

CYCLE A HISTORY INSIGHT OBJECTIVES

Year 1 and 2 Autumn 2 – How has Ellesmere Port changed over time?

Knowledge

- I know that Ellesmere Port has changed from a small village by the canal to a large industrial town.
- I know that the building of the canal and docks helped the town to grow.
- I know that Ellesmere Port became known for shipbuilding, oil refining, and car manufacturing.
- I know that some buildings and places in Ellesmere Port have changed, while others have stayed the same.
- I know that people's jobs, houses, and ways of travelling have changed over time.
- I know that we can find out about the past from old photographs, maps, stories, and talking to older people.

Skills

- I can use words and phrases like old, new, a long time ago, before, and after to talk about the past.
- I can ask and answer simple questions about how Ellesmere Port has changed.
- I can put pictures, objects, or events about Ellesmere Port in chronological order.
- I can spot similarities and differences between Ellesmere Port in the past and today.
- I can use photographs, maps, stories, and visits to local places to find out about the past.

Year 1 and 2 Spring 1 – How has being a King or Queen changed over time?

Knowledge

- I know that Queen Victoria, Queen Elizabeth II and King Charles III have all been important British monarchs.
- I know that Queen Victoria was queen a long time ago in the 1800s and early 1900s, during the Victorian era.

- I know that Queen Elizabeth II was queen for a very long time (70 years) until 2022.
- I know that King Charles III became king after Queen Elizabeth II.
- I know that in Queen Victoria's time, the monarch had more direct influence over the government than today.
- I know that Queen Elizabeth II and King Charles III have more symbolic roles, and decisions are made by parliament and the government.
- I know that the way monarchs communicate with people has changed: Queen Victoria sent written messages, Queen Elizabeth II used radio and TV, and King Charles III can use the internet and social media.

Skills

- I can use words like past, present, before, after, and long ago when talking about monarchs.
- I can put Queen Victoria, Queen Elizabeth II and King Charles III in order on a simple timeline.
- I can ask and answer simple questions about how the role of the monarch has changed over time.
- I can spot similarities and differences in how Queen Victoria, Queen Elizabeth II and King Charles III lived and ruled.
- I can use pictures, photographs, stories and objects to find out about these monarchs.
- I can describe some ways that being a king or queen is different now compared to the past.

Year 1 and 2 Spring 2 – How has life changed for children over time?

Knowledge

- I know that in the past, many children had to work instead of going to school.
- I know that school was different in the past - children learned different subjects, classrooms looked different, and rules were stricter.
- I know that children in the past had different toys and games, often made from wood, metal, or fabric.
- I know that children's clothes, bedtime routines, and daily chores have changed over time.

- I know that homes in the past did not have modern technology like televisions, tablets, or central heating.
- I know that we can find out about the past from photographs, objects, stories, books, and by talking to older people.

Skills

- I can use words like old, new, a long time ago, before and after when talking about the past.
 - I can ask and answer simple questions about what life was like for children in the past.
 - I can put objects, photos or events about children's lives in order to show what happened first.
 - I can spot similarities and differences between my life now and children's lives long ago.
 - I can use photographs, stories, artefacts and other sources to find out about the past.
 - I can talk about why some things have changed and why some things have stayed the same.
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Year 3 and 4 Autumn 2 – How was Britain changed by the Romans?

Knowledge

- I know that the Romans came from Italy and invaded Britain in 43AD.
- I know that the Romans tried to invade Britain three times: first by Julius Caesar in 55 BC and 54 BC, and finally by Emperor Claudius in AD 43.
- The Roman army was successful because they were organised and had effective armour.
- I know that not all people in Britain accepted Roman rule; some tribes resisted, like Boudica and the Iceni.
- I know that the Romans built roads, towns, forts and Hadrian's Wall in Britain.
- I know that the Romans introduced new ideas such as central heating, aqueducts, public baths and new foods.
- I know that Roman religion, language (Latin) and culture left a legacy that can still be seen today in place names, buildings and words we use.

Skills.

- I can place the three Roman invasions of Britain on a timeline: Julius Caesar's invasions in 55 BC and 54 BC, and Emperor Claudius's successful invasion in AD 43.
- I can pose and answer historical questions about why the Romans came and what changed in Britain as they settled.
- I can describe how the Romans changed life in Britain by bringing things like roads, towns, and baths, and say what stayed the same.
- I can study different artefacts to learn how Roman soldiers protected themselves.
- I can use historical vocabulary such as empire, invasion, settlement, resistance, legacy, centurion, villa.

Year 3 and 4 Spring 1 – Is there evidence of the Romans in Chester today?

Knowledge

- I know that the Romans built a fortress called Deva Victrix where Chester now stands.

- I know that parts of Chester's Roman walls, amphitheatre and other ruins can still be seen today.
- I know that the Romans built Chester as an important military centre with barracks, baths, and streets in a grid pattern.
- I know that archaeologists have found artefacts like coins, pottery and tools from Roman Chester.
- I know that Roman remains in Chester help us understand what life was like for soldiers and local people living there.
- I know that some modern place names and street layouts in Chester come from its Roman past.

Skills

- I can place the Roman period on a timeline and explain when the Romans built Chester.
 - I can pose and answer questions about what evidence there is of the Romans in Chester today.
 - I can describe different types of evidence, such as ruins, artefacts, and museum displays.
 - I can use maps, photographs, site visits and information texts to find out about Roman Chester.
 - I can explain why Chester was an important place for the Romans.
 - I can use historical vocabulary accurately, like fortress, amphitheatre, archaeologist, artefact, remains, legion.
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Year 5 and 6 Autumn 2 – How has crime and punishment changed since 1066?

Knowledge Statements:

- I know that in 1066, people used the *hue and cry* to catch criminals - everyone in the village was expected to help.
- I know that the Normans introduced *trial by combat*, where you fought your accuser to prove innocence.
- I know that after the Magna Carta, only rich people had the right to a fair trial, but poor people and slaves did not.
- I know that in Tudor times there was no police force, and local people were responsible for preventing crime in their own villages and towns.
- I know that between the 15th and 18th centuries, many women were accused of being witches and were punished or killed.
- I know that in 1829 Sir Robert Peel set up the first English police force to help prevent crime and keep order.
- I know that over time, prisons became the main way to punish criminals instead of painful or public punishments.

Skills Statements:

- I can place key changes in crime and punishment on a timeline, from 1066 to the present.
 - I can ask and answer historically valid questions about why punishments changed
 - I can use evidence from a range of sources (such as laws, court records, artefacts and historians' accounts) to find out about crime and punishment in the past.
 - I can compare how crimes and punishments were different for rich and poor people, men and women, at different times.
 - I can use historical vocabulary such as *hue and cry*, *trial by combat*, *Magna Carta*, *witchcraft*, *police force*, *punishment*, *prison*, *deterrent*, *execution*, *transportation*, *reform and rehabilitation* to explain what I've learned.
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Year 5 and 6 Spring 1 –

Knowledge

- I know that the Romans left Britain around AD 410, leaving it open to new invasions.
- I know that the Scots invaded from Ireland into the north of Britain, an area now called Scotland.
- I know that the Anglo-Saxons came from northern Europe, invaded Britain and settled near rivers and the sea.
- I know that many place names in Britain, like Eastham, come from Anglo-Saxon words and show where they settled.
- I know that the Anglo-Saxons divided Britain into kingdoms ruled by kings, supported by powerful landowners and warriors.
- I know that life in an Anglo-Saxon village was very different depending on whether you were a king, landowner, farmer, craftsman, or slave.
- I know that the Anglo-Saxons changed Britain's language, culture, and religion over time.

Skills Statements

- I can place the Anglo-Saxon and Scots invasions on a timeline
- I can describe how and why the Anglo-Saxons and Scots came to Britain, and what changed because of them.
- I can use evidence from a range of sources including artefacts, buildings, place names and stories to find out about Anglo-Saxon life.
- I can compare life in Roman Britain with life in Anglo-Saxon Britain to see what stayed the same and what changed.
- I can use historical vocabulary such as *kingdom*, *settlement*, *invasion*, *slave*, *landowner*, *pagan*, *Christian* to explain what I've learned.

Year 5 and 6 Spring 2 – Why did the Vikings and Anglo-Saxons fight for England?

- I know that the Anglo-Saxons settled in England after the Romans left, creating kingdoms across the land.
- I know that Vikings came from Scandinavia and began invading England in the late 8th century, raiding monasteries and villages.
- I know that the Vikings wanted land, wealth and power, and the Anglo-Saxons fought to defend their kingdoms.

- I know that some Anglo-Saxon kings, like Alfred the Great and Athelstan, resisted the Vikings and tried to unite England.
- I know that Danegeld was money paid to the Vikings to stop them attacking.
- I know that the Vikings and Anglo-Saxons eventually lived side by side, and the Vikings influenced language, place names and culture.
- I know that Edward the Confessor was one of the last Anglo-Saxon kings and his death in 1066 led to the Norman invasion.

Skills statements:

- I can place the Viking and Anglo-Saxon periods on a timeline and describe when the conflicts happened.
- I can explain why the Vikings and Anglo-Saxons fought for control of England and what happened as a result.
- I can use evidence from artefacts, written records and place names to learn about the past.
- I can explain that people have different interpretations of these events and why they see them differently.
- I can use historical vocabulary accurately, such as *invasion*, *settlement*, *kingdom*, *raid*, *Danegeld*, *culture*, *conflict*.

Year 5 and 6 Summer 1 – What made the Maya civilization great?

Knowledge

- I know that the Maya civilization existed in Central America for over 3,000 years before European contact.
- I know that the Maya built impressive cities with temples, pyramids, and palaces, such as Tikal and Chichen Itza.
- I know that the Maya had advanced knowledge of mathematics and astronomy, including the concept of zero and detailed calendars.
- I know that the Maya developed a complex writing system using glyphs (hieroglyphics).
- I know that the Maya practiced agriculture, including growing maize (corn), beans, and squash.

- I know that the Maya made significant achievements in art, architecture, and religion, with many ceremonies and beliefs tied to their calendar and astronomy.
- I know that the reasons for the decline of the Maya civilization are still debated by historians.

Skills

- I can place the Maya civilization on a timeline and understand when it existed in relation to other periods studied.
 - I can ask and answer historically valid questions about what made the Maya civilization great.
 - I can use a range of sources (such as artefacts, images, and texts) to find out about Maya life and achievements.
 - I can describe the cultural, scientific, and architectural achievements of the Maya.
 - I can recognise that historians may have different interpretations about Maya history.
 - I can use historical vocabulary accurately including: *civilization, glyph, pyramid, calendar, astronomy, agriculture, legacy*.
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