

History Curriculum 2022-2023

Nursery			
Educational programmes: Revised EYFS framework 2021			
Understanding the world			
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.			
	Autumn	Spring	Summer
Key learning experiences	<p>Discuss the days of the week and the structure of the day as part of the visual timetable and daily maths meeting</p> <p>Have a visit from a baby</p> <p>Have visits from families to discuss their jobs</p> <p>Share and discuss family photos</p>	<p>Discuss the days of the week and the structure of the day as part of the visual timetable and daily maths meeting</p> <p>Have a visit from a toddler</p> <p>Have a visit from extended family members, eg. Grandparents</p> <p>Sort toys into those used by grandparents and us</p> <p>Share and discuss photographs of staff and families (baby and now)</p>	<p>Discuss the days of the week and the structure of the day as part of the visual timetable and daily maths meeting</p> <p>Have a visit from an older child</p> <p>Learn about celebrations using Birthdays by Denise Jordan as a hook</p> <p>Hold a birthday party</p> <p>Make a timeline to display children’s birthdays through the year</p> <p>Have visitors who share their favourite toys</p>
Key learning objectives	<p>Begin to make sense of their own life-story and family’s history.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Begin to make sense of their own life story and family’s history.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Begin to make sense of their own life story and family’s history.</p> <p>Understand the key features of the life cycle of a human.</p>
Vocabulary	<p>People, friends, family, mum, dad, baby, brother, sister, teacher, doctor, police, firefighter, postal worker</p>	<p>Same, different, grandparents, grandma, grandad, aunt, uncle, cousin</p>	<p>Party, celebrate, birthday, Eid, Ramadan, Christmas, Easter, wedding, birth, baby, clothes, costume, food, presents, cards, church, gurdwara, mosque, synagogue, plants, flowers, seeds, same, different, change, pattern, seasons, weather, grow, fruit, vegetable, plant, grow, water, sun, light, caterpillar, cocoon, butterfly</p>

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Reception			
Educational programmes: Revised EYFS framework 2021			
Understanding the world			
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>			
	Autumn	Spring	Summer
Key learning experiences	Engage with visits from extended members of our family Contribute to ‘Rhyme time’ eg Jack and Jill, there was an old woman who lived in a shoe, Jack be nimble, Polly put the kettle on, Mary had a little lamb.	Compare images of vehicles past and present. Contribute to ‘Rhyme time’ eg a sailor went to sea, early in the morning, the wheels on the bus, Miss Polly had a dolly, ring-a-ring o’roses, Wee Willie Winkie.	Contribute to ‘Rhyme time’ eg Humpty Dumpty, the Grand Old Duke of York, sing a song of sixpence, goosey goosey gander, there was an old lady who swallowed a fly, little Bo Peep
Key learning objectives	Name and describe people who are familiar to them. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Comment on images of familiar situations in the past.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
Vocabulary	Party, celebrate, birthday, Eid, Ramadan, Christmas, Easter, wedding, birth, baby, clothes, costume, food, presents, cards, church, gurdwara, mosque, synagogue, prayer, worship, pray, God, Allah, same, different, change, pattern, seasons, weather, growth, cycle Relatives, family, brother, sister, grandparents, parents, step-family, appearance, traits, personality, talents, inherit, aunt, uncle, nephew, niece, Autumn, Winter	Party, celebrate, birthday, Eid, Ramadan, Christmas, Easter, wedding, birth, baby, clothes, costume, food, presents, cards, church, gurdwara, mosque, synagogue, prayer, worship, pray, God, Allah, same, different, change, pattern	Past, present, future, people, friends, family, religion, similarities, differences, community, faith, lessons, life, teachings, worship, pray, prayer, traditions, celebration, occasions

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KS1 National Curriculum

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year 1	Historical chronology	Historical concepts	Historical interpretation	Historical enquiry	Historical communication
Knowledge and understanding	<p>Know where the people and events I have studied fit on a basic timeline.</p> <p>Describe a few similarities and differences between ways of life at different times.</p> <p>Name a few people in the past who have contributed to national and international achievements.</p> <p>Put a few objects/ events in order.</p>	<p>Describe some of the people or events from the work.</p> <p>Give more than one cause of an event and give a reason why people in the past acted as they did.</p>	<p>Understand some of the ways in which we find out about the past.</p> <p>Describe a few ways how the past has been presented or described.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources of information to show knowledge and understanding of key features of events.</p>	<p>Use common words and phrases relating to passing of time.</p> <p>Describe a time before birth and can compare aspects of life in different periods linked to significant people or people known in different ways using everyday historical terms.</p>
	Autumn		Spring		Summer
Key Concepts	Similarities, differences		Change, technology	Significant, heroes, protest, democracy, equality	
Learning outcomes	<p>Significant historical events, people, and places in their own locality</p> <p>The lives of significant people and places in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.</p> <p>Enquiry: Which local heroes and places in Manchester are we proud of?</p> <p>Uni of Manchester - Alan Turing -BMI baby; NHS MRI hospital. Henriqueeta Rylands, Emmeline Pankhurst Footballers – Neil Young (Heald Place Alumni!), Marcus Rashford, Man City Women’s team.</p>		<p>Changes within living memory</p> <p>Enquiry: How have toys changed since my grandparents were children?</p>		<p>Changes within living memory</p> <p>Changes in Rusholme to reveal aspects of change in national life - including education, shops and technology.</p> <p>Enquiry: What has changed about life in Rusholme since the 1970s?</p>

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Year 1	Autumn	Spring	Summer
Sequence of learning	<ul style="list-style-type: none"> • Discuss what a hero is. (Discuss sporting and NHS heroes during the Covid-19 Lockdown) • Discuss how to find out about our local heroes. Understand some of the ways we can find out about the past. • Compare sporting heroes now and in the past: Neil Young –Manchester City FA cup winner, Women’s team/ England Lionesses, Marcus Rashford. • Use pictures and artefacts as historical evidence to draw conclusions about a person and the past. (Turing’s BMI Baby computer, Pankhurst arrested by police) • Name a few people in the past who have contributed to national and international achievements. • Know where the people and places studied fit on a basic timeline. • Describe and understand how The University of Manchester (including its hospitals, libraries, and museums) have helped people recently and in the past. • Give reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Discuss what toys the children have at home. • Discuss how to find out about the past. • Compare toys from the past to present day. • Ask children to discuss with their grandparents/older relatives' toys from their childhood. • Use pictures and artefacts as historical evidence to draw conclusions about toys from the past. • Name a few different toys from the past and how have they changed. • Give reasons why people in the past played with different toys to now. • Know where the different toys studied fit on a basic timeline. 	<ul style="list-style-type: none"> • Discuss how we remember things that happened in the past. • Read Wilfred Gordon Macdonald Partridge and discuss ‘memories’. Establish class timeline. Home learning - Interview the oldest person you know about their memories of childhood. • Explore what school was like in the past. Examine old school artefacts and photos, ex-pupil memories, school punishment book. • Research what did children do for fun in the past. Put toys in chronological order. Interview residents/ex-pupils (Rusholme Memories Facebook group) • Compare and discuss how shops in Rusholme changed since the 1970s. • Take part in role-play Gann’s Sweet Shop. • Discuss globalisation of food. Place photos of shops in chronological order local grocers replaced by supermarkets. • Use maps and satellite images of to identify changes in local area over time. Link to globalisation again. • Discuss Manchester City move and new schools to support larger population. <p>Describe what has changed in Rusholme since the 1970s. Describe similarities and differences between then and now.</p>

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Vocabulary/Content (All previous Vocabulary)			
Key History Vocabulary		Historical skills vocabulary	Other general words for this age group
EYFS: A long time ago, Same/Different, Change, People Lives KS1: History significant Timeline Order Compare Similar/Different Fact/Opinion Artefact Event Source Evidence Changes Invention Question Cause Consequences Reason Connections Century Decade Living memory Different periods of time		EYFS: Use senses-touch, see, smell, hear Discuss, Questioning, Finding out KS1: Observation Sequence Contrast Research Using sources Ability to build a timeline Research using different resources Questioning Discussion Compare and contrast Making connections Making conclusions	EYFS: Order, Compare KS1: Modern Past Present Future Memory Information Similarity Difference Lives Memorial Monument
Specific vocabulary for content EYFS: Past, Now, Modern, Old, New			
Changes within living memory.	Events beyond living memory	Significant individuals	Significant historical events, people and places in own locality
Change in national life Parents Grandparents, Lifetimes way of life Leisure Technology Greengrocer, Supermarket,	Significant nationally globally Commemorate Festivals Anniversaries Remembrance Poppy Gunpowder plot Treason Catholic Parliament Memorial Monument	Contribution National International achievements Aspects of life Monarch Reign Coronation Explorer	Local Impact Museum Buildings Football Stadium Library University Hospital Coronavirus Lockdown

KS1 National Curriculum

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year 2	Historical chronology	Historical concepts	Historical interpretation	Historical enquiry	Historical communication
Knowledge and understanding	<p>Know where the people and events I have studied fit on a basic timeline.</p> <p>Describe a few similarities and differences between ways of life at different times.</p> <p>Name a few people in the past who have contributed to national and international achievements.</p> <p>Put a few objects/ events in order.</p>	<p>Describe some of the people or events from the work.</p> <p>Give more than one cause of an event and give a reason why people in the past acted as they did.</p>	<p>Understand some of the ways in which we find out about the past.</p> <p>Describe a few ways how the past has been presented or described.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources of information to show knowledge and understanding of key features of events.</p>	<p>Use common words and phrases relating to passing of time.</p> <p>Describe a time before birth and can compare aspects of life in different periods linked to significant people or people known in different ways using everyday historical terms.</p>
	Autumn		Spring		Summer
Key concepts	Patriotism, rule of law, monarchy, religion, conflict		Racism, prejudice, conflict		Discoveries, achievements, memorials
Learning outcomes	<p>Events beyond living memory that are significant nationally or globally (Events commemorated through festivals or anniversaries)</p> <p>Enquiry: Why is it important to remember events from the past?</p>	<p>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.</p> <p>Enquiry: Were Mary Seacole and Edith Cavell both heroes?</p>	<p>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.</p> <p>Enquiry: What were the achievements of the greatest explorers?</p>		
Sequence of learning	<ul style="list-style-type: none"> • Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. What do we know? • In role-play/drama work shop, use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' • Sequence a set of events in chronological order and give reasons for their order. • Answer questions by using a specific source. Plan and write a letter responding to the letter sent to tell the king about Guy Fawkes and the Gunpowder plot. (Tea stain letter to be done as an art lesson) 	<ul style="list-style-type: none"> • Research, discuss and answer questions, choose and use parts of stories and other sources of information to show knowledge and understand key events in the lives of Mary Seacole and Edith Cavell. • Create a mind map of information about the information learnt from secondary sources. • Take part in a drama activity to sequence and explore the lives and key events about the life of Mary Seacole and Edith Cavell. • Record key facts using a range of sources for both women. Explain why someone in the past would act in the way they did. 	<ul style="list-style-type: none"> • Research what explorers are and what they do and when they have lived. Discuss and explain their achievements. • Research, identify and retell key events in the life of Ibn Battuta. • Research and describe who was the first person to reach the South Pole. Describe the expedition and compare different explorers. • Research and discuss Sunita Williams' achievements as an explorer and make comparison with her with other explorers. 		

Year 2	Autumn	Spring	Summer
Sequence of learning	<ul style="list-style-type: none"> • Discuss and understand some of the differences in how Walter Tull lived, compared with today. Compare past and what children understand of the present. • Identify the key events in Walter Tull's life, including how and why he was remembered. Create a timeline and memorial. • Research Remembrance Day and complete an in depth study of Walter Tull. • Choose sources to show knowledge and understanding of the key features of events. Choose artefacts from both men's lives and discuss what they have chosen and why to show understanding and what they have learnt. Give a reason why we need to remember them still. 	<ul style="list-style-type: none"> • Create a PowerPoint presentation about one or both of the women. Choose sources to show knowledge and understanding of the key features of their lives. • Read 'Fantastically great women who changed the world.' 	<ul style="list-style-type: none"> • Discuss other aspects of life e.g. What food did they eat? How did they travel when not at home? How did they find their way? How are they remembered? How should they be remembered? • Consider which of the explorers they have studied during this unit they think is the most significant, and explain their reasoning. • Prepare and present their research and learning in an exhibition.

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Vocabulary/Content (All previous Vocabulary)					
Key History Vocabulary		Historical skills vocabulary		Other general words for this age group	
KS1: History significant Timeline Order Compare Similar Different Fact Opinion Artefact Event Source Evidence Changes Invention Question Cause Consequences Reason Connections Century Decade Living memory different periods of time		KS1: Observation Sequence Contrast Research Using sources Ability to build a timeline Research using different resources Questioning Discussion Compare and contrast Making connections Making conclusions		KS1: Modern Past Present Future Memory Information Similarity Difference Lives Memorial Monument	
Specific vocabulary for content					
Changes within living memory.	Events beyond living memory	Significant individuals	Significant historical events, people and places in own locality		
Change in national life Parents Grandparents, Lifetimes way of life Leisure Technology Greengrocer, Supermarket,	Significant nationally globally Commemorate Festivals Anniversaries Remembrance Poppy Gunpowder plot Treason Catholic Parliament	Contribution National International achievements Aspects of life Monarch Reign Coronation Explorer Inventor Ibn Battutu, Roald Amundsen vs Scott, Captain Cook, Sunita Williams	Local Impact Museum Buildings Football Stadium Library University Hospital Coronavirus Lockdown		

KS2 National Curriculum

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- They should combine overview and depth studies to understand both the long arc of development and the complexity of specific aspects of the content.

Year 3	Historical chronology	Historical concepts	Historical interpretation	Historical enquiry	Historical communication
Knowledge and understanding	<p>Understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history.</p> <p>Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.</p> <p>Put artefacts in chronological order.</p>	<p>Give a few reasons for and the results of the main events and changes of a time studied.</p> <p>Make a few connections and contrasts eg. change, cause, similarity, difference, and significance.</p> <p>Verbalise a range of similarities/ differences between different times in the past in the periods covered so far.</p>	<p>Describe how the past can be represented or interpreted in a few different ways.</p>	<p>Answer and sometimes devise own historically valid questions.</p> <p>Use one or more sources of information to help me answer questions about the past in sentences.</p>	<p>Present recalled or selected information in a variety of ways using specialist terms.</p> <p>Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.</p> <p>Begin to use place value in the context of timelines</p>
	Autumn (whole term)		Spring (Whole term)		Summer
Key concepts	Migration, agriculture, settlement		Dynasty, civilisation		Civilisation, monarchy, religion, beliefs, trade
Learning outcomes	<p>Changes in Britain from the Stone Age to the Iron Age Enquiry: Would you have survived the Stone Age? When was it better to live, Stone Age, Bronze Age or Iron Age? Why?</p>		<p>The achievements of the earliest civilisations – In-depth study of an early civilisation Enquiry: How much did the Ancient Egyptians achieve?</p>		<p>The achievements of the earliest civilisations – an overview where and when the first civilisations appeared (Ancient Sumer, Indus Valley, Shang Dynasty, Ancient Egypt) Enquiry: How can we compare the achievements of the earliest civilisations?</p>

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Year 3	Autumn (whole term)	Spring (Whole term)	Summer
Sequence of Learning	<ul style="list-style-type: none"> • Discuss what is known about the Stone Age and create a human time line • Draw a time line which includes people and events from the past that they have previously learnt about and the new historical events linked to the development of the stone age. • Develop an understanding what life was like in the stone age – look at artefacts from • Understand what humans need for survival from the stone age to the iron age. • Research and discuss the change from hunter-gatherers to <u>farming</u>. • Identify how living conditions and houses changed over time. • Develop an understanding about prehistoric monuments. 	<ul style="list-style-type: none"> • Understand what is meant by ancient civilisations, where did they first appear. (capture prior knowledge) • Create a time line placing key civilisation dates in chronological order. Discuss how these civilisations existed over similar periods in History but were located in different parts of the world. • Compare how different people lived in the different ancient civilisations. Research using key library texts and ipads • Understand how people farmed food in different ancient civilisations. Linked key similarities including each civilisation being based near a river. • Understand the burials people had through the ancient civilisation period • Explore the different forms of early writing ancient civilisations created. 	<ul style="list-style-type: none"> • Identify where the Ancient Egyptian civilisation first began and research key facts Identify and develop an awareness of the locations of Ancient Egyptian cities and monuments and explain why this might have been. Discuss the river Nile (Capture prior knowledge) • Create a time line of Ancient Egypt • Understand and explain the ancient Egyptian mummification. Explain the process of mummification and the reasons why this was important for the Ancient Egyptians. • Understand Ancient Egyptian’s religious beliefs through comparing and contrasting the features and powers of some ancient Egyptian god and goddesses. Research lesson using a range of secondary sources) • Identify the importance of Tutankhamun’s tomb and what was in it. • Analyse what skills the Egyptians need to mass produce shabtis. Debate whether shabtis should be returned to Egypt, should we learn from replicas or the real thing?

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Vocabulary/Content (All previous Vocabulary)		
Key History Vocabulary	Historical skills vocabulary	Other general words for this age group
LKS2: Chronological Millennium Century/Decade BC/BCE AD/CE Era Time period Similarities differences Prehistoric Evidence Primary/Secondary sources Ancient Modern Archaeology Archaeologist Contrasts Trends over time Influence Significant Impact	LKS2: Facts Opinion Evidence Chronology-constructing a timeline ordering Artefacts Research Enquiry Comparison Reliability Continuity Significance Discussion Argument Reasoning Frame historically-valid Draw contrasts Analyse trends	LKS2: Process of change Landscape Settlements Empire Diversity societies Slave Citizen Dynasties relationship Identity challenges Influence Reveal Technology Climate Travel Road system Trade Art and culture Overview Connections Regional, national and international Constructed Architecture Religion Worship Sacrifice Beliefs Temples Senate Inventions Peace Power Conquer Laws Justice Medicine Leisure Baths Theatre Myths Legends Education Prosperity Wealth
Specific vocabulary for content		
Changes from the Stone Age to Iron Age	Achievements of the earliest civilizations	
Britain Temporary Permanent Palaeolithic Hunter-gatherers Mesolithic Neolithic Early farmers Farming	Deforestation Skara Brae Bronze Age Stonehenge Iron Age hill forts Tribal kingdoms	Civilizations Irrigation Ancient Sumer; Indus Valley; Ancient Egypt; Mummification Pyramid Shabti Shang Dynasty of Ancient China

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KS2 National Curriculum

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- They should combine overview and depth studies to understand both the long arc of development and the complexity of specific aspects of the content.

Year 4	Historical chronology	Historical concepts	Historical interpretation	Historical enquiry	Historical communication
Knowledge and understanding	<p>Understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history.</p> <p>Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.</p> <p>Put artefacts in chronological order.</p>	<p>Give a few reasons for and the results of the main events and changes of a time studied.</p> <p>Make a few connections and contrasts eg. change, cause, similarity, difference, and significance.</p> <p>Verbalise a range of similarities/ differences between different times in the past in the periods covered so far.</p>	<p>Describe how the past can be represented or interpreted in a few different ways.</p>	<p>Answer and sometimes devise own historically valid questions.</p> <p>Use one or more sources of information to help me answer questions about the past in sentences.</p>	<p>Present recalled or selected information in a variety of ways using specialist terms.</p> <p>Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.</p> <p>Begin to use place value in the context of timelines</p>
	Autumn		Spring		Summer
Key concepts	Influence, democracy, equality		Empire, culture, beliefs, resistance, conflict		Politics, democracy, republic
Learning outcomes	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Enquiry: Why should we thank the Ancient Greeks?</p>		<p>The Roman Empire and its impact on Britain.</p> <p>Enquiry: What impact did the Romans have on Britain?</p>		<p>Ancient Greece and the Roman Empire</p> <p>A comparison of Ancient Greece and Ancient Rome</p> <p>Enquiry: Who had a greater impact on modern Britain? What is your evidence?</p>
Sequence of Learning	<ul style="list-style-type: none"> • Chronologically order eras studied so far in KS2. • Use prior knowledge to complete the photo of the Parthenon and ask historically relevant questions. • Make predictions about artefacts before researching the significance of each artefact • Identify the details of Greek architecture by playing a team game. Introduce frieze. • Identify how buildings in the UK have been influenced by Greek architecture. 		<ul style="list-style-type: none"> • Discuss historically valid question around amphora artefact and how it ended up in Manchester. • Explore and draw maps showing the Roman empire grew and changed over time. • Investigate the Romanisation of Britain: Take part in a trip to Deva in Chester/Caerwent. • Create a human timeline of key events that occurred during the Roman Empire. • Research the invasions of Britain and the resistance of Boudicca. 		<ul style="list-style-type: none"> • Create timeline of all aspects of history covered so far. • Create a geographical comparison of where both the Ancient Greece and the Roman Empire civilisations were located. • Compare religion and beliefs of Ancient Greeks and Romans. • Democracy Vs Republic – compare political systems. Have a debate in an Athenian Democracy style. • Create historically valid questions based on images of art and architecture. Generate a question. Then research this and fill own research document.

Year 4	Autumn	Spring	Summer
Sequence of Learning	<ul style="list-style-type: none"> • Identify types of governments in Ancient Greece including democracy and debate which government is the best. • Compare the ancient Olympics with modern Olympics using images of artefacts (Greek artwork of Olympians) and video of modern Olympics. • Research key facts about the modern and ancient Olympics to compare and contrast. • Write a poem based on the Iliad. • Carry out science experiment to test Archimedes principle including predictions and conclusions. • Discussion to consolidate learning on what the Ancient Greeks have done for us. 	<ul style="list-style-type: none"> • Construct own Hadrian's wall and use drama activities to act out events. • Research the Romanisation of Britain and the impact of technology. Create own street through time (before/after diagrams) to describe the impact of Roman technology on life in North West Describe the impact of Roman technology on life in North West using before/after diagrams. 	<ul style="list-style-type: none"> • Research and debate 'Who had a greater impact on modern Britain?' • Choose a civilisation and create an informational leaflet for Year 3. Use all the knowledge and vocabulary from lessons. Compulsory sections: impact of the time period and a comparison with the other time period not chosen.

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Vocabulary/Content (All previous Vocabulary)		
Key History Vocabulary	Historical skills vocabulary	Other general words for this age group
LKS2: Chronological Millennium Century/Decade BC/BCE AD/CE Era Time period Similarities differences Prehistoric Evidence Primary/Secondary sources Ancient Modern Archaeology Archaeologist Contrasts Trends over time Influence Significant Impact	LKS2: Facts/Opinion Evidence Chronology-constructing a timeline ordering Artefacts Research Enquiry Comparison Reliability Continuity Significance Discussion Argument Reasoning Frame historically-valid Draw contrasts Analyse trends	LKS2: Process of change Landscape Settlements Empire Diversity societies Slave Citizen Dynasties relationship Identity challenges Influence Reveal Technology Climate Travel Road system Trade Art and culture Overview Connections Regional, national and international Constructed Architecture Religion Worship Sacrifice Beliefs Temples Senate Inventions Peace Power Conquer Laws Justice Medicine Leisure Baths Theatre Myths Legends Education Prosperity Wealth
Specific vocabulary for content		
Ancient Greece	Roman Empire and impact on Britain	
Western world Democracy Philosophy Olympic Games Athens Parthenon Acropolis	Julius Caesar Claudius Invasion Conquest Resistance Boudica Romanisation	Hypocaust Viaduct Aqueduct Gladiator Coliseum Amphitheatre Hadrian's wall

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KS2 National Curriculum

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- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
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- They should combine overview and depth studies to understand both the long arc of development and the complexity of specific aspects of the content.

Year 5	Historical chronology	Historical concepts	Historical interpretation	Historical enquiry	Historical communication
Knowledge and understanding	Tell the story of events within and across the time periods studied. Identify specific changes within and across different periods over a long arc of development.	Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. Discuss trends over time. See the relationship between different periods and the legacy or impacts for self and identity.	Explain that the past can be represented or interpreted in many different ways. Carefully select relevant historical information, considering different viewpoints or thinking about possible bias.	Devise my own historically valid questions. Know how our knowledge of the past is constructed from a range of sources. Carefully select and organise relevant historical information from a range of historical sources of information.	Use key historical terms in structured, informed, written responses or descriptions of the main features of past societies/ periods eg century, decade Confidently use and apply mathematical skills when placing events in chronological order, using place value, negative numbers. etc.
	Autumn		Spring		Summer
Key concepts	Empire, kingdoms, invasion, migration, settlements		Resistance, rule of law, justice, trade		Civilisation, society, inventions, innovations
Learning outcomes	Britain's settlement by Anglo-Saxons and Scots Enquiry: What was the impact of the Anglo-Saxons on Britain?		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Enquiry: Why was there a struggle between the Anglo-Saxons and the Vikings?		A non-European society that contrasts with British history: Mayan Civilisation (South America) Enquiry: How similar were the Mayans and the Vikings? Why should we remember the Maya? Overview study of main events across a span of time.
Sequence of Learning	<ul style="list-style-type: none"> • Describe the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire and the Scots invasions from Ireland to north Britain (now Scotland) • Examine and discuss the Anglo-Saxon artefacts. What they could be, what they might be made of and used for. • Research Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Identify where Scots and Anglo Saxons originated and where they moved to. • Identify reasons for Anglo Saxons coming to England. • Define terms: settlement, settler, migration and invasion 		<ul style="list-style-type: none"> • Examine and interpret Viking artefacts. What they could be? What they might be made of and used for? • Begin to develop an understanding of the Vikings and pose historical questions about them: • Look through the Streets Through Time book and discuss how it has changed from Romans to Vikings. Look at map of where Vikings came from. • Identify reasons for Viking invasion and develop an impression of what they were like: • Look at timeline and see position of Vikings compared to history topics covered up until Year 5. • Compare reasons for Viking invasion with that of Anglo Saxons. • Complete a timeline of main events in Viking history. 		<ul style="list-style-type: none"> • Discuss artefacts. What they could be, what they might be made of and used for. Reveal that they belong to Ancient Maya. • Research and identify the key events, people and changes in Mayan society. • Create timeline of key events and compare to Anglo Saxons and Vikings. (Link to Geography – which continent did they live on?) • Understand the Maya use of hieroglyphs by looking at a collection of logograms and syllabograms. • Understand how to read hieroglyphs • Use the hieroglyphs to write a representation for the word 'jaguar'. Write own names using hieroglyphs.

Year 5	Autumn	Spring	Summer
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sequence of Learning</p>	<ul style="list-style-type: none"> • Label maps to show Anglo Saxon kingdoms. • Record main events on a timeline. • Identify reasons for invasion – look at ‘push’ and ‘pull’ factors. Identify Anglo Saxon kingdoms. • Learn about current place names and how they were influenced by Anglo Saxons. • Understand daily life of Anglo Saxons and compare it to our own. • Discuss why settlements were next to rivers. • Research and record information on daily life. • Understand their conversion from Paganism to Christianity: Focus on Iona, Lindisfarne and Canterbury. Complete a fact hunt, or use a map to show the route of the monks involved in the conversion. • Devise and research historical questions on the Nico Ditch and what it tells us about the Anglo Saxons. • Use a map and plot out the route of the ditch. Discuss the possible purpose of the ditch. What doesn’t the ditch tell us, that we know from different sources? • Use the Question Generator to create questions and choose one for further research. 	<ul style="list-style-type: none"> • Develop understanding of Vikings with a focus on Alfred the Great and King Athelstan. • Read through fact sheet and highlight facts about how each king dealt with Viking invasions. Compare and justify which king was better. • Develop an understanding of Viking life and refine initial impression: • Split into groups and research specific areas. • Research and explain ‘Danegeld’ and why/how it was used. • Research and explain the significance of Edward the Confessor and the Battle of Hastings. 	<ul style="list-style-type: none"> • Understand Maya number system – what was used to represent numbers. • Work out the correct symbols for different numbers, and learn how to add numbers. • Compare to our Hindu-Arabic number system. • Look at examples of numbers and hieroglyphs on the Dresden Codex • Make a Maya calendar, learn to use it and to identify certain days. • Research different areas of culture and art and present to the class. • Identify and discuss the key events that led to the decline of the Ancient Mayan civilisation.

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Vocabulary/Content (All previous Vocabulary)					
Key History Vocabulary		Historical skills vocabulary		Other general words for this age group	
UKS2: Cause and effect Propaganda Bias Society Empire Point of view Objectivity Subjectivity Consequences Legacy Modern British Values Laws Words linked to the local area – specific to school.		UKS2: Deduction Inference Organising information Chronology Comparison Observation Discussion Research Reflection Interpretation Questioning – historically valid, perceptive questions Investigate Forming conclusions Making links. historical perspective judgement.		UKS2: Invasions Expansion Kingdoms Settlements Village life Peasantry Hierarchy Laws and justice Withdrawal Contexts Cultural Economic Military Political Religious Social history; short and long-term timescales Civilization Gender Period Era	Achievements Influence Scholars Dynasties Symbolic renowned Conquer Civilisation Comparison Calendar Astronomy Observatory Wisdom Community Impact Merchants Archaeologists Complexity Follies of mankind Successful leader Contrasting arguments and interpretations
Specific vocabulary for content					
Britain's settlement by Anglo-Saxons and Scots	Viking and Anglo-Saxon struggle for the Kingdom of England	A non-European society that provides contrasts with British history c. AD 900	Early Islamic civilization	Mayan civilization	
Dark ages Christian conversion Canterbury, Iona and Lindisfarne Sutton Hoo	Raids Resistance Danegeld Alfred the Great Althelstan Edward the Confessor	Advanced civilisations	Baghdad Islam Prophet Muhammad Muslim Mosque Caliphs Golden Age Astrolabes	Mesoamerica Codex Chichen Itza	

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KS2 National Curriculum

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- They should combine overview and depth studies to understand both the long arc of development and the complexity of specific aspects of the content.

Year 6	Historical chronology	Historical concepts	Historical interpretation	Historical enquiry	Historical communication
Knowledge and understanding	Tell the story of events within and across the time periods studied. Identify specific changes within and across different periods over a long arc of development.	Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. Discuss trends over time. See the relationship between different periods and the legacy or impacts for self and identity.	Explain that the past can be represented or interpreted in many different ways. Carefully select relevant historical information, considering different viewpoints or thinking about possible bias.	Devise my own historically valid questions. Know how our knowledge of the past is constructed from a range of sources. Carefully select and organise relevant historical information from a range of historical sources of information.	Use key historical terms in structured, informed, written responses or descriptions of the main features of past societies/ periods eg century, decade Confidently use and apply mathematical skills when placing events in chronological order, using place value, negative numbers. etc.
	Autumn A		Autumn B		Summer A
Key concepts	Rights, tolerance, economy		Conflict, rationing, evacuation		Justice, law, democracy, tolerance
Learning outcomes	A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) Enquiry: How did the role of women change during the war?		A local history study A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Enquiry: What was the impact of WW2 in Manchester?		A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. Enquiry: How has crime and punishment changed over time in Britain?
Sequence of Learning	<ul style="list-style-type: none"> • Recognise how our knowledge of the past is constructed from a range of sources. • Discuss the role of women in society and the economy together with women's rights. • Research what life was like for women during WWI: farming, weapon production, nursing, canary girls, sports and recreation. • Discuss the role of women in society and the economy together with women's rights. Research the ages, rank, injuries and the methods used to treat ailments of different soldiers. • 		<ul style="list-style-type: none"> • Create a chronological timeline to understand the sequence of events of WW2. • Research the key events that led to WW2. • Recognise how our knowledge of the past is constructed from a range of sources. • Explore and research the purpose of different items from WW2 (primary and secondary sources from The Imperial War Museum: North) - museum set up for pupils to explore artefacts. • Research the impact of The Manchester Blitz (link to geography) • Research and identify why children were evacuated during the war (link with geography) • Research and identify why food and clothing were rationed during (and after) the war. 		<ul style="list-style-type: none"> • Define what we mean by crime and punishment. Identify what have been some of the main features over time. • Consider and describe what have been some of the main changes over time to the types of crime committed. • Research and explain how and why punishments have changed over time. • Explore how crimes have been investigated over time, including the introduction of the police force.

Year 6	Autumn A	Autumn B	Summer A
	<ul style="list-style-type: none"> • Research what life was like for women during WWI: farming, weapon production, nursing, canary girls, sports and recreation. • Produce a double page spread looking at the different roles and jobs of women during WWI from previous week's research and investigations. • Compare pre-war and post-war women in Britain • P4C discussion: Did the war have a positive impact on women's rights? 	<ul style="list-style-type: none"> • Explore the impact of the war at Heald Place and its use as a hospital. • Look at photographs and read first hand recounts from nurses detailing experiences and injuries suffered by local soldiers. • Write a postcard home in role-developing empathy and increasing understanding of first-hand experiences of evacuees soldiers and wider family. 	<ul style="list-style-type: none"> • Describe how our views about crime have changed over time through media influences. • Discuss whether stories about crime and punishment in the past are realistic in the way they are presented in the media. • Choose own question from the following and research to plan a written outcome with presentation. • What are the main changes you notice about the types, attitudes towards and punishment of time? • What crimes did different ages find most worrying? • Which periods of history had the fairest attitudes towards crime? • How far have we improved the detection of crime? • Research how technology has improved the detection of crime. • Discuss views on the way that crime and punishment are likely to change in the future having had the perspective of trends and developments over time.

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Vocabulary/Content (All previous Vocabulary)		
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Specific vocabulary for content		
Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A local history study	
<p>Difference War Battle Civil war Causes Memorials Blitz Long arc of time Legacy Turning point</p>	<p>Massacre Suffrage movement Suffragettes Suffragists Black lives matter LGBT Climate Change. Age of Revolution</p>	

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