



Chantlers
Primary School

A World of Possibilities



History Curriculum

History Curriculum Overview

Rationale	For all children to have: • secure knowledge and understanding of the past both local, national and worldwide. • the skills and language to be able to make observations, make connections, comparisons, ask questions and evaluate to draw conclusions from what they see, learn and understand.					
Approach	• Ensuring a balance of gaining knowledge, understanding and developing enquiry skills to learn about the past including chronological understanding. • Maximising the use of first-hand experiences and use of a range of sources to ensure the children are developing historical enquiry skills. • Encouraging critical thinking through the interpretation of evidence. • Sequencing learning to make connections, understand cause and consequence and develop sound evaluations. • Providing a progressive, systematic building of vocabulary and concepts linking learning over time to enable the secure building of knowledge, skills and understanding.					
SEND	Children who are identified as having SEND may have specific needs and therefore adaptive and targeted support will be outlined in short-term planning. This may also be reviewed through the child's EHCP and/ or Pupil Progress Meetings where elements of adaptation may be recommended by external agencies. It is also important to recognise that children identified as having SEND may not always be the least able in History and could excel in the subject. Pupils' attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers. Adapting the curriculum for pupils with SEND in history: • Adaptive teaching takes place. • For sensory or physically impaired pupils, history learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images. • Dyslexic pupils may benefit from well-spaced print. • Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory. • A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.					
School Values	Resilience	Relationships	Pride	Respect	Integrity	Excellence

Disciplinary knowledge is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry. Pupils learn disciplinary knowledge within relevant historical contexts (i.e. substantive topics such as Ancient Greece) - through application to substantive knowledge. Units of learning are framed around central Big Questions which focus a unit of work on elements of this disciplinary knowledge. This knowledge of historical enquiry frames what pupils learn about the past, supporting them to consider the status of historical claims. It enables them to place their historical knowledge in a broad context. It helps pupils to understand the different versions of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.

History Disciplinary Concepts	Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas.	Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation.	Consequence - understanding the relationship between an event and other future events.	Change and continuity - analysing the pace, nature and extent of change.	Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.	Historical significance - understanding how and why historical events, trends and individuals are thought of as being important.	Historical interpretations - understanding how and why different accounts of the past are constructed.
--------------------------------------	--	--	---	---	---	---	---

Substantive Skills and Concepts			
	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronological Knowledge	Understand the difference between the past and present and describe simple features of themes, events and people from the past and present. Sequence people, events, objects and photos and fit them onto a preprepared timeline with a scale. Use a range of words and phrases relating to the passing of time (e.g. nowadays, yesterday, when I was younger, a long time ago, before I was born, when my parents were young, previously, in the past etc), and recount changes in own life.	Identify historical details and demonstrate some overall chronological awareness of themes, societies, events and people. Sequence the most significant people, events, objects, themes, societies and periods studied so far, and fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.	Identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people. Sequence a range of key people, events, objects, themes, societies and periods studied in Key Stage 2, and independently fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.
Disciplinary Knowledge - knowledge of second order concepts and the approach of historical enquiry. Children should know how to....			
Historical Enquiry – Using Sources and Communicating Ideas	Ask questions and produce answers to a few historical enquiries. Choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries. Communicate ideas about the past in writing, drawing, drama and ICT.	Devise a range of valid questions for different historical enquiries, and construct substantiated, informed responses. Use a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music. Communicate ideas	Independently plan historical enquiries and construct substantiated, informed, valid conclusions. Use, understand the uses of and comment on the value of a range of historical sources when answering historical enquiries, inc stories, archive materials, photos, images, artefacts, historical buildings,

		and research about the past using different genres of writing, drawing, story- telling, diagrams, data-handling, drama and ICT.	oral accounts & music. Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.
Cause and Consequence	Recognise why people did things, why events happened and what happened as a result, identifying basic causes & effects.	Identify and comment on the importance of causes and consequences of historical events and changes.	Identify, give reasons for & explain the significance of causes & consequences of historical events/changes.
Change and continuity	Identify similarities and differences between ways of life at different times.	Make valid statements about the main changes occurring within and across periods.	Make valid statements about the changes occurring within & across periods, and compare the importance and nature of these changes.
Similarities and Differences	Make simple observations about different types of people, events, beliefs within a society or time period, identifying simple similarities and differences.	Make observations about similarities and differences between people, groups, experiences or places in the same historical period.	Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.
Historical Significance	Identify and talk about important aspects of a theme, period, society or person.	Identify and explain why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today.	Identify and explain why aspects of a theme, period, society, person, historical event or development are significant; describe how these aspects influence life today.
Historical Interpretations	Identify that there are different ways that the past is represented, including written sources, visual sources and artefacts.	Understand that different versions of the past exist, and explore possible reasons for this.	Understand that different versions of the past exist, explain how & why this is possible, appreciate that historical figures had points of view. Understand that some accounts of history may be affected by historical propaganda, opinion or misinformation.

In EYFS, historical learning begins in 'Understanding the World' where children begin to make sense of their local surroundings, community and the wider world. By engaging with a broad selection of fiction and non-fiction texts, rhymes and poems children learn and understand concepts such as past and present and talk about similarities and differences between people around them and their role in society. In each of the overarching half-term themes, children explore ideas relating to history and the passing of time. Examples include Me and my world of family and friends: children begin to make sense of their own life story and family history by looking at photos and sharing family stories. Me and my world of Celebrations: learning about significant people and events such as birthdays and Bonfire Night. The stories and language frames used in EYFS allow modelling and repetition of phrases that help children understand the concepts of past and present and develop their vocabulary. By manipulating (playing with) artefacts and looking at pictures, children have their first introduction to historical sources. All areas of learning and development at the Foundation Stage are inter-connected. Through engaging in activities linked to history and historical enquiry, children not only learn about the world around them but develop disciplinary skills in all areas.

Characteristics of Effective Learning

The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

'Understanding the World'

This is a specific area of the Early Years Curriculum that includes essential skills and knowledge about the world and provides firm foundations on which children can build their historical understanding. Early Years children will be actively involved in play and exploration and be encouraged to be creative. They will be supported to think critically and ask questions, which will help them to make sense of their world through well-planned play opportunities.

ELGs: • Past and Present - Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding.

	Autumn	Spring	Summer
EYFS Pre-School	Me and my world with Family and Friends Me and my world of celebrations On completion of the unit, children's substantive knowledge will be... The names of their new friends. That questions can be asked to find out more information about a friend. Who the key people are in our school. That Remembrance is a day we celebrate. That we wear a poppy to show that we remember those who were in the war. That some families celebrate Bonfire night on 5th November. That some families celebrate Christmas.	Me and my world of Heroes Me and My world around me (Near) On completion of the unit, children's substantive knowledge will be... That lots of different people help us in the community. Lolly pop lady, teachers, old nursery teachers, doctors, police officers. That Diana Spencer helped others. That things happened in the past. Language linked to today, tomorrow, yesterday.	Me and my world around me (Far) Me and my world around me On completion of the unit, children's substantive knowledge will be... Dinosaurs were around along time ago. That we celebrate Fathers Day.

Reception	On completion of the unit, children's substantive knowledge will be... The names of their new friends.	On completion of the unit, children's substantive knowledge will be... That different people in the community have different roles. That the people in the community can help us.	On completion of the unit, children's substantive knowledge will be... That Dinosaurs were around a long time ago
	That their new friends have different members in their family to them. How to ask a question. That not everyone has the same experiences. Our school is made up of different staff with different roles and who the key people are. That we celebrate Remembrance on the 11th November to remember those that went to the first world war. That the Poppy is the symbol because it grew in the fields after the war. That we celebrate Bonfire night on the 5th November. That Guy Fawkes wanted to blow up important buildings but he got caught. That some families celebrate Christmas. The nativity story.	That Diana Spencer helped others and did lots of charity work. How to use language linked to past present and future.	That we celebrate Father's Day. That everyone's family is different
Lesson Sequence Learning challenges in a sequenced order.	L1- Who are my new friends? L2- Can I ask a question to find out more information about my new friends? (Reception) L3- Do we all have the same past experiences? L4- Can I name the key people in my school community? L1- When is Remembrance? L2-Who is Guy Fawkes? L3- How do we celebrate Bonfire night? L4- What is the Nativity?	L1- Who helps me? L2-What did we do yesterday? L2- Who is Diana Spencer or Jesse Owens? L3- How did they help others? L4- What do I want to be when I'm older?	L1- Was Earth the same now as it was 100s of years ago? L2- How do we know that there was Dinosaurs? L3- When do we celebrate Father's Day? L4- Who is special to you?

Knowledge Capture Task	Ongoing teacher assessment of ELG's	Ongoing teacher assessment of ELG's	Ongoing teacher assessment of ELG's
NC History End Points	Please see the document attached showing Development Matters and National Curriculum links across the history topics.		
Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross-curricular Links	Communication and Language Personal, Social and Emotional Development Understanding the World Expressive Arts and Design	Communication and Language Personal, Social and Emotional Development Understanding the World Physical Development	Understanding the World Communication and Language Physical Development Expressive Arts and Design Personal, Social and Emotional Development
Trips and visitors	Meeting new staff in school.	Visit from people who help us.	
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

	Autumn	Spring	Summer
Year 1-2 History Curriculum Cycle A	What do we know about World War I? On completion of the unit, children's substantive knowledge will be... - Walter Tull was the first Black British Army officer to lead White British soldiers into battle. - School life was different to ours now and be able to identify some differences and similarities. - Elephants and horses were used for carrying and moving items. - Pigeons were used to carry messages. - Dogs carried medical equipment and messages. - World War I began in 1914 and ended in 1918. - One or more of the Allied Powers (France, Russia and Britain) and one or more of the Central Powers (Germany, Austria-Hungary and Bulgaria) - Soldiers stayed in trenches and the space in the middle was called 'No Man's Land'. - The 11th hour of the 11th day of the 11th month, the first World War was declared over. - Since 1919, we have 2 minutes silence to remember those who have died in a war. - We have poppies because they grew in the battlefields where lots of the fighting took place. - Women took on manual jobs that men did before the war such as gas worker, railway worker, munitions factory worker etc.	How do our toys and games compare with those of children in the 1960s? On completion of the unit, children's substantive knowledge will be... - Toys have existed for thousands of years and are always changing. - Modern toys are mainly made of plastic because it is safer and easier to make things with. - Many modern toys use electricity to work. - Computers and consoles were invented in the 20th century. - We are in the 21st century. - We learn about the past from different sources such as books, the internet, people and objects.	Have we had more than one Queen? On completion of the unit, children's substantive knowledge will be... - A monarch is a queen, king or emperor of a country. - Queen Elizabeth I stopped Spanish ships from taking over England. - Queen Victoria was queen from 1837-1901. - This time was called the Victorian period. - Cars and trains were invented during this time. - Queen Victoria made changes so that more children were able to go to school instead of working. - Queen Elizabeth became queen when she was 25.
Disciplinary Concepts with unit knowledge	Historical Enquiry and Chronology: Children can say that World War I began in 1914 and ended in 1918 and can place this on a timeline.	Historical Enquiry and Chronology: Children can place the 1960's on a timeline and compare toys from then and now.	Historical Enquiry and Chronology: Children can place the reigns of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II on a timeline.
	Cause and Consequence: The assassination of Archduke Franz Ferdinand of Austria-Hungary in 1914 served as the spark that ignited the war, but underlying tensions and conflicts had been brewing for years prior.	Cause and Consequence: Toys can be made more easily, quickly and in large numbers as technology has changed.	Cause and Consequence: Queen Elizabeth I stopped Spanish ships from taking over England. Queen Victoria was queen from 1837-1901 during the Victorian era. King George VI died in his sleep which meant Elizabeth II became queen at 25.

	Change and continuity: The war ultimately resulted in the deaths of millions and had far-reaching political and social consequences.	Change and continuity: Modern toys have changed rapidly, as different materials and technologies have been used.	Change and continuity: Queen Victoria made changes so that more children were able to go to school instead of working. As queen, Elizabeth II did not control the British government. Instead, she served as a symbol of her country at ceremonies and public events in Britain and around the world.
	Similarity and difference: Children can comment on how school life was different to ours now e.g. the use of technology today.	Similarity and difference: Before electric toys were invented, many toys had levers, hinges and wheels, so that the user could move them. Even the same toys, such as dolls, look different today than those from the past.	Similarity and difference: Children can comment on life in Britain under the reign of different queens.
	Historical significance: This war was very different from conflicts of the past. For the first time, powerful new weapons and vehicles were used – at sea, on land and in the air – resulting in many people being killed or wounded.	Historical significance: The origin of toys is prehistoric; dolls representing infants, animals, and soldiers, as well as representations of tools used by adults, are readily found at archaeological sites.	Historical significance: Queen Elizabeth died on September 8, 2022, at Balmoral Castle in Scotland. Her son Charles then became king of the United Kingdom.
Lesson Sequence Learning challenges in a sequenced order.	L1- Who was Walter Tull? L2- Why do we remember him? L3- What was life like on the Front Line? L4- What did animals do in WWI? L5- What did women do on the Home Front? L6- Why do we have Remembrance Day?	L1- Why do historians divide up time? L2- What do people remember about the 1960s? L3- How do the most popular toys and games of the 1960s compare with those of today? L4- Why were there no smart toys and games in the 1960s? L5- How can we make sure we play with smart toys and games safely and securely? L6- What do adults I know remember about the 1960s?	L1- What is a monarch and where do they live? L2- Who was Queen Elizabeth I? L3- Who was Queen Victoria? L4- What impact did she have on the Victorians? L5- Who was Elizabeth II? L6- How do they compare to each other?
Knowledge Capture Task	Assessment – History Y1: What do we know about World War I?	Assessment – History Y1: How have toys changed?	Assessment – History Y1: Have we had more than one Queen?
NC History End Points	Please see the document attached showing National Curriculum links across the history topics.		
Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links			
Trips and visitors			
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

	Autumn	Spring	Summer
Year 1/2 History Curriculum Cycle B	How was school different in the past? On completion of the unit, children's substantive knowledge will be... - One hundred years ago, schools often consisted of one-room schoolhouses where students of various ages and levels were taught in rural areas. - The school year got longer in the early 1900s as educating children became required by law and more public schools were built. - Teaching was by rote: 'chalk and talk'. There was an emphasis on the three R's – reading, writing and arithmetic – but there was also nature study, singing and weekly country dancing lessons. Sewing, knitting, woodwork and cookery lessons were taught to older pupils as well as a Personal Hygiene class once a week. - Photographs, maps, and books can show us what school was like in the 1900's. - Children will know that classroom furniture, clothes, school subjects, equipment, use of technology, class size, and playground games are different to today.	How did the building of Manchester Airport change our local area? On completion of the unit, children's substantive knowledge will be... - In 1926, Manchester council recognised the need for a permanent airport in the region. - Manchester airport officially opened on 25th June 1938. - On 1st September 1939, WWII started. - Ringway Airport became a hub of wartime engineering, as an aircraft manufacturing centre. - After World War II, the airport gradually expanded to its present size, including massive expansion of runways and car parking areas. - The airport has helped our community by providing thousands of jobs and better transport links. - Every year the Manchester Airport Community Trust contributes £100,000 to support neighbourhood and community projects throughout the area.	What is a monarch? On completion of the unit, children's substantive knowledge will be... - That a monarch is a king or queen. - Recent monarchs in the UK do not have the power to make decisions alone. - That a king or queen is crowned in a special ceremony called a coronation. - William the Conqueror became King of England on Christmas day in 1066. - That monarchs in the past had all the power to make decisions. - William the Conqueror kept order using the Feudal system. - The Norman's built motte and bailey castles and castles from stone. - That castles had features like a draw bridge and turrets.
	Historical Enquiry and Chronology: Children can place the early 1900's on a timeline.	Historical Enquiry and Chronology: Manchester airport officially opened on 25th June 1938; children can place this date on a timeline.	Historical Enquiry and Chronology: William the Conqueror became King of England on Christmas day in 1066, QEII was coronated in 1953 children can place these events on a timeline.
	Cause and Consequence: Education Act meant school became compulsory for children.	Cause and Consequence: Manchester Airport is an essential transport hub for the North West.	Cause and Consequence: Children can identify how and why William the Conqueror built castles while ruling England.
	Change and continuity: Children can make comparisons between a day in school in the 1900's and now.	Change and continuity: The airport has helped our community by providing thousands of jobs and better transport links.	Change and continuity: Recent monarchs in the UK do not have the power to make decisions alone whereas monarchs in the past had all the power to make decisions.

	Similarity and difference: Comparisons are made with reference to lessons taught, technology used etc.	Similarity and difference: Children can comment on Manchester pre airport and say how it is different today.	Similarity and difference: Children can suggest what a monarch was like in the past.
	Historical significance: Education is compulsory for all children.	Historical significance: During World War II, RAF Ringway was important in military aircraft production and training parachutists. After the War, the base reverted to a civilian airport and gradually expanded to its present size.	Historical significance: As Head of State, The Monarch is significant as he/she undertakes constitutional and representational duties which have developed over one thousand years of history.
Lesson Sequence Learning challenges in a sequenced order.	L1- To find out how schools have changed over time. L2- To investigate what school was like in the past. L3- To investigate what schools were like in the 1900s. L4- To compare a modern classroom with a classroom 100 years ago. L5- To compare three periods of time. L6- To express a personal response to history.	L1- When and why was the airport built? L2- What happened to the airport during WWII? L3- What positives did the building and running of the airport bring to our area? L4- What negatives did the building and running of the airport bring for our area? L5- How has the airport changed since it first opened?	L1- To describe what a monarch is. L2- To explain why coronations take place. L3- To explain how William the Conqueror became King of England. L4- To identify how William the Conqueror built castles while ruling England. L5- To identify features of a castle that would be effective when defending against attacks. L6- To suggest what a monarch was like in the past.
Knowledge Capture Task	Assessment – History Y2: How was school different in the past?	Assessment – History Y2: How did we learn to fly?	Assessment – History Y2: What is a monarch?
NC History Links	Please see the document attached showing National Curriculum links across the history topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links			
Trips and visitors			
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

	Autumn	Spring	Summer
Year 3 Curriculum	What changes were there from the Stone Age to the Iron Age? On completion of the unit, children's substantive knowledge will be... - The Stone Age, Bronze Age and Iron Age are all prehistory meaning that there are no written records. - People were hunter-gatherers during the Stone Age and moved around. - Towards the end of the Stone Age, they began to settle in permanent settlements. - Farming tools were developed during the Bronze and Iron Age which made farming quicker and more effective. - Stone Age people completed some great achievements: creating fire, making sharp wooden and stone tools, taming horses, farming, inventing wheels, pottery, using metals, trading with others and building houses. - People lived in caves, as their knowledge developed they built better structures. - They used animal fur/skins and using a wider range of materials. - In the Iron Age, they built hillforts to protect their settlement. - People began to have more power during the Bronze Age because they had access to more food and better materials. - Skara Brae told archaeologists a lot about prehistoric settlements.	What was important to the Ancient Egyptians? On completion of the unit, children's substantive knowledge will be... - The Ancient Egyptian civilisation was in North Africa and was successful due to the richness offered by the River Nile. - The River Nile was very important because it supported farming to help feed the population. - The Nile allowed them to use boats to trade or battle. - The Ancient Egyptian civilisation lasted from around 3100 BCE to 30 BCE when the Romans conquered it. - Howard Carter was a meticulous archaeologist who discovered Tutankhamun's tomb in 1922. - Tutankhamun's tomb was the first tomb to be discovered that had been untouched by thieves. - Artefacts from Tutankhamun's tomb have allowed us to learn a great deal about the Ancient Egyptians. - The Ancient Egyptians worshiped many gods who they believed would judge them when they died. - They believed that they would live on in the afterlife.	What did the Greeks ever do for us? On completion of the unit, children's substantive knowledge will be... - The Ancient Greek civilisation lasted from around 800 BCE to 30 BCE. - Alexander the Great, took over the empire along with other lands that he conquered. After he died, the Romans slowly took over parts of the empire. - The Olympics were first held in ancient Greece in 776 BC. - The Athenians were known for their cultural development and learning. - Ancient Athens is where democracy began in around 508 BC. - The ancient Greeks believed in many different gods and goddesses e.g. Athena and Zeus. - Each god/ goddess represented a certain aspect of humanity and each was responsible for certain parts of life too. - The Greeks built grand temples for their gods and superb sculptures of brave heroes e.g. The Parthenon was built for Athena.

	Historical Enquiry and Chronology: The period lasted for roughly 3.4 million years and ended between 4,000 BC and 2,000 BC; children can place this on a timeline.	Historical Enquiry and Chronology: Children can place the Egyptian era on a timeline and compare it to the stone age studied prior.	Historical Enquiry and Chronology: Children can place The Ancient Greek civilisation on a timeline that lasted from around 800 BCE to 30 BCE.
	Cause and Consequence: The Ice Age ended and the stone age started. It is the earliest known period of human culture.	Cause and Consequence: Egyptian civilization developed along the Nile River in large part because the river's annual flooding ensured reliable, rich soil for growing crops.	Cause and Consequence: Children know that Alexander the Great took over the empire along with other lands that he conquered. After he died, the Romans slowly took over parts of the empire.

	Change and continuity: The beginning of the Stone Age coincides with the discovery of the oldest known stone tools, which have been dated to some 3.3 million years ago.	Change and continuity: Children are aware that they were the first civilization to use symbols to represent individual sounds, thus developing written language. Egyptians initially used hieroglyphs to express their ideas in written form.	Change and continuity: Ancient Athens is where democracy began in around 508 BC which is a British value we still exercise today.
	Similarity and difference: Children know the differences between the stone, iron and bronze ages.	Similarity and difference: Children can compare the similarities and difference between the Egyptians and the Stone, Bronze and Iron ages.	Similarity and difference: Children can compare the similarities and difference between the Greeks and the Egyptians.
	Historical significance: The Stone Age is a period in prehistory during which early humans started using stones, usually flint, to make tools and weapons.	Historical significance: The ancient Egyptians built huge pyramids, temples, palaces, and tombs. Their paintings and carvings are among the most splendid ever created.	Historical significance: We have the ancient Greeks to thank for things like present-day democracy, libraries, the modern alphabet, and zoology.
Lesson Sequence Learning challenges in a sequenced order.	L1- When was this period of history? L2- What did people in the Stone Age achieve? L3- How did houses change from the Stone Age to Iron Age? L4- How did society change from the Stone Age to the Iron Age? L5- How did prehistoric people collect food? L6- How do prehistoric settlements compare to today?	L1- Who were the Ancient Egyptians? L2- What was life like in Ancient Egypt? L3- Why was the River Nile so important? L4- What can sources tell us about Tutankhamun? L5- Why was the afterlife so important to the Ancient Egyptians? L6- How do the different Egyptian Gods compare?	L1- Who were the Greeks and when did they live? L2- What did the Greeks believe? L3- How was ancient Greece governed? L4- Who was Alexander the Great and what made him a significant leader? L5- How have the Olympic Games changed since they were first held in Ancient Greece? L6- What did the Greeks do for us?
Knowledge Capture Task	Assessment – History: Bronze Age, Iron Age or Stone Age?	Assessment – History: What did the ancient Egyptians believe?	Assessment – History: What did the Greeks ever do for us?
NC History Links	Please see the document attached showing National Curriculum links across the history topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links			
Trips and visitors			
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

	Autumn	Spring	Summer
Year 4 Curriculum	Why did the Romans settle in Britain? On completion of the unit, children's substantive knowledge will be... • Rome was founded in 753BC. • The Romans conquered many lands to create a huge empire. • Julius Caesar tried to conquer Britain twice but was unsuccessful. • In 43AD, Emperor Claudius launched an attack with around 40,000 men and was successful. • Boudicca led a rebellion against the Romans after they took land and wealth from a tribe. • In 122AD, Emperor Hadrian gave an order to build a wall in the north of the country. • The Romans were famous for building long, straight roads to help with trade and communication. • Towns all had similar features, marketplace, town hall, shops, temples and houses. Some had an amphitheatre and bath houses. • Wealthy Romans built large homes called villas that land used for farming.	What did the Anglo-Saxons bring to Britain? On completion of the unit, children's substantive knowledge will be... • By 410AD, the last of the Romans had left Britain leaving it vulnerable to invasion. • The warriors that invaded became known as the first Anglo-Saxons. • Most of Britain was divided into seven Anglo-Saxon kingdoms. • Anglo-Saxons preferred living in small villages. • Anglo-Saxon influence can still be seen in some place names today (Wessex and Sussex). • The religion of early Anglo-Saxons was called Paganism where they worshipped many gods and made sacrifices. • At the end of the Anglo-Saxon period, Christianity became the main religion in Britain. • King Ethelbert of Kent was one of the first to be converted and during the next 100 years, the rest of the kingdoms converted to Christianity. • Places of worship were built at this time.	Who were the Vikings? On completion of the unit, children's substantive knowledge will be... • The Vikings came from Norway, Sweden and Denmark. • They invaded Britain to gain the riches and find farmland as Scandinavia was becoming overpopulated. • The Vikings used sailing as the quickest way to get around and their ships were known as longboats. • The Vikings began their raids on England in 793 on a monastery taking gold, silver and jewels. • People continued farming and raising animals. • Women worked in the home, preparing food and looking after the children. • Children did not go to school so could not read or write. • Some Vikings learnt to read and write using runes. • King Alfred prepared England to have a stronger position in battles. • He set up a court school for children of nobles and he was keen to get as many books written in English as possible. • After different battles, Cnut and Edmund agreed to split the lands of England equally between them. When one of them died, the other would get all the lands. • Cnut became the first king to be ruler of all the kingdoms of England. • King Harold was killed during the Battle of Hastings which allowed William I to become king. • He was commonly known as William the Conqueror. • This ended the struggle between the Vikings and Anglo-Saxons for the kingdom of England.

	Historical Enquiry and Chronology: Rome was founded in 753BC and children can place this on a timeline.	Historical Enquiry and Chronology: The Anglo-Saxon period in Britain spans approximately six centuries from 410-1066AD and children can place this on a timeline.	Historical Enquiry and Chronology: Children can place 793–1066 CE on a timeline to show the Viking era.
	Cause and Consequence: Children can comment on Roman features such as roads, buildings and Hadrian's wall.	Cause and Consequence: Children can comment on the features of Saxon settlements and religion.	Cause and Consequence: They invaded Britain to gain the riches and find farmland as Scandinavia was becoming overpopulated. The Vikings began their raids on England in 793 on a monastery taking gold, silver and jewels.
	Change and continuity: Romans developed aqueducts and better ways to aid water flow. They harnessed water as energy for powering mines and mills. They also built an expansive road network, a great achievement at the time	Change and continuity: They replaced the Roman stone buildings with their own wooden ones, and spoke their own language, which gave rise to the English spoken today.	Change and continuity: People continued farming and raising animals. Women worked in the home, preparing food and looking after the children. Children did not go to school so could not read or write. Some Vikings learnt to read and write using runes.
	Similarity and difference: Children can comment on the similarities and differences between the Greeks and Roman times.	Similarity and difference: Children can comment on the similarities and differences between the Roman times and the Anglo-Saxon period.	Similarity and difference: Children can comment on the similarities and differences between the Anglo-Saxon period and the Viking era.
	Historical significance: By 410AD, the last of the Romans had left Britain leaving it vulnerable to invasion.	Historical significance: At the end of the Anglo-Saxon period, Christianity became the main religion in Britain.	Historical significance: King Harold was killed during the Battle of Hastings which allowed William I to become king. He was commonly known as William the Conqueror. This ended the struggle between the Vikings and Anglo-Saxons for the kingdom of England.
Lesson Sequence Learning challenges in a sequenced order.	L1- Who were the Romans? L2- Why did they invade Britain? L3- Why did they build roads and towns? L4- Who was Boudicca and why did she lead a rebellion? L5- Why was Hadrian's wall important? L6- Why do we remember the Romans?	L1- Why, where and when did the Scots and Anglo-Saxons invade Britain? L2- How did the Anglo-Saxons influence place names? L3- What was village life like? L4- What can artefacts teach us about Anglo-Saxon culture? L5- What religious beliefs and practices did early Anglo-Saxon people follow? L6- Why did Anglo-Saxons convert to Christianity?	L1- When and where were the first Viking invasions? L2- What was life like for the Vikings living in Britain? L3- Why was King Alfred called 'Alfred the Great'? L4- How and when did England become a unified country? L5- How significant was the Battle of Hastings?
Knowledge Capture Task	Assessment – History: Why did the Romans settle in Britain?	Assessment – History: How hard was it to settle in Britain?	Assessment – History: Were the Vikings raiders, traders or settlers?
NC History Links	Please see the document attached showing National Curriculum links across the history topics.		

Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links			
Trips and visitors			
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

	Autumn	Spring	Summer
Year 5 Curriculum	What was life like in Tudor England? On completion of the unit, children's substantive knowledge will be... - Tudor England was a farming society. Most of the population (over 90 %) lived in small villages and made their living from farming. Under Tudor rule England became a more peaceful and richer place. Towns grew larger and the mining of coal, tin and lead became very popular. - That King Henry VIII was the King from 1509 to 1547 and he was strong-willed and bullish. - Know that King Henry VII had six wives – Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, and Catherine Parr. - Henry VIII's marriage to Anne Boleyn led to the establishment of the Church of England. - That Elizabeth I was the last of the Tudors. She was the younger daughter of Henry VIII by his second wife, Anne Boleyn. - Inventories contain information about many aspects of the lives of rich and poor people, such as occupations, clothing, furniture, and houses.	Did the Greg family have a positive impact on our local area? On completion of the unit, children's substantive knowledge will be... - The Industrial Revolution began around 1760 and machinery was invented and developed, meaning that products could be made quickly and in bigger numbers than before. - Poor workers were often housed in cramped, grossly inadequate quarters. Working conditions were difficult and exposed employees to many risks and dangers, including cramped work areas with poor ventilation, trauma from machinery, toxic exposures to heavy metals, dust, and solvents. - In 1783 Samuel Greg built Quarry Bank Mill. - Quarry Bank Mill was powered by a water wheel using the River Bollin. Machines were especially important in the cotton industry with the invention of the 'spinning jenny' and power looms for weaving. - Greg married Hannah, a Unitarian who cared about the workers, many of which were children who lived in Apprentice House. - In 1802 The Factory Act is passed, restricting working hours for children and women. - The Greg family built Styal village for the workers, which included a church, a shop, housing and a school.	How did the Maya civilisation compare to the Anglo-Saxons? On completion of the unit, children's substantive knowledge will be... - The Maya first developed their civilisation in around 2000 BC. - Families lived in great cities like Yax Mutal and Palenque, and also in surrounding farmland. During the Maya civilisation, Britain went through the Stone, Bronze, and Iron Ages, including Stonehenge, to Roman Britain, Anglo-Saxon, Medieval and Tudor England. - Ordinary Maya homes were not built on platforms like the city temples and palaces but on ground level. They were built in an oval shape, from wooden poles with clay and mud (wattle and daub) or stone walls (which was rare) and a thatch roof, or plants, to keep the rain and snow out where as Saxon houses were small wooden huts with a straw roof, and inside was just one room in which the whole family lived. - The Maya believed in many gods, each representing a different part of life e.g. Chaac the god of rain. - These gods had to be pleased so Maya communities made regular offerings to them, in the form of animal (and sometimes human) sacrifices. - The Ancient Mayans developed the science of astronomy, calendar systems, and hieroglyphic

			writing. They were also known for creating elaborate ceremonial architecture, such as pyramids, temples, palaces, and observatories. From around 1517 - 1697 Spanish invaders (conquistadores) started to destroy the Maya cities and people.
	Historical Enquiry and Chronology: The Tudor period occurred between 1485 and 1603 and children can place this period on a timeline.	Historical Enquiry and Chronology: The Industrial Revolution began around 1760 and children can place this on a timeline.	Historical Enquiry and Chronology: The Maya first developed their civilisation in around 2000 BC and children can show this period in history on a timeline.
	Cause and Consequence: The Tudor dynasty was founded in 1485 by Elizabeth's grandfather, Henry VII, when he emerged victorious after the dynastic Wars of the Roses.	Cause and Consequence: Machinery was invented and developed, meaning that products could be made quickly and in bigger numbers than before.	Cause and Consequence: The Ancient Mayans developed the science of astronomy, calendar systems, and hieroglyphic writing. They were also known for creating elaborate ceremonial architecture, such as pyramids, temples, palaces, and observatories.
	Change and continuity: Under Tudor rule England became a more peaceful and richer place. Towns grew larger and the mining of coal, tin and lead became very popular.	Change and continuity: Poor workers were often housed in cramped, grossly inadequate quarters. Working conditions were difficult and exposed employees to many risks and dangers. In The Factory Act is passed, restricting working hours for children and women.	Change and continuity: From around 1517 - 1697 Spanish invaders (conquistadores) started to destroy the Maya cities and people.
	Similarity and difference: Children can comment on the similarities and differences between the Viking era and the Victorian period.	Similarity and difference: Children can comment on Britain pre and post industrial revolution.	Similarity and difference: Children can compare the Ancient Mayan period to other periods in history.
	Historical significance: The Tudors are most famous for Henry VIII's creation of the Church of England. This was called the Protestant Reformation and changed England from a Catholic country to a Protestant one.	Historical significance: This led to increased production and efficiency, lower prices, more goods, improved wages, and migration from rural areas to urban areas.	Historical significance: Two thousand years ago, the ancient Maya developed an advanced civilisation. They developed a written language of hieroglyphs and invented the mathematical concept of zero. The Maya developed a complex and accurate calendar system.

Lesson Sequence Learning challenges in a sequenced order.	L1- To use different types of evidence to interpret the character of Henry VIII. L2- To make deductions about Anne Boleyn from a range of primary and secondary sources. L3- To understand why Henry VIII had many wives. L4- To extract evidence from primary sources about the Royal Progresses of Elizabeth I. L5- To reconstruct a Royal Progress using a range of primary sources. L6- To make deductions about the people in Tudor England using inventories. L7- To create a realistic inventory for a person living in Tudor times.	L1- Who were the Greg family? L2- What was the industrial revolution? L3- Who worked at the mill, what jobs did they have and how much were they paid? L4- What do sources tell us and how reliable are they? L5- How did Styal Village develop and what was village life like?	L1- To recognise when and where the ancient Maya lived. L2- To evaluate the challenges of settling in the rainforest. L3- To compare and contrast Anglo-Saxon and Maya houses. L4- To explain the importance of Maya gods and goddesses. L5- To design a map of a Maya city. L6- To evaluate the reasons for the decline of the Maya cities.
Knowledge Capture Task	Assessment – History: What was life like in Tudor England?	Assessment – Did the Greg family have a positive impact on our local area?	Assessment – History: How did the Maya civilisation compare to the Anglo-Saxons?
NC History Links	Please see the document attached showing National Curriculum links across the history topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links			
Trips and visitors			
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

	Autumn	Spring	Summer
Year 6 Curriculum	What does the census tell us about our local area? On completion of the unit, children's substantive knowledge will be... - The census is undertaken by the Office for National Statistics every 10 years and gives us a picture of all the people and households in England and Wales. The census asks questions about you, your household and your home. - Mary Bucktrout was interviewed as part of a factory report in 1845. She lost her right arm under the elbow and the thumb of her left hand. Mill owners often put profit above safety, making the mills dangerous places to work. - The Vicar of Leeds, Dr Hook, took her to the local infant school and asked the school staff to provide her with support and training. In the 1861 census, Mary was named as a teacher. - Children as young as seven years old could be found working fourteen hours a day in the region's mills. Being small and nimble, they were given dangerous jobs such as climbing underneath moving machinery to remove any cotton pieces that had fallen below - this role was called being a 'scavenger'. - Robert Peel was born on 5 February 1788 in Bury, Lancashire. His father was a wealthy cotton mill owner. As Prime Minister, Peel introduced the Factory Act of 1844, which limited working hours for children and women in factories.	What happened during WW2? On completion of the unit, children's substantive knowledge will be... - Understand that the Treaty of Versailles, economic depression, and the rise of Hitler and the Nazi Party contributed to the outbreak of WWII. - Recognise that WWII began in 1939 after Germany invaded Poland, prompting Britain and France to declare war on Germany. - Identify that the Battle of Britain was an air campaign fought between the RAF and Germany's Luftwaffe in 1940, which prevented a German invasion of Britain. - Know that radar technology, strategic defence, and the bravery of RAF pilots were critical to Britain's success in the Battle of Britain. - Understand that evacuation involved moving children and vulnerable people from cities to the countryside to protect them from bombing raids. - Recognise that evacuees often experienced mixed emotions, including fear, excitement, and homesickness, while adjusting to rural life. - Know that food rationing was introduced during WWII due to blockades limiting imports and the need to conserve resources for the war effort. - Understand that the government encouraged people to grow their own food through campaigns like "Dig for Victory" and taught them to cook creatively with limited ingredients. - Recognise that the Holocaust was the systematic persecution and genocide of six million Jewish people, along with other targeted groups, by the Nazi regime. - Know that key Holocaust events included Kristallnacht, the establishment of concentration camps, and the eventual liberation of survivors. - Understand that D-Day in 1944 marked the Allied invasion of Nazi-occupied France and was a turning point in the war. - Recognise that WWII ended in Europe in May 1945 with Germany's surrender and in August	How has medicine changed through time? On completion of the unit, children's substantive knowledge will be... - Witch doctors and medicine men were used during the prehistoric period who believed that illnesses were caused by evil spirits. The Egyptians also believed that evil spirits caused illnesses. They believed the body was made up of 46 tubes or channels and when one was blocked, people become ill. - Most Greek scholars and physicians would have followed the teachings of Hippocrates. He believed that the observation and recording of a patient's symptoms were vital to medical care. - The Romans realised that public health helped to have a healthy body and mind. They had bath houses which included a gym and massage houses. Towns have sewers and public toilets meaning streets and houses were cleaner. - During the Medieval period, sanitation declined. Bad air was believed to be the cause of many illnesses and diseases. - Studying a human body was forbidden by religious laws. - The Black Plague killed nearly a third of the population within two years. - Religious establishments were used to care for the sick. - Plague doctors wore a thick leather outfit covered in vinegar, with the beak being stuffed with flowers and herbs. They didn't treat the victims, just diagnosed them so they could be quarantined or sent to a pest house. - The Tudors believed the body was made up of four humours, red bile, yellow bile, black bile and phlegm. You became ill if these were out of balance.

		1945 in Japan after the atomic bombings of Hiroshima and Nagasaki. • Understand that Bury and Manchester were impacted by the war through air raids, evacuation, and the contributions of local industries to the war effort.	
--	--	--	--

			- Only the rich could afford doctors so everyone else relied on apothecaries. During the Victorian times, Edward Jenner. - discovered the use of vaccinations. - Main figures during this period are Florence Nightingale, Joseph Lister, James Young Simpson, John Snow and Louis Pasteur. - The NHS was introduced in 1948 to provide everyone with equal, accessible healthcare. Life expectancy has increased dramatically. Doctors and nurses are now trained before being classed as qualified.
	Historical Enquiry and Chronology: Children are aware that the census is undertaken by the Office for National Statistics every 10 years. Children can also place Robert Peel's birth on 5 February 1788 in Bury, Lancashire, on a timeline.	Historical Enquiry and Chronology: Children can place 1939 on a timeline.	Historical Enquiry and Chronology: Children can comment on medicine through the ages, referring to their placement of significant periods in history on a timeline.
	Cause and Consequence: Children are aware that conditions when working in a mill were dangerous and therefore the Factory Act was passed limiting working hours for children.	Cause and Consequence: In 1939, Hitler invaded Poland after making an agreement to not invade any other countries. Poland, France and Britain had made a pact to support each other, so France and Britain declared war on Germany.	Cause and Consequence: Children can say how medicine differs across the ages and what people believed during a certain period in time.
	Change and continuity: Children are aware that there remain laws in place to ensure working conditions are safe.	Change and continuity: Europe was in much need of financial aid due to all the roads, bridges, buildings and more that had been destroyed in the fighting.	Change and continuity: Children are aware of the impact of modern medicine.
	Similarity and difference: Children can comment on the working conditions in the Manchester mills.	Similarity and difference: Children can comment on the difference between WW1 and WW2 and say how Britain was different before and after.	Similarity and difference: Children can comment on how medicine had developed from witch doctors to the formation of the NHS.
	Historical significance: As Prime Minister, Peel introduced the Factory Act of 1844, which limited working hours for children and women in factories.	Historical significance: In Britain the most famous of reforms was the creation of the National Health Service which began its work on 5 July 1948.	Historical significance: Children know that medicine is accessible for all today and that Life expectancy has increased over time. Doctors and nurses are now trained before being classed as qualified.
Lesson Sequence Learning challenges in a sequenced order.	L1- To use the census to make inferences about people from the past. L2- To use the census to investigate how the lives of people in the past changed. L3- To use primary sources to find out about the working conditions of children in factories. L4- To recreate the thoughts and feelings of Mary Bucktrout.	L1- What events led to the outbreak of WWII? L2- What was the Battle of Britain? L3- What was evacuation and why did it happen? L4- Why and how did people's diets change in WWII? L5- What was the Holocaust? L6- What key events contributed to the end of WWII? L7- What impact did WWII have on our local area?	L1- How different was prehistoric medicine to Ancient Egyptians medicine? L2- How did the Greeks influence Roman attitudes towards medicine? L3- How did people try to cure the Black Plague during Medieval times? L4- What medical practices were used during the Tudor period?

	L5- To reconstruct the lives of people in a household using the census. L6-To compare census returns and identify continuities and changes in a household.		L5- What medical advancements were made during the Victorian period? L6- How has medicine changed during the 20 th and 21st century?
Knowledge Capture Task	Assessment – History: What does the census tell us about our local area?	Assessment – History: What was the impact of World War 2 on the people of Britain?	Assessment – History: How has medicine changed over time?
NC History links	Please see the document attached showing National Curriculum links across the history topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links			
Trips and visitors			
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		