



KEY STAGE 1 HISTORY

Pupils in Key stage 1 should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KEY STAGE 1 CYCLE A

AUTUMN	SPRING	SUMMER
NC requirements Changes within living memory	NC requirements Significant events , people, and places in our own locality	NC requirements Lives of significant individuals in the past
How did my Grandparents used to live?	Why were our canals so important?	Why were Christopher Columbus and Neil Armstrong brave explorers?
Notes: A topic which focuses on life in school now compared with what it would have been like in the old GSP school. Walk in the local area to see the old school and look at differences on the outside of the building. Life at home now and then with a focus on toys and games, developments in technology.	Notes: A topic which focuses on the history of the Sankey Canal and its use in the past. Looking at canals in our local area. Past life of canal boat people and their jobs. Visit to Ellesmere Boat Museum / Anderton boat Lift? Sankey Valley Park?	Notes: A study of the two significant people and their achievements in past exploration and discovery and how this has impacted on us today. Who were they? Where did they go? Why did they go? What did they discover?
Cross-Curricular links Local geography – aerial views of school grounds and wider local community Geography topic ‘What can we find at GSP?’	Cross-Curricular links Geography topic - ‘Where do I live?’ which studies the local area and incorporates fieldwork	Cross-Curricular links Geography topic - World maps, continents, seas and oceans ‘Where in the world can I go?’

KEY STAGE 1 CYCLE B

AUTUMN	SPRING	SUMMER
NC requirements Changes within living memory	NC requirements Events beyond living memory	NC requirements Lives of significant individuals in the past
How has transport changed over time?	What was so 'great' about the Great Fire of London?	What do the Royal Family mean to us?
<p style="text-align: center;">Notes:</p> <p>A topic which looks at the transport that has been used over the past 100 years and how it has changed and why it has needed to change.</p>	<p style="text-align: center;">Notes:</p> <p>A study of the Great Fire of London. When it happened, where it happened, how it happened, and who was involved.</p>	<p style="text-align: center;">Notes:</p> <p>A study of Queen Elizabeth I to our current Queen. Looking at the Royal family tree and family members. Roles of the Royal family members in the past and now.</p>
Cross-Curricular links	Cross-Curricular links	<p style="text-align: center;">Cross-Curricular links</p> <p>Geography – UK, its countries and capital cities with a closer study of London 'What do the Royal family mean to us?'</p>



LKS2 – HISTORY

Pupils in Key Stage 2 should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

LKS2 CYCLE A

AUTUMN	SPRING	SUMMER
NC requirements Changes in Britain from Stone Age to Iron Age	NC requirements The Roman Empire and its impact on Britain	NC requirements Britain's settlement by Anglo-Saxons and Scots
Which era was most the impressive – Stone, Bronze or Iron Age?	What did the Romans ever do for us?	What happened in Britain when the Romans left?
Notes: An overview study of life in the Stone, Bronze and Iron Age and the changes through the different eras.	Notes: Roman legacy including links to local history of Romans in Warrington and Chester. Look at Wilderspool and the ancient Roman city of Dewa. Look at legacy of place names, roads etc. How did roman life impact on Britain? Visit to Chester Museum?	Notes: Why did the Romans leave Britain? A study of Anglo-Saxon Britain
Cross-Curricular links Science – 'Rocks'	Cross-Curricular links	Cross-Curricular links

LKS2 CYCLE B

AUTUMN	SPRING	SUMMER
NC requirements A non-European society that provides contrasts with British history	NC requirements A local history study	NC requirements Ancient Greece – a study of Greek life and achievements and their influence on the Western world
Who were the Mayans?	Why is RAF Burtonwood so important to Warrington?	How have the Ancient Greeks left their mark?
Notes: A study of Mayan civilization c AD900	Notes: Impact of WW2 on Warrington. Study of RAF Burtonwood and its role in WW2. Visit to the Burtonwood Heritage Centre?	Notes: Study of everyday life in Ancient Greece – homes, pastimes, gods, school etc Focus on legacy of Olympics and the Greek influence on our English language - word derivation.
Cross-Curricular links	Cross-Curricular links Geography - How has Warrington changed over time? A local geography study with a focus on Burtonwood airbase / Chapelford and surrounding local areas.	Cross-Curricular links



UKS2 CYCLE A – History

AUTUMN	SPRING	SUMMER
NC requirements A local history study (a study of an aspect of history)	NC requirements An aspect or theme in British history that extends chronological knowledge beyond 1066	NC requirements An aspect or theme in British history that extends chronological knowledge beyond 1066
Why is Warrington’s rugby team nicknamed ‘The Wire’?	How has crime and punishment changed throughout history?	Why was our nation victorious in the Battle of Britain?
<p style="text-align: center;">Notes:</p> <p>A study of the Industrial Revolution and its impact on Warrington. Overview of life and industry in Victorian Warrington. Warrington’s legacy in industry. Is there anything linked to this era in the Warrington Museum?</p>	<p style="text-align: center;">Notes:</p> <p>A study of laws, crimes which were committed during different periods of time from 1066 and punishments which were administered.</p>	<p style="text-align: center;">Notes:</p> <p>Links to Burtonwood study from LKS2 (retrieval) Role of the RAF in the victory of the Battle of Britain. Study of the Blitz (London). Study of the effects of the air battle on local cities such as Liverpool.</p>
Cross-Curricular links	Cross-Curricular links	Cross-Curricular links

UKS2 CYCLE B

AUTUMN	SPRING	SUMMER
Achievements of the early ancient civilizations	Achievements of the early ancient civilizations – a depth study of one	The Viking and Anglo-Saxon struggle for the kingdom of England to 1066
What can we learn from ancient Civilizations?	What was life like in Ancient Egypt?	Would the Vikings do anything for power and money?
<p style="text-align: center;">Notes:</p> <p>An overview of the ancient civilizations (Ancient Sumer, the Indus Valley, Ancient Egypt, the Shang Dynasty of Ancient China including comparing achievements</p>	<p style="text-align: center;">Notes:</p> <p>A Detailed study of the Ancient Egyptians: their daily life, pharaohs, gods and religion and their achievements (pyramids, tombs and their treasures) World Museum visit? – Ancient Egypt</p>	<p style="text-align: center;">Notes:</p> <p>A study of the Viking era looking at their daily life and invasion and battles.</p>
Cross-Curricular links Geography study of settlements ‘Where do people choose to settle?’	Cross-Curricular links	Cross-Curricular links