



## Long Term Progression in History Overview 2021-2022

To see how History will be taught to each year group at Lindow Community Primary School in 2021/22 please click on the appropriate button.

**Reception**

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

Reception						
Term & theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Enquiry Question</b>	What are some of my past experiences?	What do I know about stories of the past? (Bonfire Night, Christmas Story)	Who is our monarch?	How do and did we make journeys?	What change happens in a life cycle?	What changes can I see in my local environment?
<b>Key vocabulary</b>	old, new, past, a long time ago, history, same/different, change, people, lives, artefact, now, modern, senses (touch, see, smell, hear, discuss), find out, order, compare, research, photograph					
	Church Building	Stories Bonfire Night The Gunpowder Plot Remembrance Day Soldier Florence Nightingale Alan Turing	King Queen Palace Castle Prince Princesses	Transport	Chick Adult Hatch Life cycle	Building Environment
<b>Statutory Requirements</b>	<p><u>2020</u></p> <ul style="list-style-type: none"> <li>Understanding the World</li> <li>Personal, Social &amp; Emotional Development</li> <li>Literacy</li> <li>Communication &amp; Language</li> </ul> <p><u>2021</u></p> <ul style="list-style-type: none"> <li>Listening, Attention and Understanding</li> <li>Speaking</li> <li>Comprehension</li> <li>Understanding the World - Past and Present</li> </ul>					
<b>Skills covered</b>	<p><u>2020</u></p> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Explore how things work</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul> <p><u>Communication and Language</u></p>					

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of language
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

#### Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

#### Literacy

- Engage in extended conversations about stories, learning new vocabulary.

#### 2021

#### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

#### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

#### Understanding the World - Past and Present

- 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

End Point	<p>I can visit the local church and recognise it as an old building that is significant for its history. I can talk about myself, my home and my family. I can describe changes when looking at a photograph of me as a baby. I can describe people in my family who are older than me. I can begin to make sense of my own life story and family's history by sharing and discussing family photos. I can use the words old and new with growing accuracy. I can celebrate difference between people.</p>	<p>I can continue to develop positive attitudes to celebrate difference between people. I can comment on images of familiar situations in the past/in stories of the past. I can develop my understanding of past and present through stories and images. I can begin to understand chronology when talking about events that have happened a long time ago/in the past (Remembrance Day, Bonfire Night, the Christmas Story). I can celebrate Remembrance Day and look at photos of soldiers now and in the past. I can talk about my favourite stories and my parents' favourite stories. I can begin to compare and contrast characters from stories,</p>	<p>I can discuss how some things are old and some things are new. I can continue to develop positive attitudes to celebrate difference between people. I can comment on images of familiar situations in the past, including the Queen and photographs of places linked to her. I can build or draw models of castles and castle features. I can role play kings, queens, princesses and princes. I can discuss Queen Elizabeth as the Queen of England. I can develop an understanding of past and present through stories and images.</p>	<p>I can discuss how some things are old and some things are new. I can continue to develop positive attitudes to celebrate difference between people. I can comment on images of familiar situations in the past. I can develop an understanding of past and present through stories and images. I can share experiences of the past with my grandparents at 'Grandparents' Afternoon'.</p>	<p>I can begin to make sense of an animal's life story and changes in the past to present. I can discuss how some animals are old and some things are new. I can continue to develop positive attitudes to celebrate difference between people. I can begin to develop an understanding of chronology when discussing routines and past events. I can develop an understanding of past and present through stories linked to animals.</p>	<p>I can discuss how some parts of my local environment are old and some things are new. I can continue to develop positive attitudes to celebrate difference between people. I can comment on images of familiar places in the past. I can begin to develop an understanding of chronology when discussing routines and past events. I can develop an understanding of past and present through stories and images linked to our local area.</p>



		<p>including figures from the past. I can discuss notable individuals in history and what they are remembered for, including Alan Turing, Florence Nightingale.</p>				
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Year One			
Term & theme	Autumn 2 – Once Upon a Time	Spring 2 – What would you put in your own museum?	Summer 1 & 2 – Where would you travel to? Exciting Discoveries
<b>Overarching Enquiry Question</b>	What do I know about England's monarchy?	How have our toys changed over time?	Why do we celebrate the achievements of explorers? <i>Christopher Columbus, Ernest Shackleton, Neil Armstrong</i>
<b>Sub-Enquiry Questions</b>	<ol style="list-style-type: none"> <li>1. What is a monarch?</li> <li>2. Who are significant British monarchs?</li> <li>3. What can a family tree tell me about the past?</li> <li>4. What were the secrets of Richard III?</li> <li>5. What happens at a medieval banquet?</li> <li>6. Can I compare Queen Victoria to Queen Elizabeth I?</li> <li>7. Who is our Queen now and what powers does she have?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are toys like today?</li> <li>2. What can how can I investigate the toys my parents and grandparents played with?</li> <li>3. How were the toys of my parents and grandparents the same or different?</li> <li>4. What were Victorian toys like compared to todays?</li> <li>5. Who played with these toys in the past and how do we know?</li> <li>6. What toys would I put into my own museum?</li> </ol>	<ol style="list-style-type: none"> <li>1. What makes someone a significant person?</li> <li>2. How can we find out about explorers from a long time ago?</li> <li>3. Who was Christopher Columbus and what was his biggest achievement?</li> <li>4. Who was Ernest Shackleton and what made him a celebrated explorer?</li> <li>5. How can I compare the journeys and discoveries of Christopher Columbus and Ernest Shackleton?</li> <li>5. Who was Neil Armstrong and what do we remember him for?</li> <li>6. How could these significant people be remembered?</li> </ol>
<b>Prior knowledge</b>	<ul style="list-style-type: none"> <li>• Begun to make sense of their own life story and family's history by sharing and discussing family photos.</li> <li>• Discussed baby photos and how they have changed.</li> <li>• Discussed how some things are old and some things are new.</li> <li>• Continued to develop positive attitudes to celebrate difference between people.</li> <li>• Commented on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Begun to make sense of their own life story and family's history.</li> <li>• Talked about photos and memories within their family and of them growing up.</li> <li>• Talked about their favourite toys, their parents' and grandparents' favourite toys too.</li> <li>• Grandparents afternoon to celebrate and share school experiences they had compared to now.</li> <li>• Visited a local area with significant historical importance.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed an understanding of past and present through stories and images.</li> <li>• Discussed Queen Elizabeth as the Queen of England.</li> <li>• Discussed notable individuals in history and what they are remembered for, including Alan Turing, Florence Nightingale.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begun to develop an understanding of chronology when discussing routines and past events.</li> <li>• Built castles and castle features.</li> <li>• Roleplayed kings, queens, princesses and princes.</li> <li>• Discussed Queen Elizabeth as the Queen of England.</li> <li>• Developed an understanding of past and present through stories and images.</li> <li>• Celebrated Remembrance Day and looked at photos of soldiers now and in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Compared and contrasted characters from stories, including figures from the past.</li> <li>• Developed an understanding of past and present through stories and images.</li> </ul>	
<p><b>Prior Skills</b></p>	<p><b>2020 Skills</b></p> <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of language</li> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul> <p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family’s history.</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work</li> <li>• Continue developing positive attitudes about the differences between people.</li> </ul>		

	<p><b>2021</b></p> <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul> <p><u>Understanding the World - Past and Present</u></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now</li> <li>• Drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>		
<b>Key vocabulary</b>	<b>Significant/significance, Similarity/similar, Difference/different, Continuity, Change, Cause, Consequence, Interpretation</b>		
	Order Compare Fact/opinion Artefact Event Source Evidence Question Reason Connections Century Beyond living memory Different periods of time Exist Monarch Parliament Succession	Timeline Order Compare Fact/opinion Artefact Event Source Evidence Invention Question Reason Connections Century/decade Living memory Different periods of time Exist	Significant Nationally Globally Commemorate Anniversaries Remember Key features of events Discoveries Journeys Voyages Significant Individuals Contribution National/international achievements Aspects of life Explorer Polar Exploration

	<p>Leader Royal Family Royal family King Queen Throne Crown Conquest Conquer King William I King Edward I Reign King Richard III Queen Elizabeth I &amp; II Palace Change Democracy Power Leadership A long time ago History Same/different People/characters Lives/life-story Family's history Past/present/now Modern/old/new Yesterday Artefacts/objects/events Timeline Order Compare Importance Bravery Difficult choices Buildings</p>	<p>1. Changes in living memory <b>Lifetime change in national life</b> Parents Grandparents Great grandparents Way of life Transport Materials Leisure Victorian Century 19<sup>th</sup> century 20<sup>th</sup> century 21<sup>st</sup> century Wooden Paper Plastic Metal Local museum Museum Observation Sequence Contrast Research Using sources Compare Contrast Connect Modern Past/present Future Memory Information Similarity Difference Lives</p>	<p>Inventor A long time ago Past Recent past  Timeline Order Compare Fact/opinion Artefact Event Source Evidence Invention Question Reason Connections Century/decade Living memory Different periods of time Beyond living memory</p>
<b>Statutory Requirements</b>	<p>Events beyond living memory The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Changes within living memory</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements (to compare aspects of life in different periods)</p>

<p><b>Skills covered</b></p>	<ul style="list-style-type: none"> <li>• Observe and use pictures, photographs and artefacts to find out about the past.</li> <li>• Start to use stories or accounts to distinguish between fact and fiction.</li> <li>• Begin to explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>• Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>• Choose and select evidence and say how it can be used to find out about the past.</li> <li>• Order dates from earliest to latest on simple timelines.</li> <li>• Describe memories and changes that have happened in their own lives (family tree).</li> <li>• Recognise some similarities and differences between the past and the present.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Understand that there are reasons why people in the past acted as they did.</li> <li>• Describe significant individuals from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and use pictures, photographs, and artefacts to find out about the past.</li> <li>• Start to use stories or accounts (parents and grandparents) to distinguish between fact and fiction.</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>• Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>• Sequence artefacts and events that are close together in time.</li> <li>• Sequence pictures from different periods.</li> <li>• Describe memories and changes that have happened in their own lives.</li> <li>• Recognise some similarities and differences between the past and the present.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and use pictures, photographs and artefacts to find out about the past.</li> <li>• Start to use stories or accounts to distinguish between fact and fiction.</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>• Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>• Choose and select evidence and say how it can be used to find out about the past.</li> <li>• Sequence artefacts and events that are close together in time.</li> <li>• Order dates from earliest to latest on simple timelines.</li> <li>• Sequence pictures from different periods.</li> <li>• Recognise some similarities and differences between the past and the present.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Know and recount episodes from stories and significant events in history.</li> <li>• Describe significant individuals from the past.</li> </ul>
<p><b>End Point</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the chronology of various significant British Kings and Queens, including Richard III, Elizabeth I, Queen Victoria and Queen Elizabeth II.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain what they know about toys today.</li> <li>• Describe and explain how we can find out about the past using different toys as artefacts/evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Order reasons (in order of importance) as to why Christopher Columbus, Ernest Shackleton and Neil Armstrong might be considered to be significant.</li> </ul>

	<ul style="list-style-type: none"> <li>• Confidently recall the names of British monarchs of the past.</li> <li>• Know the chronological order of some Kings and Queens.</li> <li>• Investigate and observe pictures, photographs and artefacts to find out about monarchs of the past.</li> <li>• Use evidence to answer simple questions about the monarchs it is linked to.</li> <li>• Recall some key facts about the different monarchs.</li> <li>• Investigate connections between members of families and of the royal family through a family tree.</li> <li>• Begin to make simple comparisons between different monarchs studied.</li> <li>• Begin to describe how the role of a King or Queen was different in the past compared to now.</li> <li>• Begin to describe how we know about the lives of monarchs in the past.</li> <li>• Begin to think of some questions to ask about the lives of the Kings and Queens of the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the features of different toys.</li> <li>• Recognise old compared to new toys.</li> <li>• Use words relating to the passing of time to show an understanding of those toys that are older.</li> <li>• Identify some different sources that we can use to support our learning about the past.</li> <li>• Ask and answer simple historic questions.</li> <li>• Begin to compare two toys from different time periods with support to identify similarities and differences.</li> <li>• Use words and phrases that relate to the passing of time.</li> <li>• Begin to, with support, generate questions into other aspects of everyday life in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use prompts to describe the key events and achievements in the lives of the explorers studied</li> <li>• Begin to order dates of achievements from earliest to latest on a timeline.</li> <li>• Compare the ways in which we can find out about the recent past (Neil Armstrong) and also about explorers from long ago.</li> <li>• Begin to understand why it is more difficult to find out about explorers from long ago than those from the recent past.</li> <li>• Make some simple comparisons between explorations in the recent and more distant past.</li> <li>• Talk about some of the ways that we remember significant explorers, discussing how sometimes our views about these significant people can change over time.</li> </ul>
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Year Two			
Term & theme	Autumn – Fighting fears.	Spring 1 – Incredible Inventions Spring 2 – Discoveries	Summer 2 – Local Explorers
<b>Big question/key concept</b>	What were the causes and consequences of the Gunpowder Plot? Why do we commemorate Remembrance Day every year?	What happened to London during the fire of 1666? How did Queen Victoria, and the Victorians, contribute to national and international achievements?	Why was Styal/Quarry Bank Mill, and the individuals who worked and live there, important to our local community then and now?
<b>Sub-Enquiry Questions</b>	<ol style="list-style-type: none"> <li>Why did Guy Fawkes want to blow up the Houses of Parliament?</li> <li>Who was Guy Fawkes?</li> <li>How do we celebrate Guy Fawkes Day?               <ol style="list-style-type: none"> <li>Why are people wearing poppies this week?</li> <li>Who do we remember on Remembrance Day?</li> <li>Why do we have Remembrance Day and what happens?</li> <li>Why is it important to remember?</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>What was Stuart London like?</li> <li>Could anyone have stopped what happened on the 2<sup>nd</sup> September 1666?</li> <li>What did people do first?</li> <li>What was it like at the height of the fire?</li> <li>What was left of London?</li> <li>What did the King do to make London better?</li> </ol>	<ol style="list-style-type: none"> <li>What is the function of a mill and why was it an important building in history?</li> <li>What and where is Quarry Bank Mill?</li> <li>How and why did Samuel Greg develop the village?</li> <li>What was life like for the different people living and working at the mill?</li> <li>Why was Styal a good location for the mill?</li> <li>What was the life of a child like at Quarry Bank Mill compared to today?</li> </ol>
<b>Prior knowledge</b>	<p>Changes within living memory – Year 1, traditional tales through time. Toys through time.</p> <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 – Year 1, British Kings &amp; Queens; Achievements of Explorers (Christopher Columbus, Ernest Shackleton, Neil Armstrong)</p> <p>Significant historical events, people and places in their own locality – Year 1, Whole School Remembrance Day commemorations (Alan Turing)</p>	<p>Changes within living memory – Year 1, traditional tales through time. Toys through time.</p> <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 – Year 1, British Kings &amp; Queens; Achievements of Explorers (Christopher Columbus, Ernest Shackleton, Neil Armstrong).</p> <p>Begin to be introduced to events (eras) beyond living memory that are significant nationally or globally – Year 1, Awareness of the Victorian era</p>	<p>Changes within living memory – Year 1, traditional tales through time. Toys through time.</p> <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 – Year 1, Achievements of Explorers (Christopher Columbus, Ernest Shackleton, Neil Armstrong)</p>

<p><b>Prior Skills</b></p>	<ul style="list-style-type: none"> <li>• Observe and use pictures, photographs and artefacts to find out about the past.</li> <li>• Start to use stories or accounts to distinguish between fact and fiction.</li> <li>• Observe or handle evidence to ask simple questions about the past.</li> <li>• Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>• Sequence artefacts and events that are close together in time.</li> <li>• Sequence pictures from different periods.</li> <li>• Describe memories and changes that have happened in their own lives.</li> <li>• Recognise some similarities and differences between the past and the present.</li> <li>• Know and recount episodes from stories and significant events in history.</li> <li>• Understand that there are reasons why people in the past acted as they did.</li> <li>• Describe significant individuals from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to compare two versions of a past event.</li> <li>• Observe and use pictures, photographs and artefacts to find out about the past.</li> <li>• Start to use stories or accounts to distinguish between fact and fiction.</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>• Observe or handle evidence to ask simple questions about the past.</li> <li>• Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>• Sequence artefacts and events that are close together in time.</li> <li>• Order dates from earliest to latest on simple timelines.</li> <li>• Recognise some similarities and differences between the past and the present.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Know and recount episodes from stories and significant events in history.</li> <li>• Understand that there are reasons why people in the past acted as they did. Describe significant individuals from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to compare two versions of a past event.</li> <li>• Observe and use pictures, photographs and artefacts to find out about the past.</li> <li>• Start to use stories or accounts to distinguish between fact and fiction.</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>• Observe or handle evidence to ask simple questions about the past.</li> <li>• Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>• Sequence artefacts and events that are close together in time.</li> <li>• Order dates from earliest to latest on simple timelines.</li> <li>• Recognise some similarities and differences between the past and the present.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Know and recount episodes from stories and significant events in history.</li> <li>• Understand that there are reasons why people in the past acted as they did.</li> </ul>
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Key vocabulary	Significant/significance, Similarity/similar, Difference/different, Continuity, Change, Cause, Consequence, Interpretation		
Timeline Order Compare Fact/opinion Artefact Event Source Evidence King James Guy Fawkes The Gunpowder Plot Religion Religious beliefs Christians/Christianity Catholic Protestant Reign Parliament Materials Beyond Living Memory Century Peasantry Observation Past/present Future Memory Information Similarity Difference Lives Memorial Contribution Monument Aspects of life Remembrance Poppy War Installation British Legion Sacrifice Service	Timeline Order Compare Fact/opinion Artefact Event Source Evidence Invention Question Reason Connections Century/decade periods of time Thomas Farrinor Samuel Pepys Thomas Bloodworth King Charles II King James I Stuart London England Scotland Monarch Significant Nationally Great Fire of London Beyond Living Memory	Village Quarry Bank Styal Apprentice Apprentice house Environment Mill Industry Hamlet Samuel Greg Peat Buildings Housing Workers Cottages Thatched cottage Chapel National Trust Trade Accommodation Market cross Hannah Greg Oak School Local museum Observation Sequence Contrast Research Using sources Timeline Research Question Discuss Compare Contrast Connections Conclusions Modern Past/present Future Memory	

	Nationally Globally		Information Similarity Difference Lives Memorial Monument
<b>Statutory Requirements</b>	Events beyond living memory that are significant nationally or globally	Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements.	Significant historical events, people and places in their own locality.
<b>Skills covered</b>	<ul style="list-style-type: none"> <li>Start to compare two versions of a past event.</li> <li>Observe and use pictures, photographs and artefacts to find out about the past.</li> <li>Start to use stories or accounts to distinguish between fact and fiction.</li> <li>Explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>Observe or handle evidence to ask simple questions about the past.</li> <li>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>Sequence artefacts and events that are close together in time.</li> <li>Order dates from earliest to latest on simple timelines.</li> <li>Recognise some similarities and differences between the past and the present.</li> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Know and recount episodes from stories and significant events in history.</li> <li>Understand that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Start to compare two versions of a past event.</li> <li>Observe and use pictures, photographs and artefacts to find out about the past.</li> <li>Start to use stories or accounts to distinguish between fact and fiction.</li> <li>Explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>Observe or handle evidence to ask simple questions about the past.</li> <li>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>Sequence artefacts and events that are close together in time.</li> <li>Order dates from earliest to latest on simple timelines.</li> <li>Recognise some similarities and differences between the past and the present.</li> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Know and recount episodes from stories and significant events in history.</li> </ul>	<ul style="list-style-type: none"> <li>Start to compare two versions of a past event.</li> <li>Observe and use pictures, photographs and artefacts to find out about the past.</li> <li>Start to use stories or accounts to distinguish between fact and fiction.</li> <li>Observe or handle evidence to ask simple questions about the past.</li> <li>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>Choose and select evidence and say how it can be used to find out about the past.</li> <li>Sequence artefacts and events that are close together in time.</li> <li>Order dates from earliest to latest on simple timelines.</li> <li>Sequence pictures from different periods.</li> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Understand that there are reasons why people in the past acted as they did.</li> <li>Describe significant individuals from the past.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe significant individuals from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that there are reasons why people in the past acted as they did.</li> </ul>	
<p><b>End Point</b></p>	<ul style="list-style-type: none"> <li>Learn key features of a past event in British history</li> <li>Understand the sequence of events that led to the Gunpowder Plot</li> <li>Gain some insight into the plotters' options and motivation (understand why people in the past acted as they did)</li> <li>Extend their speaking, listening and thinking skills through discussion and debate</li> <li>Communicate their knowledge and understanding.</li> <li>Describe what a poppy looks like and say when people wear them.</li> <li>List other events, in addition to Remembrance Day and Bonfire Night, celebrated throughout the year.</li> <li>Begin to describe the event people are remembering by wearing poppies.</li> <li>Describe some of the features of a photo of soldier from WWI and begin to describe the trenches.</li> <li>Remember some of the things that my parents and carers do for me?</li> <li>Explain who we are remembering on Remembrance Day.</li> <li>Begin to describe some of the features of a WWI memorial by finding the features from my own investigation.</li> <li>Describe how people should act at a war memorial on Remembrance Day.</li> <li>Explain why is it important to remember the people who dies in WWI.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what happened on the night of 2<sup>nd</sup> September 1666.</li> <li>Recognise that there may be different viewpoints about what or who caused the fire to spread.</li> <li>Describe the event in structured work by creating an account of the Great Fire of London.</li> <li>Use a range of sources to inform an understanding of why the fire spread so quickly.</li> <li>Describe and explain the roles of notable individuals who contributed to the narrative of the Great Fire of London, including Thomas Farrinor, Samuel Pepys, Thomas Bloodworth, Stuart London (King James I), King Charles II</li> <li>Begin to realise that there are reasons why people acted as they did.</li> <li>Select and combine information to consider what is significant about the buildings left behind and surviving today.</li> <li>Explain why choices were made when rebuilding London in the way it was, giving reasons for and results of changes.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what a mill is, explain its key features and understand why mills were important to British industry.</li> <li>Describe and explain Quarry Bank Mill according to its location, function and features.</li> <li>Investigate a range of evidence and sources to understand who lived and worked in the mill.</li> <li>Describe and explain why Samuel Greg needed to develop the village.</li> <li>Describe and explain why Styal was a suitable place to build.</li> <li>Select and combine information to consider how we know religion was important to those that lived in the village.</li> <li>Compare and contrast the lives of the people who worked there.</li> <li>Compare and contrast the lives of school children then and now.</li> </ul>

Year Three			
Term & theme	Spring 1 – School of Rock	Summer 1 – Journeys	Summer 2 – Extraordinary Egyptians
<b>Overarching Enquiry Question</b>	How did life change in Britain through the Stone Age, Bronze Age, and Iron Age?	What do all the ancient civilisations have in common?	How did the civilisation of Ancient Egypt wax and wane?
<b>Sub-enquiry questions</b>	<ol style="list-style-type: none"> <li>1. What was 'new' about the New Stone Age?</li> <li>2. Which was better, Bronze or Iron?</li> <li>3. If you were Julius Caesar, would you have invaded Britain in 55BC?</li> <li>4. When do you think it was better to live – Stone Age, Bronze Age, or Iron Age?</li> </ol>	<ol style="list-style-type: none"> <li>1. So, was everyone an Ancient Egyptian?</li> <li>2. What else was happening in the world at the time of the Ancient Egyptians?</li> <li>3. What would the ancient civilisations need to have in order to function as a city?</li> <li>4. What was the greatest achievement of each civilisation?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who built the Great Pyramid at Giza?</li> <li>2. Why did Hatshepsut send an expedition to Punt?</li> <li>3. What did Akhenaten do that made him so hated?</li> <li>4. What happened to Akhenaten's successors?</li> <li>5. Why do we remember Ramesses II?</li> <li>6. How did Ptolemy II contribute to trade?</li> <li>7. How did the civilisation of Egypt end?</li> </ol>
<b>Prior knowledge</b>	<p>Know and understand that history is chunked into units of time (periods).</p> <p>Know and understand events beyond living memory that are significant nationally – Year 2, The Gunpowder Plot, The Great Fire of London.</p> <p>Know and understand the concepts of parliament (leadership), monarchy, conflict – Year 2, The Gunpowder Plot,</p> <p>Know and understand cause and consequence - Year 2, The Gunpowder Plot, The Great Fire of London.</p> <p>Know and understand of significant historical events, people and places in their own locality - Year 2, Remembrance Day, Quarry Bank Mill</p> <p>Know and understand how the lives of significant individuals in the past, and their roles, have contributed to national and international achievements - Year 2, Remembrance Day, Quarry Bank Mill</p>	<p>Know and understand cause and consequence - Year 2, The Gunpowder Plot, The Great Fire of London, Remembrance Day.</p> <p>Know and understand the concept of a civilisation, building upon their knowledge of its structure and leadership (parliament, monarchy) – Year 2, The Gunpowder Plot. Year 3, Stone Age to Iron Age</p> <p>Know and understand chronological conventions, BC, AD - Year 3, Stone Age to Iron Age</p>	<p>Know and understand the concept of a civilisation - Year 2, The Gunpowder Plot. Year 3, Ancient Civilisations</p> <p>Know and understand chronological conventions, BC, AD - Year 3, Stone Age to Iron Age, Ancient Civilisations.</p> <p>Know and understand reasons for a civilisation to settle - Year 3, Ancient Civilisations.</p>

<p><b>Prior Skills</b></p>	<ul style="list-style-type: none"> <li>• Observe and use pictures, photographs and artefacts to find out about the past.</li> <li>• Start to use stories or accounts to distinguish between fact and fiction.</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>• Observe or handle evidence to ask simple questions about the past.</li> <li>• Describe memories and changes that have happened in their own lives;</li> <li>• Choose and select evidence and say how it can be used to find out about the past.</li> <li>• Order dates from earliest to latest on simple timelines.</li> <li>• Sequence pictures from different periods.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Know and recount episodes from stories and significant events in history.</li> <li>• Understand that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to compare two versions of a past event.</li> <li>• Observe and use pictures, photographs and artefacts to find out about the past.</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>• Observe or handle evidence to ask simple questions about the past.</li> <li>• Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>• Choose and select evidence and say how it can be used to find out about the past.</li> <li>• Order dates from earliest to latest on simple timelines.</li> <li>• Recognise some similarities and differences between the past and the present.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Understand that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to compare two versions of a past event.</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>• Observe or handle evidence to ask simple questions about the past.</li> <li>• Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>• Choose and select evidence and say how it can be used to find out about the past.</li> <li>• Recognise some similarities and differences between the past and the present.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Know and recount episodes from stories and significant events in history.</li> <li>• Understand that there are reasons why people in the past acted as they did.</li> <li>• Describe significant individuals from the past.</li> </ul>
<p><b>Key vocabulary</b></p>	<p>Continuity, Change, Cause, Consequence, Interpretation, Similarity, Difference, Significance, Chronology, Research, Enquiry, Reliability Historically valid, Facts/opinion, Evidence, Timeline</p>		
	<p>Chronological Millennium Century/decade BC/BCE AD/CE Time period Similarities/differences Cause/consequence Prehistoric Evidence Primary/secondary sources Achievements Landscape Archaeology</p>	<p>Civilisation Dynasty Location River Valley Irrigation Achievements Ancient Sumer Indus Valley Ancient Egypt Mummification Pyramid Shang Dynasty of China Era</p>	<p>Civilisation Conquest Era Ancient Modern Pharaoh Scarab Papyrus Scribe Amulet Canopic jar Sarcophagus Tomb Afterlife</p>



Archaeologist Contrasts Trend over time Influence Significant Impact Britain Temporary Permanent Palaeolithic Hunter-gatherers Mesolithic Neolithic Early farmers/farming Deforestation Skara brae Bronze age Stonehenge Iron age hill forts Tribal kingdoms Relationship Identity Challenges Influence Reveal Technology Climate Travel Road system Trade Art and culture Overview Connections Regional, national and international Constructed Architecture Settlements Religion Worship Sacrifice Beliefs	Ancient Modern Settlements Empire Diversity Societies Slave Citizen Dynasties Temples Senate Inventions Peace Power Conquer Laws Justice Medicine Leisure Baths Theatre Myths Legends Education Prosperity Wealth Achievements Process of change Landscape Water Irrigation Farmland Crops Fishing Washing Sewerage Transport Trade Religion	Hieroglyphics Mummification Irrigation Shaduf Sphinx Oasis Egyptologist Ankh Pyramid Barter Rosetta Stone
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<b>Statutory Requirements</b>	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	The achievements of the earliest civilizations – an in depth study of one of Ancient Egypt.
<b>Skills covered</b>	<ul style="list-style-type: none"> <li>• Look at more than two versions of the same event or story in history and identify differences.</li> <li>• Use a range of primary and secondary sources to find out about the past.</li> <li>• Construct informed responses about one aspect of life through careful selection and organisation of relevant historical information.</li> <li>• Gather more detail from sources such as maps/illustrations to build up a clearer picture of the past.</li> <li>• Regularly address historically valid questions to find answers about the past.</li> <li>• Begin to undertake their own research.</li> <li>• Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</li> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Note key changes over a period of time and be able to give reasons for those changes.</li> <li>• Find out about the everyday lives of people in time studied</li> <li>• Identify key features, aspects and events of the time studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of primary and secondary sources to find out about the past.</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</li> <li>• Regularly address and sometimes devise own questions to find answers about the past.</li> <li>• Begin to undertake their own research.</li> <li>• Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</li> <li>• Note key changes over a period of time and be able to give reasons for those changes.</li> <li>• Identify key features, aspects and events of the time studied.</li> <li>• Explain how people and events in the past have influenced life today.</li> <li>• Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>• Use a range of primary and secondary sources to find out about the past.</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</li> <li>• Regularly address and sometimes devise own questions to find answers about the past.</li> <li>• Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</li> <li>• Note key changes over a period of time and be able to give reasons for those changes;</li> <li>• Find out about the everyday lives of people in time studied compared with our life today.</li> <li>• Identify key features, aspects and events of the time studied.</li> </ul>
<b>End Point</b>	<ul style="list-style-type: none"> <li>• Understand the main features and changes regarding the chronology of the Stone Age, creating a simplistic timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand that the four ancient civilisations studied started at different times by sequencing their start,</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use information from a variety of sources to explain how the pyramids came to be built.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand the main changes throughout the period.</li> <li>• Understand the main changes brought about by bronze and iron.</li> <li>• Make judgements based on the evidence available to them to identify the biggest changes between Stone Age life and Iron Age life.</li> <li>• Identify any continuities between then and now.</li> <li>• Use different pieces of evidence and understand how they have lead to different historical conclusions.</li> <li>• Build their own interpretation of Iron Age Britain</li> <li>• Understand how to make comparisons, to reach conclusions and present their conclusions most effectively.</li> </ul>	<p>end, and duration appropriately on a timeline.</p> <ul style="list-style-type: none"> <li>• Describe and explain that these civilisations were of different durations, but that there is one period when all were building cities.</li> <li>• Compare and contrast the early civilisations according to their shared location.</li> <li>• Understand the advantages of creating a settlement along a river.</li> <li>• Devise and address historically valid questions about similarity and difference between civilisations, and to note their significance.</li> <li>• Using their understanding of the civilisations, ask perceptive questions, and think critically about people and events of them.</li> <li>• Understand civilisations by outlining necessary functions of them.</li> <li>• Compare and contrast the early civilisations according to their greatest achievements to explore similarity and difference.</li> <li>• Investigate a range of sources, including artefacts, to weigh evidence, sift arguments, and develop perspective and judgement.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the usefulness of Herodotus as a source.</li> <li>• Give reasons for and results of main events within the period of the Egyptians studied.</li> <li>• Understand that the past is represented in different ways, recognising that there will be different viewpoints of Akhenaten's actions.</li> <li>• Describe characteristic features of past societies and identify changes, suggesting reasons as to why images of Amarna art may have been manipulated.</li> <li>• Know that some events have been interpreted in different ways to give reasons about why Ramesses II wanted only his version of events to be remembered.</li> <li>• Describe features of societies in the past.</li> <li>• Begin to make links between Ancient Greece and Egypt to understand how they are similar and different.</li> </ul>
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Year Four			
Term & theme	Autumn 2 – The Greatest Show	Spring 1 – What did the Romans ever do for us?	Summer 2 – Mam Tor
<b>Overarching Enquiry Question</b>	Why is the discovery of the Lindow Man significant locally (and nationally)?	How did the invasion of the Roman Empire impact British society?	How did the Iron Age Hill Forts shape Britain's society?
<b>Sub-enquiry Questions</b>	<ol style="list-style-type: none"> <li>1. What can archaeology reveal to us about the discovery of the Lindow Man?</li> <li>2. Who was the Lindow Man?</li> <li>3. Why is the Lindow Man significant nationally as well as locally?</li> <li>4. What does the Lindow Man tell us about life in the Iron Age?</li> <li>5. Where is the Lindow Man now?</li> </ol>	<ol style="list-style-type: none"> <li>1. When did the Romans invade and why?</li> <li>2. What kind of men could join the Roman Army?</li> <li>3. How do we know about life on Hadrian's Wall?</li> <li>4. Did the native Britons welcome or resist them, and why?</li> <li>5. Who was Boudicca and why do we remember her?</li> <li>6. How did they influence the culture of the people already here?</li> <li>7. How did Celtic people live?</li> <li>8. Why did the Romans build Hadrian's Wall in the north of England?</li> </ol>	<ol style="list-style-type: none"> <li>1. How did homes change from the Stone Age to Iron Age?</li> <li>2. Why did the Iron Age societies want to protect their homes?</li> <li>3. How were the Iron Age hill forts designed to protect Iron Age tribes?</li> <li>4. What can Mam Tor reveal to us about British society in the Iron Age?</li> </ol>
<b>Prior knowledge</b>	<p>Significant historical events, people and places in their own locality (peat digging/farming at Quarry Bank Mill) - Year 2, Quarry Bank Mill.</p> <p>Know and understand the concept of invasion and settlement, migration and movement – Year 3, Changes in Britain from Stone Age to Iron Age.</p>	<p>Know and understand local changes linked to the Roman period to build chronology – Year 4, Lindow man</p> <p>Know and understand the concept of invasion and settlement, migration and movement – Year 3, Changes in Britain from Stone Age to Iron Age.</p> <p>Know and understand the concept of an ancient civilisation – Year 3, Ancient Civilisations. Year 3, An in-depth study of Ancient Egypt</p> <p>Know and understand the history of Britain as a coherent, chronological narrative,</p>	<p>Learnt about change and continuity, cause and consequence, through changes in the Stone Age to Iron Age – Year 3, Changes in Britain from Stone Age to Iron Age. Year 4 – Lindow Man.</p> <p>Know and understand the history of Britain as a coherent, chronological narrative, understanding how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Know and understand why people have invaded and settled in Britain in the past -</p>

		<p>understanding how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Year 3, Changes in Britain from Stone Age to Iron Age. Year 3, Ancient Civilisations. Year 4, Roman Empire, Year 5, Anglo Saxons, Scots &amp; Vikings Know and understand how to investigate a local site as a historical source – Year 4, Lindow Man.</p>
<p><b>Prior Skills</b></p>	<ul style="list-style-type: none"> <li>• Use a range of primary and secondary sources to find out about the past.</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</li> <li>• Gather more detail from sources such as maps to build up a clearer picture of the past.</li> <li>• Regularly address and sometimes devise own questions to find answers about the past.</li> <li>• Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</li> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Note key changes over a period of time and be able to give reasons for those changes.</li> <li>• Find out about the everyday lives of people in time studied compared with our life today.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at more than two versions of the same event or story in history and identify differences.</li> <li>• Use a range of primary and secondary sources to find out about the past.</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</li> <li>• Regularly address and sometimes devise own questions to find answers about the past.</li> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Note key changes over a period of time and be able to give reasons for those changes.</li> <li>• Find out about the everyday lives of people in time studied compared with our life today.</li> <li>• Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>• Use a range of primary and secondary sources to find out about the past</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</li> <li>• Sequence several events, artefacts or historical figures on a timeline using dates.</li> <li>• Note key changes over a period of time and be able to give reasons for those changes</li> </ul>



Key vocabulary	Continuity, Change, Cause, Consequence, Interpretation, Similarity, Difference, Significance, Chronology, Research, Enquiry, Reliability Historically valid, Facts/opinion, Evidence, Timeline		
Pete Marsh Lindow Man Peat Bogs Marsh Preserved United Kingdom Roman occupation Remains Circumstantial prehistoric chronological evidence Excavated Archaeology Tools Sacrifice Examine exploratory dig The British Museum Culture Period Lindow Moss Cheshire Curator Lindow II Lindow woman Fragmented scientific investigation exhibition Manchester museum Peat-cutting Sacrifice BC AD	Julius Caesar Claudius Romanisation Hypocaust Viaduct/aqueduct Gladiator Coliseum/amphitheatre Hadrian's wall Celts Century Roman Empire Boudica Senate Centurion Britannia Emperor Forum Mosaic Barbarian Gladiator Temple Caledonia Iceni Legion Picts Villa Archaeology Empire Invade/Invasion Settlement Artefacts Gods/Goddesses Rebellion Resistance Conquer Conquest Economy Government Religion and mythology Social structure		prehistoric chronological roundhouses, rectangular turf celts hillforts shelter battle sacrifice offering archaeologist, ceremony gathering preserving interactive Iron Age Society Mam Tor Food Tools Excavated Archaeology Investigate Speculate Archaeological dig Site

<b>Statutory Requirements</b>	A local history study grounded within a further opportunity to deepen knowledge and understanding relating to 'Changes In Britain from the Stone Age to Iron Age'.	Roman Empire and its impact on Britain	Changes in Britain from the Stone Age to the Iron Age
<b>Skills covered</b>	<ul style="list-style-type: none"> <li>• Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>• Use a range of primary and secondary sources to find out about the past</li> <li>• Construct informed responses about a key event in the past through careful selection and organisation of relevant historical information.</li> <li>• Gather more detail from sources (maps, history walks, interviews with historical experts) to build up a clearer picture of the past.</li> <li>• Regularly address and sometimes devise own questions to find answers about the past.</li> <li>• Sequence several events, artefacts or historical figures on a timeline using dates</li> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Find out about the everyday lives of people in time studied compared with our life today</li> <li>• Explain how people and events in the past have influenced life today.</li> <li>• Identify key features, aspects and events of the time studied.</li> <li>• Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of primary and secondary sources to find out about the past.</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</li> <li>• Gather more detail from sources such as maps to build up a clearer picture of the past.</li> <li>• Regularly address and sometimes devise own questions to find answers about the past.</li> <li>• Sequence several events on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</li> <li>• Note key changes over a period of time and be able to give reasons for those changes.</li> <li>• Find out about the everyday lives of people in time studied compared with our life today.</li> <li>• Explain how people and events in the past have influenced life today.</li> <li>• Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>• Use a range of primary and secondary sources to find out about the past.</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</li> <li>• Gather more detail from sources such as maps to build up a clearer picture of the past.</li> <li>• Regularly address and sometimes devise own questions to find answers about the past.</li> <li>• Begin to undertake their own research.</li> <li>• Note key changes over a period of time and be able to give reasons for those changes.</li> <li>• Find out about the everyday lives of people in time studied compared with our life today.</li> </ul>
<b>End Point</b>	<ul style="list-style-type: none"> <li>• Describe and explain who the Lindow Man is and what is known about him.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain that the Romans attempted to invade twice before they were successful on their third attempt.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how homes changes from the Stone Age to the Iron Age.</li> <li>• Justify why Iron Age people wanted to protect their homes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use a range of primary and secondary sources to investigate a range of historic claims about the Lindow Man.</li> <li>• Interpret historians' views of the past to compare and contrast different accounts of the Lindow Man and who he was.</li> <li>• Interpret artefacts from the archaeological excavation to understand how historians learn about the past.</li> <li>• Interpret artefacts from the archaeological excavation to describe what they tell us about the period of time (Iron Age).</li> <li>• Develop chronological understanding of the conventions of BC and AD to place the Lindow Man's death and discovery on a timeline.</li> <li>• Participate in a local history walk.</li> <li>• Describe and explain the importance of the Lindow Man locally.</li> <li>• Describe and explain the importance of the Lindow Man nationally.</li> <li>• Compare and contrast the historical importance of the Lindow Man upon his discovery and today.</li> <li>• Explain where and why the Lindow Man is sited now.</li> </ul>	<ul style="list-style-type: none"> <li>• Reason with why the Romans wanted to control the minerals and exports from this country.</li> <li>• Investigate why the Roman Army was so successful in build up the Roman Empire.</li> <li>• Compare and contrast a range of primary and secondary sources to understand why little is known about this period.</li> <li>• Interpret historians view of the past to compare and contrast different accounts.</li> <li>• Compare and contrast why some tribes did not welcome the Romans where others did.</li> <li>• Order times to develop chronological understanding.</li> <li>• Assess sources for accuracy and bias to develop historical interpretation skills, considering Bouddica.</li> <li>• Interpret ruins to explain why the Romans built Hadrian's Wall in the north of England.</li> <li>• Present and communicate understanding to a variety of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how hillforts were designed to protect Iron Age tribes.</li> <li>• Understand the differential distribution of hill forts across the country.</li> <li>• Locate Mam Tor as an Iron Age Hill fort in our locality.</li> <li>• Answer historical questions using map-reading skills.</li> <li>• Generate questions about a historical topic.</li> <li>• Explore what life was like at Mam Tor, describing and explaining its features.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources, including map skills.</li> <li>• Devise historically valid questions and investigate answers from a range of sources.</li> <li>• To read an archaeological site plan and generate relevant questions.</li> <li>• To explore the physical remains of a hill fort and understand some archaeological methods of gathering evidence.</li> <li>• Select, record and present historical information.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>
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Year Five			
Term & theme	Autumn 2 – Angle-Land to England	Spring 1 – Raiders or Traders? Invaders and Settlers.	Summer 2 -
<b>Overarching Enquiry Question</b>	How did the Anglo-Saxons' and Scots' settlement impact British civilisation?	Why was there a struggle for power between the Anglo-Saxons and the Vikings during the Kingdom of Edward through to the time of Edward the Confessor?	How important is Eweka's story? Exploring Benin's Big Picture of the Past
<b>Sub-Enquiry Questions</b>	<ol style="list-style-type: none"> <li>Where did the Angles, Saxons, Jutes, Frisians come from? Where else did they go? Where did they settle?</li> <li>Why did they come to Britain and move away from where they were born?</li> <li>What kind of people were they?</li> <li>What challenges did they face in establishing settlement?</li> </ol>	<ol style="list-style-type: none"> <li>Who were the Anglo-Saxons and Vikings?</li> <li>Why did the Anglo-Saxons and Vikings both invade and settle in Britain?</li> <li>How well did the Anglo-Saxons and Vikings get on with each other?</li> <li>What was life really like in Anglo-Saxon and Viking Britain?</li> <li>What did the Anglo-Saxons and Vikings leave behind?</li> </ol>	<ol style="list-style-type: none"> <li>What is Africa's Big Picture?</li> <li>If objects could speak, what story would they tell?</li> <li>Why was Benin worth visiting in Tudor and Stuart times?</li> <li>Why is the story of Eweka so important?</li> </ol>
<b>Prior knowledge</b>	<p>Know and understand the concept of invasion and settlement, migration and movement – Year 3, Changes in Britain from Stone Age to Iron Age. Year 4, Roman Empire. Year 5, Anglo Saxons and Scots</p> <p>Know and understand the concepts of society and civilisation – Year 3, Ancient Civilisations. Year 3, An in-depth study of Ancient Egypt</p> <p>Know and understand the concept of diversity through culture, trade, building and language - Year 3, Ancient Civilisations. Year 4 – Roman Empire. Year 4 – Iron Age Hill Forts.</p> <p>Know and understand the history of Britain as a coherent, chronological narrative, understanding how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Know and understand the concept of invasion and settlement, migration and movement – Year 3, Changes in Britain from Stone Age to Iron Age. Year 4, Roman Empire. Year 5, Anglo Saxons and Scots</p> <p>Know and understand the concept of civilisation – Year 3, Ancient Civilisations. Year 3, An in-depth study of Ancient Egypt</p> <p>Know and understand cause and consequence historically - Year 3, Changes in Britain from Stone Age to Iron Age.</p> <p>Know and understand the history of Britain as a coherent, chronological narrative, understanding how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Learnt about aspects of life in other periods and societies – Year 3, Changes in Britain from Stone Age to Iron Age. Year 3 – Ancient Civilisations.</p> <p>Know and understand why people have invaded settled in Britain in the past - Year 3, Changes in Britain from Stone Age to Iron Age. Year 3, Ancient Civilisations. Year 4, Roman Empire, Year 5, Anglo Saxons, Scots &amp; Vikings</p> <p>Know and understand about Egypt as an ancient civilisation as a way of understanding African societies of the past – Year 3, An in-depth study of Ancient Egypt</p>

<p><b>Prior Skills</b></p>	<ul style="list-style-type: none"> <li>Identified different representations of the past to explain some of the reasons why the accounts may be different.</li> <li>Used a range of primary and secondary sources</li> <li>Constructed informed responses to the past</li> <li>Selected and organised relevant history information</li> <li>Addressed historically valid questions</li> <li>Sequence events on a timeline</li> <li>Note key changes over a period of time and be able to give reasons for those changes</li> </ul>	<ul style="list-style-type: none"> <li>Identified different representations of the past to explain some of the reasons why the accounts may be different.</li> <li>Used a range of primary and secondary sources</li> <li>Constructed informed responses to the past</li> <li>Explain how people and events in the past have influenced life today;</li> <li>Identify key features, aspects and events of the time studied;</li> <li>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<ul style="list-style-type: none"> <li>Used chronological conventions, BC, AD</li> <li>Identified different representations of the past to explain some of the reasons why the accounts may be different.</li> <li>Used artefacts to find out about the past</li> <li>Used a range of primary and secondary sources</li> <li>Constructed informed responses to the past</li> </ul>
<p><b>Key vocabulary</b></p>	<p>Significance/significant, Similarity/similar, Difference/different, Cause, Consequence, Propaganda, Bias, Society, Point of view, Objectivity, Chronology, Observation, Research, Reflection, Interpretation, Historically valid, Investigate, Conclusions Historical perspective, Judgement, Subjectivity, Legacy</p>		
	<p>Britain's settlement by Anglo-Saxons and Scots Raids Resistance Danegeld Alfred the Great Athelstan Edward the Confessor Thing Outlaw Outlawed Law speaker Criminal Justice Defendant Court Ordeal Wergild Settlement Settler Site Need Shelter Food</p>	<p>Invasions Expansion Kingdom Settlements Village life Peasantry Hierarchy Laws and justice Withdrawal Contexts Cultural Economic Military Political Religious Social history Short and long term timescales Civilisation Gender Period/era Achievements Influence</p>	<p>Benin AD 900 Advanced civilisations Discovery Encounter Oba (King) Big Picture Century Decade Museology Museum Curator Evidence Object Artefact Interpretation Gallery Exhibition Brass casting Palace Royal Court Oba</p>

	Defence Water Fuel Building materials Agriculture Transport Village Weaver Tanner Smith Potter Jeweller Woodworker Thatched roof Root meaning village Town County Kingdom Northwich Middlewich Nantwich Sandbach Knutsford Peasantry	Scholars Dynasties Symbolic Renowned Conquer Navigation Civilisation Comparison Calendar Astronomy Observatory Wisdom Community Impact Merchants Archaeologists Complexity Follies of mankind Successful leader Peasantry	Uzama Animists Ogiso Guild Brass Elders Dynasty Yam Cowrie Shell Oracle Oral culture Sacrifice Ivory Edo Ife Slave trade Ceremony Plaque Igodomigodo Storyteller Merchant
<b>Statutory Requirements</b>	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A non-European society that provides contrasts with British history.
<b>Skills covered</b>	<ul style="list-style-type: none"> <li>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>start to understand the difference between primary and secondary evidence and the impact of this on reliability</li> <li>know that people in the past represent events or ideas in a way that may be to persuade others</li> <li>Begin to evaluate the usefulness of different sources.</li> </ul>	<ul style="list-style-type: none"> <li>Find and analyse a wide range of evidence about the past</li> <li>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>Consider different ways of checking the accuracy of interpretations of the past</li> <li>Recognise when they are using primary and secondary sources of information to investigate the past</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>Consider different ways of checking the accuracy of interpretations of the past</li> <li>Recognise when they are using primary and secondary sources of information to investigate the past</li> </ul>

	<ul style="list-style-type: none"> <li>• Select relevant sections of information to address historically valid questions and construct detailed, informed responses</li> <li>• Order an increasing number of significant events, movements and dates on a timeline using dates accurately</li> <li>• Understand and describe in some detail the main changes to an aspect in a period in history</li> <li>• Identify and note connections, contrasts and trends over time in the everyday lives of people</li> <li>• Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to evaluate the usefulness of different sources.</li> <li>• Select relevant sections of information to address historically valid questions and construct detailed, informed responses</li> <li>• Accurately use dates and terms to describe historical events</li> <li>• Understand and describe in some detail the main changes to an aspect in a period in history</li> <li>• Identify and note connections, contrasts and trends over time in the everyday lives of people</li> <li>• Use appropriate historical terms such as culture, religious, social, economic and political when describing the past</li> <li>• Examine causes and results of great events and the impact these had on people</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to evaluate the usefulness of different sources.</li> <li>• Investigate their own lines of enquiry by posing historically valid questions to answer.</li> <li>• Order an increasing number of significant events, movements and dates on a timeline using dates accurately</li> <li>• Understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>• Use appropriate historical terms such as culture, religious, social, economic and political when describing the past</li> <li>• Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>
<b>End Point</b>	<ul style="list-style-type: none"> <li>• Explain what a settlement is and describe and explain reasons for Anglo-Saxon settlement, investigating push and pull factors</li> <li>• Locate key periods on a timeline, identifying how they overlap</li> <li>• Identify important features of a settlement site.</li> <li>• Identify and explain settlers' needs according to their importance.</li> <li>• Identify reasons settlers have chosen a site.</li> <li>• Evaluate sources used to inform understanding</li> <li>• Investigate Anglo-Saxon place names and their root meanings, labelling a map of Britain to show Anglo-Saxon counties, cities and town names with a focus on those in their locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate some differences between Anglo-Saxons, Vikings and Scots.</li> <li>• Use a range of sources effectively to contribute to knowledge and understanding of Anglo Saxon and Viking lives.</li> <li>• Explain reasons why the Anglo-Saxons and Vikings both chose to invade Britain.</li> <li>• Make links between these societies and others, considering the impact of these in their own locality.</li> <li>• Explain the challenges the Anglo-Saxons and Vikings faced and how they tried to overcome them.</li> <li>• Know and understand ways in which the Anglo-Saxons and Vikings were in conflict with each other and also ways in which they were in agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate a range of sources to interpret information about Africa's past, understanding this is how historians interpretations can differ.</li> <li>• Demonstrate and understanding of some of the main events in Africa's past.</li> <li>• Select information about Africa's past and justify what they, as individuals, consider were its most significant events</li> <li>• Explain what caused Benin to loose its Bronzes.</li> <li>• Understand how our knowledge of Benin is built from a range of sources.</li> <li>• Compare Eweka's Benin with Saxon and Norman Britain to consider similarities and differences</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe a typical Anglo-Saxon village and explain what roles people had within society.</li> <li>• Describe, analyse and evaluate artefacts</li> <li>• Use historical evidence to draw conclusions, questioning validity of sources</li> <li>• Demonstrate an understanding of the challenges faced by the Anglo-Saxons in establishing settlement.</li> <li>• Describe features of early Christianity and how and why it changed society.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the structure of the Anglo-Saxon societies.</li> <li>• Describe key Viking achievements to explain why they were so successful.</li> <li>• Understand and explain the significance of individuals (including Alfred, Aethelflaed, Athelstan and Cnut) in contributing to Anglo-Saxon and Viking societies</li> <li>• Evaluate a range of evidence to provide a reasoned comparison of Anglo-Saxon and Viking society.</li> <li>• Compare aspects of Anglo-Saxon and Viking life with life today.</li> <li>• Distinguish between myth and reality in Anglo-Saxon and Viking society.</li> <li>• Explain how extensive Viking links were with the rest of the world.</li> <li>• Explain what it most significant about this period of history.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how and why there are different versions of Eweka's story</li> <li>• To address a historical valid question about the significance of different times in Benin's past.</li> </ul>
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Year Six			
Term & theme	Autumn 1 – Conflict & Resolution	Autumn 2 – Endangered or Empowered	Summer 2 – Be the Change You Want to See in the World
<b>Overarching Enquiry Question</b>	Why was the Battle of Britain a significant turning point in WWII?	How did Tatton Park and Ringway Aerodrome contribute to Britain's successful war efforts?	Can we thank the Ancient Greeks for anything in our lives today?
<b>Sub-enquiry questions</b>	<ol style="list-style-type: none"> <li>1. Why did Britain have to go to war in 1939?</li> <li>2. Why was it necessary for children to be evacuated?</li> <li>3. How was Britain able to stand firm against the German threat?</li> <li>4. What was the Battle of Britain?</li> <li>5. If Britain was only a few days away from defeat, how did the nation win the Battle of Britain a month later?</li> <li>6. Why did Germany lose the Battle of Britain?</li> <li>7. Why is the Battle of Britain recognised as a significant turning point?</li> <li>8. What do these war time artefacts reveal about people's experiences?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is/was Tatton Park and Ringway Aerodrome and what do we know about these locations through time?</li> <li>2. Why did the RAF train men between Ringway and Tatton Park?</li> <li>4. Why was Tatton Park a suitable site for RAF training?</li> <li>5. How did Tatton Park and RAF Ringway benefit Britain's war effort?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who were the Ancient Greeks?</li> <li>2. What do artefacts tell us about what life was like in Ancient Greece?</li> <li>3. What are the similarities between our school and schools in Ancient Greece?</li> <li>4. What can we learn from our language about Ancient Greece?</li> <li>5. What do some of our buildings tell us about how we view Ancient Greece today?</li> <li>6. How were the Ancient Greeks governed and are there any similarities with how we are governed today?</li> <li>7. How have the Olympic Games changed since they were first held in Ancient Greece?</li> <li>8. Which is the most important legacy of the Ancient Greeks?</li> </ol>
<b>Prior knowledge</b>	<p>Know and understand the nature of a war from annual Remembrance Day celebrations</p> <p>Know and understand the concept of conflict – Year 2, The Gunpowder Plot</p> <p>Know and understand how the lives of significant individuals, who have, in the past, contributes to national and international achievements – Year 2 World War I</p> <p>Know and understand the concept of invasion and settlement, migration and movement – Year 3, Changes in Britain from the Stone Age to Iron Age. Year 4, The Roman Empire and its impact on Britain. Year 5 – Britain's settlement by Anglo-Saxons and Scots &amp; The Viking and Anglo-Saxon</p>	<p>Know and understand the nature of war from annual Remembrance Day celebrations and from an in-depth study of a significant turning point in WWII – Year 6</p> <p>Know and understand the community of historians in Wilmslow – Year 2, Quarry Bank Mill. Year 4, Lindow Man Local History Study</p>	<p>Know and understand the nature of ancient civilisations – Year 3, The achievements of the earliest civilisations &amp; An in-depth study of Ancient Egypt</p>

	<p>struggle for the Kingdom of England to the time of Edward the Confessor.</p>		
<p><b>Prior Skills</b></p>	<ul style="list-style-type: none"> <li>• Use a range of evidence to offer some clear reasons for different interpretations of events</li> <li>• Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</li> <li>• Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>• Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>• Understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>• Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> <li>• identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>• Examine causes and results of great events and the impact these had on people;</li> <li>• Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>• Start to understand the difference between primary and secondary evidence and the impact of this on reliability</li> <li>• Show an awareness of the concept of propaganda</li> <li>• Investigate their own lines of enquiry by posing historically valid questions to answer.</li> <li>• Understand and describe in some detail the main changes to an aspect in a period in history</li> <li>• Identify and note connections, contrasts and trends over time in the everyday lives of people</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>• Consider different ways of checking the accuracy of interpretations of the past</li> <li>• Start to understand the difference between primary and secondary evidence and the impact of this on reliability</li> <li>• Select relevant sections of information to address historically valid questions and construct detailed, informed responses</li> <li>• Order an increasing number of significant events, movements and dates on a timeline using dates accurately</li> <li>• Understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>• Identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>• Examine causes and results of great events and the impact these had on people</li> <li>• Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>

<b>Key vocabulary</b>	Deduction Inference Organising Information Chronology Comparison Observation Discussion Research Reflection Interpretation Questioning – historically valid, perceptive questions Investigate Forming conclusions Making links. Historical perspective Judgement Contrasting Arguments and interpretations Cause Consequence Change Continuity		
	<p>Long arc of time Legacy Turning point Invasion Shelter Allies Axis Civilians Evacuee Rationing Refugee Siren Telegram Empathy Threat Democracy Dictatorship Neville Chamberlain Resistance Occupied Victory Defeat Stalemate Phoney war Winston Churchill Adolf Hitler Nazi Party Stormtrooper Gestapo Army Liberate Underground Spitfire Hurricane Dogfight RAF Luftwaffe Messerschmitt Junker Pilot</p>	<p>Tatton Park Parish Constituency Royal Air Force Baron Egerton Lord Egerton Egerton family Parachute Parachutist Training Regime Evacuation Estate Aristocratic Soldiers Civilians Aviators Special agents Occupied Procedures Protocols Drills Nationalities Memorial Heritage Paratroops No. 1 Parachute training school Ringway Aerodrome RAF Ringway Manchester Airport Commissioned</p>	<p>Ancient Greek Western world Democracy Philosophy Philosopher Olympic games Athens Parthenon/acropolis Myth Legend Acropolis City-state Parthenon Marathon Olympics Citizen Alphabet Tragedy Agora Hellenistic Phalanx Aristocrat Mythology Column Hoplite Peninsula Oracle Terraced</p>

	Squadron Aerial warfare Declared Policy appeasement		
<b>Statutory Requirements</b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A local history study	Ancient Greece – a study of Greek life and achievements and their influence on the western world
<b>Skills covered</b>	<ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of British history</li> <li>• Understanding similarity and difference, continuity and change</li> <li>• Understand significance</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Consider different ways of checking the accuracy of interpretations of the past</li> <li>• Understand the difference between primary and secondary evidence and the impact of this on reliability</li> <li>• Show an awareness of the concept of propaganda</li> <li>• Create own structured accounts, including written narratives and analyses</li> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Order an increasing number of significant events, movements and dates on a timeline using dates accurately</li> <li>• Understand and describe in some detail the main changes to an aspect in a period in history</li> <li>• Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of British history</li> <li>• Understanding similarity and difference, continuity and change</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Understand how evidence is used to make historical claims</li> <li>• Recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>• Understand and regularly address and sometimes devise historically valid questions about significance.</li> <li>• Identify and describe reasons for, and results of, events, situations and changes</li> <li>• Identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>• Describe the key features of the past, including the everyday lives of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of world history</li> <li>• Understanding characteristic ideas, beliefs, attitudes, diversity</li> <li>• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</li> <li>• Consider different ways of checking the accuracy of interpretations of the past</li> <li>• Recognise when they are using primary and secondary sources of information to investigate the past</li> <li>• Investigate their own lines of enquiry by posing historically valid questions to answer.</li> <li>• Order an increasing number of significant events, movements and dates on a timeline using dates accurately</li> <li>• Accurately use dates and terms to describe historical events</li> <li>• Understand and describe in some detail the main changes to an aspect in a period in history</li> </ul>

	<p>Ancient Egypt.</p> <ul style="list-style-type: none"> <li>• Identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>• Examine causes and results of great events and the impact these had on people</li> <li>• Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and note connections, contrasts and trends over time in the everyday lives of people</li> <li>• Use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>• Examine causes and results of great events and the impact these had on people</li> <li>• Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>
<p><b>End Point</b></p>	<ul style="list-style-type: none"> <li>• Develop a chronologically secure understanding of British history by building knowledge of the consequences of WWI.</li> <li>• Develop a chronologically secure knowledge and understanding of British history by ordering a number of events, movements and dates on a timeline that culminated in the policy of appeasement and subsequently war being declared.</li> <li>• Develop a coherent narrative of the war, including at a British and world dimension.</li> <li>• Address questions related to similarity and difference in the fluctuating numbers of evacuees throughout war</li> <li>• Address questions about similarity and difference through selection and organisation of historical information.</li> <li>• Understand the concept of propaganda to inform responses through thoughtful selection of relevant information.</li> <li>• Understand how our knowledge of the impact of the war is constructed from a range of sources – government, civilian, primary, secondary.</li> </ul>	<ul style="list-style-type: none"> <li>• Address historically valid questions related to the significance of Tatton Park in the wider context of war</li> <li>• Develop a coherent narrative of the war, at a British level.</li> <li>• Use a range of evidence to offer some clear reasons for different interpretations of life as a parachutist, linking this to factual understanding about the past</li> <li>• Consider different ways of checking the accuracy of interpretations of the past</li> <li>• Investigate their own lines of enquiry linked to Tatton Park’s value and purpose in war by posing historically valid questions to answer.</li> <li>• Accurately use dates and terms to describe historical events taking place between Tatton Park and Ringway Aerodrome</li> <li>• Describe the key features of the past, including attitudes, beliefs and the everyday lives of war time men and women at RAF Ringway</li> </ul>	<ul style="list-style-type: none"> <li>• To infer, using a range of sources, information from artefacts about what life was like in Ancient Greece</li> <li>• To consider the utility and limitations of using artefacts in isolation from other historical sources</li> <li>• Use a range of sources to find out about life in Ancient Greek schools and make inferences</li> <li>• Describe similarities and differences from the past and give reasons for some of these</li> <li>• To show some understanding that aspects of the past have been represented and interpreted in different ways</li> <li>• To use written sources to make inferences about the influence of the Ancient Greek language on modern English</li> <li>• Use pictorial sources to identify the similarities and differences between Ancient Greek and contemporary</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand that there were similarities and differences between people and their experiences.</li> <li>• Develop an understanding of the issues and opportunities in using historical fiction and the importance of comparing this with other historical sources when we interpret our understanding of the past.</li> <li>• Address historical questions related to similarity and difference between fiction and evidence-based sources.</li> <li>• Address historically valid questions related to the cause of the Battle of Britain and its wider context; the significance of the Battle.</li> <li>• Develop an understanding of links between Britain and the allied countries of the world.</li> <li>• Develop the ability to select information from a range of historical sources, understanding the impact of reliability, validity and bias.</li> <li>• Understand how our knowledge of the impact of the war is constructed from a range of sources.</li> <li>• Understand similarity and difference to determine connections and contrasts through time.</li> <li>• Construct informed responses to realise the significance of a historical turning point.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>architecture, and make inferences about the influence of the latter</p> <ul style="list-style-type: none"> <li>• To understand how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today</li> <li>• To identify some of the similarities and differences between life in Ancient Greece and today</li> <li>• To identify the most important legacy of the Ancient Greeks giving reasons.</li> </ul>
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