



PHASE	Autumn	Spring	Summer
<p>Y1/Y2</p> <p>Focus on Local history in this cycle.</p> <p>*The medium term planning within this KS1 cycle will be adapted as the units are taught and teachers research the specifics of local area (Rainford, St Helens, Liverpool) and the local context of our children and their families. Due to the nature of local case studies, the end point outcomes and skills will be the same, but the knowledge focus will change dependent on the context of each cohort (particularly for autumn term “toys”).</p>	<p>Changes within living memory used to reveal aspects of change in national life</p> <p><u>Broader theme of entertainment with a focus on toys to link to DT and computing.</u></p> <p>(Link to DT- wheels and axles)</p> <p>(Link to computing and e-safety with introduction of technology)</p> <p>Main historical concept: Continuity and change</p> <p><u>Key vocabulary:</u> timeline, manufacture, engineer, historian, research, intelligence, memory, introduce, replace, advancement, culture, society, community, chronology, advancement, culture, industry</p> <p><u>End point of learning:</u> Throughout this unit, children will learn to understand how toys have changed over time by looking at their own toys, their parents’ toys and then their grandparents’ toys. By the end of this unit, children will be able to:</p>	<p>Significant historical events, people and places in their own locality.</p> <p><u>Focus on overarching theme of transport to ensure depth of learning where all lessons progress from one another to build up a chronology of transport over time.</u></p> <p>Main historical concepts : Continuity and change, Significance</p> <p>*Railways (Rainford linear, Rainhill trails)</p> <p>*Leeds/Liverpool canal</p> <p>*Liverpool John Lennon airport</p> <p>*Liverpool docks</p> <p>NOTE: Link to idea of trade to introduce important of coal mining and glass making industries (this will be developed into deep learning in KS2)</p> <p><u>Key vocabulary:</u> society, advancement, heritage, timeline, manufacture, engineer, industry, transport, chronology, intelligence, voyage, memory, introduce, replace</p> <p><u>End point of learning:</u> Children will be able to:</p> <ul style="list-style-type: none"> recognise how transport has changed considerably in the locality over time. In particular, children will be able to talk about 	<p>Lives of significant individuals in the past who have contributed to national/ international achievements - compare aspects of life in different periods.</p> <p><u>Compare the life and work of Pieter Bruegel the Elder with local artist LS Lowry</u></p> <p>(Use book by Nick Hunter entitled “Pieter Bruegel the Elder and L.S. Lowry: Comparing People from the Past”)</p> <p>Main historical concept: Similarity & difference, Significance</p> <p><u>Key vocabulary:</u> society, advancement, culture, peasantry, historian, research, heritage, engineering, timeline, manufacture, industry,</p> <p><u>End point of learning:</u> Children will be able to:</p> <ul style="list-style-type: none"> identify key themes of “normality” and “ordinary people” within both of their works explain how their paintings were similar explain how their paintings were different identify differences between ways of life at different times (how times changed) in order to discuss

	<ul style="list-style-type: none"> • identify similarities and differences between ways of life (leisure time) over the last 100 years • sequence artefacts (toys) over the last 100 years to create their own timeline • compare pictures or photographs of children playing in the past • suggest reasons why toys have changed over time (Y2s link to Cycle 1 learning on Remembrance Day: the impact of the World Wars on toys) • explain how the advancement in technology and the internet has changed the way in which children play • discuss how the materials used for making toys have diversified over time (DT LINK) • explore and make decisions about the fitness for purpose of various materials used to make toys (DT LINK) <p><u>Sequence of learning:</u></p> <ol style="list-style-type: none"> 1. What are our favourite toys? 2. What were our parents' favourite toys? Why? 3. What were our grandparents' favourite toys? Why? 4. How have toys changed over time? 5. How has technology influenced our leisure time? 	<p>the introduction and importance of the railway, canals, airports and docks around the St Helens and Liverpool area.</p> <ul style="list-style-type: none"> • explain why transport has changed considerably in the locality over time • identify differences between ways of life at different times in order to discuss how the change in transport has had a significant impact on the way that our local community has changed and developed • find answers to simple questions about the transport in the past from different sources of information <p><u>Sequence of learning:</u></p> <p>Enquiry 1. How did early transport hold back developments in the locality?</p> <p><i>How many different kinds of transport would there have been in the area long ago? Has transport always been the same in the past? What challenges might people in the past have had when using transport? Why did people not have better transport in the past?</i></p> <p>Enquiry 2. Why were improvements made to transport in the locality?</p> <p><i>Why do things change? Why did changes occur in the order they did? How might local people have reacted to the railway/canal? Would local people have thought more of the canal or railway?</i></p> <p>Enquiry 3. How much difference did these improvements in transport make to the local area?</p>	<p>how their works were similar and different</p> <p><u>Sequence of learning:</u></p> <ol style="list-style-type: none"> 1. How did the lives of Pieter Bruegel the Elder and L.S.Lowry compare? <p><i>They both lived through times of great change but in different countries in different eras. (Bruegel- Netherlands, 1500s, Renaissance. Lowry- Manchester 1887, Industrialisation). Children will look at what happened at these times in general and predict how this may have influenced the work of these artists.</i></p> <ol style="list-style-type: none"> 2. What's so special about their paintings? <p><i>They both showed a rare glimpse into every day life.</i></p> <p><i>Bruegel- there were no photographs or TV pictures to show how ordinary people looked and dressed and not many other artists painted ordinary life because they tended to paint Biblical scenes or rich people's portraits</i></p> <p><i>Lowry- there were photographs and TV pictures but he tried to show the world differently by showing the feelings of the characters. His paintings showed a changing world as the factories and communities he painted disappeared during his lifetime so his paintings help us to remember them.</i></p> <ol style="list-style-type: none"> 3. How were their paintings similar?
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	<p><i>NOTE: No Historical Association scheme of work but lots of resources available.</i></p>	<p><i>Who would make most use of this transport development? (refer back to earlier CASE STUDY). How far did this transport continue to benefit the local community? What evidence exists today and how useful is it? How and why has transport changed in recent times?</i></p>	<p>Bruegel was called the “Peasant Bruegel” because his scenes showed peasant life.</p> <p>4. How were their paintings different?</p> <p><i>Link back to differences in societies. Bruegel was an “outsider looking in” so often dressed in clothes of a peasant to blend in. He was actually a master of a painters guild in Antwerp/ Lowry actually lived within the communities he painted. He even worked as a rent collector and just painted in evenings/weekends.</i></p> <p><i>NOTE: No Historical Association scheme of work but lots of resources available.</i></p>
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<p>Y3/4</p> <p>Focus on Ancient civilisations in this cycle</p>	<p>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; Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Main historical concept: Continuity & change</p> <p><u>Key vocabulary:</u> civilisation, society, hierarchy, status, afterlife, worship, community, culture, advancement, historian, research, archaeology, trade, engineering, kingdom, timeline, interpretation. excavation, artefacts, archaeology</p> <p><u>Overview of learning:</u> We have chosen to firstly do an enquiry which provides an overview of the four Ancient Civilisations, showing where they developed, when they developed, the similarities between them and how they relate to a broadly based chronological understanding of the past. This initial enquiry then provides a context for a further depth study of Ancient Egypt. To ensure progressive, sequential, deep learning, we have focussed the Egyptian study around the question “How did the civilization of Egypt wax and wane?” This means that children’s learning will all be meaningful</p>	<p><u>Ancient Greece</u> – a study of Greek life and achievements and their influence on the western world</p> <p>Main historical concept: Significance</p> <p><u>Key vocabulary:</u> civilisation, society, chronology, advancement, culture, historian, research , worship, mythology, democracy, philosophy, , alliance, excavation, artefacts, archaeology, empire, government, democracy, timeline, interpretation</p> <p><u>Overview of learning:</u> Throughout this unit, children will have found out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. The focus of the second part of this unit is on the continuing legacy of Ancient Greeks and the children explore their influence on education, language, architecture, government and the Olympic Games. The emphasis throughout the unit is on developing the children’s skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.</p> <p><u>End point of learning:</u> By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • explain the geographical significance of Ancient Greece, Athens and Sparta • identify similarities and differences between life in Athens and Sparta 	<p>Revision half term!</p> <p><u>Y3 children:</u></p> <ol style="list-style-type: none"> 1. Use the Knowledge Organisers from this cycle to recap key knowledge and vocabulary of: <ul style="list-style-type: none"> • all ancient civilisations. 2. Use the KS1 Knowledge Organisers to recap key knowledge and vocabulary of KS1 learning, including: <ul style="list-style-type: none"> • Remembrance Day • Great Fire of London <ul style="list-style-type: none"> • Explorers • Change in toys • Change transport • Pieter Bruegel the Elder vs LS Lowry <p><u>Y4 children:</u></p> <ol style="list-style-type: none"> 1. Use the Knowledge Organisers from Year 3 to recap key knowledge and vocabulary of: <ul style="list-style-type: none"> • Changes in Britain Stone Age to Iron Age • The Roman Empire and its impact on Britain 2. Use the Knowledge Organisers from this cycle to recap key knowledge and vocabulary of: <ul style="list-style-type: none"> • all ancient civilisations. 3. Use the KS1 Knowledge Organisers to recap key
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	<p>within the context of answering this question instead of shallow learning in stand-alone lessons.</p> <p><u>End point of learning for enquiry:</u> Children will be able to:</p> <ul style="list-style-type: none"> • establish clear comparisons between the early civilisations and relate them to their broader context, in particular how they were all along the same line of latitude and all built around a river and how they would all need a uniform accepted writing script and an agreed number system in order to function • explain that the four listed ancient civilisations started at different times and were of different durations, but there is one period when all were building cities and their civilisations at the same point in time <p><u>Sequence of learning for enquiry:</u></p> <ol style="list-style-type: none"> 1. So was everyone an Ancient Egyptian? 2. What else was happening in the world at the time of the Ancient Egyptians? 3. What would the ancient civilisations need to have in order to function as a city? 4. What was the greatest achievement of each civilisation? 	<ul style="list-style-type: none"> • demonstrate their understanding that aspects of the past have been represented and interpreted in different ways including through myths and artefacts (whilst considering the utility and limitations of using myths or artefacts in isolation from other historical sources) • select appropriate sources to support their findings, in particular use different sources to identify the most important achievements of Alexander the Great giving reasons • make inferences from using a range of sources to find out about life in Ancient Greece, in particular schools • discuss how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today <p><u>Sequence of learning:</u></p> <p>Enquiry 1: How can we find out about the civilisation of Ancient Greece? <i>Who were the Ancient Greeks?</i> <i>What do artefacts tell us about what life was like in Ancient Greece?</i> <i>What do archaeological sites tell us about what life was like in Ancient Greece?</i> <i>Can we learn anything from Greek myths and legends?</i> <i>What do we know about the achievements of Alexander the Great?</i></p> <p>Enquiry 2: Can we thank the Ancient Greeks for anything in our lives today? <i>What are the similarities between our school and schools in Ancient Greece?</i></p>	<p>knowledge and vocabulary of KS1 learning, including:</p> <ul style="list-style-type: none"> • Remembrance Day • Great Fire of London <ul style="list-style-type: none"> • Explorers • Change in toys • Change transport • Pieter Bruegel the Elder vs LS Lowry <p><u>End point of learning:</u> Children can recall key knowledge from their history learning. They will be able to use taught vocabulary across different contexts. Using maps and timelines, children can also explain how different historical periods relate to each other, noticing similarities and differences within the periods.</p>
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	<p><u>End point of learning for Egyptian depth study:</u> Children will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of trade within Ancient Egyptian settlements • Sequence several key events that led to the demise of Ancient Egyptian civilisation • Identify and evaluate reasons for key events, including the expedition to Punt and the battle of Kadesh • Suggest reasons for why some events have been interpreted in different ways in order to evaluate the usefulness of a variety of sources • Make links between past societies <p><u>Sequence of learning for Egyptian depth study:</u> Children must access points 2, 5, 6 and 7. Points 1, 3 and 4 are optional lessons that will help children to</p> <ol style="list-style-type: none"> 1. Who built the Great Pyramid at Giza? (Theme: Monumental Building) 2. Why did Hatshepsut send an expedition to Punt? (Theme: Trade) <p><i>Link to first enquiry around the importance of rivers. Discussion around trade- how? what/where/why?</i></p>	<p><i>What can we learn from our language about Ancient Greece?</i> <i>What do some of our buildings tell us about how we view Ancient Greece today?</i> <i>How were the Ancient Greeks governed and are there any similarities with how we are governed today?</i> <i>How have the Olympic Games changed since they were first held in Ancient Greece?</i></p> <p>Final activity: Which is the most important legacy of the Ancient Greeks?</p>	
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	<p>3. What did Akhenaten do that made him so hated? (Theme: Religion)</p> <p>4. What happened to Akhenaten's successors? (Theme: Art)</p> <p>5. Why do we remember Ramesses II? (Theme: Territorial conquest)</p> <p><i>What happened at the battle of Kadesh? How did Ramesses achieve his aim?</i></p> <p>6. How did Ptolemy II contribute to trade? (Theme : Trade and Technological Developments)</p> <p><i>Can the children show how the Ancient Greek civilization has become fused with that of Egypt? Why did Alexandria become capital city? Why would it benefit from trade? What did the first Ptolemy rulers do to encourage safe trade? Why do the pharaohs not seem to fit in with "Ancient Egypt"?</i></p> <p>7. How did the civilisation of Egypt end? (Theme: Decline)</p> <p><i>Use Cleopatra's dilemma of the rising power of Rome and the decline of Egypt.</i></p>		
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<p>Y5/6 Focus on local history/ history to which the children within our local context can relate</p>	<p>Revision unit for all KS2 history</p> <p>Y5 children: Use the Knowledge Organisers from LKS2 to recap key knowledge and vocabulary of:</p> <ul style="list-style-type: none"> • Changes in Britain Stone Age to Iron Age • The Roman Empire and its impact on Britain <ul style="list-style-type: none"> • Ancient Egypt • Ancient Greece <p>Y6 children:</p> <ol style="list-style-type: none"> 1. Use the Knowledge Organisers from Cycle 1 to recap key knowledge and vocabulary of: <ul style="list-style-type: none"> • Early Islamic Civilisation • Anglo-Saxons, Vikings and Scots 2. Use the Knowledge Organisers from LKS2 to recap key knowledge and vocabulary of: <ul style="list-style-type: none"> • Changes in Britain Stone Age to Iron Age • The Roman Empire and its impact on Britain <ul style="list-style-type: none"> • Ancient Egypt • Ancient Greece <p><u>End point of learning:</u> Children can recall key knowledge from their history learning in KS2. They will be able to use taught vocabulary across</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Focus on changes in education as this is something that our children can directly relate to</u></p> <p>Main historical concepts: continuity & change, similarity & difference</p> <p><u>Main abstract terms</u> (sticky knowledge needed to access this unit and also future historical learning): historian, research, chronology, advancement, , status, motives , society, community, interpretation, bias, primary/secondary sources</p> <p><u>Key historical vocabulary</u> (sticky knowledge needed to access this unit and also future historical learning): timeline + revisiting of key vocabulary based around the pupils' chosen eras</p> <p><u>End point of learning:</u> Children will be secure in the idea that educating children has a long history with many changes over time, sometimes with turning points and significant developments. This unit examines some ideas about change, e.g. the pace and nature of change, the impact of change and continuity. It draws upon content from other units to allow some comparison and introduces pupils to a variety of sources that allow them to evaluate these changes over a long period of time. It is designed to enable pupils to understand broad sweeps of history in a meaningful way.</p>	<p>A local history study</p> <p><u>Canary Sings project</u> – (Links to geography)</p> <p><i>Use our bespoke project for St Helens schools, created by Clive Davies and Tracy Spiers, using the characters of Coaly and Paney to develop pupils' understanding of, and pride in, St Helens' history with cross-curricular links to developing writing across the curriculum. The Canary Sings text was co-written by some of our own pupils.</i></p> <p>Main historical concepts: continuity & change Other historical concepts: similarity & difference, cause & consequence, significance</p> <p><u>Main abstract terms:</u> (sticky knowledge needed to access this unit and also future historical learning): historian, research , heritage, community, culture, advancement, interpretation, bias, primary/secondary sources</p> <p><u>Key historical vocabulary:</u> (sticky knowledge needed to access this unit and also future historical learning): timeline, historian, research, engineering, manufacture, industry, trade</p> <p><u>Historical aims:</u></p>
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	<p>different contexts. Using maps and timelines, children can also explain how different historical periods relate to each other, noticing similarities and differences within the periods.</p> <p>+</p> <p><u>Mini research unit on Darwin's history- (Link to current geography)</u> <u>(Link to current science)</u></p> <p><u>End Point of learning:</u> Children will be able to discuss Darwin's journey, motivations and the things he discovered along the way. They will be able to evaluate the impact that he had on science in the Victorian era. Children will be able to use geographical and scientific knowledge to support their explanations of Darwin's journey to the Galapagos Islands; the scientific method, and Darwin's theory of evolution, natural selection and selective breeding.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/ks2-charles-darwin-victorian-science/zddbnd</p>	<p><u>Sequence of learning:</u></p> <p>This unit is structured around three history enquiries:</p> <ol style="list-style-type: none"> 1. What do the sources tell us about the way education has changed? How can I use a source to tell me about education? Using these sources, do you think there have been many changes to education? Using these sources, which order have some of the changes been? 2. How much would you have enjoyed going to schools in the past? From the sources used so far, which one shows a type of education you most prefer? How easily can you produce some scenarios of a typical scene at different periods? How much progress does there appear to have been? 3. Did education help everyone? If education was a good thing, why did some people not approve of children going to school? Were developments in the local area just the same as was going on elsewhere? Do you think there are likely to be more changes in the future than in the past? <p>NOTE: Revision opportunity for Y6 to consider what they learned about Baghdad AD900 as a comparison point (cycle 1 UKS2) as a learning hub in which scholars and intellectuals were able to share, research and advance in their knowledge in a number of libraries, research institutions, and</p>	<ul style="list-style-type: none"> • Know about a period of history that has strong connections to our locality and the issues associated with the period • Know how the lives of wealthy people were different from the lives of poorer people during this time • Be able to identify important features of our locality on a map and locate our area on a British map <p><u>Sequence of learning:</u></p> <ol style="list-style-type: none"> 1. Where is St Helens and is it Lancashire or Merseyside? (Geography) 2. Why are Coaly and Paney linked with St Helens? 3. What would life have been like for a St Helens coalminer? 4. Why was the Sankey canal important to St Helens in the past? 5. What part has glass to play in St Helens history? 6. How is St Helens connected to Dr Who? 7. What do we know about St Helens' strong sporting heritage? 8. Why should I be proud to come from St Helens? <p><i>NOTE: Although these lessons are not explicitly sequential in content, they are essential in building up a broader, accurate</i></p>
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		universities set up by the many scholars that travelled to Baghdad	<i>understanding of our local history in order to develop pupils' cultural capital and pride in their heritage.</i>
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