

History Curriculum

Nursery			
Educational programmes: Revised EYFS framework 2021			
Understanding the world: Past and Present			
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
Learning priorities	<p>Chronology</p> <ul style="list-style-type: none"> • Begin to use and understand a now/ next board to follow the daily routine. • Begin to understand that: <ul style="list-style-type: none"> ○ Their birthdays/ key festivals are not celebrated every day. ○ Some days are different from others • Begin to predict what might happen next in the day. • Begin to show awareness that there is a sequence of events to complete an activity. • Begin to use timers for turn taking. • Begin to develop an awareness of autumn. <p>Own life story and family history</p> <ul style="list-style-type: none"> • Begin to make sense of their own life story and family history. • Begin to understand that they were once a baby/ toddler. • Begin to understand that their parents/ grandparents were once a baby / toddler. • Begin to develop an understanding about who lives in their house. • Begin to develop an awareness about different types of families. <p>Familiar situations from the past</p> <ul style="list-style-type: none"> • Begin to develop an awareness of a past significant event. <p>Figures / characters, settings and events from the past</p> <ul style="list-style-type: none"> • Begin to develop an awareness of characters, events and settings from the past (nursery rhymes). 	<p>Chronology</p> <ul style="list-style-type: none"> • Begin to understand and follow the daily routine with the use of a visual timetable. • Begin to recite days of the weeks. • Begin to predict what might happen in the morning/ afternoon. • Continue to show awareness that there is a sequence of events to complete an activity. • Begin to understand later, next and after. • Begin to understand duration e.g. begin to understand that things take a short or long amount of time. • Begin to develop an awareness of spring. <p>Own life story and family history</p> <ul style="list-style-type: none"> • Make sense of their own life story and family history. • Continue to develop an awareness of themselves • Confidently talk about who is in their family. • Begin to imitate everyday actions and events from everyday life <p>Familiar situations from the past</p> <ul style="list-style-type: none"> • Begin to remember and talk about something that has happened in the past. <p>Figures / characters, settings and events from the past</p> <ul style="list-style-type: none"> • Begin to develop an awareness of characters, events and settings from a long time ago (nursery rhymes). 	<p>Chronology</p> <ul style="list-style-type: none"> • Understand and follow the daily routine with the use of a visual timetable. • Begin to understand that different things happen on different days of the week e.g. Friday assembly. • Understand what might happen in the morning/ afternoon. • Understand that there is a sequence of events to complete an activity e.g. apron on for painting, wash hands before eating snack. • Use later, next and after. • Understand duration of time e.g. that things take a shorter/ longer amount of time. <p>Own life story and family history</p> <ul style="list-style-type: none"> • Make sense of their own life story and family history. • Begin to talk about their extended family. <p>Familiar situations from the past</p> <ul style="list-style-type: none"> • Develop an awareness of a significant past nursery / school events. • Begin to compare past events / experiences e.g. autumn and summer walk. • Remember and talk about something that has happened in the past. <p>Figures / characters, settings and events from the past</p> <ul style="list-style-type: none"> • Show an awareness of characters, events and settings from nursery rhymes from a long time ago. • Begin to be aware that some things happened a long time ago.

	Autumn	Spring	Summer
Retrieval Vocabulary		Now, next, birthday, autumn, baby, new, grow, toddler, house, family	Now, next, birthday, autumn, baby, new, grow, toddler, house, family, short, long, grandparents
New Vocabulary	Now, next, birthday, autumn, baby, new, grow, toddler, house, family	Short, long, grandparents	Yesterday, tomorrow morning, afternoon, later, next, after, aunt, uncle, cousin a long time ago, begin

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Reception			
Educational programmes: Revised EYFS framework 2021			
Understanding the world: Past and Present			
<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
Learning priorities	<p>Chronology</p> <ul style="list-style-type: none"> Begin to understand that their birthday and some key festivals are annual and take place at different times of the year. Begin to understand that there are four seasons across the year. Understand, predict and talk about key events to complete an activity, e.g. How to complete a key job. Begin to use sequencing vocabulary e.g. before, next after, first, last, day, night. Begin to talk about duration e.g. A quick/short or long story or activity. Begin to understand when things happen e.g. past, present, future. <p>Own life story and family history</p> <ul style="list-style-type: none"> Talk about past and present events in their own life and the lives of family members. <p>Familiar situations from the past</p> <ul style="list-style-type: none"> Begin to know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Begin to comment on images of familiar situations in the past, e.g.. When mum and dad were little, e.g. past, history, long ago. <p>Figures, characters, settings and events from the past</p> <ul style="list-style-type: none"> Begin to understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Chronology</p> <ul style="list-style-type: none"> Use a weekly visual timetable. Predict what might happen next within the daily routine with some accuracy and understanding. Begin to recite the months of the year. Know that there are four seasons across the year. Use sequencing vocabulary, early, later. Begin to use comparative language to measure time, shorter, longer, quicker, slower. Understand when things happen. <p>Own life story and family history</p> <ul style="list-style-type: none"> Understand that some things were different when their parents / grandparents were children e.g. How did they travel to school? What did their schools look like? <p>Familiar situations from the past</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Comment on images of familiar situations in the past. <p>Figures, characters, settings and events from the past</p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Chronology</p> <ul style="list-style-type: none"> Begin to use a monthly calendar, e.g. count how many sleeps / days until ... Recite the months of the year. Develop an understanding of the repeating (cycle of) seasons. Use sequencing vocabulary confidently, <p>Own life story and family history</p> <ul style="list-style-type: none"> Understand and talk about a simple family tree e.g. immediate family / grandparents. <p>Familiar situations from the past</p> <ul style="list-style-type: none"> Talk about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Continue to comment on images of familiar situations in the past. <p>Figures, characters, settings and events from the past</p> <ul style="list-style-type: none"> Talk about the past through settings, characters and events encountered in books read in class and storytelling, Talk about how somethings that were different a long time ago e.g. the way we get water (Jack and Jill) or boil water to make tea (Polly put the kettle on),
Retrieval Vocabulary	Autumn, spring, summer, before, next after, first, last, day, night	Before, next after, first, last, day, night, short, long, last week, yesterday, today, tomorrow	Grandparents
New Vocabulary	First, day, night, past, present, future, same, different, change, history, long ago, winter, quick, short	Shorter, longer, early, quicker, slower, later, early	Immediate family

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 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 and events in order.</p>	<p>Describe the lives of significant people in the past or events from their 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		
Learning outcomes	<p>Significant historical events, people, and places in their own locality</p> <p>The lives of significant people in the past who have contributed to national and international achievements.</p> <p>Learn about local places - Manchester</p> <p>Enquiry: Which significant people from Manchester are we proud of and why?</p> <p>Alan Turing, Emmeline Pankhurst, Clara Walkden</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>Enquiry: How has the impact of travel had on people's lives?</p>

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Year 1	Autumn	Spring	Summer
Sequence of learning	<ul style="list-style-type: none"> • Discuss how to find out about significant people from Manchester. Understand some of the ways we can find out about the past. Establish class prior knowledge and build display timeline. • Use pictures and artefacts as historical evidence to draw conclusions about a person and the past. • Discuss lives of significant people from the past. • Name a few people in the past who have contributed to national and international achievements, e.g. Clara Walkden, Alan Turing, Emmeline Pankhurst. • Know where the people studied fit on a basic timeline. • Answer enquiry question - which local hero's from Manchester we are proud of and why. 	<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. • 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. • Use pictures and artefacts as historical evidence to draw conclusions about toys from the past. 	<ul style="list-style-type: none"> • Understand why the Wright brothers wanted to fly. • Understand what early aeroplanes were like and to compare them to modern aircrafts. • Discuss the importance of the aeroplane and what we use them for. • Understand about the steam train and the Rainhill Trials. • Compare a train from the past to modern day trains. • Identify how important events can be commemorated. • Name the important events and people studied and place them on a basic timeline.
Retrieval Vocabulary	Past, present, future, same, different, change	Significant, event, living memory, questioning, connections	Past, present, future, evidence
New Vocabulary	Significant, timeline, order, compare, similar, different, fact, opinion, artefact, event, source, evidence, changes, question, cause, consequences, reason, connections, century, decade, living memory, periods of time	Observation, sequence, contrast, research, using sources, discussion, compare and contrast, conclusions	Modern, memory, information, similarity, difference, lives, memorial, monument, inventor, invented, eye-witness account, travel, journey, aviation, transport

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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 2	Historical chronology	Historical concepts	Historical interpretation	Historical enquiry	Historical communication
Knowledge and understanding	<p>Know where the people and events 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 and events in order.</p>	<p>Describe the lives of significant people in the past or events from their 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: Should we still celebrate 5th November 1605 and remember The Great Fire of London 1666?</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>

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Year 2	Autumn	Spring	Summer
Sequence of learning	<ul style="list-style-type: none"> • Prior knowledge – what do we know about Guy Fawkes/Bonfire night? Learn about the events leading to the Gun powder plot and read story of Guy Fawkes. • Recognise what happened on the 5th November 1605. • Form opinions about whether Guy Fawkes was a hero or a villain. • Develop an understanding of whether the Great Fire made London a better place to live. • Understand why the fire spread so quickly. • Understand how we can use different sources to find out information about the Great Fire. • Assessment – understand the difference between remembering and celebrating past events. 	<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. • 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"> • 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 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. • 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.
Retrieval Vocabulary	History, timeline, order compare, similar, different, event, source, artefact, connections, century, decade, in living memory, fireworks	Nurse, past, significant, nurse, hospital	Lives, memorial, explorer, community
New Vocabulary	Gunpowder Plot, treason, Catholic, Parliament	Crimean War, wounded	North Pole, South Pole, Antarctica, expedition, International Space Station

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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.
- Through the study of British, local and world history and the combine overview and depth studies, pupils should begin 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	Understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. Put artefacts in chronological order.	Give a few reasons for and the results of the main events and changes of a time studied. Make a few connections and contrasts eg. change, cause, similarity, difference, and significance. Verbalise a range of similarities/ differences between different times in the past in the periods covered so far.	Describe how the past can be represented or interpreted in a few different ways.	Answer and sometimes devise own historically valid questions. Use one or more sources of information to help me answer questions about the past in sentences.	Present recalled or selected information in a variety of ways using specialist terms. Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. Begin to use place value in the context of timelines.
	Autumn (half term)		Spring (Whole term)		Summer (half term)
Key concepts	Migration, agriculture, settlement		Dynasty, civilisation		Civilisation, monarchy, religion, beliefs, trade
Learning outcomes	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?		The achievements of the earliest civilisations – In-depth study of an early civilisation Enquiry: Who were the Ancient Egyptians and what were their beliefs?		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?

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Year 3	Autumn	Spring	Summer
Sequence of Learning	<ul style="list-style-type: none"> • Discuss what is known about the Stone Age and create a human timeline. • Create a timeline which includes people and events from the past that they have previously learnt about and the new historical events linked to the changes from the stone-age to the present. • Develop an understanding what life was like in the stone-age – look at artefacts from the Stone Age. • 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"> • 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 the contents. • 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? 	<ul style="list-style-type: none"> • Understand what is meant by ancient civilisations, where did they first appear. Research lesson around Shang Dynasty, Indus Valley and Ancient Egyptians. (capture prior knowledge) • Place events on a timeline using appropriate dates and chronological conventions. • Explore the early writing of the different ancient civilisations. • Understand how people farmed food in the Ancient Civilisations. • Identify how people lived in Ancient Civilisations. • Understand the beliefs and rituals people had with Ancient Civilisations (burials). • Compare and contrast the features and powers of Gods and Goddesses in Ancient civilisations.
Retrieval Vocabulary	Significant, timeline, decade, different periods of time, order, compare, similar, different, fact, opinion, artefact, event, source, evidence, invention	Time period, era, ancient, archaeology, archaeologist, influence, BC/BCE, AD/CE, chronological	Time period, era, prehistoric, ancient, archaeology, archaeologist, influence, BC/BCE, AD/CE, chronological
New Vocabulary	Britain, temporary, permanent, Palaeolithic, hunter-gatherers, Mesolithic, Neolithic, early farmers, farming, deforestation, Skara Brae, Bronze Age	Pyramid, Ancient Egypt, civilisations, mummifications	Irrigation, ancient, Indus Valley, 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.
- Through the study of British, local and world history and the combine overview and depth studies, pupils should begin 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>	Describe how the past can be represented or interpreted in a few different ways.	<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"> • Make predictions about artefacts before researching the significance of each artefact • Identify how buildings in the UK have been influenced by Greek architecture-The British Museum • Identify types of governments in Ancient Greece including democracy and debate and identify which government is most successful 		<ul style="list-style-type: none"> • Discuss the significance of the amphora artefact and its journey to Manchester. • Explore and draw maps showing how 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 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.

Year 4	Autumn	Spring	Summer
Sequence of Learning	<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> <ul style="list-style-type: none"> Identify where and when ancient Greek civilisation existed and order the events on a timeline Discuss how Alexander the Great's Empire grew and the effects of this Identify aspects of ancient Greek daily life and its society through research Make connections and draw contrasts between life in ancient Athens and life in ancient Sparta Explore the Olympics in ancient Greek times through examining primary resources Explore the beliefs of the ancient Greeks 	<p>The Roman Empire and its impact on Britain.</p> <p>Enquiry: What impact did the Romans have on Britain?</p> <ul style="list-style-type: none"> Discuss the significance of the amphora artefact and its journey to Manchester. Explore and draw maps showing how 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. 	<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> <ul style="list-style-type: none"> 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.
Retrieval Vocabulary	Ancient, Irrigation	Ancient Hypocaust, viaduct aqueduct, gladiator, coliseum, amphitheatre	Ancient Hypocaust, viaduct aqueduct, gladiator, coliseum, amphitheatre, Julius Caesar, Claudius, invasion, conquest, resistance, Boudica, Romanisation, Hadrian's Wall
New Vocabulary	Hypocaust, viaduct, aqueduct, Gladiator, Coliseum, amphitheatre	Julius Caesar, Claudius, invasion, conquest, resistance, Boudica, Romanisation, Hadrian's Wall, Chester, empire	

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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.
- They should understand how our knowledge of the past is constructed from a range of sources.
- Through the study of British, local and world history and the combine overview and depth studies, pupils should begin 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. • 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 the Anglo Saxons originated and where they moved to. • Identify reasons for Anglo Saxons coming to England. • Recap and define terms: settlement, settler, migration and invasion • Discuss why settlements were next to rivers. 		<ul style="list-style-type: none"> • Look at timeline and see position of Vikings compared to history topics covered up until Year 5. • 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: • 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. • Understand the Maya use of hieroglyphs by looking at a collection of logograms and syllabograms. Use the hieroglyphs to write a representation for the word 'jaguar'. Write own names using hieroglyphs. Research Dresden Codex.

Year 5	Autumn	Spring	Summer
Sequence of Learning	<ul style="list-style-type: none"> • Discuss Anglo Saxon kingdoms. • Record main events on a timeline. • Understand daily life of Anglo Saxons and compare it to our own. • Understand their conversion from Paganism to Christianity: Focus on Iona, Lindisfarne and Canterbury. • 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? 	<ul style="list-style-type: none"> • Develop understanding of Vikings with a focus on Alfred the Great and King Athelstan. • Develop an understanding of Viking life and refine initial impression: Were the Vikings really vicious? Split into groups and research specific areas e.g Danegeld • 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. • Make a Maya calendar, learn to use it and to identify certain days. • Identify and discuss the key events that led to the decline of the Ancient Mayan civilisation.
Retrieval Vocabulary	Settlement, settler, migration, invasion, period, era, Sussex, Kent, Essex	Advanced civilisations, period, era, East Anglia, Mercia, Wessex, Settlement, settler, migration, invasion, period, era, Sussex, Kent, Essex	Raids, settlement, settler, migration, invasion, resistance
New Vocabulary	Dark ages, Christian conversion, Canterbury, Iona, Lindisfarne, Sutton Hoo, advanced civilisations, kingdoms, East Anglia, Mercia, Wessex	Raids, resistance, Danegeld, Alfred the Great, Althelstan, Edward the Confessor	Mesoamerica, Codex, Chichen Itza, Calendar

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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.
- Through the study of British, local and world history and the combine overview and depth studies, pupils should begin 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 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 WWII 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"> • Understand why WW1 began and discuss the role of women in society before the war began. • Research the impact of WW1 on the life of women from Manchester. • Understand the consequences for women and their role in society, the economy and women's rights, eg farming, weapon production, nursing, canary girls, sports and recreation. • Discuss the role of women supporting the military action, eg 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 leading up to WWII. • Research the key events that led to WWII. • Explore and research the purpose of different items from WWII (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 • Research and identify why children were evacuated during the war • 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 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 weeks' research and investigations. Did the war have a positive impact on women's rights? • Compare pre-war and post-war women in Britain 	<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. 	<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. • 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.
Retrieval Vocabulary	Difference, war, battle, legacy, causes, weapons, invasion	Blitz, invasion, bombing,	Gladiators, Colosseum, transportation, watchmen, Gunpowder Plot,
New Vocabulary	Civil war, Memorials, Blitz, Long arc of time, Turning point, Assassination, Alliance, The Central Powers, The Trip Entente	Primary source, secondary source, gas masks, Anderson Shelter	Lash, Branded, Furca, work-house, crucified, stocks, amputation, hue and cry, oath, wergild, tithing, blood feud, outlaw, trial by ordeal, Hung, drawn and quartered, moral crimes, poaching, Forest Laws, Murder Fine, Capital Punishment, The Death Penalty, Corporal Punishment, vagrancy, smuggling, treason, hearsay, witchcraft, Bloody Code, Bow Street Runners, Metropolitan Police, Robert Peel, prison, Borstals, Hate Crime, Driving Offences, PSCO, Derek Bentley, Ruth Ellis, Timothy Evans, Neighbourhood Watch

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