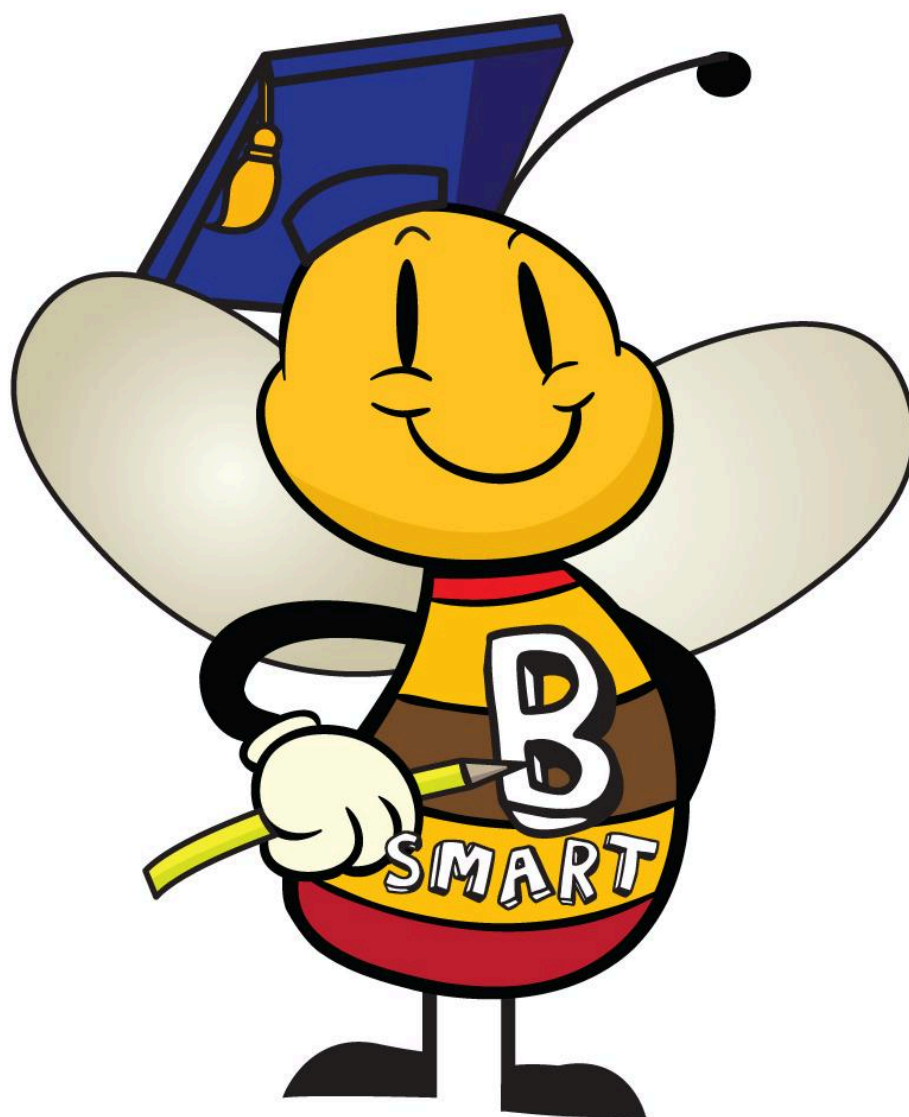


History On Track Indicators



On Track Indicators - Reception

Autumn	Spring	Summer
All about me	Toys and Games	Nursery Rhymes
<u>Enquiry Questions</u> How have I changed since I was a baby?	<u>Enquiry Questions</u> What were toys made from in the past?	<u>Enquiry Questions</u> What can I find out about the past from nursery rhymes?
<p style="text-align: center;"><u>Key learning</u></p> <ol style="list-style-type: none"> 1. Pupils can order images into a plausible chronological order. 2. Pupils can identify changes between me as a baby and myself now. 3. Pupils can identify similarities and differences between my toys and old toys. 	<p style="text-align: center;"><u>Key learning</u></p> <ol style="list-style-type: none"> 1. Pupils can work and play with a range of different toys. 2. Pupils can explain how toys are made. 3. Pupils can explore the similarities, differences and changes in materials. 4. Pupils will be encouraged to talk about models they have made or looked at, developing their vocabulary 	<p style="text-align: center;"><u>Key learning</u></p> <ol style="list-style-type: none"> 1. Pupils are able to distinguish between old and new variants of the same object 2. Pupils are able to talk about the past as being different from the present. 3. Pupils are able to recognise images of the past in familiar pictures. 4. Children recognise that the picture versions of the rhyme may be different in some ways but they are the same rhyme.
Local Study - Bradshaw Lane		
<u>Enquiry Questions</u> Whats in a road?		
<ol style="list-style-type: none"> 1. Pupils understand that things change over time. 2. Pupils can use images to talk about the differences between Bradshaw Lane now and in the past. 3. Pupils can comment on images that are familiar to them. 		
<u>Key Historical Skills</u> Use objects or images to make comparisons between modern and old objects Listen to stories about the past and make connections to historical figures. Comment on images that are familiar to them. Use artefacts that are modern and old. Listen to stories and rhymes about the past. To begin to understand the passage of time. To understand how things change over time. To compare modern and old objects and talk about the differences.		
ELG Statements		
<ul style="list-style-type: none"> • ELG - 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.
- ELG -Make comments about what they have heard and ask questions to clarify their understanding
- ELG - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- ELG -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- ELG - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- ELG- 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
- ELG - Make use of props and materials when role playing characters in narratives and stories.
- ELG - Invent, adapt and recount narratives and stories with peers and their teacher.
- ELG - Sing a range of well-known nursery rhymes and songs.
- ELG - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

On Track Indicators - Year 1

Autumn	Spring	Summer
<i>The Great Fire of London</i>	<i>Florence Nightingale, Mary Seacole and Edith Cavell</i>	<i>How Seaside Holidays Have Changed</i>
<p><u>Enquiry Questions</u></p> <p>Where did the Great Fire of London start?</p> <p>How do we know what happened?</p> <p>Why did the fire spread so quickly?</p>	<p><u>Enquiry Questions</u></p> <p>What makes us famous?</p> <p>What did Florence Nightingale improve?</p> <p>What sort of things would a soldier need?</p>	<p><u>Enquiry Questions</u></p> <p>What holidays do we have?</p> <p>How have seaside holidays changed?</p> <p>What are the similarities and differences between our holidays and the Victorians?</p>
<p><u>Key learning</u></p> <ol style="list-style-type: none"> 1. Pupils know what city the fire started in. 2. Pupils know where the fire started. 3. Pupils understand why the fire spread so quickly. 4. Pupils understand what an eyewitness account is and why they are useful. 5. Pupils can explain why the fire was difficult to put out. 6. Pupils understand the changes to London that happened after the fire. 	<p><u>Key learning</u></p> <ol style="list-style-type: none"> 1. Pupils understand who Florence Nightingale, Mary Sea-cole and Edith Cavell were. 2. Pupils understand that conditions were not very good at the start of the Crimean War. 3. Pupils can explain how Florence Nightingale improved conditions for injured soldiers. 4. Pupils recognise why Mary Seacole went to the Crimea. 5. Pupils can explain why Edith Cavell helped all wounded soldiers. 6. Pupils can list the three women in order of importance, and explain their decision. 	<p><u>Key learning</u></p> <ol style="list-style-type: none"> 1. Pupils understand which parts of the year key holidays take place. 2. Pupils can identify main holiday times in the year and place them in chronological order. 3. Pupils can identify features associated with seaside holidays today. 4. Pupils can identify features associated with seaside holidays in the past. 5. Pupils can distinguish between holidays in the more recent and more distant past. 6. Pupils can sort information into categories that distinguish the present from the past.
Local Study - The Church		
<p><u>Enquiry Questions</u></p> <p>What is a church?</p> <p>Who is remembered in our local church?</p>		
<ol style="list-style-type: none"> 1. Pupils understand that people are remembered and commemorated in a church. 2. Pupils can identify facts about people remembered in the local church. 3. Pupils understand there are different types of churches, depending on who worships there. 4. Pupils can identify and explain the significance of buildings in the locality. 		
<p><u>Key Historical Skills</u></p> <p>To sequence some events in chronological order.</p> <p>Begins to use sources to identify some details and answer simple questions</p> <p>Recount past changes from their own lives and identify what has stayed the same.</p>		
National Curriculum Statements		

- Pupils should be taught about events that are that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).
- Pupils should study the lives of individuals who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).
- Pupils should be taught about changes in living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Pupils should be taught about significant historical events, people and places in their own locality.anniversaries).
- Pupils should study the lives of individuals who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).
- Pupils should be taught about changes in living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Pupils should be taught about significant historical events, people and places in their own locality.

On Track Indicators - Year 2

Autumn	Spring	Summer
Gunpowder plot	Queen Elizabeth and Victoria	Victorian Schools
<p style="text-align: center;"><u>Enquiry Questions</u></p> <p>What is Bonfire night? Why did people want to kill the king? How were the plotters discovered?</p>	<p style="text-align: center;"><u>Enquiry Questions</u></p> <p>Who was the greatest queen of England? Which period was England's golden age?</p>	<p style="text-align: center;"><u>Enquiry Questions</u></p> <p>How have schools changed? What types of schools could you go to? What was life like for a Victorian child?</p>
<p style="text-align: center;"><u>Key learning</u></p> <p>1. Pupils can state what happens on Bonfire Night. 2. Pupils can state what event is remembered when we celebrate Bonfire Night. 3. Pupils understand there was a plot against the king. 4. Pupils understand why the Catholics were upset with James. 5. Pupils understand that both Catholics and Puritans were upset with James. 6. Pupils can state what the Catholics hoped to achieve with the plot. 7. Pupils can suggest reasons why Fawkes was guilty but also why it may have been a conspiracy.</p>	<p style="text-align: center;"><u>Key learning</u></p> <p>1. Pupils recognise that Elizabeth and Victoria reigned for a long time. 2. Pupils can name some events during the reigns of Elizabeth and Victoria. 3. Pupils can identify problems faced during Elizabeth's reign. 4. Pupils recognise the importance of the Industrial Revolution and how it changed lives. 5. Pupils can identify objects and famous people during the two reigns</p>	<p style="text-align: center;"><u>Key learning</u></p> <p>1. Pupils recognise objects within a school from the present day and Victorian times. 2. Pupils can identify different types of Victorian schools. 3. Pupils understand and can explain reasons why not all children went to school in Victorian times. 4. Pupils can identify features of a Victorian classroom and the subjects they did. 5. Pupils recognise that rules about education changed during the Victorian era. 6. Pupils can compare and contrast their own day at school with that of a Victorian child. present from the past.</p>
Local Study - First World War Remembrance		
<p><u>Enquiry Questions</u></p> <p>What is a memorial? Are all memorials the same?</p>		
<p>1. Pupils can explain what a war memorial is and who is remembered. 2. Pupils can identify a famous war memorial. 3. Pupils can identify some of the features of a war memorial. 4. Pupils recognise that there are different types of war memorials.</p>		
<p><u>Key Historical Skills</u></p> <p>To sequence some events in chronological order. Begins to use sources to identify some details and answer simple questions. Recount past changes from their own lives and identify what has stayed the same.</p>		
National Curriculum Statements		
<ul style="list-style-type: none"> Pupils should be taught about events that are that are significant nationally or globally (for example, 		

the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).

- Pupils should study the lives of individuals who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).
- Pupils should be taught about changes in living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Pupils should be taught about significant historical events, people and places in their own locality.

On Track Indicators - Year 3

Autumn	Spring	Summer
Changes in Britain from the Stone Age to the Iron Age		The Achievements of the earliest civilisations
<i>Hunter gatherers and early farmers</i>	<i>Iron Age</i>	<i>Ancient Egypt</i>
<u>Enquiry Question</u> Why is it called a Neolithic Revolution?	<u>Enquiry Questions</u> Who were the Celts?	<u>Enquiry Questions</u> When and where were the Ancient Egyptians around?
<p style="text-align: center;"><u>Key learning</u></p> <ol style="list-style-type: none"> 1. Pupils understand some of the ways hunter-gatherers lived in the Mesolithic era. 2. Pupils can identify some of the tools used by hunter-gatherers. 3. Pupils recognise the geographical features of a Mesolithic settlement. 4. Pupils can explain the advantages of farming over hunter-gathering. 5. Pupils can see the disadvantages of farming over hunter-gathering. 	<p style="text-align: center;"><u>Key learning</u></p> <ol style="list-style-type: none"> 1. Pupils understand who built hill forts. 2. Pupils can identify some features of a hill fort. 3. Pupils can explain what went on inside a hill fort. 4. Pupils can identify advantages and disadvantages of a hill fort. 5. Pupils can identify the importance of location in building a hill fort. 	<p style="text-align: center;"><u>Key learning</u></p> <ol style="list-style-type: none"> 1. Pupils can locate Egypt on a map and describe its landscape and physical features. 2. Pupils can explain who the pyramids were built for, and their purpose. 3. Pupils can recall the three different seasons and what happened in each of them. 4. Pupils can explain how the pyramids were built and why the Ancient Egyptians stopped building them. 5. Pupils understand what was buried with Ancient Egyptians and why.
Local Study - Warrington and Egypt		
<u>Enquiry Questions</u> What are the links between Warrington and Egypt?		
<ol style="list-style-type: none"> 1. Pupils can explain where the link between Warrington and Egypt started. 2. Pupils can identify why Warrington Museum is important to Warrington and it's links to Egypt. 3. Pupils can explain how the links to Egypt has affected the towns road and place names. 		
<u>Key Historical Skills</u>		
<p>To use dates to place events, artefacts and historical figures on a timeline - for both British history and non-British history.</p> <p style="padding-left: 40px;">Refer to more than one source of evidence for more accurate understanding of events.</p> <p style="padding-left: 40px;">Describe connections between people, events and objects over time.</p> <p style="padding-left: 40px;">Study two different accounts of the same event, exploring similarities and differences.</p> <p>Identify the changes in features of the period studied e.g clothes, beliefs, homes compared to other periods studied.</p>		
National Curriculum Statements		

- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- Changes in Britain from the Stone Age to the Iron Age - This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture

On Track Indicators - Year 4

Autumn	Spring	Summer
Ancient Greece and its achievements.		
The Roman Empire and its impact on Britain.		
<u>Enquiry Question</u> What impact did Ancient Greece have on the world?	<u>Enquiry Questions</u> Why were the Romans so successful?	<u>Enquiry Questions</u> Why did the Romans invade Britain?
<p style="text-align: center;"><u>Key learning</u></p> <ol style="list-style-type: none"> Pupils can identify when the Ancient Greeks were a powerful civilisation and plot where they lived on a map. Pupils can identify aspects and features of Greek life that helped shape Greek society. Pupils can list some of the achievements of the Greeks. Pupils can identify ways in which the Greeks have influenced the western world. Pupils can explain why the Greeks were such a powerful society. Pupils can identify and explain ways in which the Greeks have influenced the western world. 	<p style="text-align: center;"><u>Key learning</u></p> <ol style="list-style-type: none"> Pupils know who was in charge of the first invasion in 55 BC. Pupils can identify features of a Celtic warrior and a Roman soldier. Pupils understand why the Romans invaded Britain. Pupils can put reasons for the invasion into order of importance. Pupils can reason whether the invasion was a success or not. Pupils understand the importance of discipline and organisation in the Roman army. Pupils can explain how the Roman army was such an effective fighting force. 	<p style="text-align: center;"><u>Key learning</u></p> <ol style="list-style-type: none"> Pupils can recall when Claudius invaded Britain. Pupils can explain why Hadrian's Wall was built. Pupils can give reasons why Claudius invaded Britain. Pupils can explain reasons why Claudius was successful Pupils recognise that there was resistance to Roman rule. Pupils can recall facts about Boudicca. Pupils recognise what made Boudicca a strong leader. Pupils can explain why the Romans beat Caratacus and Boudicca.
Local Study - Roman Chester		
<u>Enquiry Questions</u> What do we know about the Roman army and how did we find out the information?		
<ol style="list-style-type: none"> Pupils understand that the Roman Empire was very large at its peak. Pupils understand the importance of discipline and organisation in the Roman army. Pupils can name the different types of soldiers in the Roman army. Pupils can identify some of the weapons used by the Roman army. Pupils can explain how the Roman army was such an effective fighting force. Pupils understand that archeologists can find out lots of information through archeological digs. 		
<u>Key Historical Skills</u>		
<p>To add evidence and dates to a timeline to demonstrate changes over time - for both British history and non-British history.</p> <p style="padding-left: 40px;">Independently suggest sources of evidence to answer their questions.</p> <p style="padding-left: 40px;">Describe how some past events and actions of people affect life today.</p> <p style="padding-left: 20px;">Give reasons why separate versions of the same event may differ in the same accounts.</p> <p style="padding-left: 40px;">Explore main events and changes in history, giving causes and consequences.</p> <p style="padding-left: 40px;">Describe how some past events and actions of people affect life today.</p> <p style="padding-left: 20px;">Give reasons the changes in features of the period studied e.g clothes, beliefs, homes compared to other periods studied.</p> <p style="padding-left: 40px;">Understand and discuss continuity and change over a period of time.</p>		
National Curriculum Statements		
<ul style="list-style-type: none"> Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world. Pupils should be taught about the Roman Empire and its impact on Britain. A local history depth study linked to one of the British areas of study listed above. 		

On Track Indicators - Year 5

Autumn	Spring	Summer
Britain's settlement by the Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	Changes in crime and punishment from the Anglo-Saxons to present
<u>Enquiry Question</u> Is it fair to call it the 'Dark Ages'?	<u>Enquiry Questions</u> Who had a greater struggle for the throne of England?	<u>Enquiry Questions</u> Has the punishments for crime changed for the better?
<p style="text-align: center;"><u>Key learning</u></p> <ol style="list-style-type: none"> 1. Pupils can identify some of the invaders who arrived after the Romans. 2. Pupils can explain why the Anglo-Saxons settled in Britain. 3. Pupils can identify some features of Anglo-Saxon village life. 4. Pupils understand that the Anglo-Saxons were pagans 5. Pupils can explain what a pagan is. 6. Pupils understand that monks spread Christianity. 	<p style="text-align: center;"><u>Key learning</u></p> <ol style="list-style-type: none"> 1. Pupils can recall some features about Vikings and where they originally came from. 2. Pupils can identify why the Vikings first raided Britain. 3. Pupils can explain why Vikings came to settle in Britain. 4. Pupils recognise that Alfred was a great king who beat the Vikings. 5. Pupils can recall some of the early life of Alfred and the problems he faced. 6. Pupils understand who Edward the Confessor was and how he got his name. 7. Pupils can place his reign on a timeline and recall his achievements. 	<p style="text-align: center;"><u>Key learning</u></p> <ol style="list-style-type: none"> 1. Pupils recognise that punishments have changed over the years. 2. Pupils can give examples of crime and punishment from a specific era. 3. Pupils can place punishments on a timeline, chronicling how they have changed over the years. 4. Pupils recognise how different crimes were punished in more than one era. 5. Pupils can make comparisons between crimes and punishments from Anglo-Saxon times to the present day.
Local Study -		
<u>Enquiry Questions</u> 'How did the Anglo-Saxon invasion and settlement change the history and culture of Warrington and the North West?'		
<ol style="list-style-type: none"> 1. Pupils can identify the main groups of Anglo-Saxons, their origins, and their migration routes to Britain. 2. Pupils can describe some of the effects of the Anglo-Saxon invasion and settlement on the political and geographical landscape of Britain 3. Pupils can explain how the Anglo-Saxon language and literature shaped the English language and culture of the North West. 4. Pupils can use sources to recognise and interpret some of the Anglo-Saxon words, names, and texts that are still relevant today. 5. Pupils can also identify and explain some of the architectural features and functions of the Anglo-Saxon architecture. 		
<p><u>Key Historical Skills</u></p> <p>To identify significant changes within and across historical periods studied (British and non-British) Select reliable sources of evidence to answer questions about the past. Begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others.</p>		

Appreciate that there is not always a single answer to historical questions.
Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this.
Describes causes and consequences of the main events, situations and changes in the period studied.
Identifies links and changes within and across the time periods and localities studied.

National Curriculum Statements

- Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots. This could include Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion - Canterbury, Iona and Lindisfarne.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 such as changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.

On Track Indicators - Year 6

Autumn	Spring	Summer
Battle of Britain		Mayan Civilisation.
<u>Enquiry Question</u> What was life like on the Home Front?	<u>Enquiry Questions</u>	<u>Enquiry Questions</u> Who were the Mayans?
<p style="text-align: center;"><u>Key learning</u></p> <ol style="list-style-type: none"> 1. Pupils know what the Battle of Britain is and when it happened. 2. Pupils understand the aims of the Luftwaffe. 3. Pupils recognise the different planes used by each side. 4. Pupils understand the advantages and disadvantages of each side. 5. Pupils understand why the Germans lost the Battle of Britain and what they did next. 6. Pupils acknowledge that there are different opinions on what may have happened had the Luftwaffe beaten the RAF. 	<p style="text-align: center;"><u>Key learning</u></p>	<p style="text-align: center;"><u>Key learning</u></p> <ol style="list-style-type: none"> 1. Pupils can place the Maya on a timeline and map. 2. Pupils understand some of the achievements of the Maya. 3. Pupils can explain some aspects of how the Maya lived. 4. Pupils can identify the achievements of the Maya. 5. Pupils can explain why the Mayan civilisation lasted so long and was so successful.
Local Study - Stockport air raid shelter		
<p style="text-align: center;"><u>Enquiry Questions</u></p> <p style="text-align: center;">How did the war change Stockport?</p>		
<ol style="list-style-type: none"> 1. Pupils can describe some of the features of Stockport in the 1930s and identify some of the main industries and landmarks. 2. Pupils know what Stockport was like before the war. 3. Pupils can explain how Stockport was affected by the war, such as the bombing, the evacuation, the rationing, and the blackout. 4. Pupils can use sources to support their explanations and express their opinions and feelings. 		
<p style="text-align: center;"><u>Key Historical Skills</u></p> <p style="text-align: center;">To describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes) Select suitable sources of evidence, giving reasons for the choice. Explore all available evidence to form their own opinion on a historical even Evaluate the usefulness and accuracy of different sources of evidence Understands that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history. Relate current studies to previous learning and make comparisons between different times in history Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world. Explain and evaluate causes and consequences of the main events, situations and changes in the period studied.</p>		
National Curriculum Statements		
<ul style="list-style-type: none"> • Pupils should be taught a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 		

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 such as a significant turning point in British history, for example, the first railways or the Battle of Britain.
- A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)