

	AUTUMN TERM <i>LOCAL HISTORY</i>	SPRING TERM <i>BRITISH HISTORY</i>	SUMMER TERM <i>GLOBAL HISTORY</i>
EYFS Reception	<p><i>Understanding the world</i></p> <ul style="list-style-type: none"> Through the use of our daily visual timetable, we will develop an understanding of past, present and future. We will learn signs and actions to help us to learn and remember the concepts. We will enhance this by learning the days of the week through our morning routine; days of the week song and by sharing news of past and future events. We will talk about members of our families and our relationship to them, naming and describing them. We will find out about why and how we celebrate Remembrance Day and Christmas Day. 	<p><i>Understanding the world</i></p> <ul style="list-style-type: none"> We will use the language of time when talking about past / present / future events in our own lives and in the lives of others, including people we have learned about through books. We will revisit our learning on months of the year to create a timeline of events from September to now and look at events that will take place in the future eg: children’s birthdays, class trips etc. We will explore different occupations, with a focus on the fire service and nursing. We will find out how an occupation has changed over time (eg: emergency vehicles, radio communication, medical equipment in Florence Nightingale’s time) through a historical figure. We will talk about key roles people have in society both in the present and the past. <p>Visit to Macclesfield Silk Museum</p>	<p><i>Understanding the world</i></p> <ul style="list-style-type: none"> We will continue to add to our class’ timeline of events, looking back at what is in the past and looking forward to future events.
YEAR 1	<p><i>Changes within living memory:</i></p> <p>Enquiry: How has technology changed in the lifetimes of my family?</p>	<p><i>The lives of significant individuals in the past who have contributed to national and international achievements:</i></p> <p>Enquiry: Compare the lives and works of two British inventors: Ada Lovelace and Alan Turing</p>	<p><i>Events beyond living memory that are significant nationally or globally:</i></p> <p>Enquiry: How did the technology of flight change people’s lives?</p>

<p>Key knowledge and concepts</p>	<ul style="list-style-type: none"> • Past and present sorting pictures (chronology, change over time) • Ordering objects /pictures of technology (change over time, historical evidence - using primary sources) • Vocabulary – technology • Interviews with members of school community about technology they use now and in the past (interpretations, historical evidence - using primary sources) • Create simple pictorial timelines to show findings from interviews (chronology, change over time) • Answering the enquiry question – how has technology changed and has it made life better or worse for people? (change over time, interpretations) 	<ul style="list-style-type: none"> • Link to prior learning – recap technology vocabulary and change over time • Life of Ada Lovelace through pictures and objects (chronology, historical evidence) • Life of Alan Turing through pictures and objects (chronology, historical evidence) • Vocabulary – inventor • Placing lifetimes in order and linking to prior history learning (chronology) • Comparing lives of inventors (historical similarity and difference) – double bubble • Which person do you think was the most important? (significance, reasons and results) 	<ul style="list-style-type: none"> • Link to prior learning – recap technology vocabulary • Vocabulary – flight • Zoom out to flight timeline in the 20th Century (chronology) • Zoom into first flight – Wright Brothers (historical evidence - primary and secondary sources) • Zoom into holidays – then and now (change over time, reasons and results) • Zoom into space exploration – Moon landings (looking at primary and secondary sources) • Answering the enquiry question (reasons and results, interpretations) <p>Trip to Avro Heritage Museum</p>
<p>YEAR 2</p>	<p><i>Significant historical events, people and places in their own locality:</i></p> <p>Enquiry: Why is silk important for Macclesfield?</p>	<p><i>The lives of significant individuals in the past who have contributed to national and international achievements:</i></p> <p>Enquiry: Compare the lives and works of two British artists: John Constable and LS Lowry</p>	<p><i>Events beyond living memory that are significant nationally or globally:</i></p> <p>Why was Queen Victoria’s reign important in world history?</p>
<p>Key knowledge and concepts</p>	<ul style="list-style-type: none"> • What is silk and how was it made? Look at artefacts and photos (historical evidence) • Vocabulary – industry 	<ul style="list-style-type: none"> • Link to prior learning looking at industrial landscapes from LS Lowry’s paintings (link to art curriculum spring term) 	<ul style="list-style-type: none"> • Asking questions based on a photo of Queen Victoria (historical evidence, interpretations) • Vocabulary – reign

	<ul style="list-style-type: none"> • Timeline of silk manufacture in Macclesfield, bridging back to chronological events from Year 1 history (chronology) • Ask questions about the life of a mill worker and answer them using evidence from trip (historical evidence, interpretations) • Compare photos and maps to show how Macclesfield changed over time due to silk industry (change over time, historical evidence) • Discuss signs of silk industry in Macclesfield today and discuss importance now and in the past (historical evidence, interpretations, significance) <p>Trip to Macclesfield Silk Museum</p>	<ul style="list-style-type: none"> • Vocabulary – landscape • Ordering events within Lowry’s lifetime (chronology) • Comparing scenes from Manchester now with Lowry’s paintings (change over time, historical evidence) • Zoom out to place lifetimes of Lowry and Constable on timeline (chronology) • Compare scenes in Lowry and Constable paintings and discuss reasons for similarities and differences (historical similarity and difference, interpretations, reasons and results) <p>Trip to The Lowry, Salford</p>	<ul style="list-style-type: none"> • Zoom out to place Queen Victoria’s reign on overview timeline including Industrial Revolution, Lowry’s life and Queen Elizabeth II up to present day (chronology) • Zoom into timeline of Queen Victoria’s reign (chronology) • Zoom into industry (link to Y2 autumn and spring term) looking at changes between start and end of Queen Victoria’s reign through secondary sources (historical evidence, change over time, interpretations) • Vocabulary – empire • Marking world map with British Empire including India (link to geography curriculum summer term) • Zoom into Empress of India medal primary source (historical evidence, interpretations)
<p>YEAR 3</p>	<p><i>A local history study – a study over time tracing how several aspects of national history are reflected in the locality:</i></p> <p>Enquiry: How did life change for children in North West England during the Industrial Revolution?</p>	<p><i>Changes in Britain from the Stone Age to the Iron Age:</i></p> <p>Enquiry: How did life change in Britain from the Stone Age to the Iron Age?</p>	<p><i>The achievements of the earliest civilizations – an in-depth study of Ancient Egypt</i></p> <p>Enquiry: What can Marianne Brocklehurst’s travels teach us about Ancient Egypt?</p> <p>(link to English – Egyptology)</p>
<p>Key knowledge and concepts</p>	<ul style="list-style-type: none"> • Bridge back to Year 2 knowledge on silk industry in Macclesfield (retrieval) and Year 2 geography • Compare images of NW England pre-and 	<ul style="list-style-type: none"> • Big Picture timeline to chart back from present day to Stone Age, marking in Stone Age, Iron Age, Bronze Age and bridging back to history topics covered 	<ul style="list-style-type: none"> • Bridge back to Stone Age-Iron Age Britain. Overview of Ancient civilisations in the world – map and timeline (chronology, link to geography).

	<p>post Industrial Revolution (change over time, chronology, reasons and results)</p> <ul style="list-style-type: none"> • Timeline of Industrial Revolution linking to Year 1 and 2 history topics (chronology) • Quarry Bank Mill introduction - links to cotton trade from Year 2 and slave trade Year 4 (historical evidence) – place on map to link with geography autumn and spring term • Learn about children’s lives at Quarry Bank Mill within work, education, health and play (historical evidence) • Factory Acts 1833 - 1850 – how did these change life for children? (reasons and results) • Discuss whether lives changed for better or worse. Discuss how things may have seemed for people at the time as well as through the lens of the present day (interpretations, reasons and results). Link to children’s rights <p>Trip to Quarry Bank Mill</p>	<p>at KS1 (chronology) Use of BC and CE as historical conventions</p> <ul style="list-style-type: none"> • How do we know about prehistory without written records? Look at archaeology (historical evidence, interpretations) • Zoom into old Stone Age – look at stone spearheads (historical evidence - primary sources) • Zoom into New Stone Age - first farmers. How did farming change how people lived? (change over time, reasons and results) • Zoom into Bronze Age – bronze age tool (historical evidence - primary sources) • Zoom into Iron Age – compare pictures to see changes (historical evidence, interpretations) • What changed and what stayed the same from Stone Age to Iron Age? (change over time, historical similarity and difference) 	<ul style="list-style-type: none"> • Bridge back to Macclesfield Silk Industry Year 2. Introduce Marianne Brocklehurst as daughter of rich silk manufacturer John Brocklehurst. Explore link between MB and Ancient Egypt. Place both points on timeline. (Chronology) • Look at MB’s 1873-74 expedition to Egypt. Where did she travel – plot on map. Why did the Ancient Egyptians build their civilisation around the River Nile? Link to Geography Y3 spring term rivers topic (secondary sources, interpretations) • Look at objects brought back by MB (from Silk Museum website). Answer and ask questions based on objects. What can they teach us about Egyptian life including technology, religion, daily life? (historical evidence - primary sources) • Zoom into hieroglyphs – Ancient Egyptian writing system. • Raise questions ahead of Silk Museum trip for Egyptologist. <p>Trip to Egypt collection at Macclesfield Silk Museum</p>
<p>YEAR 4</p>	<p><i>A local history study – a study over time tracing how several aspects of national history are reflected in the locality:</i></p> <p>Enquiry: What was the impact of the slave trade on North West England?</p>	<p><i>The Roman Empire and its impact on North West England:</i></p> <p>Enquiry: What was the impact of the Roman Empire on North West England?</p>	<p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world:</i></p> <p>Enquiry: Can we thank the Ancient Greeks for anything in our lives today?</p>

<p>Key knowledge and concepts</p>	<ul style="list-style-type: none"> • What is slavery? (vocabulary) • Bridge back to vocab of empire and industry (Y2 and Y3) • Overview timeline of period linking to prior learning – reign of Queen Victoria, Industrial Revolution, slave trade and abolition (chronology) • Zoom in and bridge back to Quarry Bank Mill – examine links to the slave trade (historical evidence, reasons and results) • Zoom in to compare photos of Liverpool and Manchester before and after Industrial Revolution – link to impact of slavery (change over time, reasons and results) • Zoom in to look at primary and secondary sources linked to abolition of slavery – choose one campaigner (historical evidence, interpretations) • Cause and effect of slave trade on NW England (reasons and results) <p>Trip to International Slavery Museum, Liverpool</p>	<ul style="list-style-type: none"> • When and where – map and timeline to link back to Iron Age Y3 (link to geography, chronology) • Zoom into Roman Invasion - how and why did the Romans invade? (reasons and results) • Look at pictures of Roman street in A Street through time and analyse changes from Iron Age (change over time, interpretations) • Zoom into Roman Amphitheatre – Chester (historical evidence) • Zoom into Roman roads and their legacy today (historical evidence, significance) • What evidence can we see today of the Romans in NW England? (historical evidence - primary sources, significance) <p>Trip to Chester Grosvenor Museum</p>	<ul style="list-style-type: none"> • Bridge Back to Year 3 ancient civilisations overview (chronology) • Zoom in on Ancient Greece – when and where? (chronology with overview timeline and link to Geography) • Zoom into literature – Myths in guided reading (historical evidence, interpretations) • Zoom into theatre (historical evidence, interpretations) • Zoom into sport and first Olympic Games (historical evidence - primary sources e.g. vases) • Zoom into democracy – bridge forwards to Year 5 autumn topic • Answer the enquiry question to analyse legacy of Ancient Greece on modern Western world (significance, interpretations, change and continuity)
<p>YEAR 5</p>	<p><i>A study of an aspect in British history that extends pupils' chronological knowledge:</i></p> <p>Enquiry: How did the Suffragettes change the lives of women in Macclesfield?</p>	<p><i>Britain's settlement by Anglo-Saxons:</i></p> <p>Enquiry: How did the Anglo-Saxons change Britain?</p>	<p><i>A non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad c. AD 900:</i></p> <p>Enquiry: How does The Golden Age of Islam contrast with the Anglo-Saxon Britain?</p>
<p>Key knowledge</p>	<p>Trip to Macclesfield Silk Museum</p>	<ul style="list-style-type: none"> • Bridge back to Roman Britain Year 4 – 	<ul style="list-style-type: none"> • Bridge back to Anglo Saxon Britain and show Baghdad and London on map.

<p>and concepts</p>	<ul style="list-style-type: none"> • Bridge back to definition of democracy from Year 4 summer term Ancient Greece. Why is democracy important? (significance) • Big Picture - track timeline back from current day voting rights to beginning of 19th century (bridge back to Industrial Revolution Y3 and abolition of slavery Y5. When do children think all adults were able to vote? Plot events on timeline. (chronology, change over time) • Look at Statue of Emmeline Pankhurst in Manchester (2018). Children raise questions. Why is this person important? (significance, interpretations) • Zoom into life of Emmeline Pankhurst and notable events (chronology, significance) • Look at campaign posters/photos. What can we learn about the campaign? (historical evidence -primary sources, interpretations) • Zoom into individual stories of Macclesfield campaigners through Silk Museum trip (historical evidence) • Big picture - answer enquiry question - how did the Suffragettes change life for women in NW England? (historical cause and effect, significance) 	<p>what happened after the Romans left?</p> <ul style="list-style-type: none"> • Overview timeline of Anglo-Saxon period (chronology) • Compare pics from A Street Through Time – Roman Britain to Anglo Saxon Britain (interpretations) Why was it called the Dark Ages? Why is it difficult to find out about this period? (historical evidence, change over time) • Zoom into Anglo Saxon place names (primary sources, reasons and results) • Old English language (primary sources, significance) • Sutton Hoo excavation 1939 (historical evidence, interpretations) • Zoom in – what can we learn from an Anglo Saxon coin? (historical evidence - primary sources) • Answer enquiry question (significance, reasons and results, change over time) 	<p>Construct overview timeline to show AD 900 in context of other history topics already learned (chronology)</p> <ul style="list-style-type: none"> • Zoom into citizens of Baghdad – everyday life, school and education (historical evidence) • Zoom into The House of Wisdom (historical evidence) • Zoom into Al-Zahrawi and contributions to medicine (historical evidence, significance) • Compare achievements to those of Anglo-Saxon Britain (historical similarity and difference) • What is the legacy of the Golden Age of Islam on the world today? (significance, reasons and results)
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	Trip to Macclesfield Silk Museum		
YEAR 6	<p><i>A study of an aspect in British history that extends pupils' chronological knowledge – a significant turning point in British history:</i></p> <p>Enquiry: What was the impact of the Manchester Blitz on people's lives?</p>	<p><i>Viking and Anglo-Saxon struggle for the Kingdom of England:</i></p> <p>Enquiry: How and why did the Vikings invade Britain?</p>	<p><i>A non-European society that provides contrast with British history: Mayan civilization c. AD 900:</i></p> <p>Enquiry: How does Mayan civilisation contrast with Anglo-Saxon Britain?</p>
Key knowledge and concepts	<ul style="list-style-type: none"> • Bridge back to Year 5 local history to extend timeline from 1900s onwards to include WWII (chronology) • Zoom into WWII 1939-1945 – overview of events (chronology) • Zoom into Manchester Blitz – why did it happen? (reasons and results) • Annotate map of Manchester showing Blitz and casualties (reasons and results) • Look at photos and analyse impact of Blitz on Manchester (historical evidence – primary sources) • Look at written accounts (historical evidence – primary sources, interpretations) • Multi-flow graphic organiser to show cause and effect of Manchester Blitz (reasons and results, change over time) <p>Trip to Imperial War Museum North</p>	<ul style="list-style-type: none"> • Bridge back to Year 5 Anglo Saxons – extend timeline to show Viking Raids (chronology) • Who were the Vikings and where did they come from? Show on map • Zoom in - why did the Vikings come to Britain? (historical cause and effect) • How do we know about Viking Britain? (historical evidence; looking at primary sources) • Anglo Saxon resistance – debate - does Alfred deserve to be called the 'Great'? (significance) <p>Viking School Visit</p>	<ul style="list-style-type: none"> • Overview timeline to show context within history already learned – bridge back to Y5 Anglo Saxons (chronology) • Where were the Maya? Place on map (link to geography) • How do we know about the Maya? Look at primary sources (historical evidence, interpretations) • Zoom into Maya writing (historical evidence) • Zoom into Maya trade and number system (historical evidence) • Zoom into Maya sports (historical evidence) • Compare to Anglo Saxons. Which was the most advanced civilisation? (historical similarity and difference) • Zoom into the Maya today (change and continuity, significance)