

Northway Community Primary School – Key Learning Overview – Cycle 1

	EYFS Framework	UNIT	Knowledge	Skills	Concepts
EYFS	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	All about me.	<p>The past means the time before now My family is _____ I have changed since I was a baby. Schools in the past were different to schools now.</p>	Chronology: Ordering pictures of themselves.	<p>Past and Present Change over time</p>
		The Royal family / Castles	<p>King/Henry VIII was a king of England in the past Queen Victoria was a queen of The United Kingdom in the past The monarch now is Charles III The monarch has castles and palaces. A timeline shows the order of things that have happened in the past.</p>	Chronology: Ordering kings and queens.	<p>Past and Present Change over time</p>
N. CURRICULUM					
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Y1 Y2	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality</p>	<p>Toys / Frank Hornby <i>Changes within living memory</i></p>	<p>Toys have changed over time Frank Hornby was a famous toy maker who lived in Maghull. Factories meant more things could be made and sold faster. Hornby toys were sold all over the world and changed the way toys were made and played with.</p>	<p>Chronology: Ordering toys / pictures of toys. Sequencing key dates. Historical enquiry: Asking parents and grandparents about toys. <i>Reading the Hornby text from the Liverpool museum website.</i> Constructing informed responses: Choose parts of</p>	<p>Change: Toys have changed over time Similarity and Difference: Our parents' and grandparent's toys were the same as / different to ours. Significance: Frank Hornby changed the way toys were made and the way people played around the world.</p>

				Frank Hornby's story to explain his significance.	
	The lives of significant individuals in the past who have contributed to national and international achievements.	Queen Elizabeth and Queen Victoria <i>Significant people</i>	Elizabeth and Victoria both became queen at a young age and reigned for a long time. They both survived assassination attempts. Lots of changes happened during both their reigns. They were both strong leaders who became very popular.	Chronology: Sequencing events from both reigns. Placing key dates on a timeline. Historical enquiry: Who was the best monarch and why? Look at portraits of Elizabeth and photographs of Victoria What do they tell us about how the queens wanted people to think of them? Constructing informed responses: Making Fact file comparing the two reigns. Labelling portraits / photographs.	Change: Inventions and discoveries changed people's lives. Similarity and Difference: Some things about the two queens' reigns were the same and some were different. Significance: Elizabeth and Victoria are remembered as significant people
	Events beyond living memory that are significant nationally or globally	The Great Fire of London <i>Significant Events</i>	The Great Fire of London happened in 1666. The fire began in a bakery. There had been no rain and the city was very dry. Houses were made from wood and straw and were built close together. People learnt a lot about safety because of the great Fire of London. When houses were rebuilt, a lot of them were made with bricks instead of wood, and they were not built so close together.	Chronology: Sequencing times and events during and after the fire. Historical enquiry <i>Why did the Great Fire of London start?</i> <i>Why was the fire so significant?</i> <i>Was the fire a good or a bad thing?</i> Constructing informed responses: Writing their own recount of the events.	Change: People's understanding of safety changed. Similarity and Difference: Houses and other buildings were different before and after the fire. Significance: The fire destroyed one-third of London and lots of people were made homeless

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Y3 Y4	Changes in Britain from the Stone Age to the Iron Age This could include: □ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae	Prehistoric Britain	The Prehistoric era ended when the Roman conquered the Ancient Britons. The prehistoric period is divided into three ages: Stone Age, Bronze Age and Iron Age Prehistoric people couldn't read or write but they left other evidence	Chronology: sequencing the Ages and ordering B.C. dates. Historical enquiry: When do you think it was better to live - Stone Age, Bronze Age or Iron Age?	Continuity and change: Life was changed by farming and metal working.

	<ul style="list-style-type: none"> □ Bronze Age religion, technology and travel, for example, Stonehenge □ Iron Age hill forts: tribal kingdoms, farming, art and culture 		<p>Stone age people created tools and out of stones, wood, bones and antlers and clothes out of animal skins.</p> <p>The earliest humans were hunter-gatherers. Skara Brae is a Stone Age settlement in Scotland.</p> <p>Over time, people learnt new skills: herding animals, growing crops and how to make bronze and iron.</p> <p>Farming and metal working brought huge changes to Britain.</p> <p>In the Iron Age, people built hillforts.</p>	<p>What was life like at Skara Brae?</p> <p>What were the most significant changes in Britain during the Prehistoric Era?</p> <p><i>Drawing conclusions about life at Skara Brae.</i></p> <p><i>Interpreting cave paintings.</i></p> <p>Constructing informed responses: <i>Comparing life in Stone Age / Iron Age in Britain. Describing what can be learnt from cave drawings.</i></p>	<p>Cause and Consequence: The change to a settled lifestyle affected the landscape.</p> <p>Similarity and Difference: Life was different in the Stone Age and Iron Age.</p> <p>Significance: Stone Henge was a significant achievement.</p>
	<p>The Roman Empire and its impact on Britain</p> <p>This could include:</p> <ul style="list-style-type: none"> □ Julius Caesar's attempted invasion in 55-54 BC □ the Roman Empire by AD 42 and the power of its army □ successful invasion by Claudius and conquest, including Hadrian's Wall □ British resistance, for example, Boudica □ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p>Roman Britain</p>	<p>The people who lived in Briton in the Iron Age were called the Britons / Celts</p> <p>People lived in hillforts or small villages and farmed the land.</p> <p>The Celts were individual tribes and not one ruled country</p> <p>The Romans invaded Briton in 43AD.</p> <p>The Romans built cities e.g Chester.</p> <p>The Romans changed the way of life in Briton. Boudicca was a Celtic Queen who led a rebellion against the Roman invasion.</p> <p>The Romans began to leave Britain approx. 350 years later.</p>	<p>Chronology: knowing that Roman Britain came after Prehistoric Britain. Sequence Stone Age, Iron Age, Roman Britain. Ordering A.D. dates and understand that they are all later than B.C. dates.</p> <p>Sequencing some events from the period.</p> <p>Historical enquiry:</p> <p>Why did the Romans invade Britain?</p> <p>Boudicca- hero or villain?</p> <p>How did the Romans change Britain?</p> <p><i>What do Roman remains tell us?</i></p> <p>Constructing informed responses: <i>Was Boudicca a heroine or a criminal? Was the invasion a good thing? What did the Roman's do for us?</i></p>	<p>Continuity and change: Life was changed by Roman technology and ideas. .</p> <p>Cause and Consequence: What were the consequences of the Roman Invasion?</p> <p>Similarity and Difference: Explaining changes to life compared to prehistoric Britain,</p> <p>Significance: The significance of road and city building.</p>

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Y5 Y6	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	World War 1	<p>WW1 started in 1914.</p> <p>There were secret agreements between certain countries to support each other.</p> <p>The Western Front was where the French and British soldiers fought against the German soldiers.</p> <p>Much of the fighting happened in Trench Warfare</p> <p>In the UK men were conscripted to fight in the army</p> <p>Life in the UK was very difficult during the war.</p> <p>The Battle of the Somme was one of the most deadly battles in human history.</p> <p>The armistice was signed on 11th November 1918.</p> <p>The peace negotiations led to a peace agreement called The Treaty of Versailles.</p>	<p>Chronology: ordering historical periods and events during WWI.</p> <p>Historical enquiry: How did weapons develop in WWI? How did WWI change life in Britain? Why was WWI a significant turning point in British History?</p> <p>Constructing informed responses: combining information from different sources about life in the trenches. How did weapons develop in WWI?</p>	<p>Continuity and change: WWI impacted on life in Britain.</p> <p>Cause and Consequence: WWI caused huge changes in Britain.</p> <p>Similarity and Difference: Weapon were different before and after the war.</p> <p>Significance: WWI was a hugely significant event for Britain and the World.</p>
	A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Mayan Civilization c. AD 900	Maya Civilization	<p>The Maya civilization was at its height around 900 AD.</p> <p>The Maya civilization existed in Central America.</p> <p>Religion was central to the Maya culture</p> <p>The Maya believed in many different Gods and tried to please them by offering presents through sacrifice</p> <p>The Maya invented a number system with a 0 in it</p> <p>The Maya wrote in glyphs and created Codices to communicate.</p>	<p>Chronology: Chronology - ordering historical periods and comparing dates of Ancient Civilizations / British history.</p> <p>Historical enquiry: Was the Maya civilization a stone age society? What did the Maya value? Using primary and secondary sources to learn about the past.</p> <p>Constructing informed responses: Non-chronological report on the Maya, drawing on all the sources studied</p>	<p>Continuity and change: The Maya developed a place value system.</p> <p>Cause and Consequence: There are possible reasons why the Maya abandoned their cities.</p> <p>Similarity and Difference: Similarities with Ancient Greece.</p>

	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <ul style="list-style-type: none"> □ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire □ Scots invasions from Ireland to north Britain (now Scotland) □ Anglo-Saxon invasions, settlements and kingdoms: place names and village life □ Anglo-Saxon art and culture □ Christian conversion - Canterbury, Iona and Lindisfarne 	<p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Knowledge</p> <p>In around 410AD the last Roman soldiers left Britain without an army to defend it. Britain was invaded by the Scots and Picts in the North and Anglo-Saxons invaded from Germany, Denmark and The Netherlands. Over time the Anglo-Saxons took control of most of Britain.</p> <p>Anglo Saxons lived in villages and farmed. Anglo-Saxons created 7 main kingdoms in England (Angle-land) led by local kings. Anglo-Saxons were originally Pagans but converted to Christianity and built monasteries.</p> <p>The most important Anglo-Saxon archaeological discovery is the Sutton Hoo ship burial.</p>	<p>Skills</p> <p>Chronology: Sequencing Stone Age, Bronze Age, Iron Age, Roman Britain, Anglo Saxons and Vikings.</p> <p>Historical enquiry: Who were the Anglo-Saxons and Scots and why did they invade and settle in Britain?</p> <p>What was life really like in Anglo-Saxon and Britain?</p> <p>What evidence do we have about Anglo-Saxon life?</p> <p>What do British place names tell us about this period?</p> <p>Constructing informed responses: What can be learnt about the Anglo Saxons from the Sutton Hoo treasures and other hoards?</p>	<p>Concepts</p> <p>Continuity and change: Britain changed between 410AD and 788AD</p> <p>Cause and Consequence: The modern counties reflect the names from earlier kingdoms/ regions.</p> <p>Similarity and Difference: There were many changes in Britain after the Roman occupation.</p> <p>Significance: The Sutton Hoo discovery was of great significance.</p>
	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> □ Viking raids and invasion □ resistance by Alfred the Great and Athelstan, first king of England □ further Viking invasions and Danegeld □ Anglo-Saxon laws and justice □ Edward the Confessor and his death in 1066 	<p>Anglo Saxons v Vikings</p>	<p>Anglo-Saxons v Vikings</p> <p>Vikings began to raid Britain. The Vikings came from Scandinavia - Norway, Denmark and Sweden.</p> <p>The Viking raid on the Lindisfarne Monastery took place in 793 AD.</p> <p>Alfred the Great was a famous Anglo-Saxon king who tried to protect his kingdom from Viking invasion and settlement. Athelstan (Alfred's grandson) was the first king of all England.</p> <p>The Danelaw was introduced to make peace with the Vikings and they agreed to divide up the country.</p> <p>The era ended in 1066 after the death of Edward the Confessor and the Norman Conquest.</p>	<p>Chronology: Sequencing events within the period.</p> <p>Historical enquiry: Was Alfred really great? Who was the greatest Anglo-Saxon monarch? How did the Anglo-Saxons react to the Vikings invading and settling in Britain? Was Ethelred really unwise?</p> <p>Answering and asking historical questions: Was it right to create the Danelaw, giving land to the Vikings?</p> <p>Constructing informed responses: See enquiry</p>	<p>Continuity and change: Britain changed between 410AD and 1066AD. Comparing political maps of England at different points during this period.</p> <p>Cause and Consequence: Why the Vikings came to Britain. The consequences of Ethelred's decisions</p> <p>Significance: The importance of the Lindisfarne raid and the Wedmore treaty.</p>

Northway Community Primary School – Key Learning Overview – Cycle 2

	EYFS Framework	UNIT	Knowledge	Skills	Concepts
EYFS	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	All about me.	<p>The past means the time before now My family is _____ I have changed since I was a baby. Schools in the past were different to schools now. The past means the time before now My family is _____ I have changed since I was a baby. Schools in the past were different to schools now.</p>	Chronology: Ordering pictures of themselves.	Past and Present Change over time
		The Royal family / Castles	<p>King/Henry VIII was a king of England in the past Queen Victoria was a queen of The United Kingdom in the past The monarch now is Charles III The monarch has castles and palaces. A timeline shows the order of things that have happened in the past.</p>	Chronology: Ordering kings and queens.	Past and Present Change over time

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Y1 Y2	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality	Maghull- Changes within living memory	A family tree shows different generations within a family. A timeline shows the order of events that happened in the past. Living memory means we could ask someone still alive about events. Many things have changed within living memory.	Chronology: Ordering events e.g. dates relatives born. Ordering 20 th century and 21 st century dates. Ordering pictures of past / present technology. <i>Historical enquiry: How is Maghull different from when our grandparents were children?</i> Constructing informed responses: I know that (e.g.) shops in the past were different because....	Change: How have schools / shops etc. changed over time? Similarity and Difference: Compare items / photographs from the past to those from now. Significance: Which changes do we think are most significant and why?
	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 Mary Seacole and/or Florence Nightingale and Edith Cavell	Significant people Florence Nightingale, Mary Seacole and Edith Cavell Rosa Parks and Emily Davidson	<u>Florence Nightingale</u> is famous for her nursing work during the Crimean War. <u>Mary Seacole</u> faced unfairness when she tried to volunteer as a nurse during the Crimean War <u>Edith Louisa Cavell</u> was a British nurse in the First World War. She saved the lives of soldiers from both sides without discrimination. <u>Emily Davidson</u> fought for women to have votes in Britain. <u>Rosa Parks</u> refused to give her seat to a white person on a crowded bus.	Chronology: Which came first from each pair? Place all the events / people studied onto a timeline. <i>Historical enquiry: Why did Mary Seacole want to help British soldiers when she came from Jamaica? Which of these people inspires you most and why?</i> Constructing informed responses Choose parts of stories / sources to show understanding:	Change: Nursing before and after Florence Nightingale, Similarity and Difference: The contributions of Florence Nightingale and Mary Seacole. Significance: Rosa Parks' actions lead to a change in the law. Five years after Emily Davison's death, women were given the vote.
	Events beyond living memory that are significant nationally or globally	Gunpowder plot The Moon Landings Events	<u>The Gunpowder Plot</u> A group of plotters, including Guy Fawkes, attempted to blow up the Houses of Parliament.	Chronology: Sequence the events of the plot / mission. Place the events on a timeline.	Change: The moon landing changed the way people saw themselves and the Earth for ever.

		<p>beyond living memory</p>	<p>They wanted to kill King James I and the king's leaders because of their unfairness to Roman Catholics. Guards found the gunpowder and they were arrested.</p> <p>On the night of November 5th, throughout Britain, we commemorate the capture of Guy Fawkes.</p> <p>The first Moon Landing took place on 20 July 1969.</p> <p>The U.S.A launched a Saturn Five rocket with three astronauts on board. It took four days to reach the Moon. Millions of people around the world watched Neil Armstrong step onto the moon.</p> <p>Neil Armstrong and Buzz Aldrin explored the lunar surface while Michael Collins piloted the Apollo 11 orbiter around the Moon.</p> <p>When they returned to Earth, the ship landed safely in the ocean.</p>	<p><i>Historical enquiry: Why do we still remember the Gunpowder Plot? Why was the first moon landing so significant? Identify different ways the past is represented: Compare photographs and accounts of the moon landings.</i></p> <p>Constructing informed responses: Collect information from photographs, newspaper reports and personal accounts.</p>	<p>Significance: The gunpowder plot was shocking. The moon landings were the greatest human technological achievement.</p>

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Y3 Y4	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China	Ancient Civilizations	<p>The earliest civilizations appeared near rivers with good, fertile farmland .(Ancient Sumer, Ancient Egypt, Indus Valley, Shang Dynasty)</p> <p>The earliest civilizations made important inventions.</p> <p>The Ancient Egyptian civilisation existed between 2950BC and 30BC The River Nile was central to Ancient Egyptian life. Ancient Egyptian society was a hierarchy. Pharaohs were the leaders of the government and religion.</p> <p>Howard Carter was a famous Egyptologist and archaeologist who discovered Tutankhamun's tomb</p> <p>Ancient Egyptians believed in many gods and worshipped them with ceremonies and animal sacrifices .</p> <p>Ancient Egyptians believed in the afterlife.</p> <p>Pyramids were built as tombs for Pharaohs</p> <p>The Valley of the Kings was a place where the Pharaohs were buried</p>	<p>Chronology: Sequence key events from the period including B.C. and A.D. dates. Sequence pharaohs.</p> <p>Historical enquiry: Where did the first civilizations appear and why? What did the first Civilizations have in common? Using primary sources - artefacts from Tutankhamun's tomb.</p> <p>Constructing informed responses: What did the Egyptians believe a person needed for the afterlife? What can we learn about Tutankhamun from his burial treasures?</p>	<p>Continuity and change: Changes in burial practices. Continuity of the belief system.</p> <p>Cause and Consequence: The annual Nile flood meant that there was fertile land to farm. This meant the A.E. civilization could flourish.</p> <p>Similarity and Difference: Drawing comparisons between Ancient Egypt and another ancient civilization</p> <p>Significance: The invention of writing has meant that people could record and leave behind details of their lives,</p>

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Y5 Y6	A local history study E.g. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)	Liverpool - Local history unit	<p>Liverpool was founded by King John in 1207.</p> <p>King John needed a new port to control the Irish Sea</p> <p>Liverpool started as a small fishing harbour and grew into an important dock system</p> <p>The size of Liverpool grew when it became involved in the slave trade</p> <p>Liverpool was part of the Golden Triangle during the slave trade</p> <p>The Golden Triangle was the trade routes between West Africa, USA, UK</p> <p>William Roscoe was an important politician who campaigned to abolish slavery.</p> <p>The Liverpool docks were a target during World War II and were the reason behind the 7 day Blitz.</p>	<p>Chronology: sequencing events in the history of Liverpool.</p> <p>Historical enquiry: How and why has Liverpool grown and changed?</p> <p>Constructing informed responses: See enquiry</p>	<p>Continuity and change: Comparing maps to see how Liverpool has grown.</p> <p>Cause and Consequence: why Liverpool was involved in the slave trade. Why Liverpool was a target in WWII.</p> <p>Significance: Why did Liverpool become so important?</p>
	Ancient Greece - a study of Greek life and achievements and their influence on the western world	Ancient Greece	<p>Ancient Greece was made up of city states. There were often battles between these city states but sometimes they would join together against a common enemy. Important city states of ancient Greece included Athens and Sparta.</p> <p>Ancient Greece is significant historically because many things in culture today, especially in modern Europe, have been influenced by the ideas of the ancient Greek civilisation.</p> <p>Democracy began in Ancient Athens.</p> <p>Near the end of the period, King Philip II of Macedonia ruled over all of Ancient</p>	<p>Chronology: ordering time periods. Sequencing key dates within the period.</p> <p>Historical enquiry: How can we find out about the civilisation of Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today?</p> <p>Constructing informed responses: Which was the greatest city state? Why were Spartans so good at fighting?</p>	<p>Cause and Consequence: The development of Democracy became the basis for how many countries are run today. Greek philosophy lead to modern studies in Science.</p> <p>Similarity and Difference: Comparing city states. Drawing comparisons to Ancient Egyptian/Maya life and life in prehistoric Britain in the same time period. Compare democracy in Ancient Greece / the UK.</p>

			<p>Greece. Later, his son - Alexander the Great - took over the empire along with other lands that he conquered.</p> <p>The first recorded Olympic Games was in 776 BC, in Olympia.</p> <p>The ancient Greeks believed in many different gods and goddesses.</p>		<p>Significance: The influence of Ancient Greek culture on the Western World.</p>
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