Nether Alderley Primary School

PROGRESSION IN HISTORY ACROSS THE PRIMARY CURRICULUM

Early Years History [class 1]

	TERM 1		TERM 2		TERM 3	
Theme and key question	**Its good to be me**	**Once upon a time**	**Out of this world**			**Adventures above and under the sea**
EYFS Curriculum						
Key Learning	• Who is in my family? Look at the different generations and compare. • How have I changed? • Where have I lived? Where have my parents/grandparents lived?	• Why do we have Bonfire Night? Learn who Guy Fawkes was. • What is Remembrance Day? Read texts such as, 'Where the flowers grow' • Sort old and new toys. What are the differences?	• How have the Royal family changed? • Compare buildings in London now and then			• What do we know about pirates? Look at true stories of pirates • Look at extinct creatures • Compare holidays then and now

Key Stage One History: Year A

	TERM 1	TERM 2	TERM 3
Theme and key question	The Gunpowder Plot *Why did Guy Fawkes try to blow up The Houses of Parliament ?*	Victorians	All at sea! Grace Darling Seaside Holidays
National curriculum	Events beyond living memory globally which are commemorated through festivals and anniversaries	The lives of significant individuals in the past who have contributed to national and international achievements. To compare aspects of life in different periods	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life lives of significant individuals who have contributed to national and international achievements
Bridging Back	Why do we have Bonfire Night and who was Guy Fawkes Cl / 1 T1		Holidays then and now Cl 1 / T3 Victorians Cl2 YA/T2
Key Learning	Can I use a timeline to place important events? Can I look at evidence to give and explain reasons why in the past may have acted in the way they did? (People around this time) Can I describe Guy Fawkes and describe why he acted in the way he did? Can I describe the Gunpowder plot? Can I use a timeline to order events or objects or place significant people? Can I describe Guy Fawkes actions and his impact on society then and now?	Describe events beyond living memory that are significant nationally *(Queen Victoria's era)* Use a timeline to place important events during the Victorian Era? Sort events into groups? *(I.e. then and now.)* Tell stories about the past? *(Children home life)* Recall some facts about people before my living memory? ***compare/ contrast.*** Look at books, videos, photographs, pictures and artefacts to find out about the past? *(objects from homes)*	How holidays to the seaside have changed in the last 100 years. To identify key period features of seaside holidays including clothes, travel and entertainment. To identify similarities and differences between seaside holidays in the past and present. How to use sources of evidence to find out about Victorian seaside holidays. The reasons Victorians went on seaside holidays.

	Can I use a wide range of information to answer questions?	Describe things that happened to myself and other people in the past? *(Link to lives of children in the Victorian era)*	How the past can be divided into different periods.
Significant people	Guy Fawkes, King James I r 1603-25	Queen Victoria Charles Darwin	Grace Darling
Significant events / dates	Gunpowder Plot 1605		
End points	Can begin to ask and answer simple questions using historical sources Can place on a timeline the reigns of Elizabeth I, King James, and the Gunpowder Plot Can ask and answer questions and identify/ name key events and people and describe what happened in the Gunpowder Plot	Can place on a timeline the important events of Victorian era Can describe and compare experiences of people now to those who lived in Victorian times	Can begin to ask and answer relevant historical questions e.g. What was it like for a…? Can understand and explain similarities and differences between how people take holidays now compared to Victorian times Can understand how we find out about the past from different sources

Key Stage One History: Year B

Term	Autumn	Spring	Summer
Theme and key question	On the Move! (Journeys)	How have buildings in Nether Alderley changed over time?	The Great Fire of London
National curriculum link	the lives of significant individuals in the past who have contributed to national and international achievements. To compare aspects of life in different periods	significant historical events, people and places in their own locality	Events beyond living memory which were significant nationally
Bridging Back	Cl 2 YA / T3 Seaside holidays transport		Cl 2 Y1 /T1 Gunpowder Plot 1605
Key Learning	I can spot what is the same and what has changed about Alderley Edge train station. I can place different types of transport correctly in order onto a timeline. I can talk about how the way we travel now is different to the past I can compare cars from the past and present day. I can order the events of flight history on a timeline. I can say some similarities and differences between the Wright flyer and a modern aeroplane. I can recall key facts about The Wright Brothers I can act out the story of the Wright Brothers' first flight I can put events in chronological order about space travel I can explain why the moon landings were a significant event	I can explain who the Stanleys were. I can explain how Alderley Park has changed over time I can discuss the roles of different family members and the importance of these roles in the community. I can discuss how our school has changed over time. Can I describe changes within living memory in the local area? *(Buildings)* Can I recall some facts about people/events before living memory?*)* Can I understand the difference between things that happened in the past and the present and how that impacts life today? (*Buildings -when what for and how changed over time)* Can I place buildings in Nether Alderley onto a timeline to show how things have changed over time?	I can understand and use the words past and present when telling others about The Great Fire of London I can recount the main events from the great fire of London I can use a timeline to order events I can describe events beyond living memory that are significant nationally or globally? (Cause and effect) I can use information to describe the past I can look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past?

	I can explain what astronauts wore and why. I can compare this to what astronauts wear now. I can find out about Neil Armstrong. I can find out about Tim Peake. I can use pictures, newspapers and books to find information.		
Significant People	Neil Armstrong, Tim Peake, the Wright brothers	The Stanley Family Winston Churchill	Samuel Pepys
Significant events / dates	1969 moon landings 2015 joined the International Space Station	1628 original school opened by Stanley family for boys 1822 Girls school opened on current site by Stanley family. Headteacher accommodation built next door 1867 Extension to current site and closure of original building 2000 Extension of current building	1665 Great Fire of London
End points	Can sequence transport developments in chronological order Can find out about the past using pictures, stories, online sources and artefacts Can describe similarities and differences between then and now	Can place the dates of the school buildings in the area on a timeline. Can give reasons why people in the past acted in the ways that they did, using knowledge from sources. Can begin to ask and answer relevant historical questions e.g. What was it like ….?	Can ask and answer questions using stories and other sources to show understanding of key events Can understand the different ways that we find out about the past and identify different ways that it is represented

Lower Key Stage 2 Year A

	TERM 1	TERM 2	TERM 3
Theme and key question	Black History month	**Britain- The Stone Age to the Iron Age** Would you prefer to live in Stone Age or Iron Age?	**Ancient Civilisations** How did the earliest Civilisations thrive and why?
National Curriculum		Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of Ancient Eqypt
Bridging back		Cl 2 AD, Cl 3 BC	Cl 3 YA /T2 Stone Age 4000 BC Ancient history, distant past
Key learning		Location and historical significance of Skara Brae – late Neolithic hunter-gatherers and early farmers. Describe what life was like. Location and significance of Stonehenge What is an iron age hillfort? Know the dates of Stone Age, Bronze Age and Iron Age Timeline: place key dates and events on timeline. Features of Stone / Bronze / Iron Age community Stone Age: Paleolithic/ Mesolithic/ Neolithic – key dates and features Stonehenge – historical enquiry skills = devising historical questions and searching for answers Skara Brea: Neolithic History Hunters: What can we learn about the past from a significant historical settlement. Evaluation of sources	The achievements of the earliest civilizations: themes: writing, farming, trade, technology, religion, entertainment Egypt – writing, papyrus, pyramids, irrigation and farming Indus Valley – Pakistan – Bronze Age (link back to YrASpring) farming, ploughs, drainage Ancient Sumer (Iraq) farming animals, making musical instruments Shang Dynasty of Ancient China family – ancestor culture bronze Be able to give an overview of where and when the first civilizations appeared In depth study: Ancient Egypt Famous figures (Tutankhamun, Cleopatra VII and Ramesses III) Locations of the earliest civilisations: Indus Valley; Egyptians, Sumer, Shang dynasty of Ancient China. Plotting 4 civilisations on a world timeline. Relate to Stone / Bronze / Iron Age

Significant people		Lindow man	See Knowledge Organisers for Civilisation specific information. Ancient Egyptians; Tutankhamun, Howard Carter, Ramesses II, Cleopatra VII.
Significant events / dates		Stone Age Palaeolithic to 10.000 BC, Mesolithic to 4000 BC, Neolithic to 23000 BC Bronze Age 2300 BC to 800 BC Iron Age 800 BC to 43 AD	6000 BC settle near the Nile 3500 BC hieroglyphics 2500 BC Pyramids 30 BC death of Cleopatra
Contribution to daily life today		Development of tools, mining, farming, coinage and settlements.	Building techniques, method of writing, Irrigation and farming methods.
End points		Can understand the difference between the recent and distant past and provide a chronology of the stone, bronze and iron ages with dates and developments Can describe features of periods studied making reference to changes, causes and significance of developments	Can show an understanding that changes occur over time, using dates relating to the ancient civilisations Can make comparisons between historical sources of evidence across the Ancient Civilisations. Can give reasons for changes in the features of Egyptian life.

Lower Key Stage 2 [class 3] Year B

	TERM 1	TERM 2	TERM 3
Theme and key question	Black History month	**Ancient Greeks** What were the greatest achievements of Ancient Greece?	**Roman Britain** What did the Romans do for Britain?
National curriculum		Ancient Greece – a study of Greek life and achievements and their influence on the western world	The Roman Empire and its impact on Britain
Bridging back		Cl 3 YA / T2, T3 Stone Age, Ancient Egypt distant past BC	Cl 3 YB / T2 Ancient Greece Cl 3 YA /T3 Ancient civilisations
Key learning points		What can excavations tell us about early Greece? What was life like in early Greece? How did the Minoans trade in early Greece? What was life like in Athens and Sparta? How did the city-states overcome the Persian invasion? What was life like in the city-states after the Persians retreated? How did King Philip ll grow the Macedon Empire? Who was Alexander the Great and what made him a significant leader? What were the greatest achievements of Ancient Greece? Final Response	Can I understand the Roman Empire and its impact on Britain? Can I understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)? **(Bridge back** Can I use evidence to show how the lives of rich and poor people from the past differed? Can I describe how some of the things I have studied from the past affect/influence life today?(Roman impact on Britain) Can I compare the impact of the Roman impact on Britain in comparison **to the Greeks?** (How the Romans changed this - Roads, settlements, architecture, maths)

			Can I look at different versions of the same event in history and identify differences? (Invasion- why would people want to invade others - impact!)
Significant people		Archimedes, Alexander the Great, Hippocrates, Pericles	Julius Caesar, Caesar Augustus, Claudius and Constantine the Great
Significant events / dates		3000 BC Minoan civilisation begins on Crete 776 BC first Olympic Games 334 BC Alexander the Great Conquests 146BC Greece becomes part of Roman Empire	753 BC Rome was founded 54 BC Julius Caesar attempts to invade GB 43 AD Invasion of GB ordered by Claudius is successful 61 AD Boudicca revolt 122 AD Hadrian's Wall built 200 AD Christianity introduced
Contribution to daily life today		Democracy, alphabet, Olympic games	roads, towns e.g. Bath, Chester culture e.g. theatre aqueducts, calendar months
End Points		Can understand the period of history BC and place the Ancient Greeks on a distant past timeline alongside Ancient Egypt, Stone Age - Iron Age Can select and organize relevant information and describe features of period studied eg clothes, beliefs, homes and attitudes. Can understand that our knowledge of the past is constructed from a range of sources	Continue to develop understanding that changes occur over time and use dates relating to the Roman Empire and make links back to the Greek Empire. Can begin to make comparisons between historical sources of evidence across the Greeks and Romans. Can explore causes and consequences of the main events, situations and changes.

Upper Key Stage 2 [class 4] Year A

	TERM 1	TERM 2	TERM 3
Theme and key question	Settlement in Britain – Anglo-Saxons and Scots	Suffragettes *Is Emmeline Pankhurst a 'great Briton'?* *Was she a heroine or a troublemaker?*	Invaders and Settlers *Why was Britain worth fighting over?* *How are Anglo Saxons and Vikings different?*
National Curriculum	Britain's settlement by Anglo-Saxons and Scots	A study of an aspect or theme in British history that extends pupils' chronological Knowledge beyond 1066 a significant turning point in British history	The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor
Bridging back	Cl 3 YB / T3 Roman Britain		Cl 3 YB / T3 Roman Britain Cl 4 YA /T1 Anglo Saxons
Key learning	When did the time periods start and end and overlap? Why did they settle in England? How and why did they gain more land and Kingdoms? How did their lifestyle and culture change and differ? Which kings and leaders were the most influential and why? 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	Why was the war a turning point for the suffragettes? Were they heroines or troublemakers? What impact did the suffragettes movement have and how has is shaped life for women today? Which individuals were the most influential and why? What can sources from the time tell us about the movement?	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
Significant people	See Knowledge Organisers for specific information. Anglo Saxons; Alfred the Great, King Aethelstan, King Offa, King Aethelbert.	Emmeline Pankhurst, Millicent Fawcett, Emily Davison	

Significant events / dates	410 AD Romans left Britain 497AD Wessex formed (others followed) 597 AD St Augustine 793 AD Vikings attack Lindisfarne 1066 Battle of Hastings	1897 NUWS founded 1903 WSP founded 1909 Hunger Strike Cat and Mouse Act 1913 WW1 1914 1918 Suffrage granted to some 1928 Vote over 21.	
Contribution to daily life today	Christianity, poetry and the arts, skilled craftsmen, days of the week.	Women can vote. 1979 first lady PM, ongoing equal pay and conditions.	
End points	Can establish a clear narrative within and across the periods studied and understand that changes occur over time. Can add evidence and dates to time lines involving Romans, Anglo Saxons, Scots and Vikings Can begin to show evidence of an awareness of social, cultural and religious diversities across Anglo Saxons, Viking and Scots.	Can describe and explain key changes in the period studied (political, cultural and social) Can explain and evaluate causes and consequences of the main events, situation and changes across the time period. Can compare historical sources and begin to form opinions about historical events. Show an understanding that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.	Can use a timeline to identify and relate significant changes within and across historical periods and make comparisons Can ask and answer relevant historical questions and give reasons for opinions.

Upper Key Stage 2 [class 4] Year B

	TERM 1	TERM 2	TERM 3
Theme and key question	Nether Alderley – local study What makes Nether Alderley home?		Mayans Is there more to the Mayans than chocolate?
National Curriculum	A local history study		a non-European society that provides contrasts with British history
Bridging Back	Cl 2 YB / T2 Local area buildings		Cl 3 YA T2 Iron Age Cl 3 YB /T3 Roman Britain contrast to Britain
Key learning points	How has Nether Alderley changed over time? Why has is? What has been the most significant event to spark change and why? Which families and individuals have been the most influential to NA? How has the Mill and School changed?		How did the beliefs of the Mayans differ from this held in British time periods? How did lifestyle, culture and housing differ from this held in British time periods? What were the key achievements of the Mayan civilisation and what impact did they have on British history?
Significant people	The Stanley family		Groups of people Toltecs, Aztecs, Mayans Gods e.g. Chac, Ah K'in, Itzamna
Significant events / dates	14th C - first reference to St Marys Church 1620 school founded 1822 school built on current site 1950- Alderley Park sold to ICI 1982 Over Alderley School closed 2001 new teaching block 2010 - Alderley Edge bypass opened		1100 BC first hunter-gatherer settlers on Pacific coast 800 BC farming and trade established 100 BC first pyramids 800 AD Chichen - Itzá 900 AD Decline of Mayan cities 1502 AD European connection
Contribution to daily life today	speak to local residents to develop enquiry and interpreting skills		solar calendars, trade, architecture, chocolate, agriculture, democracy
End points	Can describe and explain key changes in the period studied		Can describe and explain key changes in the period studied (political, cultural and social)

	Can use historical evidence to find out about the past. Can use given sources to support a viewpoint and compare historical sources and begin to form opinions about historical events		Can describe causes and consequences of the main events, situations and changes and evaluate them