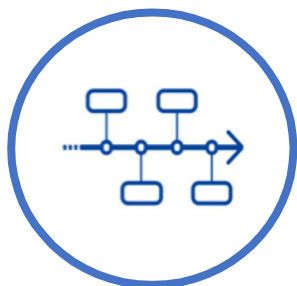




History overview

Key concepts

Understand chronology
and concepts



Investigate and interpret
the past



Communicate
historically



EYFS		Autumn		Spring		Summer	
Understanding the world Past and Present History	Nursery	- Talk about what they see, using a wide vocabulary. - Begin to make sense of their own life-story and family's history					
		All About me! My home, my street	Favourite Toys	Our Homes	What is School?	Vehicles	Holidays
	Reception	Exploring our families. (Story-Peepo) - Create a family tree using children's family pictures. - Observing similarities and differences. - How we've changed from when we were a baby?	Toys (Story-Mr Glad and Mr Dizzy) - Compare toys now and toys of the past. - Bring in a range of different toys for children to explore	Homes (Story-The Baddies, Each, Peach, Pear, Plum) - Compare what homes were like in the past to now - Compare photographs.	Schools - Compare schools now and schools of the past - Compare photographs	Transport (Story-What did the tree see?) - Compare transport now and transport of the past - Watch video footage from British Pathe	Holidays - Compare holidays now and holidays of the past - Compare photographs.



Year 1	Autumn	Spring	Summer
Key skills & ideas (disciplinary knowledge)	- Understand where people and events fit on a basic timeline. - Name a few people in the past who have contributed to national and international achievements. - Talk about significant events. - Put a few objects/events in chronological order. identify similarities and differences between different times. - Give more than one cause of an event and give a reason why people in the past acted as they did. - Develop an awareness of the past. - Understand the importance of basing ideas on evidence and raise questions about the past. - Investigate the past by analysing artefacts and asking some questions. - Choose and use other sources of information to show understanding of key features of events or people's lives studied. - Use appropriate historical words and phrases and gain a historically grounded understanding of abstract terms using a range of strategies, including: - Answering historical questions, both verbally and in writing, analysis of historical events. concept maps, structured debates.		
Key vocabulary	Year, decade, century, date, order, timeline, living memory, long ago	Year, decade, century, date, order, timeline, living memory, long ago, technology (flight and spaceflight)	Year, decade, century, date, order, timeline, living memory, long ago, Inventor, Computer, 1960s, Jobs, Scientist
Focus / Enquiry question	Local - Changes within living memory How has technology changed in the lifetimes of my family?	Global - Events beyond living memory that are significant nationally or globally: How did the technology of flight change people's lives?	British - The lives of significant individuals in the past who have contributed to national and international achievements Compare the lives and works of two British inventors: Ada Lovelace and Alan Turing
Learning objectives (substantive knowledge)	- Past and present sorting pictures(chronology, change over time) - Ordering objects /pictures of technology (change over time, historical evidence - using primary sources) - Vocabulary – technology - Interviews with members of school community about technology they use now and in the past (interpretations, historical evidence - using primary sources) - Create simple pictorial timelines to show findings from interviews (chronology, change over time) - Answering the enquiry question – how has technology changed and has it made life better or worse for people? (change over time, interpretations)	- Link to prior learning – recap technology vocabulary - Vocabulary – flight - Zoom out to flight timeline in the 20th Century (chronology) - Zoom into first flight – Wright Brothers (historical evidence - primary and secondary sources) - Zoom into holidays – then and now (change over time, reasons and results) - Zoom into space exploration – Moon landings (looking at primary and secondary sources) - Answering the enquiry question (reasons and results, interpretations)	- Link to prior learning – recap technology vocabulary and change over time - Life of Ada Lovelace through pictures and objects (chronology, historical evidence) - Life of Alan Turing through pictures and objects (chronology, historical evidence) - Vocabulary – inventor - Placing lifetimes in order and linking to prior history learning (chronology) - Comparing lives of inventors (historical similarity and difference) – double bubble - Which person do you think was the most important? (significance, reasons and results)
Trips / fieldwork		Trip to Manchester Runway	
National curriculum	Create timelines to show how things change over time within living memory of my family, discuss whether change has made life better or worse for my family	Use facts, evidence reasons and interpretations to answer an enquiry question	Compare the lives of inventors (historical similarity and difference), which had the greatest contribution to our lives today?

Year 2	Autumn	Spring	
Key skills & ideas (disciplinary knowledge)	• Understand where people and events fit on a basic timeline. • Name a few people in the past who have contributed to national and international achievements. • Talk about significant events. • Put a few objects/events in chronological order. identify similarities and differences between different times. • Give more than one cause of an event and give a reason why people in the past acted as they did. • Develop an awareness of the past. • Understand the importance of basing ideas on evidence and raise questions about the past. • Investigate the past by analysing artefacts and asking some questions. • Choose and use other sources of information to show understanding of key features of events or people's lives studied. • Use appropriate historical words and phrases and gain a historically grounded understanding of abstract terms using a range of strategies, including: - Answering historical questions, both verbally and in writing, analysis of historical events. concept maps, structured debates.		
Key vocabulary	Chronological order, Significant, Investigate, Research, Evidence, artefact, Industry, Industrial revolution	Chronological order, Significant, Investigate, Research, Evidence, artefact Industry, Industrial revolution, Empire,	Chronological order, Significant, Investigate, Research, Evidence, artefact, Industry, Industrial revolution, Empire, Trade, Exploration
Focus / Enquiry question	Local - Significant historical events, people and places in their own locality Why was cotton important for Lancashire and specifically our local area?	British - The lives of significant individuals in the past who have contributed to national and international achievements Compare the lives and works of two British artists: John Constable and LS Lowry.	Global - Events beyond living memory that are significant nationally or globally Why was Queen Victoria's reign important in World history?
Learning objectives (substantive knowledge)	• What is cotton and how was it made? Look at artefacts and photos (historical evidence) • Vocabulary – industry • Timeline of cotton manufacture in Lancashire and specifically our local area, bridging back to chronological events from Year 1 history (chronology) • Ask questions about the life of a mill worker and answer them using evidence from trip (historical evidence, interpretations) • Compare photos and maps to show how Lancashire and our local area changed over time due to cotton industry (change over time, historical evidence) • Discuss signs of cotton industry in Lancashire and specifically our local area today and discuss importance now and in the past (historical evidence, interpretations,significance)	• Link to prior learning looking at industrial landscapes from LS Lowry's paintings (link to art curriculum spring term) • Vocabulary – landscape • Ordering events within Lowry's lifetime (chronology) • Comparing scenes from Manchester now with Lowry's paintings (change over time, historical evidence) • Zoom out to place lifetimes of Lowry and Constable on timeline (chronology) Compare scenes in Lowry and Constable paintings and discuss reasons for similarities and differences (historical similarity and difference, interpretations, reasons and results)	• Asking questions based on a photo of Queen Victoria (historical evidence, interpretations) • Vocabulary – reign • Zoom out to place Queen Victoria's reign on overview timeline including Industrial Revolution and Queen Elizabeth II up to present day (chronology) • Zoom into timeline of Queen Victoria's reign (chronology) • Zoom into industry (year 2 autumn and spring term) looking at changesbetween start and end of Queen • Victoria's reign through secondary sources (historical evidence, change overtime, interpretations) • Vocabulary – empire • Marking world map with British Empire including India (link to geography curriculum summer term) • Zoom into Empress of India medal primary source (historical evidence,interpretations)
Trips / fieldwork			
National curriculum	Compare photos and maps to show how Lancashire and our local area changed over time due to cotton industry (change over time, historical evidence)	Compare sources of evidence to show how the UK changed over time, discuss what the evidence shows about the reasons for a nature of change	Assess a time period (Victoria's reign) through secondary sources (historical evidence, change over time, interpretations)

Year 3	Autumn	Spring	Summer
Key skills & ideas (disciplinary knowledge)	• Understand that the past is divided into differently named periods of time and use some dates to explain local, British and global history. • Place events, people and changes of local, British and global history on a timeline, using appropriate dates and chronological conventions e.g. BCE and AD. • Put artefacts or historical events in chronological order. • Give a few reasons for and the results of the main events and changes of a time studied. • Make a few connections and contrasts e.g. change, similarity, difference, and significance between and within the periods studied. • Reflect on the significance of what I have learnt about the past. • Begin to think critically, weigh evidence, sift arguments, and develop some perspective and judgement about historical events. • Describe how the past can be represented or interpreted in a few different ways. • Answer and sometimes devise historically valid questions, using one or more sources of information. • Use appropriate historical words and phrases and gain a historically grounded understanding of abstract terms using a range of strategies, including: - Answering historical questions, both verbally and in writing, analysis of historical events. concept maps, structured debates		
Key vocabulary	BCE CE BC AD, Period, Thousands of years, Archaeology/archaeologist, Sources, Significance, Continuity/change, First hand/second hand, evidence, Settlements, Historian, Industry, Industrial revolution, Empire, Trade	BCE CE BC AD, Period, Thousands of years, Archaeology/archaeologist, Sources, Significance, Continuity/change, First hand/second hand, evidence, Settlements, Historian, stone age, bronze age, iron age, settlements, food: hunting and arming,	BCE CE BC AD, Period, Thousands of years, Archaeology/archaeologist, Sources, Significance, Continuity/change, First hand/second hand, evidence, Settlements, Historian Advanced, Shang dynasty, China, Empire
Focus / Enquiry question	Local - A local history study – a study over time tracing how several aspects of national history are reflected in the locality How did life change for children in North West England during the Industrial Revolution?	British - Changes in Britain from the Stone Age to the Iron Age How did life change in Britain from the Stone Age to the Iron Age?	Global - The achievements of the earliest civilizations – an in-depth study of the Shang Dynasty in China How do the achievements of the Shang Dynasty contrast to those of Bronze Age Britain?
Learning objectives (substantive knowledge)	• Bridge back to Year 2 knowledge on cotton industry in Lancashire and specifically our local area (retrieval) and Year 2 geography • Compare images of NW England pre-and-post-Industrial Revolution (change over time, chronology, reasons and results) • Timeline of Industrial Revolution linking to Year 1 and 2 history topics (chronology) • Quarry Bank Mill introduction - links to cotton trade from Year 2 and slave trade Year 4 (historical evidence) – place on map to link with geography autumn and spring term • Learn about children's lives at Quarry Bank Mill within work, education, health and play (historical evidence) • Factory Acts 1833 - 1850 – how did these change life for children? (reasons and results) • Discuss whether lives changed for better or worse. Discuss how things may have seemed for people at the time as well as through the lens of the present day (interpretations, reasons and results). Link to children's rights	• Big Picture toilet paper timeline in hall to chart back from present day to Stone Age, marking in Stone Age, Iron Age, Bronze Age and bridging back to history topics covered at KS1 (chronology) Use of BC and CE as historical conventions • How do we know about prehistory without written records? Look at archaeology (historical evidence, interpretations) • Zoom into old Stone Age – look at stone spearheads (historical evidence - primary sources) • Zoom into New Stone Age - first farmers. How did farming change how people lived? (change over time, reasons and results) • Zoom into Bronze Age – bronze age tool (historical evidence - primary sources) • Zoom into Iron Age – compare pictures to see changes (historical evidence, interpretations) • What changed and what stayed the same from Stone Age to Iron Age? (change over time, historical similarity and difference)	• Bridge back to Stone Age-Iron Age Britain. Overview of Ancient civilisations in the world – map and large toilet paper timeline in hall (chronology, link to geography) • Zoom into Shang Dynasty – where and when? (chronology) • Bridge back to archaeology – Zoom into Fu Hao's tomb discovered in 1976. What can we learn about the Shang Dynasty from this tomb? (historical evidence, interpretations) • Zoom into bronze artefacts – link back to Bronze Age Britain and compare (historical evidence, similarity and difference) • Zoom into jade artefacts, compare to Bronze Age Britain (historical evidence, similarity and difference) • What else do we still want to know? Raise historical questions and use secondary sources to find answers (interpretations) • Compare Shang Dynasty to Bronze Age Britain. Which was the most advanced civilisation? (similarity and difference, significance)
Trips / fieldwork	Quarry Bank Mill		
National curriculum	Discuss whether lives changed for better or worse. Discuss how things may have seemed for people at the time as well as through the lens of the present day (interpretations, reasons and results).	What changed and what stayed the same from Stone Age to Iron Age? (change over time, historical similarity and difference)	Compare Shang Dynasty to Bronze Age Britain. Which was the most advanced civilisation? (similarity and difference, significance)

Year 4	Autumn	Spring	Summer
Key skills & ideas (disciplinary knowledge)	• Understand that the past is divided into differently named periods of time and use some dates to explain local, British and global history. • Place events, people and changes of local, British and global history on a timeline, using appropriate dates and chronological conventions e.g. BCE and AD. • Put artefacts or historical events in chronological order. • Give a few reasons for and the results of the main events and changes of a time studied. • Make a few connections and contrasts e.g. change, similarity, difference, and significance between and within the periods studied. • Reflect on the significance of what I have learnt about the past. • Begin to think critically, weigh evidence, sift arguments, and develop some perspective and judgement about historical events. • Describe how the past can be represented or interpreted in a few different ways. • Answer and sometimes devise historically valid questions, using one or more sources of information. • Use appropriate historical words and phrases and gain a historically grounded understanding of abstract terms using a range of strategies, including: - Answering historical questions, both verbally and in writing, analysis of historical events, concept maps, structured debates		
Key vocabulary	Conversion, Achievements, Impact, Effects/consequences, Contrast, Change, Slave	Conversion, Achievements, Impact, Effects/consequences, Contrast, Change, Romans: trade army government ore invasion, buildings, settlements, Resistance, Sophisticated, Trade	Conversion, Achievements, Impact, Effects/consequences, Contrast, Change, Greeks: Government, Olympics, army, city state democracy, architecture, religion, democratic, amphora, engineering
Focus / Enquiry question	Local - A local history study – a study over time tracing how several aspects of national history are reflected in the locality What was the impact of the slave trade on North West England?	British - The Roman Empire and its impact on North West England What was the impact of the Roman Empire on North West England?	Global - Ancient Greece – a study of Greek life and achievements and their influence on the western World Can we thank the Ancient Greeks for anything in our lives today?
Learning objectives (substantive knowledge)	• What is slavery? (vocabulary) • Bridge back to vocab of empire and industry (Y2 and Y3) • Overview timeline of period linking to prior learning – reign of Queen Victoria, Industrial Revolution, slave trade and abolition (chronology) • Zoom in and bridge back to Quarry Bank Mill – examine links to the slave trade (historical evidence, reasons and results) • Zoom in to compare photos of Liverpool and Manchester before and after Industrial Revolution – link to impact of slavery (change over time, reasons and results) • Zoom in to look at primary and secondary sources linked to abolition of slavery – choose one campaigner (historical evidence, interpretations) • Cause and effect of slave trade on NW England (reasons and results)	• When and where – map and timeline to link back to Iron Age Y3 (link to geography, chronology) • Zoom into Roman Invasion - how and why did the Romans invade? (reasons and results) • Link back to geography Y4 autumn to zoom in on area of Lancashire before and after Roman Invasion (change over time) • Look at pictures of Roman street in A Street through time and analyse changes (change over time, interpretations) • What evidence can we see today of the Romans in NW England? (historical evidence - primary sources, significance)	• Bridge Back to Year 3 ancient civilisations overview (chronology) • Zoom in on Ancient Greece – when and where? (chronology with overview timeline and link to Geography) • Zoom into literature – Myths in guided reading (historical evidence, interpretations) • Zoom into theatre (historical evidence, interpretations) • Zoom into sport and first Olympic Games (historical evidence - primary sources, e.g. vases) • Zoom into democracy – bridge forward to Year 5 autumn topic • Answer the enquiry question to analyse legacy of Ancient Greece on modern Western world (significance, interpretations, change and continuity)
Trips / fieldwork		Ribchester Roman Museum	
National curriculum	Place events, people and changes of local, British and global history on a timeline, using appropriate dates and chronological conventions e.g. BCE and AD.	What evidence can we see today of the Romans in NW England? (historical evidence - primary sources, significance)	Analyse legacy of Ancient Greece on modern Western world (significance, interpretations, change and continuity)

Year 5	Autumn	Spring	Summer
Key skills & ideas (disciplinary knowledge)	• Demonstrate chronologically secure knowledge and understanding of the local, British and global history, using appropriate chronological conventions. • Demonstrate an understanding of historical concepts including reasons and results, change and continuity, similarity and difference. • See the relationship between different historical periods and talk about their legacy. • Think critically, weigh evidence, sift arguments, and express perspective and judgement about historical events. • Understand that the past can be represented and interpreted in many different ways. • Answer and devise historically valid questions. • Select, organise and evaluate a range of historical sources, making deductions about their reliability • Use appropriate historical words and phrases and gain a historically grounded understanding of abstract terms using a range of strategies, including: - Answering historical questions, both verbally and in writing, analysis of historical events, concept maps, structured debates		
Key vocabulary	Era, Millennium / century / decade, Extent of : change/continuity, Weigh up both sides, Primary evidence, Secondary evidence, Eye witness, Reliable, Legacy, My conclusion is that... Suffragette, Equality	Era, Millennium / century / decade, Extent of : change/continuity, Weigh up both sides, Primary evidence, Secondary evidence, Eye witness, Reliable, Legacy, My conclusion is that... Culture, Religion,	Era, Millennium / century / decade, Extent of, change/continuity, Weigh up both sides, Primary evidence, Secondary evidence, Eye witness, Reliable, Legacy, My conclusion is that... Ancient Islam: Bagdad, knowledge, science, mathematics, influential, tolerance, caliphate, silk roads
Enquiry question	Local - A study of an aspect in British history that extends pupils' chronological knowledge How did the Suffragettes change the lives of people in Manchester?	British - Britain's settlement by Anglo-Saxons How did the Anglo-Saxons change Britain?	Global - A non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad c. AD 900 How does The Golden Age of Islam contrast with the Anglo-Saxon Britain?
Learning objectives (substantive knowledge)	• Bridge back to definition of democracy (Yr 4) Ancient Greece. Why is democracy important? (significance) • Big Picture - track timeline back from current day voting rights to beginning of 19th century. When do children think adults were able to vote? Plot events on timeline. (chronology, change over time) • Add on previous events - abolition of slavery (1833) - bridge back to Y4 local history and Factory Act (1833) - bridge back to Y3 local history. Link to big picture of Industrial Revolution (chronology) • Look at Statue of Emmeline Pankhurst in Manchester (2018). Children raise questions. Why is this person important? (significance, interpretations) • Zoom into life of Emmeline Pankhurst and notable events (chronology, significance) • Look at campaign posters/photos. What can we learn about the campaign? (historical evidence - primary sources, interpretations) • Zoom into the suffrage campaign database website Database - Women's Suffrage Resources to find women in Manchester who signed the 1866 petition and/or appear in the 1914 Home Office arrest records (historical evidence - primary sources). Choose one notable story to analyse and fit to bigger picture. • Zoom into militant tactics & arrests from primary sources. Debate - were the Suffragettes right to break the law? (reasons and results, interpretations) • Big picture - answer enquiry question - how did the Suffragettes change life for women in Manchester? (historical cause and effect, significance)	• Bridge back to Roman Britain Year 4 – what happened after the Romans left? • Overview timeline of Anglo-Saxon period (chronology) • Compare pics from A Street Through Time – Roman Britain to Anglo Saxon Britain (interpretations) Why was it called the Dark Ages? Why is it difficult to find out about this period? (historical evidence, change over time) • Zoom into Anglo Saxon place names (primary sources, reasons and results) • Old English language (primary sources, significance) • Sutton Hoo excavation 1939 (historical evidence, interpretations) • Zoom in – what can we learn from an Anglo Saxon coin? (historical evidence - primary sources) • Answer enquiry question (significance, reasons and results, change over time)	• Bridge back to Anglo Saxon Britain and show Baghdad and London on map. Construct overview timeline to show AD900 in context of other history topics already learned (chronology) • Zoom into citizens of Baghdad – everyday life, school and education (historical evidence) • Zoom into The House of Wisdom (historical evidence) • Zoom into Al-Zahrawi and contributions to medicine (historical evidence, significance) • Compare achievements to those of Anglo-Saxon Britain (historical similarity and difference) • What is the legacy of the Golden Age of Islam on the world today? (significance, reasons and results)
Trips / fieldwork		Tatton Park	
National curriculum	Think critically, weigh evidence, sift arguments, and express perspective and judgement about historical events.	Demonstrate an understanding of historical concepts including reasons and results, change and continuity, similarity and difference.	Think critically, weigh evidence, sift arguments, and express perspective and judgement about historical events.

Year 6	Autumn	Spring	Summer
Key skills & ideas (disciplinary knowledge)	• Demonstrate chronologically secure knowledge and understanding of the local, British and global history, using appropriate chronological conventions. • Demonstrate an understanding of historical concepts including reasons and results, change and continuity, similarity and difference. • See the relationship between different historical periods and talk about their legacy. • Think critically, weigh evidence, sift arguments, and express perspective and judgement about historical events. • Understand that the past can be represented and interpreted in many different ways. • Answer and devise historically valid questions. • Select, organise and evaluate a range of historical sources, making deductions about their reliability • Use appropriate historical words and phrases and gain a historically grounded understanding of abstract terms using a range of strategies, including: - Answering historical questions, both verbally and in writing, analysis of historical events. concept maps, structured debates		
Key vocabulary	Anachronism, Culture, Stereotype, Excavate, This source omits to mention, Reliability and intent of source, WW1: alliance, war, navy, army	Anachronism, Culture, Stereotype, Excavate, This source omits to mention, Reliability and intent of source, Invader Viking Anglo-Saxon Religion Conversion	Anachronism, Culture, Stereotype, Excavate, This source omits to mention, Reliability and intent of source, Glyphs Codices Cacao
Enquiry question	Local A study of an aspect in British history that extends pupils' chronological knowledge – asignificant turning point in British history: Enquiry: What was the impact of the WWI on local people's lives?	British Viking and Anglo-Saxon struggle for the Kingdom of England: Enquiry: How and why did the Vikings invade Britain?	Global A non-European society that provides contrast with British history: Mayan civilization c. AD 900 Enquiry: How does Mayan civilisation contrast with Anglo-Saxon Britain?
Learning objectives (substantive knowledge)	• Bridge back to Year 5 local history to extend timeline from 1900s onwards to include WWI (chronology) • Zoom into WWI 1914-1918 – overview of events (chronology) • Zoom out to what changes did WWI have on Britain at that time – why did this happen (reasons and results) • Zoom in to Accrington pals – why did this happen (reasons and results) • Look at photos and evidence to analyse impact of Accrington Pals on the local area (historical evidence – primary sources) • Look at evidence and written accounts to identify population trends during WWI 'The Lost Generation' (historicalevidence – primary sources, interpretations) • Multi-flow graphic organiser to show cause and effect of WWI on population movements and changes (reasons and results, change over time)	• Bridge back to Year 4 Anglo Saxons – extend timeline to show Viking Raids (chronology) • Who were the Vikings and where did they come from? Show on map • Zoom in - why did the Vikings come to Britain? (historical cause and effect) • How do we know about Viking Britain? (historical evidence) • Zoom in - What was a Viking ship like? (historical evidence primary sources, interpretations) • Anglo Saxon resistance – debate - doesAlfred deserve to be called the 'Great'? (significance)	• Overview timeline to show context within history already learned – bridge back to Y5 Anglo Saxons • Where were the Maya? Place on map (link to geography) • How do we know about the Maya? Look at primary sources (historical evidence, interpretations) • Zoom into Maya writing (historicalevidence) • Zoom into Maya trade and number system (historical evidence) • Zoom into Maya sports (historical evidence) • Compare to Anglo Saxons. Which was the most advanced civilisation? (historical similarity and difference) • Zoom into the Maya today (change andcontinuity, significance)
Trips / fieldwork	Imperial War Museum North		
National curriculum	Demonstrate an understanding of historical concepts including reasons and results, change and continuity, similarity and difference.	Understand that the past can be represented and interpreted in many different ways.	Select, organise and evaluate a range of historical sources, making deductions about their reliability.