



Ashton Hayes Primary School – History Curriculum Overview

History at Ashton Hayes Primary School

Vision for History

At Ashton Hayes Primary School, we believe that the study of history helps children understand how the past has shaped the world they live in today. As a small rural school in Cheshire, our pupils grow up within a close-knit community and a largely familiar environment. Our history curriculum aims to both celebrate this sense of place and identity while also broadening pupils' understanding of the diverse histories, cultures and experiences that exist beyond their immediate community.

Through learning about local, national and global history, pupils develop curiosity about the past and begin to understand how societies change over time. By exploring significant individuals, events and civilisations, pupils are encouraged to ask questions, examine evidence and think critically about how the past influences the present.

We want pupils to see themselves as young historians who can investigate the past, challenge assumptions and understand different perspectives. Through this, they develop empathy, respect and a deeper understanding of the diversity of human experience.

By linking our local heritage with wider historical narratives, our history curriculum enables pupils to develop a strong sense of identity and belonging while also expanding their knowledge beyond their own community. We believe that history is best understood when children can experience it first-hand through visits, artefacts, historical sites and immersive learning opportunities that bring the past to life.

We aim for all pupils to:

The history curriculum at Ashton Hayes Primary School is designed to provide pupils with a secure understanding of Britain's past and that of the wider world. It aims to develop pupils' chronological knowledge, historical vocabulary and ability to think critically about historical evidence.

As a rural village school, we recognise that many of our pupils have limited direct exposure to the diversity of experiences and cultures beyond their local area. Our history curriculum therefore intentionally broadens pupils' perspectives by introducing them to a wide range of historical societies, civilisations and global events. Through studying ancient civilisations, migration, conflict and cultural change, pupils gain a deeper understanding of the complexity and diversity of human history.

At the same time, we place strong value on our own community and local heritage. Pupils investigate the history of Ashton Hayes and the surrounding Cheshire area, helping them understand how their village and environment have developed over time. These local studies help pupils make meaningful connections between their own lives and the wider historical world.

Our curriculum is carefully sequenced so that knowledge builds progressively across year groups. Pupils begin by learning about their own lives and community before exploring significant people and events, ancient civilisations and major periods in British history. This structure ensures that all pupils gain the knowledge and skills required by the National Curriculum while developing a deep and meaningful understanding of the past.

Through engaging enquiry questions, historical sources, visits and enrichment experiences, we aim to inspire pupils to become curious, thoughtful and reflective learners who understand the importance of learning from history.



Implementation

History at Ashton Hayes Primary School is taught through a carefully planned sequence of units that ensures full coverage of the National Curriculum and progression of historical knowledge and disciplinary skills across the school.

The curriculum is organised so that pupils develop an increasingly secure understanding of chronology. Younger pupils begin by exploring changes within living memory and learning about significant individuals before progressing to ancient civilisations, key periods of British history and local historical studies. This carefully sequenced approach enables pupils to build a coherent understanding of Britain's past and its place within world history.

Across Key Stage 2, pupils study topics including the Stone Age, Ancient Egypt, the Anglo-Saxons, Vikings, Ancient Greece, the Industrial Revolution and World War II. Through these studies, pupils develop a secure chronological framework while exploring themes such as settlement, conflict, innovation, migration and cultural change.

Lessons are built around historical enquiry. Pupils are encouraged to ask perceptive questions, analyse historical sources, consider different viewpoints and draw conclusions based on evidence. Teachers use a wide range of historical sources, including photographs, artefacts, maps, documents, oral histories and digital resources to bring history to life and develop pupils' understanding of how historians investigate the past.

Our local area provides an important context for historical learning. Pupils explore the history of Ashton Hayes and the wider Cheshire area through local studies, enabling them to understand how their own community has changed over time and how local history connects with national events.

The curriculum is enriched through carefully planned visits, visitors and immersive experiences. Pupils visit museums, including the **World Museum Liverpool**, where they encounter historical artefacts and exhibitions that deepen their understanding of different periods in history. Visiting historians and educational workshops provide opportunities for pupils to handle replica artefacts, participate in role-play and experience history through practical, memorable activities that bring learning vividly to life.

Teachers adapt learning to ensure that all pupils can access the curriculum successfully. Storytelling, high-quality texts, visual resources, practical activities and collaborative learning support all pupils in developing historical knowledge, vocabulary and enquiry skills.

Impact

Through the history curriculum at Ashton Hayes Primary School, pupils develop a secure understanding of the past and how it has shaped the present. They build a strong chronological framework of historical periods and develop the ability to connect significant events, people and civilisations across time.

Pupils leave the school with the ability to think critically about historical information, ask thoughtful questions and evaluate evidence. They understand that history can be interpreted in different ways and appreciate the importance of considering multiple sources before drawing conclusions.

By studying a wide range of historical societies and cultures, pupils develop a broader understanding of the world beyond their own community. They gain empathy, respect and curiosity for people whose lives and experiences differ from their own, while recognising the diversity and complexity of human history.

Through visits to museums, local historical sites and immersive workshops, pupils experience history beyond the classroom. These memorable experiences deepen their understanding, strengthen historical enquiry skills and help pupils develop a genuine enthusiasm for learning about the past.



At the same time, pupils develop a strong sense of place through their understanding of Ashton Hayes and the surrounding Cheshire area. They appreciate how their own community has developed over time and recognise how local history contributes to the wider story of Britain.

Ultimately, pupils leave Ashton Hayes Primary School as confident, curious and reflective young historians who embody our vision to '**Aspire to be Amazing**'. They are equipped with the knowledge, skills and curiosity to continue exploring the past and to understand how history continues to shape the world they live in today.

EYFS (Kestrel class)

Topic – across the year	How have I changed and what can we learn about the past?
Core knowledge	Children will learn that: • The past is different from the present. • They have changed since they were babies and will continue to grow and change. • Families have memories, photographs and objects that help us learn about the past. • Parents, grandparents and older people can tell us about what life was like when they were young. • Some toys, clothes, homes and transport have changed over time, whilst others have stayed the same. • Ashton Hayes has changed over time and some buildings are older than others. • Our school has its own history and has changed over the years. • We can learn about the past through photographs, stories, artefacts, books and by talking to people who remember it. • Remembering and sharing stories helps us understand ourselves, our families and our community.
Skills	Children will: • talk about events in their own lives using simple chronological language. • identify similarities and differences between the past and the present. • compare photographs, objects and artefacts from different times. • ask questions about the past. • listen to stories about people and events from long ago. • sequence familiar events using words such as <i>before</i>, <i>after</i>, <i>first</i> and <i>next</i>. • recognise that older people may remember things that happened before they were born. • begin to understand that evidence helps us learn about the past.
Key vocabulary	past; present; before; after; old; new; memory; photograph; family; baby; grow; change; history; yesterday; today; tomorrow; long ago; artefact; school; village; Ashton Hayes; community
Adaptations	• Compare baby photographs with current photographs. • Invite parents, grandparents or local residents to share memories of childhood. • Explore old and new toys through continuous provision. • Use stories such as <i>Peepo!</i>, <i>When Grandma Was Young</i> and <i>The Memory Box</i>. • Create simple class timelines using photographs. • Visit different parts of the school to discuss what is old and what is new. • Walk around Ashton Hayes looking at older and newer buildings. • Handle historical objects and encourage children to ask questions about them. • Role-play life in the past through dressing up and home corner enhancements.



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| | <ul style="list-style-type: none">• Use sentence stems such as:• <i>"I was..."</i>• <i>"Now I can..."</i>• <i>"This is old because..."</i>• <i>"This is different because..."</i>• Encourage children to draw and talk about family memories and celebrations. |
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Year 1 (Sparrowhawk class)

Topic/Term	Autumn: Events Beyond Living Memory The Great Fire of London	Spring: Significant Individuals Explorers: Scott of the Antarctic	Summer: Local History Our School and Ashton Hayes in the Past
Core knowledge	The Great Fire of London happened in 1666. The fire started in Thomas Farriner's bakery on Pudding Lane. London was mostly built from wood, so the fire spread quickly. The fire burned for four days and destroyed much of the city. People tried to stop the fire by pulling down houses to create firebreaks. Samuel Pepys wrote about the fire in his diary. After the fire, London was rebuilt with brick and stone buildings. The fire changed how cities were built and made them safer.	An explorer is someone who travels to discover new places. Captain Scott was a heroic explorer of the Antarctic who reached the south Pole in 1912 but the Norwegian Amundsen had beaten him to it. The expedition was famous for geographical and scientific work such as with penguins and the hundreds of great photographs they took of the land there which no-one had seen before. On the 800 mile journey back Scott's party all died through lack of food and the freezing cold. His bravery has helped us understand the dangers of polar exploration, such as scurvy, snow blindness and frostbite and how best to use skis, dogs, other forms of transport, as well as types of clothing and food supplies. After he died he became a hero in Britain and everyone thought how brave he was. More recently some people have said he was too careless and made	Ashton Hayes is our local village in Cheshire. Villages change over time as buildings, transport and jobs change. Our school has changed over time and that the current site was built in 1969 and know what some of they key changes are by comparing then and now. Older buildings and photographs help us understand the past. People living in Ashton Hayes today may remember how the village used to look. Local history helps us understand how communities grow and change. Some buildings and places are older than others. We can learn about the past through photographs, maps and interviews. Locate and identify key landmarks and buildings in the village - school. Church, village hall, pub, shop, village field, nursery



NO OUTSIDERS

EVERYONE IS WELCOME.

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		mistakes with the planning.	
Skills	Understand the difference between past and present. Use simple historical terms such as before, after, long ago. Place events on a simple timeline. Ask and answer questions about the past. Use sources such as pictures, diaries and artefacts. Compare London in 1666 with London today.	Identify significant people in history. Understand why people are remembered. Compare the achievements of different individuals. Use historical vocabulary such as past, present, long ago. Ask questions about the lives of people in the past. Use photos, videos and artefacts as historical sources.	Explore local history through photographs and maps. Compare Ashton Hayes in the past and present. Ask questions about the past. Use evidence such as old photographs and objects. Talk to people about their memories of the past. Create a simple timeline of changes in the village or school. Notice and identify similarities and differences between the past and now.
Key vocabulary	Great Fire London / city bakery Pudding Lane Thatch firebreak Samuel Pepys diary evidence Cathedral plague past present timeline	explorer achievement Amundsen Antarctic Expedition Frostbite Polar Scurvy Sledge Huskies Nansen Past	Village School Well local past present change photograph map timeline community history buildings landmarks
Possible Adaptations	Use storytelling and drama to retell the event. Provide picture timelines rather than written ones. Use visual maps of London before and after the fire.	Use video clips of the expedition. Provide visual biographies with pictures rather than text. Use storyboards to sequence events.	Use old photographs for discussion rather than written texts. Take a short walk around the village to observe changes. Provide sorting activities (old vs new pictures).



NO OUTSIDERS

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	Provide word banks with symbols. Use sequencing cards instead of written tasks. Allow children to verbally explain learning instead of writing. Use role-play activities (firefighters, citizens). Pre-teach vocabulary through visual flashcards.	Allow children to create drawings instead of written reports. Provide simplified timelines. Use model sentences to support writing. Use paired discussion to explain learning verbally. Pre-teach vocabulary using images and objects.	Use large visual timelines. Allow pupils to record ideas orally or with drawings. Use adult scribing for written work. Provide sentence starters. Use talk partners to support discussion.
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Year 2/3 Cycle A (Owl class)

Topic/Term	Autumn: Toys and Childhood	Spring: Prehistoric Britain Stone Age to Iron Age	Summer: Ancient Civilisations Ancient Egypt
Core knowledge	Toys have changed over time. Some toys from the past were made from wood, metal or fabric, while many modern toys are made from plastic and electronic materials. Children in the past often had fewer toys than children today. Some toys from the past are still played with today, such as dolls, balls, and toy cars. Board games and traditional toys have been played for many years. Changes in technology have influenced the types of toys children play with. Parents and grandparents may have played with different toys when they were children. We can learn about toys from the past through photographs, objects and people's memories.	The Stone Age began around 2.5 million years ago and ended around 2500 BC. Early humans were hunter-gatherers, meaning they hunted animals and gathered plants for food. People in the Stone Age used tools made from stone. During the Bronze Age, people learned to make tools and weapons using bronze. During the Iron Age, people began using iron, which was stronger. People started to farm, build settlements and keep animals. Important prehistoric sites in Britain include Stonehenge. Archaeologists learn about prehistoric life through artefacts and remains found in the ground.	Ancient Egypt was a civilisation that existed over 5000 years ago. The civilisation developed along the River Nile. The Nile was important for water, farming and transport. Egyptians built pyramids as tombs for pharaohs. A pharaoh was the ruler of Egypt. Egyptians believed in many gods. They believed in the afterlife and preserved bodies through mummification. Writing in Ancient Egypt was called hieroglyphics. Important artefacts such as the Rosetta Stone helped historians understand hieroglyphics.
Skills	Identify similarities and differences between toys from different time periods. Understand the concept of change over time. Use historical sources such as photographs, artefacts and interviews.	Develop an understanding of chronology across long periods of time. Place historical periods on a timeline. Use evidence from artefacts and archaeological discoveries.	Place Ancient Egypt on a timeline of world history. Use artefacts and images as historical evidence. Identify key features of an ancient civilisation. Compare life in Ancient Egypt with life today.

	Ask questions about the past. Use timelines to place toys in chronological order. Compare their childhood with childhood in the past. Begin to explain why changes happened.	Understand that we know about prehistory through archaeology rather than written records. Identify similarities and differences between prehistoric periods. Ask questions about how people lived in the past. Begin to explain how life changed over time.	Ask questions about how people lived in the past. Begin to understand why rivers were important to civilisations. Communicate learning through drawings, models and simple explanations.
Key vocabulary	past present change timeline artefact decade modern traditional technology childhood	Stone Age Bronze Age Iron Age prehistoric hunter-gatherer settlement tools artefact archaeologist Stonehenge	ancient civilisation Egypt Nile pharaoh pyramid mummy hieroglyphics tomb archaeologist
Possible Adaptations	Use real toys or replicas for hands-on learning. Provide sorting activities (old toys vs new toys). Use picture timelines rather than written ones. Invite parents or grandparents to share memories. Use role play and storytelling. Allow children to draw or label toys instead of writing sentences. Provide word banks with images. Use talk partners to support discussion.	Use visual timelines showing each age clearly. Provide pictures of tools, homes and clothing. Use model artefacts or replicas. Use storytelling to describe prehistoric life. Provide sentence starters for explanations. Allow pupils to sequence images rather than write descriptions. Use group work to reconstruct a prehistoric settlement scene. Use videos or animations to support understanding.	Use visual artefacts and museum images. Create hands-on activities such as building pyramids with blocks. Provide hieroglyphic symbol cards for decoding messages. Use storytelling about Egyptian life. Allow pupils to record ideas through drawing or diagrams. Provide structured writing frames. Use role-play activities (pharaoh, archaeologist). Use short video clips and animations to support understanding.



Year 2/3 Cycle B (Owls)

Topic/Term	Autumn: Significant Individuals David Attenborough and Greta Thunberg <i>How can one person make a difference to the world?</i>	Spring: Roman Britain The Roman Empire and its Impact on Britain <i>How did the Romans change Britain?</i>	Summer: Local History Study Ashton Hayes and the Carbon Neutral Project <i>How has Ashton Hayes changed and why does it matter?</i>
Core knowledge	A significant individual is someone who has made an important difference in the world. Sir David Attenborough is a British broadcaster and natural historian who has helped people understand wildlife and the natural world. Through his documentaries, Attenborough has shown how animals and environments are connected. He has helped raise awareness about climate change and protecting nature. Greta Thunberg is a young environmental activist from Sweden. She began campaigning for action on climate change when she was a school student. Greta helped start the school climate strikes, which spread across the world. Both individuals have helped people understand the importance of protecting the planet.	The Roman Empire was a powerful civilisation that controlled large parts of Europe. The Romans invaded Britain in AD 43. Roman soldiers built roads, forts and towns across Britain. They introduced new ideas such as central heating (hypocausts), baths and sanitation. Roman towns included baths, markets and amphitheatres. The Romans ruled Britain for almost 400 years. Roman culture influenced language, architecture and engineering. The Romans eventually left Britain around AD 410. Roman remains such as roads, forts and artefacts can still be found today.	Ashton Hayes is the village where our school is located. Villages and communities change over time. Ashton Hayes became known for its community-led carbon neutral project. The project began in 2006, when villagers worked together to reduce carbon emissions. The community encouraged people to reduce energy use, recycle and travel sustainably. Many villages and towns around the world have been inspired by the project. Local history helps us understand how communities can shape their future. By studying local history, we learn how people working together can create change.



NO OUTSIDERS

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	Their work connects with the environmental actions taken by communities such as Ashton Hayes.		
Skills	Understand what makes a person historically significant. Place important individuals on a simple timeline. Compare the achievements of different individuals. Ask questions about the lives and achievements of people in the past and present. Use sources such as photographs, videos and biographies. Begin to understand how individual actions can influence change.	Place the Roman period on a historical timeline. Understand the concept of invasion and empire. Use maps to understand Roman expansion. Analyse artefacts and archaeological evidence. Identify similarities and differences between Roman Britain and modern Britain. Ask questions about how people lived during Roman times. Begin to understand cause and consequence in history.	Investigate history in their local area. Use photographs, maps and interviews as historical sources. Compare Ashton Hayes in the past and present. Ask questions about how the village has changed. Understand how community actions influence the future. Present historical findings through posters, presentations or reports.
Key vocabulary	significant environment climate activist naturalist documentary conservation campaign climate change influence	Roman empire invasion soldier fort road villa hypocaust artefact archaeologist	local community environment carbon sustainability change evidence source map timeline
Adaptations	Use video clips from Attenborough documentaries. Provide picture biographies instead of long texts. Use timelines with images. Allow pupils to draw or create posters instead of writing paragraphs.	Use maps showing the spread of the Roman Empire. Provide replicas or images of Roman artefacts. Use model building activities (Roman villas or roads). Provide visual timelines of Roman Britain.	Use local photographs and maps. Take pupils on a short village history walk. Provide sorting activities (past vs present photos). Allow pupils to record ideas through drawings or diagrams.



NO OUTSIDERS

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	Provide sentence starters for explanations. Use paired discussion activities. Provide word banks with visual prompts. Use storytelling approaches to explain key events.	Allow pupils to demonstrate learning through drawings or models. Provide structured writing frames. Use storytelling about Roman soldiers and towns. Use short video clips or animations.	Provide sentence starters for explanations. Use talk partners for discussion. Invite local residents to share experiences. Use visual timelines of the village's development.
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Year 4/5 Cycle A (Peregrine class)

Topic/Term	Autumn: Britain's Settlement by the Anglo-Saxons Anglo-Saxons	Spring: The Viking and Anglo-Saxon Struggle for the Kingdom of England Vikings	Summer: Ancient Greece Ancient Greece and its Influence on the Western World
Core knowledge	The Anglo-Saxons came to Britain after the Romans left around AD 410. They came from areas that are now Germany, Denmark and the Netherlands. They travelled across the North Sea in wooden boats. Anglo-Saxon groups included the Angles, Saxons and Jutes. They settled in Britain and created small kingdoms such as Wessex, Mercia and Northumbria. Anglo-Saxon villages were usually made up of wooden houses with thatched roofs. Early Anglo-Saxons were pagans, but many later converted to Christianity. King Alfred the Great was an important Anglo-Saxon ruler who defended England from Viking attacks. Much of modern English language and place names come from Anglo-Saxon words.	The Vikings came from Scandinavia (modern Norway, Denmark and Sweden). Viking raids on Britain began around AD 793 with an attack on Lindisfarne monastery. Vikings travelled in longships, which were fast and strong. At first Vikings came as raiders, but many later settled in Britain. The area controlled by Vikings in England was called the Danelaw. Viking settlements influenced place names in England (e.g. names ending in "-by"). King Alfred the Great fought against Viking invasions. The Vikings had their own beliefs, gods and culture. Viking life included trading, farming, crafting and exploration.	Ancient Greece was a civilisation that existed over 2,500 years ago. Greece was made up of city-states, such as Athens and Sparta. Athens is known as the birthplace of democracy. Democracy means people have a say in how their country is run. The Olympic Games began in Ancient Greece. Ancient Greeks believed in many gods and goddesses. Greek culture included theatre, philosophy, art and architecture. Famous Greek thinkers included Socrates, Plato and Aristotle. Ancient Greek ideas still influence modern government, sport and culture.
Skills	Place the Anglo-Saxon period on a historical timeline.	Understand invasion and settlement.	Place Ancient Greece on a chronological timeline.

	Use archaeological evidence and artefacts to understand the past. Analyse historical sources such as objects, images and reconstructions. Identify cause and consequence (why the Anglo-Saxons came to Britain). Understand settlement patterns and migration. Compare Anglo-Saxon life with life today. Use historical vocabulary when explaining ideas.	Use chronological knowledge to place Viking events on a timeline. Analyse historical sources and artefacts. Identify similarities and differences between Anglo-Saxon and Viking life. Understand cause and consequence of Viking raids. Use maps to understand Viking journeys and settlements. Develop historical enquiry by asking questions about the past.	Understand the concept of an ancient civilisation. Compare different societies and cultures. Use historical evidence to learn about daily life. Identify similarities and differences between ancient and modern societies. Understand the lasting influence of Ancient Greece. Ask historical questions and draw simple conclusions from evidence.
Key vocabulary	Anglo-Saxon migration settlement kingdom Angles Saxons Jutes pagan Christianity Alfred the Great	Viking raid longship Scandinavia Lindisfarne Danelaw invasion settlement pagan Norse gods	civilisation city-state Athens Sparta democracy Olympics philosophy gods myth architecture
Adaptations	Use maps to show where the Anglo-Saxons travelled from. Provide visual timelines of key historical periods. Use images and replicas of artefacts. Build model Anglo-Saxon houses using craft materials. Provide sentence starters for explanations.	Use maps to trace Viking journeys. Use storytelling to explain Viking raids. Provide illustrated timelines. Use artefact handling sessions or images. Provide structured comparison tables (Anglo-Saxons vs Vikings). Allow pupils to build or draw Viking longships.	Use visual diagrams of Greek temples and cities. Use storytelling and myths to introduce Greek culture. Provide simple timelines with images. Use role-play of the Olympic Games. Allow pupils to draw Greek pots or temples instead of writing descriptions.



NO OUTSIDERS

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	Use drama and role play to explore village life. Use short video clips and animations to support understanding. Allow pupils to present learning through drawings or models rather than extended writing.	Use group discussion rather than extended writing tasks. Use short documentaries or animations.	Provide sentence frames for explanations. Use group research tasks with visual resources. Use videos or animations about Greek life.
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Year 4/5 Cycle B (Peregrine)

Topic/Term	Ancient Civilisations The Shang Dynasty <i>What can artefacts tell us about life in the Shang Dynasty?</i>	British History Since 1066 The Changing Power of Monarchs <i>How has the power of the monarch changed over time?</i>	Non-European Society The Mayan Civilisation <i>What made the Maya civilisation successful?</i>
Core knowledge	The Shang Dynasty ruled parts of China around 1600–1046 BC. It is one of the earliest recorded Chinese civilisations. The Shang kings ruled from large cities and controlled surrounding regions. The civilisation developed advanced bronze technology used for tools, weapons and ceremonial objects. The Shang created an early writing system using oracle bones. Oracle bones were used to predict the future and communicate with ancestors. The Shang people believed strongly in ancestors and spirits. Society was organised into different social groups, including kings, nobles, warriors, craftspeople and farmers. Archaeologists have discovered many Shang artefacts that help us understand their society.	A monarch is the king or queen who rules a country. In the past, English monarchs had much more power than they do today. Over time, the power of the monarch has changed and become more limited. The Magna Carta (1215) limited the power of King John and introduced the idea that the monarch must follow the law. Parliament gradually gained more influence over how the country is governed. Important monarchs include King John, Queen Anne, Queen Victoria and Queen Elizabeth 11 Britain developed into a constitutional monarchy, where the monarch shares power with Parliament. Today, the monarch is an important symbolic leader, but decisions are made by elected government.	The Maya civilisation developed in Central America over 2,000 years ago. The Maya lived in areas that are now Mexico, Guatemala, Belize and Honduras. They built large cities with temples and pyramids. The Maya developed advanced mathematics and astronomy. They created complex calendars to track time. The Maya used a hieroglyphic writing system. Society was organised into different social classes, including rulers, priests, traders, farmers and craftspeople. Religion was very important and the Maya believed in many gods. The Maya civilisation eventually declined, but their culture and descendants still exist today.

Skills	Place the Shang Dynasty on a timeline of ancient civilisations. Use artefacts and archaeological evidence to understand the past. Understand how historians learn about civilisations without many written records. Identify key features of early civilisations. Compare the Shang civilisation with other ancient societies. Ask questions about how people lived in the past. Develop historical enquiry by examining evidence and drawing conclusions.	Understand change and continuity in British history. Place key monarchs on a chronological timeline. Analyse historical documents and sources. Identify cause and consequence in historical events. Compare different periods of monarchy. Develop historical enquiry by asking questions about power and leadership. Use historical evidence to explain how government changed over time.	Place the Mayan civilisation within a timeline of world history. Use maps to identify where the Maya lived. Analyse artefacts and historical evidence. Compare the Maya civilisation with other ancient civilisations. Identify key achievements of the Maya. Ask historical questions about how societies develop and change. Use evidence to draw conclusions about Mayan life.
Key vocabulary	civilisation dynasty ancestor oracle bone bronze artefact archaeologist hierarchy ritual evidence	monarch king queen parliament Magna Carta government constitution democracy power rule	Maya civilisation temple pyramid hieroglyphs calendar astronomy society culture empire
Adaptations	Use images and replicas of artefacts. Provide visual timelines of ancient civilisations. Use storytelling to explain Shang beliefs and traditions. Provide simplified information sheets. Use comparison charts to support understanding.	Use simple timelines showing monarchs and key events. Provide visual diagrams of how government works. Use storytelling to explain historical events. Provide sentence starters for explanations. Allow pupils to create illustrated timelines	Use visual maps of the Maya region. Provide artefact images and diagrams. Use storytelling to explain Maya beliefs and traditions. Provide simplified information sheets. Use comparison charts with other civilisations.



NO OUTSIDERS

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	Allow pupils to create models or drawings instead of written explanations. Use short video clips or animations. Encourage paired discussion and collaborative learning.	instead of extended writing. Use role-play activities (monarch vs parliament). Use short video clips explaining Magna Carta. Encourage paired discussion to support understanding.	Allow pupils to create drawings or models of temples and pyramids. Provide structured writing frames. Use short documentaries or animations.
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Year 5/6 Cycle A (Buzzard class)

Topic/Term	Autumn: British History Since 1066 The Industrial Revolution	Spring: British History Since 1066 World War II	Summer: Local History Enquiry Investigating History in Our Local Area
Core knowledge	The Industrial Revolution began in Britain in the late 1700s. Before the Industrial Revolution, most people worked in farming and small workshops. New machines and inventions changed how goods were made. Important inventions included the steam engine, spinning jenny and power loom. Factories were built in towns and cities where machines could operate. Many people moved from the countryside to cities to find work. Factory working conditions were often dangerous and difficult, especially for children. Industrialisation led to major changes in transport, including canals and railways. The Industrial Revolution helped Britain become a powerful industrial nation.	World War II lasted from 1939 to 1945. The war began when Nazi Germany invaded Poland in 1939. Britain and its allies fought against Germany and its allies. Adolf Hitler was the leader of Nazi Germany. During the war, many British cities were bombed during the Blitz. Many children were evacuated from cities to the countryside to stay safe. People supported the war effort through rationing, factory work and growing food. Women took on new jobs, including factory work and roles in the armed services. The Nazis treated Jewish people and other groups unfairly and with great cruelty. This persecution led to the Holocaust, when millions of Jewish people were killed. The Holocaust shows the dangers of prejudice,	Local history helps us understand how our community has changed over time. Villages and towns develop because of industry, transport, farming and population growth. Historical evidence can include maps, photographs, buildings and oral histories. Some buildings in Ashton Hayes are older and show how the village has developed. Local industries and farming have shaped the history of Cheshire. Important historical events or developments have influenced the local community. By studying local history, we can understand how people's lives have changed.



NO OUTSIDERS

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		discrimination and dictatorship. The war ended in 1945 when Germany surrendered.	
Skills	Understand cause and consequence of historical change. Place the Industrial Revolution within a chronological timeline of British history. Analyse primary and secondary historical sources. Interpret different viewpoints about working conditions. Understand the concept of economic and social change. Compare life before and after industrialisation. Use evidence to draw conclusions about the past.	Place World War II within a chronological timeline of modern history. Understand cause and consequence in historical events. Use primary and secondary sources such as photographs, posters, diaries and artefacts. Analyse propaganda and wartime messages. Understand how different groups of people experienced the war. Interpret historical evidence and draw conclusions about life during wartime. Compare life during WWII with life in Britain today. Develop historical enquiry by asking questions and evaluating sources.	Carry out a historical enquiry using evidence. Use maps, photographs and local records as historical sources. Compare the local area in the past and present. Ask and investigate historical questions. Interpret changes in land use, buildings and community life. Present findings through reports, displays or presentations. Draw conclusions using historical evidence.
Key vocabulary	industrialisation factory steam engine invention manufacturing urbanisation working conditions child labour canal railway	World War Blitz evacuation rationing propaganda allies axis Nazi dictatorship Holocaust	local history community evidence source archive photograph map investigation change heritage
Adaptations	Use visual sources such as factory photographs and paintings.	Use photographs, artefacts and personal	Use local photographs and visual maps.



NO OUTSIDERS

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	Provide timelines to show the sequence of events. Use storytelling to explain the lives of factory workers. Use comparison charts (life before and after industrialisation). Allow pupils to create diagrams of inventions rather than extended writing. Provide structured writing frames for explanations. Use short video clips or animations about industrial life. Encourage paired discussion and verbal explanations.	stories to make learning accessible. Provide visual timelines of key wartime events. Use storytelling about evacuee children. Provide visual vocabulary cards and word banks. Use role-play activities (evacuees, factory workers, air raid wardens). Allow pupils to demonstrate understanding through drawings, posters or models rather than extended writing. Provide sentence starters and writing frames. Use short video clips and simplified historical sources.	Take pupils on a short local history walk. Provide structured enquiry worksheets. Use group investigations rather than individual written tasks. Allow pupils to record findings through drawings or diagrams. Use audio recordings or interviews with local residents. Provide sentence frames for historical conclusions. Use visual timelines of the village's development.
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NO OUTSIDERS
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Year 5/6 Cycle B

Topic/Term	Black British History The Windrush Generation	Comparing Ancient Civilisations	Historical Enquiry Project Investigating a Historical Question
Core knowledge	After World War II, Britain needed workers to help rebuild the country. In 1948, the ship Empire Windrush arrived in Britain carrying people from the Caribbean. Many people from Caribbean countries moved to Britain to live and work. These migrants became known as the Windrush Generation. Many worked in important jobs such as transport, factories and the NHS. Some people arriving in Britain experienced racism and discrimination. Despite challenges, the Windrush Generation made a huge contribution to British society and culture. Windrush stories help us understand migration, identity and diversity in modern Britain. In 2018, the 70th anniversary of the Windrush arrival was widely commemorated.	Ancient civilisations developed thousands of years ago and had organised societies. Ancient Greece, the Shang Dynasty and the Maya civilisation were important early societies. Ancient Greece developed ideas such as democracy, philosophy and the Olympic Games. The Shang Dynasty ruled parts of China around 1600–1046 BC. The Shang developed early writing systems and bronze technology. The Maya civilisation developed in Central America and created advanced mathematics, astronomy and calendars. Rivers, geography and natural resources often influenced where civilisations developed. Each civilisation developed its own beliefs, culture and social structures. Studying ancient civilisations helps us understand how societies develop and influence the modern world.	Historians investigate the past by asking questions and examining evidence. Evidence can include documents, photographs, maps, artefacts and oral histories. Different sources may provide different perspectives. Historians must evaluate sources to decide how reliable they are. Historical investigations help us understand how events happened and why they matter. Evidence can sometimes be incomplete or biased, so historians must interpret carefully. Historical enquiry allows pupils to explore topics that interest them while applying historical skills.



NO OUTSIDERS

EVERYONE IS WELCOME.

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Skills	Understand migration and its impact on society. Use oral histories and personal accounts as historical sources. Analyse photographs, interviews and documents. Consider different perspectives and experiences in history. Understand how historical events influence modern society. Develop historical empathy by studying personal stories. Place the Windrush Generation within a timeline of modern British history.	Compare different ancient civilisations. Identify similarities and differences between societies. Use chronology to place civilisations on a timeline. Analyse historical sources and artefacts. Evaluate the achievements of different societies. Develop historical enquiry by asking comparative questions. Draw conclusions using historical evidence.	Develop and investigate a historical enquiry question. Locate and analyse different historical sources. Evaluate the reliability of evidence. Organise historical information. Draw conclusions from multiple sources. Present findings clearly through reports, presentations or displays. Use historical vocabulary when explaining ideas.
Key vocabulary	migration Windrush Empire Windrush Caribbean immigration racism discrimination citizenship community identity	civilisation dynasty empire culture society democracy astronomy calendar hierarchy trade	enquiry evidence source reliability interpretation bias archive historian research conclusion
Adaptations	Use personal stories and photographs rather than large amounts of text. Provide visual timelines of migration history. Use video interviews and oral histories. Provide discussion prompts and sentence starters.	Use comparison charts and visual diagrams. Provide maps showing the locations of each civilisation. Use artefact images and museum collections. Provide simplified fact sheets.	Provide structured enquiry templates. Allow pupils to work in groups on investigations. Use visual sources such as photographs and artefacts. Provide guided research materials.



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	Allow pupils to present learning through posters or presentations. Use paired discussion and collaborative tasks. Provide simplified source materials. Use storytelling to explain individual experiences.	Allow pupils to create posters or models instead of written reports. Use group research tasks. Provide sentence frames for comparisons. Use visual timelines of each civilisation.	Allow pupils to present findings verbally or through posters. Provide sentence starters for conclusions. Use adult support for research tasks. Break the enquiry into smaller stages.
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Whole-School History Chronology Map

Historical Period	Approximate Date	Unit	Year Group
Present Day	Now	Local History – Ashton Hayes & Carbon Neutral Project	Year 2/3 (Cycle B)
Modern Britain	21st century	Significant Individuals – Greta Thunberg	Year 2/3 (Cycle B)
Modern Britain	20th–21st century	Significant Individuals – David Attenborough	Year 2/3 (Cycle B)
World War II	1939–1945	World War II	Year 5/6 (Cycle A)
Industrial Britain	1700s–1800s	Industrial Revolution	Year 5/6 (Cycle A)
Changing Monarchy	1215 onwards	Changing Power of Monarchs (Magna Carta → constitutional monarchy)	Year 4/5 (Cycle B)
Viking Britain	AD 793–1066	Vikings	Year 4/5 (Cycle A)
Anglo-Saxon Britain	AD 410–1066	Anglo-Saxons	Year 4/5 (Cycle A)
Roman Britain	AD 43–410	Roman Britain	Year 2/3 (Cycle B)
Iron Age Britain	800 BC–AD 43	Iron Age	Year 2/3 (Cycle A)
Bronze Age Britain	2500–800 BC	Bronze Age	Year 2/3 (Cycle A)
Stone Age Britain	2.5 million–2500 BC	Stone Age	Year 2/3 (Cycle A)
Ancient Greece	c. 800–146 BC	Ancient Greece	Year 4/5 (Cycle A)
Ancient Maya	c. AD 250–900	Maya Civilisation	Year 4/5 (Cycle B)
Shang Dynasty	c. 1600–1046 BC	Shang Dynasty	Year 4/5 (Cycle B)



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Historical Period	Approximate Date	Unit	Year Group
Ancient Egypt	c. 3100–30 BC	Ancient Egypt	Year 2/3 (Cycle A)
Recent Past	Within living memory	Toys and Childhood	Year 2/3 (Cycle A)
Stuarts	Beyond living memory 1666	Great Fire of London	Year 1
Victorians	Beyond living memory 1901-1912	Explorers – Scott of the Antarctic	Year 1
Local History	Within living memory	Our School and Ashton Hayes	Year 1
Personal History	Within living memory	My Family and Me	EYFS