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| **Golden Thread** | **EYFS** | **KS1 (by the end of Year 2)** | **LKS2 (by the end of Year 4)** | **UKS2(by the end of Year 6)** |
| **Local identity**At St Johns School, national historical themes are often brought to life through local narratives and conceptual ‘hooks’. This promotes a greater understanding of wider historical themes but also allows the children to develop their sense of individual and local identity. | Name and describe people who are familiar to them.Talk about members of their immediate family.Describe and order three generations in my family (myself, parents and grandparents).Explore celebrations:* Grandma Fantastic’s birthday
* Remembrance
* Weddings
 | **Macclesfield now and then**Explore how Macclesfield was known for its silk industry.Find out where silk came from and why it originated in China and not Macclesfield.Begin to build an understanding of chronology by finding out about the lives of the people who worked in the mills and compare the life of a child mill worker with their own life today.Visit Paradise mill to learn about how the mills operated and to learn more about the people who worked there.Learn about a significant individual/ local historical figure – John Brocklehurst | **Romans**To understand what the Romans brought to Chester.**Stone Age to Iron Age**A local history study – Lindow Man. **Ancient Civilisations with a depth study of Ancient Egypt**Learn about a significant local historical figure: the explorer Miss Marianne Brocklehurst by visiting the local museum. | **Britain’s Wars**Explore the impact of WW2 on the local area and investigate local war heroes (visit Macclesfield cenotaph).Explore Macclesfield evacuees and the Stockport/Manchester Blitz (visit Stockport air raid shelters)Include stories and experiences from grandparents/ great grandparents (invite as speakers not just tea party)Investigate how Macclesfield/ Manchester changed after WW2.**Crime and punishment** – explore topic within local area |
| **Settlement and civilisation** | Use digimaps to explore where I live, where my parents lived and where my grandparents lived. | Understand that people live in villages and towns. Recognise that places have changed and grown over time and that the area has changed due to population growth.Understand that building materials of homes have changed and why.Recognise that things have been made safer because of earlier disasters eg The Great Fire of London.  | **Stone Age to Iron Age**Know that humans at the end of the Stone Age started the first settlements and gathered in small groups. **Ancient Civilisations with a depth study of Ancient Egypt**Explore why ancient civilisations were all built by a river (the same as cities today). **Romans**Recognise the development of towns and cities in the Roman period. Understand the development of culture and entertainment in Britain through the Romans. Understand when Britain began to become a Christian country. | **Anglo Saxons, Vikings and Scots**Recognise that the Anglo Saxons were pagan but later became Christian and so villages grew around a church. Know about the organisation of Britain’s kingdoms and the ancient burhs by Alfred the Great which helped to control and rule.**Britain’s Wars**Recognise how wars affected Britain’s towns and cities and the lives of children, men and women who lived then.**The Maya**Explore how the Maya traded and sustained a civilisation within the rainforest. |
| **Invention and advancements** | Explore different structures/ techniques of bridges and houses.Find out about people who help us and what tools/ equipment they use to do their jobs.Look at different farming equipment when exploring harvest time (celebrations). | **Macclesfield now and then**Development of the silk industry in Macclesfield and children working at the mill**History of Transport**History of flight - Wright brothersGeorge Stephenson – comparison to Richard Branson in a different time period **Toys past and present**Development of toys using new materials like plastic**History of shops**Shopping has changed over time because of inventions such as transport and home technology which led to a change in women’s roles.**Great Fire of London*** The development of house building materials
* House planning changed (no overhanging, wider streets)
* House insurance
* Development of the fire service
 | **Stone Age to Iron Age** * Invention of fire
* Invention of farming
* Development of tools and weapons
* Development of hill forts and settlements

**Ancient Civilisations with a depth study of Ancient Egypt**Inventions of ancient civilisations for example the wheel, writing, roads, transport, drainage systems.Invention of burial sites for example pyramidsIrrigation and new farming techniquesIntroduction of papyrus for writing**Romans**Development of the Roman armyConstruction of Hadrian’s wallImpact of Romans coming to Britain for example roads, baths, central heating, technology**Ancient Greeks**Ancient Greece’s legacy in terms of democracy and the Olympics | **Britain’s Wars**New weapons, transport and health during and after WW2**The Maya**Maya’s inventions: writing system and the calendar Sun story of kidnapping**Anglo Saxons, Vikings and Scots**Alfred the Great and the Danelaw. |
| **Trade** | Exploring where food comes from.  | **Macclesfield Now and Then**Macclesfield silk trade**History of transport**Explore how transport is used for trade **Fire! Fire!**The fire of London began in a bread shop**History of shops**Understanding how shops are used for trade and how this has changed over time.**Where in the world does Floella live?**Exploring food and trade from Trinidad  | **Stone Age to Iron Age**Exploring trading across groups of people. How trade developed from the Stone Age to the Iron Age. Trade of pottery, tools and weapons. **Ancient Civilisations**Understanding that successful trade would be needed to develop a civilisation. Trade between upper and lower Egypt.Use of the Nile for trade.Social ranking – merchants a high ranking.Exploring marketplaces within the civilisations.**The Romans**Exploring trade throughout the empire.Use of roads, waterways and transport for trade.Exploring the markets of Rome.Understanding how trade boosted the economy of Rome.**Ancient Greeks**Understanding trade across the Mediterranean at the time. How trade changed over time from food, pottery, wine and spices etc to introduction of coins. | **The Maya**Exploring the trade of goods between cities e.g. cocoa beans.Role of merchants in society.**Anglo Saxons, Vikings and Scots**Exploring trade over Europe.Trade of goods and materials.Trading of slaves.Exploring bartering and how the weight of coins were used in trade.**Crime and Punishment**Understanding the impact of theft, smuggling and illegal trade e.g. highway robbery.**WW2**Understanding the impact o the trade blockades and rationing.Exploring how Britain’s trade was impacted after the war. |
| **Power and conflict** | Kings had power over other people.Kings protected themselves from enemies in castles.We remember people who die in wars – Remembrance Day. | We remember people who die in wars – Remembrance Day. | **Ancient Civilisations**Understanding the hierarchy of Ancient Egypt.Exploring the use of weapons in the Ancient CivilisationsFamous pharohs**The Romans**Exploring the development and success of the Roman empire – invasion of other countries and impact of invasion on BritainUnderstanding what led to the fall of the Roman empireDevelopment of weapons and the Roman armyFamous emperors **Ancient Greeks**Exploring the Ancient Greek’s empire and democracyDevelopment of weapons in Ancient Greece | **The Maya**Hierarchical structure of the Maya**Anglo Saxons, Vikings and Scots**Exploring the Angles, Scots and Vikings invasionFamous Saxon and Viking rulers and leaders**Crime and Punishment**The role of the monarchy and parliament overtime**WW2**Exploring famous battles in WW2.Understanding the ride of Hitler and dictatorship comparing with democracy.Understanding the local impact of WW2 |