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History Progression Map

End of EYFS

Pre-school	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life story and family's history.
Reception	Understanding the World	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • 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.

KS1 National Curriculum Expectations

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- 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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

KS2 National Curriculum Expectations

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

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Intent

As a school, and in accordance with the National Curriculum's expectations, we will ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales
- understand that the skills taught in history can be transferrable to a range of jobs, including those involving research, law, history and analysing information
- experience a wide range of opportunities linked to history, including visitors, handling sources and trips to a range of historically significant places including those in their local area.



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History Progression Map

Year 1	Chronology	Knowledge and understanding of events, people and changes of the past	Historical enquiry and interpreting sources	Historical concepts, vocabulary and skills
	<i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</i>	<i>Pupils develop their knowledge and understanding of local, national, and international history by describing some of the main events, people and periods they have studied.</i>	<i>Pupils use sources to answer simple questions about the past.</i>	<i>Pupils begin to recognise similarities and differences in periods of time.</i>
Autumn term Pupils will: <ul style="list-style-type: none"> - Put their own life on a timeline - Discuss key events that have happened in the UK in their lifetime - Describe events they remember - Order events in chronological order - Discuss the idea of democracy, monarchy and government - Discuss change from 60 years to now (technology, school) 	Pupils will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (technology, vehicles, Charles III, COVID) <u>Key questions:</u> When was I born? What was happening in Britain when I was born? What has happened in my lifetime nationally?	Pupils will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (technology, vehicles, Charles III, COVID) <u>Key questions:</u> Who was the monarch when I was born? Who is the monarch now? What is a monarch? What is a government? How does democracy work in Britain?	Pupils will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (technology, vehicles, Charles III, COVID) <u>Key questions:</u> What can we use as evidence? What can we learn from this evidence?	Pupils will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (technology, vehicles, Charles III, COVID) <u>Key questions:</u> How has life changed from when my parents/grandparents were my age?

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<p>Spring term</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Discuss their understanding of cars and local history - Look at the history of Bentley and order key events - Discuss the war and the impact it had on Bentley - Explain why the factory was important - Recognise sources of evidence from the past and what we can learn from them 	<p>Pupils will learn about significant historical events, people and places in their own locality (John A Bunting and Bentley)</p> <p><u>Key questions:</u></p> <p>When did Rolls-Royce/Bentley come to Crewe? What happened to the factory?</p>	<p>Pupils will learn about significant historical events, people and places in their own locality (John A Bunting and Bentley)</p> <p><u>Key questions:</u></p> <p>Why was the Rolls-Royce factory being in Crewe important? What did the factory do during the war? Who was John A Bunting and what did he do?</p>	<p>Pupils will learn about significant historical events, people and places in their own locality (John A Bunting and Bentley)</p> <p><u>Key questions:</u></p> <p>Crewe Town Council Heritage resources: John A Bunting and What do the pictures of Crewe look like? How is it different to now? What can we learn about life back then from the pictures? What other sources of evidence are there?</p>	<p>Pupils will learn about significant historical events, people and places in their own locality (John A Bunting and Bentley)</p> <p><u>Key questions:</u></p> <p>How was life different then to now?</p>
<p>Summer term</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Discuss their understanding of trains and their own experiences - Look at the history of Crewe railway and order key events - Explain why the railway was important - Recognise sources of evidence from the past and what we can learn from them - Begin to form own answers to a range of questions using sources as evidence 	<p>Pupils will learn about a local area study (beyond living memory) and events beyond living memory that are significant nationally or globally. (Crewe Railway)</p> <p><u>Key questions:</u></p> <p>When was Crewe railway built? What are the key events in Crewe railway's history?</p>	<p>Pupils will learn about a local area study (beyond living memory) and events beyond living memory that are significant nationally or globally. (Crewe Railway)</p> <p><u>Key questions:</u></p> <p>Why was Crewe railway built? What was it like working at the railway? Why is it called the 'Grand Junction' railway? Why did Queen Elizabeth II open the Heritage centre?</p>	<p>Pupils will learn about a local area study (beyond living memory) and events beyond living memory that are significant nationally or globally. (Crewe Railway)</p> <p><u>Key questions:</u></p> <p>Crewe Town Council Heritage resources What can we learn about John and Sarah Maddocks from the census? What is a census?</p>	<p>Pupils will learn about a local area study (beyond living memory) and events beyond living memory that are significant nationally or globally. (Crewe Railway)</p> <p><u>Key questions:</u></p> <p>What were the trains like then and what are they like now? What was life like in Victorian Crewe? How is it different to now? Is Crewe railway still important now?</p>

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Year 2	Chronology	Knowledge and understanding of events, people and changes of the past	Historical enquiry and interpreting sources	Historical concepts, vocabulary and skills
	<i>Pupils show their increasing knowledge and understanding of the past by using dates and terms, by describing some of the main events, people and periods they have studied and by placing them into different periods of time.</i>	<i>Pupils show their knowledge and understanding of local, national and international history by describing some of the main events, people and periods they have studied.</i>	<i>Pupils choose and use a range of sources to ask simple questions and formulate ideas about what life was like in historical periods.</i>	<i>Pupils begin to recognise similarities and differences in periods of time and are beginning to suggest causes and consequences of the main events and changes.</i>
Autumn term Pupils will: <ul style="list-style-type: none"> - Discuss their understanding of local history and experiences - Look at what Britain was like during this time period - Identify key events before, during and after the fire - Recognise sources of evidence from the past and what we can learn from them - Suggest their own ideas and interpretations of what happened using sources of evidence 	Pupils will learn about significant historical events, people and places in their own locality (The Great Fire of Nantwich) <u>Key questions:</u> When was the Great Fire of Nantwich? What were the events that happened during the Fire of Nantwich?	Pupils will learn about significant historical events, people and places in their own locality (The Great Fire of Nantwich) <u>Key questions:</u> What was Britain like during this time period? What were houses made of? How did the fire start/spread? Where did people take shelter during the fire? Why did Queen Elizabeth I help rebuild the town? What happened to Nicholas Brown?	Pupils will learn about significant historical events, people and places in their own locality (The Great Fire of Nantwich) <u>Key questions:</u> (Nantwich Museum online resources) What evidence do we have about the fire? What does the sign on the Queen's aid house say?	Pupils will learn about significant historical events, people and places in their own locality (The Great Fire of Nantwich) <u>Key questions:</u> What was life like during this time period? What sort of jobs did people do in Nantwich at that time? Would the fire still spread as quickly today? Why not?

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<p>Spring term</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Recall the idea of monarchy - Look at what Britain was like during this time period - Identify key events during the Victorian period - Recognise sources of evidence from the past and what we can learn from them - Argue their own opinions about whether Queen Victoria was a good queen or not using sources of evidence - Compare and contrast the two Queens and their achievements 	<p>Pupils will learn about the lives of significant individuals in the past who have contributed to national and international achievements (Queen Victoria)</p> <p><u>Key questions:</u></p> <p>Who was the monarch before Queen Victoria?</p> <p>What were the key events during Queen Victoria's reign?</p>	<p>Pupils will learn about the lives of significant individuals in the past who have contributed to national and international achievements (Queen Victoria)</p> <p><u>Key questions:</u></p> <p>What is a monarch?</p> <p>How did Victoria become queen?</p> <p>Why was Queen's Park in Crewe designed?</p> <p>How did Queen Victoria change Britain?</p>	<p>Pupils will learn about the lives of significant individuals in the past who have contributed to national and international achievements (Queen Victoria)</p> <p><u>Key questions:</u></p> <p>Crewe Town Council Heritage resources: Royal Presents from Crewe</p> <p>What do pictures of Victorian Britain suggest about life in that era? (National Archives: A Day at the Seaside)</p> <p>What other sources do we have from that time?</p> <p>National Archives: What can we find out about Queen Victoria's Diamond Jubilee?</p> <p>What can we learn about Victorian Britain from these sources?</p>	<p>Pupils will learn about the lives of significant individuals in the past who have contributed to national and international achievements (Queen Victoria)</p> <p><u>Key questions:</u></p> <p>Why were Queen Victoria and Queen Elizabeth the longing reigning monarchs?</p> <p>How were the funerals different for Queen Victoria and Queen Elizabeth II?</p>
<p>Summer term</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Look at what Britain was like during this time period - Place key events in history on a timeline - Recognise sources of evidence from the past and what we can learn from them - Begin to discuss the impact that historical events have on modern day Britain 	<p>Pupils will learn about events beyond living memory that are significant nationally or globally (The Titanic)</p> <p><u>Key questions:</u></p> <p>When was the Titanic built?</p> <p>When did it set sail?</p> <p>What were the key events during the Titanic's voyage?</p>	<p>Pupils will learn about events beyond living memory that are significant nationally or globally (The Titanic)</p> <p><u>Key questions:</u></p> <p>Who travelled on the Titanic?</p> <p>Why did they buy their tickets?</p> <p>Why were some passengers trying to start a new life in America?</p> <p>Why did the Titanic sink?</p>	<p>Pupils will learn about events beyond living memory that are significant nationally or globally (The Titanic)</p> <p><u>Key questions:</u></p> <p>National Archives: Who travelled on the fateful maiden voyage?</p> <p>What sources of evidence do we have from the Titanic?</p> <p>What does it tell us about life in Britain during this time period?</p> <p>How did they find the Titanic wreckage? What did finding the wreckage teach us?</p>	<p>Pupils will learn about events beyond living memory that are significant nationally or globally (The Titanic)</p> <p><u>Key questions:</u></p> <p>Why was the ship originally sold as 'unsinkable'?</p> <p>How did the Titanic sinking impact Britain?</p>

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Year 3	Chronology	Knowledge and understanding of events, people and changes of the past	Historical enquiry and interpreting sources	Historical concepts, vocabulary and skills
	<i>Pupils show their increasing knowledge and understanding of the past by using dates and terms, by describing some of the main events, people and periods they have studied and by placing them into different periods of time.</i>	<i>Pupils show their knowledge and understanding of local, national and international history by describing events, people and some features of past societies in the context of their developing chronological framework.</i>	<i>Pupils are beginning to identify some of the different ways in which the past has been represented. They observe or handle sources to find answers to questions about the past.</i>	<i>Pupils describe characteristics features of past societies and periods to identify change and continuity within and across different periods and to identify some causes and consequences of the main events and changes.</i>
Autumn term Pupils will: <ul style="list-style-type: none"> - Identify what a civilisation is and compare to other ancient civilisations (Sumer, Indus, Shang Dynasty) - Indicate reasons for where and how their civilisation began - Distinguish key aspects of Egyptian life (Pharaohs, Gods, hieroglyphs etc) - Investigate different sources of evidence - Summarise the impact the Egyptians had on the wider world 	Pupils will learn about Ancient Egypt and the achievements of the earliest civilisations – compare to the others (Ancient Sumer, Indus valley, The Shang Dynasty) <u>Key questions:</u> When did Ancient Egypt begin? When were the other ancient civilisations? What was happening in Britain at that time? How did their civilisation begin? When were the pharaohs introduced? How long did the Egyptian	Pupils will learn about Ancient Egypt and the achievements of the earliest civilisations – compare to the others (Ancient Sumer, Indus valley, The Shang Dynasty) <u>Key questions:</u> Where did they build their settlements? Why? Who were the Egyptian gods? Why/how were the pyramids built? Was Rameses II the greatest Egyptian?	Pupils will learn about Ancient Egypt and the achievements of the earliest civilisations – compare to the others (Ancient Sumer, Indus valley, The Shang Dynasty) <u>Key questions:</u> What evidence do we have for the ancient Egyptians existing? How were the pyramids built? (HA: Ancient Egyptian Civilisation) What have Egyptologists found in the pyramids? What do the hieroglyphs tell us?	Pupils will learn about Ancient Egypt and the achievements of the earliest civilisations – compare to the others (Ancient Sumer, Indus valley, The Shang Dynasty) <u>Key questions:</u> What was similar/different about the ancient civilisations? How did the Egyptian civilisation start/end? How was it different at the end? What changed during the Egyptian period?

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	civilisation last for? How did the Egyptian civilisation end?			
Spring/Summer term Pupils will: <ul style="list-style-type: none"> - Investigate how long this period was compared to the 20th Century - Infer why there are a lack of sources - Identify key events from each 'age' - Summarise how life changed from the Stone Age to the Iron Age - Construct ideas from investigating different sources of evidence 	Pupils will learn about changes in Britain from the Stone Age to the Iron Age. <u>Key questions:</u> When was the Stone Age? Did they live with Woolly Mammoths? When was the Bronze/Iron Age? How much changed during the Bronze and Iron Age? What happened to end the Iron Age in Britain?	Pupils will learn about changes in Britain from the Stone Age to the Iron Age. <u>Key questions:</u> What was Stone Age life like in Cheshire? Where did Stone Age people live? How did they build in the Stone Age? How did we create art in the Stone Age? Which animals lived in prehistoric Britain? Would you have wanted to live in stone-age Britain? Would you have invaded it? What did people live in during Bronze/Iron Age? How did different people experience life in the Bronze and Iron Age? What was Bronze/Iron Age life like in Cheshire?	Pupils will learn about changes in Britain from the Stone Age to the Iron Age. <u>Key questions:</u> How can artefacts/sites like Stonehenge and Cheshire Bridestones tell us about Stone Age life? What can we learn about the Iron age from the Lindow Man? What was Bronze/Iron Age life like in Cheshire?	Pupils will learn about changes in Britain from the Stone Age to the Iron Age. <u>Key questions:</u> What was Stone Age life like in Cheshire? Where did Stone Age people live? What did people live in during Bronze/Iron Age? How is it different to modern day? How did different people experience life in the Bronze and Iron Age? How much changed during the Bronze and Iron Age? What was Bronze/Iron Age life like in Cheshire?



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Year 4	Chronology	Knowledge and understanding of events, people and changes of the past	Historical enquiry and interpreting sources	Historical concepts, vocabulary and skills
	<i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i>	<i>Pupils show their knowledge and understanding of local, national, and international history by beginning to analyse the nature and extent of diversity, change and continuity within and across different periods.</i>	<i>Pupils observe or handle sources to find answers to questions about the past. They begin to use information as evidence to test their hypotheses.</i>	<i>Pupils recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes.</i>
Autumn/Spring term Pupils will: <ul style="list-style-type: none"> - Differentiate between the Roman period and other time periods studied on a timeline (Egyptians/Iron-Stone Age) - Investigate how Rome changed (becoming a republic, army growth, Julius Caesar) - Critique what happened after Julius Caesar's death - Examine Claudius's invasion of Britain and how Britain changed - Decide whether the Romans invading was good 	Pupils will learn about the Roman Empire and its impact on Britain. <u>Key questions:</u> How does the Roman Empire compare in duration to the Egyptians? Why? What were the first 500 years of Rome like before it became a republic? When did they invade Britain? When did they leave Britain? (HA: Roman Britain) How did the Roman Empire end?	Pupils will learn about the Roman Empire and its impact on Britain. <u>Key questions:</u> Where did the Romans invade? Why? How did Julius Caesar come into power? Why did they fail in their first invasion of Britain? What happened when Julius Caesar died? Who invaded Britain successfully? How did life in Britain change?	Pupils will learn about the Roman Empire and its impact on Britain. <u>Key questions:</u> What evidence do we have that the Romans were in Britain? What evidence do we have that the Romans were in Cheshire? What can we learn about the Romans from the Chester finds?	Pupils will learn about the Roman Empire and its impact on Britain. <u>Key questions:</u> How did the Roman invasion of Britain affect peoples' belief systems? What was Roman life like in Britain? Did the Romans change Britain for the better?

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<p>Spring/Summer term</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Differentiate between the Ancient Greece period and other time periods studied on a timeline (Egyptians/Iron-Stone Age/Romans) - Identify key milestones in Greek history which helped to develop their civilisation - Analyse sources of evidence to devise their own interpretations - Compare the Greek civilisation (housing, daily life, jobs, etc) to other civilisations studied (Rome, Egypt) - Examine the impact the Greeks had on modern day culture and civilisation 	<p>Pupils will learn about Greek life and achievements and their influence on the western world.</p> <p><u>Key questions:</u></p> <p>What is happening at the same time period? (Ancient Egypt, Bronze Age etc)</p> <p>How did civilisation develop throughout the Greek period?</p> <p>How did the Ancient Greek period end?</p>	<p>Pupils will learn about Greek life and achievements and their influence on the western world.</p> <p><u>Key questions:</u></p> <p>How did the Greek civilisation begin?</p> <p>How was the civilisation built up?</p> <p>What were the Greeks beliefs?</p> <p>When were the Olympics introduced?</p> <p>What were the Draconian laws?</p> <p>When was democracy introduced? Why?</p> <p>What were the differences between Athens and Sparta?</p> <p>What happened during the classical period?</p> <p>Who was Alexander the Great?</p>	<p>Pupils will learn about Greek life and achievements and their influence on the western world.</p> <p><u>Key questions:</u></p> <p>What can we learn from Greek pottery? (British Museum: Classroom resources)</p> <p>Why did the Greeks build statues?</p> <p>Why was the Parthenon built?</p>	<p>Pupils will learn about Greek life and achievements and their influence on the western world.</p> <p><u>Key questions:</u></p> <p>How does the Greek civilisation compare to the Romans?</p> <p>How did the Greeks influence the Western World?</p> <p>What do we still use today from Ancient Greece?</p> <p>Would it be better to live in Ancient Greece or Ancient Rome? Why?</p>
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Year 5	Chronology	Knowledge and understanding of events, people and changes of the past	Historical enquiry and interpreting sources	Historical concepts, vocabulary and skills
	<i>Pupils show their increasing knowledge and understanding of the past by using dates and terms, by describing some of the main events, people and some features of societies and periods in the context of their developing chronological framework.</i>	<i>Pupils show their knowledge and understanding of local, national and international history by analysing historical change and continuity within and across different periods.</i>	<i>Pupils suggest some reasons for different interpretations of the past and begin to recognise why some events, people and changes may be judged as more significant than others. They investigate historical issues, asking their own questions. They begin to evaluate sources to establish evidence for particular enquiries.</i>	<i>Pupils begin to explain relationships between causes and can explain how and why different interpretations of the past have arisen or been constructed.</i>
Autumn term Pupils will: <ul style="list-style-type: none"> - Differentiate where the Anglo Saxons fall on a time line in comparison to other time periods studied - Describe why the Anglo Saxons came to Britain and what they achieved - Compare the Roman and Anglo Saxon civilisations - Analyse sources of evidence including local history - Construct ideas around culture based from sources - Distinguish the reliability of sources 	Pupils will learn about Britain's settlement by Anglo-Saxons and Scots. <u>Key questions:</u> What had happened for the Romans to leave Britain? When did the Anglo Saxons settle in Britain? How long were they in Britain for? When did the Vikings invade?	Pupils will learn about Britain's settlement by Anglo-Saxons and Scots. <u>Key questions:</u> What was Britain like when the Romans had left? Why did the Anglo Saxons settle in Britain? What were the 7 Anglo Saxon kingdoms? What did the Anglo Saxons do during their time in Britain? How did their religion change?	Pupils will learn about Britain's settlement by Anglo-Saxons and Scots. <u>Key questions:</u> National Archives: Gift from a King What can we learn about the Anglo Saxon death rituals from the Sutton Hoo burial? What evidence is there in Sandbach that the Anglo Saxons were here? (Revealing Cheshire's Past: Invasion and Settlement)	Pupils will learn about Britain's settlement by Anglo-Saxons and Scots. <u>Key questions:</u> How had civilisation changed from Roman Britain to Anglo Saxon Britain? Compare Roman Britain to Anglo Saxon Britain. Which would you rather live in and why? What was the effect of the Anglo Saxons invading?

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<p>Spring term</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Describe why the Vikings invaded and how they came to live alongside the Anglo Saxons (Danelaw) - Investigate why invaders chose Britain through time - Construct their own opinions on the most important aspects of Viking history and the impact they have had on modern day Britain - Construct ideas based from sources - Distinguish the reliability of sources 	<p>Pupils will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><u>Key questions:</u></p> <p>When did the Vikings invade? Who else was in Britain at the time? Who ruled over Viking Britain and how did the monarchy develop? Construct a timeline of Viking rulers. What happened during the Battle of Hastings?</p>	<p>Pupils will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><u>Key questions:</u></p> <p>Where did the Vikings settle? Why did they invade? What was the Danelaw? Who was the first English king?</p>	<p>Pupils will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><u>Key questions:</u></p> <p>What can we learn from the Bayeux tapestry? What can we learn about the Vikings from their weaponry? What does the Domesday Abbreviato tell us about Edward the Confessor? (National Archives)</p>	<p>Pupils will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><u>Key questions:</u></p> <p>Why did the Vikings invade? Why did they settle in Britain? Why was the Viking invasion significant? What impact has introducing monarchy had on Modern Day Britain? What do we have in Britain now because of the Battle of Hastings? (religion, laws, monarchy, language)</p>
<p>Summer term</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Identify world history at this point (AD 900) - Summarise how the Maya began and how their civilisation developed - Outline how the civilisation dwindled and when invaders arrived - Generate their own ideas based from a range of sources - Distinguish the reliability of sources 	<p>Pupils will learn about a non-European society that provides contrasts with British history Mayan civilization c. AD 900.</p> <p><u>Key questions:</u></p> <p>How did the Maya civilisation begin? What was happening around the world at the same time? When did the Mayans make contact with Europe? How does the duration of the Maya compare to other civilisations? Why?</p>	<p>Pupils will learn about a non-European society that provides contrasts with British history Mayan civilization c. AD 900.</p> <p><u>Key questions:</u></p> <p>Where was the Maya? How did they build their civilisation within a rainforest? When were the first pyramids built? Why? What were the Mayan beliefs? Who was Pakal the Great? How did Chichen-Itza become the most powerful city?</p>	<p>Pupils will learn about a non-European society that provides contrasts with British history Mayan civilization c. AD 900.</p> <p><u>Key questions:</u></p> <p>What can we learn about the Maya from their temples? Why did the Mayans carve into stone? What did they depict? Were the Maya peaceful? (British Museum) What did the 19th century explorers find? What did they</p>	<p>Pupils will learn about a non-European society that provides contrasts with British history Mayan civilization c. AD 900.</p> <p><u>Key questions:</u></p> <p>How did the droughts affect the location of their settlements? How does the Maya compare to other civilisations? (Egypt, Greece, Romans) (writing, royalty) Summarise the impact the Mayan civilisation has had on other civilisations (Calendars, astronomy, numbers)</p>

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	How did the Mayan civilisation come to an end?	What did the Europeans do?	believe about the Mayans?	
Year 6	Chronology	Knowledge and understanding of events, people and changes of the past	Historical enquiry and interpreting sources	Historical concepts, vocabulary and skills
	<i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i>	<i>Pupils show their knowledge and understanding of local, national and international history, constructing substantiated analyses about historical change and continuity, diversity and causation.</i>	<i>Pupils investigate historical problems and issues, asking and refining their own questions and reflect on the process taken. They evaluate sources to establish relevant evidence for enquiries. They select information and make appropriate use of terminology to produce work.</i>	<i>Pupils explain how and why different interpretations of the past have arisen or been constructed. They explain how the significance of events, people and changes has varied according to different perspectives.</i>
Autumn term Pupils will: - Construct a timeline from 1066 to modern day - Compare and contrast punishments across time - Analyse sources of evidence including local history - Construct ideas around crime and punishment from different sources - Distinguish the reliability of sources - Justify their ideas using sources of evidence	Pupils will learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Crime and Punishment) A local history study. <u>Key questions:</u> What are the key 'eras' of history after the Anglo-Saxons and the Vikings? How did the monarchy develop from 1066? When were the police introduced?	Pupils will learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Crime and Punishment) A local history study. <u>Key questions:</u> Who decided on punishments in different eras? Why are laws needed and who should make them and why? Who decided on laws? Choose a crime for which the punishment has changed over time and say whether you agree	Pupils will learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Crime and Punishment) A local history study. <u>Key questions:</u> What evidence have we got about crime and punishment through time, including in the local area? (Nantwich stocks) How reliable are the sources of evidence? (National Archives: Four Days Hard Labour)	Pupils will learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Crime and Punishment) A local history study. <u>Key questions:</u> How did Crime and Punishment change through time? How have trials changed through time?

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		or disagree with the change (and why)?	(National Archives: Victorian Child Criminals)	
<p>Spring term</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Discuss the events that built up to WWI - Examine how life changed across Britain when war began - Analyse sources of evidence including local history - Distinguish the reliability of sources - Justify their ideas using sources of evidence - Create their own interpretation of the impact of war 	<p>Pupils will learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (World War I)</p> <p><u>Key questions:</u></p> <p>What was life like before WWI?</p> <p>What were the events that built up to WWI?</p> <p>What were the key battles during WWI?</p> <p>How did the war end?</p>	<p>Pupils will learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (World War I)</p> <p><u>Key questions:</u></p> <p>Why did men volunteer to fight?</p> <p>What was life like in the trenches?</p> <p>Who were the significant figures in power during WWI?</p> <p>How did it become a global war?</p>	<p>Pupils will learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (World War I)</p> <p><u>Key questions:</u></p> <p>What sources of evidence have we got from the war? (National Archives: Government posters)</p> <p>How can we interpret diary entries from soldiers?</p>	<p>Pupils will learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (World War I)</p> <p><u>Key questions:</u></p> <p>What was life like in Britain during WWI?</p> <p>How did WWI impact Britain afterwards?</p> <p>Was the Treaty of Versailles fair?</p> <p>Does anyone really win in war? Give reasons as to why you agree / disagree?</p>

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<p>Summer term</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Discuss the events that built up to WWII - Devise a timeline of the key events and battles during WWII from different perspectives - Examine how life changed across Britain and compare to WWI - Analyse sources of evidence including local history - Distinguish the reliability of sources - Justify their ideas using sources of evidence - Create their own interpretation of the impact of war 	<p>Pupils will learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (World War II)</p> <p><u>Key questions:</u></p> <p>How did the Wall Street Crash and the Treaty of Versailles set up the conditions for war?</p> <p>Do you agree / disagree (giving reasons) that the Wall Street Crash and the Treaty of Versailles contributed to the breakout of WWII?</p> <p>What were the key dates and events during WWII?</p> <p>Create a timeline of what you consider (again giving a reason, or two) as to what were the key events (with dates) during WWII from both the British (and allies perspective) and that of Nazi Germany.</p> <p>When was the Battle of Britain?</p> <p>Predict what you think would have happened to the UK had 'we' lost the Battle of Britain.</p>	<p>Pupils will learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (World War II)</p> <p><u>Key questions:</u></p> <p>Who led the country to war and which countries were involved in the allies and the axis?</p> <p>What was the Blitz?</p> <p>What happened in the Battle of Britain?</p> <p>Did Britain win the war or did Germany lose it?</p>	<p>Pupils will learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (World War II)</p> <p><u>Key questions:</u></p> <p>What does it mean to be biased?</p> <p>How did propaganda change people's views?</p> <p>(National Archives: Government Posters)</p> <p>What was it like to be an evacuee during WWII?</p> <p>(National Archives: Evacuation to Shropshire)</p> <p>Design a poster or an advert demonstrating how you would try and persuade people to: give up sweets / eat more fruit / brush their teeth (etc)</p>	<p>Pupils will learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (World War II)</p> <p><u>Key questions:</u></p> <p>What effect did the war have on industries in the UK?</p> <p>What was life like in Britain during WWII?</p> <p>Combine a list of 3 (any number really) of negative aspects of life during WWII and from stories you have heard / read – can you identify 3 positive aspects of life during WWII (giving your reasons)</p> <p>How did WWII impact Britain afterwards?</p> <p>Is War ever a good 'event'?</p> <p>From all you have learned about WWII, what would your advice be to politicians considering going to war?</p>
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Long Term Overview

		TERM		
		Autumn	Spring	Summer
EYFS	Pre-School I	How have I changed since I was a baby?	Different clothes for different times of the year	Our favourite celebrations
	Rec	My Family	Toys through time	My memory – favourite stories
Key stage 1	Year 1	<p>How has life changed from my grandparents to me?</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>What is Bentley and why is it significant?</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Why is Crewe railway so important?</p> <p>Local area study (beyond living memory). Events beyond living memory that are significant nationally or globally.</p>
	Year 2	<p>What happened during the Great Fire of Nantwich?</p> <p>Significant historical events, people and places in their own locality</p>	<p>Why were Queen Victoria and Queen Elizabeth II the longest reigning monarchs?</p> <p>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.</p>	<p>What happened to the Titanic?</p> <p>Events beyond living memory that are significant nationally or globally.</p>

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Lower key stage 2	Year 3	<p>What do the beliefs of the Ancient Egyptians tell us about them as a civilisation?</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>How had Britain changed from the Stone Age to the Iron Age?</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>		<p>What evidence is there in Cheshire and Shropshire of the Bronze Age?</p> <p>A local history study</p>
	Year 4	<p>Who were the Romans and where did they come from?</p> <p>The Roman Empire and its impact on Britain.</p>	<p>Did the Romans change Britain for the better?</p> <p>The Roman Empire and its impact on Britain.</p>	<p>Who were the Ancient Greeks?</p> <p>A study of Greek life and achievements and their influence on the western world.</p>	<p>How has Ancient Greece influenced the western world?</p> <p>A study of Greek life and achievements and their influence on the western world.</p>
Upper key stage 2	Year 5	<p>What was life like in Anglo-Saxon Britain?</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p>	<p>Were the Vikings raiders or traders?</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>		<p>What do we have today because of the Mayans?</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
	Year 6	<p>How has Crime and Punishment changed through the years?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A local history study.</p>	<p>How did Britain react to its first world war?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>		<p>Was the Battle of Britain the secret to winning World War 2?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>

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Progression of Vocabulary to be Mastered

Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Yesterday, today, long ago, family, community, past, present, days of the week, weekend, before, after, time, o'clock week, month, parent, grand-parent, great grandparent, calendar, Who? What?, lifetime, old, new	Evidence, remember, inventions, decade, photograph, similar, different, older generations, artefacts, timeline, important, Victorian, Railways, steam, buildings, transport, monarchy, King, Queen	Bronze age, Iron age, Stone age, prehistoric, ancient, civilisation, artefacts, chronology, god/goddess, hunter-gatherer, invasion, empire, interpretation, primary evidence, secondary evidence, colony, conquest, Christianity, AD, BC, century, Colosseum, Emperor, Shield, Testudo, Chariot, Amphitheatre, Gladiator, temple, Athens, Sparta, Olympics, Alexander the Great	Wessex, Vikings, Sutton Hoo, tribe, kingdoms, Lindisfarne, Danelaw, Conquest, Invaders, Settlers, Raiders, Invasion, Danelaw, Runes, Scandinavia, Longhouse, Raids / Raiders, monastery, Traitor, treason, torture, causation, execution, Dark Ages, government, munitions, ammunition, conscription, conflict, alliance, treaty, recruit, alliance, morale, Fuher, Nazi, Blitz, Holocaust, Home Front, Battle of Britain, variety of sources, source reliability, propaganda, one sided, biased, impact, effects, consequences, legacy, significance, cause/s, change, continuity

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Cultural Capital

Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TRIP: Reaseheath College (baby animals)	TRIP: Tatton Park Toys through Time / Nantwich Museum Toys	TRIP: Bentley / Crewe Railway OR Visitors into school	TRIP: Nantwich Museum	TRIP: Beeston Castle	TRIP: Chester Roman trip / Congleton Museum	TRIP: Tatton Park Anglo Saxon/Viking trip / Viking visitor (Historic workshops)	TRIP: Museum of Policing (Cheshire)/ Police visitor/ Tatton Park WWII trip / Stockport Air Raid shelters

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