

Year A 2023/2024	Autumn	Spring	Summer
FOCUS	<p><u>Social History:</u> Major Historical developments in film (Y3/4 Cheswardine)</p> <p>History of Lego (Y3/4 at Hinstock)</p> <p>ENQUIRY QUESTION: Ches: What was the cinema like in the past? Hinstock: What were toys like in the past?</p> <p><u>Additional coverage of Significant event: Remembrance Day (length of time at discretion)</u></p>	<p><u>Significant Changes in Transport</u> Local study: The first railways/local railways.</p> <p>ENQUIRY QUESTION: What were railways like in the past in my local area?</p>	<p><u>Ancient Civilisation Study:</u> Ancient Greece</p> <p>ENQUIRY QUESTION: Who were the ancient Greeks?</p>
CONTENT	<p>Develop a sense of chronology through study of the history of film/cinema (Ches).</p> <p>Develop a sense of chronology through exploration of the history of Lego and other popular toys from the past.</p>	<p>Focus on comparing and contrasting the first trains to modern trains e.g. the rocket and other steam trains to diesel power, Shinkansen etc.</p> <p>Focus on railways in the local area and the removal of trainlines in local area in 1960s.</p>	<p>Focus on who the Ancient Greeks were. Democracy, beliefs. Influence on British history.</p>
CONCEPTS	<p>Leisure, Entertainment, Technology, Chronology</p> <p>Concepts of additional content: Conflict, Democracy, Kingdom, Religion, Treaty, Nation, Invasion, Empire, Sacrifice.</p>	<p>Transport, travel, trade, leisure, industrialisation, technology</p>	<p>Civilisation, democracy, empire</p>
Procedural Concepts	<p>Chronology, Sources - primary and secondary. Similarity, difference and significance, make connections and draw contrasts. Analyse trends. Comparison and</p>	<p>Connections between local, regional, national and international history. Contrasts.</p>	<p>Make connections and draw contrasts. Difference and Significance. Create structured accounts</p>

(Working as a Historian)	contrast. Connect cultural, economic and social history.	Chronology. Frame historically valid questions.	
FIELD TRIPS	The Warner Bros Studios or a visitor / company into school.	Visit Egnuity-Ironbridge	SLS: Museum box
Story/book link	The Invention of Hugo Cabret Brian Selznick Lights, Camera, Alice by Mara Rockliff	The Lost Property Office by Emily Rand The Runaway Train by Benedict Blathway	Mark of the Cyclops (Ancient Greek Mysteries) A series of four books by Saviour Pirotta & Freya Hartas The Corinthian Girl by Christina Balit Greek Tales' The Boy who Cried Horse' by Terry Deary and Helen Flook.

Year B	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
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2024/2025			
FOCUS	<p><u>Social History:</u> Crime and punishment</p> <p>ENQUIRY QUESTION: What were the consequences of committing a crime in the past?</p> <p><u>Significant Events:</u> Additional coverage of Significant event: Remembrance Day (length of time at discretion)</p>	<p><u>Significant period of time:</u> Stone Age to Iron Age</p> <p>ENQUIRY QUESTION: What was life like in my local area during the Stone Age and Iron Age?</p>	<p><u>Significant period of time:</u> Anglo-Saxons</p> <p>ENQUIRY QUESTION: What was it like to be an Anglo-Saxon in my village?</p>
CONTENT	Focus on crime and punishment throughout the ages, comparing and contrasting to modern day crimes and punishment.	Focus on what life was like during the Stone Age and Iron Age. Compare and contrast with present and other periods of time studied. E.g. Homes, Food, Trade etc.	Focus on what life was like during Anglo-Saxon times. Look at invasion and settlement and compare and contrast with present and other periods of time studied. E.g. Homes, Food, Trade etc.
CONCEPTS	Conflict, Democracy, Kingdom, Religion, Empire, Sacrifice, Law and order.	Agriculture, empire, invasion, migration, trade, exploration, transport	Agriculture, trade, invasion, migration, settlement, transport, culture
Procedural Concepts (Working as a Historian)	British chronology and coherence. Sources. Frame historically valid questions. Analyse trends. Cause and Consequence. Connections between economic, religious and social history.	Continuity and change, cause and consequence. Sources,	Chronology of British History. Continuity and change, difference and significance, make connections and draw contrasts. Frame historically valid questions.
FIELD TRIPS		Trip to Shropshire Hills Discovery Centre.	SLS: Museum in a box

		Museum in a box.	Stoke Museum: The Anglo-Saxon Horde.
Story/Book Links	'A Kind of Spark' by Ellie McNicoll 'Interviews with Blackbeard and other Vicious Villains' Andy Seed and Gareth Conway.	'Stone Age Boy' by Satoshi Kitamura 'The Boy with the Bronze Axe' by Kathleen Fidler	'Beowulf' by Michael Morpurgo and Michael Foreman 'Winter of the Wolves' by Tony Bradman 'The Princess who Hid in a Tree' by Jackie Holderness and Alan Marks

Year C 2025/2026	Autumn	Spring	Summer
FOCUS	<u>Significant Event:</u> War (WW2) ENQUIRY QUESTION: What was it like to be an evacuee during WW2? What happened during the battle of Britain?	<u>Ancient civilisation study:</u> Aztecs ENQUIRY QUESTION: Who were the Aztecs?	<u>Ancient civilisation study:</u> Romans ENQUIRY QUESTION: What was life like in Roman Britain? Is there evidence of the Romans in Hinstock/Cheswardine? Who was Boudicca?
CONTENT	Focus on the Battle of Britain (local links to air fields at Childs Ercall). Focus on what life was like as an evacuee during the War. Invite residents from the village to share experiences. 'The Valley of Lost Secrets' can really open up what it would have been like in Ches with evacuees present.	Focus on who the Aztecs. Their beliefs, way of life.	Focus on why the Romans invaded Britain, the Roman invasion, changes to Britain under Roman rule. Look at Boudicca and the resistance to the Romans.
CONCEPTS	Conflict, Democracy, Treaty, Nation, Invasion, Empire, Sacrifice, Evacuation	Civilisation, exploration, settlement, agriculture, culture, religion, conflict, expansion and dissolution of empires.	Conflict, invasion, Kingdom, Settlement, Treaty, culture, religion, education

Procedural Concepts (Working as a Historian)	Sources - local primary and secondary. Contrast arguments and interpretations of the past. Cause and consequence, similarity and difference. Structure accounts. Perspective of military, political and social history. Short term timescales.	Cause and Consequence, contrast and compare, Contrast interpretations of the past - different viewpoints and interpretations.	British Chronology. Continuity and change, cause and consequence. Make connections and draw contrasts. Frame historically valid questions.
FIELD TRIPS	Visit to Cosford-planes through the ages/Battle of Britain and Evacuee workshop.		Field trip: Chester: Dewa.
Story/Book Links	'The Valley of Lost Secrets' by Lesley Parr 'Mohinder's War' by Bali Rai 'Cuckoo Summer' by Jonathon Tullock 'Tail end Charlie' by Mick Manning.	'The Jewelled Jaguar' by Sharon Treganza	'Escape from Pompeii' by Christina Balit 'Boudica's Army' by Hilary Mackay 'Vita and the Gladiator' by Ally Sherrick

Year D 2026/2027	Autumn	Spring	Summer
FOCUS	<u>Ancient civilisation study:</u> Ancient Egypt ENQUIRY QUESTION: Who were the Ancient Egyptians? <u>Significant Event:</u> Additional coverage of Significant event: Remembrance Day (length of time at discretion)	<u>Significant changes in transport:</u> <u>Local study:</u> Canals ENQUIRY QUESTION: Who built my local canal, who used it and why was it important?	<u>Concept of monarchy:</u> Significant monarchs since 1066. ENQUIRY QUESTION: How did Kings and Queens from the past make Britain what it is today?

CONTENT	Focus on who the ancient Egyptians were, their beliefs, way of life etc.	Focus on local canal network and links to the industrial revolution. Compare and contrast canal usage past and present.	Focus on significant monarchs since 1066. Why are they historically important? How have they impacted on modern life in Britain?
CONCEPTS	Agriculture, trade, transport, settlement, leisure, Conflict, Democracy, Kingdom, Religion, Treaty, Nation, Invasion, Empire, Sacrifice	Transport, trade, technology, agriculture, travel, leisure, empire	Monarchy, Conflict, Invasion, Kingdom, Settlement, Treaty, Religion
Procedural Concepts (Working as a Historian)	Cause and Consequence, contrast and compare, Contrast interpretations of the past - different viewpoints and interpretations. Sources - primary and secondary.	British Chronology. Sources - primary and secondary. Draw contrasts, analyse trends. Create structured accounts. Connections between local, regional, national history. Economic and social links.	British Chronology. Continuity and change, similarity, difference and significance, make connections, draw contrasts, frame historically valid questions. Long term timescales. Religious and social history.
FIELD TRIPS	SLS: Museum in a box	Visit local canal: Cheswardine/Tyrley locks Black country museum	
Story/Book Links	'The Boy who Stole the Pharaoh's Lunch' by Karen McCombie and Anelli Bray 'Cinderella of the Nile; by Beverley Naidoo and Marjan Vafaeian	'Snowy' by Berlie Doherty 'The Barge Children' by Helen Cresswell 'The Canal Children' by Brian Wright	'The Queen's Fool' by Ally Sherrick 'Diver's Daughter' Patrice Lawrence 'Kings and Queens: Alfred the Great to King Charles III and Everyone in Between' by Marcia Williams

	'The Story of Tutankhamun' by Patricia Cleveland -Peck & Isabel Greenberg		'Tony Robinson's Kings and Queens'
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