



Term	Autumn		Spring		Summer	
Nursery	Begin to make sense of their own life-story and family's history. Talk about what they see, using a wide vocabulary.		Begin to make sense of their own life story and family's history. Continue to develop positive attitudes about the differences between people.		Begin to make sense of their own life story and family's history. Understand the key features of the life cycle of an animal and a human.	
Reception	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.	
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1		Changes within living memory What has changed about life in Rusholme since the 1970s?		Changes within living memory How have toys changed since my grandparents were children?	Significant historical events, people and places in their own locality Which local heroes are we proud of and why? eg Alan Turing, Emmeline Pankhurst, Making links between our lives and the lives of others.	
Year 2		Events beyond living memory that are significant nationally or globally Why is it important to remember events from the past? Gunpowder Plot, Walter Tull.		The lives of significant Individuals in the past who have contributed to national and international achievements Why were Mary Seacole and Edith Cavell both heroes?		The lives of significant Individuals in the past who have contributed to national and international achievements What were the achievements of the greatest explorers?



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 3	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Would it be better to have lived in the Stone Age, Bronze Age or Iron Age? Why?</p>		<p>The achievements of the earliest civilisations: An overview where and when the first civilisations appeared</p> <p>How can we compare the achievements of the earliest civilisations?</p>		<p>The achievements of the earliest civilisations: In-depth study of an early civilisation</p> <p>How much did the Ancient Egyptians achieve?</p>	
Year 4	<p>A study of Ancient Greece life and achievements and their influence on the western world</p> <p>Why should we thank the Ancient Greeks?</p>		<p>The Roman Empire and its impact on Britain</p> <p>What impact did the Romans have on Britain?</p>		<p>Ancient Greece and the Roman Empire: A comparison of Ancient Greece and Ancient Rome</p> <p>Who had a greater impact on modern Britain: Ancient Greece or the Roman Empire? What is your evidence?</p>	
Year 5		<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>What was the impact of the Anglo-Saxons on Britain?</p>	<p>Viking and Anglo-Saxons struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Why was there a struggle between the Anglo-Saxons and the Vikings?</p>		<p>Contrasts of a non-European society with British history: Viking and Mayan Civilisation</p> <p>How does the Maya Civilisation compare to the Vikings?</p>	



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 6	<p>A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066</p> <p>How did the role of women change during the war?</p>	<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Local history study</p> <p>What were the impact of WW2 in Manchester?</p>			<p>A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066</p> <p>How has crime and punishment changed over time in Britain?</p>	



Every Child a
Confident Learner