

Age Phase	Year Group	Topic name	Main National Curriculum Focus	Enquiry Questions	Historical Concepts	Knowledge Threads
Key Stage 1	Year 1	Toys	Changes within living memory	<ul style="list-style-type: none"> • What are our toys like today? • What are other people's toys like? • How can we tell these toys are old? • What were our grandparents' toys like and how do we know? • Who played with these toys a long time ago? • How can we set up a toy museum? 	<p>chronology, enquiry, interpretation, significance, cause and consequence, similarities and differences, change and continuity, characteristic beliefs</p>	<p>Agriculture & trade, conflict & invasion, cultural & social changes, government, legacy, settlement</p>
		Mary Anning	Lives of significant individuals	<ul style="list-style-type: none"> • Why do we still remember the life of a young girl who was born over 200 years ago? • What did Mary do in her life that was so special? • What sort of person was Mary and what helped her to succeed in a man's world? • Which other people were important in Mary's life and why? • How do we know about Mary's actions which happened so long ago? • How and why should we remember Mary Anning today? 		
		Man's First Moon Landing	Events beyond living memory	<ul style="list-style-type: none"> • Has man ever been to the moon and how can we know for sure? • Why did the astronauts risk their lives to go to the moon? • How were the spacemen able to get there and back safely? • What did they do when they got to the Moon and how do we know? • Does everyone agree that we should continue to send men to the moon? • How should we commemorate this great achievement? 		
	Year 2	Florence Nightingale	Lives of significant individuals	<ul style="list-style-type: none"> • Why is Florence Nightingale remembered today and what did she do in her life? • Why do you think Florence took the brave step to go to the Crimea and who influenced her? • What did Florence do to help the soldiers and did everyone have the same opinion of her? • What are the most important achievements in Florence's life? • How do we know so much about Florence's life when she lived so long ago? • Should the statue of Mary Seacole in St. Thomas' hospital groups be replaced by one of Florence Nightingale? 		
		Wright brothers	Lives of significant individuals	<ul style="list-style-type: none"> • What do the clues tell us about why the Wright brothers were famous? • How did the Wright brothers manage to be the first to launch a man powered flight? • Why did the Wright brothers succeed where others had failed? • How do we possibly know about their first successful flight, when it happened over 1,000 years ago? • How did flight change as a result of the Wright brothers' work? • How should we commemorate their great achievement? 		
		The Great Fire of London	Events beyond living memory Local history study: Great Fire of Nantwich	<ul style="list-style-type: none"> • How can we work out why the Great Fire started? • What actually happened during the Great Fire and how can we know for sure more than 350 years later? • Why did the Great Fire burn down so many buildings? • Could more have been done to stop the Fire? • How did people manage to live through the Great Fire of London? • How shall we rebuild London? • How was the Great Fire of London and the Great Fire of Nantwich similar? 		

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Lower Key Stage 2	Year 3	Stone Age to Iron Age	Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> Was Stone Age man simply a hunter and gatherer, concerned only with survival? How different was life in the Stone Age when man started to farm? What can we learn about life in the Stone Age from a study of Skara Brae? Why is it so difficult to work out why Stonehenge was built? How much did life really change during the Iron Age and how can we possibly know? Can you solve the mystery of the 52 skeletons of Maiden Castle? 	chronology, enquiry, interpretation, significance, cause and consequence, characteristic beliefs, similarities and differences, change and continuity,	cultural, economic, military, political, religious, social
		Ancient Egypt	The achievements of the earliest civilisations In-depth study: Ancient Egypt	<ul style="list-style-type: none"> What can we quickly find out to add to what we already know about Ancient Egypt? How can we discover what Ancient Egypt was like over 5,000 years ago? What sources of evidence have survived and how were they discovered? What does the evidence tell us about everyday life for men, women and children? What did the Ancient Egyptians believe about life after death and how do we know? What did Ancient Egypt have in common with other civilizations from that time? 		
	Year 4	The Romans	The Roman Empire and its impact on Britain Local history study: Chester Roman Amphitheatre and City Walls	<ul style="list-style-type: none"> Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the Empire? Did Claudius invade for the same reasons as Caesar? Why did Boudicca stand up to the Romans and what image do we have of her today? How were the Romans able to keep control over such a vast empire? How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived? How do we know? How can we solve the mystery of why this great empire came to an end? How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago? 		
		Anglo-Saxons	Britain's settlements by Anglo-Saxons and Scots	<ul style="list-style-type: none"> Why did the Anglo-Saxons invade and how can we possibly know where they settled? What does the mystery of the empty grave tell us about Saxon Britain? How did people's lives change when Christianity came to Britain and how can we be sure? How were the Saxons able to see off the Viking threat? Just how great was King Alfred, really? Just how effective was Saxon justice? So how dark were the dark ages, really? 		
		Vikings	The Viking and Anglo-Saxon struggle for the Kingdom of England	<ul style="list-style-type: none"> What image do we have of the Vikings? Why have the Vikings gained such a bad reputation? How did the Vikings try to take over the country and how close did they get? How have recent excavations changed our view of the Vikings? What can we learn about Viking settlement from a study of place-name endings? Raiders or settlers: how should we remember the Vikings? 		

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Upper Key Stage 2	Year 5	Ancient Greeks	A study of Greek life and achievements and their impact on the western world	<ul style="list-style-type: none"> How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? Why was Athens able to be so strong at this time? What was so special about life in 5th Century BC Athens that makes us study it? What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? In what ways have the Ancient Greeks influenced our lives today? 	chronology, enquiry, interpretation, significance, cause and consequence, similarities and differences, change and continuity, characteristic beliefs	cultural, economic, military, political, religious, social
		The Maya Civilisation	The achievements of a non-European society	<ul style="list-style-type: none"> Why do you think we study the Maya empire in school? When the area they lived in was mainly jungle, how on earth were the Maya able to grow so strong? What was life like at the height of the Maya civilisation? How can we possibly know what it was like there 1,000 years ago? If the Maya were so civilised, why then did they believe in human sacrifice? How can we solve the riddle of why the Maya empire ended so quickly? 		
	Year 6	Battle of Britain	A study of a theme in British history that extends beyond 1066	<ul style="list-style-type: none"> Why did Hitler try to take over the country and how close did he get? If the RAF were so outnumbered by the Luftwaffe in the air, how on earth did they succeed in winning the battle? Did our local area have a part to play in the Battle of Britain? How was the Battle of Britain a significant turning point? How is the Battle of Britain remembered? The Few or The Many: who do we have to thank the most? 		