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| Year 1 | History |
|  | Autumn topic: Toys | Spring Topic: Trains  | Summer topic: Significant people (Lewis Carroll)  |
| National curriculum statements | Pupils should be taught about: * Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
* Pupils should develop an awareness of the past using common words and phrases relating to the passing of time.
* Identify similarities and differences between ways of life in different periods.
* Understand ways in which we find out about the past and identify different ways in which it is represented.
 | * To develop an awareness of the past, through finding out about changes within living memory
 | * significant historical events, people and places in their own locality.
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| Retrieval(to support new learning) | Children will have experience of toys.  | Most children will have understanding of what a train is.  | Knowing about people who are important to them.  |
| Knowledge statements | 1. Know that history is about talking about times in the past.
2. Use a timeline to identify the chronology of toys over the years.
3. To know how toys have changed in recent memory.
4. To know how toys are the same and different i.e. materials, style and technology
 | 1. Understand how trains are the same and different in the past.
2. To know what trains in the past looked like
3. To know that there are different types of trains and their uses and know the names of famous trains (e.g rocket, bullet train, London underground, orient express) ..
 | 1. To know when and where Lewis Carroll was born.
2. To know about his links to All Saints church Daresbury.
3. To know about the stories that he wrote.
 |
| Vocabulary | timelinepastpresentchangeA long time ago | transportthennow traintravel | church author localbirthdate of birth |
| Cultural capital and local resources | Collection of toys as artefacts | Visit to the train stationPictures of trains  | Visit to All Saints Daresbury.  |

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| Year 2 | History |
|  | Autumn topic: Gun powder plot | Spring Topic: Florence Nightingale and Mary Seacole | Summer topic: The suffragettes  |
| National curriculum statements | Pupils should be taught about: * events beyond living memory that are significant nationally which are commemorated through festivals
 | * The lives of significant individuals in the past who have contributed to national and international achievements.
 | * events beyond living memory that are significant nationally or globally
* The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
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| Retrieval(to support new learning) | YR- Building on knowledge of kings and queensY1 – Discussing the past  | YR – discussing their own times of birth Y1- To know there are significant people in history  | Y1 – History can happen near to them |
| Knowledge statements | 1. To know when the Gunpowder plot took place and the names of some people involved.
2. To know why the plot took place
3. To know how and why the plot is still celebrated today.
 | 1. To know where and when they were born
2. To know the impact they had during the Crimean war
3. To know how Florence Nightingale influenced modern nursing.
 | 1. To know why the suffragette movement started.
2. To know about the role played by Emmeline Pankhurst.
3. To understand the impact of the suffragettes actions on society.
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| Vocabulary | ParliamentTraitor Monarch Plotsources | WarNursingImpact improvementcomparison | RightsVotingConflict Protest Equality  |
| Cultural capital and local resources | Local bonfire displays |  | Visit Museum of Liverpool.  |

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| Year 3 | History |
|  | Autumn topic: From Stone age to Iron Age | Spring Topic: Ancient Egypt | Summer topic: Norton Priory |
| National curriculum statements | changes in Britain from the Stone Age to the Iron Age | the achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt | A local history studya study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. |
| Retrieval(to support new learning) | There is history in Britain –Y1 and Y2 | Building on geographical knowledge of places in the world | Changes in our LocalityHistory can happen near to them |
| Knowledge statements | 1. Know how Britain changed between the beginning of the Stone Age and the Iron Age.
2. Know the differences between the Stone, Bronze and Iron Ages.
3. Know what is meant by ‘hunter gatherers’
 | 1. To know when and where the Ancient Egyptians civilisation was in existence.
2. Know about the key features of Ancient Egypt (buildings, religion, writing, farming)
3. To know what archaeological evidence can tell us about the pharaohs ( i.e Tutankhamun Hatshepsut)
 | 1. To know what Norton Priory is and when it was founded
2. To know what life was like in a priory
3. To know about the artefacts that were found in Norton Priory (i.e tiles, skeletons, coffins, St Christopher statue)
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| Vocabulary | ADBCStone ageIron ageBronze ageHunter gatherers | AncientCivilisation Chronology Beliefs pharaoh  | Black Cannon PrioryArtefactsfounded |
| Cultural capital and local resources | Stone age boy – English linkResidential to Burwardsley Hill fort in Frodsham Norton Priory | Liverpool World Museum | Norton Priory |

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| Year 4 | History |
|  | Autumn topic: Ancient Greeks | Spring Topic: Romans | Summer topic: The English reformation |
| National curriculum statements | Ancient Greece – a study of Greek life and achievements and their influence on the western world | the Roman Empire and its impact on Britain | a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 |
| Retrieval(to support new learning) | Knowledge of ancient civilisations in Y3 | Different religious beliefs (Y3 &4) Civilisation (Y3)  | Norton Priory in Y3Building knowledge of Monarchy Reasons for change (Y2) |
| Knowledge statements | 1. To know about the advancements that the Greeks made and the influence these have had on the Western world ( for example Medicine, sculpture, democracy, alphabet, astronomy, theatre, Olympics, architecture)
2. To understand that a range of sources can teach us about Greek daily life and beliefs.
3. To know the impact of Alexander the Great and how he caused change.
 | 1. To know about the spread of the Roman empire and when they reached Britain
2. To understand the British resistance to the Romans, including Boudicca.
3. To know about some of the towns/cities in Britain that were founded by the Romans.
4. To know how archaeologists can use artefacts to answer questions about life in Roman Britain.
 | 1. To know who Henry VIII was and who his 6 wives were.
2. To know why King Henry VIII broke from the Catholic Church and recognise the impact this had on Britain.
3. To know what happened to Norton Priory during the reformation
 |
| Vocabulary | Democracy ArchitectureAdvancementsPrimary source Secondary source  | Invade ResistanceEmpire Archaeologist | Church of EnglandPopeHeirReformationDivorce  |
| Cultural capital and local resources | Liverpool world museum | Chester | Speke HallNorton Priory |

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| Year 5 | History |
|  | Autumn Topic: The Maya | Spring topic: Anglo-Saxons and Scots | Summer topic: The industrial revolution |
| National curriculum statements | A non-European society that provides contrasts with British history | Britain’s settlement by Anglo-Saxons and Scots |  A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. a significant turning point in British history, for example, the first railways or the Battle of Britain |
| Retrieval(to support new learning) | Link with Geography links – South America Relate to European ancient civilisations Link to Tudor time period  | Relating it to previous timeline from Y3 and Y4Knowledge of invasions (Y4)Continuation of the timeline of Romans (Y4) | Build on knowledge of trains Y1 and to Norton Priory Y3 |
| Knowledge statements | 1. To know where and when the Maya civilization was in existence.
2. To know the Maya belief system.
3. Be able to identify and use a range of evidence sources to understand more about the Maya civilisation.
4. To know about the Maya daily life in comparison to British life during this time period.
 | 1. To know why, where and when the different tribes invaded Britain.
2. To know what the seven kingdoms were, and the impact these had on modern place names
3. To know what Anglo-Saxon artefacts can teach us about Anglo-Saxon culture and daily life e.g. the finds at Sutton Hoo
4. To understand the change of religious beliefs within the Anglo-Saxon period.
 | 1. To know the period in which there was a shift from farming to industry
2. To know that children were used in factories
3. To know why canals were built and where our nearest canal is
4. To know why the first railways were built and to know why ‘Stephenson’s Rocket’ was important.
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| Vocabulary | Sacrifice CultureMayaPolitical  |

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| Settlements |
| Archaeology  |
| consequence |
| AngleSaxonsJutes |

 | IndustryCanalRailwayFactoryEngineagriculture |
| Cultural capital and local resources | Food tasting  | World museum Liverpool  | Quarry bank mill Ship canal |

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| Year 6 | History |
|  | Autumn topic: Vikings  | Spring Topic: Changing power of the Monarchs | Summer topic: WWII  |
| National curriculum statements | the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066a significant turning point in British history The Battle of Britain |
| Retrieval(to support new learning) | Continuation of the timeline of Anglo-Saxons (Y5) and Romans (Y4)  | Building on knowledge of monarchy (Y2 &4) | War – Florence Nightingale (Y2)  |
| Knowledge statements | 1. Know how the Anglo-Saxons attempted to bring about law and order into the country 2. Know where the Vikings originated from. 3. Know that the Vikings and Anglo-Saxons were often in conflict (including religious conflict) and the Vikings frequently won battles with the Anglo-Saxons4. To know some of the significant monarchs who ruled during this time | 1. To know that changes in Monarchy can be brought about by conflict. 2. To know that there will be differing viewpoints about the Monarchy in historical sources. 3. To know the similarities and differences between the reigns of different monarchs (Henry 7th, Charles 1st and Anne). | 1. Know the reasons why war was declared 2. To know the reasons why the children of Runcorn were evacuated. 3. To know the impact the Blitz had on the city of Liverpool4. To know how life changed for the British population during WW2 |
| Vocabulary | originated significantOrdealsThingKing Alfred the great Queen EathelflaedKing Eathelred | ReignInterpretationsViewpointOral historyHenry the VICharles IQueen Anne | Declaration Allies Evacuated Blitz Ration  |
| Cultural capital and local resources | Museum of Liverpool  | Halton castle | Link to War Museum Chester, evacuation in Runcorn , British Legion Halton and POW camp at Marbury Park Northwich |