

Subject Area: History

<p>Key stage 1</p> <p>Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality.</p>		<p>Key stage 2</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Changes within living memory</p> <p>When Grandma was Young.</p> <p>Back from the Seaside.</p>	<p>Lives of significant individuals in the past. And changes in living memory.</p> <p>Incredible Inventors.</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The Rolling Stones!</p>	<p>A local history study – Fair Trade/legacy Gracie Fields</p> <p>Rochdale Pioneers.</p>	<p>A study of Ancient Greek life and achievements and their influence on the western world.</p> <p>It's all Greek to me!</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Project 1914 – World War One.</p>

<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Extraordinary Explorers.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>London</p>	<p>To know events beyond living memory that are significant nationally or globally.</p> <p>To know the lives of significant individuals in the past who have contributed to national and international achievements – Samuel Pepys</p> <p>Great Fire of London</p>	<p>The Roman Empire and its impact on Britain.</p> <p>Under Attack!</p>	<p>The achievements of the earliest civilizations –Egypt.</p> <p>Walk like an Egyptian!</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Invaders and Vikings</p>	<p>A non-European society that provides contrasts with British history –study chosen from: early Islamic civilization.</p> <p>Mayan Civilisation</p>
<p>Significant events related to local, school life and national celebrations, as they occur.</p> <p>Bonfire night</p>	<p>Significant events related to local, school life and national celebrations, as they occur.</p> <p>St George's Day</p>		<p>Detailed study of British history – King John and the Magna Carter. Sources of historical information.</p> <p>Castles and Kings</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Kings and Queens</p>	

Golden Threads

In History, we have key threads that run through our units of learning. By mapping these threads across the units and revisiting them in our learning, we help children gain a better historical understanding and perspective. It will enable them to make links between the different units.

Our 'Golden Threads' are:

- Food
- Religion
- Homes
- Social Hierarchy

Timelines

We use timelines to give the children an understanding of where an individual topic fits into the 'bigger picture'. It allows them to understand how different periods in time relate to each other and form a coherent and chronological understanding of the past.

Each classroom has an overall timeline, which stems from the Stone Age through to the present day. Topics covered are added as they are taught, building year upon year.

We also create timelines within each individual topic:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Timeline of holidays – 100 years ago, 50 years ago and present. Timeline of popular	A timeline of the events of the Great Fire of London Timeline of inventions studied (first	Timeline of the stages of the Stone Age, Bronze and Iron age. Timeline of the Roman invasion of Britain.	Timeline of events in the Ancient Egyptian period	Timeline of key events of Ancient Greece Key events of Anglo-Saxon period Dynasties from 1066 onwards King Henry V 's wives	Timeline of events in the Mayan period from 2000BC through to the arrival of the Spanish in the 16 th Century

<p>television programmes from the past.</p> <p>Timeline of different explorers.</p> <p>Timeline of Queen Victoria, King Charles and Queen Elizabeth </p>	<p>phone, car, plane, printing press, WWW).</p>			<p>Victorian inventions</p>	<p>Timeline of the causes of World War 1</p>
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