



Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Early Years	Reception Antarctica	It's Good to be Me	Celebrate Good Times Come On!	Past, Present and Future	Amazing Animals	Come Outside	Imagine a Story	
		EYFS						
		<b>Early Learning Goals</b>						
		<b>Understanding the world: Past and present</b>						
		Talk about the lives of people around them and their roles in society. Know some similarities and difference 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						
		<b>Vocabulary</b>						
		Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now	Christmas, Celebration, Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now, Yesterday, today, tomorrow.	Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now first, then, finally. Beginning, middle, end. Yesterday, today, tomorrow.	Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now first, then, finally. Beginning, middle, end. Yesterday, today, tomorrow. Egg, chick, hen	Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now first, then, finally. Beginning, middle, end. Yesterday, today, tomorrow.	Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now first, then, finally. Beginning, middle, end. Yesterday, today, tomorrow.	Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now first, then, finally. Beginning, middle, end. Yesterday, today, tomorrow.
		<b>Skills progression</b>						
		<p><b>Chronology</b> Compare objects and photographs using 'past' and 'present'.</p> <p><b>Evidence and Interpretation</b> Children to use photographs to make comments about the past and present.</p> <p><b>Evidence and Interpretation</b> Children to use objects to make comments about the past and present.</p> <p><b>Historical Significance</b> Children to use stories to make comments about the past and present.</p> <p><b>Similarity and Difference</b> Compare the similarities and differences between different events in their own lives.</p> <p>Compare the similarities and differences between different events to others lives.</p> <p><b>Historical Significance</b></p>	<p><b>Evidence and Interpretation</b> Children to use photographs to make comments about the past and present.</p> <p>Children to use objects to make comments about the past and present.</p> <p><b>Historical Significance</b> Talk about important people, places and events in their lives.</p>	<p><b>Chronology</b> Place events of a story in chorological order.</p> <p><b>Evidence and Interpretation</b> Children to use photographs to make comments about the past and present.</p> <p><b>Historical Significance</b> Name a significant person, object or place from the past.</p>	<p><b>Chronology</b> Compare objects and photographs using 'past' and 'present'.</p> <p><b>Evidence and Interpretation</b> Children to use photographs to make comments about the past and present</p> <p><b>Historical Significance</b> Name a significant person, object or place from the past.</p>	<p><b>Evidence and Interpretation</b> Children to listen to people to make comments about the past and present.</p> <p><b>Historical Significance</b> Talk about important people, places and events in their lives.</p> <p>Name a significant person, object or place from the past.</p> <p><b>Similarity and Difference</b> Compare the similarities and differences between different events to others lives.</p>	<p><b>Chronology</b> Place events of a story in chorological order.</p> <p><b>Historical Significance</b> Talk about important people, places and events in their lives.</p> <p>Name a significant person, object or place from the past.</p> <p><b>Similarity and Difference</b> Compare the similarities and differences between different events to others lives.</p>	



	Talk about important people, places and events in their lives.					
<b>Knowledge and Understanding</b>						
	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Long ago – How time has changed. Using cameras.</p>	<p>Can talk about what they have done with their families during Christmas’ in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p>	<p>Compare animals from a jungle to those on a farm.</p> <p>Explore a range of jungle animals. Learn their names and label their body parts.</p>	<p>Visit from Mr Martin to talk about his role with Grozone.</p>	<p>Stranger danger –Linked to Little Red Riding Hood. Talking about occupations and how to identify strangers that can help them when they are in need.</p>
<b>Trips and Visitors</b>						
	Knutsford Library				Norton Priory	



KS1	Y1 Africa	My town. My school. My road.	United Kingdom	Toys	Paws, Claws and Whiskers	Kenya	Seaside Holidays!	
		Year 1						
		<b>National Curriculum</b>						
		Significant historical events, people and places in their own locality.		Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life				Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
		<b>Vocabulary</b>						
		Past, present, artefacts, timeline, source, evidence, compare, similarities, differences, Knutsford, Tatton Park, Victorian, period/era		Past, present, artefacts, timeline, source, evidence, compare, similarities, differences, toys, older, old, oldest, newer, new, newest, change, baby, parents, grandparents				Past, present, artefacts, timeline, source, evidence, compare, similarities, differences, change over time, seaside, holiday, Victorian
		<b>Enquiry Questions</b>						
		<ol style="list-style-type: none"> <li>When was my house built and why is it important to my town?</li> <li>When was my school built and who created it?</li> <li>Why is Tatton Park important to my town?</li> <li>What was it like living and working in Tatton Park?</li> <li>What makes Knutsford a special place to live?</li> </ol>		<ol style="list-style-type: none"> <li>What were our grandparent's toys like?</li> <li>How do we know what toys were like in the past?</li> <li>How have toys changed over the years? Why?</li> <li>Are these toys old or new?</li> <li>How can we tell these toys are old?</li> </ol>				<ol style="list-style-type: none"> <li>What was going to the seaside like 100 years ago?</li> <li>How do they compare to seaside holidays now?</li> <li>How do we know what seaside holidays were like 100 years ago?</li> <li>Do we go to the seaside for the same reason as people did 100 years ago?</li> <li>Do all children prefer seaside holidays 100 years ago or would some prefer today's seaside holidays?</li> </ol>
		<b>Skills Progression</b>						
		<ol style="list-style-type: none"> <li>Chronology Place events and/or artefacts on a timeline</li> <li>Evidence and Interpretation</li> </ol> <p>Look at sources and ask questions For example: "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"</p>		<ol style="list-style-type: none"> <li>Evidence and Interpretation</li> </ol> <p>Look at sources and ask questions For example: "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"</p> <ol style="list-style-type: none"> <li>Historical significance</li> </ol>				<ol style="list-style-type: none"> <li>Evidence and Interpretation</li> <li>Evidence and Interpretation</li> </ol> <p>Begin to observe or handle some evidence to ask questions and find answers to questions</p> <p>Begin to observe or handle some evidence to ask questions and find answers to questions</p>



	<p>3. Historical Significance Name a significant person, object or place from the past.</p> <p>4. Historical Significance Describe and begin to talk about key events of a significant person/time/object.</p> <p>5. Evidence and Interpretation Begin to observe or handle some evidence to ask questions and find answers to questions</p> <p>6. Similarity and Difference Compare the similarities and differences between different places, people or objects.</p> <p>7. Organisation and Communication <i>Retell the main events of famous past events.</i></p>		<p>Describe and begin to talk about key events of a significant person/time/object.</p> <p>3. Change and continuity Describe some changes over a period of time.</p> <p>4. Chronology Label timelines with words such as: past, present, older and newer. Place events and/or artefacts on a timeline</p> <p>5. Cause and consequence Discuss causes that lead to change or events and why something has happened.</p> <p>6. Evidence and Interpretation Begin observe or handle some evidence to ask questions and find answers to questions</p> <p>7. Similarity and difference Compare the similarities and differences between different places, people or objects.</p>			<p>3. Similarities and Difference Compare the similarities and differences between different places, people or objects.</p> <p>4. Historical Significance Describe and begin to talk about key events of a significant person/time.</p> <p>5. Similarities and Difference Compare the similarities and differences between different places, people or objects.</p> <p>6. Cause and consequence Discuss causes that lead to change or events and why something has happened.</p> <p>7. Change and continuity Describe some changes over a period of time.</p> <p>Describe changes and historical events.</p>
<b>Knowledge and Understanding</b>						
	<p>1. Discover the history of my house and road.</p> <p>2. Discover the history of my school.</p> <p>3. Discover who Wibraham and Maurice Egerton were</p> <p>4. Discover the history of Tatton Park</p> <p>5. Discover what life might have been like at Tatton Park</p> <p>6. Explore how life was different at Tatton Park to how it is now.</p> <p>7. Retell the events of May Day.</p>		<p>1. Explore how we can find out about the past.</p> <p>2. Discuss what toys are like now.</p> <p>3. Compare my favourite toy as a baby to my favourite toy now.</p> <p>4. Explore the toys of our parents</p> <p>5. Explore the toys of our grandparents</p> <p>6. Explore how we know if a toy is old</p> <p>7. Explain how toys have changed since our grandparents were little.</p>			<p>1. Observe what the seaside was like 100 years ago.</p> <p>2. Explore what people did at the Seaside 100 years ago.</p> <p>3. Compare the similarities and differences between seaside holidays from 100 years ago to today.</p> <p>4. Explore why people chose to go on a Seaside holiday 100 years ago.</p> <p>5. Compare why people went to the Seaside 100 years ago and why they go today.</p>



					6. Explore how a seaside holiday has changed over the past 100 years. 7. Study the history of a Seaside town. With a Victorian link. (Blackpool, Llandudno?)
<b>Trips and Visitors</b>					
Visit to Tatton Park		Grandparents talking about their favourite toys.			<b>Visit to the seaside - Formby</b>
<b>Fighting Fit!</b>	<b>Around the World</b>	<b>Fire, Fire!</b>	<b>Land Ahoy!</b>	<b>Nightingale and Seacole</b>	<b>Go Wild!</b>
<b>Year 2</b>					
<b>National Curriculum</b>					
		<b>Great Fire of London</b> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	<b>Florance Nightingale and Mary Seacole</b> 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. Mary Seacole and/or Florence Nightingale		
<b>Vocabulary</b>					
			Florence Nightingale, Mary Seacole, Germany, Russia, Crimea, War, hygiene / clean, clean sheets, good food, supplies, lady with the lamp, Jamaica, Mary Seacole, Germany, Russia, Crimea, War, good food, supplies, heroine,		
<b>Enquiry Questions</b>					
		1. How did the Great Fire start? 2. What happened during the great fire? 3. How do we know what happened during the great fire? 4. Why did the fire spread so quickly? 5. How should we re-build houses to stop the great fire happening again?	1. Who was Florence Nightingale? 2. What did Florence do to improve the lives of soldiers? 3. Why did she put herself in danger by going to the Crimea? 4. Who was Mary Seacole and what was her biggest achievement? 5. Why do people remember so much of Florence Nightingale and so little of Mary Seacole?		
<b>Skills Progression</b>					
		1. Evidence and Interpretation Observe or handle some evidence to ask questions and find answers to questions 2. Cause and Consequence Explain the causes and consequence of an action 3. Evidence and Interpretation Observe or handle some evidence to ask questions and find answers to questions 4. Historical significance Describe significant people and events from the past and explain why they are important.	1. Historical Significance Name a significant person, object or place from the past. 2. Evidence and Interpretation Observe or handle some evidence to ask questions and find answers to questions 3. Cause and Consequence Explain the causes and consequence of an action. 4. Historical Significance Describe significant people and events from the past and explain why they are important. 5. Evidence and Interpretation		

Y2 UK, Australasia and Oceania



		<p>5. Change and continuity Describe changes and historical events over a period of time.</p> <p>6. Evidence and Interpretation Observe or handle some evidence to ask questions and find answers to questions</p> <p>7. Similarity and difference Compare and explain the similarities and differences between different places, people or objects.</p> <p>8. Historical Significance Name a significant person, object or place from the past.</p> <p>9. Chronology Place events and artefacts on a timeline and use dates where appropriate</p> <p>10. Historical Significance Name a significant person, object or place from the past.</p> <p>11. Evidence and Interpretation Begin to explain why evidence can be trusted.</p> <p>12. Organisation and Communication <i>Retell the main events of famous past events.</i></p>	<p>Observe or handle some evidence to ask questions and find answers to questions</p> <p>6. Cause and Consequence Explain the causes and consequence of an action.</p> <p>7. Chronology Label timelines with words such as: past, present, older and newer. Place events and artefacts on a timeline and use dates where appropriate</p> <p>8. Cause and Consequence Recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p> <p>9. Similarity and difference Describe significant people and events from the past and explain why they are important.</p> <p>10. Evidence and Interpretation Observe or handle some evidence to ask questions and find answers to questions</p> <p>11. Evidence and Interpretation Begin to explain why evidence can be trusted.</p> <p>12. Change and Continuity Describe changes and historical events over a period of time.</p>
<b>Knowledge and Understanding</b>			
		<ol style="list-style-type: none"> <li>Explore what London was like in 1666</li> <li>Discover how the fire started on the 2<sup>nd</sup> September 1666</li> <li>Discover the reasons why the fire started</li> <li>Explore the reasons why the fire spread</li> <li>Imagine what life was like for Londoners as the fire was happening</li> <li>Discuss how London changed after the fire</li> <li>Explore how London was rebuilt</li> <li>Discover who was responsible for the Great Fire</li> <li>Discuss how the fire impacted the future</li> <li>Learn about the life of Samuel Pepys</li> <li>Explore how Historians know the events of the Great Fire</li> <li>Retell the main events of the Great Fire of London.</li> </ol>	<ol style="list-style-type: none"> <li>Learn about the life of Florence Nightingale</li> <li>Explore the achievements made by Florence Nighthale</li> <li>Explore how the achievements of Florence Nightingale helped the World</li> <li>Learn about the life of Mary Seacole</li> <li>Explore the achievements made by Mary Seacole</li> <li>Explore how the achievements of Mary Seacole helped the World</li> <li>Compare the timelines of the lives of Florence Nightingale and Mary Seacole.</li> <li>Compare the lives of Florence Nightingale and Mary Seacole</li> <li>Compare the achievements of both women and their contributions they made on the World.</li> <li>Explore how Historians knew so much about Florence Nightingale and Mary Seacole.</li> <li>Explore why it is important for us to study these two women today.</li> <li>Explore why people remember Florence Nightingale more than Mary Seacole.</li> </ol>
<b>Trips and Visitors</b>			
		Staircase House	<a href="http://planmyschooltrip.co.uk">Florence Nightingale Workshop School Trips &amp; Workshops (planmyschooltrip.co.uk)</a>



Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
LKS2	Y3 Europe	Stone Age to Iron Age		Local History Welcome to Knutsford!	Europe	Espana	Plants of The World	
		Year 3						
		<b>National Curriculum</b>						
		<u>Changes in Britain from the Stone Age to the Iron Age.</u> Examples (non-statutory) This could include: <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>			<u>A local history study</u> Examples (non-statutory) <ul style="list-style-type: none"> <li>a depth study linked to one of the British areas of study listed above</li> <li>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> </ul> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.			
		<b>Vocabulary</b>						
		Begin to introduce the names of the skills for children to become familiar with whilst exploring them.			Origins, changed over time, significant, National History, source, artefact. Continue to introduce the names of the skills for children to become familiar with whilst exploring them.			
		<b>Enquiry Questions</b>						
		1. Was Stone Age man simply a hunter gatherer, concerned only with survival? 2. What were the biggest changes that developed during the New Stone Age? 3. What was it like to live in the Bronze and Iron Age? 4. What were the main changes between the Stone and Bronze Age? 5. What were the main changes between the Bronze and Iron Age?			6. How has Knutsford high street changed over time? 7. Why is Knutsford's history important? 8. What makes Knutsford's history important? 9. How does Knutsford link with National History? How does Knutsford link with surrounding towns and cities?			
		<b>Skills Progression</b>						
		1. Chronology Place ages, events, artefacts and historical figures in order of time and begin to use BCE and CE. 2. Evidence and Interpretation Observe evidence to ask about the past and make conclusions. 3. Change and Continuity Begin to explain the concept of change over a long period of history. 4. Evidence and Interpretation Observe evidence to ask about the past and make conclusions. 5. Change and Continuity Begin to explain the concept of change over a long period of history.			1. Chronology Place ages, events, artefacts and historical figures in order of time and begin to use BCE and CE. 2. Evidence and Interpretation Observe evidence to ask about the past and make conclusions. 3. Change and continuity Begin to explain the concept of change over a long period of history. 4. Historical significance Suggest suitable sources of evidence to find out about significant people/events.			



	<p>6. Historical Significance Suggest suitable sources of evidence to find out about significant people/events.</p> <p>7. Historical Significance Suggest suitable sources of evidence to find out about significant people/events.</p> <p>8. Cause and consequence Suggest causes and consequences of the main events of the time period studied.</p> <p>9. Evidence and Interpretation Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>10. Evidence and Interpretation Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>11. Change and continuity Begin to explain the concept of change over a long period of history.</p> <p>12. Evidence and Interpretation Suggest suitable sources of evidence for historical enquiries.</p> <p>13. Similarity and Difference Compare the similarities and differences between the past and the present.</p> <p>14. Organisation and Communication <i>Show increasing independence when using period specific detail to make the work more convincing and authentic. With increasing independence, refer to dates during discussions and responses, showing the importance of lengths of time and significant milestones</i></p>	<p>5. Historical significance Suggest suitable sources of evidence to find out about significant people/events.</p> <p>1. Evidence and Interpretation Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>2. Organisation and Communication <i>Show increasing independence when using period specific detail to make the work more convincing and authentic. With increasing independence, refer to dates during discussions and responses, showing the importance of lengths of time and significant milestones.</i></p> <p>3. Evidence and Interpretation Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>1. Evidence and Interpretation</p> <p>2. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	
<b>Knowledge and Understanding</b>			
	<ol style="list-style-type: none"> <li>1. Place the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age on a timeline</li> <li>2. Discover what life was like during the Palaeolithic and Mesolithic.</li> <li>3. Explore the changes between the Palaeolithic and Mesolithic.</li> <li>4. Explore the eating habits during the Palaeolithic and Mesolithic.</li> <li>5. Explore how the search for food changed in the Neolithic.</li> <li>6. Explore the tools used during the Neolithic.</li> <li>7. Explore the changes of tools after the Neolithic.</li> <li>8. Discover how the Bronze Age moved into the Iron Age.</li> <li>9. Explore the technology, religion and travel in the Bronze Age.</li> <li>10. Explore Stonehenge.</li> <li>11. Discover the changes from the Stone Age to the Iron Age (roundhouses, hillforts)</li> <li>12. Discover what life was like in the North West of England during the Stone Age.</li> <li>13. Compare life in the North West of England during the Stage Age to that of the present day.</li> <li>14. Explain the changes in Britain from the Stone Age to the Iron Age.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discover the origins of Knutsford</li> <li>2. Explore the history of Knutsford</li> <li>3. Explore how Knutsford’s High Street has changed over time.</li> <li>4. Explore a significant place in Knutsford’s history.</li> <li>5. Explore a significant event in Knutsford’s History.</li> <li>6. Interview local people about their experience of the history of Knutsford and create a presentation about it.</li> <li>7. Explore how Knutsford has been part of National History.</li> <li>8. Research the history of Knutsford before 1066 and link it to their future studies.</li> <li>9. Research the history of Knutsford after 1066 and link it to their future studies.</li> </ol>	





Y4 Asia	Children can explain the changes between the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.		Children to explain the origins of Knutsford.			
	Children can discuss how the early humans survived. (Eating, trade, tools etc)		Children can explain how their local high street has changed over the years.			
	Children can explain how the early humans lived.		Children can confidently talk about a significant place and event in Knutsford history.			
	Children discover the history of early humans in their location.		Children can link Knutsford to wider national history both before 1066 and after it.			
	<b>Trips and Visitors</b>					
	Stone Age visitor		Knutsford Heritage Centre			
	The Roman Rule		Electricity		Water World	
	Indus Valley		India		The Sound of Music	
	<b>Year 4</b>					
	<b>National Curriculum</b>					
	<b><u>The Roman Empire and its impact on Britain</u></b>				<b><u>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.</u></b>	
	Examples (non-statutory) This could include: <ol style="list-style-type: none"> <li>Julius Caesar’s attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>British resistance, for example, Boudicca</li> <li>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ol>				The Indus Valley.	
	<b>Vocabulary</b>					
	<b>Enquiry Questions</b>					
	<ol style="list-style-type: none"> <li>Was the Roman army really as Powerful as History suggests?</li> <li>Why did the Roman’s want to invade Britain when they were already so successful?</li> <li>Did the Celts try to resist the Roman invasion?</li> <li>Did the Romans have an impact on Britain during the Roman era and in today’s modern world?</li> <li>What was life like in the North West during Roman times?</li> </ol>				<ol style="list-style-type: none"> <li>How does the Indus Valley civilisation achievements compare to other civilisations?</li> <li>What did archaeologists discover about Indus Valley settlements?</li> <li>What was everyday life like in the Indus Valley?</li> <li>What has been found from the Indus Valley?</li> <li>Why were many Indus cities abandoned?</li> </ol>	
<b>Skills Progression</b>						
<ol style="list-style-type: none"> <li>Evidence and Interpretation Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Chronology</li> </ol>				<ol style="list-style-type: none"> <li>Similarity and Difference Describe different accounts of a historical event, explaining some of the reasons why the account may differ.</li> <li>Chronology</li> </ol>		



	<p>Place ages, events, artefacts and historical figures in order of time and use BCE and CE.</p> <p>3. Historical Significance Discuss the importance of people and events in time and the significant impact they had.</p> <p>4. Historical Significance Discuss the importance of people and events in time and the significant impact they had.</p> <p>5. Chronology Place ages, events, artefacts and historical figures in order of time and use BCE and CE.</p> <p>6. Similarity and difference Describe different accounts of a historical event, explaining some of the reasons why the account may differ.</p> <p>7. Cause and consequence Suggest causes and consequences of some of the main events of the period studied and begin to use evidence to support answers.</p> <p>8. Evidence and Interpretation Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>9. Evidence and Interpretation Suggest more than one suitable sources of evidence for historical enquiry</p> <p>10. Evidence and Interpretation Suggest more than one suitable sources of evidence for historical enquiry</p> <p>11. Change and continuity Explain the concept of change over time and represent this with evidence.</p> <p>12. Organisation and Communication <i>Show increasing independence when using period specific detail to make the work more convincing and authentic.</i> <i>With increasing independence, refer to dates during discussions and responses, showing the importance of lengths of time and significant milestones.</i></p>		<p>Place ages, events, artefacts and historical figures in order of time and use BCE and CE.</p> <p>3. Historical significance Discuss the importance of people and events in time and the significant impact they had.</p> <p>4. Evidence and interpretation Suggest more than one suitable sources of evidence for historical enquiry</p> <p>5. Evidence and interpretation Suggest more than one suitable sources of evidence for historical enquiry</p> <p>6. Evidence and interpretation Begin to discuss the reliability of sources and why they might be unreliable.</p> <p>7. Evidence and interpretation Begin to discuss the reliability of sources and why they might be unreliable.</p> <p>8. Cause and consequence Suggest causes and consequences of some of the main events of the period studied and begin to use evidence to support answers.</p> <p>9. Change and continuity Explain the concept of change over time and represent this with evidence.</p> <p>10. Historical Significance Discuss the importance of people and events in time and the significant impact they had.</p>	
<b>Knowledge and Understanding</b>				
	<ol style="list-style-type: none"> <li>1. Explore early Rome.</li> <li>2. Explore the leaders of the Roman Empire</li> <li>3. Discover the power of the Roman army</li> <li>4. Explain why Julius Casear failed to invade in 55-54 BC</li> <li>5. Discover the events which led up to Claudius invading Britain.</li> <li>6. Compare Roman settlements and Celtic villages.</li> <li>7. Discuss how Boudicca took revenge on the Romans.</li> <li>8. Explore how the Romans protected their lands</li> <li>9. Explore what life was like in the North West during Roman Times</li> <li>10. Explain the impact the Romans had on Britain during Roman Times.</li> <li>11. Explain what happened in the final years of the Roman Empire</li> <li>12. Explain the impact the Romans had on Britain today.</li> </ol>		<ol style="list-style-type: none"> <li>1. Compare the Indus Valley to the Iron Age and Roman Civilisation</li> <li>2. Explore key events in the history of the Indus Valley</li> <li>3. Explore key people involved in the discovery of the Indus Valley</li> <li>4. Locate Indus Valley cities and settlements</li> <li>5. Find out about the architecture of Indus Valley cities</li> <li>6. Find out about the Indus Valley civilisations' trade and crafts</li> <li>7. Explore how technology was used by the Indus Valley civilisation</li> <li>8. Research key information about an aspect of life in the Indus Valley civilisation.</li> <li>9. Research and explain the decline of the Indus Valley civilisation</li> </ol>	



				10. Explain the achievements of the Indus Valley civilisation		
<b>Trips and Visitors</b>						
		Visit to the Deva Museum in Chester				
<b>Year</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Anglo-Saxons	Vikings	Climate Zones	Natural Resources	The Ancient Maya	Star Gazers
<b>Year 5</b>						
<b>National Curriculum</b>						
	<u>Britain's settlement by Anglo-Saxons and Scot</u>	<u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u>		<u>A non-European society that provides contrasts with British history The Mayan civilization c. AD 900</u>		
<b>Vocabulary</b>						
	See end point assessment			See end point assessment		
<b>Enquiry Questions</b>						
	<ol style="list-style-type: none"> <li>Why did the Anglo-Saxon's and then the Vikings migrate to Britain?</li> <li>Why was there a struggle for England between the Anglo-Saxons and Britain?</li> <li>How did the Anglo-Saxons and Vikings control their Kingdoms?</li> <li>Did the Anglo-Saxons and Vikings have anything in common?</li> <li>Why was Edward the Confessor significant to this period in History?</li> </ol>			<ol style="list-style-type: none"> <li>Where is the Mayan civilisation and how do Historians know so much about it?</li> <li>Did the Mayan civilisation share anything in common with the Anglo-Saxons?</li> <li>How did the Mayan civilisation function and does it compare to Anglo-Saxon Britain?</li> <li>Were the leaders similar or different in both the Mayan civilisation and the Anglo-Saxons?</li> <li>Why was there a struggle for Power in England from the 8<sup>th</sup> to 10<sup>th</sup> Century?</li> </ol>		
<b>Skills Progression</b>						
	<ol style="list-style-type: none"> <li>Chronology Use dates and terms accurately in describing events and people.</li> <li>Historical Significance Describe the characteristic features of the past, including ideas and beliefs</li> <li>Historical Significance</li> </ol>			<ol style="list-style-type: none"> <li>Chronology Use dates and terms accurately in describing events and people.</li> <li>Historical Significance Describe the social and cultural significance of a past society.</li> <li>Evidence and Interpretation Use sources of evidence to deduce information about the past.</li> </ol>		

UKS2

Y5 North America



	<p>Describe the social and cultural significance of a past society. 4. Evidence and Interpretation</p> <p>Use sources of evidence to deduce information about the past. 5. Evidence and Interpretation</p> <p>Use sources of evidence to deduce information about the past. 6. Evidence and Interpretation</p> <p>Discuss whether the evidence is reliable and explain why. 7. Evidence and Interpretation</p> <p>Use sources of information to form testable hypotheses about the past. 8. Cause and Consequence</p> <p>Suggest causes and consequences of some of the main events of the period studied and use evidence to support answers. 9. Similarities and Difference</p> <p>Compare the similarities and differences between civilisations and cultures. 10. Change and Continuity</p> <p>Begin to explain the concepts of continuity and change over time 11. Cause and Consequence</p> <p>Suggest causes and consequences of some of the main events of the period studied and use evidence to support answers. 12. Enquiry and Interpretation</p> <p>Use sources of information to form testable hypotheses about the past. 13. Cause and Consequence</p> <p>Suggest causes and consequences of some of the main events of the period studied and use evidence to support answers. 14. Organisation and Communication</p> <p><i>Consistently use appropriate period-specific references and now begin to also use provisional and tentative language to express uncertainty e.g. perhaps, may, might, some people think.</i></p> <p><i>Confidently refer to dates during discussions and responses, describing the importance of lengths of time and significant milestones.</i></p>		<p>Discuss whether the evidence is reliable and explain why. 4. Similarity and difference</p> <p>Compare the similarities and differences between civilisations and cultures. 5. Historical Significance</p> <p>Describe the characteristic features of the past, including ideas and beliefs 6. Evidence and interpretation</p> <p>Use sources of information to form testable hypotheses about the past. 7. Similarity and difference</p> <p>Compare the similarities and differences between civilisations and cultures. 8. Historical Significance</p> <p>Describe the characteristic features of the past, including ideas and beliefs 9. Cause and consequence</p> <p>Suggest causes and consequences of some of the main events of the period studied and use evidence to support answers.</p>	
<b>Knowledge and Understanding</b>				
	<ol style="list-style-type: none"> <li>Place the Ango-Saxons and Vikings on a timeline. <i>(Include the Romans and Iron Age to link with Year 4. Children to also add to this as they discover more about the events and people in this period.)</i></li> <li>Explore what was happening at the end of the 4<sup>th</sup> Century.</li> <li>Explore how life changed after the fall of the Roman Empire.</li> <li>Find out about the Anglo-Saxon migration</li> <li>Discover who the Picts and Scots were and where they lived.</li> <li>Use a range of artefacts to find out about Anglo-Saxon life.</li> <li>Explore Anglo-Saxon culture and society, including laws and justice.</li> <li>Explore how the Anglo-Saxons kept control of their kingdoms and the problems they faced.</li> <li>Discover how the Vikings invaded Britain.</li> <li>Find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.</li> </ol>		<ol style="list-style-type: none"> <li>Discover when and where the Maya lived.</li> <li>Explore what made the Maya civilisation so successful.</li> <li>Explore how we know about the Maya.</li> <li>Discover how the Maya were ruled</li> <li>Compare how the Maya were ruled to Anglo-Saxon Britain.</li> <li>Compare the Maya city states and the Anglo-Saxon kingdoms</li> <li>Explore how the leaders of the Maya and the Anglo-Saxons compare.</li> <li>Explore the significance of the abandonment of the Maya lowlands.</li> <li>Explore the struggle for Power in England from the 8<sup>th</sup> to the 10<sup>th</sup> century.</li> </ol>	



Y6 South America	11. Find out why King Alfred was called, 'Alfred the Great'. 12. Research other Viking invasions. 13. Find out about the end of the Anglo-Saxon and Viking era in Britain. 14. Research Edward the Confessor and his death in 1066.					
	<b>Trips and Visitors</b>					
	Viking visitor in school.			<a href="#">School Workshops - Maya Archaeologist - Dr Diane Davies?</a>		
	The Industrial Revolution	Heart Beaters	Brazil and Urbanisation	Amazon Rainforest	The Transatlantic Slave Trade	Sustainability Plastic Pollution
	<b>Year 6</b>					
	<b>National Curriculum</b>					
	<b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></b> <b><u>Industrial Revolution</u></b>			<b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></b> <b><u>The Transatlantic Slave Trade</u></b>		
	<b>Vocabulary</b>					
	<ul style="list-style-type: none"> <li>Industrial Revolution, Factory system, Urbanization</li> <li>Mechanisation, Steam engine, Coal mining, Child labour</li> <li>Working conditions, Entrepreneurs, Social reform</li> </ul>			<ul style="list-style-type: none"> <li>Slave trade, Abolition, Atlantic Ocean</li> <li>Triangular trade, Middle Passage, Human trafficking</li> <li>Abolitionists, Emancipation, Exploitation, Colonialism</li> </ul>		
	<b>Enquiry Questions</b>					
	1. Why did so much change happen in the 19th century? 2. How did the Industrial Revolution change society and the economy? 3. What were the living and working conditions like during the Industrial Revolution? 4. How did technological advances impact industries? 5. Who were the key individuals and inventions during the Industrial Revolution? 6. What role did Britain play in the Industrial Revolution and how did it affect the global economy?			1. What was the Transatlantic Slave Trade and how did it function? 2. How did Britain become involved in the slave trade? 3. How did the Transatlantic Slave Trade impact Africa, Europe, and the Americas? 4. Who were the key abolitionists and what actions did they take? 5. Why did the slave trade eventually end? 6. What legacies of the Transatlantic Slave Trade can we still see today?		
	<b>Skills Progression</b>					
	<ul style="list-style-type: none"> <li><b>Chronology:</b> Place events on a timeline from the Industrial Revolution to the modern day, understanding its global significance.</li> <li><b>Historical Significance:</b> Analyze the importance of technological advancements and social changes.</li> <li><b>Evidence and Interpretation:</b> Use historical sources such as photos, newspaper reports, and accounts from the time to understand working and living conditions.</li> <li><b>Cause and Consequence:</b> Understand the causes and effects of the Industrial Revolution on society, economy, and environment.</li> </ul>			<ul style="list-style-type: none"> <li><b>Chronology:</b> Place the Transatlantic Slave Trade and its abolition on a timeline, and understand the historical context.</li> <li><b>Historical Significance:</b> Evaluate the significance of the slave trade in shaping modern societies and economies.</li> <li><b>Evidence and Interpretation:</b> Use primary sources, such as abolitionist writings, and testimonies of those who survived the Middle Passage, to interpret the trade.</li> <li><b>Cause and Consequence:</b> Understand the causes of the Transatlantic Slave Trade and its consequences for all involved.</li> </ul>		



	<ul style="list-style-type: none"> <li>• <b>Similarities and Difference:</b> Compare the Industrial Revolution with other historical revolutions in terms of their effects on society.</li> <li>• <b>Change and Continuity:</b> Assess how the changes during the Industrial Revolution still affect life today.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Similarities and Difference:</b> Compare the slave trade to other forms of exploitation and enslavement throughout history.</li> <li>• <b>Change and Continuity:</b> Examine how the legacy of the slave trade influences social, political, and racial dynamics today.</li> </ul>	
<b>Knowledge and Understanding</b>				
	<ul style="list-style-type: none"> <li>• Discover when and where the Industrial Revolution began and how it spread across Britain and the world.</li> <li>• Explore key inventions, such as the steam engine and mechanized cotton spinning, and their impact.</li> <li>• Investigate the development of factories and urbanization, including the rise of cities.</li> <li>• Explore the working conditions of adults and children in factories and mines.</li> <li>• Research the social reforms and changes, including the Factory Acts.</li> <li>• Compare life before and after the Industrial Revolution, considering technological, social, and economic shifts.</li> </ul>		<ul style="list-style-type: none"> <li>• Discover how and why the Transatlantic Slave Trade began and grew during the 16th to 19th centuries.</li> <li>• Explore the routes of the slave trade and the countries involved in the triangular trade.</li> <li>• Learn about the inhumane conditions of the Middle Passage and the experiences of the enslaved people.</li> <li>• Study the resistance against slavery, focusing on key abolitionists such as William Wilberforce and Harriet Tubman.</li> <li>• Understand the impact of the slave trade on Africa's economy and social structure.</li> <li>• <b>Research</b> the end of the Transatlantic Slave Trade and the legacy it left behind, including racism and inequality.</li> </ul>	
<b>Trips and Visitors</b>				
	<p>Visit to a local museum with exhibits on the Industrial Revolution Quarry Bank Mill</p>		<p>Visit to a museum or exhibition on slavery (e.g., International Slavery Museum, Liverpool)</p>	