



Subject Sequencing History

Year Group											
EY											
1	<p>What are toys like today? Materials toys are made from today and why. Look at photos/adverts as evidence of present life.</p>	<p>To recognise toys from the past. Materials toys were made from in the past. Look at photo's and replica toys. What do these tell us about the past?</p>	<p>To understand how toys have changed over time. Time line.</p>	<p>To understand the difference between the toys of rich and poor children To understand how and why Victorian children played outside. Use photos and footage to investigate. VICTORIAN DAY</p>	<p>To know what life was like for poor children during the Victorian time. Why do different people have different opinions about this? What do the photos and records show us?</p>	<p>To recognise the changes to our country during the Victorian times. Industrial revolution. Look at photos of towns and maps from the past. Notice more houses, buildings etc..</p>					
1	<p>What is flight? How do people move and how do goods get transported around the world? Why do we need this to be possible?</p>	<p>Timeline of flight. Going through the main events in flight including gliders, zeppelin and then passenger aircraft.</p>	<p>The Wright Brothers – who are they? Research and biography.</p>	<p>How things have changed after the Wright brothers? Comparing flight today with the past using photos and video clips as evidence.</p>	<p>What is flight used for now? How has it changed? Use photos and eyewitness statements to compare views and opinions. PAST</p>	<p>What is flight used for now? How has it changed? Use photos and eyewitness statements to compare views and opinions. PRESENT</p>					



Subject Sequencing History

2	<p>Explorers – significant people from the past: Neil Armstrong – who was he and why was he a significant person?</p>	<p>Explorers – significant people from the past: The moon expedition – why was it so important and a turning point in history? Timeline of space travel.</p>	<p>Explorers – significant people from the past: Mae Jameson – who was she and why was she significant? Where does this trip appear on the timeline?</p>	<p>Explorers – significant people from the past: Tim Peak – who is he and what was his achievement? How has the past impacted him and his exploration?</p>	<p>Explorers – significant people from the past: Florence Nightingale – who is she and why is she considered important?</p>	<p>Explorers – significant people from the past: Mary Seacole Who is she and what did she achieve? Consider the changes that Florence and Mary started? What challenges did they both face?</p>					
2	<p>The Great Fire of London: What was London like in 1666? Read evidence from Samuel Pepy’s diary and other sources – paintings/maps. What do children notice? Busy, dirty, poverty, buildings close together.</p>	<p>The Great Fire of London: Why did the fire start? How do we know about it? What were the accounts of the people who were there? Are they the same? Did they have different opinions?</p>	<p>The Great Fire of London: How was the fire put out? Why did it take so long? What was the impact of this like?</p>	<p>The Great Fire of London: Looking at evidence. What was the damage that the fire caused? Look at images and written evidence – what did people think? Feel?</p>	<p>The Great Fire of London: Timeline of the fire. What changes were made due to the Great Fire? Which of these can we still see today?</p>						



Subject Sequencing History

2	<p>What do we know about ships and boats? What information can we gather from pictures and sources of evidence about what sea travel has been like over time and what we have used sea travel for? Travel, carrying goods, protection.</p>	<p>How did boats and ships work in the past? Look at images and evidence: paintings/photographs/written accounts/images from the museums. Look at boats from the Viking times up to the present day. What materials were they built from? Why? How would they have been made? How did they work?</p>	<p>Famous boat journeys over time: Look at famous boat journeys through history: The armada, Captain Cook.. Introduce the Titanic through posters/photos/ images and written accounts from the time. What do children think it was?</p>	<p>The class difference on board the Titanic – what was the ship like for the different classes? What were people travelling for? How do we know? Look at ship records as evidence.</p>	<p>What was the fate of the Titanic? What were the key events that unfolded? Why might accounts be different?</p>	<p>What lessons were learned from the Titanic? How do we know that things changed?</p>					
3	<p>Britain in the ancient past – Ice age. What does Pre – historic mean? What might this mean for historians? What type of evidence is there? What does this mean? Why don't we know how people felt?</p>	<p>What is the difference between hunter – gatherer & agriculture? People moved to building farms and growing/ rearing their own food. Why does this mean they would have to build settlements instead of moving around all the time?</p>	<p>What do we know because of evidence found at Skara Brae? Research</p>	<p>What do we know because of evidence found at Skara Brae? Booklets</p>	<p>Why did the Bronze Age start? What things changed after the discovery of metal and how did this effect society living: tools for farming, weapons, jewellery. How do we know this?</p>	<p>What was life like during the Iron – Age? Development of tribes and wars. Evidence of high walls being built/ forts/ weapons found.</p>	<p>What did people in pre – historic times believe? How do we know? Burial sites/ jewellery, monuments, things placed in circles.</p>				



Subject Sequencing History

3	<p>What was life like in Tameside before the industrial revolution? Look at life before factories were built. What were the jobs? What did children do? People lived in small village and it was mainly farmland – look at maps and census information.</p>	<p>What changed and why? To know that the invention of the water wheel and water power enabled the industrial revolution in Manchester to begin. To know how a water wheel works to generate power, and that Arkwright invented the first water powered machines.</p>	<p>To know there were several mills in Tameside and that they produced different products. Name the mills and find them on maps. Look at plans today – where have the mills gone and why?</p>	<p>What the impact was on the local area of the mills: coal mines, canals, use of the river to both make the mills work and to transport the goods around.</p>	<p>How and why the canal networks developed across greater Manchester. How they were powered. Look at maps of the canal network. What are the canals used for today?</p>	<p>What was the impact on life in Britain during the industrial revolution? Study the lives of children during this period of time. Discuss the child labour laws of 1842, 1844, 1864 and the education acts of 1870, 1880 and 1891.</p>	<p>Identify the Victorians as a period of great change in British history. Study significant events: Invention of the railways First stamp Telephone Gramophone Why did people now want/ need these</p>				
4	<p>Ancient Egyptians: Look at the timeline of history studied so far. Look at the invasion of the Romans on Britain then move over to Egypt at the same point in time then go back... Ancient Egypt timeline.</p>	<p>Ancient Egyptians: How do we know so much about Ancient Egyptian life? Look at significant discoveries and what they tell us – In particular the images and hieroglyphs.</p>	<p>Ancient Egyptians: How and why the pyramids were built and how it linked to religious beliefs.</p>	<p>Ancient Egyptians: The different roles in Egyptian society - Hierarchy. How does this relate to Britain today?</p>	<p>Ancient Egyptians: How the 3 seasons affected life in Ancient Egypt and the foods they produce. Which of these foods do we now import?</p>	<p>Ancient Egyptians: Comparing Ancient Egypt to other Ancient civilisations.</p>					



Subject Sequencing History

4	<p>British Invasion – Romans: Why the Romans and other civilisations invaded Britain. What resources did the Romans believe were here?</p>	<p>British Invasion – Romans: Where the Romans originated and how they expanded quickly through Europe. How do we know?.</p>	<p>British Invasion – Romans: How accounts of the Roman invasion differ. How do we know? What evidence is there?</p>	<p>British Invasion – Romans: Boudicca – who she was, what she achieved and what we think of her today. Where are the original accounts of the invasion? Are they all the same?</p>	<p>British Invasion – Romans: Roman armies and slaves. The construction of roads to travel. Locate Roman roads and towns/ cities.</p>	<p>British Invasion – Romans: Roman Settlements in Britain. Architecture and remains in Britain.</p>	<p>British Invasion – Romans: The impact of the Roman invasion on Britain today. Arcitecture, language</p>	<p>British Invasion – Romans: Chester- What the Romans left behind.</p>			
5	<p>Ancient Greece: Landscapes and the impact of physical features – Ancient Greeks developed seafaring knowledge.</p>	<p>Ancient Greece: Greece today has many clues as to what life was like there in the past – look at pottery, artefacts and buildings. What do they tell us?</p>	<p>Ancient Greece: Greek Mythology. Evidence of stories from pottery and drawings. What do they tell us about art? Religion? Skill? Tools?</p>	<p>Ancient Greece: ‘The Golden Age of Athens’ (480BCE) The achievements of Greek society and how it was structured.</p>	<p>Ancient Greece: What was life like in ancient Athens? Investigate the experiences of men, women, children, slaves.</p>	<p>Ancient Greece: How were decisions made in Athens? Before there was a democracy Greece was ruled by Tyrants? What does this mean? What is a democracy? Compare the democracy in Britain with Ancient Greece.</p>	<p>Ancient Greece: What events happened in Ancient Greece that developed into the idea of democracy. Why democracy is important today.</p>	<p>Ancient Greece: Discussing and debating using democratic methods.</p>	<p>Ancient Greece: Features of Ancient Greece that have influenced Britain today: Sport, politics, language, food.</p>	<p>Ancient Greece: Food of Ancient Greece. Greek food today.</p>	<p>Ancient Greece: Origins of English words from Ancient Greece.</p>



Subject Sequencing History

5	<p>Why did the Romans leave Britain and what did this mean for society? Imagine the people ruling slowly going - what would happen to rules etc...</p>	<p>What does Sutton Hoo tell us about the person who was buried? Who could it have been? Why do they think that? Revise types of rulers.</p>	<p>The Anglo – Saxon invasion included people from all over Europe. They crossed at the southern border and at first raided but then settled. What was Anglo – Saxon life like?</p>	<p>What were the beliefs of people in Europe at this time? What conflict would this have caused? Greeks? Romans? Vikings? Anglo – Saxons? Christians in Britain?</p>	<p>How do we know about the conflicts and battles? What are the different accounts of this through history? Why do the accounts differ?</p>	<p>What changes occurred during the Anglo – Saxon and Viking times? Languages, rules, towns and cities – which of these are evidence of our history over time?</p>	<p>Viking raids – historical accounts and how these differ. Lindisfarne</p>	<p>Alfred the great – The role he played in preventing Viking rule</p>			
6	<p>Timeline of Ancient civilisations around the world. Where do the Mayans fit in? Fact finding mission!</p>	<p>Map of South and central America and where major archaeological finds were discovered – 7 wonders of the modern world.</p>	<p>What achievements the Mayan had – writing, buildings, 365 day calendar.</p>	<p>Who the Inca tribes were. Where they were located and how they lived their lives.</p>	<p>The importance in building roads and infrastructure.</p>	<p>Tenochtitlan – an amazing discovery!</p>	<p>Compare and contrasting different ancient civilisations.</p>	<p>The invasion of the Spanish and demise of these ancient civilisations.</p>			
6	<p>Invasions over time – investigating Britain’s invaders and where Britain has invaded. Look at a map of the world and pinpoint invasions.</p>	<p>What were the significant events leading up to the breakout of WWII?</p>	<p>Who was Winston Churchill? Why was he such a significant leader? Compare to Neville Chamberlain.</p>	<p>What ‘The Battle of Britain’ was. Look at the RAF and the Luftwaffe and why they were so significant.</p>	<p>The significant damage and destruction faced during this time July – October 1940. The Blitz</p>	<p>Why the battle of Britain ended. Many different accounts of what caused the end. The battle of Normandy is one but others dispute this.</p>	<p>What happened during the blitz and the impact this had on British life – Evacuation/ Rationing</p>	<p>Why WWII came to an end. What world leaders decided to do to keep peace in the future. Has it worked? Discuss the UN and NATO and what is happening now in 2022 because of the Russian occupation in Eastern Europe following the war.</p>			