

History Handbook



Monitoring

There is an ongoing system of monitoring which takes place throughout the academic year. The focus of this monitoring is linked to the school development plan and whole school development priorities.

Monitoring focuses specifically on the teaching and learning of history and includes: classroom observations, discussions with staff and pupils, looking at planning and examples of children's work (books). The results of monitoring inform next steps and subsequent action planning, and are noted on the subject leader audit completed at the end of the academic year.

topic, the children complete a pre-test which checks existing knowledge, identifies gaps and therefore informs the teachers' unit plan. History learning begins in Early Years, where children gain further understanding of history within their own lives, learning about traditions and festivals celebrated around the world and within their families. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. The school's local context is also considered, with opportunities to study the local history through a stand-alone topic that runs biannually. Lessons include: practical situations and first-hand experiences, often enhanced by educational visits and visitors including elderly members of the community; use the school grounds and the outside classroom where appropriate; ICT; a variety of grouping structures; and varying levels of adult support and intervention.

Areas of study:

- EYFS – children remember and talk about significant events, both past and present, in their own lives.
- In KS1 – the children learn about the lifetime of their grandparents and significant changes and events beyond living memory. These include: Florence Nightingale and Mary Seacole's role in improving the standards of nursing during the Crimean War, The Great Fire of London, as well as national and international historical periods and events which allow us to compare similarities and differences between how people lived in the past and now.
- In KS2 – history is taught chronologically and is themed around tyrants through history. Each topic relates to how civilisations shaped and influenced British history and include: Bronze age to Iron Age, The Ancient Greeks, The Egyptians, The Romans, The Anglo-Saxons and Vikings, The Victorians (Titus Salt), WWII and The Maya.

Assessment

- Short-term assessments aim to assess the children's learning on a lesson by lesson basis and are key to our curriculum. These could include observations of groups, analysis of whole class feedback, the marking of work or short tests, either in written or oral form. Teachers often note informal assessment data onto their plans.
 - At the end of a unit of work, formal assessment data is completed in the foundation subject assessment folder and highlights those children who are work above/below the nationally expected standard for the objectives covered.
 - Long-term assessments assess our children against national expectations. These are summative judgements made by the class teacher based on the data recorded in the foundation subject assessment folder throughout the year. These are used to provide extra information about individual children's attainment and progress so that the teacher can report to the next teacher and the child's parent. These individual pupil results are entered into OTrack (a data management system) at the end of each academic year.
- support their assertions.

Impact – What knowledge and skills are obtained?

At Tranmere Park, every pupil will:

- Believe that they are good historians and ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Complete a pre-test which checks existing knowledge and identifies gaps in their understanding so that we are certain about the individual goals of each child. This way, by the end of Year 6, we will endeavour for all children to gain a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past.
- Be excited to learn about the past and expand their understanding of the world around them.
- Be analytical thinkers who ask inquisitive questions about their local area, political landscape and understand the key cornerstones of Britain's history.
- Be exposed to high quality teaching, designed to captivate and stimulate their curiosity.
- Develop enquiry skills to pursue their own interests within the topics and further questioning.

Further to the above, our Curriculum, at Tranmere Park, is designed to ensure that each and every child achieves or demonstrates the following:

The Team Tranmere Way					
<i>Be Yourself</i>		<i>Be Your Best</i>		<i>Be Team Tranmere</i>	
Our children will learn to like who they are; they respect themselves and live their lives in their own way, regardless of the opinions of others.		Our children 'give it everything they have got' to achieve their full potential across the curriculum.		Our children are a part of a community and have respect for the resources and people in it and that surround it.	
Our Learning Values and Behaviours					
<i>Self-Manager</i>	<i>Effective Participator</i>	<i>Independent Enquirer</i>	<i>Team Worker</i>	<i>Resourceful Thinker</i>	<i>Reflective Learner</i>
Our children set their own goals and manage their own time, motivation and concentration.	Our children participate in lessons and persuade and encourage others to do so.	Our children set goals for their research with clear success criteria.	Our children understand that we are stronger together and implement this.	Our children are problem-solvers who can adapt to new or difficult situations.	Our children critically analyse their work ensuring future improvements.

TEAM TRANMERE LEARNING BEHAVIOURS



History @ Tranmere Park

At Tranmere Park, we believe every subject area is vital, therefore ensure that all pupils are provided with a broad and balanced educational program throughout their journey from EYFS to Y6. As children at our school are able to master the basic skills early, we are able to not only provide such an enriched curriculum, but furthermore, deliver a program that is ambitious. We strongly believe our children should find their talents in order to leave us significantly advantaged before progressing with their learning journey into secondary school. To contribute towards this, the History curriculum created and implemented within Tranmere Park both, meets and surpasses, the EYFS Framework and National Curriculum's expectations from Early Years to Key Stage 2.

Our history curriculum provides our children with the knowledge and cultural capital needed to succeed in later life by equipping them with the skills of a historian and supporting them in gaining and deploying a historically grounded understanding of carefully chosen abstract terms. Once every two years, we undertake a local history topic (including KS1 and EYFS). These contextualise history into their daily lives and focus on: the Tranmere estate, famous people from Guiseley, key moments in Guiseley's history and the model town of Saltaire. Further to this, the vertically progressive substantive concepts/abstract terms (empire, monarch and invasion) ensure that our History curriculum isn't simply isolated programmes of study but instead a series of learning experiences that are designed to enhance their understanding of these key terms. Studying the Romans isn't more challenging than studying Florence Nightingale. But, how these units are used to develop the children's understanding of empire etc. can be more challenging and progressive. Challenge days are also provided to extend and further inspire those who are gifted and talented within the subject area.

Cross-Curricular Links

Through the History curriculum, pupils will make links to: Reading, English, Geography, Maths, Art and Design Technology.

Parental Involvement

Parents will be informed at the beginning of each half-term through knowledge organisers and homework grids about the coverage of History within the curriculum. We emphasise the need for parents to take an active role in their child's education and encourage open lines of communication with teachers.

History Units

KS1:

- Toys
- The Great Fire of London and The First Moon Landing (Time Travellers)
- Florence Nightingale, Mary Seacole and Edith Cavell (Famous Nurses)
- Local History

LKS2:

- Stone Age, Bronze Age, Iron Age (Scavengers and Settlers)
- The Romans
- Greeks
- Ancient Egypt, including Ancient Sumer, Indus Valley and Shang Dynasty (Temples, Tombs and Treasures)
- Local History

UKS2:

- Anglo-Saxons
- Vikings
- Mayans
- World War 2
- Local History

Guidelines for Teaching History

Children will have many opportunities for History in school, through both explicit history lessons and topic. The history curriculum is progressive and the key knowledge and skills that children acquire and develop throughout each topic have been carefully mapped. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians. The school's local context is also considered, with opportunities to study the local history through a stand-alone topic every two years. The powerful knowledge and key skills that we expect pupils to acquire run alongside the development of disciplinary and substantive concepts. Thus, enabling all children to gain a grounded understanding of carefully chosen abstract terms, as well as the skills and knowledge needed to become a successful historian.

History Resources

EYFS: Resources for EYFS projects can be found within the Early Years unit.

KS1/ KS2: Key texts and resources relating to topics can be found in each classroom. Additional resources are borrowed from outside providers, e.g. museums.

History Progressions Y1 - 6

 <h1 style="display: inline; margin-left: 10px;">HISTORY at Tranmere Park</h1> 				
Year Group	Key Concepts			
	Monarchy	Empire	Invasion	Being an Historian
Year 1/2	Children will understand: <ul style="list-style-type: none"> - That the term monarch can refer to a King or Queen. 	Children will understand: <ul style="list-style-type: none"> - That Britain had an empire. 	Children will understand: <ul style="list-style-type: none"> - That Britain invaded many countries, and this resulted in war. 	Children will understand: <ul style="list-style-type: none"> - The importance of looking at sources and what they tell us about the past. - How to compare and contrast differing time periods within and beyond living memory.
Year 3/4	Children will understand: <ul style="list-style-type: none"> - That a monarch is a person who reigns over a kingdom or empire. This therefore can include a Pharaoh, an Emperor etc. 	Children will understand: <ul style="list-style-type: none"> - That great empires brought about accelerated change. 	Children will understand: <ul style="list-style-type: none"> - How and why invasions occur, what makes invaders successful and how invaders can bring positive changes to countries within their empire. 	Children will understand: <ul style="list-style-type: none"> - The importance of critically evaluating a range of sources by exploring different accounts of history (bias). - How to compare and contrast ancient civilisations. - How to pose questions about a time period.
Year 5/6	Children will understand: <ul style="list-style-type: none"> - That a monarch can come to power a variety of ways. Including: be elected, born into it, won during a war and marriage. - That power can be distributed. 	Children will understand: <ul style="list-style-type: none"> - The impact of great empires on the world they currently live in. 	Children will understand: <ul style="list-style-type: none"> - How and why invasions occur and how invaders can bring positive and negative changes to countries within their empire. 	Children will understand: <ul style="list-style-type: none"> - How to sift through evidence whilst critically evaluating bias and choosing the most reliable source. - How to compare and contrast two or more ancient civilisations. - How to pose questions and investigate their own lines of historical enquiry.



Knowledge Progression



Year 1/2 History

	Within Living Memory TERM:	Beyond Living Memory TERM:	The Lives of Significant People TERM:	Local History TERM:
Key Vocabulary	Baby, toddler, adult, elderly, present, past, before/after, then, now, yesterday, last week, when I was younger, a long time ago, old, new, living memory, remember, memories, fact, source, interpret, recent, electricity, technology, timeline, artefacts, clay, bone, fur, spinning tops, hoops, marbles.	Before I was born, when my parents/carers were young, before, then, next, past, present, astronaut, century, chronological order, research, evidence, experts, lifetime, diary, Samuel Pepys, Apollo 11, lander, broadcast, experiment.	Florence Nightingale, Mary Seacole, Edith Cavell, Queen Victoria, Scutari, Crimean War, conditions, Red Cross, British Hotel, Neil Armstrong.	Matthew Corbett, Harry Ramsden, Abraham Moon, locality, before I was born, when my parents/carers were young, before, then, next, past, present.
Previous knowledge/ Learning	In EYFS, our children will: - Remember and talk about significant events in their own experience. (30-50 months) - Talk about past and present events in their own lives and in the lives of family members. (goal) - Discuss around how and why festivals and celebrations are traditionally celebrated and how we each have celebrated them in the past within our own families. (Eid, Christmas, Easter, Chinese New Year, birthdays)	In EYFS, our children will: - Talk about past and present events in their own lives and in the lives of family members. (goal)	In EYFS, our children will: - Talk about past and present events in their own lives and in the lives of family members. (goal) - Order the life cycles of animals and minibeasts	In EYFS, our children will: - Talk about past and present events in their own lives and in the lives of family members. (goal)
N.C. Objectives	1. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	1. 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).	1. 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. (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 Florence Nightingale and Edith Cavell).	1. Significant historical events, people and places in their own locality



Knowledge Progression

Year 1/2 History



	Within Living Memory	Beyond Living Memory	The Lives of Significant People	Local History
Key Knowledge – what do we want our children to know before they leave our year group? How will we get them there? How is that personalised to Tranmere?	<p>POWERFUL KNOWLEDGE: OUR CHILDREN WILL:</p> <p>H1 - Know that the toys their grandparents played with were different to their own. These toys didn't usually require electricity and technology was not as advanced. Their grandparents wouldn't have played with tablets or computers. Lots of toys that that were played with at the time required them to use more imagination and creativity.</p> <p>H2 - Know about the evolution of British toys and order these using a timeline.</p> <p>H3 - Organise several British artefacts (toys) by age, beyond living memory. Answering the questions: Which things are old and which are new? What were they used for? What do we use now?</p> <p>H4 - Study how technological advancements changed national life for children. They will know that the toys that our grandparents played with didn't usually require electricity like ours (e.g. clockwork toy car vs remote-control car). They wouldn't have played with tablets or computers. They would have relied on imagination – playing made up games, climbed trees and played sports.</p> <p>H5 - Name some of the toys that were played with during the time of the Ancient Egyptians (a historical period that will be studied more fully in Y3/4).</p> <p>HOW DOES THIS LOOK AT TRANMERE? Cycle 1 - The Magic Toymaker:</p> <ol style="list-style-type: none"> Children answer questions about their favourite toy: What is your favourite toy? Where did you get the toy? How old is the toy? How old were you when you got it? What material is it made from? Why is it special to you? How does it work? Children then interview a grandparent/ older person about their favourite toy, asking the same key questions. The children split a page into two, using half to paint a picture of their toy and half to paint a picture of their grandparents' toy, discussing similarities and differences. The children to sort a range of toys into old and new. Children create a timeline to order the evolution of British toys. Look together at the 'Toy Shop' by Peter Blake 1962 – a painting which shows the artist's favourite toys as a child. Children to create their own piece of art in the same style. Children to look at a painting entitled Children's Games by Flemish artist, Pieter Bruegel (1560). Children should begin to discuss the games they can see. Children to try playing some of the games. The children learn that dolls are believed to be one of the earliest toys to have ever been made. Since ancient times, people have made characters using natural materials such as wood, clay, bone and fur. Dolls are known to have been played with during the time of the Ancient Egyptians. In museums, you can see other ancient Egyptian toys such as balls, toy animals, dolls and spinning tops. Some toys have hardly changed in hundreds of years. Marbles, spinning tops, toys on wheels, hoops and balls are just some of these toys. Toys are made of many different materials. The materials toys are made from help us to know how old the toy is. Complete a non-fiction reading RIC based on toys from the past. 	<p>POWERFUL KNOWLEDGE: OUR CHILDREN WILL:</p> <p>H6 - Know about events (Great Fire of London and Moon Landing) from long ago, even before their grandparents were born.</p> <p>H7 - Know that on the 2nd September 1666, a fire broke out at a baker's home on Pudding Lane in London. A maid had forgotten to put out the ovens the night before. Over four days, the fire destroyed 80% of the city. Most of what we know about the fire comes from the diary accounts of Samuel Pepys. Over 13,000 homes were destroyed and over a million people were left homeless. As a result of the disaster, the centre of London was redesigned and rebuilt with widened streets and buildings made of stone and brick.</p> <p>H8 - Know that children's lives today are different to those of children a long time ago, during the Great Fire of London.</p> <p>H9 - Know that on 16 July 1969, the American Apollo 11 space mission was launched from the Kennedy Space Centre. On board were three astronauts – Neil Armstrong, Michael Collins and Edwin 'Buzz' Aldrin. Four days later, on 20 July 1969, the eagle lander touched down on the Moon's surface in an area known as the Sea of Tranquility. Neil Armstrong was the first to leave the lander and set foot on the moon. This historic moment was marked by Neil Armstrong's memorable speech: "One small step for man, one giant leap for mankind". The moment was broadcast live on TV and watched by approximately 600 million people around the world. Together they spent two and half hours exploring and performing experiments, as well as collecting rock samples and soil to bring back to Earth. They returned to Earth as heroes on 24 July 1969.</p> <p>HOW DOES THIS LOOK AT TRANMERE? Cycle 2 - Time Travellers:</p> <ol style="list-style-type: none"> Children to take part in a workshop, delivered by Jacob Phillips from Codswallop, about The Great Fire of London, focusing on acting out the event. Children will have will have opportunities to carry out a variety of activities to learn more about Samuel Pepys and The Great Fire of London. These will include: creating a replica and redesigned city to set alight in the playground with the help from the Fire Brigade (why did the fire spread then, but wouldn't after the redesign), creating silhouette pictures of the event and looking at evidence to gain more information. Children should work as a class to order events of the Great Fire of London. As a class, the children create a table to compare the similarities and differences between children's lives today and the children's lives during the Great Fire of London. Invite a staff member, parent or visitor to talk about their memories of the first man on the moon and Neil Armstrong. Use the BBC DVD to support learning. They may also bring in pictures/artefacts to share with the children. The children should compile questions to ask the visitor and then record their findings by creating a fact file. Children to sort images of the first moon landing into chronological order. Children to plan to organise a 'History Hullabaloo.' Invite parents in. Children to have history workstations organised in time event order. Children to showcase their work on the great fire of London and first moon landing. 	<p>POWERFUL KNOWLEDGE: OUR CHILDREN WILL:</p> <p>H10 - Know that Florence Nightingale (1820-1910) was a nurse who was sent to a military hospital in Scutari during the Crimean War. Appalled by the terrible conditions, Florence set about improving both the environment and the care that the soldiers' received. Her devotion and concern for their welfare won her much acclaim – she became fondly known as the "Lady with the Lamp". When she returned to England, Florence continued to campaign for better standards in hospital care and set up the first training schools for nurses. She was awarded Red Cross by Queen Victoria.</p> <p>H11 - Understand that Mary Seacole could not be a nurse during the Crimean War because she was black (war office decision). Know that she used her own money to set up British Hotel (only 2 miles away from war – brave) and make her own herbal medicines because she agreed with Florence Nightingale that soldiers were not getting properly cared for. Soldiers wrote about her, leading to fame and she was awarded a Crimean medal.</p> <p>H12 - Know that Edith Cavell (1865-1915) was a British nurse who gave up her life to help injured soldiers of all nationalities during World War One. She also helped soldiers to escape from German soldiers who were looking to capture and imprison them. She was arrested for this and the Germans ordered Edith to be shot as punishment. Edith is still remembered today for her courage and compassion.</p> <p>H13 - Know about a famous person from outside of the UK (Neil Armstrong) and explain why they are famous.</p> <p>HOW DOES THIS LOOK AT TRANMERE? Cycle 1 - People of the Past:</p> <ol style="list-style-type: none"> Children to find out about Florence Nightingale, Mary Seacole and Edith Cavell through a scavenger hunt. They will need to hunt around the school grounds to find the name of the person, their job and key facts. The children will hunt for this information in pairs and record the key information. Children will discuss the key questions: What types of things do these people do? How do we remember these people? Why should we remember these people from the past? Children create table comparing the similarities and differences between the 3 famous people. Invite Tempus Fugit or visit Thackeray Medical Museum to learn more about Florence Nightingale and what life was like at that time in the past. Class to then create fact file all about Florence Nightingale. <p>Cycle 2 - Time Travellers:</p> <ol style="list-style-type: none"> Find in 'Beyond Living Memory, point 5. 	<p>POWERFUL KNOWLEDGE: OUR CHILDREN WILL:</p> <p>- Know that the local area is different to the way it used to be a long time ago.</p> <p>- Know about famous people and famous places (Michael Corbett, Harry Ramsden, Abraham Moon) from their locality (Guisley/ Menston) and explain why they are famous.</p> <p>HOW DOES THIS LOOK AT TRANMERE? Cycle 1 - Local History and Book Study:</p> <ol style="list-style-type: none"> Look on Google Maps. Look at the world. Where is Europe, the UK, England, Yorkshire, West Yorkshire, /Leeds, Guiseley and Tranmere? Research when the school was built (1970). Look at aerial photographs of Tranmere over time. Children to find out about Michael Corbett, watch an episode of Sooty and discuss how television has changed. Children to find out about Harry Ramsden, visit Harry Ramsden's and create a timeline with pictures, showing the change in Harry Ramsden's business over the years. Talk about how useful or reliable images are as a source. What extra information can they offer a researcher? To what extent can we trust them and what might we have to consider when using them for historical research? Invite Jacob Phillips (Theatre Director) or someone from Aireborough Historical Society to come in to speak to the children about the history of Abraham Moon Mill. Children will need to prepare questions that they would like answers to. Children to visit Abraham Moon Mill and write up a report to present their overall findings. Ask pupils to focus on one of these people/ places. Tell a story (real or imagined) using the setting and character, using digital video, comic or poster making apps.



Knowledge Progression



Year 3/4 History – Powerful Leaders – Who Are They and How Did They Shape History?

	Chronological Understanding TERM:	The Ancients TERM:	Historical Enquiry Skills TERM:	Local History TERM:
Key Vocabulary	Stone Age, Palaeolithic, Mesolithic, Neolithic, prehistoric, ancestor, dwellings, settlements, timelines, chronology, BC/AD, weapons, tools, hunter, gatherer, Stonehenge, Skara-Brae, Tribe, Nomad, Bronze/Iron, Roundhouse, Hillfort, Smelting, Domesticate, chronological order, time period, years, BC (Before Christ)/AD (Anno Domini) BCE (Before Common Era) ACE (After Common Era) CE (Common Era), past, present, timeline, before, after, era, change, years, centuries, reigned, significant, events, developments, continuity Boudicca, Roman, Conquer, empire, aqueduct, centurion, emperor, chariot, invasion, minerals, Hadrian's Wall.	Ancient civilisations, Zeus, Hera, Poseidon, Athena, Ares, Ancient Egypt, Ancient Sumer, democracy, Acropolis, Parthenon, marathon, Olympics, citizen, Egyptians, resources, tombs, pyramids, pharaoh, scarab, amulet, canopic jar, sarcophagus, mummification, hieroglyphics, sphinx, Ankh, artefacts, gods, goddesses, Africa, River Nile, desert, hieroglyphics, priests, nobles, merchants, scribes, artisans, farmers, peasants, slaves, tomb, The Nile, Ancient vs Modern, Tutankhamun, Cleopatra, Ramses II, AMUN-Ra "The Hidden One", MUT "The Mother Goddess", OSIRIS "The King of Living", ANUBIS "The Divine Embalmer", RA "The God of Sun & Radiance", HORUS "God of Vengeance", THOTH "God of Knowledge and Wisdom".	similarities, differences, compare, reason, importance, resources, Stone Henge, dwellings, materials, significance, jewellery, clothing, status, hierarchy, colony, civilisations, priests, nobles, merchants, scribes, artisans, farmers, peasants, Resistance, sources, legacy, importance, first hand evidence, second hand evidence, oral history, documented, religion, civilisation, this suggests, perhaps, significance, could be, impact, maybe, Resistance, sources, legacy, importance, first hand evidence, second hand evidence, oral history, documented, religion, civilisation, this suggests, perhaps, significance, could be, impact, maybe, archaeology, biased, continuity, change, cause, consequence.	Roman Road, Gislic, settlement, century.
Previous knowledge/ Learning	<p>In KS1, our children will:</p> <p>H1 - Know that the toys their grandparents played with were different to their own. These toys didn't usually require electricity and technology was not as advanced. Their grandparents wouldn't have played with tablets or computers. Lots of toys that that were played with at the time required them to use more imagination and creativity.</p> <p>H2 - Know about the evolution of British toys and order these using a timeline.</p> <p>H3 - Organise several British artefacts (toys) by age, beyond living memory. Answering the questions: Which things are old and which are new? What were they used for? What do we use now?</p> <p>H4 - Study how technological advancements changed national life for children. They will know that the toys that our grandparents played with didn't usually require electricity like ours (e.g. clockwork toy car vs remote-control car). They wouldn't have played with tablets or computers. They would have relied on imagination – playing made up games, climbed trees and played sports.</p> <p>H5 - Name some of the toys that were played with during the time of the Ancient Egyptians (a historical period that will be studied more fully in Y3/4).</p>	<p>In KS1, our children will:</p> <p>H6 - Know about events (Great Fire of London and Moon Landing) from long ago, even before their grandparents were born.</p> <p>H7 - Know that on the 2nd September 1666, a fire broke out at a baker's home on Pudding Lane in London. A maid had forgotten to put out the ovens the night before. Over four days, the fire destroyed 80% of the city. Most of what we know about the fire comes from the diary accounts of Samuel Pepys. Over 13,000 homes were destroyed and over a million people were left homeless. As a result of the disaster, the centre of London was redesigned and rebuilt with widened streets and buildings made of stone and brick.</p> <p>H8 - Know that children's lives today are different to those of children a long time ago, during the Great Fire of London.</p> <p>H9 - Know that on 16 July 1969, the American Apollo 11 space mission was launched from the Kennedy Space Centre. On board were three astronauts – Neil Armstrong, Michael Collins and Edwin 'Buzz' Aldrin. Four days later, on 20 July 1969, the eagle lander touched down on the Moon's surface in an area known as the Sea of Tranquility. Neil Armstrong was the first to leave the lander and set foot on the moon. This historic moment was marked by Neil Armstrong's memorable speech: "One small step for man, one giant leap for mankind". The moment was broadcast live on TV and watched by approximately 600 million people around the world. Together they spent two and half hours exploring and performing experiments, as well as collecting rock samples and soil to bring back to Earth. They returned to Earth as heroes on 24 July 1969.</p>	<p>In KS1, our children will:</p> <p>H10 - Know that Florence Nightingale (1820-1910) was a nurse who was sent to a military hospital in Scutari during the Crimean War. Appalled by the terrible conditions, Florence set about improving both the environment and the care that the soldiers' received. Her devotion and concern for their welfare won her much acclaim – she became fondly known as the 'Lady with the Lamp'. When she returned to England, Florence continued to campaign for better standards in hospital care and set up the first training schools for nurses. She was awarded Red Cross by Queen Victoria.</p> <p>H11 - Understand that Mary Seacole could not be a nurse during the Crimean War because she was black (war office decision). Know that she used her own money to set up British Hotel (only 2 miles away from war – brave) and make her own herbal medicines because she agreed with Florence Nightingale that soldiers were not getting properly cared for. Soldiers wrote about her, leading to fame and she was awarded a Crimean medal.</p> <p>H12 - Know that Edith Cavell (1865-1915) was a British nurse who gave up her life to help injured soldiers of all nationalities during World War One. She also helped soldiers to escape from German soldiers who were looking to capture and imprison them. She was arrested for this and the Germans ordered Edith to be shot as punishment. Edith is still remembered today for her courage and compassion.</p> <p>H13 - Know about a famous person from outside of the UK (Neil Armstrong) and explain why they are famous.</p>	<p>In KS1, our children will:</p> <p>H14 - Know that the local area is different to the way it used to be a long time ago.</p> <p>H15 - Know about famous people and famous places (Michael Corbett, Harry Ramsden, Abraham Moon) from their locality (Guiseley/ Menston) and explain why they are famous</p>
N.C. Objectives	<p>1. To include:</p> <ul style="list-style-type: none"> - Stone age to Iron age - Romans - Anglo-Saxons - Vikings 	<p>1. Understand Greek life and their influences on the western world. Cover each of the following and then choose one to look at in depth: Ancient Egypt, Ancient Sumer, Indus Valley, Shang Dynasty.</p>	<p>1. Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and significance.</p>	<p>1. A local study linked to one of the periods of time studied under chronology: or, 2. A local study that could extend beyond 1066.</p>



Knowledge Progression



Year 3/4 History – Powerful Leaders – Who Are They and How Did They Shape History?

Key Knowledge – what do we want our children to know before they leave our year group?

Chronological Understanding	The Ancients	Historical Enquiry	Local History
<p>POWERFUL KNOWLEDGE: OUR CHILDREN WILL: STONE AGE: H1 - Know how Britain changed between the beginning of the Stone Age and the Iron Age (studying three periods: Palaeolithic, Mesolithic, Neolithic and how housing, sourcing of food, advances in tools and weapons shaped this), identifying the main differences between the Stone (3000 BC), Bronze (2100 BC) and Iron (750BC) Ages (religion, technology, travel, Stonehenge). H2 - Know what is meant by hunter-gatherers and what Skara Brae is. H3 - Know how Britain changed from the Iron Age to the end of the Roman occupation whilst placing the Stone Age and the Romans on a timeline, understanding the concept of BC and AD</p> <p>ROMANS – H4 - Know why the Romans invaded Britain in 43AD. H5 - Know how the Roman occupation (weaponry and how they conquered: Claudius' conquest and Hadrian's Wall) of Britain helped to advance British society e.g. how it impacted upon British technology, culture and beliefs and why they settled in York. H6 - Know how there was a resistance to the Roman occupation and know about Boudica (61AD). H7 - Know about and timeline the life of Julia Caesar, a famous Roman emperor.</p> <p>HOW DOES THIS LOOK AT TRANMERE? Cycle 1 – Scavengers and Settlers: 1. Children to rotate around 4 activities (making a shelter, making a fire, a scavenger hunt and talking pictures) to learn what is meant by hunter-gatherers and focus on how human's basic needs would have been met for early hunter-gatherers. 2. Organise Tempus Fugit to come into school to allow children to learn more about life for early humans. 3. Research the major differences between the Stone Age, Bronze Age and the Iron Age and present findings during an exhibit for parents. 4. Order events on a Stone-Age to Iron-Age class display timeline. 5. Children learn about a European Stone Age settlement known as Skara Brae situated in the Orkney Islands. Write a story/tourist guide based on an imaginary experience of traveling back in time to the Skara Brae settlement.</p> <p>Cycle 2 – Romans: 1. Discuss why the Romans wanted to come to Britain e.g. lead, minerals, wealth, trade, prestige etc. Complete a sheet detailing why the Romans wanted to invade. 2. Use piece of string, pegs and images to construct class timeline of Stone Age and the Roman period. 3. Write a biography of Boudicca, writing a brief description of what she was like, bearing in mind different accounts contradict each other. Look at differences in images of her – Roman vs Celtic vs real. 4. Compare and contrast soldiers – Romans vs Celts, e.g. better armour, better tactics, forts, etc. 5. Discuss Roman vs Celts armour and march, the Roman road 72b, in tortoise formation having made shields and helmets. 6. Use research skills to find out about Julius Caesar and create a timeline of his life. 7. Visit to Murton Park, a hands-on activity trip, to experience the daily life of a Roman soldier. 8. As a class, form a concept map using what we have learnt about Romans under headings: food, clothes, homes, entertainment, daily life, etc.</p>	<p>POWERFUL KNOWLEDGE: OUR CHILDREN WILL: GREEKS – H8 - Know the main characteristics of the Athenians and the Spartans. (rulers, lifestyles – creativity vs obedience) H9 - Know about the influence the gods had on Ancient Greece (Zeus, Hera, Poseidon, Athena, Ares) H10 - Know at least five sports from the Ancient Greek Olympics (776BC – first games). H11 - Know how the Greek's lived (democracy, art, culture, clothing) and how they influenced the western world.</p> <p>EGYPTIANS – H12 - Know about and can name some of the advanced societies that were in the world 3000 years ago (Ancient Egypt – 3100BC, Shang Dynasty) H13 - Can place the Egyptians on a timeline and understand the concept of BC and AD H14 - Study the political hierarchy and how roles were defined. Specific focus on Pharaohs. Compare the approaches of: Tutankhamun, Cleopatra and Ramses II. H15 - Study the religious beliefs and rituals (mummification) common during the time. H16 - Know about the clothing and jewellery and how it differed based upon status. H17 - Know about the housing from this period – what they were built from. How they were laid out? H18 - Know about the pyramids: how they were constructed (The first Pyramid structure of Saqqara 2700BC), what each of the chambers and quarters were for.</p> <p>HOW DOES THIS LOOK AT TRANMERE? Cycle 1 – Greeks: 1. Children will learn how Ancient Greece was divided up into 'city-states', each with its own laws and armies. They will draw contrasts between two of the most powerful city-states, Athens and Sparta, and use their knowledge to develop a balanced argument about which one they would prefer to live in. OR. Split the class in half, each half will be investigating either Athens or Sparta. Children to research facts about their state, followed by a debate 'Which is the greatest city state: Athens or Sparta?' 2. Learn about Greek myths and write their own. 3. Create a diary of Alexander the Great after he conquered. 4. Children to work in groups to put together an 'interview' with a God/Goddess. Within the group, they will need people who are willing to act as Gods, people who are willing to act as the interviewer, camera men, and writers/researchers/directors. Children to create own god. 5. Children make a sample 5-day Olympic Programme to show the balance of sporting, religious and social activities before taking part in a Classroom Olympic Games of their own, complete with a winner's ceremony.</p> <p>Cycle 2 – Temples, Tombs and Treasures 1. Using the playground, children practically place Ancient Egypt, Ancient Sumer, Indus Valley and Shang Dynasty on a timeline, understanding the concept of BC and AD. 2. Children to find out about Ancient Egypt, Ancient Sumer, Indus Valley and Shang Dynasty through a scavenger hunt, sorting facts and relics into the correct categories. 3. Compare Sumerian Civilisation to Ancients Egypt and modern day. 4. Mummify a tomato. Discuss/debate mummification and the afterlife and how these routines have changed. 5. Visit Leeds City Museum where children can step into the tomb of the museum's mummy, handle real Ancient Egyptian treasures and mummify Sunny the Egyptian boy. 6. Research Ancient Egyptian daily life for children/housing and create/paint a believable family/child profile with a high level of detail. Children to choose different status families and present these to the rest of the class. 7. Divide the class up and create a timeline, populated by biographies, of the most significant rulers as a class display. 8. Learn about the construction and organisation of the pyramids and sequence in groups the order of operation to build a pyramid. 9. Find out about the different gods that the Ancient Egyptians worshipped. Create/finish in a table to show the important facts about each one. Learn to write in Hieroglyphics and chalk a message to the gods.</p>	<p>POWERFUL KNOWLEDGE: OUR CHILDREN WILL: H19 - Summarise how Britain may have learnt from other countries and civilisations. H20 - Research what it was like for children in a given period of history and present findings to an audience. H21 - Know that historic items and artefacts have been used to help build a picture of what life was like in the past (specific focus – culture and leisure). H22 - Know about the impact that one period of history had on the world. H23 - Pose their own questions about periods of history. H24 - Understand how there are different accounts of history based upon the author and their perspective.</p> <p>HOW DOES THIS LOOK AT TRANMERE? 1. Covered in Romans – roads. 2. See The Ancients, Egyptians, point 6. 3. Covered in Scavengers and Settlers, exploring cave paintings. 4. Covered in Greeks. 5. See Local History, point 2. 6. See Chronological Understanding, Romans, point 3.</p>	<p>POWERFUL KNOWLEDGE: OUR CHILDREN WILL: H25 - Find out about the history of Guiseley, knowing how their locality has been shaped by what happened in the past. H26 - Know that a Stone Age axe was discovered in the Church yard. H27 - Know that a Roman road (72b) runs over Guiseley moor. H28 - Know that the name "Guiseley" is thought to derive from a Saxon name Gislic coupled with ley which means glade or clearing in a wood, so we have Gislic's glade or Guiseley. H29 - Know that the first settlement begun by Gislic would have been near the spring which is now called Guiseley Wells. H30 - Know that the tower of Guiseley Church was built in the 15th Century. H31 - Know that the first school was built in 1592.</p> <p>HOW DOES THIS LOOK AT TRANMERE? 1. Look on Google Maps. Look at the world. Where is Europe? the UK? Yorkshire? West Yorkshire? Leeds, Guiseley and Tranmere? Look at aerial photographs of Guiseley over time. 2. Invite Jacob Phillips (Theatre Director) or someone from Aireborough Historical Society to come in to speak to the children about the history of Guiseley in the 60s and 70s. Children will need to prepare questions that they would like answers to (changes, causes of change, similarities, differences, significance). 3. Class to go on a walking tour of Guiseley. Children will visit Guiseley Well and Guiseley Church and will learn about key information (PK) along the way. 4. Ask pupils to create a timeline of the key events/changes (retail parks, housing estates, Silver Cross) over time in Guiseley, using photos and information to summarise all that they have learnt.</p>



Knowledge Progression



Year 5/6 History – Powerful Leaders – Who Are They and How Did They Shape History?

	Chronological Understanding TERM:	Civilisations from 1000 years ago TERM:	Historical Enquiry Skills TERM:	Local History TERM:
Key Vocabulary	Saxons, Vikings, Celts, longboat, Chieftain, Berserker, Danegeld, Yggdrasil, Danelaw, Asgard, Jarl, Karl, figurehead, Valhalla, agriculture, archaeologists, fertile, WW2, industrial revolution, parliament, Angles, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Lindisfarne, Manuscript, Neville Chamberlain, tank, Blitz, evacuee, Nazi, Germany, Spitfire, soldier, Anderson Shelter, Winston Churchill, air-raid shelter, ration book, Adolf Hitler, land girls, munitions, invaders, raiders, settlers, kingdom, conflict, Alfred the Great.	decades, centuries, millennium, empire, civilisation, Kalkuklan, Tikal, Pok-o-Tok, sacrifice, harvest, warrior, village, city, jungle, cocoa, etching, dynasty, maize, codex, hieroglyphs, Stela, scribe, bloodletting, cenote, Ah Kin Mai, Chac.	similarities, differences, compare, reason, importance, resources, Stone Henge, dwellings, materials, significance, jewellery, clothing, status, hierarchy, colony, civilisations, priests, nobles, merchants, scribes, artisans, farmers, peasants, Resistance, sources, legacy, importance, first hand evidence, second hand evidence, oral history, documented, religion, civilisation, this suggests, perhaps, significance, could be, impact, maybe, Resistance, sources, legacy, importance, first hand evidence, second hand evidence, oral history, documented, religion, civilisation, this suggests, perhaps, significance, could be, impact, maybe, eye-witness, reliable, legacy, legislation, impact, significance, primary evidence, primary source/evidence, secondary source/evidence, reliable, extent of change, extent of continuity, evaluate, reliable, eye-witness, legacy, ambiguous, consequences, omits.	board schools, monitors, logbooks, slates, inkwell, weir, Sir Titus Salt.
Previous knowledge/ Learning	<p><i>Having completed LKS2, our children will:</i></p> <p><u>STONE AGE</u> –</p> <p><i>H1</i> - Know how Britain changed between the beginning of the Stone Age and the Iron Age (studying three periods: Palaeolithic, Mesolithic, Neolithic and how housing, sourcing of food, advances in tools and weapons shaped this), identifying the main differences between the Stone (3000 BC), Bronze (2100 BC) and Iron (750BC) Ages (religion, technology, travel, Stonehenge).</p> <p><i>H2</i> - Know what is meant by hunter-gatherers and what Skara Brae is.</p> <p><i>H3</i> - Know how Britain changed from the Iron Age to the end of the Roman occupation whilst placing the Stone Age and the Romans on a timeline, understanding the concept of BC and AD</p> <p><u>ROMANS</u> –</p> <p><i>H4</i> - Know why the Romans invaded Britain in 43AD.</p> <p><i>H5</i> - Know how the Roman occupation (weaponry and how they conquered: Claudius' conquest and Hadrian's Wall) of Britain helped to advance British society e.g. how it impacted upon British technology, culture and beliefs and why they settled in York.</p> <p><i>H6</i> - Know how there was a resistance to the Roman occupation and know about Boudica (61AD).</p> <p><i>H7</i> - Know about and timeline the life of Julia Caesar, a famous Roman emperor.</p>	<p><i>Having completed LKS2, our children will:</i></p> <p><u>GREEKS</u> –</p> <p><i>H8</i> - Know the main characteristics of the Athenians and the Spartans. (rulers, lifestyles – creativity vs obedience)</p> <p><i>H9</i> - Know about the influence the gods had on Ancient Greece (Zeus, Hera, Poseidon, Athena, Ares)</p> <p><i>H10</i> - Know at least five sports from the Ancient Greek Olympics (776BC – first games).</p> <p><i>H11</i> - Know how the Greek's lived (democracy, art, culture, clothing) and how they influenced the western world.</p> <p><u>EGYPTIANS</u> –</p> <p><i>H12</i> - Know about and can name some of the advanced societies that were in the world 3000 years ago (Ancient Egypt – 3100BC, Shang Dynasty)</p> <p><i>H13</i> - Can place the Egyptians on a timeline and understand the concept of BC and AD</p> <p><i>H14</i> - Study the political hierarchy and how roles were defined. Specific focus on Pharaohs. Compare the approaches of: Tutankhamun, Cleopatra and Ramses II.</p> <p><i>H15</i> - Study the religious beliefs and rituals (mummification) common during the time.</p> <p><i>H16</i> - Know about the clothing and jewellery and how it differed based upon status.</p> <p><i>H17</i> - Know about the housing from this period – what they were built from. How they were laid out?</p> <p><i>H18</i> - Know about the pyramids: how they were constructed (The first Pyramid structure of Saqqara 2700BC), what each of the chambers and quarters were for.</p>	<p><i>Having completed LKS2, our children will:</i></p> <p><i>H19</i> - Summarise how Britain may have learnt from other countries and civilisations.</p> <p><i>H20</i> - Research what it was like for children in a given period of history and present findings to an audience.</p> <p><i>H21</i> - Know that historic items and artefacts have been used to help build a picture of what life was like in the past (specific focus – culture and leisure).</p> <p><i>H22</i> - Know about the impact that one period of history had on the world.</p> <p><i>H23</i> - Pose their own questions about periods of history.</p> <p><i>H24</i> - Understand how there are different accounts of history based upon the author and their perspective.</p>	<p><i>Having completed LKS2, our children will:</i></p> <p><i>H25</i> - Find out about the history of Guiseley, knowing how their locality has been shaped by what happened in the past.</p> <p><i>H26</i> - Know that a Stone Age axe was discovered in the Church yard.</p> <p><i>H27</i> - Know that a Roman road (72b) runs over Guiseley moor.</p> <p><i>H28</i> - Know that the name "Guiseley" is thought to derive from a Saxon name Gislic coupled with ley which means glade or clearing in a wood, so we have Gislic's glade or Guiseley.</p> <p><i>H29</i> - Know that the first settlement begun by Gislic would have been near the spring which is now called Guiseley Wells.</p> <p><i>H30</i> - Know that the tower of Guiseley Church was built in the 15th Century.</p> <p><i>H31</i> - Know that the first school was built in 1592.</p>
N.C. Objectives	<p>1. To include:</p> <ul style="list-style-type: none"> - Stone age to Iron age - Romans - Anglo-Saxons - Vikings <p>Study a significant turning point in British history, whilst studying British history that extends pupils' chronological knowledge beyond 1066. (WW2)</p>	<p>1. Choose one of:</p> <ul style="list-style-type: none"> - Mayans - Islamic Civilisations - Benin Civilisations 	<p>1. Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and significance.</p>	<p>1. A local study linked to one of the periods of time studied under chronology: or,</p> <p>2. A local study that could extend beyond 1066.</p>



Knowledge Progression



Year 5/6 History – Powerful Leaders – Who Are They and How Did They Shape History?

Key Knowledge – what do we want our children to know before they leave our year group? How will we get them there? How is that personalised to Tranmere?

Chronological Understanding

POWERFUL KNOWLEDGE:

ANGLO-SAXONS -

- H1* - Know how the Anglo-Saxons attempted to bring law and order to the country and define who the invaders were and why they wanted to settle in Britain.
- H2* - Know that during the A-S period, Britain was divided into seven kingdoms: Kent, Mercia, Northumbria, East Anglia, Essex, Sussex and Wessex. (Kingdoms are created in 556AD and Northumberland becomes the Supreme Kingdom 617AD before Mercia becomes the Supreme Kingdom in 799AD)
- H3* - Know that these kingdoms led to our county boundaries.
- H4* - Use a timeline to plot the key events in Anglo-Saxon history.
- H5* - Know what the mystery of Sutton Hoo is.

VIKINGS -

- H6* - Know where the Vikings originated from (793AD – Attacked the monastery in Lindisfarne travelling from Norway) and show this on a map. Understand how they invaded Britain.
- H7* - Know that the Vikings and the A-S were often in conflict (particularly during the rule of Alfred the Great – 886AD) and that this struggle continued until Edward the Confessor (1042AD).

WW2 -

- H8* - Know what caused WW2.
- H9* - Know about Adolf Hitler and what he believed.
- H10* - Know about the persecution of Jews, Gypsies and homosexuals.
- H11* - Know about Dunkirk and, subsequently, D-Day and how they that turned the tide.
- H12* - Know about how the lives of children were affected by WW2 – The Blitz, evacuation, rationing, the roles of women and what that meant for schooling.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 1 – Anglo-Saxons:

- Children use maps of GB and Europe to annotate the origins of different tribes, exploring where the invaders came from. Children to create a passport of a Saxon invader.
- The pupils explore some of the key reasons the Anglo-Saxons wanted to settle in Britain, e.g. their homelands were often flooded and there was not enough good fertile land to feed everyone. Pupils list the pros and cons of coming to Britain if they were Saxons.
- The children learn that in Anglo-Saxon England, prior to invasion by the Vikings, the land was divided into 7 main kingdoms. Children label the location of the 7 Anglo-Saxon kingdoms on a map then compare them to the counties we have today. Class split into 7 groups and each group creates/ delivers a presentation about one of the kingdoms.
- Revise AD and BC. Explain how the Anglo-Saxons arrived in Britain after the Romans had left. Children to arrange key events (e.g. Anglo-Saxon invaders arrive in Britain, the Vikings attack from Norway, Edward the Confessor becomes king) from Anglo-Saxon period on a timeline.
- Research Alfred the Great – the only English monarch to have the title “the Great”. Children to create a “This is your life” chat show.
- Pupils learn about the mystery of Sutton Hoo. Pupils will go on a treasure hunt around the school grounds to discover artefacts, deciding what each artefact was used for and who it could belong to: a soldier, a king or a monk. For each artefact, children will write who they think it belonged to and why, and who they think it would not have belonged to and why. Children complete statements bringing all the evidence together. Explain that it is thought to have been probably King Raedwald who ruled East Anglia in the seventh century. What can we not find out from archaeological evidence e.g. voice, appearance, character etc?

Cycle 1 – Vikings:

- Create a class timeline to learn that although the Roman and Egyptian period may seem more advanced, they came earlier than the Vikings.
- What does the word “Vikings” mean? Discuss why the Vikings invaded, e.g. acquisition of wealth, better quality and quantity of land for farming, to steal treasures. Children to investigate and create a comic strip of the events and dates of the Viking rule and defeat.
- Children learn that, despite coming from different places and fighting each other, the Vikings and the Anglo-Saxons had a lot in common. They research and compare the Anglo-Saxons and the Vikings (where they came from, why they came to Britain, when they came to Britain, why they were in conflict).
- Watch BBC One video to learn why the Vikings settled in York. Children create a map to show where the Vikings came from and the movements the Vikings undertook during the invasion of Britain. Find and label these countries on the map: England, Scotland, Wales, Ireland, Denmark, Sweden and Norway. Colour the Viking homelands in yellow, colour the Viking settlements in red, draw arrows on your map to show the routes of the Vikings to the different Viking settlements and make a key on your map to show the Viking settlements and homelands.
- Split class up into two halves – Monks and Viking raiders. Monks to discuss their opinions of the Vikings after the attack and why they wished not to be disturbed. Vikings to discuss why they attacked. Children to appreciate that bias is a part of primary sources. Class debate on the attack on Lindisfarne (793).
- Visit to Murton Park, where, arriving as new settlers, the children are given simple period costume and taken to their new homes on our dark-age settlement where they experience first-hand the daily life of a Viking family. On the village they learn new skills and all about the hard work and dangers that were part of daily life.

Cycle 2 – WW2:

- The children assume the roles of: Treaty of Versailles, League of Nations, Hitler, Britain, France and the USSR, and they research who was to blame for WW2s outbreak before debating and assigning blame.
- They, using ‘The Boy in Striped PJs, Erika’s Story and a visit to Eden Camp, learn about ‘The Final Solution’.
- Having completed a treasure hunt around our site, the children will find a “time capsule” from a World War 2 family. They will then make inferences about the items contained within it and compare it to what a modern-day family would treasure.
- Whilst studying Dunkirk and D-day, the children will learn about waterproofing maps, creating booby traps, how light can be used to create puppets for entertaining children in an Anderson Shelter and how two reports about the same event (the German and British perspective of D-Day and Dunkirk) in a newspaper can be completely different.

Civilisations from 1000 years ago

POWERFUL KNOWLEDGE:

THE MAYANS –

- H13* - Know about the impact that the Ancient Maya had on the modern world (50BC – the first inscription of Mayan hieroglyphs). Study the culture including: number systems, gods, calendar, sports, foods, headdresses, tattoos, weapons.
- H14* - Know why the Maya were considered an advanced society for their time and make links to other, past societies (religion, houses, technology, governance.)
- H15* - Study the reliance on farming and how they believed the gods influenced the harvest and how sacrifice was key.
- H16* - Study the great temples and how their geographical location maps to constellations.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 2 – Mayans:

- The children are given the Mayan numbers as a jigsaw to complete. This will not be an easy task as they will organise it into groups of 10 rather than the 20 it was.
- The children become members of a tribe and are allocated resources (gold, beads, bronze, wood, chocolate) and given a target for survival. They then, up on the banks (jungle), in face paint and wearing headdresses, barter and trade with the other tribes to survive.
- Reading the traditional story ‘The Rain Player’, they study Pok-o-tok and create layered art work around the gods.
- Having studied Chichen Itza and its significance to the Maya, the children recreate the temple out of wood and mixed media, whilst learning about the ritualistic sacrifices that were undertaken there and the organisation of Mayan conurbations.
- Studying the Mayan calendar, the children use printing techniques to reproduce their own version, whilst learning the 20 months.

Historical Enquiry Skills

POWERFUL KNOWLEDGE:

- H17* - Know how an event or events from the past has shaped the modern world.
- H18* - Draw an accurate timeline or chronological framework with different historical periods showing key historical events or lives of significant people.
- H19* - Know how Britain has had a major influence on the world.
- H20* - Compare the similarities and differences between two or more periods of history (Egyptians vs Maya.)
- H21* - Know that many of the early civilisations gave much to the world.
- H22* - Use documents, printed sources, internet databases, pictures, photographs, music, artefacts, historic buildings and visits to sites to collect evidence about the past.
- H23* - Investigate their own lines of historical enquiry after posing their own questions to answer.
- H24* - Evaluate bias and choose the most reliable source (contrasting view points of the D-Day landing.) Whilst doing this, they give clear reasons for why there might be different accounts of history, linking this to their factual understanding of the past.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 1 – Vikings:

- Class discuss the problems that may be caused if we, as historians, believe stereotypical views of history. Using two pictures of Vikings, one stereotypical and one more accurate, write paragraphs for both describing what kind of people the Vikings are, using prompts for areas to focus on, e.g. helmet, face.
 - Children act as a Roman child and write a letter to a Viking child, talking about their daily life (comparing housing, school, clothes). What does the Viking child write in response? Write both letters.
- Cycle 2 – WW2:**
- The children discover a “time capsule” and will use it to collect evidence about the past.
 - They evaluate bias by comparing newspaper accounts of D-Day from the German and the British press.
 - They discuss how WW2 shaped the face of Europe and the key role that Britain and the allies played in this.

Cycle 2 – Mayans:

- The children place the Maya on a timeline (this can be temple themed), identifying the key leaders, civil wars and discoveries/advances (chocolate, sports, hunting)
- They compare the similarities and differences between the Maya and The Egyptians. Central American civilisations vs African from contrasting time periods, learning that, in many ways, the Egyptians were more advanced.

Local History

POWERFUL KNOWLEDGE:

- H25* - Study the Victorian period with specific reference to the model town of Saltire, knowing about how the lives of wealthy people were different from the lives of poorer people during the Victorian period (housing, education and clothing).
- H26* - Study the homes that children lived in during the Victorian period and the clothes that children wore in during the Victorian period comparing them to modern equivalents.
- H27* - Can explain the jobs children took on during the Victorian era.
- H28* - Can explain how school was different during the Victorian era.
- H29* - Know that the construction of Saltire was started by Sir Titus Salt. The name of the village is a combination of the founder’s last name and the name of the Aire River which runs through it. Sir Titus Salt, first baronet (20 September 1803 – 29 December 1876), was born in Morley near Leeds.
- H30* - Know that many myths exist about the rules and regulations that Titus Salt placed on his village and its inhabitants, including: Sir Titus Salt destroyed the records of Salts Mill to hide his “ruthlessness” No evidence has been found to support this. It was said in a published article that Titus Salt destroyed the paperwork of Salts Mill to hide his ruthlessness. Titus Salt died in December 1876. Salts Mill continued to operate under the Salt family name until 1892, when it went into administration. Records didn’t survive. Why records didn’t survive - no evidence has been found, to date.
- H31* - Saltire named a World Heritage Site in 2001
- H32* - The streets of Saltire are named after Sir Titus Salt’s children, extended family (daughters-in-law), Queen Victoria and Prince Albert. Upper and Lower School Street (self-explanatory), and the architects Lockwood and Mawson. There are also three streets which bear the names of popular Victorian plants: daisy, fern and myrtle.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 1 - Local History and Book Study:

- Walking tour of Saltire - investigating the local history, naming of the streets, river, weir, bridges, park, church, railway line, mill, shops and houses.
- Using evidence from the visit: What did the residents gain from living in Salts? Draw up the rules that the residents had to abide by. Do the children agree with them all? Would they have wanted to live there? Here, we need to compare the living conditions in Saltire, to the average workers’ house in Bradford: schooling, clothing, water supply, gas lighting, outdoor privy, separate living and cooking spaces, multiple bedrooms, rent-free for the elderly and sick, they had pensions etc)
- Pupils will learn how sewing and clothes making were important skills during the Victorian period. Discuss how clothing has changed in the modern day.
- Understand what it would have been like to live in Saltire during the Victorian period (1853 – 1876). Use findings from the visit and information the children have gathered, write a diary entry for a character (which the children were given on the visit).
- Would you have wanted to live in Saltire? Would you have moved your family? Do you believe Sir Titus salt was a kind and thoughtful man? From all the evidence gained from visit and research, discuss these questions.
- Children create a biography of Sir Titus Salt.
- Make a human timeline of events within the Victorian times.