

- This link takes you to Enquiry Questions. Suitable for all topics. <https://www.history.org.uk/primary/resource/9361/pull-out-posters-primary-history-70>
- Have a mini timeline per subject in class. Keep it simple. In KS 1 pictures are a great way of initiating discussion of continuity and change.
- Blocks of 10 for EYFS, and Y1?
- Blocks of a 100 for year 2, and 3
- 5 day timeline for the Great Fire of London?
- Set the scene to the topic by visiting the timeline, watching a period film, look at period posters to begin immersion into the sense of History.
- Look at, and interrogate pictures, refer to Enquiry Questions.
- Write around a picture? Ask questions? Explanatory notes?
- Use Historical Vocabulary – evidence
- For Key Stage 1 – investigate short writing opps, eg, write on aflame for the GFoL
- For Key Stage 2 – Keep writing historically based, and timely. Eg Don't write a newspaper article for Egyptians – they didn't have newspapers, don't write a diary for life in the bronze age – they didn't write them. Keep writing contemporary to the period of study.
- If you want to vary the Significant People you study, [this link takes you to the HA significant individual sections](#)
- [National Library of Scotland map is a great map web site where you can compare Previous, and current settlements, side by side. Free, and amazing.](#)
- There is a cracking article in Primary History 13.3.2023 on The Coronation.
- Your History boxes, 1 per 15, are a great 1% gain for teaching chronology.
- [This link takes you to memorabilia resources, or artefacts that look and feel like the real thing – some cracking stuff on here.](#)
- At the start of each unit take your class to the timeline by the MUGA. The best time to do this is during the first lesson. The purpose of this exercise is to give your new topic a place in time, to allow the children to position their new learning in relation to their previously taught units & to embed their understanding of chronology and chronological context. Spend time looking at "our street through History books to find a context of the period. The National Curriculum places a huge focus on this. Spend a good 15/20 mins exploring, questioning and discussing when you're there. The timeline is bespoke to St George's and all our units appear on there. KS2 children could generate some questions in preparation for their visit, they could then answer these when they get to the timeline. The best way to evidence this is by taking pictures for seesaw. The sooner this practice becomes second nature for the children, the better. In doing this we're helping them to gain a coherent understanding of the past - a skill which is pretty hard to grasp at such a young age. If you have any questions or queries I'm more than happy to have a chat!
- [This link takes you to the British Museum, which is suitable for all periods of History.](#)

## History Whole School Overview

- There are various timelines on History Association – [Primary History 68 67](#) for example for the Ancient Civilisations
- [For every topic there are pull out posters that are ace.](#)
- This link takes you to the HA, and topic grid in relation to the HA.  
<https://www.history.org.uk/publications/categories/299/resource/9344/primary-history-topic-grid>
- Civilisation Primary Concept - Use of aerial photographs – from EYFS (Small world – Larger communities on Web. What are the key things
- Invasion Primary Concept – From EYFS – Taking something that's not yours, through to INVASION of countries. etc

### **Links for Subject Leader**

[History | Subject curriculum insights for primary and secondary teachers and leaders](#) ([History | Subject curriculum insights for primary and secondary teachers and leaders](#))

# History Whole School Overview

EYFS KS 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>Farms/ All about me</b> Childhood XXXXXXXXXX	<b>Dark Nights/Bright Lights</b>	Space		<b>Paddington's Travels</b> Monarchy	<b>Traditional Toys</b>
Class 3 (year 1)	<b>Henry Tate</b> XXXXXXXXXX Significance	<b>The High Street</b> Childhood Similarity & Difference		<b>The GFOL</b> Civilisation Causes		
Class 4 (Year 1/2)		<b>The Titanic</b> Xx Significance	<b>Houses &amp; Homes</b> Civilisation Change and Continuity	<b>Edith Cavell &amp; Mary Seacole</b> Invasion Significance		
Class 5 (Year 2)		<b>Remembrance Day</b> Monarchy Significance	<b>Moonlanding</b>		<b>Communication over last 100 years</b> Childhood Change and Continuity	

# History Whole School Overview

KS 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 6 (year 3)		<b>A Victorian Christmas, a local study</b> Civilisation Sources and Evidence	<b>Stone Age Bronze age Iron Age</b> Childhood Sources and Evidence			<b>The Romans &amp; The Celts &amp; Boudicca</b> Invasion Historical Interpretations
Class 7 (Year 3/4)	<b>Stone Age Bronze age Iron Age</b> Childhood & Invasion Sources and Evidence	<b>The Romans</b> Invasion Consequences				<b>Anglo Saxons &amp; Scots</b> Invasion Consequence
Class 8 (year 4)		<b>British Settlements by Anglo Saxons and Scots</b> Invasion Sources & evidence	<b>The Vikings upto Alfred The Great</b> Monarchy Historical Interpretation		<b>The Indus Valley</b> Civilisations Sources & Evidence	
Class 9 (Year 5)	<b>Industrial Revolution</b> (A Local study) Civilisation Significance	<b>Ancient China. Shang Dynasty</b> Civilsation Sources & evidence	<b>The Viking and Anglo Saxons up to Edward The Confessor.</b> Invasion Causes			
Class 11 (Year 6)	<b>Mohinder's War</b> Invasion Historical Interpretations	<b>Baghdad</b> Civilizations Significance				<b>Ancient Greece Athens</b> Civilisations Sources and Evidence.

	EYFS	Class 3 (Year 1)	Class 4 (Year 1 / 2)	Class 5 (Year 2)	Class 6 (Year 3)	Class 7 (Year 3/4)	Class 8 Year 4	Class 9 & 10 Year 5	Class 11 Year 6
<b>Aut 1</b>	<p><b><u>SUBSTANTIVE CONCEPT</u></b></p> <p>Childhood</p> <p>Farm / All about me:</p> <p><b>ELG:</b> Talk about the lives of the people around them and their roles in society;</p> <p><b><u>Key Vocabulary:</u></b></p> <p>Today Yesterday Then Now Baby Nursery Remember Before Next Soon Old Ago</p>	<p><b><u>SUBSTANTIVE CONCEPT</u></b></p> <p><b><u>SECOND ORDER CONCEPT</u></b></p> <p>SIGNIFICANCE</p> <p><b><u>Topic:</u></b> Henry Tate</p> <p><b><u>Question</u></b> How did Henry Tate improve people's lives in Chorley?</p> <p><b><u>National Curriculum:</u></b> The lives of <b>significant people</b> that have contributed to national and international achievements</p>				<p><b><u>SUBSTANTIVE CONCEPT</u></b></p> <p>Childhood INVASION</p> <p><b><u>SECOND ORDER CONCEPT</u></b> Sources &amp; Evidence</p> <p><b><u>Topic:</u></b> <a href="#">Stone Age</a>, <a href="#">Bronze Age</a> and <a href="#">Iron Age</a></p> <p><b><u>Question</u></b> What can we learn from the remains of Skara Brae about life in Ancient Britain Emphases Farming, Weapons, Buildings, Story Telling, Skara Brae</p>		<p><b><u>SUBSTANTIVE CONCEPTION</u></b></p> <p>Civilisation</p> <p><b><u>Second ORDER CONCEPT:</u></b></p> <p><b>Significance</b></p> <p><b><u>Topic:</u></b> The Industrial Revolution from a local perspective.</p> <p><b><u>Question</u></b> What was the Industrial Revolution, and why was the North West so important to it?</p> <p><b><u>National Curriculum – A local history study.</u></b></p>	<p><b><u>SUBSTANTIVE CONCEPT</u></b> INVASION</p> <p><b><u>SECOND ORDER CONCEPT</u></b></p> <p><b>Historical Interpretations</b></p> <p><b><u>Topic.</u></b> A study of Mohinder's War – Bali Rai.</p> <p>A study of how people of other cultures impacted the war (the impact of Billy Strachen, Johnny Smythe and Lilian Bader and how</p>

		<p>Significant historical events, people, and places in their own locality.</p> <p><b><u>Key Vocabulary:</u></b> Local, past, invention, merchant, significant dates 19<sup>th</sup> century Sugar merchant Significance before I was born, A long time ago, then, now, famous,</p> <p><b><u>Some children will use</u></b> When my adults were little, order,</p>				<p><b><u>National Curriculum</u></b> Changes in Britain from the stone age to the iron age.</p> <p><b><u>Key Vocabulary:</u></b> AD, BC, CE, BCE, era Palaeolithic, Mesolithic, Neolithic stone age, iron age, bronze age, Ancient, settlers, , settlement, Brits, archaeologists , excavate, historian, historical</p>		<p><b><u>Key Vocabulary:</u></b> Industry Revolution Impact Change Capitalism Socialism Communism Peasantry (how words have changed)</p>	<p>this In spite of racism encouraged black people to fight).</p> <p><b><u>Question</u></b> How did people of other cultures impact the war?</p> <p><a href="https://thebarnetgroup.org/tbg/uk-black-history-world-war-i-and-world-war-ii/">https://thebarnetgroup.org/tbg/uk-black-history-world-war-i-and-world-war-ii/</a></p> <p><b><u>National Curriculum</u></b> A study beyond 1066 (Significant turning point in British History).</p>
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								<div><div><div>Key Vocabulary</div><div><div>:</div><div>Parliament Democracy Propaganda Nazi Party Aryan Race Allies Treaty Persecute Surrender Prime Minister, significant, interpretations, persuade, viewpoint, interpretations,</div></div></div><div><div>SOME CHILDREN WILL USE</div><div>Relationships, advancements,</div></div></div>
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<b>Aut 2</b>	<p>Dark Nights, Brights Lights:</p> <p>Diwali</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books</p>	<p><b>SUBSTANTIVE CONCEPT</b> Childhood</p> <p><b>SECOND ORDER CONCEPT</b> Similarity &amp; Difference.</p> <p><b>Topic:</b> The High Street</p> <p><b>Question:</b> How has Chorley High Street Changed since 19030s?</p> <p><b>National Curriculum:</b> Changes within living memory.</p>	<p><b>SECOND ORDER CONCEPT</b> Significance</p> <p><b>Topic:</b> The Titanic</p> <p><b>Question</b> Who was Charles Lightoller?</p> <p><b>National Curriculum</b> History Events beyond living memory that are significant nationally or globally.</p> <p>Significant historical events, people and</p>	<p><b>SUBSTANTIVE CONCEPT</b> The Role of the Monarchy in Armed Forces</p> <p><b>SECOND ORDER CONCEPT</b> Significance</p> <p><b>Topic:</b> Remembrance Day</p> <p><b>Question</b> Who were the Chorley Pals, and why are they remembered locally. What can we learn from them?</p>	<p><b>SUBSTANTIVE CONCEPT</b> Civilisation</p> <p><b>SECOND ORDER CONCEPT</b> Sources &amp; Evidence</p> <p><b>Topic:</b> A Victorian Christmas</p> <p>A local Study</p> <p><b>Question</b> What was a Victorian Christmas like at Astley Hall?</p> <p><b>National Curriculum</b> A local history study.</p>	<p><b>SUBSTANTIVE CONCEPT</b> INVASION</p> <p><b>SECOND ORDER CONCEPT</b> Consequences</p> <p><b>Topic:</b> The Romans</p> <p><b>Question</b> Why was Britain so important to the Romans?</p> <p><b>National Curriculum:</b> Roman Empire and its impact.</p> <p><b>Key Vocabulary:</b></p>	<p><b>SUBSTANTIVE CONCEPT</b> INVASION</p> <p><b>SECOND ORDER CONCEPT</b> Sources &amp; evidence</p> <p><b>Topic:</b> British Settlements by Anglo Saxons and Scots:</p> <p><b>Question</b> What did the Anglo Saxons want with England?</p> <p><b>National Curriculum</b></p>	<p><b>SUBSTANTIVE CONCEPT</b> CIVILISATION</p> <p><b>SECOND ORDER CONCEPT</b></p> <p><b>Sources and evidence</b></p> <p><b>Topic:</b> Ancient China-Shang Dynasty</p> <p><b>Question</b> Who was Fu Hao and how did she defeat her enemies?</p> <p><b>National Curriculum</b> The achievement of the earliest civilizations.</p>	<p><b>SUBSTANTIVE CONCEPT</b> Civilisation</p> <p><b>Topic:</b> Baghdad</p> <p><b>SECOND ORDER CONCEPT</b> Significance</p> <p><b>Question</b> Baghdad – What are its connections across the medieval world?</p> <p>Reference HA – primary</p>



<p>read in class and storytelling. (Rama and Sita)</p> <p><b>Key Vocabulary:</b> Before A long time ago Old New Past</p>	<p><b>Key Vocabulary:</b> Past, Present, Then/now, Century, Old/new, Long ago, Lifetime, sequence, same, different, money, decimalisation.</p> <p><b>HA HOW HAS SHOPPING CHANGED? HOW HAS THE HIGH STREET CHANGED. INCLUDE CHANGES IN THE ROLE OF WOMEN.</b></p> <p><b>KARIN DOULLL ARTICLE. INCLUDE DIVERSITY. CHANGES IN TASTES. PRIMARY HISTOY 71</b></p>	<p>places in their own locality.</p> <p><b>Key Vocabulary:</b> Peasantry (how words have changed) Long ago, Local, past, invention, merchant, significant dates 19<sup>th</sup> century Sugar merchant Significance before I was born, A long time ago, then, now, famous, similarities</p> <p><b>Some children will use</b> When my adults were little, order, chronological order, when my grandparents were young,</p>	<p><b>National Curriculum</b> Events beyond living memory that are significant nationally or globally.</p> <p>Significant historical events, people, places in own locality.</p> <p><b>Key Vocabulary:</b> Battle Remembrance Conflict Armed Forces Monarchy Significant dates Long ago, Local, past, , significant dates Significance before I was born, A long time ago, then,</p>	<p><b>Key Vocabulary</b> Victorian, locality, chronology, years of significance Peasantry (how words have changed), century, period, evidence, information, historian, historical</p>	<p>Empire Impact, Conquer Key Dates Monarchy Invasion Roman Western Civilization Ancient AD, BC, CE, BCE, era, Ancient, settlers, , settlement, Brits, archaeologists , excavate, historian, historical</p> <p><b>SOME CHILDREN WILL USE</b></p> <p>Bloodshed, distress</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p><b>Key Vocabulary:</b> Political, religious, social, invasion, settlements, Britain, conquer, civilisation, celts, anglo-saxons, conquest, Sutton Hoo</p>	<p><b>Key Vocabulary:</b> Dynasty Emperor Defeat Ancient Significant Years AD, BC, CE, BCE, era, civilisations,</p>	<p>history issue 93.</p> <p><b>National Curriculum</b> A non-European society that provides contrasts with British History.</p> <p><b>Key Vocabulary</b> : The Caliph Ramadan Merchant Scholar Baghdad Significant Years Monotheistic Medieval, world history, Ancient Civilisations</p>
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## History Whole School Overview

			research, timeline, historical event, artefact, differences, eye witness account,	now, famous, similarities, locality, local area, similarities, differences  <u>Some children will use</u> When my adults were little, order, chronologica l order, when my grandparents were young, research, timeline, historical event, artefact, differences, eye witness account,					
<b>Spr 1</b>	Space:  <b>ELG:</b> Understand the past through settings, characters and events		<u><b>SUBSTANTI VE CONCEPT</b></u>  <b>Civilisation</b>  <u><b>SECOND ORDER CONCEPT</b></u>	<u><b>Topic:</b></u> The moon landing Neil Armstrong – compare to Tim Peake, Guion Bluford ,	<u><b>SUBSTANTI VE CONCEPT</b></u> Childhood  <u><b>SECOND ORDER CONCEPT</b></u> Sources & evidence		<u><b>SUBSTANTI VE CONCEPT</b></u>  <b>Monarchy:</b>	<u><b>SUBSTANTIVE CONCEPT</b></u>  <b>INVASION</b>  <u><b>SECOND ORDER CONCEPT</b></u>	

	<p>encountered in books read in class and storytelling.</p> <p><b><u>National Curriculum</u></b> Future Found A long time ago New Recent</p>		<p>Change and Continuity</p> <p><b><u>Topic:</u></b> Houses and Homes</p> <p><b><u>Question</u></b> How were houses different 100 years ago?</p> <p><b><u>National Curriculum</u></b> Including History Changes within living memory</p> <p><b><u>Key Vocabulary:</u></b> History Changes within living memory. Houses &amp; Homes: Past Present Century Changes Living memory</p> <p>long ago, Local, past, ,</p>	<p>katherine johnson</p> <p><b><u>Question</u></b> How did Neil Armstrong change Space Travel?</p> <p><b><u>National Curriculum</u></b> The lives of significant people that have contributed to national and international achievements</p> <p><b><u>Key Vocabulary:</u></b> Neil Armstrong Tim Peake 1969 Past Significant Individual</p>	<p><b><u>Topic:</u></b> <a href="#">Stone Age</a>, <a href="#">Bronze Age</a> <a href="#">and Iron Age</a></p> <p><b><u>Question</u></b> How did children survive in the Stone Age? Emphases Education, Food, Art, Stonehenge, religion</p> <p><b><u>National Curriculum</u></b> Changes in Britain from the stone age to the iron age.</p> <p><b><u>Key Vocabulary</u></b> Neolithic, Mesolithic, palaeolithic, Stone age, iron age, bronze age, AD, BC, CE, BCE, era. Ancient,</p>		<p><b><u>SECOND ORDER CONCEPT</u></b> Historical interpretations</p> <p><b><u>Topic</u></b> The Vikings (up to Alfred The Great)</p> <p><b><u>Question</u></b> Who was the 1<sup>st</sup> king of England?</p> <p><b><u>National Curriculum</u></b> The Viking and Anglo-Saxon struggle for the Kingdom of England.</p> <p><b><u>Key Vocabulary:</u></b> Vikings, monastery, Danegeld, Longship, Raid, Danelaw</p>	<p><b>Causes</b></p> <p><b><u>Topic</u></b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b><u>Question</u></b> What events led to the Battle of Hastings?</p> <p><b><u>National Curriculum</u></b> The Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p><b><u>Key Vocabulary:</u></b> Monarchy, Invasion, Anglo-Saxon, Viking Raids, Wealth, Normans, Institutions, Significant dates</p>	
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## History Whole School Overview

			<p>before I was born, A long time ago, then, now, famous, similarities</p> <p><u>Some children will use</u> When my adults were little, order, chronological order, when my grandparents were young, research, timeline, historical event, differences,</p>		<p>settlers, , settlement, Brits, archaeologists, excavate, historian, historical</p>					
Spr 2	N/A	<p><u>SUBSTANTIVE CONCEPT</u> Civilisation</p> <p><u>SECOND ORDER CONCEPT</u> CAUSES</p> <p><u>Topic:</u> The Great Fire of</p>	<p><u>SUBSTANTIVE CONCEPT</u> INVASION</p> <p><u>SECOND ORDER CONCEPT</u> SIGNIFICANCE</p>							

		<p>London &amp; Samuel Pepys</p> <p><b><u>Question</u></b> What caused the Fire? Why couldn't the fire brigade put out the fire?</p> <p><b><u>National Curriculum</u></b> History Events beyond living memory that are significant nationally or globally.</p> <p>Include The lives of significant people that have contributed to national and international achievements.</p> <p><b><u>Key Vocabulary:</u></b> Great fire of</p>	<p><b><u>Topic:</u></b> Edith Cavell &amp; Mary Seacole</p> <p><b><u>Question</u></b> Were Edith Cavell and Mary Seacole heroes?</p> <p><b><u>National Curriculum</u></b> The lives of significant people that have contributed to national and international achievements</p> <p><b><u>Key Vocabulary:</u></b> Significant People Florence  Important Soldier Hospital Medal Lady of the Lamp Crimean War Red Cross</p>						
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## History Whole School Overview

		<p>London Vocab: King Charles II, River Thames, Samuel Pepys, September 1666, Pudding Lane and Thomas Farynor, hero, blame, baker, servants</p> <p><a href="#">Watch "pudding lane productions Crytek off the map" as an introduction to the topic</a></p> <p><b><u>Some children will use the phrase</u></b></p> <p>Historical event</p>							
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<p><b>Sum 1</b></p>	<p><b><u>SUBSTANTIVE CONCEPT</u></b></p> <p><b>Monarchy</b> Paddington's Travels:</p> <p><b>ELG:</b> Talk about the lives of the people around them and their roles in society.</p> <p><b>ELG:</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>Key Vocabulary:</u></b> King Queen Palace London Royal The present</p>			<p><b><u>SUBSTANTIVE CONCEPT</u></b> <b>Childhood</b></p> <p><b><u>SECOND ORDER CONCEPT</u></b> Change and Continuity</p> <p>How has communication changed over the last 100 years?</p> <p><b><u>National Curriculum</u></b> Changes within living memory – technology/ communication</p> <p><b><u>Vocabulary</u></b> Memory Modern Research Inventions</p>			<p><b><u>SUBSTANTIVE CONCEPT</u></b> <b>CIVILISATION</b></p> <p><b><u>SECOND ORDER CONCEPT</u></b> Sources &amp; Evidence</p> <p><b><u>Why were the cities of the Indus Valley forgotten?</u></b></p> <p><b><u>Topic:</u></b> The Indus Valley</p> <p><b><u>National Curriculum</u></b> The achievements of the earliest civilizations.</p> <p><b><u>Key Vocabulary:</u></b> Hypothesis, Empires, civilisation, ancient,</p>		
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History Whole School Overview

							earliest, millennium, Indus, AD, BC, CE, BCE, era.		
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Sum 2	<p><b>Topic:</b> <b>Traditional Toys.</b></p> <p><b>ELG</b> (Understanding the World): Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>ELG</b> (speaking): Offer explanations for why things might happen, making use of recently introduced vocabulary from stories,</p>				<p><u>SUBSTANTIV E CONCEPT</u> <b>INVASION</b></p> <p><u>SECOND ORDER CONCEPT</u> Historical Interpretati ons</p> <p><u>What is it like to be a Roman?</u></p> <p><b>Topic:</b> The Romans and the Celts Who was Boudicca?</p> <p><u>National Curriculum</u> Romanisatio n of Britain. Impact on technology, culture and beliefs, including early christianity</p> <p><u>Key Vocabulary:</u> Roman</p>	<p><u>SUBSTANTIVE CONCEPT</u> <b>INVASION</b></p> <p><u>SECOND ORDER CONCEPT</u> Consequence</p> <p><b>Why is Scotland called Scotland?</b> (It used to be North Britain)</p> <p><u>Topic</u> Anglo Saxons and Scots. Roman Withdrawal and Scots invasion.</p> <p><u>National Curriculum</u> British Settlements by Anglo Saxons and Scots:</p> <p><u>Key Vocabulary:</u></p>			<p><b>Topic:</b> <b>Ancient Greece - Athens</b></p> <p><u>SECOND ORDER CONCEPT</u> Sources and Evidence</p> <p><u>Question</u> What are the main legacies of the Athenians on the Western World?</p> <p><u>National Curriculum</u> Ancient Greece – A study of Greek life and achieveme nt and their influence on the</p>
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	<p><b>non-fiction, rhymes and poems when appropriate</b></p> <p><u>Question:</u> <b>What did children get for Christmas in the past and how does it differ from today?</b></p> <p><u>Key Vocabulary:</u> <b>A long time ago The past Old</b></p> <p><u>Some Children will use:</u> <b>Past, Present, Then/now, Century, Old/new, Long ago, Lifetime, sequence, same, different</b></p>				<p><b>Western Civilization</b> Ancient AD, BC, CE, BCE, era, Ancient, settlers, , settlement, Brits, archaeologists, excavate, historian, historical Shape our lives,</p> <p><u>SOME CHILDREN WILL USE</u></p> <p><b>Bloodshed, distress</b></p>	<p><b>Political, religious, social, invasion, settlements, Britain, conquer, civilisation, celts, anglo-saxons, conquest, shape our lives,</b></p>			<p><b>western world.</b></p> <p><u>Key Vocabulary:</u> <b>City State Monarchy Democracy Oligarchy Polytheistic Strategos Philosophy Slavery Athens Sparta, major influence,</b></p>
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Reception	<p>Farm / All about me:</p> <p><b>ELG:</b> Talk about the lives of the people around them and their roles in society;</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Dark Nights, Brights Lights:</p> <p>Diwali</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (Rama and Sita)</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Space:</p> <p><b>ELG:</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Comment on images of familiar situations in the past.</p>		<p>Monarchy Paddington's Travels:</p> <p><b>ELG:</b> Talk about the lives of the people around them and their roles in society.</p> <p><b>ELG:</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Key Vocabulary: King Queen Palace London Royal</p>	<p><i>Traditional Toys</i></p> <p><b>ELG (Understanding the World):</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>ELG (speaking):</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>What did children get for Christmas in the past and how does it differ from today?</p> <p>Can we sort and describe toys?</p> <p>Can I sort and ask questions about toys from the past?</p>

## History Whole School Overview

						<p>Can I compare similar toys from different times</p> <p>Can I write labels about a toy from the past and a toy from the 21<sup>st</sup> Century.</p> <p>Can I identify changes in living memory by understanding how toys have changed over time.</p> <p>Can I develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys.</p>
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Core Knowledge						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Class 3 (Y1)	<p><i>Henry Tate</i></p> <p>How did Henry Tate improve people's lives in Chorley?</p> <p>Who was Henry Tate?</p> <p>What do I know about Henry Tate?</p> <p>Can I tell people about Henry Tate?</p> <p>Can I spot the clues to show which is older?</p>	<p><u>Topic: The High Street</u></p> <p><b>Question:</b> How has Chorley High Street Changed since 1930s?</p> <p>What is Chorley High Street Like today?</p> <p>How has the street changed?</p> <p>How has the type of shops changed since the 1930s?</p> <p>How has the type of food we buy changed since the 1930s?</p> <p>How has food tastes changed since the 1930s?</p> <p>How has the role of women changed as shopping styles have changed?</p> <p>How has paying for food changed since the 1930s?</p>		<p><i>Great Fire of London &amp; Samuel Pepys (use abridged version, suitable for Kids)</i></p> <p><u>Webinar</u></p> <p><u>Primary History Sources</u></p> <p><u>HA The Great Fire of London</u></p> <p><u>Samuel Pepys – HA recourse 1</u></p> <p><u>Samuel Pepys – HA reources 2</u></p> <p>What caused the Fire? Why couldn't the fire brigade put out the fire?</p> <p>Watch "pudding lane productions Crytek off the map" as an introduction to the topic</p> <p>Who's to blame? Write the name on a flame.</p>		

				<p>Begin 5 day time line.</p> <p>When and where did the Great Fire of London Start?</p> <p>Can I order the events of the Great Fire of London?</p> <p>Who is Samuel Pepys and what did he write about the causes of the Great Fire of London in his diary?</p> <p>What caused the fire to spread so quickly and stayed alight for so long</p> <p>Go back to Whose to blame? Write the name on a flame. Have a discursive lesson pulling the topic together – record for Seesaw.</p> <p>Conclude with a positive – who was a hero?</p>	
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Class 4 (Y1/2)		<p><a href="#">The Titanic</a></p> <p>Create curiosity about the titanic, from Wreck to Setting Sail. (Use of Artefacts.)</p> <p>What do we know about the Titanic?</p> <p>What caused the Titanic to sink?</p> <p>Why were people so excited about the Titanic?</p> <p>Who was Charles Lightoller?</p> <p>How did Charles Lightholler survive the sinking of the Titanic?</p> <p>What was the difference between rich and poor.</p>	<p><i>Houses &amp; Homes</i></p> <p>How were houses different 100 years ago?</p> <p>Are all houses the same?</p> <p>What kind of house do I live in?</p> <p>How have houses changed beyond and within living memory?</p> <p>What were kitchens and bathrooms like over 100 years ago?</p> <p>How have Gardens changed, including their usage?</p> <p>What were children's bedrooms like in the past?</p> <p>How have everyday objects changed?</p>	<p>Edith Cavell &amp; Mary Seacole</p> <p><a href="#">BBC programmes</a></p> <p><a href="#">TES resources</a></p> <p>Were Edith Cavell and Mary Seacole heroes?</p> <p>Who were Mary Seacole AND Edith Cavell (She helped all soldiers not just her Army?)</p> <p>Why are these Nurses significant?</p> <p>How have hospitals changed since Mary Seacole's time?</p> <p>Why do remember Mary Seacole?</p> <p>Why do remember Edith Cavell?</p> <p>What did other people think about Edith?</p> <p>What have we learned?</p>	
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Class 5 (Y2)		<p><i>Remembrance Day</i> Who were the Chorley Pals, and why are they remembered locally. What can we learn from them?</p> <p>What can I tell you about Remembrance Day?</p> <p>Where did the soldiers come from?</p> <p>How do people remember and celebrate the Chorley Pals today?</p>	<p><i>The moon landing Neil Armstrong – compare to Tim Peake, Guion Bluford, Katherine Johnson</i></p> <p>What is Space travel?</p> <p>How did Neil Armstrong change Space Travel?</p> <p>What did Neil Armstrong do?</p> <p>Who was significant in space exploration? Why are some people seen to be more significant?</p> <p>What comparisons and contrasts are there between Guion Bluford, Katherine Johnson and Neil Armstrong?</p>		<p><a href="#"><u>Changes within living memory</u></a></p> <p>How has communication changed over the last 100 years?</p> <p>How did our grandparents communicate?</p> <p>What do local combined recollections of communication tell me about how communication has changed over time?</p> <p>How have telephones changed over time?</p> <p>How has the internet changed communication?</p> <p>Can I explain why communication technology has changed?</p> <p>Compare the impact of Alexander Bell and Ray Tomlinson to communication</p>	
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## History Whole School Overview

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	<u><a href="#">Autumn 1</a></u>	<u><a href="#">Autumn 2</a></u>	<u><a href="#">Spring 1</a></u>	<u><a href="#">Spring 2</a></u>	<u><a href="#">Summer 1</a></u>	<u><a href="#">Summer 2</a></u>
Class 6 (Y3)		<p>A Victorian Christmas</p> <p>What was a Victorian Christmas like at Astley Hall?</p>	<p><u><a href="#">Stone age, Bronze age and Iron age</a></u></p> <p>How did people survive in the Stone Age? Emphases Education, Food,</p>			<p><u><a href="#">The Romans and the Celts</a></u> <u><a href="#">Who was Boudicca?</a></u></p> <p><u><a href="#">Creating Curiosity – Artefacts session Boadicea (Boudicca) and</a></u></p>

		<p>How do I know what a Victorian Christmas was like?</p> <p>What was a Victorian Christmas like for Wealthy families and for Peasant families?</p> <p>Can I select and organise historical information?</p> <p>Can I present historical information in a variety of ways?</p>	<p>Art, Stonehenge, religion</p> <p><a href="#">BBC teach clips.</a></p> <p>Do I know that the Stone Age had 3 periods – Palaeolithic, Mesolithic and Neolithic.</p> <p>Do I know the order of the ages stone – bronze – iron?</p> <p>Can I explain what gods people belived in and that they made sacrifices to keep the gods happy?</p> <p>Can I use different sources to deepen my understanding of how children survived in Ancient Britain?</p> <p>Can I describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</p>	<p><a href="#">her daughters 1885 a bronze sculpture. What reasons can you suggest for honouring a person in this way?</a></p> <p>Who was Boudicca and what did she do?</p> <p>What impressions of Boudicca do we get from different sources?</p>
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Class 7 (Y3/4)	<p><a href="#">Stone age, Bronze age and Iron age</a></p> <p>What can we learn from the remains of Skare Brae about life in Ancient Britain Emphases Farming, Weapons, Buidlings, Story Telling, Skara Brae</p> <p>This link is a timelapse of experiemtnal archaeologists house buidling in the bronze age <a href="https://youtu.be/XQJZAliEonM">https://youtu.be/XQJZAliEonM</a></p> <p><a href="#">Resources for Skara Brae</a></p> <p>How would my life have been different living in the Stone, Bronze and Iron Age?</p> <p>What does Prehistory mean?</p> <p>What kinds of sources tell us about the Stone Age?</p> <p>What was Skara Brae?</p> <p>How did bronze replace stone?</p> <p>What do 'grave goods' tell us about the Bronze Age?</p> <p>What was life like in an Iron Age hillfort?</p>	<p><a href="#">The Romans, Monarchy</a></p> <p>Why was Britain so important to the Romans?</p> <p>What was the Roman Empire?</p> <p>How did it impact Britain?</p> <p>What did the Romans build?</p> <p>Can I explain the spread of the Roman Empire?</p> <p>Why was the Roman army so successful?</p> <p><a href="#">Why did Romans build new roads in Britain?</a></p> <p>How did the Romans bring fresh water into towns and cities?</p> <p>Can I explain what Roman baths were?</p>		<p><i>Anglo Saxons and Scots.</i></p> <p><a href="#">Why is Scotland called Scotland?</a></p> <p>Roman Withdrawal and Scots.</p> <p><a href="#">Why did the Romans leave Britain?</a></p> <p><a href="#">Who where the pict's and the scots?</a></p> <p><a href="#">Where did the Picts and Scots live?</a></p> <p><a href="#">Can I explain the lives of different tribes at this time?</a></p> <p><a href="#">Did the Scots and Picts resist the Anglo-Saxon invasion? – Anglo-Saxon invasion from the point of view of the Celtic tribes.</a></p>
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		What were the legacies left by the Romans?			
Class 8 (Y4)		<p><i>Anglo Saxons and Scots</i></p> <p>What did the Anglo Saxons want with England?</p> <p><a href="#">What can we learn from the burial at Sutton Hoo? (Thinking History resource)</a></p> <p>Where do the Anglo-Saxons fit in our history?</p> <p>Who were the Anglo-Saxons and where did they come from?</p> <p>What was Anglo-Saxon life like?</p> <p>What does the legend of Beowulf tell us about Anglo-Saxon culture?</p>	<p><a href="#">The Vikings (up to Alfred The Great)</a></p> <p>Who was the 1<sup>st</sup> king of England?</p> <p>Where did the Vikings come from and why did they come to Britain?</p> <p>What image do we have of Vikings and why did the Vikings raid monasteries?</p> <p>How did the Viking long boat contribute to their success?</p> <p>Traders or invaders?</p> <p>How did Viking culture and beliefs change British society?</p> <p>Does Alfred deserve the title</p>	<p><a href="#">The Indus Valley Why were the cities of the Indus Valley forgotten?</a></p> <p>What was the Indus Valley?</p> <p>Who discovered the Indus Valley and what did they find?</p> <p>What happened in the Indus Valley?</p> <p>What do artefacts show us about the Indus Valley?</p> <p>Who were the people of The Indus Valley?</p> <p>What was The Indus Valley Like?</p> <p>What did they believe?</p> <p>How did they communicate?</p>	

		<p>Did the Anglo-Saxons believe in God?</p> <p>How did Anglo-Saxons religious belief change over time?</p>	<p>Great (<a href="#">primary History 78</a>)</p>		<p>What was life like in the Indus Valley?</p>	
<p>Class 9 &amp; 10 (Y5) *</p>	<p><i>The Industrial Revolution from a local perspective</i></p> <p>What was the Industrial Revolution, and how significant was the cotton industry to Lancashire and beyond?</p> <p>Can I identify where people, places and periods of time fit into a chronological framework?</p> <p>How did the Industrial Revolution impact the population (a child case study, and a focus on North West?)</p> <p>What lasting effects did the Industrial Revolution have that link to our lives today, nationally and specifically in the north west?</p> <p>What positive and negative effects did the Industrial</p>	<p><i>A study of the achievements of the earliest civilisations. (overview)</i></p> <p><a href="#">Click here to go the the HA resources</a></p> <p><i>Ancient China Shang Dynasty – a depth study</i></p> <p>Who was Fu Hao, and how did she defeat her enemies?</p> <p>What was life like for ordinary people during the Shang Dynasty?</p> <p>What was the social hierarchy of</p>	<p><i>The Viking and Anglo Saxon Struggle for the kingdom of England to Edward the confessor</i></p> <p><a href="#">Click here to be taken to the HA resources</a></p> <p>What events led to the Battle of Hastings?</p> <p>Can I use appropriate vocabulary when discussing and describing historical events?</p> <p>Can I describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England?</p>			

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	<p>Revolution have on the people of Lancashire ?</p>	<p>the Shang Dynasty?</p> <p>What Religious beliefs did the people of ancient china hold?</p> <p>What were the main achievements of the shang dynasty? (e.g invention)</p> <p>Why did the Shang dynasty end?</p> <p>What do the 4 Ancient Civilisations have in common? *3 lessons. Focus on Key achievemsnt only</p>	<p>How and when did England become a unified country?</p> <p>Can I construct responses to Explain that Edward came to the throne after 27 long years of Danish Groups of 3, gather information about Edward the Confessor under Present findings – add to group work</p> <p>historical questions? Was Edward the Confessor a good King?</p> <p>Can I Choose relevant ways to communicate historical findings?</p>		
Class 11 (Y6)	<p><i>World War 2.</i> A study of Mohinder's War and how people of other cultures impacted the war. (you need a calss set)</p>			<p><i>Baghdad cAD900</i> How was education shaped by early Islamic Civilisation?</p>	<p><a href="#">Ancient Greece</a></p> <p><a href="#">The above Links to LA course</a></p>

	<p>Multiculturalism</p> <p>What are your interpretations of Mohinder? <b>Read chapter 9 of the novel as a hook.</b></p> <p>Can I describe the role that the French resistance played in WWII?</p> <p>Order key events related to the formation and the events of the French resistance.</p> <p>Connected learning: children will also read about Billy Smythe, Lilian Bader and Billy Strachen.</p>		 <p>Early%20Islamic%20Empire.doc</p> <p>What countries were a part of the Islamic Empire and how far did it spread?</p> <p><b>What was the significance of Baghdad as a centre of imports and exports?</b></p> <p><b>What links did Baghdad have with China?</b></p> <p>What was The House of Wisdom? Why was it important?</p> <p>Am I able to explain some if the significant discoveries and studies which were led by The Early Islamic Empire and evaluate how they impacted the wider world?</p>	<p><a href="#">Click Here to go to HA resources</a></p> <p>Who were the Atheneans?</p> <p>What did the Atheneans achieve?</p> <p>How did the political system work in Athens?</p> <p>Why was trade important to the Atheneans?</p> <p>How did the Atheneans influence Western Life</p> <p>Study Democracy, Olympics, Theatre, Architecture, Maths &amp; Science including Medicine, Philosophy, Herodotus (history) , Law</p> <p>Eg write their achievements on a pillar. Can the children choose 8, symbolic of the Parthenon. ie The</p>
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			<p>What was a Caliph? What were their roles and responsibilities?</p> <p>Ancient Egypt, Sumer, Indus Valley, Shang Dynasty</p>		<p>Greeks are laid by the foundations, then the pillars are the legacy of the ancient greeks moving to these propping up the western world.</p> <p><i>*In line with the NC, this unit shouldn't include Greek Gods and Goddess, myths or legends.</i></p>
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	<b><u>KLIPS – Showing progression in skills. Focus on relevant KLISP that match the Substantive, and 2ndry concepts.</u></b>								
<b>Chronology</b>	Development Matters:	recognise the distinction between past and present	recognise the distinction between past and present.	order and sequence events and objects.	use some dates and historical terms when ordering events and objects.	use some dates and historical terms when ordering events and objects.	use dates and historical terms when ordering events and objects.	use dates and appropriate historical terms to sequence events and periods of time.	use dates and a wide range of historical terms when sequencing events and periods of time.
	Understanding the World	order and sequence some familiar events and objects.	order and sequence some familiar events and objects.	recognise that their own lives are similar and/or different from the lives of people in the past.	demonstrate awareness that the past can be divided into different periods of time	demonstrate awareness that the past can be divided into different periods of time	identify where people, and events fit into a chronological framework.	identify where people, places and periods of time fit into a chronological framework.	develop chronologically secure knowledge of the events and periods of time studied.
	Comment on images of familiar situations in the past.	identify some similarities and differences between ways of life at different times.	recognise that their own lives are similar and/or different from the lives of people in the past.	use common words and phrases concerned with the passing of time.	explore trends and changes over time	explore trends and changes over time	explore links and contrasts within and across different periods of time	describe links and contrasts within and across different periods of time including short-term and long-term time scales	analyse links and contrasts within and across different periods of time including short-term and long-term
	Compare and contrast characters from stories, including figures from the past.								
	ELG:	use some everyday terms about the passing of time such as 'a long time ago' and 'before'	use common words and phrases concerned with the passing of time.			identify where people and events fit into a chronological framework.			
	Children at the expected level of development will: -								
	Talk about the lives of the people around them					explore links and contrasts within and			

	and their roles in society; -					across different periods of time			term time scales
<b>Events, People and changes</b>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling What does this look like in reception?</p> <p>In reception children will discuss chronology regularly.</p>	<p>retell some events from beyond their living memory which are significant nationally or globally.</p> <p>describe some changes within their living memory (including aspects of national life where appropriate)</p>	<p>retell some events from beyond their living memory which are significant nationally or globally.</p> <p>demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>develop awareness of significant historical events, people and places in their own locality.</p>	<p>demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>develop awareness of significant historical events, people and places in their own locality.</p>	<p>describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age</p> <p>describe some aspects of the Roman Empire and recognise its impact on Britain</p> <p>demonstrate knowledge of aspects of history significant in their locality</p>	<p>describe some aspects of the Roman Empire and recognise its impact on Britain</p> <p>describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age</p> <p>demonstrate knowledge of aspects of history significant in their locality including <b>where and when they appeared.</b></p> <p>describe some aspects of Britain's settlement by</p>	<p>describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> <p>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066</p>	<p>describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</p>	<p>demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.</p> <p>describe key aspects of a non-European society such as the early Islamic civilization</p> <p>demonstrate knowledge of Ancient Greece including</p>

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	<p>They will consult their chronological display and add their weekly activities and events to it.</p> <p>In Autumn 2 children study 'how have I grown?' in this topic they look at the chronology of their lives and build timelines to order their lives. In this topic they look at 'now and then' and 'in the past'.</p> <p>Key Vocabulary Past Present Then Now Old New</p>		<p>(Covered in Titanic topic – Charles Lightoller, born in Chorley, being the highest senior ranking officer to survive)</p>			<p>Anglo-Saxons and Scots.</p> <p>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066</p> <p>demonstrate more in-depth knowledge of one specific civilisation</p>		<p>Greek Life and achievements and their influence on the western world.</p>
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<b>Communication</b>		describe special or significant events.	retell simple stories or events from the past use simple historical terms	talk about what/who was significant in simple historical accounts.	discuss some historical events, issues, connections and changes.	discuss some historical events, issues, connections and changes.	Discuss significant aspects of, and connections between, different historical events.	discuss and debate historical issues.	acknowledge contrasting evidence and opinions when discussing and debating historical issues, and how this has led to contrasting arguments and interpretations of the past
		retell simple stories or events from the past use simple historical terms	talk about what/who was significant in simple historical accounts.  demonstrate simple historical concepts and events through role-play, drawing and writing.	demonstrate simple historical concepts and events through role-play, drawing and writing.  use a variety of simple historical terms and concepts	select and organise historical information to present in a range of ways.  use relevant historical terms and vocabulary linked to chronology	select and organise historical information to present in a range of ways.  use relevant and appropriate historical terms and vocabulary linked to chronology	select and organise relevant historical information to present in a range of ways.  use relevant and appropriate historical terms and vocabulary linked to chronology	use appropriate vocabulary when discussing and describing historical events.  construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.  choose relevant ways to communicate historical findings	use appropriate vocabulary when discussing, describing and explaining historical events.  construct informed responses to historical questions and hypotheses

									that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.  choose the most appropriate way of communicating different historical findings
<b>Enquiry, interpretation and using Sources.</b>	Find out about, people, places, events, objects, ask questions, use different sources to find the answers.	make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past e.g. e.g. which object	identify some of the basic ways in which the past can be represented.  choose parts of stories and other sources to show what they know about the past.	ask and answer simple questions about the past through observing and handling a range of sources.  consider why things may change over time.	use sources to address historically valid questions  recognise that our knowledge of the past is constructed from different sources of evidence	use sources to address historically valid questions and hypotheses.  recognise that our knowledge of the past is constructed from different sources of evidence	describe some of the ways the past can be represented  Use sources to address historically valid questions and hypotheses.	use a wider range of sources as a basis for research to answer questions and to test hypotheses.  recognise how our knowledge of the past is constructed	regularly address and sometimes devise historically valid questions and hypotheses.  give some reasons for contrasting arguments

		<p>is older? How do we know?</p> <p>identify some of the basic ways in which the past can be represented.</p> <p>choose parts of stories and other sources to show what they know about the past</p>	<p>ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>recognise some basic reasons why people in the past acted as they did.</p>	<p>recognise some basic reasons why people in the past acted as they did.</p> <p>choose parts of stories and other sources to show what they know about significant people and events</p>	<p>recognise that different versions of past events may exist.</p> <p>describe some of the ways the past can be represented</p>	<p>recognise why some events happened and what happened as a result.</p> <p>identify historically significant people and events in different situations</p>	<p>recognise that different versions of past events may exist.</p> <p>recognise how sources of evidence are used to make historical claims.</p> <p>identify historically significant people and events in different situations</p>	<p>from a range of sources.</p> <p>evaluate sources and make simple inferences</p> <p>choose relevant sources of evidence to support particular lines of enquiry</p>	<p>and interpretations of the past.</p> <p>describe the impact of historical events and changes</p> <p>recognise that some events, people and changes are judged as more significant than others.</p>
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<b>Events</b>		<p>Visitor - Victorian Workshop on Toys</p> <p>Topic Launch</p> <p>Fire of London Workshop / Drama experience with artefacts</p>	<p>Trip to liverpool Maritime Museum Titanic Trip</p> <p>Zoom Call from Florence Nightingale</p>	<p>History Events beyond living memory – the moon landing: 1969 Space race Neil Armstrong NASA America Significant event</p> <p>History Changes within living memory. Schools and Children's lifestyle in the workshop: Victorian Britain Factory 20<sup>th</sup> Century.</p>	<p>Visitor - Victorian Workshop on Victorian Christmas</p>	<p>Roman Experience Day</p>	<p>Viking Experience Day</p>	<p>An aglod Saxon day before the vikikngs to revise what we know before we progress learning</p>	<p>Visit to Houses of Parliament – London</p>

				Extracurricular Activity: Visit to the Cenotaph at Astley Park to lay a wreath					
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<p><b>How has the History curriculum taken into account the needs of our children?</b></p>	<p>Our mission statement at St. George's is: "Be determined and confident, as God will be with you", Deuteronomy 16-1, inspiring you to "learn, care and share, through work, play and prayer." This statement encompasses our beliefs as educators within our Church of England Primary School.</p> <p>Here at St. George's, we aim to develop and inspire our determined and confident learners as they progress throughout their learning journey of the History Curriculum, in line with our mission statement. We believe that it is our duty to allow our children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. History at St George's should ignite children's curiosity to know more about the past, whilst creating wonder as to how our history will shape their future. Our high quality History lessons should encourage critical thinking, enhance the ability to weigh evidence and generate arguments. As the children pass through each year group, they should develop their chronological understanding and enhance their sense of perspective and time. Above all this, we aim to instill an ever-evolving passion for History in each and every one of our children.</p> <p>When the curriculum was designed, St George's had 296 pupils on roll with 281 pupils of White-British ethnicity. We therefore designed a curriculum that gives children a wealth of experiences of other cultures. These include:</p> <p>Class 1 &amp; Class 2 – History of the Olympics and cultures of different countries.  Class 5 – Neil Armstrong compared with Tim Peake. Moon Landings.  Class 7 – Roman Empire  Class 8 – Indus Valley  Class 9 – Shang Dynasty  Class 10 &amp; 11 – Ancient Islamic Civilisation</p> <p>As a school, we were graded C for our Barriers to Housing and Services Index. We therefore aim to give purpose to our History teaching by showing the children at St George's how the skills they learn can be used to give them an understanding of how people used to live, in comparison to how they live now.</p> <p>Class 4 – Houses and Homes – Historical changes beyond living memory. The children go to Astley Hall to complete a workshop called ' Houses from the Past'.  Class 6 – Roman Settlements  Class 7 – British Settlements by the Celts. Time line of Astley Park since the Victorians.  Class 8 – British Settlements by the Anglo Saxons and Scots.  Class 9 – Industrial Revolution. Factories and Houses.  Class 10 &amp; 11</p> <p>In our Education, Skills and Training deprivation index we scored a B, which suggests that we still have areas to improve within this. We aim to educate our children on a local, national and global level.</p> <p>Class 1 &amp; 2 – Dinosaur Hatching  Class 3 – Fire service visit for the great fire of London.</p>
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Class 4 – Visit to Liverpool Maritime museum for the titanic workshop  
Class 6 – Artifacts boxes for LCC. Stone age > Iron Age in fossils. Trip to Ribchester to see the Roman Settlements.  
Class 7 – Historical figure visits (Roman). Trip to Astley Park for Local History.  
Class 8 – History squad to discuss Angle Saxons. Dug up items in school from the Indus Valley.  
Class 9 – Lowry Museum. Oracle bones for Chang Dynasty. Viking Day with Lancashire History Service.  
Class 10 – 11. Mock air raid. Theatre trip. WWII trip. Ancient greek day.

#### Pupil Voice

The pupils' views have also inspired the way our curriculum has been designed. The children at St George's understand that it is important to learn about history. In the pupil voice questionnaires, many children spoke about how the past shapes our future. In class 10, one child said "the past shapes our today". With this, we designed our curriculum to have a large emphasise on local and relatable history, such as the Victorians, toys, houses and homes, the industrial revolution and Astley Park over the years, rather than a fully global approach.

Children commented that they weren't overly keen on 'writing' in every History lesson. Consequently, we have implemented floor books so that the teacher can note down what discussions have been had. We record work on seesaw so that children can be assessed verbally rather than in written form. This practice is also more inclusive for SEND children.

Throughout our school, children were able to name professions that link to History. The job titles that the children talked about included museum workers, archeologists, teachers, sugar factory workers, tour guides and historians. Our curriculum aims to widen the professions that children at St George's aspire to be, through the opportunities that we offer for children to see how history is used in real life contexts including: trips to the Lowry museum, Astley Park Visits, visits from the fire services, dinosaur hatching, bone excavation and a visit to Ribchester.