



## Pott Shrigley Church School History Long Term Plan

### The EYFS profile

Understanding the World Past and Present ELG aims to ensure that children will have the experience to;

- ❖ Talk about the lives of the people around them and their roles in society;
- ❖ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- ❖ Understand the past through settings, characters and events encountered in books read in class and storytelling;

Teachers are expected to use their professional judgement to make EYFS Profile assessments, using their knowledge and understanding of what a child knows, understands, and can do.

### Aims of the National Curriculum

The national curriculum for history aims to ensure that all pupils:

- ♣ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- ♣ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- ♣ Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- ♣ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- ♣ Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- ♣ Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history; and between short- and long-term timescales.



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### Attainment targets

By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study.

### Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

### Pupils should be taught about:

- ♣ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- ♣ Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- ♣ The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton, and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- ♣ Significant historical events, people, and places in their own locality.

### Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.



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### **Pupils should be taught about:**

#### **Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include:**

- ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.
- ♣ Bronze Age religion, technology, and travel, for example, Stonehenge.
- ♣ Iron Age hill forts: tribal kingdoms, farming, art, and culture.

#### **The Roman Empire and its impact on Britain Examples (non-statutory) This could include:**

- ♣ Julius Caesar's attempted invasion in 55-54 BC.
- ♣ the Roman Empire by AD 42 and the power of its army.
- ♣ successful invasion by Claudius and conquest, including Hadrian's Wall.
- ♣ British resistance, for example, Boudica.
- ♣ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture, and beliefs, including early Christianity.

#### **Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include:**

- ♣ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.
- ♣ Scots' invasions from Ireland to north Britain (now Scotland).
- ♣ Anglo-Saxon invasions, settlements, and kingdoms: place names and village life.
- ♣ Anglo-Saxon art and culture.
- ♣ Christian conversion – Canterbury, Iona, and Lindisfarne.

#### **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include:**

- ♣ Viking raids and invasion.
- ♣ resistance by Alfred the Great and Athelstan, first king of England.
- ♣ further Viking invasions and Danegeld.
- ♣ Anglo-Saxon laws and justice.
- ♣ Edward the Confessor and his death in 1066.

#### **A local history study Examples (non-statutory)**

- ♣ a depth study linked to one of the British areas of study listed above.



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- ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).
- ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

### **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory)**

- ♣ the changing power of monarchs using case studies such as John, Anne, and Victoria.
- ♣ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.
- ♣ the legacy of Greek or Roman culture (art, architecture, or literature) on later periods in British history, including the present day.
- ♣ a significant turning point in British history, for example, the first railways or the Battle of Britain.

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

Ancient Greece – a study of Greek life and achievements and their influence on the western world.

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-13



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Cycle A – EYFS/Year 1		
Autumn 1	Spring 1	Summer 1
Castles and Knights	Toys - Then and Now	Explorers – Neil Armstrong and Christopher Columbus
<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To identify that castles, form an important part of history and explore castles in the UK.</li> <li>• To explore and identify features of a medieval castle.</li> <li>• To look at inhabitants of a medieval castle and the food eaten in medieval times.</li> <li>• To explore the Battle of Hastings and the Bayeux Tapestry.</li> <li>• To understand who William the Conqueror was and the part he played in the Battle of Hastings.</li> <li>• To understand the design of a Motte and Bailey castle.</li> </ul>	<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore contemporary toys and toys that our parents and grandparent may have played with.</li> <li>• To compare toys over time and understand how they and the materials they are made with have changed within living memory.</li> <li>• To use photos to learn about things from the past.</li> <li>• To understand how changes in technology such as batteries and computer chips have made toys evolve.</li> <li>• To use key vocabulary to talk about things from the past.</li> </ul>	<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To understand what an explorer is and how they have contributed to significant achievements.</li> <li>• To understand what a historical timeline is and order explorers on a timeline.</li> <li>• To learn about Neil Armstrong and Christopher Columbus and their historic journeys.</li> <li>• To compare artefacts from different periods in history and how things evolve over time.</li> <li>• To re-enact Neil Armstrong’s and Christopher Columbus’ historic journeys.</li> </ul>
<p style="text-align: center;"><b>Curriculum objectives</b></p> <p style="text-align: center;"><i><b>EYFS – Understanding the World Past and Present</b></i></p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past</p> <p><i><b>KS1 - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</b></i></p>	<p style="text-align: center;"><b>Curriculum objectives</b></p> <p style="text-align: center;"><i><b>EYFS – Understanding the World Past and Present</b></i></p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p><i><b>KS1 - the lives of significant individuals in the past who have contributed to national and international achievements.</b></i></p> <p><i>Significant historical events, people, and places in their own locality.</i></p>	<p style="text-align: center;"><b>Curriculum objectives</b></p> <p style="text-align: center;"><i><b>EYFS – Understanding the World Past and Present</b></i></p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past</p> <p><i><b>KS1 - the lives of significant individuals in the past who have contributed to national and international achievements.</b></i></p>
<p style="text-align: center;"><b>Enquiry Question</b></p> <p style="text-align: center;"><b>Would you want to live in a Medieval Castle?</b></p>	<p style="text-align: center;"><b>Enquiry Question</b></p> <p style="text-align: center;"><b>How have toys changed in the last century?</b></p>	<p style="text-align: center;"><b>Enquiry Question</b></p> <p style="text-align: center;"><b>Why journey into the unknown?</b></p>
<p style="text-align: center;"><b>Golden Threads</b></p> <p style="text-align: center;"><b>Power Invasion</b></p>	<p style="text-align: center;"><b>Golden Threads</b></p> <p style="text-align: center;"><b>Trade</b></p>	<p style="text-align: center;"><b>Golden Threads</b></p> <p style="text-align: center;"><b>Invention</b></p>



## Pott Shrigley Church School History Long Term Plan

Cycle B – EYFS/Year 1		
Autumn 1	Spring 1	Summer 1
Our school and community	Keeping in Touch	Our Family History
<b>Key learning objectives</b> <ul style="list-style-type: none"> <li>To understand how old our school is and place this on a timeline.</li> <li>To learn how the school forms part of our community and how some parents and grandparents attended.</li> <li>To explore what school would have been like in the past and compare it to school now.</li> <li>To learn about Pott Shrigley and how the community has changed over time.</li> <li>To speak to people from the community of Pott Shrigley to find out how it has changed over time.</li> </ul>	<b>Key learning objectives</b> <ul style="list-style-type: none"> <li>To understand what communication is and how we communicated in the past and how we communicate in the present.</li> <li>To look at similarities and differences of communication methods from the past and present.</li> <li>To explore methods used in the past to communicate such as telegrams and Morse code.</li> <li>To understand how the Royal Mail and Post Office came to exist.</li> <li>To understand who invented the telephone and how it was invented.</li> <li>To use primary sources to understand how communications methods have changed over time.</li> </ul>	<b>Key learning objectives</b> <ul style="list-style-type: none"> <li>To understand what family history is.</li> <li>To understand how we can research information to find out historical information.</li> <li>To understand how our family links us to the past.</li> <li>To understand what chronology means.</li> <li>To create a family tree and understand where we place our parents, grandparents, and great grandparents.</li> <li>To compare the lives of our ancestors to our lives now.</li> <li>To order different generations of our family on a timeline using photographs.</li> </ul>
<b>Curriculum objectives</b>  <i>EYFS – Understanding the World Past and Present</i>  Comment on images of familiar situations in the past.  <i>KS1 - significant historical events, people, and places in their own locality.</i>	<b>Curriculum objectives</b>  <i>EYFS – Understanding the World Past and Present</i>  Comment on images of familiar situations in the past.  <i>KS1 - significant historical events, people, and places in their own locality.</i>	<b>Curriculum objectives</b>  <i>EYFS – Understanding the World Past and Present</i>  Comment on images of familiar situations in the past.  <i>KS1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i>
<b>Enquiry Questions</b> <b>How has our community changed?</b>	<b>Enquiry Question</b> <b>Has technology meant we communicate less?</b>	<b>Enquiry Question</b> <b>Can you compare members of my family tree?</b>
<b>Golden Threads</b> <b>Settlement</b>	<b>Golden Threads</b> <b>Invention</b>	<b>Golden Threads</b> <b>Diversity</b>



## Pott Shrigley Church School History Long Term Plan

Cycle A - Years 2/3		
Autumn 1	Spring 1	Summer 1
Monarchs	Great Fire of London	Nurturing Nurses
Key learning objectives	Key learning objectives	Key learning objectives
<ul style="list-style-type: none"> <li>• To understand the role of the monarchy in the UK.</li> <li>• To identify and sort British monarchs on a timeline.</li> <li>• To investigate Elizabeth I and learn about her life and legacy.</li> <li>• To learn about Queen Victoria and how things progressed during the Victorian era.</li> <li>• To make comparisons between Queen Elizabeth I and Queen Victoria.</li> <li>• To learn how we use historical sources to find out about significant individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand when the Great Fire of London took place by adding it to our history timeline.</li> <li>• To research historical facts about the Great Fire of London to understand the events that took place.</li> <li>• To sequence the events.</li> <li>• To explore who Samuel Pepys was and understand how we can find out about events from historical sources.</li> <li>• To explore Tudor houses and the materials used to build them.</li> <li>• To understand the significant changes that arose from the Great Fire of London.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand who Mary Seacole was and her importance as a historical figure.</li> <li>• To understand who Florence Nightingale was and her importance as a historical figure.</li> <li>• To understand their work during The Crimean War and to compare aspects of their lives.</li> <li>• To understand that Edith Cavell was a pioneer in nursing that helped soldiers from both sides in World War I.</li> <li>• To understand how medical care has advanced over time and the introduction of the NHS.</li> <li>• To use research to find out about a period in history.</li> <li>• To compare different period of history.</li> </ul>
<p style="text-align: center;"><b>Curriculum objectives</b></p> <p><i>KS1 - The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><i>KS2 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p> <p><i>The changing power of monarchs using case studies such as John, Anne, and Victoria.</i></p> <p><i>A significant turning point in British history, for example, the first railways or the Battle of Britain.</i></p>	<p style="text-align: center;"><b>Curriculum objectives</b></p> <p><i>KS1 - Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</i></p> <p><i>KS2 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory).</i></p>	<p style="text-align: center;"><b>Curriculum objectives</b></p> <p><i>KS1 - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.</i></p> <p><i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>KS2 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples</i></p>
<p style="color: red;"><b>Enquiry Question</b></p> <p><b>Was period was it easier to be a monarch in?</b></p>	<p style="color: red;"><b>Enquiry Question</b></p> <p><b>Why was The Great Fire of London so devastating?</b></p>	<p style="color: red;"><b>Enquiry Question</b></p> <p><b>Which significant nurse would you choose to be and why?</b></p>
<p style="color: red;"><b>Golden Threads</b></p> <p><b>Power</b></p> <p><b>Invasion</b></p>	<p style="color: red;"><b>Golden Threads</b></p> <p><b>Settlement</b></p>	<p style="color: red;"><b>Golden Threads</b></p> <p><b>Diversity</b></p>



## Pott Shrigley Church School History Long Term Plan

Cycle B - Years 2/3		
Autumn 1	Spring 1	Summer 1
Up, Up and Away!	The Titanic	Macclesfield and the Silk Trade
<b>Key learning objectives</b>	<b>Key learning objectives</b>	<b>Key learning objectives</b>
<ul style="list-style-type: none"> <li>• To understand what an inventor is and order inventors on a history timeline.</li> <li>• To understand who The Wright Brothers are and the importance they played in aviation.</li> <li>• To order events in flight history and compare old and modern aeroplanes.</li> <li>• To understand who Amelia Earhart was and her significance in aviation history.</li> <li>• To understand how the first flight was significant both nationally and globally.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand when the events of the Titanic took place and place it on a history timeline.</li> <li>• To sequence the events that led up to the Titanic sinking.</li> <li>• To understand why the Titanic was a significant event and how we use historical resources to know more about an event in history.</li> <li>• To discuss the importance of remembering historical events.</li> <li>• To compare materials used to build ships then to materials used to build ships now.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that Macclesfield played a key role in the silk industry.</li> <li>• To learn that the Silk Road began in Xi'an in China and ended in Macclesfield.</li> <li>• To learn who Charles Tunnicliffe was and how he played an important role in Macclesfield and the silk trade.</li> <li>• To learn how the silk trade created industry and jobs in Macclesfield.</li> <li>• To explore weavers' cottages in Macclesfield and compare how they were used then and how they are used today.</li> </ul>
<b>Curriculum objectives</b>	<b>Curriculum objectives</b>	<b>Curriculum objectives</b>
<p><i><b>KS1</b> - Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</i></p> <p><i><b>KS2</b> – A significant turning point in British history, for example, the first railways or the Battle of Britain.</i></p>	<p><i><b>KS1</b> - Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</i></p> <p><i><b>KS2</b> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p>	<p><i><b>KS1</b> - significant historical events, people, and places in their own locality.</i></p> <p><i><b>KS2</b> - a local history study.</i></p>
<b>Enquiry Question</b>	<b>Enquiry Question</b>	<b>Enquiry Question</b>
What would life be like without aeroplanes?	Why is it important to remember the Titanic?	Why were canals built and how did they help Bollington?
<b>Golden Threads</b>	<b>Golden Threads</b>	<b>Golden Threads</b>
Invention	Diversity	Trade





## Pott Shrigley Church School History Long Term Plan

Cycle A - Years 4/5/6		
Autumn 1	Spring 1	Summer 1
The Earliest Civilizations	The Roman Empire (Local study – Chester)	Settlements
<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To understand what an ancient civilization is and explore four ancient civilizations: The Shang Dynasty of Ancient China, Ancient Egyptians, Ancient Sumner, and The Shang Dynasty.</li> <li>• To place the four ancient civilizations on a history timeline.</li> <li>• To place the Egyptians on a history timeline of other ancient civilisations.</li> <li>• To explore what society was like in Britain at the start of the Ancient Egyptian Civilisation.</li> <li>• To know and understand significant aspects of the history of the wider world.</li> <li>• To understand the rulers of Egypt and how they were divided into families or dynasties.</li> <li>• To research and understand who Tutankhamun was and explore Tutankhamun’s tomb.</li> <li>• To explore the development of pyramids and the importance of the Sphinx.</li> </ul>	<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore the founding of Rome and place Roman times on a historical timeline.</li> <li>• To know the story of Romulus and Remus and understand that one way we know about the past is from stories.</li> <li>• To understand the benefits and impact of the Roman ruling systems.</li> <li>• To participate in a debate to gain an understanding of different viewpoints that took place in historical times.</li> <li>• To use historical data to examine how the lands within the Roman Empire changed over time and why.</li> <li>• To explore life in Britain before the Romans invaded.</li> <li>• To understand the structure of the Roman army and the invasion of Britain by the Romans.</li> <li>• To look at the impact of the Romans in Chester and how life changed after the Romans invaded.</li> <li>• To know the Roman legacy and explore things the Romans brought which affected our subsequent history – language, calendar, Roman numerals, law and order, and roads and town.</li> </ul>	<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To gain an understanding of when Anglo-Saxons settled in Britain and place this on a history timeline.</li> <li>• To learn why Anglo-Saxons decided where to start settlements considering both the local and wider environment.</li> <li>• To learn what the needs of individuals and communities are when planning a new settlement.</li> <li>• To explore West Stow and learn about life in Anglo-Saxon settlements including: buildings, farming, clothing, jobs, and leisure.</li> <li>• To learn when Scots invaded from Ireland to Northern Britain and place this on a history timeline.</li> <li>• To understand why the Scots wanted to invade Northern Britain.</li> <li>• To explore how the Anglo-Saxons and Scots protected their land and the impact that invasion has.</li> <li>• To know how Christianity was introduced into Anglo-Saxon Britain.</li> </ul>
<p style="text-align: center;"><b>Curriculum objectives</b></p> <p style="text-align: center;"><i>KS2 - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</i></p>	<p style="text-align: center;"><b>Curriculum objectives</b></p> <p style="text-align: center;"><i>KS2 - The Roman Empire and its impact on Britain.</i></p> <p style="text-align: center;"><i>A local history study (Chester).</i></p>	<p style="text-align: center;"><b>Curriculum objectives</b></p> <p style="text-align: center;"><i>KS2 - Britain’s settlement by Anglo-Saxons and Scots.</i></p>
<p style="text-align: center;"><b>Enquiry Question</b></p> <p style="text-align: center;"><b>What was life like in Ancient Egypt?</b></p>	<p style="text-align: center;"><b>Enquiry Question</b></p> <p style="text-align: center;"><b>What did the Romans ever do for me?</b></p>	<p style="text-align: center;"><b>Enquiry Question</b></p> <p style="text-align: center;"><b>What was the impact of introducing Christianity into Anglo-Saxon Britain</b></p>
<p style="text-align: center;"><b>Golden Threads</b></p> <p style="text-align: center;">Settlement Trade</p>	<p style="text-align: center;"><b>Golden Threads</b></p> <p style="text-align: center;">Invasion Power</p>	<p style="text-align: center;"><b>Golden Threads</b></p> <p style="text-align: center;">Settlement Diversity</p>



## Pott Shrigley Church School History Long Term Plan

Cycle B - Years 4/5/6		
Autumn 1	Spring 1	Summer 1
Vikings and Anglo Saxons	World War II	The Mayans
<b>Key learning objectives</b>	<b>Key learning objectives</b>	<b>Key learning objectives</b>
<ul style="list-style-type: none"> <li>• To explain when and where the Vikings came from and why they raided Britain.</li> <li>• To place the Viking and Anglo-Saxon period on a history timeline.</li> <li>• To compare the significance of the Anglo-Saxon kings during the Viking period.</li> <li>• To explain who King Ethelred II was and explain why Danegeld was introduced.</li> <li>• To recreate accurate representations of Viking armour.</li> <li>• To identify and explain key aspects of Viking life.</li> <li>• To explore and create the components of a traditional Viking feast.</li> <li>• To explain how the legal system worked in Anglo-Saxon and Viking Britain.</li> <li>• To explore artefacts of Anglo-Saxon and Viking art and media.</li> </ul>	<ul style="list-style-type: none"> <li>• To place World War I and World War II on a history timeline.</li> <li>• To understand the events that led up to the start of World War II.</li> <li>• Explore the role Neville Chamberlain played and understand arguments for and against appeasement.</li> <li>• To learn who Winston Churchill was and discuss significant events and dates in the build up to the war.</li> <li>• Learn about the events of the Dunkirk evacuation.</li> <li>• Research information about the Battle of Britain to gain an understanding of some of the reasons for Britain's success.</li> <li>• Research and discuss the impact of the Blitz on different cities.</li> <li>• Learn about the Home Front and the impact that the war had on life in Britain at that time.</li> <li>• To understand the roles of men and women in the war.</li> <li>• Look at the Holocaust, exploring prejudice and oppression (age appropriate level).</li> <li>• Understand the events leading up to, and involved in, the end of the war including the D-Day landings.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a secure chronology and understanding of world history and the main period of the Mesoamerican Maya.</li> <li>• To discover where and when the Maya built their civilisation.</li> <li>• To explore different resources about the Maya to understand how historical evidence informed us about the Maya civilisation.</li> <li>• To understand about the organisation of Maya cities, the different kinds of buildings, and aspects of daily life for the Maya people.</li> <li>• To understand how the Maya transported goods and what they traded.</li> <li>• To discuss evidence in historical sources to find out about the roles of kings in the Maya civilisation.</li> <li>• To compare the achievements of the Maya and the Anglo-Saxons and make comparisons.</li> <li>• To compare the Norman and Spanish invasion of Maya and Anglo-Saxon land.</li> <li>• To research the legacy of the Maya and the Anglo-Saxons cultures in their modern countries.</li> </ul>
<b>Curriculum objectives</b>	<b>Curriculum objectives</b>	<b>Curriculum objectives</b>
<i>KS2 - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i>	<i>KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<i>KS2 - A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i>
<b>Enquiry Question</b>	<b>Enquiry Question</b>	<b>Enquiry Question</b>
How did the Vikings shape modern day Britain?	How did World War II change society?	How do we know about ancient civilisation?
<b>Golden Threads</b>	<b>Golden Threads</b>	<b>Golden Threads</b>
Diversity Invasion	Power Invasion	Settlement Diversity



## Pott Shrigley Church School History Long Term Plan

Cycle C - Years 4/5/6		
Autumn 1	Spring 1	Summer 1
Ancient Greece	Through the Ages – Stone Age	Through the Ages – Iron Age and Bronze Age
<b>Key learning objectives</b>	<b>Key learning objectives</b>	<b>Key learning objectives</b>
<ul style="list-style-type: none"> <li>• To investigate the four main time periods of the Greek Empire and place them on a timeline – The Greek Dark Ages, The Archaic Period, The Classical Period, The Hellenistic Period.</li> <li>• To evaluate and debate the reliability and validity of different sources about Ancient Greece.</li> <li>• To explore Greek myths and cross -reference them against primary sources.</li> <li>• To research historical data to investigate the lost city of Atlantis.</li> <li>• To research Alexander the Great and explore the extent of the Greek Empire.</li> <li>• To learn about the lifestyle and clothing of the Ancient Greeks through historical artefacts.</li> <li>• To explore what it was like to go to school in Ancient Greece and learn about Greek thinkers – Aristotle, Socrates, Plato, and Diogenes.</li> <li>• To explore the architecture of Greek buildings, particularly The Parthenon.</li> <li>• To explore the Olympics and its impact on the modern world.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the importance of an archaeologist and how archaeology works.</li> <li>• To explore the Mesolithic and Neolithic periods, the hunter-gatherer way of life, and what materials were used.</li> <li>• To locate the periods on a historical timeline.</li> <li>• To learn about the origins of agriculture and how it spread to Britain.</li> <li>• To research the settlement of Star Carr and think about the life of the people.</li> <li>• To research the settlement of Skara Brae and think about the life of the people.</li> <li>• Make comparisons between Star Carr and Skara Brae.</li> <li>• To research the significance of Stone Henge and explore early engineering and how it has developed over time.</li> <li>• To look at a timeline of tools and technology from the Stone Age, Bronze Age, and Iron Age.</li> <li>• To look at life in an Iron Age round house and what jobs people did in this period.</li> <li>• To explore what life was like for a Bronze Age child and make comparisons to what life is like for a child in modern day Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the importance of an archaeologist and how archaeology works.</li> <li>• To explore the Mesolithic and Neolithic periods, the hunter-gatherer way of life, and what materials were used.</li> <li>• To locate the periods on a historical timeline.</li> <li>• To learn about the origins of agriculture and how it spread to Britain.</li> <li>• To research the settlement of Star Carr and think about the life of the people.</li> <li>• To research the settlement of Skara Brae and think about the life of the people.</li> <li>• Make comparisons between Star Carr and Skara Brae.</li> <li>• To research the significance of Stone Henge and explore early engineering and how it has developed over time.</li> <li>• To look at a timeline of tools and technology from the Stone Age, Bronze Age, and Iron Age.</li> <li>• To look at life in an Iron Age round house and what jobs people did in this period.</li> <li>• To explore what life was like for a Bronze Age child and make comparisons to what life is like for a child in modern day Britain.</li> </ul>
<b>Curriculum objectives</b>	<b>Curriculum objectives</b>	<b>Curriculum objectives</b>
<i>KS2 - Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i>	<i>KS2 - Changes in Britain from the Stone Age to the Iron Age.</i>	<i>KS2 - Changes in Britain from the Stone Age to the Iron Age.</i>
<b>Enquiry Question</b> <b>What did the Ancient Greeks do for us?</b>	<b>Enquiry Question</b> <b>Can I describe the benefits of a settler's lifestyle as opposed to a nomad's lifestyle?</b>	<b>Enquiry Question</b> <b>How did Britain change from the Iron Age to the Bronze Age?</b>
<b>Golden Threads</b> <b>Trade</b> <b>Diversity</b>	<b>Golden Threads</b> <b>Invention</b> <b>Settlements</b>	<b>Golden Threads</b> <b>Invention</b> <b>Settlements</b>



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**Black History Month** - All classes to complete a weekly unit of work – Autumn Term 1

**Remembrance Day and WWI and WWII** - All classes to cover a unit – Autumn Term 2

EYFS/KS1	Related school trips/Enrichment opportunities	
	Y2/3	Y4/5/6
Beeston Castle	Quarry Bank Mill/The Silk Museum	Viking Day
	Runway Visitors Park, Manchester Airport	Chester – Romans
		Stockport Air Raid Shelter