



## HISTORY Progression in Knowledge and Skills

### Key Stage 1 National Curriculum Objectives

Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

- Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Learn about events beyond living memory that are significant nationally or globally *[for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]*.
- Learn about 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 *[for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]*
- Learn about significant historical events, people and places in their own locality.

Year Group	Key Knowledge	Key Skills
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Year 1

**Aut 2 Would you prefer to be at Buglawton Primary School now or in the past?**

- Buglawton Primary School was built in 1912
- In the past children at Buglawton Primary School learnt cookery and needlework
- Parts of our school building are older than other parts. In the past Buglawton Primary School was much smaller
- In the past boys attending Buglawton Primary School wore ties and knitted vests as their uniform
- In the past all girls attending Buglawton Primary School wore dresses or skirts. Girls did not get to wear trousers or shorts!
- • Some examples of what life and the local area was like for children attending primary school in the past

**Spr: Why did astronauts take part of the Wright Flyer airplane to the moon?**

**Significant Individuals**

- The order of air transport from early gliders to lunar landers.
- The changes that have been made to air transport over time (wings/motors/shape)
- Wilbur Wright and Orville Wright built the first successful motor-operated aeroplane.
- The Wright brothers work was inspired by kites.
- Neil Armstrong is a male astronaut. He was the first man to walk on the moon.
- Amy Johnson was an English pilot who was the first woman to fly solo from London to Australia.
- That some sources are more reliable than others.
- Some of the key parts of a plane
- How planes fly through experimenting

**Sum: How have holidays changed since our Grandparents were younger?**

**Changes within living memory**

- Today we can go on a plane to another city or country in a few hours or days. But 100 years ago, passenger planes were not around.
- In the past people would have used the train to reach their holiday destination, over time people began to use buses and cars.
- Words and phrases relating to the passing of time eg now, then, past, present, future when talking about holidays.
- Many people who worked in factories took their holiday at the same time hence the saying 'factory fortnight'
- Many people visited seaside resorts and these became popular as it was believed the fresh air would be beneficial to health
- Entertainment for our Grandparents was focused around the beach area (Punch and Judy, sandcastles, deck chairs for relaxing, bathing machines)
- Clothing differed in the past (invention of sun cream changed this)

**Aut 2 Would you prefer to be at Buglawton Primary School now or in the past?**

**Chronology**

- Compare and order photographs of Buglawton Primary School on a simple timeline
- Classify and sort primary school artifacts into past and present day
- Order great grandparents, grandparents, parents and children on a simple timeline

**Change and continuity**

- Compare photographs of children attending Buglawton Primary School in the past to our most recent school photographs. Explore what has changed and what has stayed the same.
- Ask grown-ups questions about Buglawton Primary School in the past

**Similarities and differences**

- Use a range of sources to compare school life in 1920 to today (registers, school timetable, plan of the building)
- Ask and answer questions about how school life for primary children has changed over time
- Talk about the changes that have happened to Buglawton Primary School over time
- Use photographs of life in Congleton in the past to make suggestions about Buglawton Primary School in the past

**Spr: Why did astronauts take part of the Wright Flyer airplane to the moon?**

**Chronology**

- Ask and answer questions about air transport in the past
- Place different forms of air **transport** on a timeline
- Talk about how flight has changed over the years.
- Use the vocabulary here, now, then, same, different.

**Significance**

- Compare the lives of The Wright Brothers, Neil Armstrong and Amy Johnson and explain why they were significant.
- Investigate how the Wright Brother's work impacted on Neil Armstrong's life.
- Understand the difference between fact and myth.
- Take part in experiments to understand the significance of flight.

**Sum: How have holidays changed since our Grandparents were younger?**

**Chronology**

- Use the vocabulary here, now, then, past, present, same, different.
- Use a range of sources including photographs, film recordings, postcards, letters, diaries, paintings, books and first-hand accounts (talking to people) to learn more about how holidays have changed over time.
- Order photographs of holidays in chronological order using a simple timeline.

**Similarities and Difference**

- Ask and answer questions about holidays in the past and compare this to my personal experiences of holidays today.
- Use everyday vocabulary associated with holidays to describe
- Draw labelled diagrams and write about them to tell others about people, objects, or events from holidays in the past and compare this to holidays today.

**Year 2** **Au1: Is there more to Congleton than just Beartown?**

The first people to live in Congleton were Stone Age farmers  
 In the Domesday Book of 1086 Congleton was recorded as Cogeltone. It was known as a Hamlet with an estimate population of less than 50  
 In 1272 Congleton was given a charter which gave the town the right to have a mayor and an ale taster  
 In 1282 Congleton was given the right to have weekly market and annual fairs  
 In the 16th century and 17th century bear-baiting was a popular 'sport'  
 According to tradition in Congleton when a bear died some money that had been raised to buy a new bible was instead used to buy a new bear  
 The first silk mill was build in Congleton by John Clayton in 1752  
 In 1848, the railway reached Congleton  
 A new Town Hall opened in 1866 and in 1866, a cottage hospital opened in the town  
 The "new" Congleton rescue bear is to be called Bosley

**Au2: What was life like for children during the different reigns of the Queens of England?**

**Comparison of life in different time periods**

**Elizabethan era**

- Queen Elizabeth I lived in Hatfield Palace until Queen at 21 then Richmond Palace
- families were generally a lot bigger than nowadays, lots of generations of a family would live in one house
- Clothing was colourful and flamboyant
- The Queen wore clothes with a narrow waist, puffy sleeves, a full skirt and a large ruff
- Men wore linen shirt, stockings, venetian breeches (trouser), doublet (short jacket)
- Everyday/poor people would wear very simple outfits made from cheaper material and lacked colour
- People ate sweets to show wealth – lack of understanding of impact of eating sugary foods.

**Victorian era**

- Queen Victoria lived in Kensington Palace, Windsor Castle, Balmoral and became the first monarch to live in Buckingham Palace.
- families were generally larger than nowadays with most families having five or six children
- the rich lived in large, comfortable houses while the poor lived in much smaller houses
- rich families would have servants to carry out household jobs, but poor families did not.
- Some poorer families ended up living in 'workhouses' where they lived and worked; they had their hair cut short and had to wear a uniform
- rich women wore corsets under their dresses, pulled tight
- rich men wore suits with waistcoats and bowler hat and sometimes a pocket watch.
- Poorer Victorians owned very few outfits so what they owned were made of thick, hard-wearing fabrics.
- The growth of the empire and trade across the world meant a greater diversity of food was available to more people, however the diet of the poor people was still very limited
- The Victoria Sponge was named after the Queen

**Au1: Is there more to Congleton than just Beartown?**

**Evidential Enquiry**

- Use a variety of primary and secondary sources to find out about Congleton's 'Beartown' past.
- Explore photographic sources and discuss what I can see
- Develop a responsibility for researching using reliable sources

**Interpretation**

- Begin to develop an opinion about events and decisions made in the past
- Make informed decisions of how the past should be remembered

**Au2: What was life like for children during the different reigns of the Queens of England?**

**Comparison of life in different time periods**

**Evidential Enquiry**

- Find out and discuss what the Monarchy is, how it is formed and their role today
- Use simple research to find information about life/homes/schools/food/clothing under the reign of the Queens of England
- Compare adults talking about the past and explore how reliable each source is
- Explore a range of sources and use these to develop our understanding of the history of the British Monarchy

**Similarity and Difference**

- Make comparisons between life/homes/schools/food/clothing under the reigns of the Queens of England
- Show that whilst some things have remained the same for the people of Britain under the rule of the different Monarchs, other things have changed

**Significance**

- Discuss the significance of the decisions made under the reign of each of the Queens of England and talk about how these choices impacted life for the people of Britain
- Talk about the reasons why each Queen is deemed important in the history of Britain

**Chronology**

- Sort photographs of the significant Queens of England studied into a simple timeline
- Use common words and phrases relating to the passing of time (before, after, during, a long time ago, past, present)
- Organise photographs of homes under the reign of the Queens of England

## Elizabeth II

- Elizabeth II lived in Buckingham Palace
- Coronation Chicken was a new recipe designed for the 1953 Coronation and represented the increased diversity and multicultural food today

### Sum1: How should we have rebuilt London after the Great Fire?

#### Events beyond living memory

- The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. It lasted for 5 days.
- Houses in London at the time were mainly built from wood and straw which is flammable, especially when it is very dry.
- The houses were very close together, so fire could easily spread. During the fire strong winds were blowing, which helped the flames to spread.
- The fire got worse on Tuesday; many more buildings were destroyed including St. Pauls Cathedral.
- There was no fire brigade so ordinary people used leather buckets and water squirts to try to put the fire out but these did not work.
- King Charles II ordered buildings to be pulled down to stop the flames from spreading.
- By Thursday 6th September, the wind had died down so people were able to put out the flames
- 13,200 houses were destroyed by the fire, 70,000 people were left homeless and 6 people died.
- Many left London to live elsewhere and some slept in tents.
- An organised fire brigade was established and water engines were designed that gave a continuous stream of water when pumped
- When London homes were rebuilt, they were made from bricks instead of wood.
- Samuel Pepys was an eyewitness who wrote a diary during the time of the Great Fire.

### Sum1: How should we have rebuilt London after the Great Fire?

#### Chronology

- Know where The Great Fire of London fits within a simple timeline
- Order three or more significant events from The Great Fire of London in chronological order
- Develop an understanding of the past using common words and phrases relating to the passing of time (today, yesterday, past, present, year, decade, century, long ago, era/period)
- Organise fire prevention devices into past and present

#### Significant Historical Events

- Find and locate London on a map
- Use a variety of sources to describe the events that took place during The Great Fire of London
- Explore books, pictures, eye-witness accounts, photos and artifacts from the time of The Great Fire of London
- Recount the main points from a significant event in history.

#### Change and Continuity

- Explain why the Great Fire of London was so devastating at the time but wouldn't have been if it had happened today.
- Explain some of the ways in which London has changed over time (buildings, people, transport)
- Discuss how the fire service has changed over time
- Discuss how life if/how life has changed from 1666 to how we live now
- Explain why choices were made when rebuilding London after the Great Fire

**Key Stage 2 National Curriculum Objectives**

Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

- Learn about changes in Britain from the Stone Age to the Iron Age;
- Learn about the Roman Empire and its impact on Britain;
- Learn about Britain's settlement by Anglo-Saxons and Scots;
- Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- Learn about a local history study;
- Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- Learn about 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;
- Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

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**Key Knowledge**

**Key Skills**

**Aut2 How did life change from the 'Old Stone Age' to the 'New Stone Age'?**

## Changes in Britain from the Stone Age to the Iron Age

- That we can form an opinion and find out clues about the past from a range of sources
- With no written records, we depend almost entirely on the work of archaeology to know about this period.
- Some recent discoveries that are changing the way we think about the Stone Age
- The prehistoric period ended in different parts of the world at different times. In Britain, the prehistoric period ended with the Roman Invasion in 54 bc.
- Immigrants brought new animals and crops to Britain and the impact this had on settlement
- People did not live in one place – they followed the animals as they changed their eating places.
- It wasn't always the ice age – sometimes it was warmer and sometimes it was colder
- Prehistory means before writing
- Original artefacts (in [museums](#)) are primary sources – the conclusions/ inferences historians draw from them are secondary
- Palaeolithic, Mesolithic and Neolithic are the 3 Stone Ages.
- Flint was the strongest material in all 3 periods, but the way the flint was knapped, developed over time to improve the tools
- The settlements in the old stone age were temporary (tents) so they could follow the animals

**Spr1: When was it better to live: Stone Age, Bronze Age or Iron Age?**

## Changes in Britain from the Stone Age to the Iron Age

- That we can form an opinion and find out clues about the past from a range of sources
- With no written records, we depend almost entirely on the work of archaeology to know about this period.
- Bronze is a strong metal. It was used to make tools.
- The Bronze Age is a time long ago when people discovered how to make bronze
- Before the Bronze Age, people made their tools from stone.
- The Iron Age is a time when people began to make things from a metal called iron.
- During the Iron Age, Celts lived in Britain.
- We know about Celts because of the things they left behind.

**Aut 2: How did life change from the 'Old Stone Age' to the 'New Stone Age'?**

## Changes in Britain from the Stone Age to the Iron Age

## Interpretations

- Draw conclusions using the evidence we have
- Make inferences about the Stone Age from artefacts
- Explore artefact recordings and site planning documents from the Stone Age and make predictions on the past based on our findings
- Realise that for some questions there are no clear answers
- Talk about how the recent discoveries may change our views on hunter-gatherers
- Begin to understand that some archaeologists disagree with each other

## Chronology

- Construct a simple timeline showing some of the changes throughout the Stone age
- Plot the three periods of the Stone Age on a timeline
- Organise artefacts into the three Stone Age Periods in accordance to their properties

## Change and Continuity

- Discuss the attractions and difficulties from the Old to New Stone Age
- Understand how settlements and life changed from the beginning of the Stone Age to the end
- Understand how land use had changed over time, particularly farming

**Spr1: When was it better to live: Stone Age, Bronze Age or Iron Age?**

## Changes in Britain from the Stone Age to the Iron Age

## Chronology

- Plot the Bronze and Iron age on a timeline using prior chronological knowledge from previous Historical studies.
- To be able to order tools from the Stone, Bronze and Iron ages in accordance to their properties.

## Continuity and Change

- Discuss the attractions and difficulties of the Bronze, Stone and Iron ages and record this in a 'living graph'. Make links
- Talk about and explore how houses and settlement have changed over time from the Bronze Age to Iron Age.
- Make links between the tools used in each period
- Discuss the impact of Bronze and Iron tools on the way people in Britain lived

## Evidential Enquiry

- look at and examine images of real artefacts / handle examine replicas
- Understand that we are still making discoveries that can often change the way we view the past
- Explore artefacts and evidence of the Bronze and Stone Age in our local area of Congleton

**Sum1: Were there any other civilisations like Egypt's at that time? What did they have in common and how could we possibly know?**

the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared

- Ancient Egypt lasted for over 3,000 years, so there were lots of other civilizations at the same time. Two of the most documented during the height of Egyptian civilization would be Sumer, Shang and the Indus Valley.
- The very first cities started to grow approx. 5000 years ago and existed all over the world at the same time, although the duration of each of them differed.
- The ancient civilizations were all on the same line of latitude. They were hot places but not on the equator. Sumer is in modern day Iraq and Iran, Indus Valley is Northeast Pakistan, Shang Dynasty is China and in Egypt
- The four civilizations were all on rivers
- The Nile was important because it provided water for crops but also fertile soil - this means that people settled near the banks of the Nile as it was considered a prime location.
- About 90% of Egypt is covered by desert. There are 2 main deserts in Egypt – the Libyan desert and the Arabian desert. There are also lots of populated cities and villages, especially near the River Nile.
- The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport.
- All four civilizations had their own unique system of a writing script and number system - essential in setting up the first cities
- Sumer ('the cradle of civilization') developed the first cities, writing and the wheel.
- Indus Valley is associated with the early drainage systems, trade and early script and a grid system of roads in a city.
- Shang Dynasty is associated with the development of writing, the calendar, chariots, large underground tombs, bronze bowls, jade, silk and weapons.
- The exact method of how the Great Pyramids were built is unknown. They were built from 2550 to 2490 B.C.
- The Ancient Egyptians left evidence such as the pyramids, artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls.
- During most of the Stone Age, people in Egypt, like people everywhere else in the world, lived by hunting and gathering their food. Later they developed farming.
- The Egyptian civilization was significant because many of the tools and customs used in Britain began then

**Sum1: Were there any other civilisations like Egypt's at that time? What did they have in common and how could we possibly know?**

**Similarity and Differences**

- Use my knowledge and understanding of settlement, life and trade in Ancient Egypt to compare with other civilisations at the time (Sumer, Shang and Indus Valley).
- Develop an understanding of how writing and number systems differed across the four civilisations
- Understand the differences between the four civilisations and their greatest achievements
- Develop an understanding of what the four early civilisations have in common
- Discuss the common geographical features that link the 4 civilisations

**Evidential Enquiry**

- Use a variety of sources to discover what Ancient Egypt was like over 5,000 years ago.
- Use pictures of the ancient civilisations to look for clues about their inventions
- Ask and answer questions based upon new learning and discoveries
- Understand how the discovery of the Rosetta Stone made it possible to translate writing
- Examine Ancient Egyptian artefacts and use these to make inferences about the past.
- Discuss the importance of the River Nile's location for Trade and Settlement.
- Discuss and investigate the reliability of sources
- Explain why people chose to settle in certain areas in Ancient Egypt and explore these using maps and globes.

**Aut 2: How has Ancient Greek life and architecture influenced the Western World?**

**A study of Greek life and achievements and their influence on the western world**

- The Ancient Greeks were a civilisation that lived in Greece and the countries that we now call Turkey and Bulgaria.
- The Ancient Greeks achieved several legacies such as democracy, literature, theatre and map making, that are still used in modern society.
- Democracy was invented in Athens c.500 BC. Only not everyone in Athens could vote. Slaves, women and children were not able to vote.
- Many public buildings today, such as British Museum, were designed to look like Greek temples.
- The most iconic feature, the Greek column (a large cylindrical post) comes in three styles: Doric, Ionic and Corinthian.
- The Parthenon, in Athens, is a temple to the goddess Athena and one of the most significant pieces of architecture from ancient times.
- Know the usefulness of sources and interpret them.
- Athens and Sparta were two major city states and rivals. They had their own laws, money and rulers.
- Gods and goddesses played an important part in everyday life – also recorded on pottery, in statues and in the temples etc Depictions of warfare, battles, important victories.
- Our alphabet was developed using some of the alphabet that the Ancient Greeks used.

**Spr2: How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?**

**The Roman Empire and its impact on Britain**

- The Ancient Greeks were a civilisation that lived in Greece and the countries that we now call Turkey and Bulgaria.
- The Ancient Greeks achieved several legacies such as democracy, literature, theatre and map making, that are still used in modern society.
- Democracy was invented in Athens c.500 BC. Only not everyone in Athens could vote. Slaves, women and children were not able to vote.
- Many public buildings today, such as British Museum, were designed to look like Greek temples.
- The most iconic feature, the Greek column (a large cylindrical post) comes in three styles: Doric, Ionic and Corinthian.

**Aut2: How has Ancient Greek life and architecture influenced the Western World?**

**Evidential Enquiry**

- Infer information from artefacts about what life was like in Ancient Greece
- make inferences from sources about the location, physical features and climate of modern Greece.
- begin to identify what other sources they might need to get a fuller picture about life in Ancient Greece
- carry out research using secondary sources of written information
- to consider the limitations of using artefacts in isolation from other historical sources
- Use a range of sources to find clues as to what alternative civilizations at the time have in common (Shang Dynasty).
- The ability to see patterns in apparently random images
- use pictorial sources and historical maps to identify the similarities and differences between Ancient Greek and contemporary architecture.

**Significance**

- Understand how the Ancient Greeks' achievements and legacies have had an impact on modern life
- Locate and compare Ancient Greek architecture to modern day buildings and be able to discuss Greek influence on today's architecture.

**Change and Continuity**

- Use timelines effectively to develop a clear understanding of Ancient Greece (chronology)
- Make inferences about the influences of Ancient Greek architecture upon contemporary architecture.

**Aut2: How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?**

**Cause and Consequence**

- Describe when, why and how the Romans conquered Britain (6 main reasons)
- Recognise how Britain has been influenced and shaped by the Roman occupation
- Look at the location of Rome on Google Earth and discuss how it is easily placed for conquest
- Consider some of the reasons for which people leave their homes to live in another place.
- Discuss how the Roman army made it possible to conquer Britain
- Look at the legacy the Romans left behind in Britain. Discuss the changes they made to everyday life for the people of Britain

**Chronology**

- Place the Roman occupation on a timeline
- Discuss where the Roman Occupation fits in relation to the other periods and societies

**Interpretations**

- Talk about the characteristics of a legend in comparison to a non-fact-based historical story
- Understand the difference between a legend and fact-based research
- Talk about the reliability of the different stories and descriptions of Boudicca
- Know that interpretations were made from people of different sides and understand that these



- The Parthenon, in Athens, is a temple to the goddess Athena and one of the most significant pieces of architecture from ancient times.
- Know the usefulness of sources and interpret them.
- Athens and Sparta were two major city states and rivals. They had their own laws, money and rulers.
- Gods and goddesses played an important part in everyday life – also recorded on pottery, in statues and in the temples etc Depictions of warfare, battles, important victories.
- Our alphabet was developed using some of the alphabet that the Ancient Greeks used

representations may be different

- Use a variety of sources of evidence to begin to understand how an accurate picture of the past can be constructed

#### Evidential Enquiry

- Use a range of sources to explore what life was like in the Roman Empire
- Explore historical maps to understand the location of Roman towns and forts across Britain
- Use 'a street through time' to explore changes in settlement across the Roman Occupation
- Annotate photographs of artifacts from Chester visit to begin making our own interpretations and questions about the past

Year 5

### Spr1: Who got what in the struggle for the kingdom of England?

#### Britain's settlement by Anglo-Saxons and Scots

#### The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- The Scots invaded Britain from the North in 400AD.
- The Anglo-Saxons were not one united nation but were made up of different tribes. They often fought against each other and they divided England into several regions.
- The Anglo-Saxons successfully invaded England in 450AD.
- Anglo-Saxons settled near rivers and seas and named towns to include their word for town 'burh'.
- In Cheshire several large estates were held by the Saxon Earl Edwin, including the manors of Macclesfield and Malpas.
- In Cheshire there is evidence that Norwegian Vikings, expelled from Ireland, settled on the Wirral.
- The Vikings were largely from Denmark, Norway and Sweden and began to raid land and settlements in England in 793AD when they attacked Lindisfarne and its monastery.
- Vikings settled near farmlands and named towns endings with 'by', 'thorpe' and 'ay' e.g Derby.
- The Viking age was a period of religious change as the Vikings encountered Christianity through their raids and adopted the religion quickly.
- By 884AD, after years of battles, a treaty was agreed that left Vikings ruling over 'Danelaw' in the North and East of England and the Anglo-Saxon kingdom of Wessex remained in the South.
- The Anglo-Saxons most famous King was Alfred the Great, who fought the Vikings and made peace so that the English and Vikings settled down to live together.
- In 1066, a new age of Normal Rule started in England, which brought an end to Anglo-Saxon and Viking rule.

### Sum1: How did the Maya manage to become so important?

#### A non-European society that provides contrasts with British history

- There were three major periods in the history of Maya civilisation: the Preclassic (2000 B.C.-A.D.300), the Classic (A.D. 300-900), and the Postclassic (A.D. 900-1550).
- The Mayans were native Americans of Central America, who built a great civilisation in the tropical rainforest that lasted for over 2000 years.
- There were 5 social classes in Maya times. These were Rulers, followed by nobles and priest, then craftsmen, peasants and finally the slaves. Each major city had a ruler. Priests were the most powerful people in Maya society.
- The Maya people believed that obedience to their leader was critical to maintaining the harmony of the Maya universe. Maya society was structured - rigidly divided between nobles, commoners, serfs, and slaves
- The golden age of the Maya was between 250 and 900 CE
- The Maya was the only major civilisation in the Americas to develop a writing system that was able to represent their spoken language in symbolic form. It had over 500 symbols or glyphs to represent words and ideas
- The Mayans were expert mathematicians and astronomers. They used this expertise to make calendars.
- The calendars told Maya when to plant crops, when to harvest and even when to make a sacrifice to the gods. Temples and other public buildings were built so that sunlight would hit certain places at times of the year, often in time for a religious ceremony.
- Goods were transported over long distances by canoe and foot transport, as the Maya did not use animals such as donkey or ox.

### Spr1: Who got what in the struggle for the kingdom of England?

#### Interpretations

- Compare the accuracy of primary and secondary sources.
- Explore the nature of a stereotypical Viking image.
- Discuss the reasons for the Viking's reputation throughout history.
- Discuss how recent excavations may change my view of the Vikings.
- Form my own opinion of how we should remember the Vikings (raiders or settlers)
- Understand that there are limitations to what we can learn from excavations and that different archaeologists and historians have different views of our findings

#### Cause and Consequences

- Describe and explain the causes and consequences of the Viking invasion.
- Discuss the influences and developments the Vikings and Anglo-Saxons made on the future of Britain.
- Discuss how the Vikings tried to take over the country and explore their success and failures.
- Explain how the events at the Battle of Hastings brought an end to Anglo-Saxon and Viking rule.

#### Substantive Knowledge and Concepts

- Compare and contrast Anglo-Saxon struggle against the Vikings.
- Apply knowledge of Viking place name endings to look at settlement patterns.

#### Evidential Enquiry

- Locate countries and regions named and founded by the Anglo-Saxons and Vikings
- Use a variety of sources to find out what life was like in Britain during the Anglo-Saxon and Viking era.
- Use maps to explore where Vikings invaded and settled, notice patterns in their settlements
- Use sources to explore what Congleton was like in the Viking Era

### Sum1: How did the Maya manage to become so important?

#### Substantive Knowledge and Concepts

- Show an awareness of how the Maya fitted into a wider chronological pattern of other civilisations and periods. (Chronology)
- Compare what was happening in the Mayan civilisation with what was happening in Britain at the same time (trade)
- Compare the Mayans with the Greek and Egyptian civilisations using a Venn diagram.

#### Interpretations

- Discuss the stark contrast between my own history and that of the Maya
- Interpret the difficulties of sustaining a civilization in a rainforest environment
- Move away from applying personal cultural values in judging the behaviour and beliefs of people raised in other cultures
- Be aware of the different ways of doing things and the complexity of human life
- Understand the difficulty of making conclusions about the past using only material remains.

#### Similarities and Differences

- Be able to explain some of the similarities and differences between the Maya and U.K writing. mathematical system
- Discuss the similarities and differences between the Maya and Stone Age Britain
- Understand how different life was for rich and poor people at the height of the Maya civilisation

- Early Maya city-states tended to produce all their own subsistence items. Basic agriculture (production of corn, beans, and squash) was the daily task of most of the Maya population.
- The Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade.
- Ancient Egypt had the Gift of the Nile, Londinium was established on the River Thames whereas the Maya had to contend with jungle and mountain. Their way of farming depended on the climate.
- Different sites in the Maya region produced prestige items such as gold, jade, copper, obsidian, and other raw materials.
- The nobles wore headdresses made of the tail feathers of quetzal bird. They wore cotton and painted their bodies as well as wearing jewellery made of shell and jade. Conch shells were used for pendants, beads, and as trumpets.
- The terms 'bajos' 'cenotes' 'chultuns' (water storage) and their importance for the Maya

**Aut: Who was John Bradshaw and what made him significant in Congleton?**

Know about an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- John Bradshaw (12 July 1602–31 October 1659) was an English jurist. He is most notable for his role as [President of the High Court of Justice](#) for the trial of [King Charles I](#) and as the first Lord President of the [Council of State](#) of the [English Commonwealth](#).
- He was articled as clerk to an attorney in [Congleton](#) before being elected as the Mayor of Congleton in 1637.
- Bradshaw was appointed President to the commission set up for the [trial](#) of Charles I. The job was so dangerous that Bradshaw wore a steel lined hat during proceeding out of fear of being assassinated.
- The White Lion public house bears a [blue plaque](#), placed by the Congleton Civic Society, which reads: "The White Lion, built 16–17th century. Said to have housed the attorney's office where John Bradshaw, regicide, served his articles."
- Bradshaw house was a Georgian town house was built in 1820. It replaced a house that had been occupied by John Bradshaw.
- John Bradshaw, [Oliver Cromwell](#), [Henry Ireton](#) and [Thomas Pride](#) were all posthumously tried for high treason. They were found guilty and in January 1661 their corpses were exhumed and hung in chains at [Tyburn](#).

**Aut: How have jobs and industry changed in Congleton?**

Know about an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- It is believed that the workers of Quarry Bank Mill worked a 14½ hour day with perhaps 80 to 90 minutes of breaks including one hour at dinnertime. Being a water-powered mill, Quarry Bank operated only one shift. Hours were sometimes shorter in summer when the water was low but made up at other times of the year.
- The Greys of Quarry Bank are sometimes cited as an example of a paternalistic approach to the workforce. Yet whilst living conditions in Styal village appear to have been better than those in the adjacent towns, working conditions inside the mill were generally little different to those faced by other industrial workforces.
- Berisfords was founded back in 1858, with Charles Berisford and his brothers Francis and William.
- The 1950s saw the introduction of woven label manufacturing and the quest to keep up to date with the latest trends and techniques led to fact-finding trips around the world.
- Some examples of how the demands of modern society have an impact on the changes and available roles within the jobs and industry sector in Congleton

**Sum2: How does/has the movement of people influenced our society within Britain today?**

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Examples of significant push factors that have led to migration (e.g. Persecution: Huguenots / Palatines / Jewish migrants in the 19th century and Nazi Germany Famine: Irish migrants in the 19th century War: Afghan/Syrian refugees)
- Examples of significant pull factors that have led to migration (e.g. Job opportunities: Flemish weavers / Italian bankers / Caribbean / Asian migrants post war EU expansion: E Europeans after 2004 Mother country: Commonwealth post WW2)
- The different reasons why England was invaded before 1066

**Aut1: Who was John Bradshaw and what made him significant in Congleton?**

**Chronology**

- Order the life and times of John Bradshaw into a timeline
- Expand the above timeline to correlate with the trial and execution of Charles I
- Reflect upon how the chronology of John Bradshaw's life links to the execution of Charles I

**Significance**

- Understand how John Bradshaw, his life and actions held significance within British History
- Discuss the significance of the execution of King Charles I in both local and British history

**Evidential Enquiry**

- Explore a range of sources to find out about the life and times of John Bradshaw (Bradshaw House) (why do all representations of John Bradshaw look so different?)

Effectively research John Bradshaw's role as Mayor of Congleton

Ask and answer questions about John Bradshaw's life

Use sources to look for clues about the execution of John Bradshaw, Oliver Cromwell and Henry Ireton

Explore the trial of Charles I

**Cause and Consequence**

Debate if John Bradshaw made the right decision when he signed the papers to have Charles I executed

Debate how the decisions made by John Bradshaw had an impact on his own life and of Britain

Talk about and reflect upon the impact John Bradshaw had on our local area

**Aut1: How have jobs and industry changed in Congleton?**

**Evidential Enquiry**

Use a range of sources to find out about the history of the textile industry in Congleton

Explore the reliability of sources

Be able to explain what life was like for textile workers (trip to Quarry Bank Mill)

Retrieve evidential enquiry about Beresfords using the internet

**Inerpretation**

Explore and debate the conditions for children working within textile workhouses in the past (Quarry Bank Mill)

**Similarities and Differences**

Use maps from the past and present to find out about jobs and industry in Congleton

Talk about how Beresfords heritage has changed since their opening in 1858

**Change and Continuity**

Discuss the needs of Congleton's population in the past and compare this to today (jobs and industry)

Make links between and describe the changes within the jobs and industry of Congleton (the decline of the textile industry and the demands of modern society)

**Sum2: How does/has the movement of people influenced our society within Britain today?**

**Significance**

- Discuss the significance of the push and pull factors that have led to migration
- Reflect upon the significance and impact of different invasions on Britain (Romans, Saxons and Vikings)
- Discuss what I have learnt from significant events or individuals about fighting racism and discrimination
- Explore and discuss the positive impact and significance migration has had on British football today.

- In 1810 Sake Dean Mahomed established the Hindoostane Coffee House (UK's first curry house) in George Street, central London.
- In England, the first recorded serving of ice cream was in 1671 or 1672, at a feast of St George banquet at Windsor Castle.
- Wednesday 22nd June 2022 is Windrush Day. Windrush day celebrates 72 years since Empire Windrush's most famous journey, when it brought around 500 passengers from the Caribbean who were invited to the UK to help fill a labour shortage after the Second World War.
- With them they brought over jazz, blues, Calypso and a host of musical styles that enriched and transformed the British music scene.
- Artist Peter Brathwaite's reconstructed artwork centres Black figures whose stories have previously been erased.
- The Battle of Cable Street in 1936 saw Jewish and Irish communities coming together to fight against the British Union of Fascists.
- Notting Hill Carnival commenced in 1958 as a response to the attacks on the Black communities in West London.
- The proportion of British Premier League players from Black, Asian and Minority Ethnic backgrounds has doubled since the league began in 1992

### Similarities and Differences

- Draw out similarities and differences between the experiences of different migrant groups.
- Discuss how different migrant groups have looked at Britain as a refuge over time.
- Compare the push and pull factors that have led to migration to the reasons behind the invasions of England before 1066.
- Discuss the ways in which migrants have been portrayed through artwork.

### Evidential Enquiry

- Extract evidence from a range of sources
- Make inferences from a range of sources
- Explore the roots of my favourite song through careful exploration of research

### Cause and Consequences

- Make inferences and discuss the impact migration has had on food in Britain
- Explore how different heritages have influenced the careers of chefs from different backgrounds
- Explore how Caribbean migration has impacted on the British music industry today

