence. Recalling some important people and events in Roman Britain. 	
	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> BC/AD secondary source settlement trade AD (Anno Domini) age barter BC (Before Christ) date evidence 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> invasion Empire civilisation conquer emperor government 	

	<p> Linked learning: The children have learnt about significant events in British history in Year 2. They know that these events were beyond their living memory and were over 100 years ago. The children know what a primary source is and that historians can use sources to find out about the past.</p>		<p> Linked learning: In Meet the Ancestors, the children have developed a better understanding of chronology and key vocabulary to describe and explain chronology. The children know what the earliest settlements and societies in Britain were like.</p>	
<p>Year 4</p> 	<p>Unit 1: Invaders from afar (Anglo Saxons)  What do we want pupils to know?</p> <ul style="list-style-type: none"> To know who became the first ruler of the whole of England. To know that significant archaeological findings are those which change how we see the past (Sutton Hoo) 	<p>Unit 2: Invaders from afar (Vikings)  What do we want pupils to know?</p> <ul style="list-style-type: none"> To know the legacy and contribution of Anglo-Saxons and Vikings to life today in Britain. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. 	<p>Unit 3: Egyptians  What do we want pupils to know?</p> <ul style="list-style-type: none"> To know of the achievements of the Ancient Egyptians. To understand that there are different beliefs in different cultures, times and groups. (Egyptians) To know that assumptions made by historians can change in the light of new evidence. 	
	<p>Unit 1: Invaders from afar (Anglo Saxons)  What do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Beginning to develop a chronologically secure knowledge of British and World history across the periods studied. Evaluating the usefulness of different sources. 	<p>Unit 2: Invaders from afar (Vikings)  What do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Making a simple individual timeline Identifying similarities and differences between periods of history (Anglo Saxon and Viking) 	<p>Unit 3: Egyptians  What do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Sequencing eight to ten artefacts, historical pictures or events. Observing the small details when using artefacts and pictures. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. 	
	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> paganism Kingdom Saxons continuity convert deduction evidence invasion kingdom missionary monastery primary source secondary source settlement 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> Danelaw cause/consequence longboat Anglo-Saxon Chronicle balanced bias event one-sided perspective Viking 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> afterlife mummification hierarchy achievement beliefs chronological civilisation continuity creation goods trade 	
	<p> Linked learning: In Year 3 the children will have learnt about the Stone, Bronze and Iron age and the Roman invasion and settlement of Britain and its impact. They will have looked at a range of primary and secondary sources to learn about the past.</p>		<p> Linked learning: The children will have learnt about the Anglo Saxon settlement in Britain and its impact.</p>	
<p>Year 5</p> 	<p>Unit 1: Masterchef  What do we want pupils to know?</p> <ul style="list-style-type: none"> To understand that people in the past were as inventive and sophisticated in thinking as people today. (Greeks) To be able to identify some achievements of civilisations and explain why they are important. (Greeks) To understand how society is organised in different cultures, times and groups. (City States) 	<p>Unit 2: Wish You Were Here  What do we want pupils to know?</p> <ul style="list-style-type: none"> To give reasons for historical events, the results of historical events, situations and changes. (Decline of Mayan civilisation) To be aware of how the Mayan's practise and demonstrate their beliefs. To be able to compare the achievements of different civilisations and groups (Mayans and Anglo Saxons) 		
	<p>Unit 1: Masterchef  What do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Starting to analyse and explain the reasons for, and results of historical events, situations and change. Asking questions about the interpretations, viewpoints and perspectives held by others. Describing the links between different societies. 	<p>Unit 2: Wish You Were Here  What do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. (Mayans and Anglo Saxons) Using evidence to support and illustrate claims. Sequence events on a timeline, comparing where it fits in with times studied in previous year groups. 		
	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> citizen democracy legacy Athens Sparta 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> hieroglyphics pyramid decline achievement afterlife ancient civilisation gods/goddesses historian ritual settlement trade 		
	<p> Linked learning: In Year 3, the children learnt about the Roman Empire, its impact on British society and how that impact can still be seen today. In Year 4, the children learnt about the Ancient Egyptian civilisation.</p>		<p> Linked learning: In Year 4, the children learnt about the Anglo-Saxon era in British history. They also learnt about the Ancient Egyptian civilisation and its beliefs.</p>	
<p>Year 6</p> 	<p>Unit 1: Lest We Forget  What do we want pupils to know?</p> <ul style="list-style-type: none"> To know the impact of war on daily lives in Britain. To know the causes for WW2 starting. To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. 	<p>Unit 2: All the World's a Stage  What do we want pupils to know?</p> <ul style="list-style-type: none"> To know when and why Queen Elizabeth I visited Worcester. To understand how the monarchy in Tudor times exercised absolute power. To understand the changing nature of religion in Britain in Tudor times and its impact. 		
	<p>Unit 1: Lest We Forget  What do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Compare accounts of events from different sources. Reach conclusions which are increasingly complex and substantiated by a range of sources. Use evidence to support and illustrate claims. 	<p>Unit 2: All the World's a Stage  What do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Develop a chronologically secure understanding of British, Local and world history across the periods studied. Starting to analyse and explain the reasons for and the results of historical events. To understand there are different interpretations of historical figures and events. 		
	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> Battle of Britain The Blitz propaganda reliability 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> Royal Progress bias heir democracy 		

- advancement
- alliance
- cause
- conflict
- evacuation

- merchant
- occupation
- parliament
- perspective
- propaganda
- reliable
- society
- sovereign
- state

 **Linked learning:** In Year 3 and 4, the children will have learnt about times when Britain has been invaded by others and their reasons why. From studying other civilisations and eras in the past they will understand that countries can and have been governed in different ways.

 **Linked learning:** In EY, Year 1, Year 2, Year 3 and Year 4 the children will have looked at the role of Kings and Queens and the place of the monarchy in British history. In Year 2, Year 3, Year 4 and Year 5 the children will have looked at the role different beliefs can have on society.