

# History Progression Map



**"The more you know about the past, the better prepared you are for the future." Theodore Roosevelt**

### Our Curriculum Intent:

Our curriculum is designed to take into account individual starting points to ensure an equality of opportunity to a broad, balanced and **knowledge-rich** curriculum, with a particular **emphasis on VOCABULARY**. The content of our **ambitious** curriculum is carefully **sequenced** to encourage progression of **skills, connections** and **transference to long-term memory**, and is chosen for its **usefulness** and **relevance** to our pupils. Pupils are immersed in **rich, relevant and contextualised** first-hand experiences, which enthuse, excite and challenge them. Pupils are encouraged to investigate, explore and take risks. As a result, pupils make excellent progress in their development and application of knowledge, understanding and skills (across different contexts).

**At Ladybridge, we encourage our pupils to, 'Think like Historians.'**

**Intent:**

We provide a carefully sequenced and ambitious curriculum that builds historical knowledge and disciplinary skills progressively over time. Pupils develop secure chronological understanding and explore how key people, events and periods have shaped Britain and the wider world. Through rich, contextualised and first-hand experiences, such as visits, artefacts, local history and enquiry-based learning, children are immersed in history that is relevant and meaningful to them. Our pupils are encouraged to think critically, ask questions, investigate sources, and consider different points of view. They explore history through diverse lenses and are empowered to make connections across time periods and themes. Our curriculum enables pupils to understand and apply key historical concepts such as cause and consequence, continuity and change and significance. Pupils are taught to ask and answer historically valid questions, think critically about sources and evidence, and consider multiple viewpoints. Pupils are supported in developing and applying a deep, historically rooted understanding of important concepts such as monarchy, law, religion, and civilisation. Our children develop a strong ability to understand, retain, and apply historical knowledge and skills across a variety of meaningful contexts, equipping them for future learning and helping them to understand their place in the world.

**Implementation:**

At Ladybridge, History is taught weekly during alternate half terms, rotating with Geography. This structure allows children to immerse themselves fully in each subject, reducing cognitive overload and supporting deeper understanding. A detailed progression grid has been created, outlining both substantive knowledge and disciplinary knowledge, which teachers use to create carefully sequenced medium-term plans and individualised lessons. The sequence of learning is mapped to ensure content builds progressively and meaningfully. Each unit begins with a key historical enquiry question, and each lesson within the unit is framed by a sub-enquiry question. These smaller questions help pupils explore ideas step by step, building towards a clear and well-reasoned answer to the main enquiry question by the end of the unit. To support disciplinary thinking, we have introduced a consistent set of historical 'lenses', which are used across all year groups. These lenses represent key historical skills, such as cause and consequence, change and continuity, significance, and key concepts, such as monarchy, law, and movement of people. Their consistent use helps pupils make connections between topics and across time, supporting a coherent understanding of history rather than isolated facts. Learning builds year on year, with each year group reinforcing and deepening the learning from previous years. Every classroom features a consistent History working wall, which is updated weekly to reflect current learning. These walls display key vocabulary, enquiry questions, timelines, lenses, supporting pupils' thinking and retention. Vocabulary for each unit is progressively mapped across the school and displayed in both books and on walls to reinforce understanding. Historical learning is further enriched through carefully planned educational visits, visitors, workshops, and access to high-quality artefacts and sources. These experiences bring history to life, making it memorable, meaningful, and relevant to our pupils' lives.

**Impact:**

At Ladybridge, the impact of our History curriculum is seen in pupils who think and work like historians, they're confident, curious, and well-prepared for the next stage of their education, and for life in the wider world. They leave us with strong historical knowledge, critical historical skills, and a rich vocabulary that enables them to articulate their understanding. Children present their learning to a high standard in a range of purposeful ways, and regular discussions and book looks demonstrate their growing confidence in using historical enquiry skills. Consistent teaching and collaborative staff moderation ensure high-quality outcomes and progression across all year groups. Our curriculum creates lasting memories through engaging trips, visitors, and immersive experiences that bring history to life. Above all, we want every child to thoroughly enjoy learning about the past and to be inspired to explore new experiences now and in the future.



## Long Term Plan








Year 1	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Summer 1</b>
	Events beyond living memory that are significant nationally: <b>Guy Fawkes and the Gunpowder Plot</b>	Kings and Queens with links to: <b>The Tudors Victorians &amp; Queen Elizabeth 1</b>	Lives of significant individuals in the past who have contributed to international achievements: <b>Mary Seacole vs. Florence Nightingale</b>
Year 2	<b>Autumn 1</b>	<b>Spring 2</b>	<b>Summer 2</b>
	Events beyond living memory that are significant globally: <b>Amelia Earhart and the Wright Brothers</b>	Bolton in the past with links to: <b>Victorian period in Bolton</b>	Events beyond living memory that are significant nationally: <b>The Great Fire of London and the Plague</b>
Year 3	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
	Changes in Britain from the <b>Stone Age to the Iron Age</b>	<b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world	<b>The Roman Empire</b> and its impact upon Britain**
Year 4	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
	A depth study of the achievements of the earliest civilizations: <b>Ancient Egypt</b>	The <b>Viking and Anglo-Saxon</b> struggle for the Kingdom of England to the time of Edward the Confessor	A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066: <b>The Tudors</b>
Year 5	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
	A local history study: <b>The Industrial Era</b>	<b>The Norman conquest.</b>	A non-European society that provides contrasts with British history: <b>Early Islamic Civilization c. AD900</b>
Year 1	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Summer 1</b>
	<b>Spring 1</b>		<b>Spring 2</b>
Year 6	A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066: <b>WWII</b>		<b>Crime and Punishment</b>

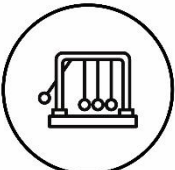



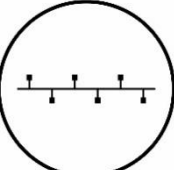
## Knowledge:

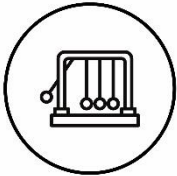
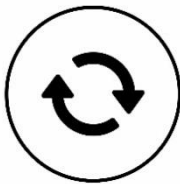


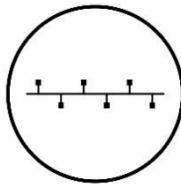
<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>
<p><b>Substantive Concepts embedded within units and revisited many times -</b> e.g. conflict, monarchy etc</p>	<p><b>The Approach to Historical Enquiry:</b></p> <p>‘Asking historical questions, using sources and communicating ideas.’</p>
<p><b>Knowledge of key facts and dates from units</b> (e.g. Romans, Ancient Egypt)</p>	
<p><b>Chronological knowledge -</b> understanding broad characteristics and having an overview knowledge of historical periods (e.g. Romans, Ancient Egypt)</p>	<p><b>Disciplinary Concepts:</b></p> <p>Historical Interpretations’, ‘Change and Continuity’, ‘Similarities and Differences’, ‘Cause and Consequence’, ‘Understand Significance of Events and People’.</p>

## **Themes:**

Themes build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.

<b><u>Key Concepts:</u></b>	<b>Religion</b>	<b>Law</b>	<b>Monarchy</b>	<b>Conflict</b>	<b>Technology</b>	<b>Movement</b>	<b>Civilisation</b>
							

<b><u>Think like a Historian...</u></b>  <b><u>(Key Skills)</u></b>	<b>Cause and Consequence</b>	<b>Continuity and change</b>	<b>Significance</b>	<b>Using sources and evidence</b>	<b>Chronology</b>
					

<b><u>Think like a Historian...</u></b>	<b>Cause and Consequence</b>	<b>Continuity and change</b> (similarity and difference)	<b>Significance</b> (Historical Interpretation)	<b>Using sources and evidence</b>	<b>Chronology</b>
					
	How historians make judgments about why an event occurred, or the consequences of an even.	How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period and the nature or pace of change across time.	How and why historical interpretations are different and why historians ascribe significance to historical people or events.	How historians use sources to make claims about the past.	How historians secure a timeline of the past and coherent narratives across time.

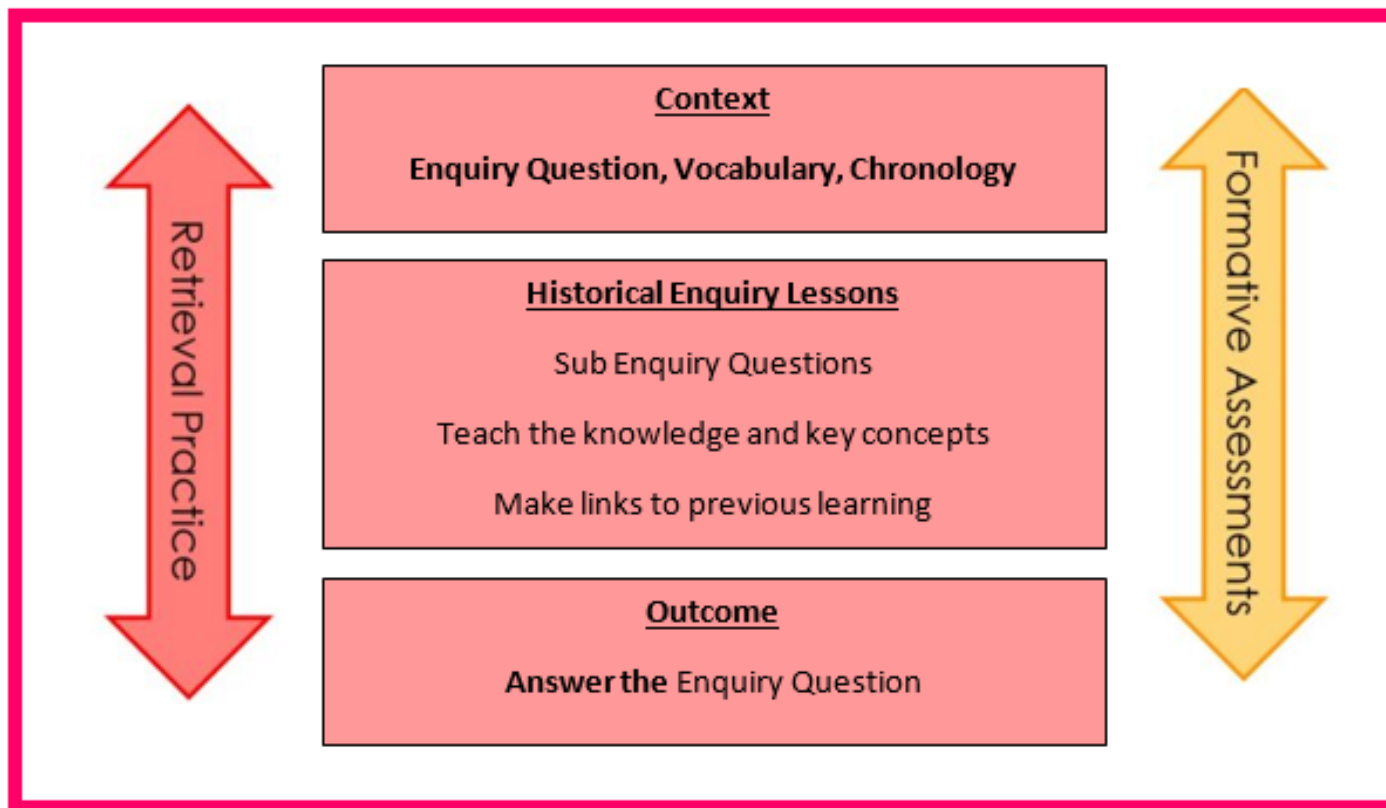









**All topics will have an Enquiry Question:**

**Example: What impact did the Roman Empire have on Britain?**

The role of the question is to provide absolute clarity as to which part of the story (history is a narrative) is core to our understanding and which is the background which ensures the story functions and makes sense.

The questions should ideally allow students to practice a historical thinking skills:



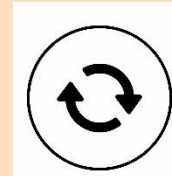
	Reception	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
		Guy Fawkes and the Gunpowder Plot	Kings and Queens	Florence Nightingale/ Mary Seacole	Amelia Earhart and the Wright Brothers	Bolton in the Past	The Great Fire of London	Stone Age to Iron Age	Ancient Greece	The Roman Empire	Ancient Egypt	Vikings and Anglo Saxons	The Tudors	Industrial Revolution	The Norman Conquest	Early Islamic Civilisation	WWII	Crime and Punishment	Overview
	Religious background of class members	Christianity King James: Protestant Guy Fawkes: Catholic	Catholic vs Protestant				St Paul's Cathedral	Stonehenge/ Druids Priests				Christianity, paganism, monasteries	Church of England			Islam Mosque	Judaism	Trial of Ordeal (Anglo-Saxon)	
	School rules	Laws against Catholics				Children in the work place law			City state laws				Church of England Monasteries	1870 Education Act	Doomsday Book			Laws and crimes	
	Kings and Queens in stories	King James 1 ruled England	British Monarchy	Queen Victoria – The Victorian Cross		Queen Victoria ruled	Rich Vs Poor Children			Emperors	Pharaohs (rulers) Tutankhamun	Anglo-Saxon Kings – rules of descendant Edward the Confessor	Tudor Family King Henry VIII		Harold Godwinson			Henry VIII (power)	
	Remembrance Day		Spanish Armada	Crimean War				Weaponry development. Materials – stones to bronze.	The Peloponnasian War	The Roman Army - Boudicca		Anglo-Saxon invasions, Viking raids		Helm shore Mill riots	Battle of Hastings		WWII, The Blitz, The Holocaust		
	Current transport and technology			Medicine	Aviation		Building materials /Fire service	Advancements in metalwork.	Modern maths, sculpture, medicine, language.	Weaponry	Pyramids			Spinning Mule		Medicine	Weaponry aircrafts	Police Technology	
				Culture Prejudice Gender stereotype	Culture Gender stereotypes	Rich Vs Poor Children			Democracy		Civilisation and settlements							Rich Vs Poor witchcraft prisons	
					Amy Johnson exploration			Roamed from place to place to find food and shelter		Roman Empire	Trade, transport and rivers	Invaders, settlers and settlements				Islamic Empire	Evacuations concentration camps		

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Cause and  
Consequence



Continuity and  
Change



Think Like a Historian....

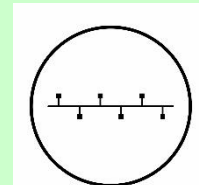
Significance



Using Sources and  
Evidence



Chronology



### Cause and Consequence

What caused the event?

Who or what made it happen?

Who supported the change?

What were the consequences?

### Continuity and Change

What has changed?

What has remained the same?

Who benefitted from the change?

Who didn't benefit? Why?

## Think Like a Historian (KS2)....

### Significance

How did events change people's lives, the community, or the world?

How did decisions or actions, significantly change people's lives?

### Using sources and evidence

How does the past help us to make sense of the present?

What can we learn from the past?

Is it a primary or a secondary source?  
How useful is this piece of evidence?

### Chronology

When did this happen?

What happened before this?

What happened after this?

**Cause and  
Consequence**

What caused the event?

What were the  
consequences?

**Continuity and Change**

What has changed?

What has remained the  
same?

**Think Like a Historian (KS1)....**

**Significance**

How did events change  
people's lives, the  
community, or the world?

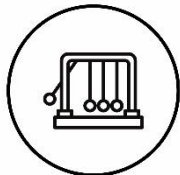
**Using sources and  
evidence**

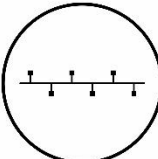
How useful is this piece of  
evidence?

**Chronology**

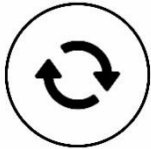
When did this happen?


How does this fit into the  
timeline we already know?


<u>Disciplinary Knowledge</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Cause and consequence</u> 		Pupils to ask why things happened, and begin to explain why things happened, with support.	Pupils to ask questions about why people did things and why events happened.  Pupils to recognise why people did things and why events happened.	Pupils to identify the consequences of events and the actions of people.  Pupils to identify reasons for historical events, situations and changes.	Pupils can explain with confidence the significance of particular causes and effects for many of the key events and developments studied.	Pupils can explain the role and significance of different causes and effects of a range of events and developments.  Pupils can identify that one event can have multiple effects.	Pupils can comment independently on the different types of causes and effects for most of the events covered, and shorter-term aspects.  Pupils can comment on the social, economic and political consequences.
<u>Progression Statements</u>	<b>Ks1</b>	Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements					
	<b>Lks2</b>	Address and devise historically valid questions about cause.					
	<b>Uks2</b>	Address and devise historically valid questions about cause and effect.					

<u>Disciplinary Knowledge</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><b>Chronological understanding</b></p> 	<p>Children can begin to make sense of their own life-story and family's history.</p> <p>Pupils can sequence events in their life.</p> <p>Pupils can recognise that some stories are set a long time ago.</p>	<p>Pupils recognise the difference between past and present.</p> <p>Pupils can place events on a simple timeline.</p> <p>Pupils can sequence 3 dates on a timeline.</p> <p>Pupils can sequence 3 photographs, from different periods of time.</p>	<p>Pupils can independently sequence a number of objects or events (5) on a timeline.</p> <p>Pupils to begin to recognise how long each event lasted.</p> <p>Pupils can understand time and use a wider range of time terms, to describe it. (see below)</p>	<p>Pupils can sequence more than 5 events from history on a timeline.</p> <p>Pupils can place the time studied on a timeline.</p> <p>Pupils can use dates and terms related to the unit and the passing of time</p> <p>Pupils can use the terms BCE and CE.</p> <p>Pupils can sequence artefacts for different periods of time and match artefacts to the people of different ages.</p>	<p>Pupils can sequence a number (more than 6) of the most significant events, objects, themes, and people using some dates, period labels and terms.</p> <p>Pupils can place events from the period studies on a timeline.</p> <p>Pupils can use an increasing range of terms related to the period and begin to date events within and across the periods studied.</p> <p>Pupils to use dates to work out the interval between periods of time, and the duration of historical events.</p>	<p>Pupils can sequence with independence the key events, objects, themes, societies and people covered using dates, period labels and terms. (more than 8)</p> <p>Pupils can make <b>comparisons</b> between different contexts in the past.</p> <p>In addition to BCE and CE, pupils can use the terms AD and BC.</p> <p>Pupils to develop a secure understanding of British, local and world history.</p>	<p>Pupils can sequence more than 10 events on a timeline.</p> <p>Pupils can explain independently the sequence of key events, objects, themes, societies and people using dates, period labels and terms accurately.</p> <p>They can sequence several historical events on a timeline, considering the <b>relationships</b> to each other.</p> <p><b>Pupils have a confident chronological overview of the key periods studied across KS2.</b></p>
<p><b>Chronological understanding (Vocabulary)</b></p>	<p><u>Know how to use terms:</u></p> <p>Yesterday, today, tomorrow, last week, a long time ago</p>	<p><u>Know how to use terms:</u></p> <p>before, after, now, past and present, old and new correctly.</p>	<p><u>Know how to use terms:</u></p> <p>first, next, then, finally, a long time ago, more / less than 100 years ago, decade</p>	<p><u>Know the meaning of:</u></p> <p>BCE, CE, ancient, century/centuries, prehistory</p>	<p><u>Know the meaning of:</u></p> <p>millennium</p>	<p><u>Know that:</u></p> <p>AD and BC can be used as well as CE and BCE</p>	<p><u>Know that:</u></p> <p>AD and BC can be used as well as CE and BCE</p>
<u>Progression Statements</u>	<b>EYFS</b>	Talk about the lives of the people around them and their roles in society.					
	<b>Ks1</b>	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.					
	<b>Lks2</b>	Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later					
	<b>Uks2</b>	Develop chronologically secure knowledge and understanding of British, local and world history					
		Develop chronologically secure knowledge and understanding of British, local and world history.					





















<u>Disciplinary Knowledge</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><b>Similarity and difference / change and continuity</b></p> 	<p>Children know some similarities and differences between things in the past and now.</p> <p>Understand the past through story characters and settings.</p>	<p>Pupils identify a few similarities, differences within a particular unit of study.</p> <p>Pupils to look for similarities and differences over time in their own lives.</p>	<p>Pupils to identify similarities and differences between ways of life at different times.</p> <p>Pupils to make comparisons with their own lives.</p> <p>Pupils to recognise some things which have changed/stayed the same as the past.</p> <p>Pupils to recognise some simple reasons for change.</p>	<p>Pupils can make valid statements about the main similarities, differences and changes occurring in the units studied.</p> <p>Pupils find out about the everyday lives of people compared with our life today.</p> <p>Pupils identify the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul>	<p>Pupils can explain certain changes and developments within and <b>across</b> time periods studied.</p> <p>Pupils explain how people and events in the past have influenced life today.</p> <p>Pupils identify the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul>	<p>Pupils can compare similarities, differences and changes within and across History, e.g., in terms of importance, progress or the type and nature of the change.</p> <p>Pupils can identify what the situation was like, before the changes occurred.</p> <p>Pupils can identify the links between different societies.</p>	<p>Pupils can compare similarities, differences and changes within and across a wide range of periods in suitable depth.</p> <p>Pupils can explain reasons for change and reasons for continuity</p> <p>Pupils can describe similarities and differences between social, cultural and religious diversity in Britain and the wider world.</p>
<u>National Curriculum:</u>	<b>EYFS</b>	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.					
	<b>Ks1</b>	Identify similarities and differences between ways of life in different periods. Study changes within living memory.					
	<b>Lks2</b>	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.					
	<b>Uks2</b>	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.					























<u>Disciplinary Knowledge</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Sources of evidence</b>  	Children can use stories and non-fiction books to find out about life in the past.	<p>With guidance, pupils can use photographs to answer simple questions about the past.</p> <p>Pupils can find answers to simple questions about the past using sources of information.</p> <p>Pupils can sort artefacts from then and now.</p>	<p>Pupils observe and handle sources of evidence to ask and answer questions about the past on the basis of simple observations.</p> <p>Pupils to make simple observations about a source.</p> <p>Pupils to visit a museum to ask and answer questions about the past.</p>	<p>Pupils can use a range of sources to find out about a period.</p> <p>Begin to use the internet to research a specific enquiry.</p> <p>Pupils use sources of evidence to build up a picture of a past event.</p> <p>Pupils can observe small details when using artefacts and photographs.</p>	<p>Pupils can comment on the usefulness and reliability of a range of sources for particular enquiries and <b>ask</b> a variety of questions to find out more about the past.</p> <p>Pupils to use evidence to build up a picture of the past.</p> <p><b>Introduce primary and secondary resources.</b></p> <p>Pupils to recognise primary and secondary sources.</p>	<p>Pupils can select relevant sections of information using research, to answer a line of enquiry.</p> <p>Pupils can use sources of evidence as the basis for an opinion.</p> <p>Pupils can identify bias in a source.</p> <p>Pupils can bring together knowledge from different sources of information in a fluent account.</p>	<p>Pupils can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.</p> <p>Pupils can use sources of evidence as the basis for an opinion.</p> <p>Pupils can begin to make references to evidence as justification</p>
<b><u>Types of sources:</u></b>	Non-fiction books, stories	Non-fiction books, photographs, stories, artefacts	Non-fiction books, photographs, stories, artefacts, diary extract	Non-fiction books, photographs, stories, artefacts	Non-fiction books, photographs, stories, artefacts	Non-fiction books, photographs, stories, artefacts, census, Bayeux tapestry	Non-fiction books, photographs, stories, artefacts, diary extracts, letters,
<b><u>National Curriculum:</u></b>	<b>EYFS</b>	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.					
	<b>Ks1</b>	Understand some of the ways in which they find out about the past and identify different ways in which it is represented					
	<b>Lks2</b>	Understand how our knowledge of the past is constructed from a range of sources					
	<b>Uks2</b>	Understand how our knowledge of the past is constructed from a range of sources.					





















<u>Disciplinary Knowledge</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Historical interpretations / significance</b>  	Children can re-call special people in their own lives.	Pupils can begin to understand different ways to represent the past (e.g. photographs, stories.)  Pupils can give one reason why someone might be considered significant.	Pupils can begin to understand what makes someone or something significant.  Pupils can consider why an event or person might be significant.(Giving more than one reason)  Pupils can discuss who was important in a historical event.	Pupils can re-call who is important in historical sources and accounts.  Pupils can select what is most significant in a historical account and can provide a reason why two accounts of the same event might differ.  Pupils can distinguish between different sources of evidence, comparing the versions of the same story.	Pupils can explain why some aspects of historical accounts, themes or periods are significant.  They can comment on a range of possible reasons for differences in a number of accounts and evaluate the usefulness of different sources of evidence.  Pupils identify that certain individuals and events have had an impact locally and nationally.	Pupils can explain reasons why particular aspects of a historical event, development, society or person were of particular significance.  They can explain how and why it is possible to have different interpretations of the same event or person and link sources / work out how conclusions were arrived at.  Pupils can identify that certain individuals and events have had an impact locally, nationally and internationally.	Pupils can compare the significance of events, developments and people across History and time periods studied.  They can understand and explain the nature and reasons for different interpretations in a range of topics.  They can consider how to check the accuracy of interpretations fact, fiction or opinion.
<b>National Curriculum:</b>	<b>EYFS</b>	Talk about the lives of the people around them and their roles in society.					
	<b>Ks1</b>	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.					
	<b>Lks2</b>	Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources					
	<b>Uks2</b>	Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.					

























EYFS
























Understanding the World: Past and Present

Key Concepts:		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Religious background of class members	What makes me super?	Can we go into the woods today?	Where did characters live once upon a time?	How does your garden grow?	What is in our wonderful world?	What can we see under the sea?
	Rules in school	 Pupils can sequence events in their life: discuss how I have changed since I was a baby. <i>I can compare an old photograph to a new photograph of myself.</i>	 Learn about the importance Remembrance day. <i>I know why remembrance day is important. I understand why poppies are special.</i>	 Knows some similarities and differences between things in the past and now. Pupils can recognise that some stories are set a long time ago. <i>I can recognise things from the past in stories and nursery rhymes.</i>		 Know some similarities and differences between things in the past and now. (transport). <i>I know differences in transport from then and now.</i>	
	Kings and Queens through fairy tales	 Children can re-call special people in their own lives: name and describe people who are familiar to me. <i>I can name at least two important people in my life.</i>		 Understand the past through story characters and settings. <i>I can understand how books and stories can inform us about things from the past.</i>		 Talk about the differences I have seen in photos (transport). <i>I can use photographs to recognise things from then and now.</i>	
	Remembrance Day	 Recognises and describes special times or events for family or friends. <i>I can name at least two important people in my life.</i>		 Talk about the differences I have seen in picture. <i>I can recognise things from the past in pictures, and how they have changed.</i>		 Comment on images of familiar situations in the past. (transport/ homes) <i>I can organise three images using basic chronology.</i>	
	Current transport and technology	 Begins to make sense of own life-story and family's history. <i>I can order my immediate family, using a family tree. I can talk about memories from my family's history.</i>		 Compare and contrast characters from stories, including figures from the past. <i>I can understand how some characters lived a long time ago.</i>		 Talk about the lives of people around them and their roles in society. <i>I can talk about different occupations and why they're important.</i>	
<b>ELG: Past and Present</b> <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>							






















Year 1											
Autumn 1				Spring 1				Summer 1			
Guy Fawkes and the Gunpowder plot <b>Who was Guy Fawkes?</b>				Kings and Queens <b>What was it like during the reign of Elizabeth I/ Victoria compared to today?</b>				Mary Seacole vs Florence Nightingale <b>Why is Florence/Mary significant?</b>			
<b>Ladybridge's Links:</b>				<b>Ladybridge's Links:</b>				<b>Ladybridge's Links:</b>			
	Different forms of Christianity. King James I – Protestant Guy Fawkes - Catholic		Laws against Catholics		Catholic vs Protestant		Spanish Armada		Culture - Discrimination, prejudice, gender stereotypes		Crimean War
	King James I ruled England				British Monarchy Look into the lives of Queen Victoria and Queen Elizabeth I				Queen Victoria - The Victorian Cross.		Development of medical sciences and development of hospitals
<b>Statements:</b> Events beyond living memory that are significant nationally.				<b>Statements:</b> The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods.				<b>Statements:</b> The lives of significant individuals in the past who have contributed to national and international achievements.			
<b>Key Knowledge:</b> Know the meaning of past and present. Know the Gunpowder plot, what it was and its significance in history. Understand the reason behind Bonfire night. Learn about what life was like for Catholic and Protestants living during this time. Know the sequence of events that led to the Gunpowder plot. Know about the lives of King James I & Guy Fawkes.				<b>Key Knowledge:</b> Learn about important British monarchs. Learn about different kings and Queens and what life was like for their time on the throne. Know what life was like during the Tudor period, and compare this to our lives today (local history). Learn about the life of Queen Victoria. Know about the Victorian period, including Queen Victoria and her significance in History.				<b>Key Knowledge:</b> Know about Florence Nightingale's life. Know about Mary Seacoles's life. Know about the conditions of hospitals and the differences between then and now. Know about the similarities and differences between Mary Seacole and Florence Nightingale. Know about the achievements of Queen Victoria & how she helped to make changes in society & the impact this had on everyday people.			
<b>Skills:</b>				<b>Skills:</b>				<b>Skills:</b>			
	Introduce the vocabulary past and present. I can order the events of the Gunpowder Plot. Pupils recognise the difference between past and present. Pupils can place events on a simple timeline.				I can order 3 different monarchs on a timeline. Pupils can sequence 3 dates on a timeline.				I can create a timeline using key dates and photographs. (1605, 1820 & 2024). Pupils can sequence 3 dates on a timeline. Pupils can sequence 3 photographs from different time periods.		
	Use historical sources to find out about King James I & Guy Fawkes and conclude who was right. Pupils can sort artefacts from then and now. Pupils can find simple answers about the past, using sources.				I can use sources to infer information about Queen Elizabeth I and her time on the throne. With guidance pupils can use photographs to answer simple questions about the past.				I know how Florence Nightingale influenced the conditions hospitals Pupils identify at least one reason why things happened.		
	I know the reasons behind Bonfire night. Pupils to ask 'why' questions and begin to explain the reasons why things happened.				Discuss the similarities and differences of the lives of Elizabeth I (Tudor period) and Queen Victoria (Victorian period) Pupils identify a few similarities, differences and changes occurring within a particular unit of study.				I can compare conditions in hospital now compared to Florence Nightingale's time. Pupils to look for similarities and differences over time, in their own lives.		
	Pupils to compare the lives of Catholic vs Protestants. Pupils identify a few similarities and differences within a particular unit of study.				I know the significance of Queen Elizabeth I in history. Pupils can consider one reason why a person or event might be significant				I can discuss why Mary Seacole and Florence Nightingale were significant Pupils can consider one reason why a person might be significant.		


















Year 2					
Autumn 1		Spring 1		Summer 1	
Amelia Earhart and the Wright brothers How did the first flight change the world?		Bolton in the past How has life in Bolton changed for children?		The Great Fire of London and the Plague Did the Great Fire of London make London a better or worse place?	
Ladybridge's Links:		Ladybridge's Links:		Ladybridge's Links:	
	Development in aviation		Laws introduced for children – children in the work place		Changes in technology for building materials and development of the fire service
	Culture – gender stereotypes		Rich vs poor children		St Paul's Cathedral in London built as a consequence of the fire.
	Amy Johnson and Amelia Earhart both explored		Queen Victoria ruled		King Charles II proclamation for London after the fire to help redesign it.
Statements: Events beyond living memory that are significant nationally.		Statements: Changes within living memory. Significant historical events, people and places within own locality.		Statements: Events beyond living memory that are significant nationally.	
Key Knowledge: Know how or order events on a timeline. Know about the Wright brothers & the flight of the first power driven aeroplane. Know who Amy Johnson was, and about her life. Know ways in which people have attempted to fly. Know about early attempts of flying and explain why some attempts were unsuccessful. Know what early aeroplanes were like, and be able to compare them to modern aircrafts - compare flying today and flying in the past		Key Knowledge: Know about living & working in Bolton during the Victorian times. Know what life was like for children. Know the differences between modern and Victorian schooling. Know the differences and similarities between the lives of rich & poor Victorian children. Know about important figures in Victorian times and how they helped children (Lord Shaftesbury, Thomas Agnew and Dr Barnardo).		Key Knowledge: Know some of the ways in which how we live now, is different and similar, to how people lived in 1666. Know about how the Great Fire started and spread across London. Know how London was rebuilt after the Great Fire Understand how we know about the Great Fire of London. Know what an eyewitness is and use diaries/newspaper reports to understand more about the events of the fire Know about the impact of events on the lives of the people of the time. Know about the firefighting at the time and the introduction of the London Fire Brigade in 1866. Know about St Paul's Cathedral	
Skills:		Skills:		Skills:	
	I can create a simple timeline, over different time periods. Pupils can sequence a number of events onto a timeline. Pupils can begin to recognise how long each event lasted.		Use vocabulary such as: first, next, then, finally, a long time ago, more / less than 100 years ago. Pupils can understand time securely and use a wider range of time terms.		I can sequence the story of The Great Fire of London. Pupils can sequence a number of events onto a timeline.
	I can compare flying today and flying in the past. Pupils to make comparisons with their own lives. Pupils to recognise some things which have changed/stayed the same.		Use sources to find out what life was like for Victorian children Pupils to make simple observations about a range of sources. Children to use: <b>photographs</b>		Use Samuel Peep's diary extracts to find out information about the Great Fire of London. Pupils observe sources of evidence to answer questions about the past on the basis of simple observations.
	I can identify why Amelia Earhart was significant. Pupils can begin to understand what makes someone or something significant		I know how attitudes to children and childhood have changed over time. Pupils to recognise why people did things, and why events happened. Pupils to ask questions about why people did things.		I know the cause for the Great Fire of London. Pupils to recognise why events happened.
			Compare the lives of rich and poor Victorian children. Pupils to identify similarities and differences between ways of life at different times. Children to recognise some simple reasons for change.		I know why the Great Fire of London was Significant Pupils can consider why an event might be significant.

Year 3											
Autumn 1				Spring 1				Summer 1			
Stone age to Iron age How did the lives of people in the Stone Age change over time?				Ancient Greece What did the Greeks do for us?				The Roman Empire What impact did the Roman Empire have on Britain?			
Ladybridge's Links:				Ladybridge's Links:				Ladybridge's Links:			
	Development of materials and metal work. Changing tools and building Stonehenge.		Stonehenge/Druids -priests		Modern maths, sculpture, medicine, alphabet and language		Each city state had its own laws		Weaponry		The Roman Army Boudicca
	Early weaponry developed with changes in materials – stone to bronze to iron.		They roamed from place to place to find food and shelter.		Democracy		The Peloponnesian War		Emperors		Roman Empire
<b>Statements:</b> Changes in Britain from the Stone Age to Iron Age.				<b>Statements:</b> A study of Greek life and achievements and their influence on the western world.				<b>Statements:</b> The Roman Empire and its impact on Britain.			
<b>Key Knowledge:</b> Know about The Stone Age, Bronze Age and Iron Age. Understand that we know about the Stone Age to the Iron Age from artefacts. Know that life changed over this time and people settled, created better tools and weapons and started farming. Know about the people who lived during early and new Stone Age. Know the importance of copper mining to the people of the Bronze Age. Know how people lived during different ages.				<b>Key Knowledge:</b> Know what life at a Greek 'Agora' was like. Know about Greek pottery, money, food and theatre, Know how Ancient Greece was one Civilisation and the main differences between Athens and Sparta. Know how different 'city states' worked – how they had their own laws, rulers and armies. Know how democracy worked in Athens. Know about the Ancient Greeks using past sources. Know about what legacies the Ancient Greeks left. Know the impact of Ancient Greece on the western world.				<b>Key Knowledge:</b> Know what life was life for the Romans. Know who lived in Britain before the Roman invasion & about their way of life. Know why & how the Romans successfully invaded Britain, and about their failed invasion attacks. Know about the invasions of Julius Caesar & Claudius. Know why Boudicca revolted against the Romans and the impact this had on both armies. Know how the Romans have influenced our lives today in Britain			
<b>Skills:</b>				<b>Skills:</b>				<b>Skills:</b>			
	Introduce BCE and CE Placing Stone, Bronze and Iron Ages into wider chronological contexts – Place the time studied on a timeline. Use dates and terms related to the unit and the passing of time				Identify Stone Age and Greek artefacts. Introduce the terms: ancient, prehistory Pupils can sequence artefacts and match artefacts to the people of different ages.				Placing Ancient Romans and Roman Britain into the wider context of historical chronology. Pupils can sequence more than 5 events from history on a timeline.		
	Identifying why sources are limited for the Stone, Bronze and Iron ages Pupils can use a range of sources to find out about a period. Pupils to observe small details. Sources: <b>stone tools artefacts, dice, photographs, books.</b>				Pupils to identify the changes the Greeks made to life. Pupils to identify reasons for historical events, situations and changes.				Questioning the validity of sources and contradictions – Boudicca. Begin to use the internet to research a specific enquiry. Pupils use sources of evince to build up a picture of the past.		
	Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally Pupils can identify the consequence of events and the actions of people.				Identify the main similarities and differences between Sparta and Athens. Pupils can make valid statements about the main similarities, differences and changes occurring in the units studied.				Pupils to identify how the everyday lives of Romans was different from ours. Pupils find out about the everyday lives of people compared with our life today.		
	Pupils identify the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: housing, society, food, entertainment, and beliefs.				Identify what the Ancient Greeks were most significant for. Pupils can select what is most significant in a historical account and can provide a reason.				Identify why Boudicca is such a significant individual for both British and Roman British history Pupils compare different versions of events from the past.		






Year 4											
Autumn 1				Spring 1				Summer 1			
Ancient Egypt <i>How much did the Ancient Egyptians achieve?</i>				Vikings and Anglo-Saxons <i>How did England change during the settlement of the Anglo Saxons and Vikings?</i>				The Tudors <i>What was life like in Tudor England?</i>			
Ladybridge's Links:				Ladybridge's Links:				Ladybridge's Links:			
	Building of the pyramids		Civilisations and Settlements		Christianity, paganism, monasteries		Anglo-Saxon invasions, Vikings raids and invasions		The Tudors – Royal Family King Henry VIII Queen Elizabeth 1		Church of England
	Tutankhamun - Pharaohs (rulers)		Trade, transport and rivers)		Anglo-Saxon Kings – rule of descendants		Invaders, settlers and settlements		Church of England and monarchy laws		
<b>Statements:</b> The achievements of the Ancient Egyptians.				<b>Statements:</b> Britain's settlement by Anglo- Saxons and scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor.				<b>Statements:</b> A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			
<b>Key Knowledge:</b> Know how life in Ancient Egypt depended on the River Nile for farming, fishing, trading, and Ancient Egyptian burial & everyday life. Know how archaeologists (Howard Carter) discoveries of Egyptian artefacts have helped us learn about the Ancient Egyptians. Know how to evaluate how reliable they are. Know about the importance of the Pharaohs. Know who Tutankhamun was and his importance in history.				<b>Key Knowledge:</b> Know that the 4 <sup>th</sup> Century was a transitional period for England. Know the key events which led to England being unprotected. Know that Britannia and the Roman Empire were in a weak state which caused for a change of leader. To know that the Anglo-Saxons were a mix of tribes from Germany, Denmark and the Netherlands. Know that there were 7 different Anglo-Saxon kingdoms within England. Know that people converted from Paganism to Christianity. Know who Edward the Confessor was. Know that the Vikings made their own clothes, weapons and boats.				<b>Key Knowledge:</b> Know that the Tudor family ruled England from 1485 to 1603 Know who King Henry VIII was. Know about marriage during the Tudor times Know who Henry VIII's six wives were. Know who Queen Elizabeth I was. Know that royal progresses were a key aspect of the monarchy during Tudor times. Know that absolutism means that a ruler has complete control over a country and can make decisions without asking anyone else. Know that Tudor inventories were detailed lists of possessions and household goods. To know what Tudor London was like.			
<b>Skills:</b>				<b>Skills:</b>				<b>Skills</b>			
	<b>Placing early civilisations into chronological context – in-depth Egyptians</b> Use an increasing range of terms related to the period and begin to date events within and across the periods studied. Pupils can sequence more than 6 events.				<b>Pupils can place key events from the Viking and Anglo-Saxon period on a timeline.</b> Pupils can place events from the period studies on a timeline. Pupils use dates to work out intervals between time. Pupils can place events from periods on a timeline.				<b>To find out about Henry VIII's wives through secondary sources.</b> Pupils can comment on the usefulness of a range of sources for particular enquiries and ask a variety of questions to find out more about the past.		
	<b>Introduce primary and secondary resources.</b> Pupils to recognise primary and secondary sources				<b>Use a range of primary and secondary resources to find out about why the Vikings invaded Britain.</b> Pupils use evidence to build a picture up of the past.				<b>Pupils can explain why Henry VIII broke from the Catholic Church and what effect this had on religion and the power of the monarchy.</b> Pupils can explain with confidence the significance of particular causes and effects.		
	<b>Pupils to identify the advances the ancient Egyptians made.</b> Pupils can explain how people in the past and events have influenced life today. Pupils can explain changes and developments within and across time periods.				<b>Pupils identify the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain</b> through comparison of: housing, society, food, entertainment and beliefs.				<b>Pupils will study the changes of the church during Tudor England</b> Pupils can explain certain changes and developments within and across time periods studied.		
	<b>Identify the significance of Egyptian achievements</b> <b>Identify the significance of the River Nile to ancient Egyptians</b> Pupils can explain why some periods are significant.				<b>Identifying the impacts that the Viking invasions had on Britain. To know why Edward the Confessor was significant.</b> Pupils identify that certain individuals and events have had an impact locally and nationally.				<b>Pupils will study pictures of Henry VIII and think about whether the artist made him look better or more powerful than he really was</b> Pupils can comment on a range of possible reasons for differences in a number of accounts and evaluate the usefulness of different sources of evidence.		

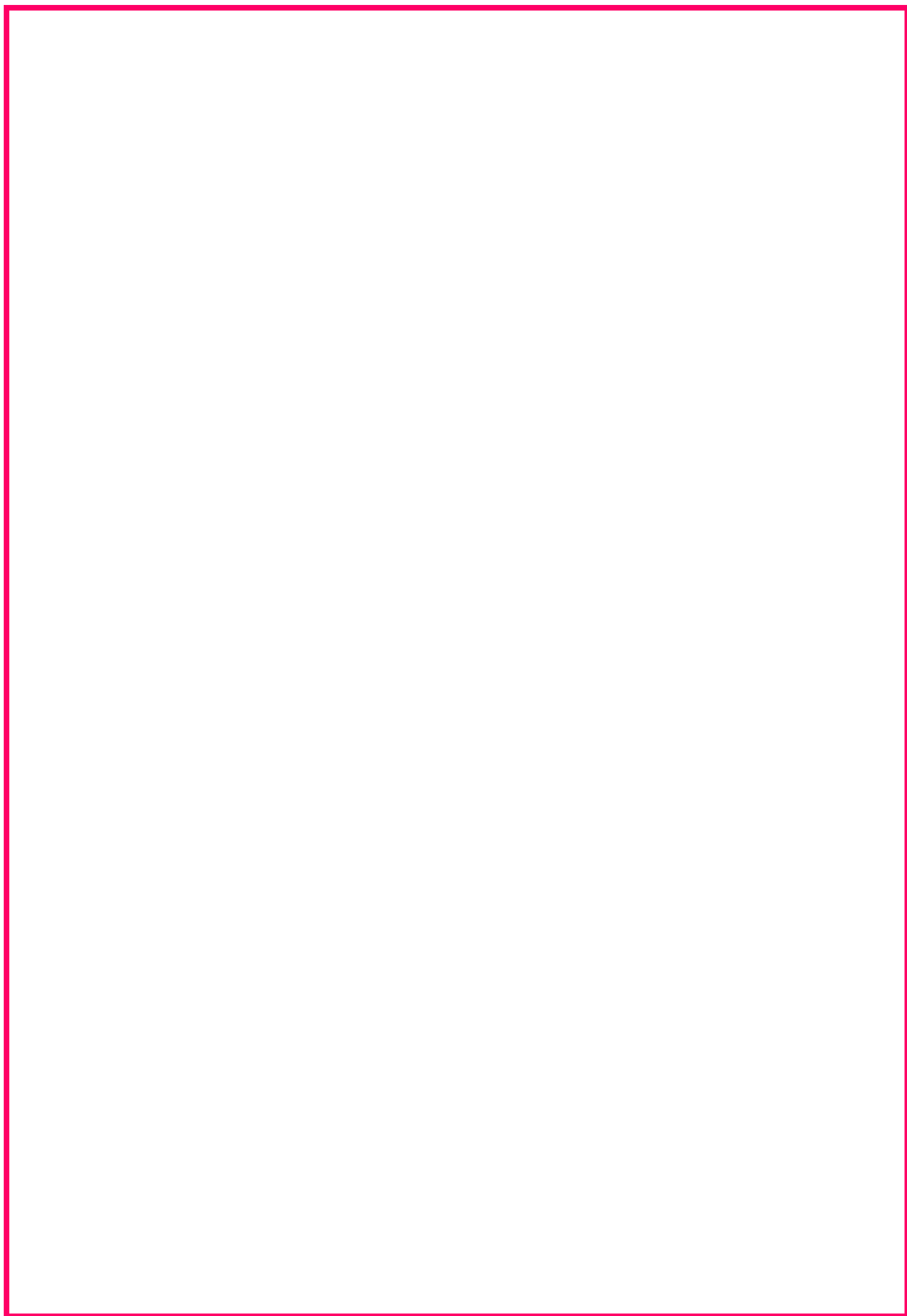


Year 5											
Autumn 1				Spring 1				Summer 1			
The industrial revolution <i>What impact did Samuel Crompton have on Bolton?</i>				The Norman conquest <i>How was 1066 a turning point in history?</i>				Early Islamic Civilisation c. AD900 <i>What discoveries were made in the Early Islamic Civilisation?</i>			
<b>Ladybridge's Links:</b>				<b>Ladybridge's Links:</b>				<b>Ladybridge's Links:</b>			
	1870 Education Act		The Spinning Mule		Domesday Book		Invasions Battle of Hastings		Islam mosques		
	Helmshore Mill riots				Edwards the Confessor Harold Godwinson				Helped to shape modern medicine		The Islamic Empire
<b>Statements:</b> A local History study.				<b>Statements:</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.				<b>Statements:</b> A non-European society that provides contrasts with British History.			
<b>Key Knowledge:</b> Know what the industrial revolution was & the main factors that started the industrial revolution. Know about Samuel Crompton's invention of the Spinning mule & the impact this had on the lives of people at the time. Know how the cotton industry changed the lives of people living in Bolton at the time. Know about the uses of the census from 1871- 1891. Know how households were different to what they are now.				<b>Key Knowledge:</b> Know how & why the Normans invaded Britain. Know about Harold Godwinson & William of Normandy and conclude who should be king. Know about the Battle of Hastings and why there are different accounts of these battles. Know about the Bayeux Tapestry and discuss its significance within History. Know about the Domesday Book, what it contained and its importance. Know about William the Conqueror and the impact he had on our lives today.				<b>Key Knowledge:</b> Know about Baghdad's role in early Islamic civilisation. Know why trade was a success in Baghdad. Know some of the significant discoveries and studies, which were led by early Islamic scholars and evaluate the impact they made on the wider world. Know who Muhammad is and explore how the first caliphate came to be formed. Know the dynasties that followed the first caliphate. Know the reasons why the early Islamic civilisation became a major power.			
<b>Skills:</b>				<b>Skills:</b>				<b>Skills:</b>			
	<b>Placing Industrial Revolution into chronological context</b> Pupils can sequence with independence the key events, objects and people covered using dates, period labels and terms They can make informed <b>comparisons</b> between different times in the past				<b>Using primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints</b> Pupils can use sources of evidence as the basis for an opinion. Pupils can identify bias in a source. Pupils can bring together knowledge from different sources of information Sources – Domesday Book, Bayeux Tapestry, Anglo Saxon Chronicle, Letters from William of Jumieges, William of Poitiers				<b>Placing early civilisations into context</b> Pupils can sequence with independence the key events and people covered using dates, period labels and terms		
	<b>Analyse the 1871-1891 census to learn information about the people who lived during that time.</b> They can select relevant sections of information using research with increasing confidence to answer a line of enquiry.								<b>Discuss how Islam trade routes connected lots of the world.</b> Pupils can explain the role and significance of different causes and effects of a range of events and developments		
	<b>Understand the changes that occur across the industrial revolution</b> Pupils can compare similarities, differences and changes within and across History, e.g., in terms of importance, progress or the type and nature of the change				<b>Identify what impact the Battle of Hasting had on Britain.</b> Pupils can identify that one event can have multiple effects				<b>Pupils to investigate how life in Baghdad compared to Britain.</b> Pupils can identify the links between different societies.		
	<b>Investigate how Samuel Crompton's invention of the spinning mule, revolutionised the industry worldwide.</b> Pupils can identify that certain individuals and events have had an impact locally, nationally and internationally				<b>Use primary sources to solidify possibilities of bias and understand that there are different interpretations</b> Pupils can explain how and why it is possible to have different interpretations of the same event - work out how conclusions were arrived at.				<b>Pupils to consider the significance of some of the different Early Islamic civilisation</b> Pupils can explain reasons why particular aspects of a historical event, development, society or person were of particular significance		

Autumn 1				Spring 1/2			
WWII				Crime and Punishment			
What affect did WWII have on Britain?				How has crime and punishment changed over time in Britain?			
Key Concepts:							
	Bombing of settlements		World War Two, The Blitz		Laws and Crimes		Rich v Poor, Witchcraft, prisons
	Evacuations, Hitler's Invasion through Europe		Weaponry and aircraft		Police technology		Henry VIII power (Tudor)
							Trial of Ordeal (Anglo-Saxons)
Statements:				Statements:			
A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.				A study of an aspect of history or a site dating from a period beyond 1066			
<b>Key Knowledge:</b> Know that some of the causes of WW2 linked to WW1: Germany having to pay reparations, Germany not being allowed to have a large army and Germany having land taken off them. Adolf Hitler was leader of the Nazi Party. Understand the declaration speech made by Neville Chamberlain – the British Prime Minister – 3 <sup>rd</sup> September 1939. Understand the order that Hitler invaded and occupied the countries within WWII. Which countries were involved in WW2: Allies – Britain, France, USA, Soviet Union, China and Axis – Germany, Italy, Japan The British colonies also supported Britain in WW2 – India, Pakistan, Bangladesh, Canada, Australia, New Zealand. Battle of Britain occurred on from July 1940 It was fought in the skies above Britain. The Royal Air Force was the British air force and Luftwaffe was the German air force. Radar had a profound impact on WW2. The Blitz was the continuous bombing on the citizens of London from September Bombing also occurred in many towns and cities including Bolton. Blackouts, Air Raid Shelters, Gas Masks and Evacuation were used as a form of protection. Hitler wanted to destroy morale. Evacuation occurred in order to safeguard the children of Britain. Children were evacuated from the big towns and cities to the rural villages. 1 <sup>st</sup> wave of evacuations started on 1 <sup>st</sup> September 1939 (2 days before we declared war) Understand the pros and cons of evacuation. Explain why we needed to ration certain foods and other items. People encouraged by the government to 'Make Do and Mend' and 'Dig for Victory'. (Victory in Europe) VE Day – May 8 <sup>th</sup> 1945. Britain celebrated by having street parties. VJ Day (Victory in Japan)				Roman Punishments were unfair – poor people and slaves faced more severe punishments than the rich. The Roman's system of a court is still used today Explore similarities and differences between Romans and nowadays e.g. advocatus v lawyer/solicitor, judge and jury Anglo-Saxons believed in hierarchy with King at top - chosen by God Anglo-Saxons believed that if they followed the laws and lived good lives, they would be rewarded in the Afterlife A hue and cry raised an alarm – everyone had to stop what they were doing and catch the criminal or faced a fine Trial by Jury – group of men from the tithing made a judgement Trial by Ordeal – judgement of God The Tudor system was designed to deter rather than punish (fear and embarrassment) Punishments were often public events The punishments were much harsher – beheading, stocks, the rack...etc Henry VIII used harsh punishments to gain power and control Stuart period - Witchcraft was against the law Know some of the traits of the falsely accused – women, healers, old women, unattractive people...etc Know some of the punishments – ducking stool, burned at the stake...etc Some historical evidence is unreliable (caused by rumours) Victorian era - prisons were introduced as the main form of punishment The Gaols Act improved the standards of prisons Hard labour was introduced as additional punishment Some prisoners were sent to Australia First modern police force was formed by Robert Peel (Metropolitan Police Service in London) Explain how advancements in technology (fingerprint scanners, body cams, police cars) have helped change/improve the job Explain the gender inequality within the police force Understand how the police force has changed/stayed the same			
Second Order Concepts:							
	Pupils can sequence more than 10 events on a timeline. Pupils can explain independently the sequence of key events, objects, themes, societies and people using dates, period labels and terms accurately. They can sequence several historical events on a timeline, considering the <b>relationships</b> to each other. <b>Pupils have a confident chronological overview of the key periods studied across KS2.</b>						
	<b>Use a range of sources to explain the effect of WWII, and justify their reasoning with evidence.</b> Pupils can use sources of evidence as the basis for an opinion. Pupils can begin to make references to evidence as justification				<b>Use a range of evidence to interpret why certain crimes were used</b> Pupils can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.		
	Pupils can understand and explain the nature and reasons for different interpretations in a range of topics. Pupils can consider how to check the accuracy of interpretations fact, fiction or opinion.				<b>Pupils can explain how crime and punishment in the past, like public hangings or transportation to Australia, were important and how they changed the way we make laws and punish people today.</b> Pupils understand the significance of past events and the impact they have today. Pupils can consider the accuracy of evidence and say whether it is biased/unreliable		
	<b>Identify the cause and effect of WWII.</b> Pupils can comment independently on the different types of causes and effects for most of the events covered, and shorter-term aspects.				<b>Explain how crimes, punishments, trials, prisons and the police force have changed or continued over time</b> Pupils can explain reasons for change and reasons for continuity. Pupils can compare similarities, differences and changes within and across a wide range of periods in suitable depth. Pupils can describe similarities and differences between social, cultural and religious diversity in Britain and the wider world.		
					<b>Pupils understand that more prisons and the introduction of police force was a consequence of the growing number of crimes</b> Pupils can comment on the social, economic and political consequences.		

## Integrating Local History

<u>Year 2</u>			<u>Bolton in the past</u>  How has life in <b>Bolton</b> changed for children?	
<u>Year 3</u>			<u>The Romans</u>  What was life like in the <b>North West</b> , during this time?	
<u>Year 4</u>			<u>Anglo Saxon and Vikings</u>  What was life like in the <b>North West</b> , during this time?	
<u>Year 5</u>			<u>The industrial revolution</u>  What impact did Samuel Crompton have on <b>Bolton</b> ?	
<u>Year 6</u>			<u>WWII</u>  How did WWII affect <b>Bolton</b> ?	







### **SEND Adaptations for History**

“Studying geography is so important for children regardless of their age or stage of learning. Geography helps them to make sense of the world around them and piques their curiosity in places and people. Done well, it engages pupils in their world, often spurring them into action, and is fun.”

<b><u>Cognition and Learning</u></b>	<b><u>Communication and Interaction</u> <u>Social</u></b>	<b><u>Emotional and Mental Health</u></b>	<b><u>Sensory and/or Physical</u></b>
<p>Use of first-hand practical activities to explore and spark interest through primary sources such as artefacts/newspapers/photographs etc.</p> <p>Use of secondary sources to support understanding of content such as books, photos, videos, simulations or animations.</p> <p>Use of alternative ways of recording for writing.</p> <p>Use of small groups to scaffold SEND children where needed.</p> <p>Application of vocabulary into different contexts to deepen understanding.</p> <p>Physical warm ups to start a lesson to help recall previous learning i.e. hot seating, refer to timeline.</p>	<p>Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces.</p> <p>Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction.</p> <p>Pre-expose children with historical books and artefacts.</p> <p>Plan movement breaks and classroom jobs to allow children to move within a lesson.</p> <p>Visual words/cues/phrases.</p> <p>Repetition and reinforcement.</p> <p>Scaffolding observational/questioning skills for History through careful and targeted questioning.</p>	<p>Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration.</p> <p>Ensure that instructions are clear and tasks are broken down to be achievable.</p> <p>Children can be given a role within a group which does not involve them being highly active or speaking out to not heighten arousal.</p> <p>Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening.</p> <p>Using IT to support where necessary either for whole class learning or for recording their learning.</p>	<p>Ensure all images are large enough and accessible.</p> <p>Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources.</p> <p>Use of an iPad to support children with a visual impairment where screen sharing can occur.</p> <p>Additional ways of recording, i.e. videos, verbal commentary etc rather than always writing.</p> <p>Working within mixed ability groups to support.</p> <p>Use of IT to support access beyond screen sharing.</p>

<p>Multi-sensory learning could include making models/artwork to represent moments in history e.g. air raid shelters, Great Fire of London.</p> <p>The use of drama to portray moments from history and the use of freeze frame to 'talk' to characters.</p> <p>Exploring museums, galleries and historical sites through the internet.</p> <p>Photographs and videos should be taken on history trips to support consolidation, analysis and explanation once back in school.</p>	<p>Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer.</p> <p>Simple, step by step instructions verbally and then in a prompt sheet.</p> <p>Use of appropriate modelling to support understanding.</p> <p>Symbols may be used to identify specific historical vocabulary for example map, atlas, timeline, artefact.</p>	<p>Teaching with empathy and understanding of the child's needs.</p> <p>Allow movement breaks within the classroom for example giving out equipment or books etc.</p> <p>Allow sensory/brain breaks as a break from learning</p>	
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