

History Curriculum



Curriculum Intent

- Our History curriculum is designed to meet the requirements of the National Curriculum. Accordingly, in the teaching of History we intend for all our pupils to:
- Know and understand the history of British Isles 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 historical 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.

National Curriculum Aims

- 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.

Curriculum Implementation

- Embed knowledge through a well-sequenced curriculum that build upon prior skills and knowledge
- Over-arching enquiry question per term (with mini enquiries to support children finding an answer to this question).
- Encourage children to develop their own line of questioning to support their investigations
- Incorporate cross-curricular learning across each topic
- Use metacognition strategies (eg retrieval grids) to ensure that knowledge is being refreshed and used well.
- Model essential vocabulary for each phase. Teachers embed this vocabulary to 'spiral' it throughout the curriculum.
- Enhance the curriculum through a variety of enrichment opportunities including visits out and visitors in school.
- Plan topics based around local area and significant local people from the past.
- Pose 'deeper thinking' questions pitched appropriately to historical ability.
- Make good use of assessment to allow teachers to identify gaps in learning and highlight areas for further deeper thinking and progression.

Curriculum Impact

- Children will have:
- A secure historical knowledge that is processed into the long term memory.
- An appreciation of the history of other cultures.
- An understanding of what it means to be a positive citizen in a multi-cultural country, which will in turn prevent stereotyping.
- A solid understanding of the history of their local area that is personally significant to them.
- Skills that can be applied the curriculum and in day to day life.
- An understanding of chronology and the ability to describe the passing of time.
- Opportunities to practice, develop and embed reading, mathematical and written skills.
- The skills, knowledge and confidence to form and articulate their own decisions about personal choices, attitudes and values.

History Action Plan

Long Term Goals (2-3 years)

- 1) To ensure that there is clear progression within history across the school.
- 2) To ensure that teaching staff have in depth subject knowledge of the skills and knowledge of the history curriculum, and are confident in delivering and assessing these.
- 3) To enhance the delivery of the curriculum with a variety of learning opportunities

Subject priorities (1 year - 2024-2025)

- 1) To ensure that all staff are clear with what a 'good' history lesson involves (5 drivers, substantive and disciplinary, use of sources CPD)
- 2) To develop a consistent approach to assessment
- 3) To have a clear plan of educational curriculum visits/visitors to promote cultural capital

Curriculum Overview.

How is the curriculum organised to ensure full coverage of the NC?



Curriculum Overview

What units of study are in the curriculum?

St. Michael's Community Academy- History Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	How has our school changed over time?		What has changed since my grandparents were born?		Are all Queens the same? (QE I, Victoria, QE II)	
YEAR 2		Guy Fawkes: villain or hero?	What caused the Great Fire of Nantwich?		Why do we have railways in Crewe?	
YEAR 3	What do the beliefs of the Ancient Egyptians tell us about them as a civilization?		How has Britain changed from the Stone age to the Iron age?		What do the Ancient Civilisations have in common?	
YEAR 4	How has Ancient Greece influenced the western world?		What legacy have the Romans left for Modern Britain?			What did the canals do for Cheshire?
YEAR 5	Was the Anglo- Saxon era really a dark age?		Were Vikings raiders or traders?		What was life like in Tudor Nantwich?	
YEAR 6	How did Crewe contribute to the Battle of Britain?		Migration: Why have people moved to Britain throughout History?			Benin: An African empire



KS1 National Curriculum Coverage

How does the curriculum meet the KS1 content requirements?

	YEAR 1	YEAR 2
Changes in living memory	What has changed since my grandparents were born?	
Changes beyond living memory		What caused the Great Fire of Nantwich?
The lives of significant individuals	Are all Queens the same? (QE I, Victoria, QE II)	Guy Fawkes: villain or hero?
Significant historical events, people, and places in their own locality	How has our school changed over time?	Why do we have railways in Crewe?

KS2 National Curriculum Coverage

How does the curriculum meet the KS2 content requirements?

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Changes in Britain from the Stone Age to the Iron Age	How has Britain changed from the Stone age to the Iron age?			
Britain's settlement by Anglo-Saxons and Scots			Was the Anglo- Saxon era really a dark age?	
Viking and Anglo-Saxon struggle for England			Were Vikings raiders or traders?	
Roman Empire and its impact on Britain		What legacy have the Romans left for Modern Britain?		
Local history study		What did the canals do for Cheshire?		How did Crewe contribute to the Battle of Britain?
Achievements of the earliest civilizations	<p>What do the beliefs of the Ancient Egyptians tell us about them as a civilization?</p> <p>What do the ancient civilisations have in common?</p>			
Chronological knowledge beyond 1066			What was <u>life like</u> in Tudor Nantwich?	Migration: Why have people moved to Britain throughout History?
Ancient Greece – achievements and their influence		A study of Greek life: their achievements and influence on the western world		
Non-European society that provides contrasts with British history				Benin: An African empire

Curriculum Structure.

How is the curriculum structured?



Curriculum Structure

How is the curriculum structured?

Substantive Knowledge (knowledge)

Golden Threads

Power, industry, trade, civilisation & empire

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Disciplinary Knowledge (skills)

Substantive Knowledge.

How is substantive knowledge incorporated into the curriculum?



Substantive Concepts Overview

What other key concepts develop throughout the curriculum?

YEAR 1		
How has our school changed over time?	What has changed since my grandparents were born?	How are these Queens the same and different? (QE I, Victoria, QE II)
Civilisation Industry	Civilisation Industry	Power Empire

YEAR 3		
How has Britain changed from the Stone age to the Iron age?	What do the beliefs of the Ancient Egyptians tell us about them as a civilization?	What do the ancient civilisations have in common?
Industry Civilisation Migration Settlement	Power Civilisation Empire Industry Trade Religion	Industry Trade Civilisation Empire Power Settlement

YEAR 2		
Who were the Tudors and how have they influenced our lives today?	Guy Fawkes: villain or hero?	Why do we have railways in Crewe?
Power Religion Rebellion Civilisation Empire	Power Parliament Civilisation Rebellion	Industry Trade Civilisation

Substantive Concepts Overview

What other key concepts develop throughout the curriculum?

YEAR 4		
A study of Greek life: their achievements and influence on the western world	What legacy have the Romans left for Modern Britain?	What did the canals do for Cheshire?
Empire Parliament Monarchy Civilisation	Civilisation Peasantry Monarchy Parliament Power	Industry Trade Settlement Civilisation Migration

YEAR 6		
How did Crewe contribute to the Battle of Britain?	Migration: Why have people moved to Britain throughout History?	Benin: An African empire
Industry Empire Civilisation Rebellion	Civilisation Settlement Migration	Empire Civilisation Religion Trade Industry

YEAR 5		
Was the Anglo- Saxon era really a dark age?	Were Vikings raiders or traders?	Crime and Punishment: How has it changed over time and why?
Civilisation Migration Settlement Power Religion Trade	Civilisation Rebellion Trade Settlement Migration	Power Peasantry Rebellion

Golden threads



Empire

Investigating the rise and fall of many empires throughout our history, and considering the legacy they have left behind.



Power

The study of the importance of power and influence they have on others. Examining different examples of power including; monarchs, parliament and rebel leaders.



Trade

Exploring how successful trade throughout history has shaped the growth of the world as know it.



Industry

Examining how the development of industry influences the lives of people, in both the distant history of the iron age to the development of the Spitfire in WW2.



Civilisation

How has the lives of people changed throughout the ages? Studying how key significant event impacted upon the people living at that time.

Golden Threads

We have identified 5 key concepts that the children will repeatedly revisit and develop their knowledge of, through the curriculum

Golden Threads

Which units of study are connected to each golden thread?



Created by Design from Moon Project



	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
POWER	How are these Queens the same and different? (QE I, Victoria)	Guy Fawkes: Hero or villain?	What do the beliefs of the Ancient Egyptians tell us about them as a civilization? What do the Ancient Civilisations have in common?	What legacy have the Romans left for Modern Britain?	Was the Anglo- Saxon era really a dark age? What was <u>life like</u> in Tudor Nantwich?	
INDUSTRY	What has changed since my grandparents were born? How has our school changed over time?	Why do we have railways in Crewe? What caused the Great Fire of Nantwich?	How has Britain changed from the Stone age to the Iron age? What do the beliefs of the Ancient Egyptians tell us about them as a civilization? What do the Ancient Civilisations have in common?	What did the canals do for Cheshire?		How did Crewe contribute to the Battle of Britain? Benin: An African empire
TRADE		Why do we have railways in Crewe?	What do the Ancient Civilisations have in common? What do the beliefs of the Ancient Egyptians tell us about them as a civilization?	What did the canals do for Cheshire?	Were Vikings raiders or traders? Was the Anglo- Saxon era really a dark age?	Benin: An African empire
CIVILISATION	What has changed since my grandparents were born? How has our school changed over time?	Guy Fawkes: Hero or villain?	What do the beliefs of the Ancient Egyptians tell us about them as a civilization? How has Britain changed from the Stone age to the Iron age? What do the Ancient Civilisations have in common?	A study of Greek life: their achievements and influence on the western world What legacy have the Romans left for Modern Britain? What did the canals do for Cheshire?	Was the Anglo- Saxon era really a dark age? Were Vikings raiders or traders?	Migration: Why have people moved to Britain throughout History? How did Crewe contribute to the Battle of Britain? Benin: An African empire
EMPIRE	How are these Queens the same and different? (QE I, Victoria)	What caused the Great Fire of Nantwich?	What do the beliefs of the Ancient Egyptians tell us about them as a civilization? What do the Ancient Civilisations have in common?	A study of Greek life: their achievements and influence on the western world What legacy have the Romans left for Modern Britain?	What was <u>life like</u> in Tudor Nantwich?	How did Crewe contribute to the Battle of Britain? Benin: An African empire



Our 'Golden Threads' can be found on the history display in every classroom. From Spring 2025, these symbols will also be seen on all teaching flip charts too.

POWER



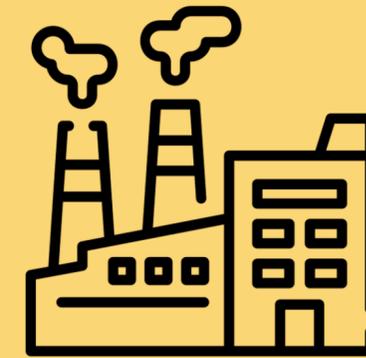
How have monarchs, parliaments and leaders influenced others?

TRADE



How has successful trading throughout history shaped the growth of the world?

INDUSTRY



How has the development of industry influenced the lives of people throughout history?

CIVILISATION



How have the lives of people changed throughout the ages?

EMPIRE



What legacies have different empires across the world left behind?

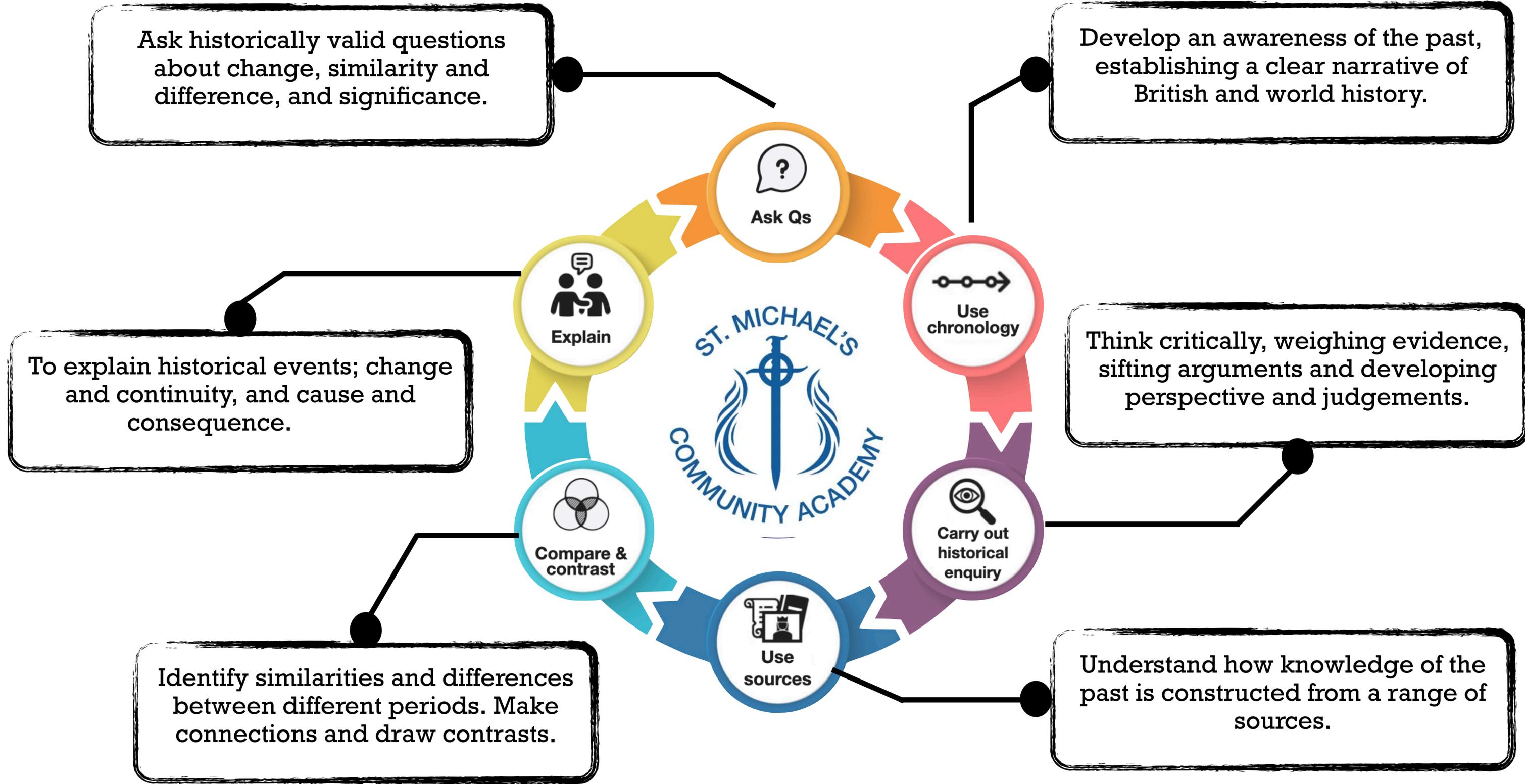
Disciplinary Knowledge - Skills.

How are the disciplinary concepts incorporated into curriculum?



Historical Skills (Disciplinary concepts)

How are skills integrated into the curriculum?



Skills Progression (Disciplinary concepts)

How are skills progressive throughout the curriculum?

NC objectives	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	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
Disciplinary Concepts	Chronological knowledge & understanding	Cause & consequence Continuity & change	Similarity & difference	Significance	Historically-valid questions	Historical enquiry & interpretation
						
1	can talk about changes that have occurred in my life. I can place some people, events and artefacts in a timeline. I can use common word and phrases for the passing of time, e.g. long ago, then, before, after.I	I know that throughout someone's lifetime, some things change and some things stay the same. I can describe simple changes and ideas/objects that remain the same. I know that changes have come about because of improvements in technology.	I can identify similarities and differences between ways of life today and in the past. I can compare life in the past with my life today.	I can use artefacts, photographs and visits to museums to ask and answer questions about the past. I can make simple observations about a source or artefact.	With support, I can use evidence to ask questions about the past.	I can make simple conclusions about a questions using evidence to support. I can interpret a source to make simple deductions.
2	I can place events, artefacts and historical figures on a timeline. I can use dates with increasing accuracy. I have a developing understanding of how long key events lasted for.	I can identify simple reasons for changes. I can recognise why people did things, what events happened and what happened as a result.	I can use pictures and stories to find out about the past and compare different viewpoints. I know there are explanations for similarities and differences between life today and life in the past.	I know that historians use evidence from sources to find out more about the past. I can identify some of the difference ways the past has been represented.	I can use evidence to ask questions about the past.	I can select information from a range of sources to answer a question. I can make simple inferences and deductions from sources of evidence.
3	I can place events, artefacts and historical artefacts on a timeline using dates. With support, I can use BCE and CE.	I can identify reasons for change and continuities. I can identify consequences of the actions of people. I know that change can be brought about by advancements in materials.	I can identify similarities and differences between periods of history. I can explain similarities and differences between daily lives of people in the past and today.	I can explain how we find prehistoric evidence. I can suggest suitable sources of evidence for historical enquiries. I know what a primary source of evidence is.	I can observe evidence at ask about the past and come to conclusions based on what I have seen. I can ask questions about the main features of everyday life in periods studied.	I can identify reasons for change and reasons for continuities. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
4	I can place events, artefacts and historical artefacts on a timeline using dates and times (BCE and CE). I am beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.	I can describe the changes and continuity between different periods of history. I know that change can be brought about by advancements in trade and industry. I can identify the reasons for historical events, situations and changes.	I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why accounts may differ.	I know that we can make inferences and deductions using images from the past. I can begin to discuss the reliability of sources.	I can create historically valid questions across a range of time periods, cultures and groups of people. I can create questions for different types of historical enquiry.	I can describe the links between different societies and groups of people. Identifying and giving reasons for different ways in which the past is represented. To know that assumptions made by historians can change with new evidence.
5	I can use dates and terms accurately in describing events and people. I show a chronologically secure knowledge of local, British and world history across the periods studied.	I can explain reasons for change and continuity using correct vocabulary and terms. I know that members of society standing upper their rights can be cause of change.	I can compare similarities and differences between civilisations and cultures. I can identify the links between different societies, and periods of time.	I can discuss whether the evidence is reliable and explain why. I can recognise primary and secondary sources. I can use a range of sources to form conclusions about the past.	I can ask historical questions of increasing difficulty, for example who governed, how and with what results?	I can suggest evidence needed to carry out the enquiry. With support, I can refine lines of enquiry as appropriate. I understand that different evidence creates different conclusions.
6	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history. I can use a timeline to relate the current study to other periods of history that have been studied.	I can analyse and explain the reasons for, and results of historical events, situations and change. I can use appropriate historical vocabulary to communicate change and continuity. I know that significant change can be brought about by conflict.	I can use appropriate historical vocabulary to compare and contrast key people/events/artefacts. I can compare the main changes in a period of history with the present day.	I can explain that no single source of evidence gives the full answer to questions about the past. I can describe how secondary sources are influenced by the beliefs, culture and time of the author. I can use sources of information to form testable hypotheses about the past.	I can ask questions about the interpretations, viewpoints and perspectives held by others.	I can create a hypothesis to base an enquiry on. I can analyse a wide range of evidence in order to justify claims about the past. I can suggest how conclusions have been made by linking sources.

Y1

	How has our school changed over time?	What has changed since my grandparents were born?	Are all Queens the same? (QE I, Victoria, QE II)
1	I can identify similarities and differences between ways of life today and in the past. I can compare life in the past with my life today With support I can use evidence to ask questions about the past.	I can place some people, events and artefacts in a timeline. I can use common word and phrases for the passing of time, e.g. long ago, then, before, after.	I can place some people, events and artefacts in a timeline. I can use common word and phrases for the passing of time, e.g. long ago, then, before, after. I can identify similarities and differences between ways of life today and in the past. I can compare life in the past with my life today.
2	I can place some people, events and artefacts in a timeline. I can use common word and phrases for the passing of time e.g. long ago, then, before, after. With support, I can use evidence to ask questions about the past. I know that changes have come about because of improvements in technology.	I can describe simple changes and ideas/objects that remain the same. I know that changes have come about because of improvements in technology. I can use artefacts, photographs and visits to museums to ask and answer questions about the past. I can make simple observations about a source or artefact.	I can place some people, events and artefacts in a timeline. I can use common word and phrases for the passing of time, e.g. long ago, then, before, after. I can identify similarities and differences between ways of life today and in the past. I can compare life in the past with my life today.
3	I can make simple conclusions about a question using evidence to support. I can interpret a source to make simple deductions. I can use artefacts, photographs and visits to museums to ask and answer questions about the past. I can identify similarities and differences between ways of life today and in the past. I can compare life in the past with my life today	I can describe simple changes and ideas/objects that remain the same. I know that changes have come about because of improvements in technology. I can use artefacts, photographs and visits to museums to ask and answer questions about the past. I can make simple observations about a source or artefact.	I can place some people, events and artefacts in a timeline. I can use common word and phrases for the passing of time, e.g. long ago, then, before, after. I can identify similarities and differences between ways of life today and in the past. I can compare life in the past with my life today.
4	I can use artefacts, photographs and visits to museums to ask and answer questions about the past. I can identify similarities and differences between ways of life today and in the past. I can compare life in the past with my life today I know that throughout someone's lifetime, some things <u>change</u> and some things stay the same. I can describe simple changes and ideas/ objects that remain the same. I can make simple observations about a source or artefact.	I can describe simple changes and ideas/objects that remain the same. I know that changes have come about because of improvements in technology. I can use artefacts, photographs and visits to museums to ask and answer questions about the past. I can make simple observations about a source or artefact.	I can place some people, events and artefacts in a timeline. I can use common word and phrases for the passing of time, e.g. long ago, then, before, after. I can identify similarities and differences between ways of life today and in the past. I can compare life in the past with my life today.
5	I can talk about changes that have occurred in my life. I can use common word and phrases for the passing of time e.g. long ago, then, before, after. I can identify similarities and differences between ways of life today and in the past. I can compare life in the past with my life today	I can describe simple changes and ideas/objects that remain the same. I know that changes have come about because of improvements in technology. I can use artefacts, photographs and visits to museums to ask and answer questions about the past. I can make simple observations about a source or artefact.	I can place some people, events and artefacts in a timeline. I can use common word and phrases for the passing of time, e.g. long ago, then, before, after. I can identify similarities and differences between ways of life today and in the past. I can compare life in the past with my life today.
6			

Y2

	Guy Fawkes: villain or hero?	What caused the Great Fire of Nantwich?	Why do we have railways in Crewe?
1	I can use dates with increasing accuracy. I can place events, artefacts and historical figures on a timeline	I can place events, artefacts and historical figures on a timeline	I can use pictures and stories to find out about the past and compare different viewpoints.
2	I can identify simple reasons for changes.	I have a developing understanding of how long key events lasted for.	I can identify simple reasons for changes. I can recognise why people did things, what events happened and what happened as a result.
3	I can select information from a range of sources to answer a question.	I know there are explanations for similarities and differences between life today and life in the past.	I can place events, artefacts and historical figures on a timeline. I can use pictures and stories to find out about the past and compare different viewpoints.
4	I can make simple inferences and deductions from sources of evidence.	I can use evidence to ask questions about the past.	I know that historians use evidence from sources to find out more about the past. I can identify some of the difference ways the past has been represented.
5	I can select information from a range of sources to answer a question. I can recognise why people did things, what events happened and what happened as a result.	I can select information from a range of sources to answer a question. I can make simple inferences and deductions from sources of evidence.	I can use evidence to ask questions about the past.
6	I can recognise why people did things, what events happened and what happened as a result.		

Y3

	What do the beliefs of the Ancient Egyptians tell us about them as a civilization?	How has Britain changed from the Stone age to the Iron age?	What do the Ancient Civilisations have in common?
1	I can identify consequences for the actions of people I know what a primary source of evidence is.	I can suggest suitable sources of evidence for historical enquiries I know what a primary source of evidence is.	I can suggest suitable sources of evidence for historical enquiries I know what a primary source of evidence is.
2	I can suggest suitable sources of evidence for historical enquiries I can explain how we find prehistoric evidence.	I know that change can be brought about by advancements in materials. I can explain how we find prehistoric evidence.	I know that change can be brought about by advancements in materials.
3	I can identify similarities and differences between periods of history. I can observe evidence at ask about the past and come to conclusions based on what I have seen. I can ask questions about the main features of everyday life in periods studied.	I can identify similarities and differences between periods of history. I can observe evidence at ask about the past and come to conclusions based on what I have seen. I can ask questions about the main features of everyday life in periods studied.	I can identify similarities and differences between periods of history. I can observe evidence at ask about the past and come to conclusions based on what I have seen. I can ask questions about the main features of everyday life in periods studied.
4	I can explain similarities and differences between daily lives of people in the past and today. With support, I can use BCE and CE.	I can explain similarities and differences between daily lives of people in the past and today. With support, I can use BCE and CE.	I can explain similarities and differences between daily lives of people in the past and today. With support, I can use BCE and CE.
5	I can place events, artefacts and historical artefacts on a timeline using dates.	I can place events, artefacts and historical artefacts on a timeline using dates.	I can place events, artefacts and historical artefacts on a timeline using dates.
6	I can identify reasons for change and continuities. I can use more than one source of evidence for historical enquiry <u>in order to</u> gain a more accurate understanding of history.	I can identify reasons for change and continuities. I can use more than one source of evidence for historical enquiry <u>in order to</u> gain a more accurate understanding of history.	I can identify reasons for change and continuities. I can use more than one source of evidence for historical enquiry <u>in order to</u> gain a more accurate understanding of history.

Y4

	How has Ancient Greece influenced the western world?	What legacy have the Romans left for Modern Britain?	What did the canals do for Cheshire?
1	<p>I can place events, artefacts and historical artefacts on a timeline using dates and times (BCE and CE).</p> <p>I am beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p>	<p>I can place events, artefacts and historical artefacts on a timeline using dates and times (BCE and CE).</p> <p>I am beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p>	<p>I can place events, artefacts and historical artefacts on a timeline using dates and times (BCE and CE).</p> <p>I am beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p>
2	<p>I can describe the changes and continuity between different periods of history.</p> <p>I can identify the reasons for historical events, situations and changes.</p>	<p>I can describe the changes and continuity between different periods of history.</p> <p>I know that change can be brought about by advancements in trade and industry.</p> <p>I can identify the reasons for historical events, situations and changes.</p>	<p>I can describe the changes and continuity between different periods of history.</p> <p>I know that change can be brought about by advancements in trade and industry.</p> <p>I can identify the reasons for historical events, situations and changes.</p>
3	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why accounts may differ.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why accounts may differ.</p>
4	<p>I can identify the reasons for historical events, situations and changes.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why accounts may differ.</p>	<p>I know that change can be brought about by advancements in trade and industry.</p> <p>I know that we can make inferences and deductions using images from the past.</p> <p>I can begin to discuss the reliability of sources.</p> <p>I can create historically valid questions across a range of time periods, cultures and groups of people.</p>	<p>I know that we can make inferences and deductions using images from the past.</p> <p>I can begin to discuss the reliability of sources.</p>
5	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I know that change can be brought about by advancements in trade and industry.</p> <p>I know that we can make inferences and deductions using images from the past.</p> <p>I can begin to discuss the reliability of sources.</p> <p>I can create historically valid questions across a range of time periods, cultures and groups of people.</p>	<p>I know that change can be brought about by advancements in trade and industry.</p> <p>I know that we can make inferences and deductions using images from the past.</p> <p>I can begin to discuss the reliability of sources.</p>
6	<p>I can describe the links between different societies and groups of people.</p>	<p>I can create questions for different types of historical enquiry.</p> <p>I can describe the links between different societies and groups of people.</p>	<p>I can describe the links between different societies and groups of people.</p>



Y5

	Was the <u>Anglo Saxon</u> era really a dark age?	Were Vikings raiders or traders?	What was <u>life like</u> in Tudor Nantwich?
1	<p>I can use dates and terms accurately in describing events and people.</p> <p>I show a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>I can identify the links between different societies and periods of time.</p>	<p>I can use dates and terms accurately in describing events and people.</p> <p>I can ask historical questions of increasing difficulty, for example who governed, how and with what results?</p>	<p>I can use dates and terms accurately in describing events and people</p> <p>I know that members of society standing upper their rights can be cause of change</p>
2		<p>I know that members of society standing up for their rights can be the cause of change.</p> <p>With support, I can refine lines of enquiry as appropriate.</p>	<p>I can identify the links between different societies and periods of time.</p> <p>I can compare similarities and differences between civilisations and culture</p>
3	<p>I know that members of society standing up for their rights can be the cause of change.</p>	<p>I understand the different evidence creates different conclusions.</p> <p>I can identify the links between different societies and periods of time.</p>	<p>I can identify the links between different societies and periods of time.</p> <p>I can compare similarities and differences between civilisations and cultures</p> <p>I can recognise Primary and Secondary sources</p>
4	<p>I can compare similarities and differences between civilisations and cultures.</p> <p>I can discuss whether the evidence is reliable and explain why.</p> <p>I can recognise primary and secondary sources.</p> <p>I can use a range of sources to form conclusions about the past.</p>	<p>I can compare similarities and differences between civilisations and cultures.</p>	<p>I can compare similarities and differences between civilisations and cultures</p> <p>I can recognise Primary and Secondary sources</p> <p>I understand that different evidence creates different conclusions</p>
5	<p>I can explain reasons for change and continuity using correct vocabulary and terms.</p> <p>I can identify the links between different societies and periods of time.</p>	<p>I can compare similarities and differences between civilisations and cultures.</p> <p>I can discuss whether the evidence is reliable and explain why.</p> <p>I can recognise primary and secondary sources.</p> <p>I can use a range of sources to form conclusions about the past.</p> <p>I understand that different evidence creates different conclusions.</p>	<p>I can ask historical questions of increasing difficulty.</p> <p>I can explain reasons for change and continuity using correct vocab and terms</p> <p>I can use a range of sources to form conclusions about the past.</p>
6	<p>I can identify the links between different societies and periods of time.</p>	<p>I can explain reasons for change and continuity using correct vocabulary and terms.</p> <p>I can suggest evidence needed to carry out the enquiry</p> <p>With Support I can refine the lines of enquiry as appropriate</p> <p>I understand that different evidence creates different conclusions.</p>	<p>I can suggest evidence needed to carry out the enquiry</p> <p>With Support I can refine the lines of enquiry as appropriate</p> <p>I understand that different evidence creates different conclusions.</p>

Y6

	How did Crewe contribute to the Battle of Britain?	Migration: Why have people moved to Britain throughout History?	Benin: An African empire
1	<p>I can create a hypothesis to base an enquiry on.</p> <p>I can ask questions about the interpretations, viewpoints and perspectives held by others.</p>	<p>I can describe the main changes in a period of history.</p> <p>I can analyse and explain the reasons for, and results of historical events, situations and change.</p>	<p>I can use a timeline to relate the current study to other periods of history that have been studied.</p>
2	<p>I can use dates and terms accurately in describing events.</p> <p>I can use a timeline to relate the current study to other periods of history that have been studied.</p>	<p>I can compare the main changes in a period of history with the present day.</p>	<p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>I can describe how secondary sources are influenced by the beliefs, culture and time of the author.</p> <p>I can use sources of information to form testable hypotheses about the past.</p> <p>I can suggest how conclusions have been made by linking sources</p>
3	<p>I can analyse a wide range of evidence <u>in order to</u> justify claims about the past.</p>	<p>I can compare the main changes in a period of history with the present day.</p>	<p>I can use sources of information to form testable hypotheses about the past.</p>
4	<p>I know that significant change can be brought about by conflict.</p>	<p>I can compare the main changes in a period of history with the present day.</p>	<p>I can compare the main changes in a period of history with the present day.</p>
5	<p>I know that significant change can be brought about by conflict.</p>	<p>I can use appropriate historical vocabulary to communicate change and continuity.</p> <p>I can use appropriate historical vocabulary to <u>compare and contrast</u> key people/events/artefacts</p>	<p>I can use appropriate historical vocabulary to communicate change and continuity.</p>
6	<p>I know that significant change can be brought about by conflict.</p>	<p>I know that significant change can be brought about by conflict.</p> <p>I can use appropriate historical vocabulary to <u>compare and contrast</u> key people/events/artefacts</p>	<p>I know that significant change can be brought about by conflict.</p> <p>I can suggest how conclusions have been made by linking sources.</p>

Unit Plans.

What is the progress path and content of each unit?



Black History - Stand Alone unit to be delivered in Autumn 1

Year	Focus
Year 1	<p><u>Who was Rosa Parks?</u></p> <p>Know that Rosa Parks was an activist in 1955</p> <p>Know that segregation laws made it illegal for black and white people to mix in America</p> <p>Know the story of Rosa's protest of a bus seat, and the subsequent bus boycott</p> <p>Know that this boycott, along with other actions, led to the end of segregation in America</p>
Year 2	<p><u>Who was Dr. Martin Luther King Jr.?</u></p> <p>Know that Martin Luther King fought for equal rights for black people in America</p> <p>Know that Martin Luther King was a pacifist and did not believe in violent forms of protest</p> <p>Know that Martin Luther King gave a speech in Washington in 1963 in which he called for change to segregation laws</p> <p>Know that Martin Luther King was killed by those who didn't agree with his message</p>
Year 3	<p><u>Who was Nelson Mandela?</u></p> <p>Know that Nelson Mandela was born in South Africa in 1918</p> <p>Know that Nelson Mandela was in prison for 27 years, for his belief of equality</p> <p>Know that in South Africa, white people had more rights than black people</p> <p>Know that Nelson Mandela was the first black president of South Africa</p>
Year 4	<p><u>What was the Civil Rights Movement?</u></p> <p>Know that the 1896 Supreme court ruling allowed segregation and was not changed until 1954</p> <p>Know that actions including marches, boycotts, strikes, sit-ins and demonstrations were used to protest segregation</p> <p>Know that Claudette Colvin, Rosa Parks, Martin Luther King and Malcom X all participated in action to bring about the end of segregation in America</p> <p>Know that the 'Jim Crow' laws were passed to stop black people from having the same rights as others</p>
Year 5	<p><u>What was slavery?</u></p> <p>Know that a slave is someone forced to work against their will through intimidation or physical violence</p> <p>Know that slaves were treated, bought and sold as 'property'</p> <p>Know that slaves were imprisoned by someone who claimed to be an 'employer'</p> <p>Know that the Atlantic slave trade took at least 12 million Africans to the Americas between 1532 and 1832</p> <p>Know that at least a third of the slaves were transported on British ships</p> <p>Know that many of the abducted people did not survive the journey, and know about the conditions on board</p>
Year 6	<p><u>What was the Windrush?</u></p> <p>Know that HMT Empire Windrush was a ship which travelled from the Caribbean to Britain in 1948</p> <p>Know that, post-war, Britain advertised for workers to rebuild the country and passed laws that allowed people to move to Britain</p> <p>Know that the term 'Windrush generation' refers to over half a million people who moved from the Caribbean to Britain between 1948 and 1971</p> <p>Know that the Windrush generation found it hard to settle in Britain, primarily due to racism, as well as <u>home-sickness</u> and the colder weather</p> <p>Know that Claudia Jones started the Notting Hill Carnival in 1966, to celebrate the music, dance and costumes of the Caribbean</p>

BLACK HISTORY MONTH

EYFS have discussed how we are all different and have created some self-portraits.

After learning about Rosa Parks, Year 1 painted a portrait of her, and have described the type of person that she was.

Year 2 have produced a collage to represent Martin Luther King's 'I have a dream' speech.

Inspired by the life of Nelson Mandela, Year 3 have written an informative fact file about his life.

Year 4 have compiled fact files about significant figures from the Civil Rights Movement.

Following their Atlantic Slave Trade research, Year 5 have penned a first person account from the point of view of a slave.

Year 6 have written diary entries from the perspective of a child in the 'Windrush Generation'.

● How has our school changed over time?

● What has changed since my grandparents were born?

● Are all Queens the same?



Year One

How has our school changed over time?

Context	Children can be introduced to the idea that schools have existed in the local area for some <u>time</u> but they have not always been the same. They can look at similarities and differences as well as be introduced to some of the events that affected schools. The theme allows children to carry out some of their own investigations by using a range of different sources. Above all, it allows the children to see some continuity between their lives and the past, building on their understanding of 'time' and 'history' from EYFS.
Substantive Concept	Civilisation Industry

Lesson	Focus:
	<ol style="list-style-type: none"> 1. Know what the most important features of my school are today. 2. What parts of my school are old/new? (images of school in the past/take images now) 3. Predict what might have changed since my parents were at <u>school</u> 4. Know what features have changed since my parents were at school (parent visitor?) 5. Know what is even more different since my grandparents were at school (grandparent visitor?)
	<ol style="list-style-type: none"> 1. Know how to identify the Victorian <u>era</u> (and why it is called this) on a timeline and discuss this in relation to when my grandparents were born, our school was built etc. 2. Predict what might have been different in schools in the Victorian <u>era</u> 3. Use a range of sources to begin to identify differences and discuss their reliability as a <u>source</u> 4. Link a range of sources to a timeline in chronological <u>order</u> 5. Know how to generate historically valid questions if I were to interview a Victorian school child
	<ol style="list-style-type: none"> 1. Know that Victorian schools were very <u>strict</u> 2. Know that boys and girls were taught separately and taught different subjects and <u>why</u> 3. Know how to compare a modern classroom with a Victorian <u>classroom</u> 4. Know how to compare a Victorian school uniform with my school uniform
	<ol style="list-style-type: none"> 1. Investigate where there were schools in my local area during the Victorian era, and how my school building is <u>different</u> 2. Describe an average day in my school <u>now</u> 3. Know what an average day in Victorian schools may have looked <u>like</u> 4. Consider what I would like/dislike about being in school during the Victorian era
	<ol style="list-style-type: none"> 1. Consider what events may have affected school life since the Victorian era (war etc) 2. Know that the COVID pandemic affected school life and what changed during this time. 3. Reflect on some of the similarities and differences between Victorian schools, to when grandparents were in school, to the present day (in groups, chosen <u>period of time</u>, share).
	<p>Assessment: How has our school changed over time?</p> <p>Children are to create a 'Showcase' sharing the knowledge and skills they have built up throughout this unit. Children can use any media they wish to present this information and there will be opportunities to share these with parents (iMovie, Keynote, pencil and paper, Clips, Art projects etc.).</p>

Lee
 Wednesday 11th September 2024
 How has our school changed over time?

What do I predict has changed since my parents went to school?
 there more learning and writing

bel: top

What question would I like to ask about St Michael's in the past?
 were there different windows?

Wednesday 25th September 2024
 Our Victorian School Day

Today the children learnt about a Victorian classroom. They sat at tables and learnt all about the Victorian school rules. The children observed the differences between a Victorian classroom and their own classroom. We then took part in a handwriting lesson using chalk and drew the differences between our uniform and uniforms in the Victorian era.

OLIVER



Wednesday 9th October 2024 GSP
 What would I like / dislike about attending a Victorian school?

What would I like about school in Victorian times?
 I would like to do wood work and singing.



What wouldn't I like about Victorian school?
 I would not like you own table.



Would you rather go to school in Victorian times or now?
 now I prefer it



Victorian Schools

- don't have screens.
- you had to use your righthand
- stand up when a teacher asks a question
- stand up when a teacher asks a question
- Different playground games.

no bold? buildings

How has our school changed over time?

Boys Girls

Our School was on Broad Street in Victorian times. Now it is on Howard Street

- no blackboards
- no shouting
- call the teacher miss Mrs or Sir
- no playground
- night on
- Chores
- bands
- we have a colourful classroom.



What has changed since my grandparents were young?

Context	In Early years, children focus on making sense of their own history and how they have changed over time. This units builds upon this by further developing the idea of past and that members of our family were born in the past, and how many years ago this was. They will look at many aspects of life and how life has changed in many ways, including toys, holidays and homes. This will enhance their understanding that in the past life was different, which will be important as they begin to look at the significance of Crewe railways in their next history unit.
Substantive concepts (golden threads)	Civilisation, Industry
Vocabulary	Grandparent, relative, technology

Lesson	Focus
1	<p><u>When were my grandparents young?</u> Know that grandparents are our parents, parents. Know that our parents were born after our grandparents, but before us. Know that they were born approximately 60 years ago. Know that they lived in the past.</p>
2	<p><u>How have toys and games changed since my grandparents were young?</u> Know that some toys and games such as skipping ropes, snakes and ladders, football and hide seek are still the same. Know that the materials that games were made from has changed. Know that developments in technology have changed toys and games.</p>
3	<p><u>How have houses changed since my grandparents were young?</u> Know that houses on the outside look very similar to how they used to. Know that the inside of houses has changed and be able to give some examples. Know that modern homes contain lots more things that need electricity.</p>
4	<p><u>How has shopping changed since my grandparents were young?</u> Know that people used to go to separate shops to buy different items. Know that names of different types of shops and what they sold, such as the bakers, butchers, chemist etc. Know that today most people shop at supermarkets or online.</p>
5	<p><u>How have holidays changed since my grandparents were young?</u> Know that today many people go on an aeroplane to holiday abroad. Know that in the past most people holidayed at the seaside, in the UK. Know that many people went in holiday in the train.</p>
6	<p><u>Assessment: How has life changed since my grandparents were young?</u></p>

Are all Queens the same?



Context	This topic builds upon the knowledge of monarchs that pupils have begun to develop in EYFS through fairy tales. This topic aims to develop the concept of the monarchy, through learning about two significant queens: Queen Victoria and Queen Elizabeth I. Drawing upon the value both monarchs placed on exploration, the key concept of empire, specifically the British Empire, is also introduced. This is the foundation for future learning about the implications of the British Empire upon migration, and also further learning about the Tudors in year 2.
Substantive concepts (golden threads)	Monarchy, Empire
Vocabulary	Monarch, British Empire, reign

Lesson	Focus
1	<p><u>What is a monarch and where do they live?</u> Know that a monarch is the head of state; a king, queen or emperor. Know that a palace is different to a normal house. Know that two British queens are Queen Victoria and Queen Elizabeth II.</p>
2	<p><u>Who was Queen Elizabeth I?</u> Know that Queen Elizabeth I was born in Tudor times, which is nearly 500 years ago! Know that she was the daughter of King Henry VIII. Know that she never married or had any children. Know that during Queen Elizabeth I's reign, explorers discovered new lands around the world.</p>
3	<p><u>Who was Queen Victoria?</u> Know that Queen Victoria reigned for 63 years from 1837, which is nearly 200 years ago! Know that she is the great, great grandmother of our previous queen, Queen Elizabeth II. Know that she married Prince Albert and had nine children. Know that Queen Victoria expanded the British Empire and became Empress of India.</p>
4	<p><u>How was life the same?</u> Know that both queens were courageous advocates, challenging opinions about the role of women. Know that all the queens lived in a palace, and were upper class. Know that they both valued exploration, Elizabeth I discovery of the world and Queen Victoria with the British Empire.</p>
5	<p><u>What is different about the two Queens?</u> Know that Elizabeth I reigned 300 years before Victoria. Know that Elizabeth I did not have any children and never married, whereas Victoria had nine children with her husband Albert. Know that Victoria reigned for longer than Elizabeth I.</p>
6	<p><u>Assessment: Are all Queens the same?</u></p>

● Guy Fawkes, villain or hero?

● What caused the Great Fire of Nantwich?

● Why do we have railways in Crewe?



Year Two

Context	In Year 1, children are introduced to the monarchy, in particular the Queens of England. This topic begins with the end of the reign of Queen Elizabeth I and how her legacy impacts on catholic people living in England at the time. The concept of parliament will be introduced to children, allowing them to compare parliament with their understanding of monarchy. Children will have a knowledge of using chronology from the topics in Year 1 and this will be developed further with a focus on the events that occurred between 1603 and 1605 with the discovery of the Gunpowder Plot. Guy Fawkes is a significant individual from the past.
Substantive concepts (golden threads)	Monarchy, Parliament, Civilisation, Rebellion
Vocabulary	Catholic, Protestant, monarch, plot, treason

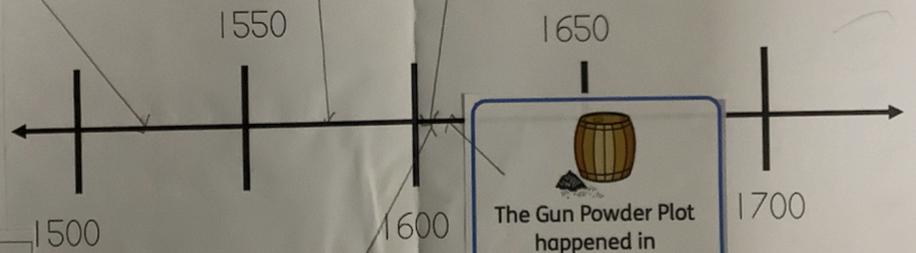
Lesson	Focus
1	<p><u>When was 1605 and who was the monarch?</u></p> <p>Know that 1605 was after the reign of Queen Elizabeth I, who had died in 1603. Know that there was turmoil because Queen Elizabeth had died without an heir. Know that in 1605 King James I was the monarch of England. Know that King James I was a protestant king.</p>
2	<p><u>Why did the Gunpowder Plot happen?</u></p> <p>Know that the Plot was a consequence of continuing tensions between the Protestants and Catholics. Know that the Catholics felt persecuted by King James I because they weren't allowed to practice their religion. Know that the plot was made by Guy Fawkes and Robert Catesby. Know that Guy Fawkes and the other plotters were Catholic and wanted to have a Catholic monarch.</p>
3	<p><u>What was Gunpowder Plot?</u></p> <p>Know that the plot wanted to kill the King and members of Parliament so that there could be a Catholic monarch. Know that Robert Catesby planned blow up the Houses of Lords by putting 26 barrels of gunpowder in a cellar underneath it. Know that Robert Catesby recruited Guy Fawkes and 6 others to help him.</p>
4	<p><u>Why happened on the 5th November 1605?</u></p> <p>Know that the plot failed. Know that a letter was sent by one of the plotters to warn the members of Parliament to stay away from Parliament on the 5th November. Know that the Houses of Parliament was searched and Guy Fawkes was caught with the gunpowder and imprisoned in the Tower of London.</p>
5	<p><u>What happened after The Plot?</u></p> <p>Know that Guy Fawkes was executed for treason. Know that the other plotters escaped, but were caught at Holbeche House, Wolverhampton. Know that people at the time began to light fires to celebrate the overthrowing of the plot and their allegiance to the King- and this is why we have Bonfire night.</p>
6	<p><u>Assessment: Guy Fawkes: Hero or villain?</u></p>

Tuesday 5th November 2024
Chronology

 Queen Elizabeth 1 was born in 1533.

 Queen Elizabeth 1 became a queen in 1558 at the age of 25.

 James 1 became the king of England in 1603.



she was born in
1533 a protestant

 Queen Elizabeth 1 died in 1603.

 The Gun Powder Plot happened in November 1605.

Challenge: Who was the monarch of England in 1605?

James was born on 19 June 1566 in Edinburgh
Oh Catesby ✓



We are now going to act out the cause and consequence of the Gun Powder plot!

One of you will be King James I.

One of you will be Robert Catesby.

One of you will be Guy Fawkes.

Rest of your group will be members of the parliament.

Who were the Tudors, and how have they influenced our lives today?

Context	This topic develops the pupils knowledge of significance and the role of monarchs. This builds upon the year 1 topic about Queen Victoria and Queen Elizabeth, developing children's knowledge of the narrative of the Tudor dynasty through the relationship between King Henry VIII and Queen Elizabeth I. Earlier in year 2, the children have learnt about the Gunpowder Plot and this topic aims to deepen pupils knowledge of formation of the Church of England, and the events that led to the plot. As pupils move into KS2, they will be able to further their knowledge of monarchs and the impact they have upon religion, to both British and international monarchs throughout history.
Substantive concepts (golden threads)	Monarchy, Rebellion, Civilisation, Empire and Religion
Vocabulary	Church of England, dynasty, Tudors, legacy

Lesson	Focus
1	<p>When did the Tudors come to power?</p> <p>Know that the Henry VII was Henry VIII's father. Know that Henry VIII came to power following victory at the Battle of Bosworth. Know that Henry VII united the country by merging the houses of York and Lancaster.</p>
2	<p>What was Henry VIII like?</p> <p>Know that Henry VIII was the son of Henry VII. Know that he was desperate for a son to continue the Tudor dynasty. Know that he had six wives. Know that he had a reputation of being a tyrant.</p>
3	<p>Why did Henry VIII form the Church of England?</p> <p>Know that Henry VIII formed the Church of England because he wanted to divorce his first wife, Katherine of Aragon, but the Pope said he wasn't allowed to. Know that in 1534 Henry passed the Act of Supremacy, making him, as monarch, the Head of the Church of England. Know that Henry VIII created the Church of England, a separate religion to Catholicism. Know that the formation of the Church of England created a divided population of Catholics and Protestants.</p>
4	<p>Did the Tudors live in our local area?</p> <p>Trip – Nantwich town centre</p> <p>Know what Tudor buildings look like</p>
5	<p>What legacies have the Tudors left behind?</p> <p>Know that the Tudors created the Church of England, which is still the religion of England today. Know that in Tudor times there was great development in language and literature. Know that many parts of the world we know we discovered in Tudor times. Know that the religious unrest led to events such as the Gunpowder Plot.</p>
8	<p>Assessment: Who were the Tudors and how have they influenced our lives today?</p> <p>Children are to create a 'Showcase' sharing the knowledge and skills they have built up throughout this unit. Children can use any media they wish to present this information and there will be opportunities to share these with parents (iMovie, Keynote, pencil and paper, Clips, Art projects etc.).</p>



Why do we have railways in Crewe?

Context	In Year 1, children begin to explore the history of their own school building and compare it to others in Crewe. In this unit, children will begin to explore Crewe more widely as well as some significant links to trade and transport with towns outside of Crewe, through the railway lines. Children will learn about significant individuals (such as Frank Webb) in relation to the development of trains/railways in Crewe, as well as consequences and change for the daily lives of local people.
Substantive Concepts	Industry Trade Civilisation

Lesson	Focus
1	<p>What are trains and why are they important?</p> <ol style="list-style-type: none"> 1. Know what trains are and how they compare to other modes of <u>transport</u> 2. Locate Crewe train station and railways on a map of <u>Crewe</u> 3. Know what trains are used for in today's <u>society</u> 4. Consider the positives and negatives of having a train station in Crewe
2	<p>Why do we have trains in Crewe?</p> <ol style="list-style-type: none"> 1. Know what 'Crewe Works' <u>was</u> 2. Compare trains from the early 1800's to modern day <u>trains</u> 3. Know that the Grand Junction railways aimed to allow the transportation of people and goods between major cities, such as Liverpool, Manchester, <u>Birmingham</u> and London 4. Consider how jobs and living in Crewe might have changed when the railways were introduced. 5. Compare images of Crewe then and now and discuss how the railways might have helped change how Crewe looks today.
3	<p>Have trains always been in Crewe?</p> <ol style="list-style-type: none"> 1. Know the significant role that Frank Webb played in the development of Crewe Works 2. Know how Crewe began to develop as a busy town because of industry, <u>jobs</u> and transport through the railways. 3. Begin to compare Crewe before and after the Grand Junction Railway using different sources (Crewe Town Council link/resources) 4. Know that other areas of Crewe were developed (such as railway worker houses/cottages) <u>as a consequence of the railway and Crewe Works</u>
4	<p>Why have trains been important in Crewe?</p> <ol style="list-style-type: none"> 1. Know that Sarah and John Maddocks were local people living and working in Crewe in the 1800's (Crewe Town Council link/resources) 2. Know what a census <u>is</u> 3. Explore different sources of evidence and consider how reliable they <u>are</u> 4. Know that Sarah and John moved to Crewe for a better life as promised by the development of the Grand Junction 5. Know what jobs were available as a result of the railways.
6	<p>Assessment: Why do we have railways in Crewe and how have they changed the lives of local people?</p> <p><i>Children are to create a 'Showcase' sharing the knowledge and skills they have built up throughout this unit. Children can use any media they wish to present this information and there will be opportunities to share these with parents (iMovie, Keynote, pencil and paper, Clips, Art projects etc.).</i></p>

● What do the beliefs of the Ancient Egyptians tell us about them as a civilisation?

● How has Britain changed from the Stone Age to the Iron Age?

● What do Ancient Civilisations have in common?

Year Three

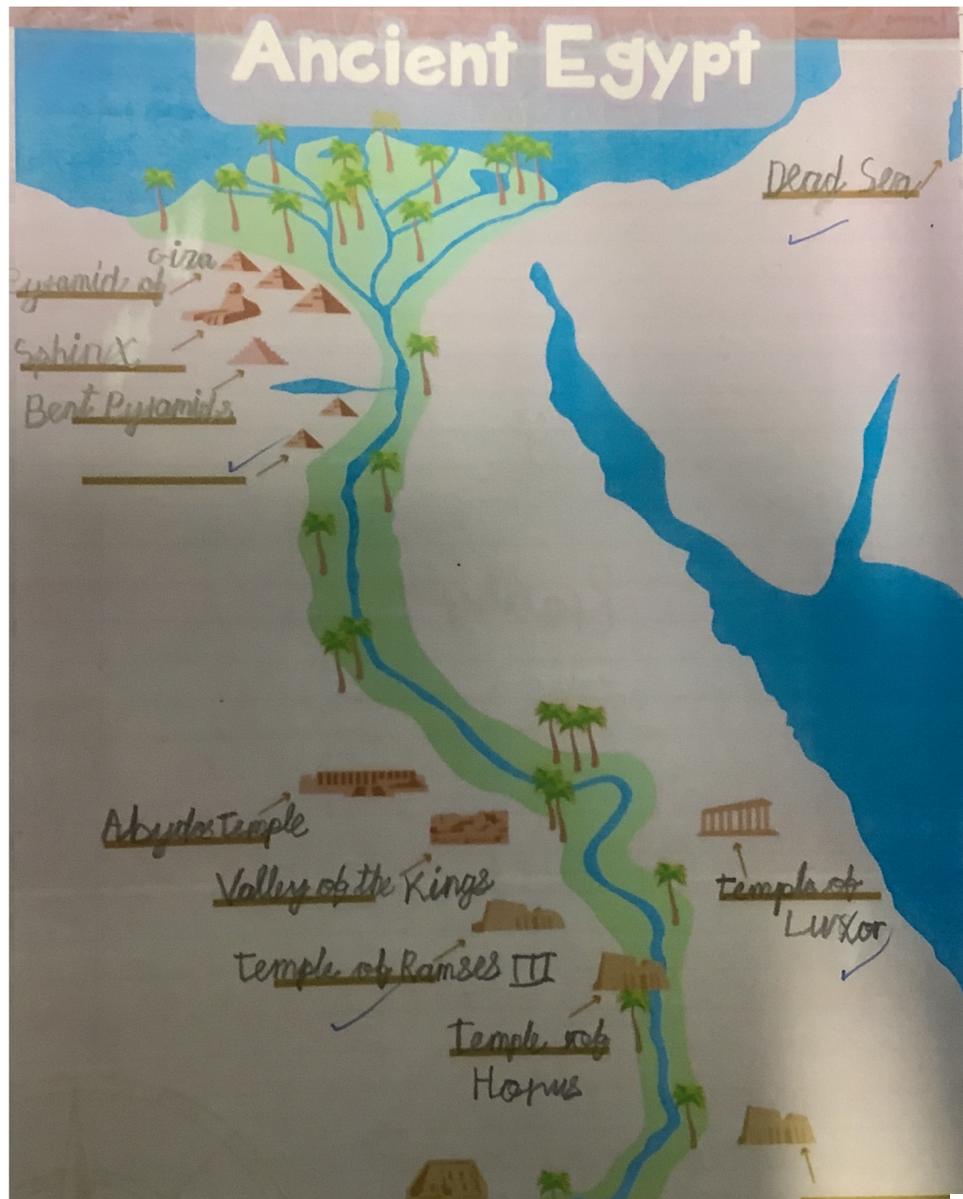


What do the beliefs of the Ancient Egyptians tell us about them as a civilisation?



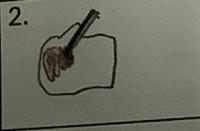
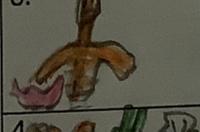
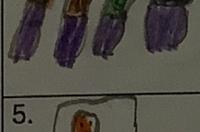
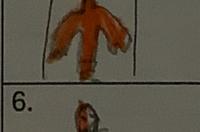
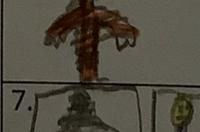
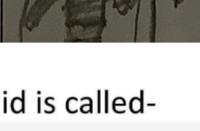
Context	Prior to this unit, children have learnt about the Stone and Iron age in Britain. This unit aims to expand the children's understanding of Ancient civilisations beyond the British Stone and Iron age, and into the wider world developing the idea that different civilisations existed concurrently. The unit builds upon the year 2 Tudors unit, exploring religion in a different civilisation. In year 2 the children studied Africa in geography and so they have a good grasp of the location of Egypt, the climate and the geographical features. The concept of ancient civilisation is further developed in Year 3 with the study of Ancient Rome, Ancient Greece in Year 5 and a short unit comparing ancient civilisations across time.
Substantive concepts (golden threads)	Civilisation, Empire, Trade, Religion, Monarchy, Industry
Vocabulary	Peasantry, pharaoh, tomb, pyramid, mummification, afterlife

Lesson	Focus
1	<p><u>Who were the Egyptians and where did they live?</u></p> <p>Know that the Ancient Egyptian empire began in 3150BC, and lasted for over 3000 years. It occurred at the same time as the Stone, Bronze Age and Iron Age in Britain.</p> <p>Know that the Ancient Egyptian empire was located in North Eastern Africa, along the River Nile.</p> <p>Know that Ancient Egyptians were ruled over by a Pharaoh, they were the supreme leader (or monarch) and also the religious leader.</p> <p>Know that most Egyptians were farmers and farmed the fertile land on the floodplains of the Nile.</p>
2	<p><u>Who were the Egyptian Gods and how do we know about their beliefs?</u></p> <p>Know that the Ancient Egyptians religion was polytheistic. They believed in a wide variety of Gods and Goddesses.</p> <p>Know that Gods could take different forms, usually as animals.</p> <p>Know that Ra was the most important God, he was often drawn as a man with a hawk head and a headdress with a sun disk.</p>
3	<p><u>What did the Ancient Egyptians believe happened after death?</u></p> <p>Know that the Egyptians believed in life after death, preserving bodies through the process of mummification.</p> <p>Know that canopic jars were used to hold the mummified remains of organs.</p> <p>Know that poor Egyptians were buried in the sand and rich people were buried in tombs.</p>
4	<p><u>Why did the Ancient Egyptians build pyramids and tombs?</u></p> <p>Know the pyramids were built as burial places and monuments to the Pharaohs.</p> <p>Know that tombs were built inside the pyramid. They were designed to protect the buried Pharaoh's body and his belongings.</p> <p>Know that the most famous pyramid is called the Great Pyramid, it is over 140m high and took 20 years to build.</p>
5	<p><u>What can the tomb of Tutankhamun tell us about Egyptian beliefs?</u></p> <p>Know that Tutankhamun was an Egyptian Pharaoh, his tomb was discovered by British archaeologist Harold Carter in 1922.</p> <p>Know that it was a significant discovery because it was the only royal burial found intact in modern times.</p> <p>Know that the tomb allowed historians to learn about the status and wealth of an Egyptian Pharaoh.</p> <p>Know that the tomb was covered in paintings and hieroglyphics that told historians about his life.</p>
6	<p><u>Assessment: What do the beliefs of the Ancient Egyptians tell us about them as a civilisation?</u></p>



Wednesday 23rd October 2024

Afterlife Preparation

1. 	Embalming the body
2. 	Removal of the brain
3. 	Removal of the organs
4. 	Canopic jars
5. 	Drying out the body
6. 	Wrapping the body
7. 	Going in the tomb

Egyptian Gods

Ancient Egyptian God Fact File

Name: Ra

What did they represent?
Ra represented the sun.

Where were they worshipped?
Ra was the most important god to all the Egyptians.

What symbols or objects are associated with them?
Ra wears a sun mask and has a key stick in his hand.

How did people worship them?
It was believed that he was swallowed by Nut the sky goddess every night and born again in the morning.



What stories are there about them?
The Egyptians also believed that Ra travelled through the underworld at night, where he appeared as a man with the head of a sun!

A fantastic drawing of Ra. ★



My pyramid is called-



How did Britain change from the Stone Age to the Iron Age?



Context	This unit is an introduction to the study of prehistory. Unlike KS1, learners will begin to understand periodisation in history, considering how periods of time connect and how achievements in each era advanced the lives of people within them. Pupils will continue to grow their narrative of British history in year through the study of the Romans and then into year 4 with the Anglo Saxons, Vikings and the Industrial revolution.
Substantive concepts (golden threads)	Migration, Settlement, Civilisation, Industry
Vocabulary	Prehistory, archaeology, nomadic, duration, era

Lesson	Focus
1	<p><u>What are the Stone Age, Bronze Age and Iron Age and when did they happen?</u></p> <p>Know that the Stone Age, Bronze Age and Iron Age is prehistory and is the beginning of our narrative in British History.</p> <p>Know that the Stone Age was made up of 3 periods; Palaeolithic, Mesolithic and Neolithic, altogether it lasted for approximately 2.5 million years.</p> <p>Know that there is AD and BC time, we are in AD time and that the Stone Age began in BC time.</p> <p>Know that the Bronze Age is called this because they invented bronze. The Iron Age is called this because they invented Iron and the order starts with stone as these were the simplest tools.</p>
2	<p><u>What were the achievements of Stone Age people?</u></p> <p>Know that during the Stone Age people learnt how to create fire.</p> <p>Know that during the Stone Age people learnt how to made simple tools and weapons.</p> <p>Know that during the Stone Age people made the first wheels and tamed horses to put ridden.</p>
3	<p><u>What do the Shropshire forts tell us about how housing changed from the Stone Age to Iron Age?</u></p> <p>Know that in the Palaeolithic Stone Age, people lived in the Stone Age first lived in caves.</p> <p>Know that houses became more developed during the Stone Age; moving from caves, to simple dome structures covered in fur and skins and finally to homes made out of mud and straw.</p> <p>Know that in the Iron Age people lived together in Hill Forts.</p> <p>Know that there is an example of a hill fort on the Shropshire hills.</p>
4	<p><u>How did society change from Stone Age to the Iron Age?</u></p> <p>Know that in the Stone Age most people were nomadic.</p> <p>Know that during the Bronze Age people began to farm to grow food.</p> <p>Know that during the Iron Age people began to live together to share resources and defend valuable weapons.</p> <p>Know that in Iron Age Hill forts there would have been a king or a leader.</p> <p>Know that people became more civilised, housing developed and people began to live in groups and tribes.</p>
5	<p><u>What were the achievement of the Iron Age people?</u></p> <p>Know they developed technologies to produce stronger metals.</p> <p>Know that the development of iron tools supported the advancement of farming.</p> <p>Know that they invented the rotary quern to grind wheat to make coarse flour.</p> <p>Know that these achievements had a positive impact upon the lives of Iron Age people.</p>
6	<p><u>Assessment: How did Britain change from the Stone Age to the Iron Age?</u></p>

What do all ancient civilisations have in common?

Context	This unit compares the different ancient civilisations of; Ancient Egypt, Ancient Sumner, Indus Valley and Shang Dynasty. Chronological understanding will be developed to support learners to understand that despite existing in different parts of the world, the civilisations occurred at the same time. The children will apply their knowledge of the Ancient Egyptians from earlier in Y3 to new learning about the other ancient civilisations, focussing on the achievements and advancements. Children will continue to develop their chronology knowledge and make further comparisons to other non-European civilisations during their next topic on Ancient Benin in Year 6.
Substantive Concept	Industry Trade Civilisation Empire Power Settlement



Lesson	Focus
1	<p>Where and when did civilisations begin?</p> <p>Know that the Ancient Egyptians existed from 3100BC-332BC in <u>North East Africa</u></p> <p>Know that the Ancient Sumer existed from 3500BC-2200BC in South Iraq</p> <p>Know that the Indus Valley people existed from 2600BC-1300BC in Pakistan</p> <p>Know that the Shang Dynasty existed from 1600BC-1046BC in Eastern China</p> <p>Know that each civilisation developed around a river.</p> <p>Know that each civilisation are on the same latitude.</p>
2	<p>What were the first writing systems like?</p> <p>Know when people first started using a writing <u>system</u>.</p> <p>Know why writing systems were <u>necessary</u></p> <p>Know that Egyptians had <u>hieroglyphics</u></p> <p>Know that Shang Dynasty has oracle scripts</p>
3	<p>Did early civilisations trade?</p> <p>Know why people started <u>trading</u>.</p> <p>Know why people used tokens for <u>trading</u>.</p> <p>Know when money was first <u>used</u>.</p> <p>Know how people traded without written records</p>
4	<p>Was maths used in early civilisations?</p> <p>Know why writing and number systems were <u>developed</u>.</p> <p>Know number systems varied between early <u>civilisations</u></p> <p>Know early civilisations developed other areas of maths such as weights and measures</p>
5	<p>What was invented and was technology used in early civilisations?</p> <p>Know about early technological advances such as the <u>wheel</u>.</p> <p>Make predictions based on historical <u>knowledge</u></p> <p>Use a variety of <u>sources</u> to help answer questions</p> <p>Evaluate sources based on usefulness</p>
6	<p>What did buildings look like in early civilisations?</p> <p>Know the technology helped to develop buildings over time from mud houses to <u>pyramids</u></p>

● How has *Ancient Greece* influenced the Western world?

● What legacy have the Romans left for modern Britain?

● What did the canals do for Cheshire?



Year Four

How has Ancient Greece influenced the Western world?



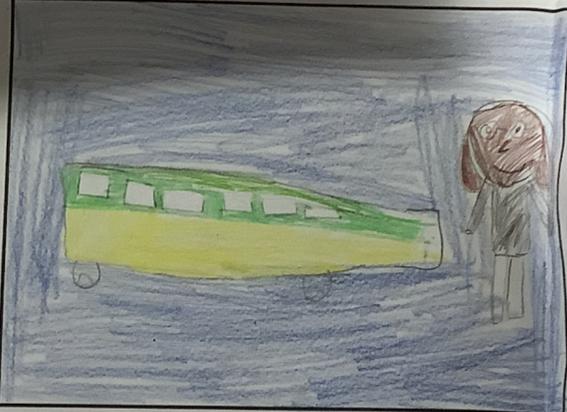
Context	The unit continues the pupils learning about ancient civilisations, societies very different to their own. In year 3 pupils learnt about how the successes of Ancient Egypt allowed it to last for 3000 years and this is continued in the context of Ancient Greece. Pupils will explore how we can piece together the past to find out about the long and dramatic legacy of Ancient Greece, exploring their ideas, beliefs, attitudes and achievements. In this unit, the different ways of life in Athens and Sparta are explored and the role that slaves played in the success of the civilisation. To conclude the unit, the children will learn about the legacy of Ancient Greece, not only on life today, but also across different periods of history. The children continue to develop their understanding of other ancient civilisations, and begin to draw comparisons between them in the year 6 short unit; Were ancient Greece and ancient Egypt the only ancient civilisations?
Substantive concepts (golden threads)	Empire, Parliament, Monarchy, Civilisation
Vocabulary	Democracy, legacy, government, parliament, peasantry
Lesson	Focus
1	<p><u>When was Ancient Greece?</u> Know that the Ancient Greece had many different civilisations; Neolithic period, Early bronze age, Minoan period, Mycenaean period, The dark ages, Archaic period, Classical period and Hellenistic period. Know where in Greek chronology other civilisation co-existed; focus on Ancient Egypt, British Stone Age and the Roman empire. For example, know that Ancient Egypt existed during the Neolithic period in Ancient Greece chronology. Know that Ancient Greece became apart of the Roman empire.</p>
2	<p><u>Were all Ancient Greeks the same?</u> Know that the mountainous nature of in land Greece, and the many islands made it harder to travel around the country but also harder to invade. Know that after the fall of the Mycenae, lots of different cities grew into city states, or 'polis'. These included: Athens, Sparta, Corinth, Thebes and Delphi. Know that the location of each city gave it differences and similarities.</p>
3	<p><u>What does the Parthenon and the Elgin marbles tell us about life in Ancient Greece?</u> Know that, like the Romans and Egyptians, Ancient Greeks believed in many different Gods and Goddesses, for every aspect of their lives. The most important Gods lived at the top of Mount Olympus, the highest mountain in Greece. Know that temples were built to show the Gods how important they are, these were not for prayer, but were homes for statues of Gods, cared for by priests. Know that the Parthenon is a temple in Athens that was built for the Goddess Athena, it was constructed in 5th century BC. Know that the Elgin marbles (or Parthenon sculptures) can be studied to understand what life was like at this time.</p>
4	<p><u>What did they achieve?</u> Know that democracy and the concept of government first began in Athens. Know that the Greeks held the first Olympic games. Know that the Greeks were the first scientists and they made advances in our understanding of living things, medicine and astronomy. Know that the Ancient Greeks were the first civilisation to use coins for trading.</p>
5	<p><u>How important was Alexander the Great's empire?</u> Know that Alexander the Great was a young Macedonian King who's empire stretched throughout Greece, Persia, Egypt and part of India. Know that he been educated in Greece. Know that Alexander's empire spread many Greek ways of life and achievements beyond Greece.</p>
6	<p><u>Assessment: What impact did Ancient Greece have on the Western world?</u></p>

Year 4 - Autumn 1 2024.

What do Ancient Civilisations have in common?

Worked to achieve:

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Rosa Parks was part of the Civil Rights Movement. She stood up for her rights when a white person asked her to sit down in her seat on the bus. She didn't give up. The police came and took her away. They had to arrest her because she didn't give up her seat. After that, everybody stopped going on the bus. They just went on their bikes. It was a step towards...

Tuesday 24th September

Ancient Trading

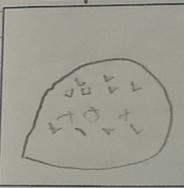
Traders Wanted

I am a Sumerian Trader I will trade...	In exchange for this...
	

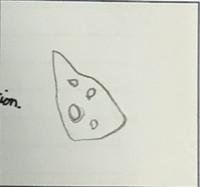
As an ancient Sumerian, I would love to trade with Indus Valley because you have goats, pottery.

Tuesday 17th September

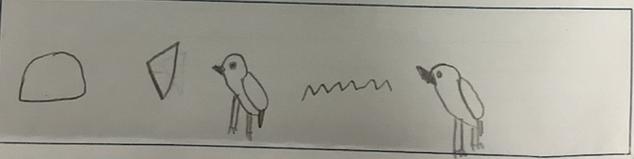
Ancient writing systems

Cuneiform

This is from the Ancient civilisation Sumer. It looks like it was scratches onto clay tablets and it was used for story's, list's, punishments and hymns.

Oracle Scripts
This is from the Ancient civilisation Shang Dynasty. It looks like Chinese writing and it was put on oracle bones. They used it for communication.



Hieroglyphics
My name in hieroglyphics is:



This is from the Ancient civilisation Ancient Egypt. It look like symbols.

Indus Valley

They were famous for making bricks and tags. There were more than 1,500 towns and cities in the Indus Valley.	The biggest were Harappa and Mohenjo-Daro. Around 50,000 people lived in these cities.
The names Harappa and Mohenjo-Daro were given to the cities in later times. We do not know what the Indus called their cities, because nobody has been able to translate their ancient language.	The Indus people lived on banks of the Indus river, the longest river in Pakistan.

Quick Facts

The Indus Valley was home to one of the world's first large civilisations in an area of modern day Pakistan and Northern India.



What legacy have the Romans left for modern Britain?

Context	This topic builds upon Stone age to iron age topic taught earlier in the year, and continues the narrative of British history. The topic begins with a lesson bridging the topics together and expands the themes of civilisation, empire and legacy. These terms have been previously introduced to the children in KS1. The children learn about the invasion of the Romans, and the subsequent reaction, learning about the conflicting opinions of Queen Boudicca and Queen Cartimandua. Evidence is used to discuss the significance of Roman achievements such as roads, towns and sanitation. An in-depth study of Chester as a Roman settlement enables children to link their learning to modern day and subsequently understand the direct effect the Roman empire had on Modern Britain.
Substantive concepts (golden threads)	Civilisation, Monarchy, Rebellion, Settlement, Empire, Trade, Industry
Vocabulary	Emperor, dictator, kingdom, legacy, invasion, conquest, innovation, republic, aqueduct

Lesson	Focus
1	<p><u>Who were the Romans and how did they become an empire?</u></p> <p>Know when and where the Roman empire existed. Know that the empire expanded over 503 years. Know that the highly organised nature of the Roman civilisation through their army and road building made them effective invaders and settlers.</p>
2	<p><u>How did Britain become part of the Roman Empire?</u></p> <p>Know why that the Roman's wanted to invade Britain to expand its growing empire, and to acquire Britain's natural resources. Know that the Caesar had tried and failed invade in 55 and 54BC. Know that Emperor Claudius successfully invaded in AD 43.</p>
3	<p><u>How did Queen Boudicca and Queen Cartimandua differ?</u></p> <p>Know that Boudicca was queen of the Iceni tribe. Know that Cartimandua was queen of the Brigantes. Know that Boudicca led a rebellion against the Romans. Know that Cartimandua allied with the Romans.</p>
4	<p><u>What important inventions did the Romans introduce to Britain?</u></p> <p>Know that the Roman's introduced the idea of living in big towns and cities. Know that Roman's built aqueducts to transport waters from natural sources to towns and cities. Know that the Roman's built new roads over the whole of Britain to support the movement of troops and goods. Know that the Romans left behind language, numbers and writing. Know that our calendar is from the Romans. Know that Roman's developed the first sewers.</p>
5	<p><u>How did Chester become a significant Roman settlement?</u></p> <p>Know that Chester was known as Deva. Know that the location of Chester was why is was chosen to be a fortress. Know that the Deva grew into a thriving city from a wooden fort. Know that many Romans roads and towns still exist today.</p>
6	<p><u>Assessment: How did Britain change from the Stone Age to the Iron Age?</u></p>

What did the canals do for Cheshire?

Context	In this unit, children will learn about the causes of the Industrial Revolution, the significance of canals during this time and the consequences of an increasing number of canals on the local communities.
Substantive Concept	Industry Trade Settlement Civilisation Migration

Lesson	Focus
1	<p>When was the Industrial Revolution?</p> <ul style="list-style-type: none"> - Children can identify when the Industrial Revolution took place on a timeline? - Children know what common jobs existed before the Industrial Revolution in the North West Region. - Children can consider generally what life was like just before the Industrial Revolution
2	<p>Why did the Industrial Revolution happen?</p> <ul style="list-style-type: none"> - Children can describe some major causes for the revolution increased population, improved technology, use of fossil fuels to power large machinery) - Children understand the significance of the invention of the steam engine and an increasing demand for coal to be transported. - Children know why major cities began to grow or develop quickly - Children know some common positives and negative consequences of the revolution in general
3	<p>Why were canals so useful?</p> <ul style="list-style-type: none"> - Children can compare the use of river and canals to transport goods at this time - Children can explain the significance of Ellesmere Port - Children can explain the significance of the Manchester Ship Canal - Children can identify links between local canals and Ellesmere Port and the Manchester Ship Canal.
4	<p>What is a reliable source?</p> <ul style="list-style-type: none"> - Children know the difference between primary and secondary sources - Children identify primary and secondary sources - Children can select from a range of sources to support their thoughts and ideas.
5	<p>What were the consequences of having more canals in Cheshire and the North West Region?</p> <ul style="list-style-type: none"> - Children know that the use of canals helped the revolution to improve the economy - Children know that new jobs were created through the introduction of new canals - Children know that coal and other goods could be transported to/from cities which had no natural waterways. - Children know that the introduction of more canals changed the physical landscape of Cheshire and other regions.
6	<p>What was life like for 'Navvies'?</p> <ul style="list-style-type: none"> - Children can describe the positive and negative impact for workers - Children know that young children were expected to work long hours on a canal - Children know that more people were able to travel further afield as a 'Navy'. - Children can create a narrative/structured account recalling historical facts about the life of a 'Navy'.
7	Assessment: What did the canals do for Cheshire?

● Was the Anglo-Saxon era really a Dark Age?

● Were Vikings raiders or traders?

● What was life like in Tudor Nantwich?



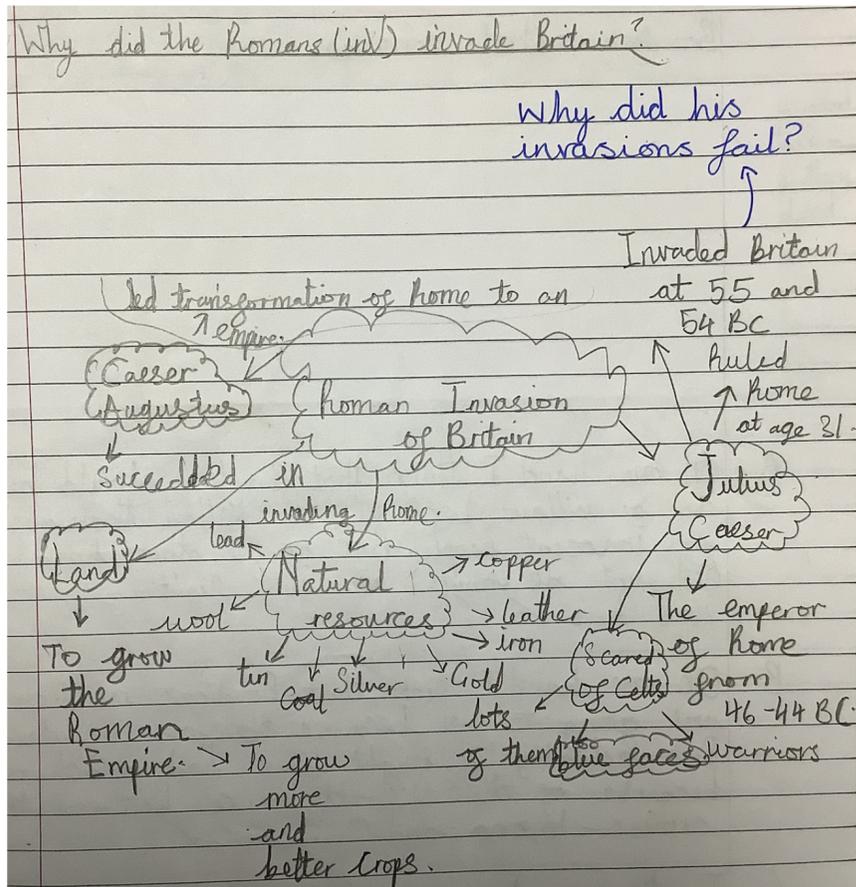
Year Five

What was life like in the Anglo-Saxon era?

Context	During Year 3, children learnt about Stone Age to Iron Age and the Romans in Britain, so this unit continues the narrative of British history. The topic begins with a lesson that links the end of Roman rule in Britain and the beginning of Anglo-Saxon invasions and settlements, securing the chronology of events and civilisations in the children's minds. Children will learn about the location of Anglo-Saxon settlements and how this changed Britain, comparing it to what Britain was like under Roman rule. They will look at similarities and differences between people living in Anglo-Saxon times and how this civilisation compares to previous civilisations they have learnt about (Romans, Egyptians, Stone Age-Iron Age). They will use sources and carry out historical enquiry to determine what evidence there is that the Anglo-Saxons were an intelligent, skilled civilisation and what differences they brought to Britain due to this. Children will also research about how Christianity was established in Anglo-Saxon Britain.
Substantive concepts (golden threads)	Monarchy, Settlement, Religion, Trade, Migration, Civilisation
Vocabulary	invasion, village, culture, legacy, beliefs, artefacts, habits, converting, settle, runes, Christianity, Pagan

Lesson	Focus
1	<p><u>What happened after the Romans left Britain?</u></p> <p>Know that the Anglo-Saxon period began around 410AD following the withdrawal of the Romans from Britain.</p> <p>Know that the Anglo-Saxons came from Germany, Denmark and the borders of the Netherlands.</p> <p>Know that the Anglo-Saxons were made up of three different tribes: Jutes, Saxons and Angles.</p> <p>Know reasons why Anglo-Saxons invaded Britain to find farm land.</p>
2	<p><u>Where were the Anglo Saxon settlements?</u></p> <p>Know the seven earlier main Anglo-Saxon kingdoms: Northumbria, Mercia, East Anglia, Essex, Kent, Sussex and Wessex.</p> <p>Know what was needed nearby for Anglo-Saxons to build a new settlement (water, building materials, suitable land for farming, food, fuel for heating/cooking)</p> <p>Know that after the collapse of Roman Britain, there was a big change from town and city life to the countryside/village life.</p> <p>Know that Anglo-Saxon houses had just one room.</p>
3	<p><u>Which groups of people might have been happy living in Saxon times and which unhappy?</u></p> <p>Know that Anglo-Saxon people were split into different social classes.</p> <p>Know that the main social classes were: King, Aethling, Ealdorman, Thegn, Ceorl and Slave.</p> <p>Know that Kings, Aethlings, Ealdormen and even Thegns would have been happier as they had more power and more rights compared to Ceorls and especially slaves.</p>
4	<p><u>What evidence is there that the Saxons were skilled people?</u></p> <p>Know what an archaeologist's job is, what it involves and how they study the lives of people in the past.</p> <p>Know that Anglo-Saxons were highly skilled craftsmen/women.</p> <p>Know that discoveries such as Sutton Hoo and the Staffordshire Hoard have shown that Anglo-Saxons had a large trade network.</p>
5	<p><u>Was it easy for the Saxons to become Christians?</u></p> <p>Know that the early Anglo-Saxons were Pagans.</p> <p>Know about St. Columba, St. Aidan and St. Augustine and how they (individually) converted Anglo-Saxons in different areas of Britain into Christians.</p> <p>Know that St. Aidan set up a monastery in Lindisfarne (AD 634) and spoke to ordinary Saxon people which helped Anglo Saxons convert from Paganism to Christianity.</p>
6	<p><u>Assessment: Was the Anglo Saxon era really the 'Dark Ages'?</u></p>

What legacy have the Romans left for modern Britain?



Thursday 20

Boudica and the Romans

A Boudica should be seen as a villain, not a hero.

B Boudica's rebellion was always going to fail.

C We always know for sure what happened in England's history.

A On one hand I think that Boudica should be seen as a villain because she killed thousands of innocent people. But on the other hand, she did not do anything was just fighting for what was hers.

B On one hand I think that Boudica's rebellion was going to fail because she was impulsive. But actually (it) might have had a chance because of the size difference between the armies - 10,000 and 200,000.

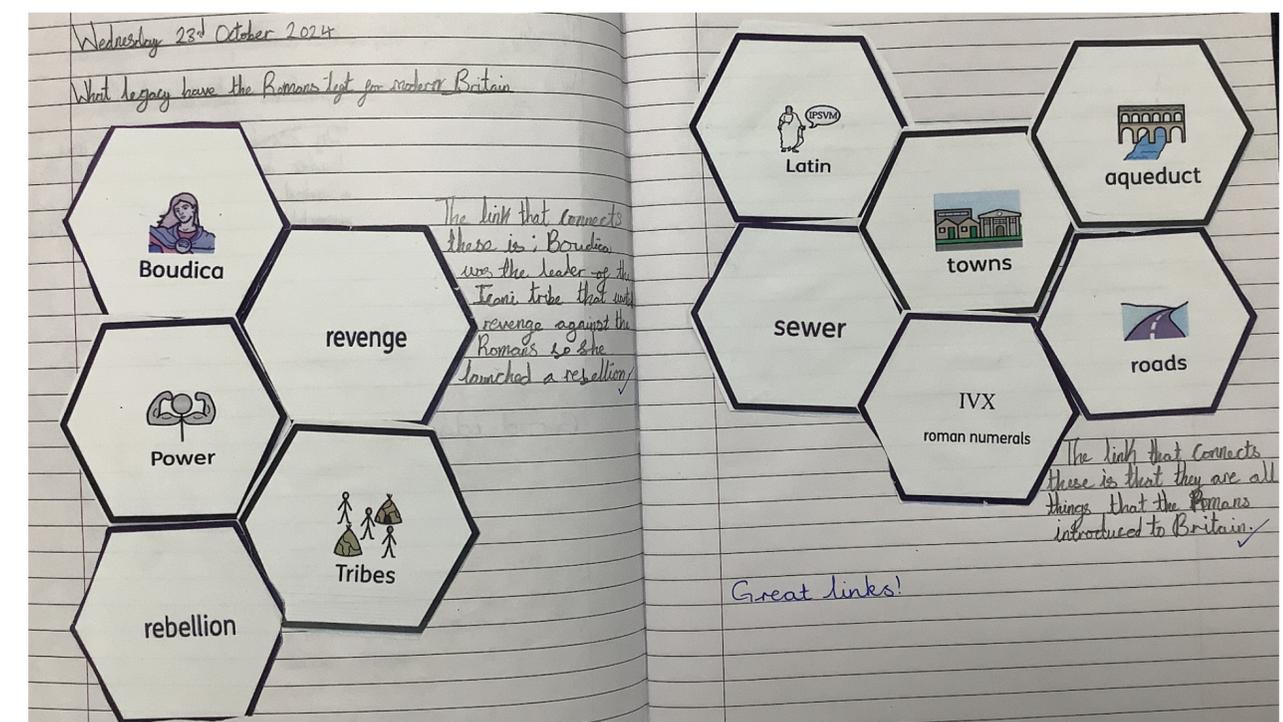
C I disagree because (who) we don't have dozens of honest witnesses alive today.

Thursday 3rd October 2024

Was Cartimandua an effective (good) leader?

On one hand, Cartimandua was a good leader because she was: Protective - Sided with the Romans knowing they wouldn't kill them and she shielded her tribe.

Cartimandua was a good leader



Were Vikings raiders or traders?

Context	Overlapping with Anglo Saxon timeline, the unit links the struggle between Anglo saxons and Vikings, continuing the narrative of British History. It tackles questions such as; what does it mean to be a raider, and a trader? Which allowed them to build their empire? How did they achieve that? How, who and what did they raid? Was this fair and correct? What trade did they do, who with? The unit also explores the struggle between the Vikings and Anglo Saxons, culturally and religiously, and over trade and territory. This unit will be developed in year 5 with the thematic exploration of the idea of migration to Britain by different groups of people throughout history.
Substantive concepts <i>(golden threads)</i>	Migration, Settlement, Trade, Rebellion, Civilisation
Vocabulary	Empire, raider, trader, vikings

Lesson	Focus
1	<p>Who were the Vikings and why did they raid Britain?</p> <p>Know that the Vikings first raided Britain when the Anglo-Saxons lived there.</p> <p>Know that the Viking period was from AD793 – AD1066</p> <p>Know that the Vikings came from Scandinavia and travelled on longships.</p> <p>Know that the Vikings raided Britain to steal and pillage gold and valuable items.</p>
2	<p>How did Anglo-Saxon England change with the invading and settling of the Vikings?</p> <p>Know that the Anglo-Saxons and the Vikings both wanted control over Britain.</p> <p>Know about Alfred the Great and the kingdom of Wessex.</p> <p>Know how Danelaw was created and what Danelaw was.</p>
3	<p>How close did the Vikings get to taking over Britain?</p> <p>Know chronology of events and invasions until 1066.</p>
4	<p>What was life like in Viking Britain?</p> <p>Know that some Vikings settled in Britain.</p> <p>Know that Vikings lived in houses called longhouses.</p> <p>Know some of the main jobs Vikings did in Britain e.g. farmers, craft workers, traders.</p>
5	<p>How and where did Vikings trade?</p> <p>Know that Vikings traded all over Europe and as far east as Central Asia.</p> <p>Know goods that they often bought and sold (bought – silver, silk, spices, wine, jewellery, glass and pottery. Sold – honey, tin, wheat, wool, iron, fur, leather, fish and walrus ivory.)</p> <p>Know that Vikings were master sailors, and they used this skill to travel and create trade networks.</p>
6	<p>What can archaeology tell us about the Vikings?</p> <p>Know that archaeologists excavate pieces of land in order to discover information about the past.</p> <p>Know that artefacts from the past can inform historians about life in different time periods. Know that to find out more about an artefact, historians have to examine it using a range of questions (What material is it made of? What skills were needed to use the object? Where/How might it have been used? Who might have made it?)</p>

What was life like in Tudor Nantwich?

Context	In KS1, children have learned the Great Fire of London, and the similarities between that and the Great Fire of Nantwich. Children will now build on this knowledge of what life was like during this era, developing their skills in chronology (Tudor kings and queens, the Tudor period in relation to previous topics etc), comparing (Nantwich town before and after the Tudors) and recognising causes and consequences (lifestyles of the rich and poor, medicine and health). They will also <u>have an understanding of the significance of John Gerard in the world of medicine as a botanists and herbalist, and of Queen Elizabeth 1 as a powerful and independent queen during this time.</u>
Substantive Concepts	Power Peasantry Rebellion

Lesson	Focus
1	<p><u>Who were the Tudors?</u> Know that the Tudors ruled 1485 – 1603. Know how portraits of kings and queens inform us of their wealth and <u>status</u> Know the main reasons why Queen Elizabeth 1's reign as a long-standing and powerful female was significant and unusual. Know who the Tudor kings and queens were in chronological order. Know how to <u>generate historically valid questions about the Tudors in order to find out more</u></p>
2	<p><u>How were Tudor buildings designed?</u> Know how to recognise Tudor architecture in our local <u>area</u> Know what Tudor buildings were made of and of typical shapes, patterns, <u>styles</u> Know how to recognise similarities and differences between Nantwich town in Tudor times and now</p>
3	<p><u>What did the Tudors eat?</u> Know the main differences between the lives of the rich and the poor in relation to jobs, clothing and <u>houses</u> Know what the typical diet of a rich Tudor consisted of Know what the typical diet of a poor Tudor citizen consisted of</p>
4	<p><u>Who was John Gerard and why was he influential?</u> Know what common health issues existed for the wealthy Tudors and poorer citizens at the <u>time</u> Know that medicine and health care was basic and mainly centred around herbs and herbal <u>remedies</u> Know that John Gerard was from Nantwich and went to school in <u>Willaston</u> Know that John Gerard was hugely influential in Tudor remedies, wrote a famous book and worked for James 1 and his consort Queen Anne</p>
5	Educational visit – Nantwich town centre/ Ford Green Hall.
6	<p><u>Assessment: What was life like in Tudor Nantwich?</u> <i>Children are to create a 'Showcase' sharing the knowledge and skills they have built up throughout this unit. Children can use any media they wish to present this information and there will be opportunities to share these with parents (iMovie, Keynote, pencil and paper, Clips, Art projects etc.).</i></p>

● How did Crewe contribute to the Battle of Britain?

● Migration: why have people moved to Britain throughout history?

● Benin: An African Empire



Year Six

How did Crewe contribute to the Battle of Britain?

Context	This unit builds upon learners understanding of conflict developed from year 4 and 5, during the study the Anglo Saxons and Vikings. It also develops their understanding of civilisation and empire, valuing the role that everyday people have, both in Britain and beyond. The unit aims to provide learners with a sound knowledge of the significant contribution that women made to the war, of the Battle of Britain and why it is seen as a turning point of World War 2, of the local link to Crewe Railway station and of Crewe Works who built army tanks, fighter planes and made ammunitions for the military.
Substantive Concept	Industry Empire Civilisation Rebellion

Lesson	Focus
1 Chronology	<p><u>When was WW2 and how did it begin?</u></p> <p>Know that the terms of the Treaty of Versailles affected Germany after WWI. Know that Adolf Hitler became party leader of the Nazi party and promised to make Germany powerful again. Know that due to the recession in Germany, Hitler was able to persuade many people to believe he could be the saviour if they followed his beliefs. Know that Neville Chamberlain tried to appease Hitler to prevent the outbreak of another war.</p>
2	<p><u>What events led to the Battle of Britain?</u></p> <p>Know that in the days leading up to the Battle of Britain, Britain was only days away from defeat. Know that in 1940 Britain had to retreat at Dunkirk. Know that Hitler planned to invade Britain.</p>
3	<p><u>What contribution did Crewe make to the Battle of Britain?</u></p> <p>Know that Crewe Works and Rolls Royce were munition factories and provided vital military equipment including tanks and fighter planes. Know that many streets and houses in Crewe were built to house thousands of employees to work at Rolls Royce during the war Know that the factory was built in Crewe specifically due to its links to the railway and main roads to transport materials and goods. Know that the factory attempted to camouflage itself from bombers but was unfortunately hit by a bomb in 1940 Know that Rolls Royce made a significant contribution to the war by developing some of the most effective fighter planes which were also used by other allies.</p>
4.	<p><u>What was life like for women during WW2?</u></p> <p>Know that women were expected to undertake jobs that they had not been allowed to do before the war. Know that in Crewe, women took up many jobs in the munitions factory in challenging work conditions. Know that in Crewe, women took up many jobs to care for wounded soldiers at the British Red Cross Hospital, situated at the Webb Orphanage building, near Queen's Park. Know that women were usually paid less than men for the same jobs. Know that there are a variety of different sources and why some are more reliable than others.</p>
5.	<p><u>What was life like for women during WW2?</u></p> <p>Know that women were expected to undertake jobs as porters at Crewe Train Station. Know that many women took up vital jobs in the land army in challenging work conditions Know that, if women had not learned new skills and carried out new jobs, it may not have been possible to win WW2. Know that, propaganda posters were used to encourage women to sign up for labour jobs in the land army.</p>
6	<p><u>What was life like for civilians living through the war?</u></p> <p>Know that the blitz is the name given to the Battle of Britain over London.</p>

Tuesday 17th September 2024

An Interview with Hitler - 3rd September 1939

Why did you create the word Mein Kampf ^{two} ~~one~~?

Because I had to for my revenge cause I couldn't choose in Nazi's party.

Why did you not accept the party?

Because I didn't think it was fair that my country couldn't choose.

Why wouldn't you just get with it and accept?

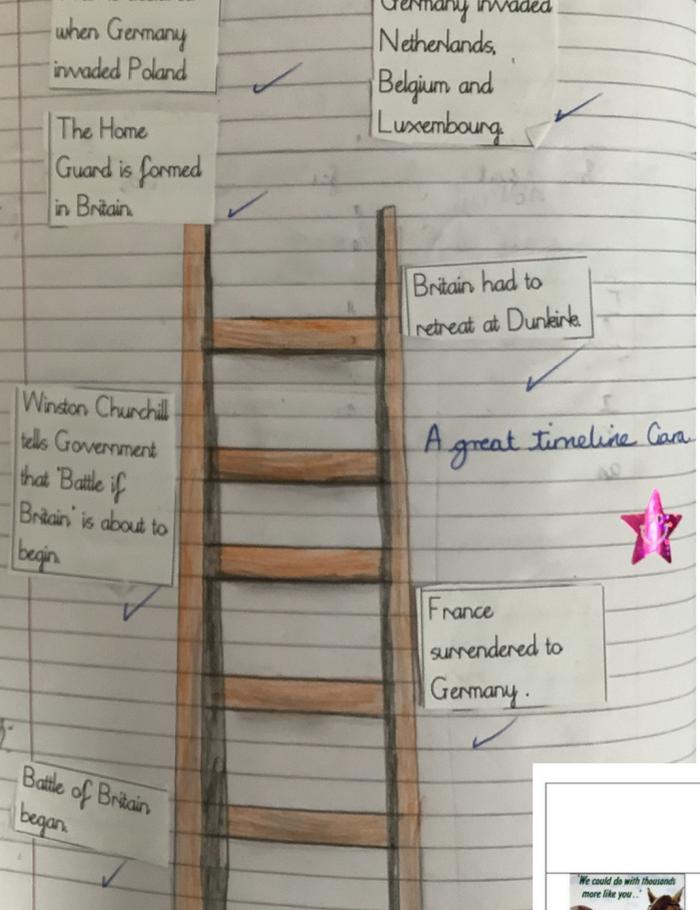
Because I didn't want to and I couldn't choose.

You knew that Hitler wanted revenge.



Monday 23rd September

What events led to the Battle of Britain?



Monday 14th October 2024

A Diary Entry

Dear Diary,

Today was a very interesting day. I was just normally working at the main shop with my friends Mary, Edna and Emily and I was told to go to 16 shop. (1) Suddenly, I heard a powerfull ^{sound} noise. I ran to the main shop as fast as I could. I went straight into the trip shop as soon as I got there. I saw another friend of mine, Harriet, she was just there to grab her coat. We both hid under the bench for cover when there was a strident bang. We stayed under the bench until we were ready to get out.

I was terrified of the things that I (could I) saw in front of my eyes. After a little while we were ready to leave and took our belongings and got out. There were crowds of people outside including my dad on his motorbikes riding in every direction to keep the crowd away from the gates. I thought about how important working as a trimmer was. I saw my mother and she was pleased to see I was fine but it did take a while to get over the shock. I wonder how tomorrow was going to be like.

Hilda



Wednesday 23rd October 2024

Battle of Britain



The Battle of Britain is our VICTORY! A fabulous report of Britain Operation.

Yesterday the battle between England and German was the final. Because there is good news... Britain has won!

How it started... In 15th August 1940, As Britain is an island, Germany needed to send soldiers in by sea to invade successfully. To do this safely, they would need to have control of the skies over the English Channel, so the German Luftwaffe needed to defeat the British RAF.

Propaganda and 'Blitz Spirit' The government wanted to create the idea of a 'Blitz Spirit' so that, despite the bombing and damage being caused, British people would carry on their lives as normal.

"NEVER WAS SO MUCH OWED BY SO MANY TO SO FEW"



The Battle... The battle of Britain began on 10th July 1940. The head of the Luftwaffe was Hermann Goering. Germany condemned their planned invasion.

The victory is finally ours after 10 July - 31 October 1940 (3 months and 3 weeks. Tomorrow and today is the celebration of our 'Victory' (A giving thanks to the people who fought for our country 'celebration'.)

Job Role: Munition worker
Location: Crewe Works

Daily tasks will involve:
Making bullets
Heavy dusting
Working in factories
Helping soldiers
Making shells

You are helping the war effort because...
You are making bullets to shoot at people

Job Role: factory worker
Location: Rolls Royce

Daily tasks will involve:
Learning the concept of making a Spitfire
Making engines
Using spitfires

You are helping the war effort because...
Then they you can use air-roads and make spitfires

Job Role: Land Army
Location: Queen's Park

Daily tasks will involve:
Farming goods
making good

You are helping the war effort because...
You are feeding children and soldiers

Who is the poster aimed at? Why?	What is the main message that the poster is trying to convey?	How are the people in the poster supporting the Home Front?
 WOMEN'S LAND ARMY	This poster is aimed at women because they want to work in farms.	It will give more jobs to people.
 DON'T WASTE IT! BUT WASTE - CHINESE CANNONBALLS - ARE OF ALL.	Not to waste food because there is little food.	It says don't waste food because they make sure they don't waste food.
 LEAVE THIS TO US SONNY - YOU OUGHT TO BE OUT OF LONDON	This is aimed at everyone because they dig for food.	It's trying to get everyone to get more food.
 LEAVE THIS TO US SONNY - YOU OUGHT TO BE OUT OF LONDON	To protect the children and get them to safety.	It helps children to get out of London.

Migration: why have people moved to Britain throughout history?



Context	The unit explores why people, from all over the world, have chosen to make Britain their home. It builds upon pupils' knowledge of British history and also their understanding of the British empire. Learners will draw similarities and differences between migration in different eras, and also challenge misconceptions about diversity in Tudor England. Due to the context of our school, learners will also be able to link their own family history to migration and understand some of the reasons why some of their ancestors migrated. Pupil's knowledge of migration will be further developed when they study the Windrush as a short unit in Year 6.
Substantive concepts (golden threads)	Migration, Settlement, Civilisation
Vocabulary	Migration, immigration, emigration, commonwealth, British Empire, industrial revolution, slavery, invasion, empire

Lesson	Focus
1	<p><u>What is migration? GEOGRAPHY LESSON</u></p> <p>Know that migration is the movement of people to live in a new place.</p> <p>Know throughout history people have migrated to Britain for many reasons.</p> <p>Know that all people who currently live in Britain are descended from people who have migrated to Britain.</p> <p>Know that push factors are things such as war, famine or unemployment that force people to leave their homes and find somewhere new to live.</p> <p>Know that pull factors are reasons why a person wants to go to somewhere new. For example, employment, resources, quality of life.</p>
2	<p><u>Why did the Romans, Saxons and Vikings invade Britain?</u></p> <p>Know that the Romans invaded because they wanted Britain's precious metals.</p> <p>Know that the Saxons and Vikings invaded to find new lands to farm.</p> <p>Know that the Saxons and Vikings were pushed to Britain because of their poor lands at home.</p>
3	<p><u>Who were the Black Tudors?</u></p> <p>Know that Black people came to Britain in the Tudor times as ambassadors or as slaves.</p> <p>Know that Black people at this time worked as servants to nobility.</p> <p>Know that John Blanke was a musician in the court of King Henry VIII.</p>
4	<p><u>Why did people migrate during the Industrial Revolution?</u></p> <p>Know that in the 18th and 19th century people migrated from the countryside to the towns and cities.</p> <p>Know that many were migrating to escape poverty.</p> <p>Know that people moved to find employment and better wages.</p>
5	<p><u>How has the British Empire contributed to the migration of people to Britain?</u></p> <p>Know that the British Empire began in the 1500s, under Elizabeth I's rule.</p> <p>Know that the empire grew significantly under the reign of Queen Victoria to include over 400 million people, having a significant impact on people in Britain and the colonies.</p> <p>Know that membership to the British Empire allowed people to move to other parts of the Empire.</p> <p>Know that Pakistani people were able to migrate to Britain because of the British Empire.</p> <p>Know that because of the British Empire, many people moved to Britain during the Windrush.</p>
6	<p><u>Assessment: Why have people migrated to Britain throughout history?</u></p>

Context	This unit builds upon learners' knowledge of British history and ancient civilisations, developing the idea that people from other civilisations have contributed to many ideas that impact on us still. In this unit they will learn about some of the differences in way of life between citizens of Baghdad and London c. AD 900. Links will be made with other cultures that contributed to the formation of theories that are still used within modern day Britain and enable a large proportion of our learners to explore their own cultural heritage. Children will also be introduced to personalities who undertook challenges on a huge scale to leave behind fascinating legacies.
Substantive concepts (golden threads)	Civilisation, Religion, Industry
Vocabulary	

Lesson	Focus
1	<p><u>Where and when was the Ancient Kingdom of Benin?</u></p> <ul style="list-style-type: none"> - Know the area of Africa that Benin was <u>located</u> - Order and discuss the main eras and events of the Benin Empire - Comment on the borders of African countries
2	<p><u>How do we know about the Kingdom of Benin?</u></p> <ul style="list-style-type: none"> - Understand the difference between oral histories and archaeological <u>evidence</u> - Discuss reliable sources, giving reasons for their choice
3	<p><u>Who were the leaders in the Kingdom of Benin?</u></p> <ul style="list-style-type: none"> - Know how Oba was treated in <u>Benin</u> - Know what the brass heads were used <u>for</u> - Ask and answer questions about artefacts
4	<p><u>What were the lives like of the people of Benin?</u></p> <ul style="list-style-type: none"> - Know which jobs people had in <u>Benin</u> - Know which crops and animals were farmed in <u>Benin</u> - Understand what lives would have been like for people living in Benin
5	<p><u>How did the people of Ancient Benin trade?</u></p> <ul style="list-style-type: none"> - Know that some items were exported by the Benin Empire - Know some items that were imported by the Benin Empire - Can say why trade was important to the Benin Empire
6	<p><u>Why did the Benin Empire decline?</u></p> <ul style="list-style-type: none"> - Know when the Benin Empire began to <u>decline</u> - Know why the Benin Empire began to <u>decline</u> - Know who destroyed Benin and the reasons for it
6	<p><u>Assessment: Benin: An African Empire?</u> Use know that statements from above</p>

Assessment.

How is progress assessed?



End of Unit Outcomes: Year 1

How do you know a child has met the intended learning for each unit?

Year 1	What has changed since my grandparents were young?	<ul style="list-style-type: none">✓ Grandparents were born approximately 60 years ago and that that was in the past.✓ Know, and be able to give examples of how life has changed in lots of ways during their lifetime, for example how in the past people shopped in lots of different types of shops, but today we go to a supermarket.✓ Understand that some things have stayed the same, for example the types of houses we live in.✓ Explain that technology has affected how life has changed, for example the invention of new toys and games.
	How has our school changed over time?	<ul style="list-style-type: none">✓ Know, and be able to give examples of how school has changed✓ Understand that some things have stayed the same✓ Explain that technology has affected schools has changed
	Are all Queens the same?	<ul style="list-style-type: none">✓ Know that Queen Elizabeth I lived before Queen Victoria.✓ Understand that both were monarchs, and ruled over the country.✓ Explain similarities, such as, they both discovered/gained new lands around the world.✓ Discuss differences, such as Queen Victoria had lots of children but Queen Elizabeth didn't have any.

End of Unit Outcomes: Year 2

How do you know a child has met the intended learning for each unit?

Year 2	Guy Fawkes, villain or hero?	<ul style="list-style-type: none">✓ Understand that the Gunpowder Plot happened because people were upset about not being allowed to practise their religion.✓ Know that Guy Fawkes was one of the plotters, he was caught and killed for his crimes.✓ Discuss that people might think he was a villain because he plotted to explode the Houses of Parliament, but that people might think he is a hero because he stood up for what he believed in.✓ Bonfire night is still celebrated today, and is a way to remind people about the Gunpowder plot.
	What caused the Great Fire of Nantwich?	<ul style="list-style-type: none">✓ Know when the Great Fire of Nantwich happened✓ Explain the reasons why it happened, and what could have prevented it✓ Compare and contrast with the Great Fire of London✓ Explain the impact of the fire of local residents
	Why do we have railways in Crewe?	<ul style="list-style-type: none">✓ Explain that Crewe needed a way to transport goods all around the country.✓ Understand how jobs changed as a result of Crewe Works✓ Know who Frank Webb was, and his significance in the development of Crewe Works

End of Unit Outcomes: Year 3

How do you know a child has met the intended learning for each unit?

Year 3	How has Britain changed from Stone Age to Iron Age?	<ul style="list-style-type: none">✓ Know that the Stone Age to Iron Age is in our Prehistory- the very beginning of our British history knowledge.✓ Discuss that our knowledge from this time come from archaeology, and so has been interpreted by historians.✓ Explain how life changed during these time periods, giving examples such as, people stopped being nomadic and started to farm, how the invention of iron enabled tools and weapons to be made that positively impacted life.
	What do the beliefs of the Ancient Egyptians, tell us about them as a civilisation?	<ul style="list-style-type: none">✓ Know that the Egyptian civilisation lasted for 3000 years, and occurred at the same time as British prehistory periods of the Stone, Bronze and Iron ages.✓ Understand that the Egyptians believed in many Gods.✓ Discuss how the discovery of Egyptian Mummies, and the pyramids tell us that the Egyptians believed in life after death.
	What do the ancient civilisations have in common?	<ul style="list-style-type: none">✓ Know that Ancient civilisations of: Ancient Egypt, Ancient Sumner, Indus Valley and Shang Dynasty existed in different parts of the world, but that there was an overlap in time where all four civilisations existed together.✓ Explain that each civilisation valued writing and number systems, although each system may be different.✓ Discuss that each had had an impact on the world today.

End of Unit Outcomes: Year 4

How do you know a child has met the intended learning for each unit?

Year 4	What did the canals do for Cheshire?	<ul style="list-style-type: none">✓ Know how the Industrial Revolution impacted lives of individuals specifically in the North West✓ Explain the significance of canals on the transporting of goods✓ Describe both the positive and negative impact of canals on workers 'navvies'✓ Know how canals helped the revolution to improve the economy
	How has Ancient Greece influenced the western world?	<ul style="list-style-type: none">✓ Know that Ancient Greece was an ancient civilisation, and it co-existed with other Ancient civilisations such as the Romans and the Egyptians.✓ Discuss how life was different in different city states of Ancient Greece, for example Sparta and Athens.✓ Explain how Ancient Greece has influenced modern life, using examples such as democracy, governance and medicine.✓ Know who Alexander the Great was, and the role he played in expanding the influence of Ancient Greece.
	What legacy have the Romans left for Modern Britain?	<ul style="list-style-type: none">✓ Know that the Roman Empire was vast, and expanded over 500 years. The Romans successfully invaded Britain in AD 43.✓ Discuss how Roman settlements, such as Chester, tell historians how the Romans lived and developed.✓ Explain the impact that the Romans have had on modern Britain, using examples such as; the calendar, roads, sewers, letters, aqueducts.

End of Unit Outcomes: Year 5

How do you know a child has met the intended learning for each unit?

Year 5	What was life like in the Anglo-Saxon era?	<ul style="list-style-type: none">✓ Understand that the Anglo-Saxon era began after the withdrawal of the Romans in 410AD, and be able to explain how life changed from Roman times, e.g. the development of farming and a reduction in city life.✓ Explain that archaeological evidence shows that the Anglo-Saxons were skilled craftsmen, and had traded throughout the world.✓ Discuss the development of Christianity in Anglo-Saxon society, and how this differs from religion in Roman Britain.
	Were the Vikings raiders or traders?	<ul style="list-style-type: none">✓ Explain when and why the Vikings invaded Britain, and how they would have been seen as invaders by the Anglo-Saxons.✓ Discuss the struggle for power between the Anglo-Saxons and Vikings, referring to the many conflicts and battles for territory that occurred between 700- 1100 AD.✓ Understand the significance of Danelaw.✓ Explain how the Vikings were killed traders, and how this influenced life in Britain.
	What was life like in Tudor Nantwich?	<ul style="list-style-type: none">✓ Know the chronological order of Tudor Kings and Queens, and the significance of the length of Queen Elizabeth's reign.✓ Recognise Tudor architecture including materials used for buildings✓ Recall the differences in lifestyles between rich and poor Tudors✓ Know the influence that John Gerrard had

End of Unit Outcomes: Year 6

How do you know a child has met the intended learning for each unit?

Year 6	How did Crewe contribute to the Battle of Britain?	<ul style="list-style-type: none">✓ Know what events led to the Battle of Britain, and why Nazi Germany decided to target Britain.✓ Understand the role played by Reginald Mitchell and the Spitfire in the Battle of Britain.✓ Discuss the impact that the Battle of Britain had upon civilians, living through that period of history.✓ Explain why, giving examples, the Battle of Britain is seen as a turning point for World War 2.
	Migration: why have people moved to Britain throughout history?	<ul style="list-style-type: none">✓ Use examples from throughout British history to explain why people have migrated to Britain.✓ Explain the role that the British Empire has played in migration.✓ Compare reasons why people have migrated, discuss similarities and differences, and if possible make connections to their own experiences of immigration.
	Ancient Benin: An African Empire	<ul style="list-style-type: none">✓ Know where in the world Ancient Benin is now located✓ Understand when the empire lived, compared to civilisations in Europe✓ Recall about the lives of leaders and civilians✓ Comment on reasons as to why the empire declined

Summative assessment:

Substantive knowledge: Showcase trialled in Autumn 1. Not consistently done in every year group. From Spring 2025, each unit will have a knowledge quiz (created on Socrative) that will be completed both pre and post unit. Linked to Showbie, this will show results for the whole class and individually. This will enable teachers to see gaps in knowledge, which will be used to inform the questions in the retrieval grids.

socrative
A showbie PRODUCT

Why have people migrated to Britain over time?

1. What is migration?
 A Staying in one country for your whole life
 B People moving from one country to another
 C Going on holiday to another country
 D I have no idea
2. Why did the Romans, Anglo Saxons and Vikings invade Britain?
 A They were bored of their own countries
 B They didn't
 C They wanted new lands to farm
 D I have no idea
3. The growth of the British Empire allowed people to move to Britain
 T True
 F False
4. Why did people migrate during the Industrial Revolution?
 A To find employment
 B They didn't
 C They were bored of the countryside
 D I have no idea
5. What did Black Tudors work as?

Why have people migrated to Britain over time? In Progress → Everyone 2 minutes ago
Socrative Quiz

Disciplinary Knowledge: To consider how the skills document can be used to track skills effectively.

Early Years.

How does this curriculum connect with EYFS learners?





ST MICHAEL'S COMMUNITY ACADEMY

EYFS HISTORIANS

Through their understanding of the world, our Historians will develop their knowledge and skills based around their understanding of 'Past and Present'.

PAST AND PRESENT

KEY VOCABULARY

PAST
PRESENT
FUTURE

GRAND PARENT
SIBLING
PARENT

OCCUPATION
OLD
NEW



PEOPLE AND FAMILIES

Snuggly Bugs

- I can make connections between the features of their family and other families.
- I can notice the differences between people

Nursery

- I can begin to make sense of my own life story and family history
- I can show interests in different occupations
- Continue developing positive attitudes about the differences between people

Reception

- I can talk about roles of my family members
- I can name, talk about and describe my family

STORIES AND TEXTS

Snuggly Bugs

- I can make connections to texts and immediate environment

Nursery

- I can explore and comment on images, texts from the past and present (familiar situations)

Reception

- I can compare characters from stories including figures from the past.
- I can explore past through story settings, characters and events in books.
- I can describe their immediate environment using knowledge from observations, discussions, texts and maps



Golden Threads

How can EYFS support the development of the golden thread?

Golden Thread	Activity
Power	Sharing traditional tales and fairy tales. Discussions focussed on British royal family and worldwide kings and queens, links to texts. Discussions based on landmarks, monuments and castles.
Industry	Junk modelling and deconstructed role play Investigations in provision - Floating and sinking Exploring materials and what things are made from Transport and railway
Trade	Transport and railway discussions and play opportunities Nursery rhymes and currency links Role play opportunities Sharing texts
Civilisation	Discussion based around family member roles and describing my family. Sharing photographs past and present and memories. Changes through time, discussing own personal timeline. Learning about different people and how they live their lives (R.E. and PHSE).
Empire	Discussing celebrations around the world Sharing texts specific to other cultures. Linking to other countries and celebrations e.g. Diwali, Chinese New Year.

SEND.

How do children with SEND access the history curriculum?



To make History lessons inclusive and accessible, teachers anticipate potential barriers to learning to minimise and reduce them within their planning. In some activities, pupils with SEN/D will be able to take part the same as everybody else, with minor modifications or adjustments. Other times, a parallel activity is devised so that they can still work towards the same objective as their peers but within a different way. Occasionally, some children will have to work on different activities and objectives from their peers.

Teachers create an inclusive environment using the following approaches:

- Visually rich working walls, which include key vocab
- Use of visual prompts and communication aids (widgit and word mats)
- allowing for additional processing time
- Co-constructing answers with peers (talk partners)
- Mixed ability groupings
- Sentence frames and starters (for hypothesising and summarising ideas)
- Where possible, pre teaching content

History often involves abstract thoughts and the consideration of complex ideas. Reading and writing can often be required in history lessons. To support children with SEN/D, the way in which they present their works can take different forms such as:

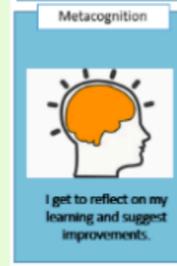
- labelled maps/diagram/ Story boards/ Role play/ Videos/voice notes

Example lesson structure.

What could a typical history lesson look like?



How did Crewe contribute to the Battle of Britain?



Chronology of lessons throughout unit

Lesson 7: Showcase!

Lesson 6: Why was the Battle of Britain our 'finest hour'?

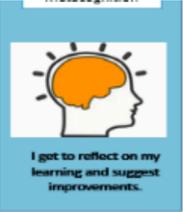
Lesson 5: What contribution did Crewe make to the Battle of Britain?

Lesson 4: What did the women in Crewe do during WW2?

Lesson 3: What was life like during WW2?

Lesson 2: What events led to the Battle of Britain?

Lesson 1: When was WW2 and how did it begin?



Retrieval Practice Challenge Grid



Retrieval Grid for metacognition and recall of key facts

What was rationing?	What was the Land Army?		What was the Home Guard?
Who was Hitler?		Which roles were women given?	What was the Treaty of Versailles?
Who were munitionettes?	What was evacuation?	When was WW2 declared?	
Last lesson (1)	Two weeks ago (2)	Last month (3)	Way back (4)



- Read the Registry below- can you spot John?
- What did he say his job was?
- What do you think someone in this job did?
- Do you think it was an important job?



Bunting Bernard A.	-	M	4 April 94	M	Electrical Instrument Maker Signal and Telegraph Dept. L.M.S. Ry.
Bunting Gladys M.	-	F	5 June 00	M	Unpaid domestic duties.
Bunting John A.	-	M	11 Feb. 23	S	Apprentice Fitter. Aero Test Dept. Rolls Royce Works.
Downes Donald R.	-	M	4 March 97	S	Laboratory Assistant Charge. Signal and Telegraph Dept. L.M.S. Ry.
Parish Edward L.	-	M	29 Apr. 95	M	Locomotive Driver.
Parish Mabel M.	-	F	11 June 00	M	Unpaid domestic duties.
Parish Edward G.	-	M	17 Jan 28	S	Locomotive Cleaner.

Credit: National Archives, UK

Specific historical skills being taught - analysing sources of evidence

Sources of evidence are relevant and local using local history archives when possible

How reliable is this source of evidence? Why?

Crewe was looked at as being a site for a potential shadow factory. It was eventually chosen because it had good transport links already and a skilled workforce ready to begin making.

War officially began 7 weeks after the opening of Crewe Rolls Royce shadow factory.

The factory's building was camouflaged and the windows were blacked out.



- Take a look below to see the image of the map. This shows the map that planners looked at to decide where to build the factory in Crewe.
- Take a look at the picture below to see the factory being built.

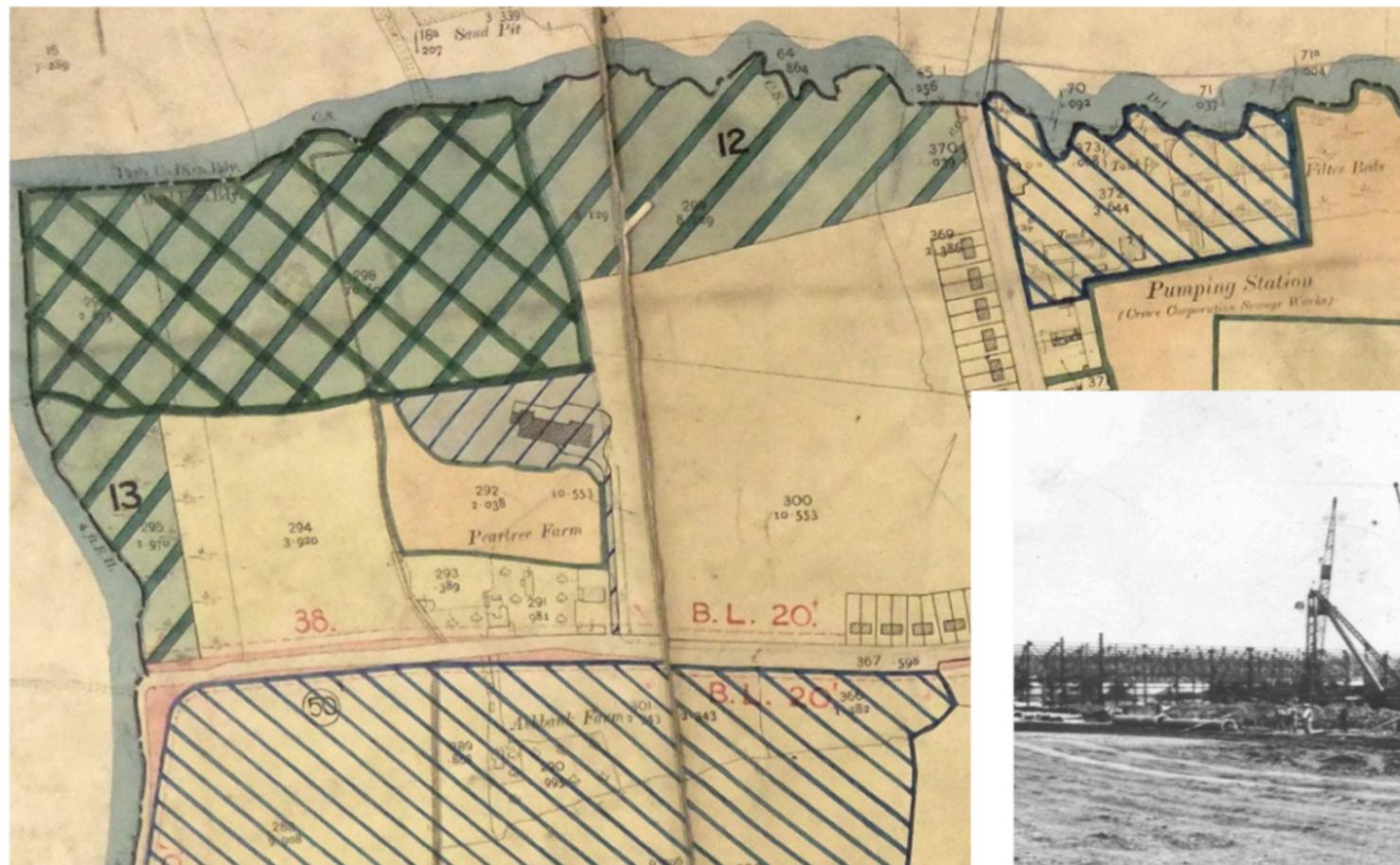


Who do you think made these sources?

How reliable do you think they are?

Making use of Crewe heritage resources

Specific historical skills being taught - using a range of sources



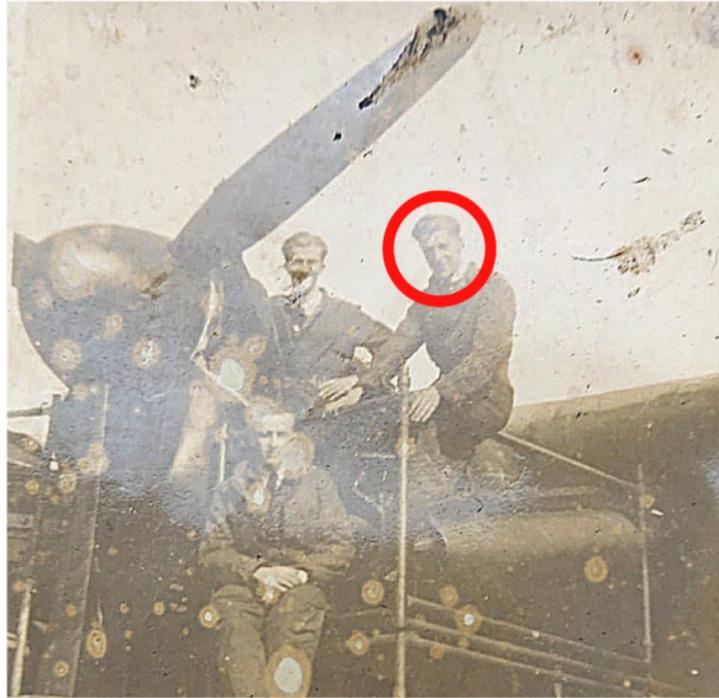
Credit: Cheshire Archives and Local Studies

Credit: Cheshire Archives and Local Studies

John. A. Bunting's team would have worked together to make sure the Merlin engines fit into the Spitfire and Hurricane aircraft.

Donald Addison worked in the same team to make sure this happened correctly. He started in 1938 and was one of the first people to join the factory. You can see him below circled in red.

Take a look at pictures of this happening.



Credit: Andrew Addison



Credit: Andrew Addison



Credit: Andrew Addison

Did John Bunting really exist? How do you know?

Discuss and feed back.

Discussing different interpretations of sources



Hilda Edwards was working in the Rolls- Royce factory when the two bombs fell.

Read what she said about that day.



Credit: Vivienne Jones

"At the age of 18, I worked as a trimmer and my husband was an apprentice fitter.

On Sunday December 29th 1940, I was at work in the main shop along with friends Mary, Edna and Emily when I was told to go to 16 shop....I heard an awful noise. I ran on the main shop and went into the trip shop and met another friend, Harriet who was just going to get her coat. We both got under the bench when there was a loud bang. We stayed there for a short while afraid to move.

We later collected our belongings and 'clocked out'. There were crowds of people outside including my father on his motorbike- riding up and down keeping the crowds away from the gates... my mother was pleased and relieved to see I was ok but it took a while to get over the shock.

Whenever the air raid sirens sounded the men working on the machines would just drop what they were doing and run for the shelters. The trouble was that some of the men were using air lines to clean the components and when they dropped them, they whipped around like snakes. We had to try and get through them without getting hit on the ankles by flying air pipes!"



Focus on discussions and oracy through collaboration

Use of all 5 drivers throughout the lesson (reading, collaboration, oracy, metacognition, questioning)

Imagine you were Hilda or John working in the factory when the bomb hit... talk to a partner about what you might see, think, hear, smell, feel. Share.

December 29th, 1940

Dear Diary,

Today was unlike any other day at the Rolls Royce factory in Crewe. I arrived at work, just like any other morning, the factory was bustling with activity, and the air was filled with the sounds of machinery and the clatter of tools.

I was working on assembling a crucial part of the Merlin engine when suddenly, out of nowhere, there was a loud and terrifying explosion. The ground shook beneath me, and the noise was so deafening that it felt like the world had stopped for a moment. I dropped my tools and instinctively ducked for cover, not really understanding what was happening.

As the smoke began to clear, I looked around and saw the shocking aftermath. A bomb had hit our factory! The workspace was now filled with chaos, debris, and the acrid smell of burning materials. The air was thick with dust, making it hard to see or breathe.

My heart raced as I thought about the importance of our work here. The Merlin engines we were building are vital for our fighter planes. If we couldn't continue making these engines, it might mean trouble for Britain in the ongoing war.

Thankfully, after what felt like an eternity, we received the reassuring news that despite the damage, the factory would resume operations the next day. The spirit of resilience and determination among my colleagues was remarkable. We cleaned up the mess, repaired what we could, and carried on with our work.

It was a tough day, and I felt a mix of fear, relief, and pride.

Until tomorrow,

John



Date

A Diary Entry

Dear diary,

-What were you doing?
what did you hear/see/smell?

-How did you feel?

-State your concern about how important the factory is.

-You all carried on the next day

Modelling opportunities before main task set



senses

	Who is the poster aimed at? Why?	What is the main message that the poster is trying to convey?	How are the people in the poster supporting the Home Front?
 <p>We could do with thousands more like you...</p> <p>WOMEN'S LAND ARMY</p>			
 <p>FOOD IS A WEAPON</p> <p>DON'T WASTE IT! BUY WISELY—COOK CAREFULLY—EAT IT ALL</p>			
 <p>DIG ON FOR VICTORY</p>			
 <p>LEAVE THIS TO US SONNY—YOU OUGHT TO BE OUT OF LONDON</p>			

Accessible tasks using technology for all abilities.

Final reflection...

Britain's Home Front was as **vital in the war effort** as the **soldiers** fighting on the **Western Front**.

How much do you agree with this statement?



I agree/disagree because...



Cultural Capital.

How is cultural capital incorporated into the history curriculum?



Cultural Capital

Cultural Capital is the collection of skills and experiences which children need to help them thrive in the wider world.

Our history provision (including out of school trips linked to history topics) aims to give the children a diverse set of encounters and skills which will be valuable to them long after they leave Year 6. These include:

- Wider opportunities – Educational visits linked to our topics
- Visitors coming into school to talk about history/re-enact historical events or time periods
- Celebrating diversity – Black History month
- New experiences
- Understanding how history has shaped our future
- Celebrating different cultures, traditions, and faiths – a diverse curriculum
- Opportunities to discuss careers in history – visiting local museums
- Promoting British values
- Enhancing knowledge of our local area through local history units

Cultural Capital within History

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	This is me! It's a wonderful world	How has our school changed over time?	Guy Fawkes: villain or hero?	What do the beliefs of the Ancient Egyptians tell us about them as a civilization?	A study of Greek life: their achievements and influence on the western world	Who were the Tudors and how have they influenced our life today?	How did Crewe contribute to the Battle of Britain?
		Victorian school day. Local walk – where were schools in our local area during the Victorian era?			Liverpool Museum - workshop	Local study – Nantwich Ford Green Hall	Crewe Heritage Centre
Spring	I like to move it, move it! The Circle of life	What has changed since my grandparents were born?	What caused the Great fire of Nantwich?	How has Britain changed from the Stone age to the Iron age?	What legacy have the Romans left for Modern Britain?	Was the Anglo- Saxon era really a dark age?	Migration: Why have people moved to Britain throughout History?
		Tatton Hall – Toys through time workshop	Local study - Nantwich	Tatton Hall - workshop	DEWA Centre - Chester	Local Study – Sandbach (Saxon Crosses) Weaver Hall Museum	Crewe library – local historical maps
Summer	Paws, claws and things that raw. Superheroes Unite	Are all Queens the same? (QE I, Victoria, QE II)	Why do we have railways in Crewe?	What do the Ancient Civilisations have in common?	What did the canals do for Cheshire?	Were Vikings raiders or traders?	Benin: An African empire
		Nantwich Museum – Victorian Workshop	Crewe Heritage Centre	Manchester Museum - workshop	Anderton Boat Lift	Tatton Hall - workshop	

SMSC and British Values.

How is SMSC incorporated into the history curriculum?



Spiritual

History supports spiritual development by helping children develop a sense of **curiosity** and the **mystery** of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon **different interpretations** of the past and how these interpretations have been arrived at.

Moral

History supports moral development by asking children to consider and comment on **moral questions and dilemmas**. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Pupils will be encouraged to show **compassion** for people facing dilemmas and to **empathise** with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of **justice**.

Social

History supports social development by exploring the similarities and contrasts between **past and present societies** and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how **other cultures** have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through **collaborative and team working activities**.

Cultural

History supports cultural development by encouraging children to gain an understanding of and **empathise** with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the **development of 'British' culture**. Pupils develop a better understanding of our multicultural society through studying links between **local, British, European and world history**

British Values

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum.

Students explore issues such as democracy in their historical context (Ancient Greece) and relate them to the modern day. By looking at the achievements of famous British people, pupils develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of the impact of their work in periods such as the Industrial Revolution as well as the contribution made in both World Wars.

Teaching pupils to respect and value diversity is developed in the study of the civil rights movement in Key Stage 2. These values are also encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Sustainability.

How is sustainability represented throughout the history curriculum?



Sustainability

How is sustainability woven into the history curriculum?



Change makers

Covering the concepts of:
Justice, equality, community action, courageous advocacy, right to be heard, resilience to climate anxiety and design for sustainability.

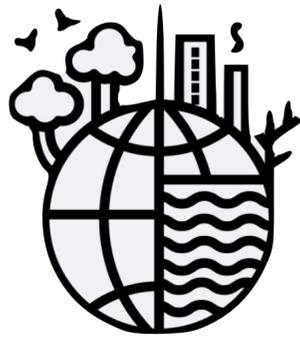
SDG 1, SDG 5, SDG 8, SDG 10 & SDG 16



Living sustainably

Covering the concepts of:
Responsible use of natural resources, food production and use, waste, health and wellbeing, enhancing biodiversity and green careers.

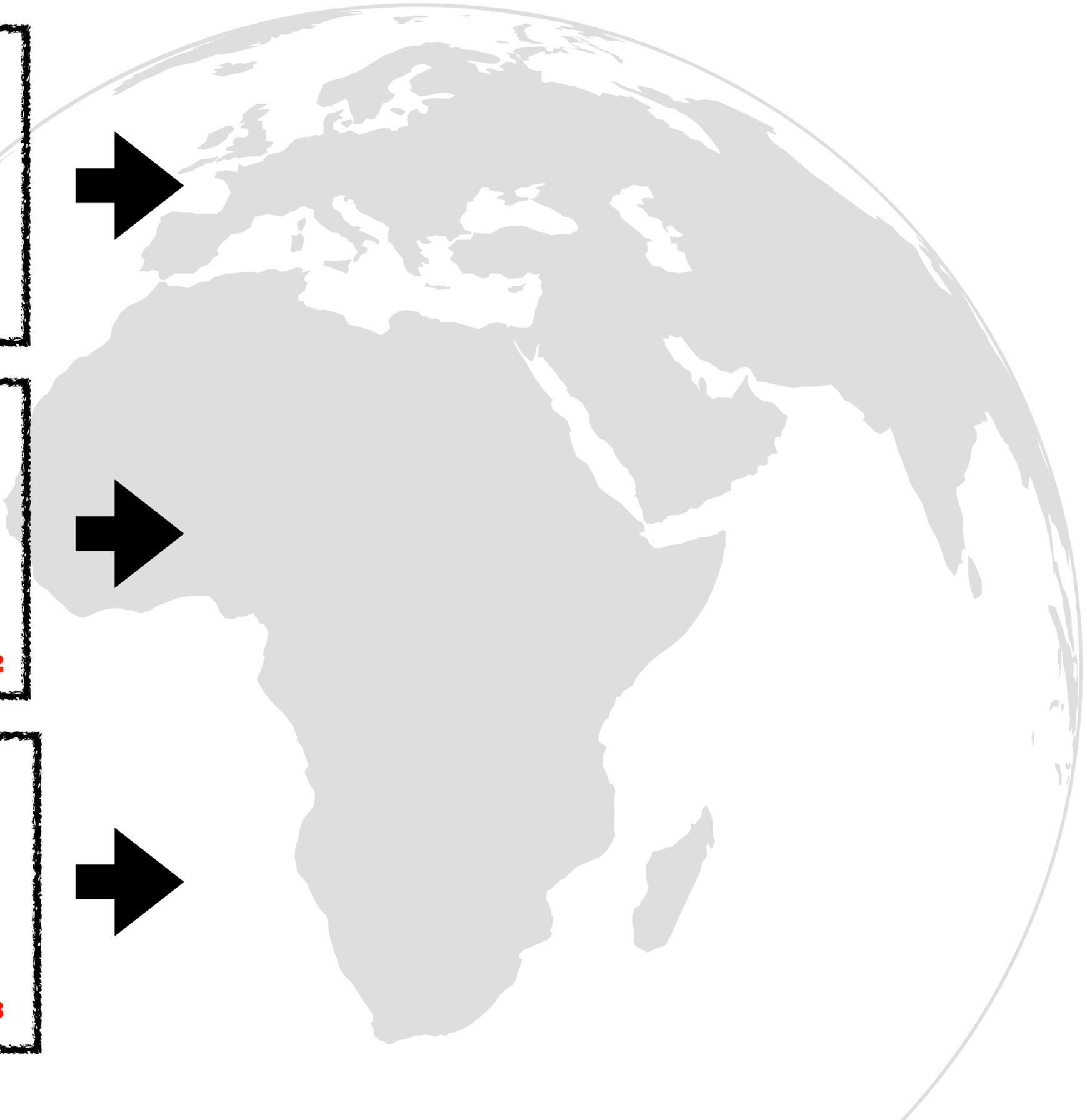
SDG 2, SDG 3, SDG 6, SDG 7, SDG 11 & SDG 12



Climate change

Covering the concepts of:
Climate change, weather and seasons, water and water scarcity and understanding biodiversity and how it is impacted by climate change.

SDG 13



Resources.

What resources can be used to support the teaching of this curriculum?



Resources

What resources can be used to support the teaching of this curriculum?

