

Understanding the World –Children reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day. Children will identify similarities and differences between characters, enhancing their understanding of the past.

How am I making history? Understanding chronology of own lives and before they were born.

How have toys changed? Extending chronological understanding and concept of time.

How did we learn to fly? Begin to understand historical significance to consider how people impacted society as a whole.

How have explorers changed the world? Begin to understand how events of the past have shaped the world we live in today.

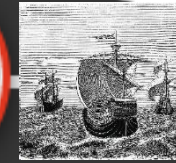
Year R



Year 1 & 2 (A)



Year 1 & 2 (B)



How have children's lives changed? Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.

Ancient Egyptians
Identify the early civilisations and study the beliefs of the Ancient Egyptians

The Romans
Explain the meaning of empire and invasion. Understand the chronology and consequences of the Roman invasion of Britain.

Stone Age to Iron Age
A study exploring pre-history and how life advanced during each of the eras.

How was school different in the past? Looking at history through a familiar school context.

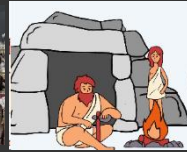
What is a monarch? Continue to understand historical significance to consider how people impacted society as a whole.

How hard was it to invade and settle in Britain?

Explore who the Anglo-Saxons and Scots were; how the Anglo-Saxons settled in Britain; what historical sources tell us about this period and how the period came to an end.



Year 3 & 4 (B)



Year 3 & 4 (A)

Tudor England
Learn about Henry VIII and his life; make deductions about Anne Boleyn; explain how inventories are useful to historians.

The Mayans
Describe features of the civilisations; sequence key periods; identify similarities and differences between Maya and Anglo-Saxons

World War II
Identify causes of WWII; learn about the Battle of Britain; explore evacuations; the impact of WWII on women's lives.

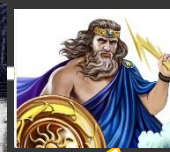
The history of Congleton
The Industrial Revolution in Congleton: learning about the census and what it tells us about this period.

Were Vikings raiders, traders or settlers?

Identify reasons for migrations to Britain; identify important events in the Anglo-Saxon and Viking struggle for Britain.



Year 5



Year 6




What did the Greeks ever do for us? Describe features of Ancient Greece and the key periods in the ancient Greek Civilisation.

The Sikh Empire
Explain terms such as unification and absolute power. Identify the skills and behaviours of leaders that contributed to achieving a goal.




Daven Primary School


Reception

Topic	Peek into the past Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day.	Adventures through time Children to compare and contrast characters from various stories set in the past, including historical figures. Children will identify similarities and differences between characters, enhancing their understanding of the past.	Other historical links: Find out why Congleton is known as Bear Town, pictures of Congleton then and now. Looking at two historical artists: Kandinsky and Van Gogh.
Development matters links	Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Recognise some environments that are different from the one in which they live.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past.	
ELG links:	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	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.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Comment on images of familiar situations in the past.
Oracy opportunities 	Learning how to recall stories from the past and beginning to add their historical vocabulary bank. Use talking points to share, compare and analyse ideas. Through the use of concept cartoons, learning how to explore ideas and give reasons for opinions. Use 'would you rather?' questions to explore a range of ideas and take part in classroom discussions.		
YEAR 1 & 2 CYCLE A			
Topic	How am I making history? Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.	How have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	How did we learn to fly? Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight





National curriculum subject content coverage	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 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. Some should be used to compare aspects of life in different periods
Local context	Local visitor about their history; creating a time capsule.	Congleton museum: toy archives	
Oracy opportunities 	Learning how to speak confidently, utilising a range of talk tactics and using historical vocabulary accurately. Learn to talk through the consensus circle so pupils can discuss their ideas and reach a shared understanding. Use talking points to share, compare and analyse ideas. Through the use of concept cartoons, learning how to explore ideas and give reasons for opinions. Use 'would you rather?' questions to explore a range of ideas and take part in classroom discussions.		
YEAR 1 & 2 CYCLE B			
Topic	How have explorers changed the world? Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.	How was school different in the past? Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.	What is a monarch? Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time
National curriculum subject content coverage	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. Significant



	contributed to national and international achievements. Some should be used to compare aspects of life in different periods.		historical events, people and places in their own locality
Local context		Find out about our school in the past – learning it was built in 1925, considering what it would have looked like.	Linking monarchs and the history of Congleton to The Pavilion in Congleton Park – why it was built and its importance at the time.
Oracy opportunities 	Learning how to speak confidently, utilising a range of talk tactics and using historical vocabulary accurately. Learn to talk through the consensus circle so pupils can discuss their ideas and reach a shared understanding. Use talking points to share, compare and analyse ideas. Through the use of concept cartoons, learning how to explore ideas and give reasons for opinions. Use ‘would you rather?’ questions to explore a range of ideas and take part in classroom discussions.		
YEAR 3 and 4 Cycle A			
Topic	British history 1: Would you rather live in the Stone Age, Iron Age or Bronze Age? Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain’s story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.	British history 2: Why did the Romans settle in Britain? Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.	British history 3: How hard was it to invade and settle in Britain? Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.
National curriculum subject content coverage	Changes in Britain from the Stone Age to the Iron Age.	The Roman Empire and its impact on Britain.	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.
Local context	The first settlements in the Congleton area were in Neolithic times, and you can still see the remains of a chambered cairn built around 3000 BC just outside the town.	What do we know about the Romans and Congleton: there is little evidence of Roman occupation, though many relics,	What does the Doomsday book reveal about the links between Anglo-Saxon Britain and Congleton?




	School logo and its significance linking to Bronze Age tools found on the school site.	including coin hoards, have been found elsewhere in Cheshire.	
Oracy opportunities 	Learning how to speak confidently, utilising a range of talk tactics and using historical vocabulary accurately. Learn to talk through the consensus circle so pupils can discuss their ideas and reach a shared understanding. Use talking points to share, compare and analyse ideas. Through the use of concept cartoons, learning how to explore ideas and give reasons for opinions. Use 'would you rather?' questions to explore a range of ideas and take part in classroom discussions.		
YEAR 3 and 4 cycle B			
Topic	How have children's lives changed? Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.	What did the Ancient Egyptians believe? Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.	British History 4: Were the Vikings raiders, traders or settlers? Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.
National curriculum subject content coverage	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	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.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Local context	Life for children in Congleton during Tudor times and Victorian England. Learning about the plague in Congleton during 1603-1641.		Enquiry – did the Vikings travel on their longboats on the River Dane? What is the link between the Vikings and Davenport, which allowed Congleton to become the local market town?
Oracy opportunities 	Learning how to speak confidently, utilising a range of talk tactics and using historical vocabulary accurately. Learn to talk through the consensus circle so pupils can discuss their ideas and reach a shared understanding. Use talking points to share, compare and analyse ideas. Through the use of concept cartoons, learning how to explore ideas and give reasons for opinions. Use 'would you rather?'		




questions to explore a range of ideas and take part in classroom discussions. Take parts in historical debates when deciding whether the Vikings were raiders, traders or settlers.

YEAR 5

<p>Topic</p>	<p>British history 5: What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p>	<p>What did the Greeks ever do for us? Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p>	<p>How did the Mayans compare to the Anglo-Saxons? Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.</p>
<p>National curriculum subject content coverage</p>	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>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.</p>
<p>Local context</p>	<p>Buildings in Congleton that tell us about Tudor England; linking to bear baiting and cock fighting.</p>		<p>The development of Congleton, as mentioned in the Doomday Book, during the Anglo-Saxon period.</p>
<p>Oracy opportunities</p> 	<p>Learning how to speak confidently, utilising a range of talk tactics and using historical vocabulary accurately. Learn to talk through the consensus circle so pupils can discuss their ideas and reach a shared understanding. Use talking points to share, compare and analyse ideas. Through the use of concept cartoons, learning how to explore ideas and give reasons for opinions. Use 'would you rather?' questions to explore a range of ideas and take part in classroom discussions. Take part in historical debates across the range of historical topics e.g. would you have liked to live in Tudor England?</p>		

YEAR 6



Topic	British history 6: What was the impact of WWII on the people of Britain? Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.	What does the census tell us about our local area? Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.	The Sikh Empire Using a wide range of sources, children learn about the development of the Sikh Empire under the leadership of Maharaja Ranjit Singh and consider the people and beliefs that influenced him. They develop their understand of historical significance through studying his life. Pupils learn about the significance of Lahore as a trading hub and consider the lasting achievements of the Sikh Empire.
National curriculum subject content coverage	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	A local history study.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Local context	Find out about what life was like in Congleton during WWII – school trip to find out information and look at historical sources.	Trip to Congleton museum to explore the Congleton census.	
Oracy opportunities 	Learning how to speak confidently, utilising a range of talk tactics and using historical vocabulary accurately. Learn to talk through the consensus circle so pupils can discuss their ideas and reach a shared understanding. Use talking points to share, compare and analyse ideas. Through the use of concept cartoons, learning how to explore ideas and give reasons for opinions. Use 'would you rather?' questions to explore a range of ideas and take part in classroom discussions. Take parts in historical debates across the range of historical topics.		

