

History

Y1



Travel and Transport

Knowledge

CORE

Lesson 1. Identify modern forms of transport

Lesson 2. Investigate what people used before cars, trains and planes

Lesson 3. Describe what early trains were like

Lesson 4. Explain how cars have changed over time since they were invented

Lesson 5. Discover when planes were invented and describe the impact this invention had on travel

Lesson 6. Find out about space travel by exploring the Apollo 11 mission to the moon

Chronological understanding and Historical Enquiry

CORE

Understand some of the ways in which we can obtain information about the past

Understand that transport has changed over time and is still changing and developing

Begin to have an idea of past, present and future

WORKING DEEPER

Work with confidence, explaining clearly historical facts and theories

Ask questions which demonstrate a depth of thinking

Vocabulary

CORE

Understand and use correctly key vocabulary: transport, railway, station, platform, vehicles, space, tram, boat, ship, steam train, bicycle, penny farthing, car, aeroplane

Toys

Knowledge

CORE

Lesson 1. Describe my favourite toys.

Lesson 2. Find out about the toys my parents and grandparents played with

Lesson 3. Explain how toys have changed within living memory

Lesson 4. Examine and sort toys by their characteristics.

Lesson 5. Compare and contrast toys over time.

Lesson 6. Summarise how toys have changed within living memory.

Chronological understanding and Historical Enquiry

CORE

Begin to have an idea of past, present and future

Understand some of the ways in which we can obtain information about the past

Identify similarities and differences between ways of life in different periods

WORKING DEEPER

Ask questions which demonstrate a depth of thinking

Work with confidence, explaining clearly historical facts and theories

Vocabulary

CORE

Understand and use correctly key vocabulary: past, present, then, now, year, today, a long time ago, recent, before, after, old, new, younger, lifetime, remember, living memory, generation, parents, carers, grandparents, time period, decade, century, chronology, chronological order, sequence, change, same, different, important, significant, evidence, source, investigate, toys, play, photograph, memory, design, materials, invention, modern technology, plastic, electronic, daily life

Seaside Holidays

Knowledge

CORE

Lesson 1. Identify features of a seaside holiday

Lesson 2. Use sources to find out about seaside holidays in the past

Lesson 3. Describe what a Victorian seaside holiday was like

Lesson 4. Explain when and how seaside holidays became popular.

Lesson 5. Explore seaside holidays within living memory

Lesson 6. Compare seaside holidays in the past with seaside holidays now

Chronological understanding and Historical Enquiry

CORE

Use a range of sources to understand key features of seaside holidays

Understand some of the ways in which we can obtain information about the past

Begin to have an idea of past, present and future

WORKING DEEPER

Work with confidence, explaining clearly historical facts and theories

Ask questions which demonstrate a depth of thinking

Vocabulary

CORE

Understand and use correctly key vocabulary: seaside, beach, coast, summer, holidays, modern, now, the past, Victorian, Queen Victoria, century, sources, historian, promenade, pier, beach hut, bathing machine, parasol, Punch and Judy, horse and carriage, stagecoach, steam engine, steam train, carriage, railway, bank holiday, annual leave, coach, caravan, B&B, fish and chips, ice cream, stick of rock, candy floss, cockles, whelks, jellied eels, amusement arcade, funfair

History

Y2



The Great Fire of London

Knowledge

CORE

Lesson 1: Describe what life was like in London in 1666

Lesson 2: Explain how the Great Fire of London began

Lesson 3: Describe how the Great Fire of London spread.

Lesson 4: Understand how London was affected by the fire

Lesson 5: Explore how London was rebuilt after the fire.

Lesson 6: Explain how London changed after the Great Fire.

Chronological understanding and Historical Enquiry

CORE

Explain how we know about the events of the Great Fire of London

Locate the Great Fire of London on a timeline of British history

Identify differences between 17th Century London and how we live now.

WORKING DEEPER

Explain why there may be different viewpoints about what or who caused the spread of the fire

Ask questions which demonstrate a depth of thinking

Work with confidence, explaining clearly historical facts and theories

Vocabulary

CORE

Understand and use correctly key vocabulary: past, present, long ago, modern, today, 17th Century, King, Charles II, Stuart, reign, monarch, government, fire, weather, buildings, rebuilding, safety, materials, timber, thatch, brick, stone, concrete, glass, fire-resistant, flammable, firebreak, bakery, homes, settlement, city, London, River Thames, daily life, communication, Thomas Farriner, Samuel Pepys, Lord Mayor, stories, sources

The Gunpowder Plot

Knowledge

CORE

Lesson 1: Explain where and when the Gunpowder Plot happened.

Lesson 2: Find out about religion during the Stuart era

Lesson 3: Explain who Guy Fawkes was, and how he became involved in the Gunpowder Plot.

Lesson 4: Retell the events of the Gunpowder Plot in chronological order.

Lesson 5: Describe why and how we still celebrate Bonfire Night.

Chronological Understanding and Historical Enquiry

CORE

Understand that Religion can be the cause of conflict

WORKING DEEPER

Work with confidence, explaining clearly historical facts and theories

Ask questions which demonstrate a depth of thinking

Vocabulary

CORE

Understand and use correctly key vocabulary: Houses of Parliament, conspirators, gunpowder, King James I, Protestant, Catholic,

The Victorians

Knowledge

CORE

Lesson 1: Describe what homes were like in Victorian England.

Lesson 2: Describe what life was like for Victorian children. Schools, workhouses.

Lesson 3: Explain what Florence Nightingale did and how it changed hospitals and nursing.

Lesson 4: Understand who Mary Seacole was and describe the main events of her life

Lesson 5: Explore who LS Lowry was and why he is significant to our local area.

Chronological understanding and Historical Enquiry

CORE

Use a range of sources to understand key features of Victorian life for children

Understand that the Victorian era is named after Queen Victoria

WORKING DEEPER

Work with confidence, explaining clearly historical facts and theories

Ask questions which demonstrate a depth of thinking

Vocabulary

CORE

Understand and use correctly key vocabulary: present; then; now; timeline; sequence; recent; artefact; Victorian; Queen Victoria; empire; school; blackboard; chalk; slate; dunce cap; ink well; mangle; posser;

Remembrance

Knowledge

CORE

Lesson 1: Find out about Walter Tull and explain why he is significant

Lesson 2: Explain why November 11th is known as Remembrance Day and describe how it is marked.

History

Y3



Changes in Britain from the Stone Age to the Iron Age

Knowledge

CORE

Lesson 1. Explain why this period is called the Stone Age. Identify the Stone Age on a timeline, including the three Stone Age Periods (Paleolithic, Mesolithic, Neolithic). Understand what pre-history means.

Lesson 2. Describe people's diet in the early Stone Age. Explain what hunter-gatherers means, and describe weapons used for hunting.

Lesson 3. Describe how homes changed in the Stone Age.

Lesson 4. Explain changes that took place during the Neolithic period, including living in settlements and growing crops.

Lesson 5. Research and present information about a Neolithic Stone Age village (Skara Brae).

Lesson 6. Research and present information about the importance of Stonehenge.

Lesson 7. Explain how life changed in the Bronze Age.

Lesson 8. Describe Bronze Age burial practices.

Lesson 9. Explain how the discovery of iron ore changed people's lives.

Lesson 10. Describe an Iron Age round house. Explain what a hill fort is and why people lived in them during the Iron Age.

Chronological understanding and Historical Enquiry

CORE

Understand and use BC and AD dates.

Understand that the only evidence we have of the Stone Age, Bronze Age and Iron Age is artefacts from that time.

Investigate pictures of artefacts to find out about the period.

WORKING DEEPER

Work with confidence, explaining clearly historical facts and theories

Independently, apply their knowledge to different periods of history, making connections across time

Ask questions which demonstrate a depth of thinking

Vocabulary

CORE

Understand and use correctly key vocabulary: Stone Age, Bronze Age, Iron Age, prehistory, prehistoric, Paleolithic, Mesolithic, Neolithic, artefact, archaeologist, forage, hunter-gatherer, flint, agriculture, settlement, hill fort.

The Roman Empire and its impact on Britain

Knowledge

CORE

Lesson 1. Explain key facts about the successful invasion of Britain by Emperor Claudius.
Explain why the Roman army was so powerful.

Lesson 2. Explain why the Romans built new roads in Britain and how the roads were made.
Identify some of the places linked by the new roads.

Lesson 3. Explain who Boudicca was and why she led a revolt against the Romans.

Lesson 4. Compare Roman homes and settlements with the hill forts and round houses of the Iron Age.

Lesson 5. Understand the religious beliefs of the Romans and describe some of the gods and goddesses that they worshipped.

Lesson 6. Describe the features of Roman baths and explain their significance in Roman life.

Lesson 7. Explain why the Romans left Britain. Describe the lasting impact of the Roman Empire on Britain.

Chronological Understanding & Historical Enquiry

CORE

Understand and use BC and AD dates.

Identify the Roman period on a timeline.

Describe the range of evidence that we have for the Roman period in Britain.

WORKING DEEPER

Work with confidence, explaining clearly historical facts and theories

Independently, apply their knowledge to different periods of history, making connections across time

Ask questions which demonstrate a depth of thinking

Vocabulary

CORE

Understand and use correctly key vocabulary: empire, emperor, conquest, Latin, legion, legionary, centurion, revolt, mosaic, aqueduct, villa, settlement, gods, goddesses.

History

Y4



Earliest Civilizations: an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China.

Knowledge

CORE

Lesson 1. Explain what life was like for the ordinary people of Ancient Egypt. • Ancient Egypt is a civilization from before Jesus was born (BC). • What was education like for boys and girls? • Hierarchy and importance of different groups of people

Lesson 2. Explain the significance of the River Nile to the Ancient Egyptians • Farming • Trade and Transport • Seasons / Calendar • Building

Lesson 3. Describe some of the beliefs held by the Ancient Egyptians • Gods and Goddesses • Creation belief • Role of Pharaoh on earth

Lesson 4. Explain the process of mummification and why it was important • Belief in the afterlife

Lesson 5. Describe how pyramids developed over time

Lesson 6. Identify the achievements of the Ancient Egyptians • Importance of archaeologists eg. Howard Carter • Historical sources to inform • Early writing, maths, creation of a calendar, time keeping, architecture, keys, court system

Lesson 7. Compare the achievements of the Ancient Egyptians with those of the Indus Valley, Shang and Ancient Sumer civilizations. • Same line of latitude • Fertile crescent, relied on rivers • Comparison of achievements

Chronological Understanding and Historical Enquiry

CORE

Use and interpret online maps and timelines

Understand how evidence can give us different answers about the past.

Identify periods of history on a timeline

Investigate records of artefacts from the time as a source of evidence; explain how useful they are for information

WORKING DEEPER

Work with confidence, explaining clearly historical facts and theories

Independently, apply their knowledge to different periods of history, making connections across time

Ask questions which demonstrate a depth of thinking

Vocabulary

CORE

Understand and use correctly key vocabulary: Civilization, Dynasty, location, river valley, irrigation, achievements, River Nile, scarab, afterlife, pyramid, hieroglyphs, sarcophagus, mummy, papyrus, pharaoh, archeologist, polytheism, Egyptologist, trade, empire, artefact, scribe, monarchy

Anglo-Saxons, Scots and Vikings: 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

Knowledge

CORE

Lesson 1. Describe why, when and from where the Scots and Anglo-Saxons invaded Britain • Anglo-Saxon tribes invaded Britain after the Romans left in 410AD, leaving Britain vulnerable. • Recap reasons for Roman departure • Different tribes settled in different areas • 7 Anglo-Saxon Kingdoms • Anglo-Saxons never conquered Scotland, Wales or Cornwall

Lesson 2. Describe a typical Anglo-Saxon village and explain what jobs the people did. • Each village governed independently • Hierarchy and roles for different groups of people

Lesson 3. Describe the beliefs and practices of Anglo-Saxons • Pagan beliefs in many Gods • Early Christianity – conversion of Ethelred by Augustine • Foundation of Canterbury Cathedral

Lesson 4. Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture • What does the discovery at Sutton Hoo tell us?

Lesson 5. Explain how the Anglo-Saxons have influenced Britain. • Division of land • Place names • Spread of Christianity • Churches • Law and Order

Lesson 6. Explain where the Vikings originated from and why they chose to raid and settle in Britain • Invaders / Settlers • The Vikings began the raid Britain in the 8th century AD

Lesson 7. Identify and explain key aspects of Viking life. • Life in a Viking village • The Vikings had many gods • Beliefs the Vikings had of life after death

Lesson 8. Compare the significance of Anglo-Saxon kings during the Viking period. • Alfred the Great - Danelaw. England was separated into 2 parts - one Viking, one Saxon. • Ethelred the Unready. Danegeld. Vikings were paid silver to stop them invading more of Britain. • Athelstan - first king of England

Lesson 9. Explain how the legal system worked in Anglo-Saxon and Viking Britain • Contrast the Anglo-Saxon and Viking justice systems with the modern British justice system.

Lesson 10. Explain how the last Anglo-Saxon kings shaped Britain. • Edward the Confessor, Harald Hardrada, Harold Godwinson, William, Duke of Normandy • Battle of Hastings

Chronological Understanding and Historical Enquiry

CORE

Identify periods of history on a timeline.

Use and interpret online maps and timelines

Investigate records of artefacts from the time as a source of evidence; explain how useful they are for information

WORKING DEEPER

Work with confidence, explaining clearly historical facts and theories

Independently, apply their knowledge to different periods of history, making connections across time

Ask questions which demonstrate a depth of thinking

Vocabulary

CORE

Understand and use correctly key vocabulary: Settlers, kingdom, pillage, raid, settlement, archaeology, hierarchy, pagan, Scandinavia, Danes, longship, Valhalla, Norsemen, conquer, treaty, invaders, Anglo-Saxon, Angles, Britons, hoard, Jutes, mead, minster, missionary, ordeal, Picts, Saxons, Scots, Danelaw, Danegeld,

History

Y5



Ancient Greece - a study of Greek life and achievements and their influence on the western world.

Knowledge

CORE

Lesson 1. Explain how Ancient Greece was organised • City States • Monarchy, Tyranny, Oligarchy, Democracy

Lesson 2. Explain how we know so much about Ancient Greece • Minoan Civilisation • Sir Arthur Evans • Romans imitated Greek ideas

Lesson 3. Describe differences between Athens and Sparta • Democracy / Oligarchy • Give a reasoned argument for choosing to live in one over the other

Lesson 4. Explain the impact of Alexander the Great on the Greek Empire

Lesson 5. Identify reasons for the Athenians' success at the battle of Marathon

Lesson 6. Explain the importance of the Olympic Games in Ancient Greek culture

Lesson 7. Explore key ideas and questions from Ancient Greek philosophy • Socrates, Plato, Aristotle

Lesson 8. Describe how Ancient Greek democracy has evolved. • Direct and Representative Democracy • Comparison with Modern British democracy

Lesson 9. Describe the influence of Ancient Greece on various areas of modern life • Science and Medicine • Alphabet and Language • Democracy • Olympics • Maths • Theatre

Chronological understanding and Historical Enquiry

CORE

Demonstrate secure knowledge of where The Ancient Greeks sit on a timeline of world history

Use and interpret online maps and timelines

Investigate records of artefacts from the time as a source of evidence; explain how useful they are for information

WORKING DEEPER

Work with confidence, explaining clearly historical facts and theories

Independently, apply their knowledge to different periods of history, making connections across time

Ask questions which demonstrate a depth of thinking

Vocabulary

CORE

Understand and use correctly key vocabulary: democracy, civilization, culture, laws, justice

Local Study - Industrial Revolution. Silk, Cotton and Canals

Knowledge

CORE

Lesson 1. Explain what the Industrial Revolution was. • What was life like before? • Change from cottage industry to factory production • It began in the 18th Century • Great technological, social and economic change

Lesson 2. Explain the role of technological inventions in the Industrial Revolution. • New sources of energy were key: water power and steam power • Water frame, steam engine, Spinning Jenny, Spinning Mule

Lesson 3. Describe Quarry Bank Mill and its significance to our local area. • Samuel Greg • Conditions for workers. Despite new technology, not always good. • Development of the village of Styal

Lesson 4. Explain Macclesfield's contribution to the Industrial Revolution • Buttons and silk • Environmental factors contributed favorably to silk production

Lesson 5. Describe the impact of the building of canal networks • Cheshire Ring: Macclesfield, Trent and Mersey, Manchester Ship, Bridgewater Canals • Bridgewater considered first true canal built to transport coal

Lesson 6. Evaluate how life changed in the North West during the Industrial Revolution.

Chronological Understanding and Historical Enquiry

CORE

Investigate records of artefacts from the time as a source of evidence; explain how useful they are for information

Use and interpret online maps and timelines

Demonstrate secure knowledge of where the Industrial Revolution sits on a timeline of British history

WORKING DEEPER

Work with confidence, explaining clearly historical facts and theories

Independently, apply their knowledge to different periods of history, making connections across time

Ask questions which demonstrate a depth of thinking

Vocabulary

CORE

Understand and use correctly key vocabulary: Cotton, cottage industry, Economy, Factory, Industrial Revolution, Spinning Jenny, Spinning Mule, Water Frame, Steam Engine , migration,

Add your text here

History

Y6



Mayan Civilization: a non-European society that provides contrasts with British history.

Knowledge

CORE

Lesson 1. Identify where and when the Maya lived. Explore how we know about the Maya.

Lesson 2. Describe the beliefs of the Maya

Lesson 3. Explore evidence for the Maya writing and number systems.

Lesson 4. Explain what made the Maya civilization so successful.

Lesson 6. Compare and contrast the leaders of the Maya with the leaders of the Anglo-Saxons.

WORKING DEEPER

Lesson 5. Compare and contrast how the Maya were ruled with how Anglo-Saxon England was ruled.

Knowledge & interpretation

CORE

Use AD dates.

Identify the Maya period on a timeline.

Describe the range of evidence that we have for the Maya civilization.

WORKING DEEPER

Work with confidence, explaining clearly historical facts and theories

Independently, apply their knowledge to different periods of history, making connections across time

Ask questions which demonstrate a depth of thinking

Historical enquiry

CORE

Understand and use correctly key vocabulary: civilization, limestone, irrigate, glyphs, logogram, syllabogram, codices, Itzamna, Kukulcan, Chichen Itza.

WW2: a significant turning point in British history.

Knowledge

CORE

Lesson 1. Describe some contributing factors leading to the outbreak of WW2. • Tensions after the end of WW1 • Treaty of Versailles • How did Hitler, leader Nazi Germany, come to power? • Dates 1939-1945

Lesson 2. Identify the main countries and world leaders involved in WW2 • Allied, axis and neutral countries • Chamberlain, Churchill, Truman, Roosevelt

Lesson 3. Describe some of the key events of the conflict • Dunkirk • Battle of Britain • The Blitz – name for bombing raids on Britain • D Day landings

Lesson 4. Describe how lives of British civilians changed during WW2 • Rationing • Evacuation • Air raids • Role of women • Clothing • Local impact – North West • Home Front was the name for the war effort in Britain

Lesson 5. Describe the major victories that led to the end of WW2 • Importance of RAF in diminishing German military power • Hitler surrender • Japanese surrender • End of WW2 led to formation of United Nations • VE Day

Lesson 6. Describe how Great Britain was rebuilt after the end of WW2. • Establishment of NHS • Windrush generation • Journey to a multi-cultural society

Chronological understanding and Historical Enquiry

CORE

Demonstrate secure knowledge of where WW2 sits on a timeline of British history

Use dates and historical language in work

Use and interpret online maps and timelines

Investigate records of artefacts from the time as a source of evidence; explain how useful they are for information

WORKING DEEPER

Work with confidence, explaining clearly historical facts and theories

Independently, apply their knowledge to different periods of history, making connections across time

Ask questions which demonstrate a depth of thinking

Vocabulary

CORE

Understand and use correctly key vocabulary: Allies, Axis, Neutral, Anti-Semitism, Evacuee, Government, Invasion, Nationalism, Occupation, Raid, Ration, Republic, Territory

