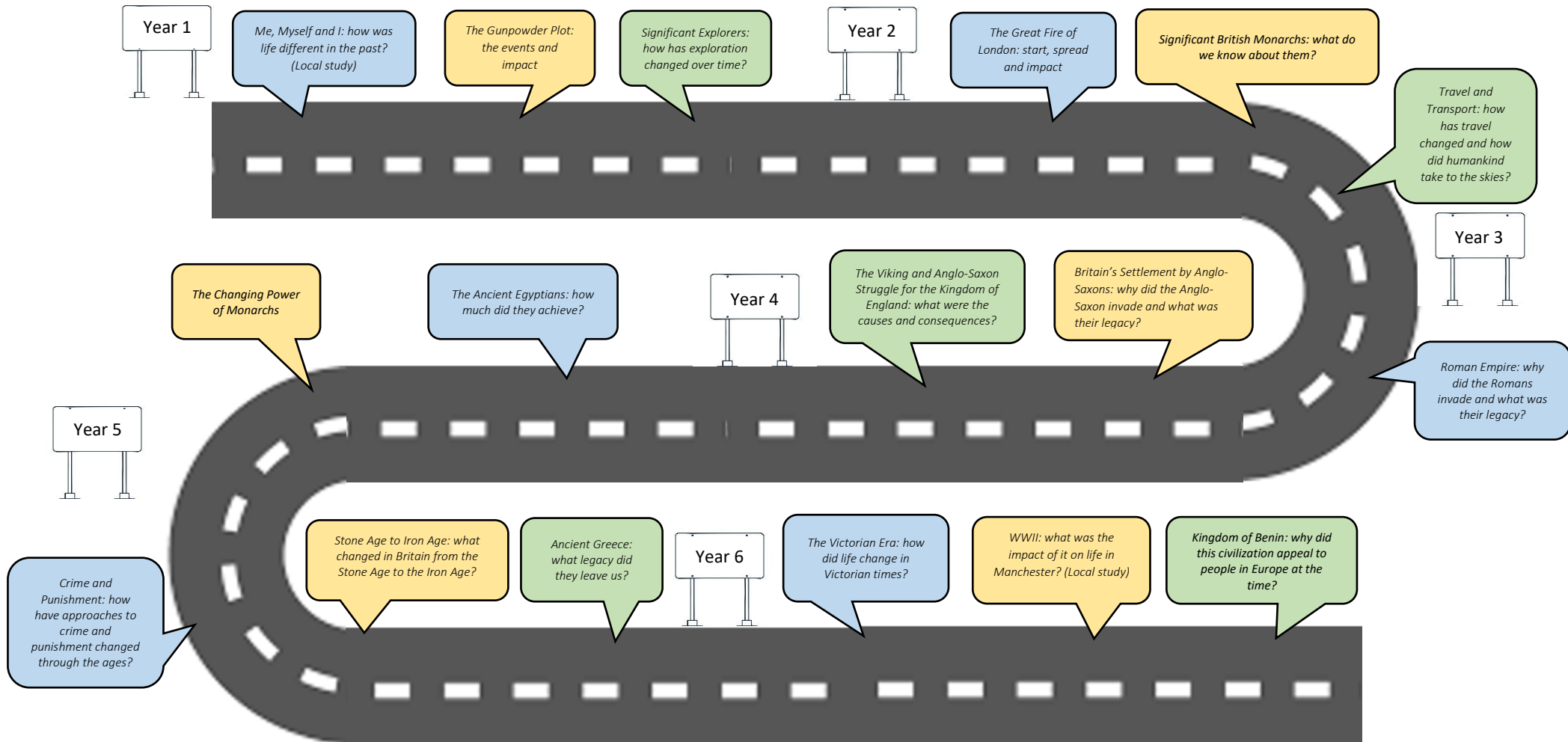
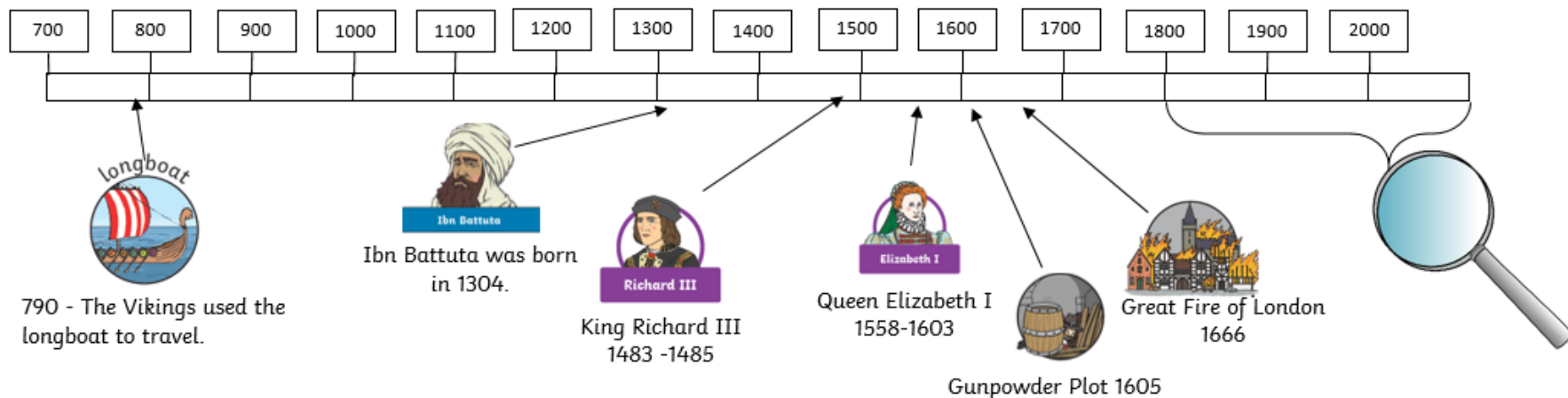


Journey through our History Curriculum

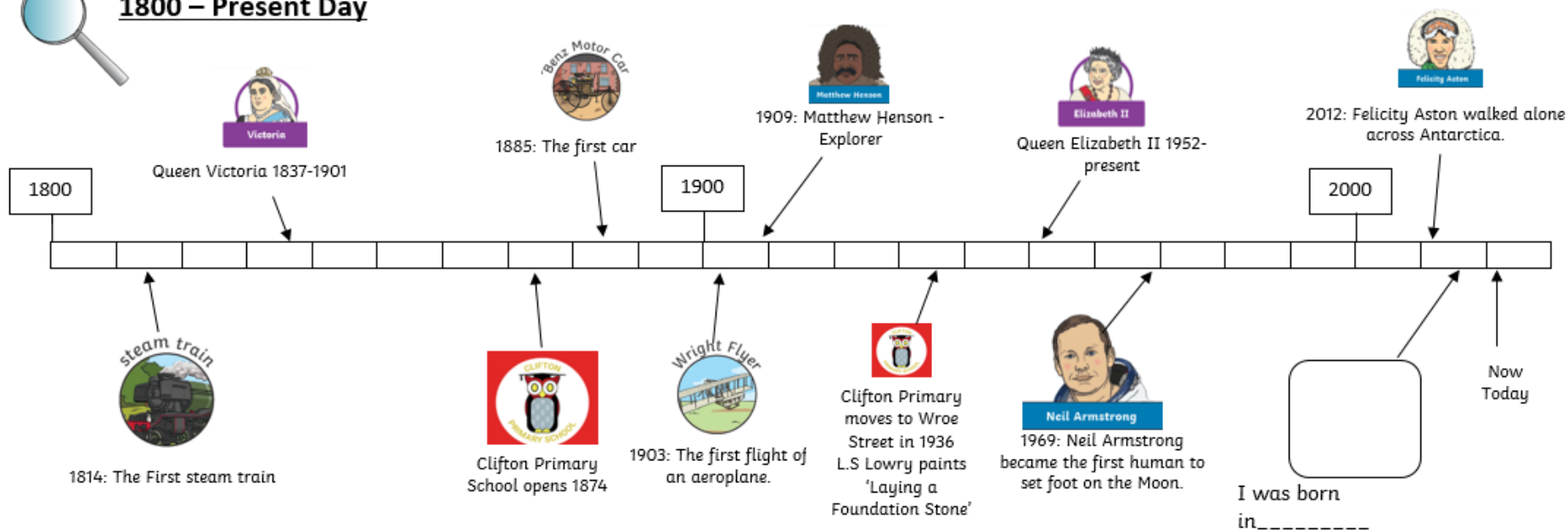


One of the main purposes of the National Curriculum for history is to help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. In order to build a coherent, chronological narrative from the earliest time to the present day, we use a carefully constructed timeline, which shows the different units children study in Key Stage 2. This allows children to gain historical perspective by making connections across short and long timescales and by relating their growing knowledge of periods taught to their chronological context. Using this timeline as a starting point, children sequence events, stories, pictures and periods over time to show how different periods related to each other and to develop a coherent understanding of the past.

BC (Before Christ)					AD (Anno Domini)																								
Timeline	8000BC	3000BC	1000BC	0	400AD											1000AD						1500				1800			2000
Century					1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	13 th	14 th	15 th	16 th	17 th	18 th	19 th	20 th	21 st				
Period	Ancient Age							Medieval Age										Early Modern Age			Modern Age								
British History	Stone Age 8000BC – 1000BC	Bronze Age 3000BC – 1000BC	Iron Age 1000BC – 43AD	Romans in Britain 55BC – 410AD		Anglo Saxons & Vikings 410AD – 1066AD					Medieval 1066AD-1485AD					Tudors 1485AD – 1603AD		Stuarts 1603AD- 1714AD	Georgians 1714AD – 1837AD	Victorians 1837-1901	Contemporary (Living) History								
World History	Ancient Egyptians 2900BC – 308C																												
	Ancient Greeks 800BC – 146 BC																												
Benin 900AD – 1897AD																													



1800 – Present Day



EYFS Links to History from Development Matters and ELG

EYFS					
	Understanding the World			Maths	Communication & Language
	Past & Present	The Natural World	People, Culture and Communities	Numerical Patterns	Speaking
2-3 year olds	Begin to have a sense of self and belonging		Make connections between the features of their family and other families.		
3-4 year olds (Nursery)	Begin to make sense of their own life story and family's history	Understand the key features of the life cycle of a plant and an animal.	Show interest in different occupations. Continue developing positive attitudes about the differences between people.	Begin to describe a sequence of events, real or fictional, using words such as, 'first', 'then...'	
Reception	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past	Understand the effect of changing seasons on the natural world around them	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.		
ELG	Talk about the lives of the people around them and their roles in society Know some similarities and different 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	Understands some important processes and changes in the natural world around them, including the seasons	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

EYFS Topics and Learning Opportunities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><u>Nursery Rhymes</u> <u>All About me!</u></p> <p>Talking about themselves, joining in with circle times, sharing simple information about themselves such as their names, who they have played with and what they have done.</p> <p>Talking about family members and people who are important to them – during play and circle times.</p>	<p><u>Terrific Tales!</u></p> <p>Can talk about the build up to Christmas and discuss how it is celebrated for some people.</p> <p>Share stories about themselves and their families and link their play to previous moments in their lives.</p>	<p><u>Helpful Heroes!</u></p> <p>Learning about different occupations. Visitors into school from a range of backgrounds.</p> <p>Link to role play areas – hospital.</p> <p>Showing care to others.</p> <p>Identifying their family and thinking about how they help others/their roles.</p> <p>Commenting on photos of their family; naming whom they can see.</p>	<p><u>Dinosaur Detectives!</u></p> <p>To understand where dinosaurs are now, begin to understand that they were alive a very long time ago.</p> <p>Exploring natural materials & describing similarities and differences.</p>	<p><u>Animal Antics!</u></p> <p>Looking at simple life-cycles. Butterflies.</p> <p>Change in living things – Changes in the leaves, weather, seasons. Provide opportunities for discussion & drawings.</p> <p>Maths - My Day</p> <p>Beginning to use vocabulary related to ordering events of their day.</p>	<p><u>Ocean Explorers!</u></p> <p>C&L - Time to share!</p> <p>Weekend news in key worker groups</p>
Reception	<p><u>All About me!</u> <u>Traditional Tales</u></p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Talk about members of their immediate family and community.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past celebrations / experiences.</p>	<p><u>Terrific Times and Tales!</u></p> <p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past as well as how it is celebrated around the world.</p>	<p><u>Super me!</u></p> <p>Placing events of their own lives in chronological order.</p> <p>Life cycles.</p> <p>Identifying their family.</p> <p>Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Listen to what children say about what they see.</p>	<p><u>All Aboard!</u></p> <p>Look at the difference between transport now and in the past. Encourage the children to make simple comparisons</p> <p>Explore the world around us and see how it changes as we enter Summer.</p> <p>Provide opportunities for children to note and record the weather.</p> <p>Introduce famous explorers. - pirates</p>	<p><u>Growing and changing!</u></p> <p>Encourage them to comment on what their home is like.</p> <p>Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p>	<p><u>1,2,3 BLASTOFF!</u></p> <p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore fossils and life from a very long time ago</p> <p>. Introduce Mary Anning as the first female to find a fossil.</p> <p>Introduce the children to NASA and famous Astronauts</p>

Key Stage 1	
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality. 	
Historical Interpretations	<p>KS1 History National Curriculum</p> <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; d explain that there are different types of evidence and sources that can be used to help represent the past.
Historical Investigations	<p>KS1 History National Curriculum</p> <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past.
Chronological Understanding	<p>KS1 History National Curriculum</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.
Knowledge and Understanding of Events, People and Changes in the Past	<p>KS1 History National Curriculum</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past.
Presenting, organising and communicating	<p>KS1 History National Curriculum</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past.

Year 1			
In Year 1, children are taught to identify changes within living memory, by examining how Clifton Primary and other schools have changes over time. Our school, which dates from 1874, will provide a starting point for exploring the past and thinking about how schools have changed over time. An investigation of the building and toys from the past will provide some excellent clues as to how children's experience of school and life was very different in the past. Children will fully immerse themselves in Victorian life when we visit 'George Street Chapel' https://www.georgestreetchapel.com/education/ for a Victorian day. As they become more familiar with living memory, children will begin to investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time.			
Unit	<i>Me, Myself and I: how was life different in the past? (Local study)</i>	<i>The Gunpowder Plot: the events and impact</i>	<i>Significant Explorers: how has exploration changed over time?</i>
National Curriculum	The study of significant historical events, people and places in their own locality (link to school) Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life (toys) TRIP – GEORGE STREET CHAPEL	Events beyond living memory that are significant nationally or globally (for example, The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries); 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	Events beyond living memory that are significant nationally or globally (for example, The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) 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
Overview	The children will start by thinking about what school is like today. They will then use our school as the basis for a journey back in time to the Victorian period. Children will go on a trip to the original site of the school and will look at the log book and pictures to see what the school first looked like. The learning will be enhanced when they go to George Street Chapel as the children dress in costume and meet characters who lived, visited or worshipped at the former cellar dwellings and Chapel during the Victorian times. Children will experience a Victorian schoolroom with the children playing the role of Victorian children. What will they think is best – school today or in the nineteenth century? Further learning leads on to the life of a Victorian child. What toys did they have to play with? What was life like for a poor or rich Victorian child? Children will find out about L.S. Lowry whose painting 'Laying a Foundation Stone' is of our school.	As a result of their previous learning, children have begun to understand that history is the study of everything that has happened in the past to people and things. To further develop their historical skills, the children will study The Gunpowder Plot, using a variety of methods, to fully develop their knowledge and understanding of this significant event in British history: The Gunpowder Plot. The children will increase their awareness of the past by finding out about Guy Fawkes and other significant individuals involved in the plot, such as Robert Catesby and Thomas Percy. They will deepen their understanding of the events of the Gunpowder Plot through several speaking and listening activities, such as hot seating and role play, as well as sequencing events and designing posters. A lesson on how bonfire night has been celebrated in Britain since the 1930s consolidates their knowledge of changes within living memory.	In this unit, children explore why some people are considered to be significant before going on to learn about some significant explorers. Children learn about the explorations of Ibn Battuta, an explorer who lived around 700 years ago and about Matthew Henson, a famous polar explorer who may have been the first man to step foot on the North Pole. They compare Matthew Henson's polar exploration to a much more recent exploration by Felicity Aston, the first person to walk across Antarctica alone on skis using her own power. The lesson about Neil Armstrong, the space explorer, looks, not only at his achievements, but asks the children to explore if it is right that Neil Armstrong should be remembered more than the others involved in the Apollo 11 mission. Finally, the children investigate how we remember significant people and how values may change over time in relation to this. The lessons on Matthew Henson and Felicity Aston talk about racism and sexism in simple terms.
Historical Skills	Historical Interpretations b observe and use pictures, photographs and artefacts to find out about the past	Historical Interpretations a) Start to compare two versions of a past event	Historical Interpretations b) Observe and use pictures, photographs & artefacts to find out about the past d) Explain that there are different types of evidence and sources that can be used to help represent the past
	Historical Investigations a observe or handle evidence to ask simple questions about the past b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations c) Choose and select evidence and say how it can be used to find out about the past	Historical Investigations b) Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations	
	Chronological Understanding c sequence pictures/artefacts from different period d describe memories and changes that have happened in their own lives	Chronological Understanding a) Sequence artefacts & events that are close together in time e) Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	Chronological Understanding a) Sequence artefacts & events that are close together in time e) Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.
	Knowledge and Understanding of Events, People & Changes in the Past a recognise some similarities and differences between the past and the present b identify similarities and differences between ways of life in different periods; d) understand that there are reasons why people in the past acted as they did	Knowledge and Understanding of Events, People & Changes in the Past a) Recognise similarities and differences between the past & present c) Know and recount episodes from stories and significant events in history d) understand that there are reasons why people in the past acted as they did e) Describe significant individuals from the past	Knowledge and Understanding of Events, People & Changes in the Past a) Recognise similarities and differences between the past & present b) identify similarities and differences between ways of life in different periods c) Know and recount episodes from stories and significant events in history e) Describe significant individuals from the past
	Presenting, Organising and Communicating b talk, write and draw about things from the past;	Presenting, Organising and Communicating a) Show an understanding of historical terms b) Talk, write and draw about things from the past c) use historical vocabulary to retell simple stories about the past; d) use drama/role play to communicate their knowledge about the past	Presenting, Organising and Communicating a) Show an understanding of historical terms b) Talk, write and draw about things from the past
	Vocabulary Victorian, 20 th Century, 19 th Century, modern, wooden toys, paper toys, metal toys, plastic toys, blackboard, slate and chalk, dunce hat, Queen Victoria, queen, reign, rich, poor,	Vocabulary The Gunpowder Plot, Catholics, Protestants, Houses of Parliament, gunpowder	Vocabulary Commemorate, explorer, exploration, polar, recent, Rihla, significant, voyage

Year 2			
As children progress into Year 2, they will begin to investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus, children will study the Great Fire of London and investigate how the homes around London have changed over time. They will also study the lives of significant individuals from the past. They will study Richard III looking at a range of sources and discussing their reliability. As well as this, they will compare Elizabeth I and Queen Victoria focusing on the times of great change during their reign. Children will develop their knowledge and understanding of events, people and changes in the past, identifying similarities and differences between different ways of life in different periods.			
Unit	<i>The Great Fire of London: start, spread and impact</i>	<i>Significant British Monarchs: what do we know about them?</i>	<i>Travel and Transport: how has travel changed and how did humankind take to the skies?</i>
National Curriculum	Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life; Events beyond living memory that are significant nationally or globally	Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life 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	Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life 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
Overview	In this unit, children will learn about the key events of the Great Fire of London, and they will develop an understanding of the ways in which we can find out about the past through discussing primary sources. This unit also provides an introduction to Samuel Pepys and his infamous diary. The children will have the opportunity to increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century.	In this unit, children will learn about the significant British monarchs in history. Children will understand why it is important for monarchs to have children. Children will carry out a more in-depth study of Richard III considering the reliability of different sources. They will also draw comparisons between Elizabeth I and Queen Victoria. The unit consolidates the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history.	In this Travel and Transport unit, children will learn about the development of travel and transport throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, the unit focuses on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. It also looks at the significant individuals George Stephenson and the Wright brothers.
Historical Skills	<u>Historical Interpretations</u> b) Observe and use pictures, photographs & artefacts to find out about the past d) Explain that there are different types of evidence and sources that can be used to help represent the past	<u>Historical Interpretations</u> b) Observe and use pictures, photographs & artefacts to find out about the past c) start to use stories or accounts to distinguish between fact and fiction d) Explain that there are different types of evidence and sources that can be used to help represent the past	<u>Historical Interpretations</u> b) Observe and use pictures, photographs & artefacts to find out about the past
	<u>Historical Investigations</u> c) Choose and select evidence and say how it can be used to find out about the past	<u>Historical Investigations</u> b) Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations c) Choose and select evidence and say how it can be used to find out about the past	<u>Historical Investigations</u> a) observe or handle evidence to ask simple questions about the past b) Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations
	<u>Chronological Understanding</u> a) Sequence artefacts & events that are close together in time b) Order dates from earliest to latest on simple timelines e) Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	<u>Chronological Understanding</u> b) Order dates from earliest to latest on simple timelines	<u>Chronological Understanding</u> c) sequence pictures from different periods e) Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.
	<u>Knowledge and Understanding of Events, People & Changes in the Past</u> a) Recognise similarities and differences between the past & present c) Know and recount episodes from stories and significant events in history	<u>Knowledge and Understanding of Events, People & Changes in the Past</u> a) Recognise similarities and differences between the past & present b) Identify similarities and differences between ways of life in different periods e) Describe significant individuals from the past	<u>Knowledge and Understanding of Events, People & Changes in the Past</u> a) Recognise similarities and differences between the past & present b) Identify similarities and differences between ways of life in different periods e) Describe significant individuals from the past
	<u>Presenting, Organising and Communicating</u> b) Talk, write and draw about things from the past c) use historical vocabulary to retell simple stories about the past	<u>Presenting, Organising and Communicating</u> a) Show an understanding of historical terms	<u>Presenting, Organising and Communicating</u> d) use drama/role play to communicate their knowledge about the past
	<u>Vocabulary</u> Bakery, St Paul's Cathedral, diary, firebreak	<u>Vocabulary</u> Monarch, parliament, succession	<u>Vocabulary</u> Travel, transport, steam engine, petrol/combustion engine, electric cars

Lower Key Stage 2	
<p>Children should be taught:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlements by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	
Historical Interpretations	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.
Historical Investigations	<p>KS2 History National Curriculum Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research.
Chronological Understanding	<p>KS2 History National Curriculum Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
Knowledge and Understanding of Events, People and Changes in the Past	<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied.
Presenting, organising and communicating	<p>KS2 History National Curriculum Children should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; c start to present ideas based on their own research about a studied period.

Year 3			
In Year 3, children will learn about the Roman Empire and its impact on Britain, both in the short term and to the present day. This study will be followed by an investigation of Britain's settlements by the Anglo-Saxons and Scots. Children will also find out about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. These periods of history will be studied in a broad chronological order, to help support children's understanding of the sequence and events and trends, e.g. invasion and settlement, over time.			
Unit	<i>Roman Empire: why did the Romans invade and what was their legacy?</i>	<i>Britain's Settlement by Anglo-Saxons: why did the Anglo-Saxon invade and what was their legacy?</i>	<i>The Viking and Anglo-Saxon Struggle for the Kingdom of England: what were the causes and consequences?</i>
National Curriculum	The Roman Empire and its impact on Britain 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 Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information	Britain's settlement by Anglo-Saxons and Scots 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 Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this	The Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 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 Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information
Overview	In this unit, children will learn about the impact the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location. A lesson on gods and Roman religion will help the children to understand more about the culture and beliefs of Roman people, and they will play and design games to consolidate their knowledge about the different Roman gods and goddesses.	In this unit, the children will learn about what happened to Britain after the Roman withdrawal. They will find out about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result. The children will have the opportunity to learn how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names, and they will examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain. In addition to this they will also learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like. They will also explore the Pagan beliefs of the early Anglo-Saxons and learn about the many gods they worshipped. Finally, they will investigate how and why the Anglo-Saxons were largely converted to Christianity by the early 7th century.	This unit will teach your class about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. The children will also have the opportunity to learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.
Historical Skills	<u>Historical Investigations</u> b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information c gather more detail from sources such as maps to build up a clearer picture of the past d regularly address and sometimes devise own questions to find answers about the past e begin to undertake their own research	<u>Historical Investigations</u> a use a range of sources to find out about the past b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information c gather more detail from sources such as maps to build up a clearer picture of the past d regularly address and sometimes devise own questions to find answers about the past	<u>Historical Interpretations</u> b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.
	<u>Chronological Understanding</u> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time	<u>Chronological Understanding</u> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time	<u>Chronological Understanding</u> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time
	<u>Knowledge and Understanding of Events, People & Changes in the Past</u> a note key changes over a period of time and be able to give reasons for those changes c explain how people and events in the past have influenced life today d identify key features, aspects and events of the time studied	<u>Knowledge and Understanding of Events, People & Changes in the Past</u> b find out about the everyday lives of people in time studied compared with our life today d identify key features, aspects and events of the time studied	<u>Knowledge and Understanding of Events, People & Changes in the Past</u> b find out about the everyday lives of people in time studied compared with our life today d identify key features, aspects and events of the time studied
	<u>Presenting, Organising and Communicating</u> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides c start to present ideas based on their own research about a studied period	<u>Presenting, Organising and Communicating</u> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides c start to present ideas based on their own research about a studied period	<u>Presenting, Organising and Communicating</u> b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides
	<u>Vocabulary</u> Caledonia, Celts, emperor, Icen, legion, Picts, Roman Empire	<u>Vocabulary</u> Angles, Christianity, missionary, pagans, Picts, Romans, Saxons, Scots,	<u>Vocabulary</u> Danegeld, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, wergild

Year 4		
In Year 4, children will study the achievements, beliefs and legacy of one of the earliest civilisations – Ancient Egypt. They will about some more monarchs of Britain, developing their knowledge and understanding of this from Year 2. By the end of Year 4, our pupils will be ready to explore one of humanity’s ethical dilemmas: what constitutes a crime and how should this be punished? This thematic study will allow children to revisit their knowledge of the Romans and Anglo-Saxons in the middle ages, as well as learning about some key figures such as Dick Turpin, allowing them to make and draw conclusions.		
	<i>The Ancient Egyptians: how much did they achieve?</i>	<i>The Changing Power of Monarchs</i>
National Curriculum	<p>The achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>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</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>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</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>
Overview	<p>Children will learn in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods.</p> <p>Trip: Liverpool Museum – Egyptology</p>	<p>In this unit, children will learn in depth about how William the Conqueror’s became king in 1066, how King John made himself very unpopular as monarch and why King Henry VIII married so many times. This unit explores who Queen Anne was and her role in creating the country of Great Britain. It will also look at what Queen Victoria achieved during her reign as well as looking at the role of the British monarchy today, developing their knowledge and understanding from Year 2.</p>
Historical Skills	<p>Historical Investigations</p> <p>a use a range of sources to find out about the past</p> <p>b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</p> <p>d regularly address and sometimes devise own questions to find answers about the past</p> <p>e begin to undertake their own research</p>	<p>Historical Investigations</p> <p>a use a range of sources to find out about the past</p> <p>e begin to undertake their own research</p>
	<p>Chronological Understanding</p> <p>a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time</p> <p>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p>	<p>Chronological Understanding</p> <p>a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time</p>
	<p>Knowledge and Understanding of Events, People & Changes in the Past</p> <p>b find out about the everyday lives of people in time studied compared with our life today</p> <p>d identify key features, aspects and events of the time studied</p> <p>e describe connections and contrasts between aspects of history, people, events and artefacts studied</p>	<p>Knowledge and Understanding of Events, People & Changes in the Past</p> <p>a note key changes over a period of time and be able to give reasons for those changes</p> <p>d identify key features, aspects and events of the time studied</p>
	<p>Presenting, Organising and Communicating</p> <p>b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides</p>	<p>Presenting, Organising and Communicating</p> <p>a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms</p> <p>b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides</p>
	<p>Vocabulary</p> <p>BC, AD, irrigation, silt, hieroglyphics, cartouche, pharaoh</p>	<p>Vocabulary</p> <p>Assassination, Commonwealth, invade, Magna Carta, monarch, rebels, reign/ed, revolt, rebellion, ruled, empire, invasion, conquer, kingdoms, taxes, beheaded, throne, inherited, beheaded</p>

Upper Key Stage 2	
<p>Children should be taught:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlements by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	
Historical Interpretations	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources.
Historical Investigations	<p>KS2 History National Curriculum Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.
Chronological Understanding	<p>KS2 History National Curriculum Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
Knowledge and Understanding of Events, People and Changes in the Past	<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
Presenting, organising and communicating	<p>KS2 History National Curriculum Children should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; c plan and present a self-directed project or research about the studied period.

Year 5			
In Year 5, children will learn about the changes that happened in Britain from the Stone Age through the Bronze Age and Iron Age. Children's study of ancient civilisations will be extended by a study of Ancient Greece, where children will explore Greek life, the major achievements of this society and its influence on the western world. This will be followed by a comparative study of childhood in Victorian times and the present day, which will require children to revisit their prior learning about Victorian life in Year 1. By drawing on these comparisons, children will be exposed to some of the most significant developments of the last two centuries, from children's rights to technological breakthroughs.			
Unit	<i>Crime and Punishment</i> : how have approaches to crime and punishment changed through the ages?	<i>Stone Age to Iron Age – what changed in Britain from the Stone Age to the Iron Age?</i>	<i>Ancient Greece – what legacy did they leave us?</i>
National Curriculum	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>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</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this</p>	<p>Changes in Britain from Stone Age to the Iron Age</p> <p>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</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>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</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this</p>
Overview	This Crime and Punishment unit will allow children to develop their chronological knowledge beyond 1066 through studying an important aspect of social history. The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. This will require children to revisit our prior learning, focusing on how society was organised and laws established. They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin. The final lesson allows the children to reflect upon and evaluate what they have learnt in this unit, as well as comparing modern day crime prevention and detection methods with those from the past.	This 'Stone Age to Bronze Age' unit will teach your class about how the Stone Age to Bronze Age period impacted on life in Britain. They will learn about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.	In this unit, children will learn that our modern world owes a lot to the ancient Greeks. They are to thank for many ideas and inventions (e.g. the Olympic games, Ancient Greek theatres, architecture, literature and many more). Exploring the theme of social equality, children will learn that when political elections come around, we can thank the Ancient Greeks for inventing the idea of democracy. They will explore rich avenues of enquiry to discover what else we can thank the Ancient Greek for today and investigate how their legacy continues to influence our daily lives and the modern world.
Historical Skills	<p>Skills for this unit are based in Y3/4 skills so look at skills coverage in Y5/6 and change to fit.</p> <p>Historical Interpretations</p> <p>a look at more than two versions of the same event or story in history and identify differences</p> <p>b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</p>	<p>Historical Interpretations</p> <p>c consider different ways of checking the accuracy of interpretations of the past (L4)</p> <p>d start to understand the difference between primary and secondary evidence and the impact of this on reliability</p> <p>f know that people in the past represent events or ideas in a way that may be to persuade others</p> <p>g begin to evaluate the usefulness of different sources</p>	<p>Historical Interpretations</p> <p>a find and analyse a wide range of evidence about the past; sources</p>
	<p>Historical Investigations</p> <p>a use a range of sources to find out about the past</p> <p>d regularly address and sometimes devise own questions to find answers about the past</p>	<p>Historical Investigations</p> <p>b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p>	<p>Historical Investigations</p> <p>b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>c select relevant sections of information to address historically valid questions and construct detailed, informed responses</p>
	<p>Chronological Understanding</p> <p>a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time</p> <p>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p>	<p>Chronological Understanding</p> <p>a order an increasing number of significant events, movements and dates on a timeline using dates accurately</p> <p>c understand and describe in some detail the main changes to an aspect in a period in history</p>	<p>Chronological Understanding</p> <p>a order an increasing number of significant events, movements and dates on a timeline using dates accurately</p> <p>c understand and describe in some detail the main changes to an aspect in a period in history</p> <p>d understand how some historical events/periods occurred concurrently in different locations</p>
	<p>Knowledge and Understanding of Events, People & Changes in the Past</p> <p>b find out about the everyday lives of people in time studied compared with our life today</p> <p>d identify key features, aspects and events of the time studied</p> <p>e describe connections and contrasts between aspects of history, people, events and artefacts studied</p>	<p>Knowledge and Understanding of Events, People & Changes in the Past</p> <p>d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</p>	<p>Knowledge and Understanding of Events, People & Changes in the Past</p> <p>a identify and note connections, contrasts and trends over time in the everyday lives of people</p> <p>b use appropriate historical terms such as culture, religious, social, economic and political when describing the past</p> <p>c examine causes and results of great events and the impact these had on people</p> <p>d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</p>
	<p>Presenting, Organising and Communicating</p> <p>b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides</p>	<p>Presenting, Organising and Communicating</p> <p>b present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing</p>	<p>Presenting, Organising and Communicating</p> <p>a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious</p> <p>b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing</p>
	<p>Vocabulary</p> <p>Bobbies/peelers, deterrent, execution, highway men, humiliation, judge, jury, ordeal, treason, victim, trial</p>	<p>Vocabulary</p> <p>Bronze, alloy, bone marrow, earthwork, Celt, sacrifice, tribe, iron, archaeologists</p>	<p>Vocabulary</p> <p>Ancient, Athenian, city state, civilisation, democracy, empire, honour, Persian, philosopher, Spartans</p>

Year 6			
The first two history units in Year 6 introduce children to learning about 20 th century global conflict. In Year 4, learning about the British Empire in Victorian Britain enabled children to begin to understand the concept of empire and expansion. This foundation provides a framework for understanding the concept of alliances during the First World War. The children will also draw upon their learning in Year 3 and 4 about invasions and settlements, as well as about Ancient Greece (Y5), to help them understand that there is a long history of conflict owing to territorial expansion. Building upon this learning, the children will learn about the Second World War. They will consider the impact of war on Manchester as well as considering the role of soldiers on the front line and those left behind. In their final history unit, the children will explore one final ancient civilization – the Kingdom of Benin, comparing and contrasting the cultures and beliefs of the Benin with those of the British empire.			
Unit	<i>The Victorian Era: how did life change in Victorian times?</i>	<i>WWII: What was the impact of it on life in Manchester? (local study)</i>	<i>Kingdom of Benin: why did this civilization appeal to people in Europe at the time?</i>
National Curriculum	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 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 Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information	A local history study - a study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality. 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 Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information https://www.iwm.org.uk/history/the-manchester-blitz	A non-European society that provides contrasts with British history 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 Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this
Overview	In this unit, children will learn about what life was like in Victorian Britain for people in different social classes. They will research different inventions from this period, considering their significance now. They will explore some of the significant changes of this era and consider how they affected people –focusing in particular on how life changed for children. They will look at the Industrial Revolution, including the railways, and explore the impact this had on the people living in Manchester and wider Britain. By studying changes, children will evaluate the extent to which the Victorian era can be considered a time of progress and achievements and reflect on the legacy they have left us in modern times.	In this unit, children will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. They will learn about the Manchester Blitz and its impact on the city. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today.	In this unit, children will learn about the rise and fall of the kingdom of Benin. They will draw on their knowledge of other ancient civilizations (Egyptians and Greeks), to compare and contrast the cultures and beliefs of the Benin. They will extend this knowledge by examining similarities and difference between Benin and the British empire. The unit explores western attitudes towards African civilisations, comparing the achievements, oral tales and artefacts of ancient Benin to those in Europe at the same time. The children will also learn about the story of Eweka and finally discover how European invaders threatened the civilisation of ancient Benin. Examining and evaluating a range of sources will help the children to deepen their understanding of this empire and to develop our skills as historians.
Historical Skills	Historical Interpretations a recognise when they are using primary and secondary sources of information to investigate the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability;	Historical Interpretations a find and analyse a wide range of evidence about the past e show an awareness of the concept of propaganda f know that people in the past represent events or ideas in a way that may be to persuade others	Historical Interpretations a find and analyse a wide range of evidence about the past b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past g begin to evaluate the usefulness of different sources
	Historical Investigations a recognise when they are using primary and secondary sources of information to investigate the past; c select relevant sections of information to address historically valid questions and construct detailed, informed responses;	Historical Investigations b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites c select relevant sections of information to address historically valid questions and construct detailed, informed responses	Historical Investigations b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites c select relevant sections of information to address historically valid questions and construct detailed, informed responses d investigate their own lines of enquiry by posing historically valid questions to answer
	Chronological Understanding c understand and describe in some detail the main changes to an aspect in a period in history;	Chronological Understanding a order an increasing number of significant events, movements and dates on a timeline using dates accurately b accurately use dates and terms to describe historical events c understand and describe in some detail the main changes to an aspect in a period in history	Chronological Understanding a order an increasing number of significant events, movements and dates on a timeline using dates accurately b accurately use dates and terms to describe historical events
	Knowledge and Understanding of Events, People & Changes in the Past b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	Knowledge and Understanding of Events, People & Changes in the Past a identify and note connections, contrasts and trends over time in the everyday lives of people c examine causes and results of great events and the impact these had on people d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children	Knowledge and Understanding of Events, People & Changes in the Past a identify and note connections, contrasts and trends over time in the everyday lives of people
	Presenting, Organising and Communicating a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;	Presenting, Organising and Communicating b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing c plan and present a self-directed project or research about the studied period.	Presenting, Organising and Communicating a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports c plan and present a self-directed project or research about the studied period
	Vocabulary Inventions, poverty, wealthy, prosperity, empire, trade, industrial revolution, coal miner, chimney sweep	Vocabulary Allies, axis, Nazi party, atomic bomb, annex, Czechoslovakia, propaganda, active service, blitz, evacuees	Vocabulary Ogiso, Oba, Edo, Yoruba, ohen, animists, brass, trade, tin, bronze, sacrifice, warriors

Historical Threads

	Change	Significance	Achievements
Nurs	How is life different now to when dinosaurs lived?, Lifecycle of a plant and animal	Me, my family	Jobs people do, things I have done
Rec	Changing seasons, what I look like now compared to a baby, transport now and how it has changed	Me and my family, pirates, astronauts, Mary Anning, homes, celebrations	What astronauts achieved, what Mary Anning achieved.

	Legacy and Achievement	Invasion and Settlement	Technological Advancements	Monarchy, Government and Power	Society & Cultural Change
Year 1 <i>Me, Myself and I: how was life different in the past? (Local study)</i>	L.S Lowry and his achievements – painting – Laying of the Foundation Stone – school opening		Toys		Life in school, Clifton Primary log book, rich and poor
<i>The Gunpowder Plot: the events and impact</i>				Guy Fawkes, Robert Catesby, Thomas Percy – plot against the government	Bonfire night celebrations through time
<i>Significant Explorers: how has exploration changed over time?</i>	Achievements in exploration		Technology for exploration – food, transport, compass/GPS, travel to space		Black/White explorers and their recognition
Year 2 <i>The Great Fire of London: start, spread and impact</i>	Materials of buildings		Fire prevention/safety, fire fighters		
<i>Significant British Monarchs: what do we know about them?</i>				Comparing monarchs through time, Power of monarchs	
<i>Travel and Transport: how has travel changed and how did humankind take to the skies?</i>			Changing transport		
Year 3 <i>Roman Empire: why did the Romans invade and what was their legacy?</i>	Roman legacy left in Britain, changes and impact on Britain, Hadrian's Wall, inventions and how they influenced Britain	Invasion and conquest of Britain		Empire – rise and fall, different leadership (Emperors, Boudicca) failures and successes.	Settlements/homes, people – way of life, roads, baths Roman gods
<i>Britain's Settlement by Anglo-Saxons: why did the Anglo-Saxon invade and what was their legacy?</i>	How life changed in Britain as a result of the Anglo-Saxons invading. Anglo-Saxon influence on the English lang - Place names	Where they came from and where they settled			Life in an Anglo-Saxon village, jobs, houses, pagan beliefs and conversion to Christianity
<i>The Viking and Anglo-Saxon Struggle for the Kingdom of England: what were the causes and consequences?</i>	The Anglo-Saxon kings who ruled during the Viking age and their influence and significance in British history.	Raids and invasions by Vikings in Anglo-Saxon times		The Anglo-Saxon kings who ruled during the Viking age and their influence and significance in British history.	Justice system – compare crimes/punishments and laws to modern day equivalents Viking life – houses, clothes, food
Year 4 <i>The Ancient Egyptians: how much did they achieve?</i>	Achievements of the Ancient Egyptians – writing, paper, maths, shipbuilding etc		Significant inventions that impacted on life then and now	Hierarchy – pharaohs Tutankhamun	Where ancient Egyptians lived, home, jobs, survival, River Nile, death, mummies, travel, , gods
<i>The Changing Power of the Monarchs</i>	King John – Magna Carta Queen Anne – the Acts of Union			William the Conqueror – Domesday Book, King John – Magna Carta, Henry VIII – Importance of male heir, Queen Anne – the Acts of union Power of British empire in Victorian Era	
Year 5 <i>Crime and Punishment: how have approaches to crime and punishment changed through the ages?</i>					Justice system of Romans, Anglo-Saxons, Tudors and Victorians Georgian period – Dick Turpin
<i>Stone Age to Iron Age – what changed in Britain from the Stone Age to the Iron Age?</i>	Stonehenge. Skara Brae		Changing tools		Settlements/Homes, - way of life, clothes, land use, Skara Brae, hunting, farming, food, religion
<i>Ancient Greece – what legacy did they leave us?</i>	Early achievements, impact and influence on modern day, Olympics	Empire, The Battle of Marathon		Political system, democracy, empire, laws	People, culture, entertainment – way of life, religion, myths and legends
Year 6 <i>WWII: What was the impact of it on life in Manchester? (local study)</i>	Change in women's roles United Nations – equality for all Decolonisation – some	German invasion of Austria, Czechoslovakia and Poland leading to the start of WWII The Blitz	Weapons in WWII and its impact on Manchester. The Blitz		Life in Manchester in WWII – ammunition factories, women, evacuees.
<i>The Victorian Era: how did life change in Victorian times?</i>	Industrial Revolution, railways		Railways, factory machines, new inventions, Industrial Revolution	Powerful empire, Queen Victoria's reign	Industrial Revolution, life for children,
<i>Kingdom of Benin: why did this civilization appeal to people in Europe at the time?</i>		British invasion and the end of the Kingdom of Benin		Ogiso – leader	Religion, people, trade, art – bronze, oral tradition of history telling, slavery,

Historical Concepts

	Cause and Consequence	Historical Significance	Continuity and Change	Similarities and Differences
Nurs		Me, my family	How is life different now to when dinosaurs lived?, Lifecycle of a plant and animal	Occupations, ourselves
Rec		Me and my family, pirates, astronauts, Mary Anning, homes, celebrations	Changing seasons, what I look like now compared to a baby, transport now and how it has changed	Homes, families, world when dinosaurs lived and now, celebrations – religious and traditions around the world, transport now and then

	Cause and Consequence	Historical Significance	Continuity and Change	Similarities and Differences
Year 1		<i>Me, Myself and I: how was life different in the past? (Local study)</i> <i>The Gunpowder Plot: the events and impact</i>	<i>Explorers: how has exploration changed over time?</i>	<i>Me, Myself and I: how was life different in the past? (Local study)</i>
Year 2	<i>The Great Fire of London: start, spread and impact</i>	<i>Travel and Transport: how has travel changed and how did humankind take to the skies?</i>		<i>Significant British Monarchs: what do we know about them?</i>
Year 3	<i>Britain's Settlement by Anglo-Saxons: why did the Anglo-Saxons invade and what was their legacy?</i> <i>The Viking and Anglo-Saxon Struggle for the Kingdom of England: what were the causes and consequences?</i>	<i>Roman Empire: why did the Romans invade and what was their legacy?</i>		
Year 4		<i>The Ancient Egyptians: how much did they achieve?</i>	<i>The Changing power of the Monarchs</i>	
Year 5		<i>Ancient Greece: what was their legacy?</i>	<i>Stone Age to Iron Age: what changed in Britain from the Stone Age to the Iron Age?</i> <i>Crime and Punishment: how have approaches to crime and punishment changed through the ages?</i>	
Year 6	<i>WWII: What was the impact of it on life in Manchester? (local study)</i>	<i>WWII: What was the impact of it on life in Manchester? (local study)</i>	<i>The Victorian Era: how did life change in Victorian times?</i>	<i>Kingdom of Benin: why did this civilization appeal to people in Europe at the time?</i>