

History
EYFS-Year 6
Curriculum Journey

“

A people without the knowledge of
their past history, origin and
culture is like a tree without roots

Marcus Mosiah Garvey

”



Humanities Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	My Life Story	Autumn Festivals	Traditional and Modern Stories		Toys: Past and Present	
Year 1	My Locality: Our School Grounds	Local History: Our School	The UK: Where do I live?	Events Within Living Memory: Communication	The Wider World: Oceans and Continents	Significant Individuals: Explorers
Year 2	My Locality: Bredbury	Local History: Bredbury	The UK: Countries and Cities	Significant Individuals: The Royal Queens	Events Beyond Living Memory: The First Flight	The Wider World: Coming to England
Year 3	My Place in the UK: Stockport	Early Settlement in Stockport: Stone Age	Early Settlement in Stockport: Bronze Age to Iron Age	Amazing World: Mountains	Early Settlement in Stockport: The Romans	The Wider World: Europe
Year 4	My Place in the UK: The North-West	Local History: Anglo-Saxons settlement in Stockport	Local History Local History beyond 1066 The Tudors and Bramall Hall	Amazing World: Rivers	Ancient Egypt	The Wider World: North and South Hemisphere
Year 5	My Place in the UK: Changes in land use in Stockport	Local History beyond 1066: The Victorians: Thriving hat making industry	Amazing World: Angry Earth	Local History: WW I and II	The Wider World: North America	The Maya
Year 6	My Place in the UK: Comparing Regions	History Beyond 1066: Crime and Punishment	The Wider World: South America		Summary and Review	

*2023-24 Year 5/6 class- **Autumn-** Study of Settlements in Stockport from Stone Age through to The Anglo-Saxons

History

Geography

Spring- Local Study: WWII

Summer- Mayans

Rational**Key Texts**

EYFS	Autumn	Spring	Summer
	My Life Story and my Family: How have I changed since I was a baby? History of Autumn Festivals Through Images: How did we celebrate in the past?	Stories for the Past	Toys Is an iPad more fun than a skipping rope?
Possible text			Major Dizzy, Major Glad
	<p>-Discussing our families, recounting fun family experiences in our past. -Thinking about changes in our life as we grow and get older. (All babies are born helpless. They need a parent to do everything for them, e.g. feed the baby milk, keep the baby clean and healthy by changing its nappy and bathing it. The baby is growing all the time, its muscles develop and they can start to do more things, such as crawling then walking and from gurgling to talking. As a 4/5 year old you learn lots of new skills such as reading and writing, counting, kicking a ball, swimming, riding a bike. You have lots of new experiences like starting school, going on a sleepover or getting a pet. You try different foods and develop tastes you like and dislike. You grow, both in body size and weight)</p> <p>-Autumn Festivals: Explore festivals and family traditions: Christmas, bonfire night, Harvest Festival, Remembrance Day and Christingle.</p>	<p>-Compare stories – modern and traditional.</p>	<p>-Toys have existed for thousands of years. -they were made out of the materials that were available at the time- even stones and string have been made into toys. -toys were mainly made of wood, paper and metal during the Victorian age. Rich Victorian children played with toys such as clockwork trains, rocking horses, tea sets and dolls. Poorer children played with homemade toys such as peg dolls, wooden boats and rags stuffed with sawdust to make balls or toy animals. -modern toys are mainly made of plastic. This is because it is usually safer and easier to make things with. -many modern toys use electricity to work. Computers and consoles were invented more recently</p>

	Using old Photos from- https://imagearchive.stockport.gov.uk/ to identify picture from the past		
Opportunities in Continuous Provision			
Foundations of the Key Concepts			
Chronology	-beginning to develop a chronological understanding -to know the difference between long ago and now -know that my life is different to peoples lives in the past -put 2 events in order -begin to show understanding of time -give one cause of an event -put to objects in chronological order and start to explain why		
Significant individuals	-to recall some simple facts about their lives and a significant individual to them -tell the past is different form today		
Tools and Technology	-begin to understand how things/technology change over time		-compare modern and old objects -tell the past is different form today
Invasion and Settlements			
Trade and Raw Materials			-observing the variation of materials that objects are made from
Working like an Historian	-show an interest in the past -begin to ask questions about photos of the past -find out the answer to simple questions from a picture -begin to use words such as 'yesterday' 'the past' -tell somebody about the past orally	-give my own view on why something happened in the past -begin to ask questions about historical stories -show an awareness and interest in the past - use words such as 'yesterday' 'the past'	-carefully handle object from the past and comment on its appearance -ask questions about artefacts -find out the answer to simple questions from a picture or artefact -show an awareness of the past

		-tell somebody about the past using common words and phases relating to the past or drawing	- use words such as 'yesterday' 'the past' --tell somebody about the past using common words and phases relating to the past or drawing
--	--	---------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------

Year 1

Rational

In year 1, our children still need a clear focus on the concept of History and developing their understanding of what and when the past was. We continue to build their narrative around history through a broad lens of topics rather than one specific time period. There is also a focus on developing the basis of historical enquiry and understanding how historians know about the past.

Building on their learning in EYFS, the children will start to develop their sense of chronology beyond their own immediate lives though the year 1 curriculum and within each unit of learning. The main concepts will continue to develop with the introduction of significant individuals from their local area and nationally. The main theme of the 3 units is that of change and that things in the past were not the same as today but that there are some similarities. In year 1 we will also begin to look beyond the UK to the wider world with the introduction to diverse explorers Ibn Battuta, Amelia Earhart and Preet Chandi. The Explorers topic does have a wider dates range but the focus will be on the achievements of the explorers rather than the chronology.

Key Texts

Year 1 End Points- Our children will...

Chronology	<ul style="list-style-type: none">-know where the people and events studied fit on a basic timeline-explain the similarities and differences between the ways of life at different times-be able to place a few objects in chronological order
Significant individuals	<ul style="list-style-type: none">-know how significant individuals related to communication and explores have impacted on our lives today- what difference have they made to us?
Tools and Technology	<ul style="list-style-type: none">-to know that means of communication have changed and adapted over time and they recognise how much quicker it is to send a message today.
Invasion and Settlements	<ul style="list-style-type: none">– the sacrifices soldiers made in the war that give us our way of life today.
Trade and Raw Materials	<ul style="list-style-type: none">- (Ibn Battuta) that part of the reason that explorers went on dangerous journeys was to bring back new raw materials.
Working Like a Historian	<ul style="list-style-type: none">-use common words relating to the passing of time-tell you about a time before they were born-be able to recount stories accurately and explain why some people are important-comment on what or how they found things out-understand some of the ways we find out about the past-develop skills to present an idea and raising questions about the past

Year 1	Autumn	Spring	Summer
The Big Question	How can learning about the past inspire my future?		
	Local History: History of Our School Is there any difference between school today and in the time of your parents and grandparents?	Changes in Living Memory: Communication How did my grandparents invite their friends to a party?	Significant Individuals: The lives of explorers and the different challenges they met when travelling the world. Who was the bravest Explorer?
	Events Beyond Living Memory Why do we Remember? Remembrance and our local soldiers		
Retrieval Opportunities		-revisit the children's timeline of the school and the similarities and differences -order photos in chronological order	-revisit the children's timeline of their life, the school and key events relating to communication -any significant individuals they have learnt about
The children will know	-what the school was like in our grandparent's time -how the school has changed over time- physically and the day to day running -what the similarities and differences are between school now and then -when they would prefer to be at school: now or in the past	-some of the key development in communication since the 1930s -some of the key developments in communication -who some of the key individuals are that help develop the way we communicate (some of these may be before 1930's to give the children an idea of how communication has developed) -how letters, telephones, mobile phones, and the internet have been used to communicate -what the future of communication might look like	-what is meant by 'a significant individual'. -who are explorers and what do they do? -why they travelled and how -who Ibn Battuta was- his life and travels -some of the customs/foods which Ibn Battuta described during his travels -how he will be remembered and the impact he had on future explorers -the adventures and achievements of Amelia Earhart and Preet Chandi -which explorer they feel was the bravest and the reasons behind this
	- some local war heroes who fought in the war. - begin to understand what the war was about and why they were fighting. -why we have a special day to remember the soldiers -how we remember soldiers lost in the war. - to understand that there is still conflict today. -begin to research how soldiers may have communicated with family at home. Link to next unit- how did these soldiers communicate with home?		

The children will do	<ul style="list-style-type: none"> -Compare the lives of people within one place or era -Use a source of information to find out about someone's life in the past. (talk from a grandparent) -to ask and answer questions about the past -Sequence photos and images of school -tell you about some of the people and events from the past 	<ul style="list-style-type: none"> -analyse artefacts and place them in chronological order -ask questions and think about how they might find the answers out -find out similarities and differences between communicating in grandparents time and now -present their ideas orally or in drawings -make predictions 	<ul style="list-style-type: none"> -name a few people for the past who have contributed to national achievements -draw conclusions from what they have learnt and begin to justify their options -put Ibn Battuta in context with other explorers -use a variety of sources to gather information
Vocabulary	yesterday, last week, last year, when I was younger, a long time ago, before I was born, when my parents were younger, similar, different, timeline, prefer,		
50 Experiences	<ul style="list-style-type: none"> -Visit the local War memorial -wear a poppy 	<ul style="list-style-type: none"> -post a letter to themselves/school - 	

Year 2 Rational

In year 2 the children will continue to add to their chronological understanding of their immediate area, focusing on Bredbury and the History that surrounds them. They will meet more significant individuals who have impacted on local achievements and the possible impact that has on their own lives. They will be introduced to the concept of 'monarchy' through the study of the longest reigning Queens. The children will then broaden their learning to international achievements that impact the wider world. The chronology of year 2 develops both through the year and within individual units.

The focus for the local study will focus on using maps to track the History of Red House Lane

Year 2 End Points- Our children will...

Chronology	<ul style="list-style-type: none">-to understand the chronology of the local area-know what life was like between two different time periods and the-understand the development of the technology of flight.
Significant individuals	<ul style="list-style-type: none">-understand the impact that Queen Elizabeth II and Queen Victoria had on society looking at their achievements on a national and international scale.-know the impact that the Wright brothers had on transport.-explain how significant individuals have contributed to nation and international achievements
Tools and Technology	<ul style="list-style-type: none">-know how the aeroplane has adapted over the last 100 years in how it developed into commercial flying.
Invasion and Settlements	<ul style="list-style-type: none">-know how Bredbury has changed over time with housing, industry and infrastructure.
Trade and Raw Materials	<ul style="list-style-type: none">-understand how aeroplanes revolutionised travel and trading by making trade quicker and more reliable.-know that steel was produced locally.
Working Like a Historian	<ul style="list-style-type: none">-fit the people and events they have learnt about on a basic timeline-be able to express some similarities and differences between different time periods-be able to give reasons why people in the past acted as they did-begin to reflect on the significance about what I have learnt about the past-start to use evidence to gain knowledge-start to use enquiry techniques- questioning, investigating, making predictions and exploring artefacts

Year 2	Autumn	Spring	Summer
To continually develop the children's understanding of Chronology and the time period they are studying each unit of work must contain some retrieval practice around previous periods and placing the current time period on the timeline.			
The Big Question	Local History: Bredbury in maps and Photos What secrets does Red House Lane hide from the past?	Significant Individuals Queen Victoria & Queen Elizabeth II Who sat on the throne the longest?	Events Beyond Living memory: The Wright Brothers Why did the Wright brothers succeed where others had failed?
Retrieval Opportunities	-what they have learnt about the history of the school -using map and plans		-the achievements of Amelia Earhart
The children will know	-how maps can help us understand what places were like in the past -what features have changed and what has stayed the same in our local area -where the steelworks where and what is there now (historical enquiry based on the lamppost in Claire Oldham's garden!) -what the steelworks produced and why were they there -when the steelworks closed and what is there now	-why we have a Royal family and who they are -know that not all countries have the same monarchy. - what changes each Queen make to society - to know the similarities and differences between the two Queens. - to begin to understand why Queen Victoria had so much power and Queen Elizabeth didn't.	-who the WB were -how they managed to be the first to launch a man powered flight -what the WB did differently so they succeed where others had failed -how we know their flight was successful even though it happened 100 years ago -how their achievements have impacted on our lives -suggest ways to commemorate their achievements
The children will do	-use historical maps to answer questions about the local area and how it has changed -use historical photographs to understand what our local area looked like in the past	-ask and answer questions about historical photos -compare and contrast the reigns of the Queens	-match photographic evidence to prove statements about the WB achievements
Vocabulary	Compare, change, fact, opinion, evidence, industry, steelworks, demolished, century, decade, historical maps, areal maps, different periods of time, compare and contrast, way of life	Monarch, queen, king, coronation, reign, crown, Queen Elizabeth, Queen Victoria, royal, royalty, throne, modern, past, present, similar, different, artefacts, evidence, aspects of life, contribution, national, international	Aeroplane, flight, commemorate, remembrance, transport, development, technology, importance, significance, research, modern,

50 experiences	-Walk to the site of the steelworks- using modern and historical maps		
----------------	-----------------------------------------------------------------------	--	--

Year 3

Time Periods Studied

Stone Age (8-10000 BC- 4000 BC) Bronze age (BC 2300-800) Roman invasion of Britain (AD 43)

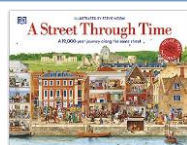
Rational

We know our children need to have a very strong understanding of the history that is in their immediate area before they can make effective links to national History. They also need to develop the sense of the vastness of time involved. Our children also need lots of opportunities to express their own opinions and give valid reasons for these. This unit builds upon...

In this unit we will start to focus on and further develop the children's chronological awareness through a carefully constructed 'journey' of archaeology through the above time periods and as far as possible relating it to known archaeological finds around the local area including the Iron age settlement at Mellor the archaeological evidence of Romans passing through area. We will then extend the children's understanding of these time periods using sources and evidence to understand the key aspect of each time period (detailed below). Through the use of the key texts children will start to make connections between the time periods and how the main developments impacted the whole of Britain and their local area. The children will be given lots of opportunities to use artefacts and sources to help ask and answer questions about the past.

Stone Age			Bronze Age		Iron Age
Palaeolithic	Mesolithic	Neolithic	Early	Late	
700,000BC	10,000 BC	4500 BC	2300 BC	1200 BC	800BC AD 43

Key Texts



Year 3 End Points- Our children will...	
Chronology	<ul style="list-style-type: none"> -know that history is split up into different named time periods -use some dates to explain local history -be able to place events, people and changes in local History -understand that time period where vast and overlapped
Significant individuals	-know the role Boudica and to understand the idea that in history there is always 'two side to every story'
Tools and Technology	<ul style="list-style-type: none"> -know how tools progressed through the discovery of metals and the impact this has had -know the developments that the Romans brought to Britain -appreciate how much progress was made in in these time periods
Invasion and Settlements	<ul style="list-style-type: none"> -know that people started to create settlements in the Bronze age due to the development of farming -Know the reasons the Romans invaded Britain -know what a typical stone age/bronze age/Roman settlement was like
Trade and Raw Materials	<ul style="list-style-type: none"> -know what raw materials Britain was rich in -understand the raw materials needs to make bronze and iron -understand that the Romans invaded Britain because of the raw materials available
Working Like a Historian	<ul style="list-style-type: none"> -know how Historians learn about the past (archaeology) -be able to look at artefacts and give possible explanations of what they are/used for -use sources to answer questions about the past -to write sentence to decide the main events and changes in history -to begin to talk about the similarities and differences between the different time periods covered so far -be able to explain a few way how the past has been presented or described

Year 3	Autumn	Spring	Summer
Broad line of enquiry	How does humankind leave its mark on the world?		
	Stone Age Did anyone from the Stone Age settle in Stockport?	Bronze Age to Iron Age How has Mellor impacted on what we know about the Iron Age and Bronze Age?	The Romans Why did the Romans Come to Britain? Did they ever settle in Bredbury?

Retrieval Opportunities			
The children will know	<ul style="list-style-type: none"> the stone age is broken up into three different time periods. how to plot the time periods on to a timeline. there is no evidence of settlements in Stockport the Mesolithic visited Mellor in the Summer for hunting Flint evidence has been unearthed in Mellor which suggests temporary camps were set up for hunting season. flint was a versatile material used for numerous reasons e.g. tools for hunting what life might have been like for a child 	<ul style="list-style-type: none"> that there was an Iron Age / Bronze Age settlement in Mellor. that pottery and other artefacts have been excavated in Mellor the cool and wet climate of Mellor made it ideal for the settlements to farm and animal husbandry. Mellor has made an enormous contribution to our understanding of the Iron Age in the North West. A fort was discovered in Mellor dating from the Iron Age. what life may have been like for a child. 	<ul style="list-style-type: none"> that the Roman came to Britain looking for land, slaves but most of all iron, lead, zinc, copper, silver and gold. the ford on the River Mersey was the meeting point of several Roman roads. there is some evidence that the Romans occupied the Iron Age fort in Mellor. there is no evidence to suggest the Romans settled in Bredbury because no evidence has been discovered. what impact the Romans had on our country.
The children will do	<ul style="list-style-type: none"> Use sources of information to find out about life in the Stone Age. Use sources to begin to understand why they did not settle but wandered into Mellor. to ask questions about why they may not have settled. order the periods of time on a time line begin to understand what happened in each of the 3 periods of time during the Stone Age. 	<ul style="list-style-type: none"> Visit the Mellor site Begin to ask questions and find answers as to why Mellor was a good site to settle. Visit the museum and look at similarities and differences between artefacts from the different eras. use evidence from the visits to predict what life may have been like for a child in the Stone Age. Begin to look at the similarities and differences between the Stone Age and Iron / Bronze Age. 	<ul style="list-style-type: none"> look at evidence to conclude why archaeologists believe that the Romans did not settle in Stockport. e.g. only a few artefacts found. ask questions about why the Romans came to Britain and what our country could offer. research what the impact and changes were on the UK during the Roman era. make predictions about what life was like as a child in Roman time.

Vocabulary	Palaeolithic, Mesolithic, Neolithic, hunting, terrain, climate, flint, flint knapper, scrap flakes, hunting, camping, wanderings, prehistoric, archaeologist, tools, spear, arrow, Old Stone Age, Middle Stone Age, New Stone Age, artefacts	iron, bronze, settlement, artefacts, excavation, fort, pottery, husbandry, hunting, farming,	conquer, army, conquest, invasion, roads, artefacts, land, lead, zinc, copper, gold, silver
50 experiences			

YEAR 4

Time Periods Studied

Anglo Saxons (410 - 1066 AD) - Tudors (1485 - 1603) – Ancient Egypt ()

Rational

In year 4, we are building on the children's understanding of the local History in early History and how settlements developed through to the Roman times. The children will continue to develop a strong understanding of the history that is in their immediate area and the impact that still has on their history. They also need to develop the sense of the vastness of time involved. Our children also need lots of opportunities to express their own opinions and give valid reasons for these. They will also continue to develop the concept of monarchy introduced through Key Stage 1

We will look at the major changes in Stockport through the main link of the Market Place which has been present in Stockport since Anglo-Saxon times: the reasons and evidence for this. Moving through to the Tudor era in the area, focusing on Bramhall Hall and local historical figures. We will continue to build the children's Chronological understanding into the above time periods and how these are reflected in national history. The main shift in the year 4 curriculum is the introduction of ancient and world History through the study of Ancient Egypt. This will link chronologically to year 3 units on the Bronze Age and start to build the children's understanding of History taking place beyond their locality. This unit builds on the Year 4 geography unit on Rivers and their connection to human settlement. Through the text *The Street Beneath My Feet* and *A Street Through Time* the children will track through the major changes and archaeological evidence related to these time periods.

Year 4 End Points- Our children will...

Chronology	<ul style="list-style-type: none"> -know the where the Anglo-Saxons, Tudors and Ancient Egypt period fits in with their chronological understanding -be able to put artefacts and information in chronological order -able to explain where the names of the time periods come from -continue to develop the concept of ancient world history
Significant individuals	<ul style="list-style-type: none"> -understand the influence and impact of significant figures in Local History -know how these significant individuals have impacted on our life today -know what life would have been like for a child during the time periods studied -understand the importance of Bramhall Hall and the significant people who lived there
Tools and Technology	<ul style="list-style-type: none"> -understand how the development in industry impacted on Stockport -understand the main achievements of the ancient Egyptians -know what made the Egyptian such a successful civilisation -how day to day life in Tudor times varies to our lives today
Invasion and Settlements	<ul style="list-style-type: none"> -understands the main reasons for major settlements in Stockport in each of the focus time periods -know the River Nile's importance to the development of life in ancient Egyptian times and the settlement along the River Nile
Trade and Raw Materials	<ul style="list-style-type: none"> -explain what the main raw materials that where trade in the Anglo-Saxon and Tudor times -know how the availability of raw materials impacts of settlement -understand how the Mayan's used trade to grow as a civilization

Working Like a Historian	<ul style="list-style-type: none"> -give reasons for and the results of the main events and changes in the time periods covered -describe a range of similarities and differences in different times in the past -start to weigh evidence up to develop a perspective and point of view -start to devise my own historical questions -use sources to help me answer questions about the past -write sentences and short paragraphs to describe some of the main events in the time periods studied
--------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 4	Autumn	Spring	Summer
What place makes the most successful settlement?			
Broad line of enquiry	Local History: Anglo-Saxons settlement in Stockport Where did the name Stockport come from?	Local History Local History beyond 1066 The Tudors and Bramall Hall	World History-Ancient Egypt What was the Ancient Egypt often called 'The Gift of the Nile'?
Possible Texts			
Retrieval Opportunities	-revisit timeline of time periods studied -the reasons behind the Roman settlement of Britain	-revisit timeline of time periods studied -how settlements changed between Roman and Anglo-Saxon times -key developments from the stone age to the bronze age	-revisit timeline of time periods studied -revisit the key concept of settlements and how these have changed from Stone Age to Anglo-Saxon times - Geography - Amazing rivers
The children will know	-know that there was an Anglo-Saxon settlement in in Stockpot -that Stockport market was established in Anglo-Saxon times -the name Stockport comes from the Saxon settlement -understand the Anglo-Saxon influence on UK place names (counties and towns) -understand the decline in settlements from Roman times to Anglo-Saxon times	-where the Tudors fit in to the British history timeline -key individuals of the time period -what life was life for a child -why was Bramhall hall built? -who the Davenport family were in relation to Tudor society -what life would have been like in Bramall Hall would have been like	- Ancient Egyptian period ran from 3100BC to 300BC. The same time as the Bronze Age in the United Kingdom - why people able to prosper in the desert land of Ancient Egypt - The River Nile was essential to settlement and to life in ancient Egypt and the importance of the flooding sessions - Hieroglyphs were written by scribes, who had to go to a special school to learn how to write

	-what happened in British History to 1066 -what life was like for a child		- why we know so much about the Ancient Egyptians and their achievements - The Ancient Egyptian Empire was one of the oldest and longest ruling empires in history - what life was like for a child
The children will do	<ul style="list-style-type: none"> - use sources to prove that the Anglo-Saxons settled in Stockport, - understand that many of our UK city / town names are derived from the Anglo-Saxons including Stockport (Stocport) - conclude why they believe a decline in settlements happened between the Romans and Anglo-Saxon uses reliable sources. - Use a range of sources and begin to understand the idea of bias. 	<ul style="list-style-type: none"> - visit Bramhall Hall and discover what it may have been like to live there, why it was built there. - Research who the Davenport family were and how they came to be at Bramhall Hall. - ask questions about what life would have been like in the Tudor times for both rich and poor. 	<ul style="list-style-type: none"> - place key Egyptian events on a timeline alongside the Stone Age. - understand that different historical periods overlap and happen at the same time. - conclude why the River Nile was such an important reason for settlements. - find out how the Egyptians prospered in the desert. - ask questions about what life may have been like for a child. - use artefacts and evidence to find out about life in the Egyptian times.
Vocabulary	Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, hoard, metal detecting, saga, chronicle, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.	Tudor, Henry VIII, Lord, Lady, Duke, Duchess, servant, nobility, Earl, Marquess, Viscount, gentleman, banquet, peasant, gowns, Braon, Baroness, court	Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.
50 experiences			

Year 5

Rational

In year 5, we are continuing to build on the children's understanding of the local History in more recent times - The Victorian Era and during the World Wars. The children will continue to develop a strong understanding of the history that is in their immediate area and the impact that still has on their history.

We will look at how the Industrial Revolution affected Stockport and its industry, particularly in the production of hats. They will be recognising the local legacy that hat making had on Stockport and how it is still celebrated through the Hat Works Museum today. They will be able to look and study artefacts from the museum to develop an understanding and ask questions about why Stockport was chosen to play this important role. Moving through to World War 1 and 2 in the area, children will be able to build on from researching local soldiers in year 1. They will understand why the wars began and why there were two. They will look at the significance of the air raid shelters still present today in Stockport and what life would have been like for the people and children using these shelters. We will continue to build the children's chronological understanding into the above time periods and how these are reflected in national history. The main shift in the year 5 curriculum is the second visit of ancient and world History through the study of Ancient Mayan. This will follow on from the Year 4 unit on the Ancient Egyptians and continue to develop the children's understanding of History taking place beyond their locality. This unit builds on the Year 4 geography unit on Rivers and their connection to human settlement. Through the text *The Street Beneath My Feet* and *A Street Through Time* the children will track through the major changes and archaeological evidence related to these time periods.

Year 5 End Points- Our children will...

Chronology	<ul style="list-style-type: none">-continue to develop their mental timeline or 'recent' history and 'ancient' history-add to their chronological understanding of more recent local history-understand that the past is divided into differently named time periods and can start to talk about local and British history using some key dates-put artefacts or information into Chronological order
Significant individuals	<ul style="list-style-type: none">-understand the influence and impact that local significant figures-what life was like for a child in the time periods studied-know any local significant individuals related to the Hat Works
Tools and Technology	<ul style="list-style-type: none">-understand how the development in industry impacted on Stockport-know what life was like for a Victorian child and during the wars-be able to express the impact of War on the local area and what changed and what stayed the same-know key developments during the Mayan Civilisation
Invasion and Settlements	<ul style="list-style-type: none">-know how the settlement of Stockport developed through Victorian industrialisation-understand the main reasons leading to the causes of WW I and II-know the impact that the world wars had on the local area
Trade and Raw Materials	<ul style="list-style-type: none">-understand how the Maya traded and how it allowed the society to develop-understand the reasons behind the development of the Hat industry in Stockport

Working Like a Historian	<ul style="list-style-type: none"> -practice a coherent chronological narrative of the time periods studies -start to tell the story of events relating to local history -identify key changes within a time period -start to identify contrasts and trends over short periods of time -together, devise questions about change and continuity and similarities and differences -have an increasing awareness of different views about events and people -begin to evaluate a range of historical sources -use key historical vocabulary accurately -present historical facts and my opinions in longer paragraphs and illustrate these with maps and sources
--------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 5	Autumn	Spring	Summer
Broad line of enquiry	Local History: Thriving textile/hat making industry in the Victorian era Why were Stockport County known as the Hatters?	Local History: WW I and II What are the stories behind the air raid shelters in Stockport?	World History: The Maya Civilisation Explore the world of the Maya, and debate whether they should continue to be remembered as a significant culture. Why should we remember the Maya?
Retrieval Opportunities	Year 4 - Tudors and Bramhall Hall, why was it built in Stockport?	<ul style="list-style-type: none"> - Local hero revisiting from Year 1 - Remembrance Day. 	-Key learning from Year 4 Ancient Egypt unit
The children will know	<ul style="list-style-type: none"> -develop chronology of Bramhall and what it was like in the victorian time compared to the Tudor time already studied - the impact the arrival of Bredbury train station had on the town. - the beginning of Stockport County Football club as Heaton Norris Rovers in 1883. -Stockport gained county borough status in 1890 and what that meant. - a workhouse was in Stockport and artefacts have been found to support this 	<ul style="list-style-type: none"> - how and why the war started. - why there was a second World War. - Why evacuees came to Stockport during the war. - what life was like for a child during the war - what an air raid shelter was like and why they were built. - who Adolf Hitler was and why he his actions started WWII 	<ul style="list-style-type: none"> -know where and how the Maya live today -When and where the Maya lived and the type of environment they lived in -how the Maya fitted in to a wider chronological pattern of other civilisations and periods -about the Maya writing system and its uses -similarities and differences between the Maya writing system and ours -what the hieroglyphs tell us of Maya culture and society

	<ul style="list-style-type: none"> - what life was like in a workhouse -the impact that hat making had on Stockport. -what life was life for a child 		<ul style="list-style-type: none"> -How similar, and how different, Mayan and Egyptian writing were -what goods the Maya's traded -become familiar with the Maya and their culture -about Mayan myth of creation in the Popul Vuh -learn about the ancient Maya ball game and its cultural significance -what life was life for a child
The children will do	<ul style="list-style-type: none"> - find out why the Industrial Revolution brought so many positive changes to Stockport. - ask questions about why hat production was so significant to Stockport. - reach conclusions about the productions of hats in Stockport and how that impacted the town. - find out about significant individuals such as the Ward Brothers - conclude why Stockport County Football team are named nicknamed the Hatters. 	<ul style="list-style-type: none"> - use sources to understand what the life of an evacuee / jew was like. How did that impact a child? Read Anne Frank's Diary and compare what life was like as a jewish child. - understand why Stockport was a good place to evacuate too. - visit the air raid shelters in Stockport. - ask questions about the effectiveness of an air raid shelter. - ask questions about why the wars needed to start. - conclude whether or not the significant people and reasons above were a good or bad reason to have a war and say why. 	<ul style="list-style-type: none"> -ask and answer questions about the Maya using evidence -reach conclusions about the Maya using archaeological evidence. -understand the limitations of reaching conclusions using just archaeological evidence -make comparisons between time periods
Vocabulary	Industrial revolution, production, hat making, hatter, industry, trade, machinery, cotton, silk, Samuel Oldknow, The Ward Brothers, change,	conflict, war, Great war, fighting, battle, death, wounded, evacuees, air raid shelter, siren, bomb, killings, Europe, world, prisoners, Jews, Navi, Anne Frank, rationing, Nazi, tanks, grenades, victory, surrender, defeat, attack, allies, bombers, planes, military, soldiers	Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance.
50 experiences			

Year 6

Rational

In Year 6, the children will revisit the periods in time that they have studied so far throughout their time at Bredbury St Marks. They will look deeper into the ways of life with a particular focus on the crimes and punishments that happened during each period. They will have the opportunity to compare what actions were considered as a crime to what is considered a crime today. They will have an opportunity to give an opinion on whether they think they were fair or justifiable crimes to be punished for.

At the end of the year in the Summer, they will have the opportunity to reflect on all those periods of time and decide which one they would have liked to live in and give reason as to why that would be.

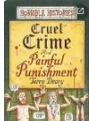
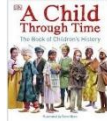
As the children start to look across a wider period of time, the first unit in year 6 provides them with a clear structure and a lens to look back over a wider period of time. The unit on Crime and Punishment will model for the children how to widen the zone of study and demonstrate how to make judgements by gathering Historical information then forming a point of view. The children will then build upon this in their Summary and Review unit of Learning where they will develop their own line of enquiry across all the time periods studied in Key Stage 2 and start to form balanced views about each time period.

Key Texts

Year 6 End Points- Our children will...

ADD ANY ADDITIONAL END POINTS WHEN SUMMARY AND REVIEW LINE OF ENQUIRY IS DECIDED

Chronology	<ul style="list-style-type: none">-develop a chronological narrative, knowledge and understanding of Britain's past-plot key points in Chronology through the telling of a story of events across several time periods-describe connections and contrasts over longer time-start to explain how History 'links together'
Significant individuals	<ul style="list-style-type: none">-how key individuals have influenced the justice system-
Tools and Technology	<ul style="list-style-type: none">-to understand the use of torture tools and what they were used for-
Invasion and Settlements	<ul style="list-style-type: none">-the trends and differences of invasion and settlement through the different time periods studied
Trade and Raw Materials	<ul style="list-style-type: none">-
Working Like a Historian	<ul style="list-style-type: none">-to compare the fairness and justice of certain punishments-devise questions about similarities and differences-understand the complexities of people's lives in the past-see the relationship between different periods and legacy or impacts for them-understand that the past can be represented and interpreted in many different ways-consider different points of view and form their own view-start to make judgements about the reliability of sources-present Historical information through maps, sources and extended writing

Year 6	Autumn	Spring	Summer-
Broad line of enquiry	Crime and Punishment Post 1066 Theme Have crimes and criminals always been treated in the same way?	Summary and Review- What social change have we seen through UK history? This unit is aimed at the children being able to reflect on their History learning and look across the time periods studied to make judgements, find trends and spot similarities and differences. Possible lines of enquiry could be: When was it the best and worst time to be a child? When and how did my local area change the most/for the better/for the worst? Who had the biggest impact on my life today?	
Possible Texts	Cruel Crime and Painful Punishment 	A Child Through Time 	
Retrieval Opportunities		The first couple of lessons should be taken up with revisiting the end points for Year 3,4 and 5- focused on the areas that will help the children the most in answering their line of enquiry.	
The children will know	-what we mean by crime and punishment and some of its main features over time -the main changes over time to the types of crime committed -how and why punishments have changed over time -how crimes have been investigated over time -how our views about crime have changed over time -how realistic are stories about crime and punishment in the past -over time which main types of crime have been the most worrying	-the main events, themes and ideas from the time periods studied through key Stage 2- both locally and nationally -what the trends are though the time periods studied -the social changes through the time periods and what impact they still have today -the key dates of the time periods studied -	

The children will do		<ul style="list-style-type: none"> -reflect on the different time periods -decide with reasons as to why they would have chosen that time to live in -compare sources for reliability and bias -generate their own enquiry questions -complete their own research -present their findings in extended writing pieces -express their point of view and back this up with evidence
Vocabulary	torture, justice system, punishment, crime, unfair, unjust, justice, court, guilty, execute, oath, torture, judge, trial, innocent, Twelve Tables, wergild, scold's bridle, labour, jury, law, noble, trial by ordeal, tithing, pillory, ducking stool, branding, rack, drunkard's cloak, stocks	<i>Will vary depending to the Enquiry chosen- list here</i>
50 experiences		

Useful Resources

Images of Local History	https://imagearchive.stockport.gov.uk/
The Maya	https://www.mayaarchaeologist.co.uk/
NLS Side by Side Historical Maps	https://maps.nls.uk/index.html