

Term 1

- Where we live?
- Entertainment
- Buildings

Term 2

- Discovery
- Cars
- Flight
- Seas and Oceans

Term 3

- People who have changed history

Key Stage 1

Recovery Unit

- Stone Age
- -Iron Age

Cycle a

• Ancient World

• Invasion

Romans
Anglo Saxons
Vikings

Key figures-
Julius Caesar, Tutankhamun, Boudicca
Hadrian's Wall
Roman
Development-
Roman roads
Celts- Pagans and
Christianity
Chester

Battle of Hastings
Bayeux tapestry
Plague and the Great Fire of London
Reformation
Key Figures-
Norman the Conqueror, Henry 8th, Queen Elizabeth 1st Speke Hall

- Medieval
- Tudors & Stuarts
- South America

Cycle b

Lower Key Stage 2

Cycle a

• Georgians

• Victorians

• Volcanos, mountains and rivers

Industrial revolution
Key Inventions
Key Figures-
Queen Victoria Benjamin Disraeli
Mills
Life of children
Styal Mill

Evacuations
WW1- War horse
WW2- propaganda
Key Figures-
Hitler, Churchill
Berlin war, cold war, moon landings, slavery & links to Liverpool
Secret Bunker

- World War 1
- World War 2
- Modern world

Cycle b

Upper Key Stage 2

How has life in Congleton changed over time?

Term 1

- Where we live?
- Entertainment
- Buildings

Year 1

People
Tim Berners-Lee
John Loggie Baird

Place in History
What do you play with?
What did your parents play with?
What did grandparents play with?

Who made significant discoveries and inventions in this period that we still benefit from today?

Using the context of children's current play, parents play and then grandparents play– how has play changed?
How has entertainment changed?

Census
Who lived in this house?

My house/ your house
What are the difference between houses?
What do we notice about the buildings in our locality?

Power
Why have toys changed over time? What has contributed to that change?

Purpose
How did the development of technology affect entertainment today?

Why did buildings change?
Why are houses across the same area

How did buildings change?

Focus on position to stations– links to transport (Victorian era or Mill workers and terrace houses)

Link to the industrial revolution and use of **canals** to transport materials

What was the significance of the invention of the motor car?

Term 2

- Discovery
- Cars
- Flight
- Seas and Oceans

People
Fredrick Bremer
Neil Armstrong

Place in History
Now
What do cars look like?
100 yrs ago
What did the first car look like?

Amelia Earhart
Wright Brothers

Now
Space Travel/ tourism
Parents
The cars in the 60's-80's
Concorde
100 Years ago
First plane

Drake
Columbus

Tudors
Discovery of new worlds– ships

Power
Why was the invention of the car significant for

Purpose
How had the motor car changed life in Britain?

What did it mean?
What changed?

How has flight helped the people of Britain travel?- holidays

Why was CC famous?

How were the discoveries of FD and CC significant?

Term 3

- People who have changed history

People
Rosa Parks Florence Nightingale
Martin Luther King Charles Darwin
Nelson Mandela Queen Victoria
Elizabeth 1st Samuel Pepys
Guy Fawkes

Place in History
1950's
Victorians
Tudors

Power
Why did the world change?
Black History
Social change and development– human rights-
Women in History

Purpose
How did the work change?

QV– Change how the country was rules– social reform.
FN– Modern nursing
CD– evolution– religious impact.

QE– Stabilised religion
SP– Evidence of the past– Diary of GFL.
GF– Religion revolution / crime and punishment.

Key Stage 1



Year 3

Chronological understanding	Place the time studied on a timeline, compare to previous units. Use dates and terms related to the study unit and passing of time. <i>Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</i>
Range and depth of historical understanding	Find out about everyday lives of people in the period studied
Interpretation of history	Look at representations of the period-museums, cartoons etc
Historical enquiry	Use a range of sources Observe small details- artefacts and pictures
Organisation and communication	Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. Use Historically accurate terms to talk about the passing of time. <i>Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information.</i>

Ancient worlds
Romans
Anglo Saxons
Vikings

Chronological understanding	Place the time studied on a timeline, compare to previous units. Use terms related to that period and begin to date events <i>Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</i>
Range and depth of historical understanding	Identify key features and events of time studied. Look for links and effects in the time studied
Interpretation of history	Look at and evaluate the evidence available Use texts and growing historical knowledge to gain a better perspective.
Historical enquiry	Use evidence to build up a picture of a past event. Ask and answer a variety of pictures.
Organisation and communication	Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. Construct own response beginning to select and organise relevant information.

Year 4

Year 3

Chronological understanding	Place the time studied on a timeline, compare to previous units. Sequence several events and artefacts <i>Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</i>
Range and depth of historical understanding	Identify reasons for and results of peoples actions. Understand peoples motivation.
Interpretation of history	Distinguish between different sources- compare different versions of the same story. Note connections and cause and effect in different periods of history.
Historical enquiry	Use the library and internet for personal research Ask and answer simple questions
Organisation and communication	Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. <i>Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information.</i>

Medieval
Tudors & Stuarts

Chronological understanding	Place the time studied on a timeline, compare to previous units. Use terms related to that period and begin to date events Understand more complex historical terms e.g BC/AD CENTURY <i>Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</i>
Range and depth of historical understanding	Use evidence to reconstruct life in the time studied Offer a reasonable explanation for some events.
Interpretation of history	Begin to evaluate the usefulness of different sources. Look for links and effects
Historical enquiry	Choose relevant material to present a picture of one aspect of life in time and past. Answer and devise own historically valid questions.
Organisation and communication	Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. Use Historically accurate terms to talk about the passing of time.

Year 4

Year 5

Chronological understanding	Place the time studied on a timeline, compare to previous units to gain more historical perspective. know and sequence key events of time studied Make comparisons between different times in the past. <i>Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</i>
Range and depth of historical understanding	Compare life in 'early' and 'late' studies Compare an aspect of life with the same aspect in another period.
Interpretation of history	Compare different accounts of events from different sources.
Historical enquiry	Begin to identify primary and secondary sources Use the library and internet for research with increasing confidence. Answer historically valid questions about change, cause, similarity and difference and significance.
Organisation and communication	Recall, select and organise historical information Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. Use Historically accurate terms to talk about the passing of time e.g BC/AD/ CENTURY

Georgians
Victorians

Chronological understanding	Place the time studied on a timeline, compare to previous units to gain more historical perspective. Use relevant date and terms Sequence previously studied topic on a timeline to gain historical perspective. <i>Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</i>
Range and depth of historical understanding	Compare beliefs and behaviours with another time period. Know key dates, characters and events of time studied.
Interpretation of history	Link sources and work out how conclusions were arrived at. Confidently use the library and internet for research.
Historical enquiry	Recognise primary and secondary sources Answer and devise historically valid questions about change, cause, similarity and difference and significance.
Organisation and communication	Recall, select and organise historical information Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. Select and organise information to produce structured work, making appropriate use of dates and terms.

Year 6

Year 5

Chronological understanding	Place growing knowledge into different contexts know and sequence key events of time studied Use relevant terms and period labels Relate current studies to previous studies <i>Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</i>
Range and depth of historical understanding	Study different aspect of different people- differences between men and women. Examine causes and results of great events and impact in people.
Interpretation of history	Offer some reasons for different versions of events
Historical enquiry	Use evidence to build up a picture of the past Select relevant sections of information Use the library and internet for research with increasing confidence. Devise own historically valid questions about change, cause, similarity and difference and significance.
Organisation and communication	Construct informed response that involve thoughtful selection and organisation of relevant historical information.

World War 1
World War 2
Modern world

Chronological understanding	Place the time studied on a timeline, compare to previous units to gain more historical perspective. Use relevant date and terms Sequence up to 10 events on a timeline Sequence previously studied topic on a timeline to gain historical perspective. <i>Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</i>
Range and depth of historical understanding	Compare beliefs and behaviours with another time period. Know key dates, characters and events of time studied.
Interpretation of history	Consider ways of checking the accuracy of interpretations- fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.
Historical enquiry	Use a range of sources to find out about an aspect of the past. Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Use Historically accurate terms to talk about the passing of time

Year 6

Year 1

Chronological understanding	Sequence events in their lives Develop a simple awareness of the past Sequence 3 or 4 artefacts from distinctly different periods of time
Range and depth of historical understanding	Recognise the difference between past and present in their own life and the lives of others.
Interpretation of history	Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. Compare adults talking about their past – How reliable are their memories?
Historical enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts. Ask and answer simple Historical questions.
Organisation and communication	Communicate their knowledge through discussion, drawing, drama and roleplay, making models, writing and using ICT. Use simple terms to talk about the passing of time.

How has life in Congleton changed over time?

Term 1

- Where we live?
- Entertainment
- Buildings

Year 2

Chronological understanding	Sequence photographs from different periods of their life. Place events on a simple timeline, adding times previously studied.
Range and depth of historical understanding	Talk about similarities and differences between ways of life in different periods.
Interpretation of history	Compare pictures or photographs of people or events in the past. Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.
Historical enquiry	Handle sources and evidence to ask and answer questions about the past on the basis of simple observations Ask and answer appropriate Historical questions, using their growing Historical knowledge.
Organisation and communication	Communicate their knowledge through discussion, drawing, drama and roleplay, making models, writing and ICT. Use simple terms to talk about the passing of time.

Year 1

Chronological understanding	Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages.
Range and depth of historical understanding	Know and recount episodes from stories about the past, knowing and understanding key events.
Interpretation of history	Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.
Historical enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts. Ask and answer simple Historical questions.
Organisation and communication	Communicate their knowledge through discussion, drawing, drama and roleplay, making models, writing and using ICT. Use simple terms to talk about the passing of time.

What was the significance of the invention of the motor car?

Term 2

- Discovery
- Cars
- Flight
- Seas and oceans

Year 2

Chronological understanding	Sequence artefact closer together in time. Check accuracy using books/ICT.
Range and depth of historical understanding	Know and recount episodes from stories about the past, knowing and understanding key events.
Interpretation of history	Compare pictures or photographs of people or events in the past. Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.
Historical enquiry	Handle sources and evidence to ask and answer questions about the past on the basis of simple observations Ask and answer appropriate Historical questions, using their growing Historical knowledge.
Organisation and communication	Communicate their knowledge through discussion, drawing, drama and roleplay, making models, writing and ICT. Use simple terms to talk about the passing of time.

Year 1

Chronological understanding	Develop a simple awareness of the past
Range and depth of historical understanding	Talk about simple similarities and differences between life at different times.
Interpretation of history	Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.
Historical enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts. Ask and answer simple Historical questions.
Organisation and communication	Communicate their knowledge through discussion, drawing, drama and roleplay, making models, writing and using ICT. Use simple terms to talk about the passing of time.

Who were the great change-makers?

Term 3

- People who have changed history

Year 2

Chronological understanding	Place events on a simple timeline, adding times previously studied.
Range and depth of historical understanding	Recognise why people did things, why events happened and what happened as a result.
Interpretation of history	Compare 2 versions of a past event Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories. Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.
Historical enquiry	Handle sources and evidence to ask and answer questions about the past on the basis of simple observations Ask and answer appropriate Historical questions, using their growing Historical knowledge.
Organisation and communication	Communicate their knowledge through discussion, drawing, drama and roleplay, making models, writing and ICT. Use simple terms to talk about the passing of time.