

Frodsham Primary Academy



HISTORY



Our Intended Curriculum

Chronology	Chronology is the study of the big picture of events across time – also referred to in the National Curriculum as ‘a chronological framework’ and ‘the long arc of development’. This means that children gradually build up a sense of how periods and events fit together in sequence. In this concept, it is also necessary to develop understanding of historical language and terminology, the idea of sequence, duration and the sense of period.
Interpretation	This concept helps children to develop the understanding that history is not just about knowing the events of the past but also the way such events are presented. These presentations of the past come in a variety of forms and children should be able to reflect purposefully on their worth. In this concept, children will be able to develop their skills of historical enquiry, where they will use the same methods as a professional historian when investigating an aspect of history. Children will develop their understanding of historical enquiry by asking and framing question; undertaking research; making judgments and effectively communicating answers.
Continuity and change	There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these at face value and consider things that were continuous and explain why, and things that were changing and explain why. Another key aspect of this concept is to challenge these ideas and look for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We can then evaluate change over time using the ideas of progress and decline.
Cause and consequence	This concept considers the ‘how and why’ of history. The causes look for ‘what were the actions/beliefs/circumstances...?’ that led to a change or event that we examine, and then the consequences of these.
Similarity and difference	Similarity and difference is based upon an understanding of the complexity of people’s lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.
Significance	Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.

Frodsham Primary Academy - History progression through EYFS

UW- Past and Present/ The World

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UW-Past and Present

-Talk about the lives of the people around them & their roles in society

-Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class -Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- To be used daily.
Nursery Skills	<ul style="list-style-type: none"> Retell past events in correct order Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Remembers & talks about significant times or events for family & friends Begin to make sense of own lifestory & family's history 	<ul style="list-style-type: none"> Question why things happened & give explanations Understand why and how questions Asks who, what, when & how 	<ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time Bring in photographs, videos, visitor Preserve memories of special events e.g. make a book, video, photos 	<ul style="list-style-type: none"> Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world Share stories about people from the past who have an influence on the present 	<ul style="list-style-type: none"> Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as: how, why, because Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because

Nursery Knowledge	COLOURS AND ME	FAMILIES AND CELEBRATIONS	UNDER THE SEA	GROWING AND CHANGING	TRAVEL	CHESTER ZOO
	<ul style="list-style-type: none"> Can describe special events such as a birthday/ day out/ first day at school by looking at images. To describe what is the same and what is different. 	<ul style="list-style-type: none"> Can name their own immediate family. Can talk about how they have changed over time from baby-Toddler-child. Can talk about the events in the Christmas story. To describe what we 'remember'. 	<ul style="list-style-type: none"> Can make predictions about what might happen next Uses question words of 'who', 'why', 'where' and 'when' and 'how'. 	<ul style="list-style-type: none"> Take images of growth and change and sequence events and retell what happened over time. Compare cooking- how has this changed? 	<ul style="list-style-type: none"> Can talk about similarities and differences between Paddington and us. Can talk about Paddington as the first refugee and compare to life today. Can describe a memory-linked to photographs and special objects. 	<ul style="list-style-type: none"> What was the forest like before poaching? How will poaching affect the number of animals in the wild in the future- Cause and effect.

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.

Frodsham Primary Academy - History progression through EYFS

UW- Past and Present/The World

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UW-Past and Present

-Talk about the lives of the people around them & their roles in society

-Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class -Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- to be used daily
Reception Skills	<ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking and events Compare & contrast characters from stories, including figures from the past Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> Ask questions to find out more & to check understanding of what has been said Understands questions such as who, why, when, where & how Understands a range of complex sentence structures including tense markers Engage in non-fiction books 	<ul style="list-style-type: none"> Articulate ideas & thoughts in well-formed sentences Ask questions to find out more & to check understanding of what has been said 	<ul style="list-style-type: none"> Use talk to organise, sequence & clarify thinking, ideas, feelings & events 	<ul style="list-style-type: none"> Understand and use vocabulary: yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain

Reception Knowledge	COLOURS AND ME	FAMILIES AND CELEBRATIONS	UNDER THE SEA	GROWING AND CHANGING	TRAVEL	CHESTER ZOO
	<ul style="list-style-type: none"> To describe special events that have happened in my life To describe special family members and explain why they are special To describe what is the same and what is different. 	<ul style="list-style-type: none"> Can explain why we remember the Soldiers on Remembrance Day. Can describe who 'Guy Fauks' was and what he did. Can compare different celebrations and relate to family life. Can retell the Christmas story and how this has influenced us today. Can compare old and new toys. 	<ul style="list-style-type: none"> Can describe a variety of sea creature characters and compare to fictional characters and real-life creatures. Can compare a range of sea creatures describing similarities and differences. To discuss why the whale was significant to Noi and what he did that made him special. 	<ul style="list-style-type: none"> Can make predictions about what might happen next. Use non-fiction text to retrieve information. Use sources to find information. 	<ul style="list-style-type: none"> To name significant people such as the Royal Family and the Prime minister To know that they live in Frodsham and explain why it is special to them. To understand why the journey to London was significant To discuss different ways of travel from past to the present day and compare similarities and differences. 	<ul style="list-style-type: none"> To look at how Chester Zoo has developed over the years. What has changed? What has stayed the same? Who was George Mottershead and why was he important? To compare life at the zoo today to in the past.

Significant person

Significant event

Significant places

Changes within living memory

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.

KS1 – Year A: Historical Disciplinary Skills	
<p><u>KS1: POS</u></p> <ul style="list-style-type: none"> • 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. • 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 • Significant historical events, people and places in their own locality 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Understand and use the words past and present when telling other about an event • Use words and phrases such as <i>now, yesterday, tomorrow, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my mummy was young etc</i> • Recount changes in my own life over time • Describe things that happened to themselves and other people in the past • Understand how to put people, events and objects in order of when they happened using a scale the teacher has given me
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Describe changes within living memory • Recall some facts about people/ events beyond living memory • Look at evidence to give and explain reasons why people in the past may have acted in the way that they did • Use information to describe the past • Describe the differences between then and now • Recount the main events from a significant event in history • Say why people may have acted the way that they did 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Look at and use books and pictures, stories, eye witness accounts, photographs, artefacts, historical buildings, museums and the internet to find out more about the past
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented • Ask questions about the past • Explore events, look at pictures and ask questions such as ‘ which things are old and which are new’ or ‘what were people doing?’ • Look at objects form the past and ask questions such as ‘ what were they used for?’ and try to answer • Use a wide range of information to answer questions 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Describe objects, people or events in history • Use timelines to order events or objects or place significant people • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay, storytelling and using ICT

KS1- Year A – Historical Substantive Knowledge

<p>Shops Changes within Living memory</p>	<ul style="list-style-type: none"> • Children know living memory means people are alive today who can remember the changes/ event • Children know in the past there were many local shops including greengrocer, haberdashery, baker, fishmonger, chemist and they know each shop sold specific items • Children know supermarkets now sell many items all in one place • Children know most people in the past walked to the shops so they needed to be local but many people now have cars to travel to shops • Children know in the past food was grown or bought locally but now we have a greater variety of food which comes from all over the country/ world • Children know in the past people paid for shopping with cash but now we can use cash, debit cards and contactless payment • Children know in the past fresh food was put in paper bags or wrapped in paper but now food is packaged in plastic
<p>Great Fire of London Events beyond living memory that are significant nationally or globally.</p>	<ul style="list-style-type: none"> • Children know events can happen beyond living memory and understand this means nobody alive today can remember the event. • Children know a large section of London was destroyed by the fire including St. Paul’s Cathedral • Children know the fire spread quickly because the buildings were built close together and they were made of wood. • Children know there was no trained fire fighting service at the time. • Children know as a result of the fire, changes were made to building regulations and fire insurance brigades were formed which led to the fire service we now know. • Children know Samuel Pepys was an eyewitness and his diary has been used to understand what happened because no one alive today witnessed the GfOL.
<p>Gunpowder Plot Events beyond living memory that are significant nationally or globally.</p>	<ul style="list-style-type: none"> • Children know The Gunpowder plot was a plot to blow up the Houses of Parliament and kill James I • Children know that Bonfire Night is a celebration linked the Gunpowder plot • Children know we celebrate Bonfire Night because the plot failed • Children can name Guy Fawkes as a plotter <p>Children know the event was significant because a king could have been killed and parliament destroyed.</p>
<p>Remembrance Day Events beyond living memory that are significant nationally or globally.</p>	<ul style="list-style-type: none"> • Children can explain the significance of Remembrance Day and why it’s important that we celebrate it. • Children can identify the Cenotaph, Flanders Field and the Poppy as a key features of Remembrance.

<p>Experiences Talking to older members of the community about changes to shops/ local area GfOL workshop. Exposed to careers – shop keeper, city planner, architect</p>	<p>SMSC Cultural and social – understanding how past communities were based around local shops and how this has changed over time with the introduction of new cultures (other nationalities moving into area) Moral – consequences of poor planning on human life. The necessity to ensure improvements are made after disaster. Culture – National monuments in London</p>	<p>British values The rule of law – fire regulations were introduced after the GfOL to safeguard people’s lives. Individual liberty – the right to a safe home.</p>	<p>WPAT/school values Perseverance is discussed when the children learning about how city planning changed after GfOL.</p>
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KS1 – Year B: Historical Disciplinary Skills	
<p><u>KS1: POS</u></p> <ul style="list-style-type: none"> • 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. • 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 • Significant historical events, people and places in their own locality 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Understand and use the words past and present when telling other about an event • Use words and phrases such as <i>now, yesterday, tomorrow, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my mummy was young etc</i> • Describe things that happened to themselves and other people in the past • Understand how to put people, events and objects in order of when they happened using a scale the teacher has given me
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Look at evidence to give and explain reasons why people in the past may have acted in the way that they did • Use information to describe the past • Describe the differences between then and now • Recount the main events from a significant event in history • Say why people may have acted the way that they did 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Look at and use books and pictures, stories, eye witness accounts, photographs, artefacts, historical buildings, museums and the internet to find out more about the past
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented • Ask questions about the past • Look at pictures and ask questions such as ‘ which things are old and which are new’ or ‘what were people doing?’ • Look at objects form the past and ask questions such as ‘ what were they used for?’ and try to answer • Use a wide range of information to answer questions 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Describe objects, people or events in history • Use timelines to order events or objects or place significant people • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay, storytelling and using ICT

KS1- Year B – Historical Substantive Knowledge

<p>Explorers The lives of significant individuals who have contributed to national and global achievements</p>	<ul style="list-style-type: none"> • Children know an explorer is someone who explores an area that is not known • Children know Christopher Columbus is significant because many of the foods we eat today were first transported from the Americas on his voyages • Children know Ellen McArthur is significant because she set a world record for the fastest solo voyage around the world • Children know Neil Armstrong is significant because he was the first person to step on the moon
<p>Explorers – Ibn Battuta The lives of significant individuals who have contributed to national and global achievements</p>	<ul style="list-style-type: none"> • Children can place Ibn Battuta on a timeline alongside other explorers which they have learnt about • Children know Ibn Battuta was from Morocco and is a significant person in Morocco • Children know we know about his travels because they were recorded • Children know we remember significant people in different ways including statues, names of buildings etc
<p>Lewis Carroll Significant people, events and places in own locality</p>	<ul style="list-style-type: none"> • Children know that Lewis Carroll is a significant person in Warrington and Cheshire • Children understand the chronology of the life of Lewis Carroll from his birth in 1832 to death in 1889 including the writing of his book Alice in Wonderland. • Children know there is a Alice in Wonderland monument in Warrington town centre and a stained glass window in Daresbury church to celebrate Lewis Carroll • Children know we remember significant people in different ways including statues, names of buildings etc • Children know The Golden Gates are significant to Warrington • Children know Walking Day is a significant event in Warrington

<p>Experiences Trip to Daresbury church Exposed to careers – author, astronaut, astronomer, mathematician, navigator, photography, sailor</p>	<p>SMSC Moral – children learn about Columbus’ discovery of America. Was it his to discover? Indigenous people already lived there with their own ways of life. Cultural – the moon landing was a global event inspiring many films and books. Cultural – children learn about local monuments to Carroll and their link to Warrington’s history</p>	<p>British values Democracy – comparison of Columbus to MacArthur. MacArthur could be an explorer because of the fight for equality. Female explorers were not socially acceptable in Columbus’ time.</p>	<p>WPAT/school values Resilience is discussed when looking at the strength of each explorer (particularly MacArthur as she was on her own) Friendship and perseverance is taught when looking at how the moon landing crew worked together. Inclusion is discussed when looking at Neil Armstrong. Whilst he took the first step, he was a part of a very skilled team on the shuttle and at home.</p>
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Key Stage 2

LKS2 – Year A: Historical Disciplinary Skills	
<p><u>LKS2: POS</u></p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order • Describe dates or and order significant events for the period studied
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Describe how tools and land use changed the way people lived • Describe how some of the things I have studied form the past affect/influence life today • Describe similarities and differences between people, events and artefacts studied • Use evidence to describe the clothes, ways of life and actions of people from the past • Use evidence to describe buildings and their uses of people from the past • Use evidence to show how the lives of rich and poor people from the past differed • Use evidence to describe culture and leisure activities form the past 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Explore the idea that there are different accounts of history
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past • Ask questions and find out answers about the past 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT

LKS2- Year A – Historical Substantive Knowledge	
<p>Stone Age to Iron Age Changes in Britain from Stone Age to Iron Age</p>	<ul style="list-style-type: none"> • Children know prehistory is the time before written records. • Children know the period of prehistoric Britain includes The Stone Age, The Bronze Age and the Iron Age. • Children understand historians use archaeology to interpret the past • Children know The Stone is split into three periods: Palaeolithic, Mesolithic and Neolithic • Children know people were hunter-gatherers until the Neolithic period when people started farming • Children know people from mainland Europe settled in Britain, bring metal working • Children know historians think stone circles were built for religious purposes • Children know as settlements grew in size during the three periods, people cut down woodlands and forest to make space for farming and resources • Children know during the Iron Age people began to live in large tribal groups in hill forts • Children know the period of prehistoric Britain ends with the Roman invasion
<p>The Roman Empire and its impact on Britain</p>	<ul style="list-style-type: none"> • Children know that the Iron Age ended with the arrival of the Romans in Britain • Children understand invasion happens over time • Children know the Romans attempted to invade twice before they were successful on their third attempt • Children know Caesar and other emperors wanted to conquer Britain for its resources • Children know Britain was a part of the Roman Empire which had a centralised government. Rome controlled Britain through stationed military leaders (legionary commanders) • Children can describe the impact on Britain and the trade industry through the development of trade links and road developments. • Children know the Romans settled in many places including London, Chester and Warrington. • Children can name Warrington as a crossroad • Children know some native Britons resisted the Romans and the Romans were unsuccessful in conquering Scotland. • Children know the Roman influenced Britain: urban life, roads, sanitation, centralised government, taxation, language • Children know Roman Britain ended because of the fall of the Roman Empire across Europe and attacks on Rome

<p>Experiences Trip to Southport Eco Centre Chester Grosvenor Museum Exposed to careers – archaeologist, historian</p>	<p>SMSC Spiritual – religious practices of Britons pre-Christianity (paganism) and its link to stone circles. Religious practices of Romans and their impact on Britons after their invasion. Moral – was Britain the Romans to invade? Discussion about Romans keeping slaves. Cultural – importance of historical sites such as Stone Henge and Hadrian’s wall to national culture.</p>	<p>British values Democracy – discussion about how Empires are undemocratic to states they control. Rome had once been a republic where people voted in senates but the power of the Emperor grew. It later became an autocracy. Rule of Law – In Roman Britain there were laws and courts gave consequences for crimes. They also had a system of taxation. How is this similar or different to today?</p>	<p>WPAT/school values Resilience is discussed when children learn how early humans adapted to their environment. It is also discussed when children learn about how tribes in Scotland and Boudicca resisted against the power of the Romans.</p>
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LKS2 – Year B: Historical Disciplinary Skills	
<p><u>LKS2: POS</u></p> <ul style="list-style-type: none"> • The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and an in-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 their achievements on the western world 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events ad dates onto a timeline • Describe the main changes in a period in history
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Describe how some of the things I have studied form the past affect/influence life today • Describe similarities and differences between people, events and artefacts studied • Use evidence to describe the clothes, ways of life and actions of people from the past • Use evidence to describe buildings and their uses of people from the past • Use evidence to show how the lives of rich and poor people from the past differed • Use evidence to describe culture and leisure activities form the past 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Look at different versions of the same events in history and identify differences
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past • Ask questions and find out answers about the past 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT

LKS2- Year B – Historical Substantive Knowledge

<p>Early Civilisation where and when the civilisations appear</p>	<ul style="list-style-type: none"> • Children know early civilizations formed when people began peacefully living together in larger organized settlements • Children know ancient means belonging to the very distant past and no longer in existence • Children know this period of time came after prehistory • Children can name 4 ancient civilisations- Indus Valley, Ancient Egypt, Ancient Sumer and the Shang Dynasty • Children know some of the civilizations overlapped • Children know all four civilizations were based near rivers and can name benefits of this including irrigation, food, hygiene reasons, trade and transport, • Children know all four civilizations had cuneiform, number system and agriculture in common. • Children know agriculture made it possible to feed large populations of people • Children know achievements such as the wheel (Ancient Sumer), town planning (Indus Valley), irrigation (Ancient Egypt) and paper (Shang Dynasty) impact our lives today.
<p>In depth study of Ancient Egypt</p>	<ul style="list-style-type: none"> • Children know the Egyptians had many gods and had their own creation story • Children know the Ancient Egyptians believed many animals were sacred and God were represented as half human, half animal. • Children know the Ancient Egyptians built temples as places of worship • Children know the Ancient Egyptians built tombs and pyramids for religious reasons and believed in an afterlife • Children know the Ancient Egyptians had religious festivals and can make comparisons to current religious festivals from different faiths • Children know the Ancient Egyptians mummified people for religious reasons linked to their belief in an afterlife • Children know the Ancient Egyptians had social classes including the pharaoh, high priests, nobles and priests, scribes and soldiers, craftsmen, farmers and slaves
<p>Ancient Greece A study of Greek life and the achievements and influences on the Western World.</p>	<ul style="list-style-type: none"> • Children know the Classical Golden Age of Ancient Greece came after the four earliest civilizations • Children understand Greece’s location helped them trade across Europe, North Africa and the Middle East • Children know Ancient Greece was made of city states and the most famous were Athens and Sparta • Children know temples were built as places of worship to gods • Children know some English words are derived from the Greek language • Children know democracy originated from Ancient Greece and can make comparisons to modern democracy • Children know democracy originated from Ancient Greece and can make comparisons to modern democracy • Children understand that the Ancient Greeks enjoyed leisure time (theatres and Olympic games)

<p>Experiences World Museum Liverpool – Egypt Walker Art Gallery – Greek sculpture Exposed to careers – archaeologist, historian</p>	<p>SMSC Spiritual –Religious beliefs and practices of the ancient civilisations. Children explore how these are similar and different. Moral – Many of the ancient civilisations had slaves. There is proof the pyramids were built by slaves. Cultural – importance of historical sites such as the pyramids and Mohenjo-Daro to modern day countries they are in. Cultural – the global legacy of the Olympics</p>	<p>British values Democracy – discussion about how Greece was the first recorded democracy but this had its restrictions. Was it a true democracy if slaves and women couldn’t vote? Was it a democracy if it allowed slavery? Rule of Law – In Ancient Greece agreed laws were followed by citizens and courts gave consequences for crimes. They also had a system of taxation. How is this similar or different to today?</p>	<p>WPAT/school values Resilience is discussed when children learn about the inventions of the early civilisations and how it help them become successful. Resilience and Perseverance is discussed when children learn about city planning and irrigation. The leaders of these civilisations had a responsibility to care for the people there and make it sustainable.</p>
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UKS2 – Year A: Historical Disciplinary Skills	
<p><u>UKS2: POS</u></p> <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor • 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><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events and dates onto a timeline • Describe the main changes in a period in history
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past • Give own reasons why changes may have occurred, backed up by evidence • Describe similarities and differences between some people, events and artefacts studied • Describe how historical events studied affect/influence life today • Make links between some of the features of past civilisations (religion, houses, buildings, trade) 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations in history • Give reasons why there may be different accounts in history • Evaluate evidence to choose the more reliable forms
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions • Investigate own lines of enquiry by posing questions to answer 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT • Plan and present a self-directed project or research about the studied period

UKS2- Year A – Historical Substantive Knowledge

<p>Vikings and Saxons The struggle for the Kingdom on England.</p>	<ul style="list-style-type: none"> • Children know the Angles and Saxons continuously fought over land in England and it was divide into four kingdoms (Mercia, Wessex, Northumbria and East Anglia). This lasted for approximately four hundred years. • Children know the Vikings began to invade Britain through raids including Lindisfarne, Jarrow and Iona. This was followed by a larger invasion and the Vikings taking control of Northumbria, East Anglia and much of Mercia. • Children know King Alfred the Great was a Saxon King of Wessex. He reigned from 871-899AD. He fought many battles against the Vikings defeating them in the Battle of Edington in 878AD. • Children know Alfred the Great negotiated a peace treaty with the Vikings known as Danelaw which gave the Vikings control of much of the North and East of England. • Children know Alfred the Great’s descendants were successful in unifying England and gradually recaptured Viking territories until the reign of Aethelred the Unready. • Children know the Kingdom of England was formed during the 9th and 10th centuries • Children know Danegeld was a tax collected by the Anglo-Saxon kings to give to the Vikings to stop their raids. • Children know points when Romans, Anglo-Saxons and Vikings came. • Children know this period ends with Edward the Confessor and his death in 1066.
<p>Mayans A non European society that provides a contrast with British history</p>	<ul style="list-style-type: none"> • Children know the Mayans were a civilisation who lived in an area known as Mesoamerican • Children know Mayan society was organised into city states • Children know each state used trade as power and this often-caused war to gain power • Children know the Mayans had a clear social structure • Children know the Mayans developed writing in the form of hieroglyphics and achievements in mathematics, astronomy, and architecture • Children know there are many theories that explain the decline the Mayan civilisations

<p><u>Experiences</u> Tatton Park – Anglo-Saxon and Vikings Mayan Workshop Exposed to careers – archaeologist, historian</p>	<p><u>SMSC</u> Spiritual –Religious beliefs and practices of the Anglo-Saxons and Vikings. Children explore Norse Gods. Moral – Morality of raiding and pillaging by the Vikings. Moral – Children discuss human sacrifices in the Mayan civilisation. Cultural – Norse mythology as inspired many films and stories globally including the popular Marvel character Thor.</p>	<p><u>British values</u> Democracy – discussion about how kingdoms are undemocratic as one person rules. Democracy – The Mayans civilisation was organised into city states with a ruler and a social class. Rule of Law – Anglo-Saxon and Vikings Kingdoms had their own systems of crime and punishment. How is this similar or different to today?</p>	<p><u>WPAT/school values</u> Resilience is discussed when children learn about the inventions of the Mayan civilisation and how it help them become successful. Resilience and humility is discussed when children learn about how the Anglo-Saxon kingdoms came together to resist the Vikings. Friendship and Inclusion are discussed when children look at Anglo-Saxon Kings like Alfred the Great who wanted to protect his people.</p>
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UKS2 – Year B: Historical Disciplinary Skills	
<p><u>UKS2: POS</u></p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • A Local History Study 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Order events, movements and dates on a timeline • Identify and compare changes within and across different periods • Understand how some historical events occurred concurrently in different locations
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past • Give own reasons why changes may have occurred, backed up by evidence • Describe similarities and differences between some people, events and artefacts studied • Describe how historical events studied affect/influence life today • Make links between some of the features of past civilisations (religion, houses, buildings, trade) 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Evaluate evidence to choose the more reliable forms • Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations in history • Know that people both in the past and present day have a point of view and this can affect interpretation • Give clear reasons why there might be different accounts of history- linking this to factual understanding of the past
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions • Investigate own lines of enquiry by posing questions to answer 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Communicate ideas from the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay, storytelling and using ICT • Plan and present a self-directed projects or research about the studied period

UKS2- Year B – Historical Substantive Knowledge

Conflicts through time	<ul style="list-style-type: none"> • Children know Britain has been involved in many wars since 1066 including WWI and WII • Children know the assassination of Archduke Franz Ferdinand was a catalyst for WWI • Children can describe life inside the trenches • Children know women entered the work force during WWI because men were away at war • Children know Walter Tull is significant because he was the first British-born black army officer and the first black officer to lead British troops • Children know The Treaty of Versailles was a peace agreement which ended WWI and it punished Germany heavily for WWI • Children know Adolf Hitler was elected as the leader of Germany but he later became a dictator • Children know The Allied Powers were led by Great Britain, the United States and the Soviet Union and The Axis Powers were Germany, Italy and Japan. • Children can describe the impact on Britain including women/ children/ food/ rationing/ evacuation • Children know propaganda was used to get people to join the war effort • Children can give valid opinions supported by evidence as to if war can ever be justified, with an understanding of equality
Local history study-	<ul style="list-style-type: none"> • Children understand the different ways a country could be run: monarchy/ democracy/ dictatorship • Children know the significant impact Cromwell had on the rule of law • Children know Cromwell ordered a death of a King and a temporary end to the monarchy • Children know Warrington was a military headquarters in the North West during the English Civil War because it is the lowest crossing point on the River Mersey • Children know there is a statue of Oliver Cromwell in Warrington to remember the events of the English Civil War in Warrington • Children know the Peace Centre was built to memory the victims of the 1993 bombing and to find peaceful solutions to conflicts

<p><u>Experiences</u> Manchester Imperial War Museum Warrington Museum (local history study) Exposed to careers – archaeologist, historian, armed forces, politician, civil service</p>	<p><u>SMSC</u> Moral – Children explore the morality of wars. In WWI, the Black Hand were resisting Austro-Hungarian rule. In WWII, the allied forces were against the rise of fascism. Social – Children explore how society changed due to the change in jobs during and after the wars. Progress was made for women’s equality due to them entering the work force. Cultural – children gain a more in depth understanding of national celebrations such as Remembrance Day and VE day and their importance to our national history.</p>	<p><u>British values</u> Democracy – Children learn about the dictatorship of Hitler and erosion of democracy in Germany. How did democracy at the time of WWI in the UK differ from now? How did it differ from WWII? All women over 21 got the vote in 1928 in the UK. The rule of law – Children learn how this can change due to circumstances e.g rationing (people could be penalised for breaking rationing rules). This could be discussed in relation to Covid 19 and how rules changed to safeguard people and public health.</p>	<p><u>WPAT/school values</u> Resilience is discussed when the children learn about the allied forces and their determination to win the wars. Resilience is also discussed when the children learn about life in the trenches. Pioneering is discussed when the children learn about how roles change due to the wars. Friendship is discussed when children learn about stories of soldiers (Walter Tull) and the sacrifices they made for others in their units.</p>
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