

**Chorlton C of E Primary 24-25 Long Term Overview - History**

| EYFS      | Autumn 2                                                                                                                                                          | Spring 2                                                                                                                                                        | Summer 2                                                                               |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Nursery   | <i>Myself</i>                                                                                                                                                     | <i>Myself</i>                                                                                                                                                   | <i>Life cycles of a butterfly over time</i>                                            |
|           | How have I changed since I was a baby?<br><br>Begin to make sense of their own life-story.                                                                        | Continuing our timeline<br><br>Begin to make sense of our Nursery Year timeline in the classroom (recalling memories).                                          | Begin to make sense of a butterfly's life story, comparing to their own (differences). |
| Reception | <i>Living in our community</i>                                                                                                                                    | <i>Myself</i>                                                                                                                                                   | <i>Nursery Rhymes</i>                                                                  |
|           | <a href="https://www.keystagehistory.co.uk/keystage-1/teaching-myself-key-stage-1/">https://www.keystagehistory.co.uk/keystage-1/teaching-myself-key-stage-1/</a> | <a href="https://www.keystagehistory.co.uk/keystage-1/nursery-rhymes-key-stage-1/">https://www.keystagehistory.co.uk/keystage-1/nursery-rhymes-key-stage-1/</a> | Transport in the past. Comment on images of familiar situations in the past.           |

| KS1                           | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Y1                            | <b><i>Toys through time</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b><i>Out of this world – First Man on the Moon</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b><i>Going to the seaside</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                               | <a href="https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/toys/">https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/toys/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <a href="https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/moon-landing/">https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/moon-landing/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/seaside/">https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/seaside/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| NC Links                      | <ul style="list-style-type: none"><li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>changes within living memory</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>The lives of significant individuals in the past who have contributed to national and international achievements.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Enquiry questions             | <ol style="list-style-type: none"><li>What are our toys like today?</li><li>What are other people's toys like?</li><li>How can we tell these toys are old?</li><li>What were our grandparents' toys like and how do we know?</li><li>Who played with these toys a long time ago?</li><li>How can we set up a Toy Museum?</li></ol>                                                                                                                                                                                                                                                                                                | <ol style="list-style-type: none"><li>Has man ever been to the moon and how can we know for sure?</li><li>Why did the astronauts risk their lives to go to the Moon?</li><li>How were the spacemen able to get there and back safely?</li><li>What did they do when they got to the Moon and how do we know?</li><li>Does everyone agree that we should continue to send men to the moon?</li><li>How should we commemorate this great achievement?</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ol style="list-style-type: none"><li>What was going to the seaside like 100 years ago?</li><li>What kind of things did people do at the seaside 100 years ago?</li><li>How do we know what holidays were like 100 years ago?</li><li>Do we go to the seaside for the same reasons that people went 100 years ago?</li><li>How have seaside holidays changed over the past 100 years?</li><li>Do all children like the earlier seaside holidays now or would some prefer nowadays'?</li></ol>                                                                                                                                                                                                                                                                                                                                           |
| Assessment task               | <b>How can we tell these toys are old?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>How can we tell that these are pictures of man's First Moon Landing?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>What does the picture tell us about the seaside 100 years ago? What else happened at the seaside 100 years ago that is not in the picture?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Core Knowledge/ Top takeaways | <ol style="list-style-type: none"><li>My grandparents' toys were usually made of wood or metal.</li><li>Some toys have been used across generations to play with, such as scooters, teddy bears or more recently mobile phones. They are the same toy but just look different.</li><li>There are many similarities and differences between old and new toys - this can be down to how they move and what they are made from.</li><li>Many toys are now made from plastic such as lego</li></ol>                                                                                                                                   | <ol style="list-style-type: none"><li>The Moon landing happened in 1969 after years of the space race between America and Russia</li><li>This was a really exciting event less than 70 years after the Wright brothers first flight. Pieces of fabric and wood from the first airplane, the Wright' Flyer travelled to the moon in a lunar module</li><li>The Moon Landing changed the world for ever. It showed how clever people were who could land men on the moon and made people very excited about what else could be achieved.</li><li>For two hours Aldrin and Armstrong carried out experiments on the moon and collected rock samples</li><li>Armstrong Aldrin and Collins were incredibly brave. Would Eagle lift off the moon? Would it join up with Columbia? It was all incredibly complicated and an amazing achievement.</li><li>Nobody has returned to the moon since 1969</li></ol> | <ol style="list-style-type: none"><li>People have been going on seaside holidays for over 200 years but they only became popular in Victorian times, over 100 years ago</li><li>This was because there were holidays for the first time and people could travel by the new invention of steam trains and railways.</li><li>People tended to dress in heavier dark clothes and keep the sun off their skins.</li><li>Many activities that children get involved in on the beach today are similar to those 100 years ago</li><li>Seaside holidays have changed quite a lot in terms of where people go nowadays (often abroad) and how we get there (often on cheap flights)</li><li>Some people preferred the simpler seaside holidays in the past because there were no traffic jams, fewer queues and less pollution.</li></ol>       |
| Y2                            | <b><i>The Great Fire</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b><i>Journeys – Sinking of The Titanic</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b><i>Fighting Fit – Mary Seacole</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                               | <a href="https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/great-fire/">https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/great-fire/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <a href="https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/sinking-of-the-titanic/">https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/sinking-of-the-titanic/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <a href="https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/mary-seacole/">https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/mary-seacole/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| NC Links                      | <ul style="list-style-type: none"><li>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li><li>Events beyond living memory that are significant nationally or globally</li></ul>                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>Events beyond living memory that are significant nationally or globally</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>They should use a wide vocabulary of everyday historical terms.</li><li>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Enquiry questions             | <ol style="list-style-type: none"><li>How can we work out why the Great Fire started?</li><li>What actually happened during the Great Fire and how can we know for sure 350 years later?</li><li>Why did the Great Fire burn down so many buildings?</li><li>Could more have been done to stop the Fire?</li><li>How did people manage to live through the Great Fire?</li><li>How shall we rebuild London?</li></ol>                                                                                                                                                                                                             | <ol style="list-style-type: none"><li>What do we already know about the Titanic and what can we work out from a picture?</li><li>What was so special about the Titanic and what was life on board like?</li><li>Why and how did the 'unsinkable' Titanic sink?</li><li>How should we show the sinking of the Titanic?</li><li>Why weren't more people saved from the Titanic?</li><li>How did they stop a disaster like the Titanic happening again?</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ol style="list-style-type: none"><li>How can we work out why Mary Seacole is famous?</li><li>What were the most important moments in Mary's life?</li><li>How important was Mary's work in the Crimean war and how do we know?</li><li>How did life change for Mary after the Crimean war?</li><li>What made Mary so special?</li><li>Why doesn't everyone agree that Mary deserves her statue at St.Thomas hospital?</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                        |
| Assessment task               | <b>Why did the Great Fire burn down so many houses?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>How did the sinking of the Titanic help to improve safety at sea?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Why doesn't everyone agree that Mary deserves her statue at St.Thomas hospital?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Core Knowledge/ Top takeaways | <ol style="list-style-type: none"><li>Children understand how a small event, with a careless baker in a short narrow lane, can lead to a major rebuilding of vast areas of the capital.</li><li>They are able to explain that there were a variety of reasons for the fire and can suggest the most important ones.</li><li>They are able to describe the desperate measures taken to control the fire and can explain how Londoners felt at the time.</li><li>They can explain how the appearance of London changed after the Fire both the houses and the street layout and that the fire led to better fire service.</li></ol> | <ol style="list-style-type: none"><li>Children can xplain why the Titanic is still so famous</li><li>Describe life on board for ALL groups of passengers</li><li>Explain why the unsinkable sank, including why Captain Smith was blamed</li><li>Describe the difficulties in rescuing passengers.</li><li>Talk about the ways they stopped disasters like this happening again: every ship should have a radio manned 24 hours; should have enough lifeboats; and should slow down near ice</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                 | <ol style="list-style-type: none"><li>Mary always thought of others whether helping her mother nurse in Jamaica when she was young or paying her own way to help soldiers in the Crimea.</li><li>Unlike Florence, who worked mainly in the hospitals away from the fighting, Mary would often dash to the battlefield to tend to the soldiers.</li><li>She set up large huts to provide important medical supplies as well as food and drink and comfort.</li><li>After the Crimean war Mary was left bankrupt but she was so popular that fund raising events were held for her.</li><li>Mary was awarded medals by Britain and France for her work during the war.</li><li>For 100 years Mary's work was almost completely forgotten but people today are keen to learn about her and overcome help overcome the prejudice.</li></ol> |

| LKS2                          | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Y3                            | <b>Ancient Egypt</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Local History Study: Chorlton C of E Primary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Stone Age to Iron Age</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                               | <a href="https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-egypt/">https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-egypt/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>How has Chorlton C of E Primary changed over time?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <a href="https://www.keystagehistory.co.uk/keystage-2/primary-history-teaching-from-stone-age-to-iron-age-unit-1-from-september-2014-2/">https://www.keystagehistory.co.uk/keystage-2/primary-history-teaching-from-stone-age-to-iron-age-unit-1-from-september-2014-2/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| NC Links                      | <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>a local history study</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Enquiry questions             | <ol style="list-style-type: none"> <li>What can we quickly find out to add to what we already know about Ancient Egypt?</li> <li>How can we discover what Ancient Egypt was like over 5,000 years ago?</li> <li>What sources of evidence have survived and how were they discovered?</li> <li>What does the evidence tell us about everyday life for men, women and children?</li> <li>What did the Ancient Egyptians believe about life after death?</li> <li>What did Ancient Egypt have in common with other civilizations from that time?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ol style="list-style-type: none"> <li>Where did children go to school before Chorlton C of E was built? (Wesleyan Chapel School, Beech Rd and St Clements School on the Green)<br/>Following Historical Enquiry visit- How have the locations of these former schools changed?</li> <li>What was happening in Manchester in the 1900s when Chorlton C of E was first built? (Industrial Revolution and impact on towns and parishes)</li> <li>What would it have been like to be a pupil at Chorlton C of E in the 1900s?</li> <li>What was life like for pupils at Chorlton C of E during World War 2?</li> <li>Why did the school need to expand on the 1970s? (Wider work force, post war baby boom and need for school places as Manchester continues to grow)</li> <li>How has Chorlton C of E Primary changed over time?</li> </ol>                                                                                                                                                                                                                  | <ol style="list-style-type: none"> <li>Was Stone Age man simply a hunter and gatherer, concerned only with survival?</li> <li>How different was life in the Stone Age when man started to farm?</li> <li>What can we learn about life in the Stone Age from a study of Skara Brae?</li> <li>Why is it so difficult to work out why Stonehenge was built?</li> <li>How much did life really change during the Iron Age and how can we possibly know?</li> <li>Can you solve the mystery of the 52 skeletons of Maiden Castle?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                             |
| Assessment task               | <b>What did the Ancient Egyptians believe about life after death and how do we know?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Why does the school look so different in these pictures? (why has the school building changed so much over time?)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Can you order 5 pictures of the Stone Age in Chronological order?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Core Knowledge/ Top takeaways | <ol style="list-style-type: none"> <li>That Ancient Egypt is just one of 5 major ancient civilisations which emerged about 5000 years ago, each being organised with cities and having their own form of communication- e.g. hieroglyphics or cuneiform.</li> <li>Egypt was ruled by Pharaohs who were seen more like a god than just a person. Tutankhamun is the most famous whose tomb was only discovered 100 years ago Below the pharaoh there were other levels of society from viziers and scribes and priests down to slaves.</li> <li>The Egyptians worshipped hundreds of gods, many represented by animals.</li> <li>Much of daily life in Egypt was influenced by the Nile which flooded every year, essential for growing crops.</li> <li>We know that the Egyptians thought that people who died went to a new world and we have lots of artefacts used in the mummification process.</li> <li>Much of what we know for sure about Ancient Egypt comes from the Rosetta stone discovered only 200 years ago. There are still a lot of unanswered questions about this ancient civilization such as did slaves really build the pyramids?</li> </ol> | <ol style="list-style-type: none"> <li>Before the Industrial Revolution, parish churches were the core of the community and responsible for providing education for more affluent children</li> <li>Most children at this time worked to support the workforce in agriculture</li> <li>The Industrial Revolution saw major growth in Greater Manchester and the population growth impacted the suburbs</li> <li>Chorlton C of E Primary was built in 1901. At this time it consisted of 3 classrooms and there was no hall or kitchen.</li> <li>Inspired by Barnardo’s ‘Ragged Schools’, local families in the Chorlton area financially supported the development of education for all</li> <li>Children from Chorlton C of E were evacuated to the Peak District during World War 2, often accompanied by a teacher from the school</li> <li>In the 1970s, the school expanded to a 2 storey building and the hall and kitchen were added</li> <li>The school expanded further in the 1990s with the addition of the separate Nursery building</li> </ol> | <ol style="list-style-type: none"> <li>Sequence in the correct order the names used by historians to describe different periods during this time</li> <li>Say what was distinctive about 3 different periods from this time e.g. Bronze Age</li> <li>Explain what the two biggest changes that developed in Britain during the New Stone Age were and describe the impact on daily life</li> <li>Explain the different theories as to why Stonehenge was built</li> <li>Describe the ways in which life changed during the Iron Age</li> <li>Explain how we can know so much about a time that happened thousands of years ago.</li> </ol>                                                                                                                                                                                                                                                                                          |
| Y4                            | <b>Romans in Britain</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Local History – How to find out about your local area</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Anglo-Saxons, Vikings and Celts</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                               | <a href="https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/roman-britain-outstanding-lessons/">https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/roman-britain-outstanding-lessons/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <a href="https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/local-history/10-places-to-go-to-find-out-about-your-local-area/">https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/local-history/10-places-to-go-to-find-out-about-your-local-area/</a><br>What factors have had an impact on the growth of Chorlton?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <a href="https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/anglo-saxon-britain/">https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/anglo-saxon-britain/</a><br><a href="https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/viking-britain/">https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/viking-britain/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| NC Links                      | <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>a local history study</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Britain’s settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Enquiry questions             | <ol style="list-style-type: none"> <li>Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?</li> <li>Why did Boudica stand up to the Romans and what image do we have of her today?</li> <li>How were the Romans able to keep control over such a vast empire?</li> <li>How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2 How do we know?</li> <li>How can we solve the mystery of why this great empire came to an end?</li> <li>How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ol style="list-style-type: none"> <li>How has the land use of Chorlton changed since 1845?</li> <li>What do the occupations of the residents of Chorlton tell us about the area?</li> <li>How have the Barlow and the Egerton families left their legacy in Chorlton?</li> <li>How have leisure activities in Chorlton changed since 1845?</li> <li>How has the transport system evolved in Chorlton over time?</li> <li>What factors have had an impact on the growth of Chorlton?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ol style="list-style-type: none"> <li>Why did the Anglo-Saxons invade and how can we possibly know where they settled?</li> <li>What does the mystery of the empty grave tell us about Saxon Britain?</li> <li>How did people’s lives change when Christianity came to Britain and how can we be sure?</li> <li>Why have the Vikings gained such a bad reputation?</li> <li>How were the Saxons able to see off the Viking threat?</li> <li>How have recent excavations changed our view of the Vikings? (Focus on Jorvik)</li> <li>Just how great was King Alfred, really?</li> </ol>                                                                                                                                                                                                                                                                                                                                             |
| Assessment task               | <b>Why did emperor Claudius decide to invade Britain in AD 43?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Describe how each of these images has had a role in the growth of Chorlton</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Were the Saxon times really ‘dark’? or Viking interpretation task</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Core Knowledge/ Top takeaways | <ol style="list-style-type: none"> <li>Explain why Claudius invaded Britain when Caesar didn’t stay</li> <li>Describe how Boudica stood up to the Romans</li> <li>Explain why we have different interpretations of Boudica today</li> <li>Describe 4 of the most significant changes the Romans made to how people lived, and how we know for sure</li> <li>Explain why the Romans were so powerful but then left Britain after nearly 400 years</li> <li>Describe the main ways in which the Romans still impact on our lives today, 2000 years later</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ol style="list-style-type: none"> <li>In 1845 Chorlton mainly consisted of agricultural farmland.</li> <li>The Industrial Revolution saw the population in Chorlton increase, and as a result much of the farmland became residential</li> <li>The Industrial Revolution also provided a wider range of occupations for the people who lived in Chorlton as Trafford Park and Manchester City Centre developed.</li> <li>Wealthy local land owners like the Barlows and the Egertons invested in the local community, which supported its growth</li> <li>The legacy of previous leisure activities can still be seen in the names of many local landmarks, for example- The Horse and Jockey and The Bowling Green</li> <li>Developments in technology and engineering has provided wider opportunities for the people of Chorlton by facilitating travel across the North West</li> </ol>                                                                                                                                                                | <ol style="list-style-type: none"> <li>Explain the reasons why the Anglo-Saxons invaded</li> <li>know that it was during this time that England became united, with Wessex as the leading kingdom.</li> <li>Know that it was at this time that England became a Christian country.</li> <li>King Alfred was the only English king to be given the name ‘Great’ and know why not everybody agrees that he deserves it</li> <li>Know that the Saxons were frequently under attack from the Vikings until Alfred defeated them. Vikings then settled in the East with some becoming kings of England at the end of the Saxon period</li> <li>The word Viking means raider (and they certainly did a lot of that! ) but they were also traders and settlers, especially later in the period</li> <li>They attacked England from Scandinavia carrying out raids on monasteries which is why the monks criticised them so much</li> </ol> |

| UKS2                          | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Y5                            | <b>Mayan Civilisation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Local History – Manchester Ship Canal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Ancient Greeks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                               | <a href="https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/maya-keystage-2/">https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/maya-keystage-2/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Investigation into the importance of the Manchester Ship Canal.<br>-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <a href="https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-greece-outstanding-lessons-keystage-2/">https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-greece-outstanding-lessons-keystage-2/</a>                                                                                                                                                                                                                                                                                                                                          |
| NC Links                      | <ul style="list-style-type: none"> <li>Non-European society that provides contrasts with British history</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- a significant turning point in Mancunian history</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Ancient Greece</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Enquiry questions             | <ol style="list-style-type: none"> <li>Why do you think we study the Mayan empire in school?</li> <li>When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong?</li> <li>What was life like at the height of the Mayan civilization?</li> <li>How can we possibly know what it was like there 1,000 years ago?</li> <li>If the Maya were so civilized, why then did they believe in human sacrifice</li> <li>How can we solve the riddle of why the Mayan empire ended so quickly??</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ol style="list-style-type: none"> <li>Why do people claim that Manchester was the world’s first industrial city? (Industrial revolution)</li> <li>How did products from Manchester get to the rest of the world? (Explore trade routes and use of Liverpool docks)</li> <li>Who was responsible for creating the Manchester Ship Canal? (Chronology of the Ship Canal from ideas, funding, building. Who were the key people driving? Explore desire to make a social enterprise.)</li> <li>Why did Salford Quays become a derelict wasteland? (The demise of the Manchester Docks.)</li> <li>How has regeneration brought areas of Greater Manchester back to life again? (Study Media City and the Lowry.)</li> </ol>                                                                                                                                                                                                                                                                                                                                                            | <ol style="list-style-type: none"> <li>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</li> <li>What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</li> <li>Why was Athens able to be so strong at this time?</li> <li>What was so special about life in 5th Century BC Athens that makes us study it?</li> <li>What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?</li> <li>In what ways have the Ancient Greeks influenced our lives today?</li> </ol> |
| Assessment task               | <b>What do these 3 pictures tell us about the Mayan society 1000 years ago?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Why was the building of the Manchester Ship Canal so important in Greater Manchester’s history?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>What do these images tell us about life for women in Ancient Greece? Why is it so difficult to find out what life was like for women at this time??</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Core Knowledge/ Top takeaways | <ol style="list-style-type: none"> <li>.In the year 1000 settlements like Chichen Itza were among the largest settlements anywhere in the world and Chichen Itza is probably the best preserved of any city in the world from this time.</li> <li>After about the year AD830 very little new construction took place at Chichen Itza. The last glyph with a date on comes from AD910.The reasons why the Mayan declined at that time (they weren’t entirely wiped out) was probably due to drought and overworking of the soil.</li> <li>The Mayans farmed on land they terraced and made fertile. Their staple diet was maize and even worshiped maize as a god. They drank chocolate but not as we know it. It was unsweetened and spiced with chilli peppers. They even had a frother!</li> <li>They built pyramids with temples on top and even had an amazing astronomical observatory</li> <li>The Maya worshipped many gods and believed they needed offerings of blood.</li> <li>We know about the Maya from their writings in hieroglyphics, their advanced number system and the buildings such as the ball court that are still there today</li> </ol> | <ol style="list-style-type: none"> <li>In the early 19th century, the rapid growth of Manchester’s cotton industry drove the town’s expansion, putting it at the heart of new, global networks of manufacturing and trade.</li> <li>Products produced in Manchester were transported by rail or road to Liverpool docks where they could be shipped to the rest of the world.</li> <li>The increasing charges by the Liverpool Docks meant that Mancunian manufacturers were losing money and so a plan to create their own access to the sea was developed, led by Daniel Adamson</li> <li>Daniel Adamson was keen to raise funds for the project by wide reaching share ownership, encouraging common working folk to contribute and own a share. This was not widely supported.</li> <li>The canal took 6 years to build but was eventually opened by Queen Victoria on 21<sup>st</sup> May 1894</li> <li>During the second half of the twentieth century, changing world trade patterns led to the demise of the docks at Salford Quays and they were closed in 1984</li> </ol> | <ol style="list-style-type: none"> <li>Explain the main features of Ancient Greek society, especially the role of slaves and women</li> <li>Explain the unique way that Ancient Athens was ruled at the time, democracy</li> <li>Explain why there was a Golden Age for Athens in the 5th and 6th centuries BC</li> <li>Give 3 important examples of Ancient Greek achievements</li> <li>Make deductions about what mattered to the Ancient Greeks by studying pot evidence</li> <li>Explain ways in which the Greeks have influenced our lives today</li> </ol>                                             |
| Y6                            | <b>Black and British</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Beyond Face Value: Tudor, Victorians and Life in the 30s</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Eyam – Local History Study</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                               | <a href="https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/black-and-british/">https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/black-and-british/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <a href="https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/beyond-face-value/">https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/beyond-face-value/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Investigation into why Eyam is known as ‘The Plague Village’.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| NC Links                      | a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Enquiry questions             | <ol style="list-style-type: none"> <li>How shall we tell the story of the first Black people in Britain?</li> <li>What does the evidence tell us about the role of Black people in Tudor society?</li> <li>What difference did the slave trade make to the experiences of Black people in Britain?</li> <li>When Black people rushed to enlist why has Black peoples’ role in World War One and Two rarely been celebrated?</li> <li>From Windrush to “Notting Hill”: what was the experience of the first post-war Black immigrants?</li> <li>How far has life improved for Black people living in Britain in the last 60 years?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ol style="list-style-type: none"> <li>Would the real Henry VIII please stand up?</li> <li>Portraits of Elizabeth I: Why do Elizabeth 1st portraits mysteriously start showing her looking younger towards the end of her reign?</li> <li>Why is it so difficult to work out what Victorian factory conditions were really like?</li> <li>Why do we need to be careful when using paintings to find out about Victorian life?</li> <li>Were the evacuees as happy as they were shown?</li> <li>Did people believe all the propaganda during the Blitz?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ol style="list-style-type: none"> <li>How, and why, the villagers of Eyam took precautions to protect the wider community from the plague.</li> <li>How did the plague start and spread, and how did it travel from London to Eyam?</li> <li>How did the Great Plague change Europe?</li> </ol>                                                                                                                                                                                                                                                                                                             |
| Assessment task               | <b>There is no need to mark Black History Month in the UK nowadays: discuss</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>‘If pictures were censored at this time, why was this one released in 1940?’ Or ‘Why does Queen Elizabeth I appear to get younger in later portraits?’</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Coming soon!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Core Knowledge/ Top takeaways | <ol style="list-style-type: none"> <li>There have been black people living in Britain through much of history all the way back to Roman times</li> <li>Black people suffered horribly as slaves working on plantations in the Americas, but they also worked as slaves in rich people’s homes in British cities</li> <li>Black people served in the trenches in World War One and as pilots in the Second World War.</li> <li>The best-known and most significant period of black immigration came with the arrival of SS Windrush in 1948 to work in the NHS and on the buses. Many black people living in Britain today can trace their ancestors back to this time.</li> <li>Life has not always been easy for black people living in Britain over the last 75 years so there have had to be laws to prevent discrimination.</li> <li>The recent Black Lives Matter campaign is an attempt to show how far we still have to go to make sure black people are treated equally.</li> </ol>                                                                                                                                                                       | <ol style="list-style-type: none"> <li>Understand that there are many ways that Historians find out information about the past. Paintings can tell us a lot about the past, however they must be treated with caution for a number of reasons</li> <li>When evaluating paintings as a source, it is important to consider who painted the picture and why</li> <li>Pupils realise that monarchs employed artists to boost their image</li> <li>In her later years Queen Elizabeth I controlled her paintings as she needed to be seen to be strong after the execution of Mary Queen of Scots and Spanish Armada, especially as she was now old, unmarried and had no heirs or prospect of them</li> <li>Pupils understand the reasons why propaganda was used during wartimes</li> <li>Pupils understand that a critical approach to sources of information should be applied today when evaluating possible ‘fake news’</li> </ol>                                                                                                                                                | Coming soon!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |