



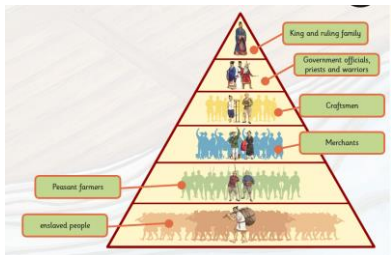
### Bredbury Green Primary School: Rationale Behind The History Curriculum

	What we teach? (Minimum Requirement From NC)	Component Knowledge	Why we teach it now? (Rationale)	Key Vocabulary
Early Years	<b>Past and Present</b> <ul style="list-style-type: none"><li>Talk about the lives of the people around them and their roles in society</li><li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li><li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li></ul>	<b>Past and Present</b> <ul style="list-style-type: none"><li>To know that Remembrance Day is to think of the soldiers, who died in the war.</li><li>To be able to retell a familiar traditional tale.</li><li>To be able to discuss how things have changed over time when this is encountered in stories e.g. In the Christmas story they travelled on donkey, now we travel by car, bus, etc.</li><li>To be able to sequence the story breaking down beginning, middle and end.</li><li>To be able to say 3 things that have changed about me since I was a baby.</li><li>To be able to name at least 5 people who help us and what they do to help.</li></ul>	<b>Developing historical vocabulary in Nursery:</b> Yesterday, today, tomorrow, first, next, now, then, last, before, after, later, time, order  Same, different, grow, change  Once upon a time, real and pretend	
			<b>Developing historical vocabulary in Reception:</b> A long time ago, past, now, old, new, sequence, beginning, middle, end, same and different  Police officer, criminal, handcuffs, walkie talkie, badge, fire fighter, nurse, doctor, soldiers, vet  Ambulance, fire engine, ladder, hose, helmet, police car  Job, emergency, help, safe, stranger, hospital, police/train station  Real, pretend, grow, once upon a time, first, second, next, then, finally, at last	
UNCRC Article	Articles: 2 , 7, 8			
Journey Marking	<ul style="list-style-type: none"><li>Who are the important people in your life and what do they do to help you?</li><li>How do different people in our community help us (e.g., teachers, shopkeepers, nurses)?</li><li>How is life today similar to life when your parents or grandparents were little?</li><li>Where does the story take place, and how is it different from where you live?</li><li>Where does the story take place, and how is it different from where you live?</li></ul>			
Year 1  Autumn	<b>Victorian Christmas</b> <b>INFLUENCE &amp; APPRECIATION</b> <ul style="list-style-type: none"><li>Event beyond living memory that are significant nationally or globally</li><li>Change within living memory</li><li>Know about special festivals and anniversaries that are significant e.g. Poppy Day and Christmas Day.</li><li>State Queen Victoria and Albert’s Christmas traditions and how they are used now e.g trees, cards</li></ul>	<ul style="list-style-type: none"><li>Know when Christmas day and Remembrance day is and why they are significant.</li><li>Know who Queen Victoria and Prince Albert were.</li><li>Know that Queen Victoria and Prince Albert were married.</li><li>Know the Christmas traditions they introduced (Christmas trees and Christmas cards).</li><li>Know who Queen Elizabeth II was and who King Charles III is.</li></ul>	<ul style="list-style-type: none"><li>In EY, pupils have learnt about specific festivals so will understand the concept of celebration</li><li>As pupils have had a first hand experience of Christmas, they will understand their own family traditions and how the Victorians differed</li><li>Prepares for learning about other famous monarchs in KS2</li></ul>	Christmas Victorian Celebration Tradition Similarity Difference Monarch

	<ul style="list-style-type: none"> <li>Know who Queen Elizabeth II was and who King Charles III is and their relation to each other</li> </ul>			
<b>UNCRC Article</b>	Articles: 7, 13, 28			
<b>Year 1</b>  <b>Spring</b>	<b>Florence Nightingale/Mary Seacole:</b> <b>SIGNIFICANCE &amp; APPRECIATION</b> <ul style="list-style-type: none"> <li>Significant individuals who have contributed to national and international achievements</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>Know 5 key facts about Florence Nightingale and Mary Seacole</li> <li>Give a comparison between Florence and Mary</li> <li>Understand and provide examples of how they changed nursing</li> </ul>	<b>Florence Nightingale</b> 5 key facts: <ul style="list-style-type: none"> <li>She is British</li> <li>She went to the Crimean war to nurse wounded soldiers.</li> <li>Hospitals were very dirty and she said people should wash their hands in hospitals.</li> <li>She is known as ‘The lady with the lamp’ and showed people that nursing was a very important job.</li> <li>She made hospitals cleaner, which helped save lives.</li> </ul> <b>Mary Seacole</b> 5 key facts <ul style="list-style-type: none"> <li>She was British-Jamaican</li> <li>Mary knew how to treat cholera but she wasn’t chosen. She paid for her own trip to go anyway.</li> <li>She went to Crimea and provided a place for sick and recovering soldiers.</li> <li>She treated soldiers with cholera.</li> <li>She sold hot meals to wounded soldiers. No body remembered Mary Seacole after the war for a long time.</li> </ul> <b>Comparison</b> Mary Seacole was forgotten but Florence Nightingale was well remembered as ‘The lady with the lamp’. Mary Seacole was born in Jamaica and Florence Nightingale was a British nurse. <b>How they changed nursing</b> Mary Seacole helped treat cholera which saved many lives. Florence Nightingale introduced hand washing and hygiene in hospitals. Mary Seacole sold hot meals and nursed wounded soldiers. Florence Nightingale trained nurses.	<ul style="list-style-type: none"> <li>In EY, pupils would have been taught about the roles of society, including nurses</li> <li>They will use their knowledge of continents to understand the different places that had the same events occur (Geog NC)</li> <li>This will prepare children for their learning in KS2 when they are taught about time periods and places</li> </ul>	Soldier Hygiene Nurse Wounded Disease Achievements Crimean war
<b>UNCRC Article</b>	Articles: 2, 12, 22, 24, 29			
<b>Year 1</b>  <b>Summer</b>	<b>Local History – LS Lowry</b> <b>SIGNIFICANCE &amp; INFLUENCE</b> <ul style="list-style-type: none"> <li>Significant historical events, people and places in own locality</li> <li>Know 5 key facts about LS Lowry</li> </ul>	<b>5 Facts</b> <ul style="list-style-type: none"> <li>He was a famous artist.</li> <li>He was born in Stretford.</li> <li>He painted ‘Matchstick men’ and used similar colours though out all his paintings.</li> <li>He painted landscapes of factories, chimneys, football grounds and people leaving work.</li> </ul>	<ul style="list-style-type: none"> <li>In EY/Foundation Stage, pupils should have an understanding of past and present, as well as similarities and differences (EY UTW past and present)</li> <li>They will draw on this knowledge to make comparisons between life during the industrial revolution and life now</li> </ul>	Artist Inspired Matchstick Men Industrial Housing Terraces

	<ul style="list-style-type: none"> <li>Understanding of why Lowry's paintings feature factories, chimneys and mills ie link to Industrial Revolution</li> <li>Legacy of LS Lowry in Salford and Manchester</li> </ul>	<ul style="list-style-type: none"> <li>Lowry painted Manchester.</li> </ul> <p><b>Understanding of why Lowry's paintings feature factories, chimneys and mills ie link to Industrial Revolution</b> Lowry's paintings featured factories, chimneys and mills because of the industrial revolution. This started in 1760 and ended in 1840. The industrial revolution was a period of major change in the way products were made. It changed the way people lived and worked as products used to be made by hand in their own homes or workshops.</p> <p><b>Legacy of LS Lowry in Salford and Manchester</b></p> <ul style="list-style-type: none"> <li>Lowry was born in Stretford</li> <li>He worked in Manchester while painting after work.</li> <li>Lowry studied painting at Salford School of Art</li> <li>Lowry painted many landscapes of Manchester and around Salford.</li> <li>When he died, he had an exhibition at the Royal Academy.</li> </ul>	<ul style="list-style-type: none"> <li>This will link with identifying human and physical features of a locality (Geog NC)</li> <li>Lowry is a key, historical figure from the wider locality of Greater Manchester</li> </ul>	
UNCRC Article	32, 37, 42			
Year 2  Autumn	<p><b>Rosa Parks/Emily Davison:</b> <b>SIGNIFICANCE &amp; POWER</b></p> <ul style="list-style-type: none"> <li>Significant individuals who have contributed to national and international achievements</li> <li>Know 5 key facts about Rosa Parks and her life</li> <li>Understand what the Montgomery Bus Boycott was and Rosa Parks's legacy in that</li> <li>Understand the concept of segregation and racism</li> </ul>	<p><b>Know 5 key facts about Rosa Parks and her life:</b></p> <ul style="list-style-type: none"> <li>Rosa Parks lived in Alabama.</li> <li>She is most famous for the Montgomery Bus Boycott.</li> <li>She was a civil rights activist.</li> <li>Rosa Parks broke the law and was arrested.</li> <li>Rosa Parks was married to a supportive husband.</li> </ul> <p><b>Understand what the Montgomery Bus Boycott was and Rosa Park's legacy in that:</b></p> <ul style="list-style-type: none"> <li>The MBB happened in December 1955.</li> <li>Rosa Parks refused to give up her seat on a segregated bus, which was illegal.</li> <li>She was arrested.</li> <li>Many black people chose to boycott the bus services as a result of Parks's refusal.</li> <li>After 381 days, the law was changed so that buses were no longer segregated in Alabama.</li> </ul> <p><b>Understand the concept of segregation and racism:</b></p> <ul style="list-style-type: none"> <li>To know the meaning if segregation and when it came about.</li> <li>To know the meaning of racism and the difference between this and segregation.</li> <li>To name some of the ways in which segregation was shown in the time of Rosa Parks.</li> </ul>	<ul style="list-style-type: none"> <li>Builds upon learning from Year 1 where children learnt about Florence Nightingale as a significant figure and her lasting impact.</li> <li>Prepares children for Year 3 where they learn about significant historical periods and their lasting impact on us today.</li> </ul>	<p><i>Legacy National Achievements</i></p> <p>Segregation Civil rights Activist Equality Racism</p>

		<ul style="list-style-type: none"> <li>To understand how times has changed with how we live today.</li> <li>To demonstrate understanding of segregation through role play of the specific incident.</li> </ul>		
UNCRC Article	2, 8, 37			
Year 2 Summer	<b>The Great Fire of London</b> <b>CAUSE &amp; EFFECT, STRUCTURES</b> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> <li>Know and understand key events of the Great Fire of London</li> <li>Explore sources to understand how we know about the Great Fire of London</li> <li>Comparison of London before and after the Great Fire of London</li> </ul>	<b>Know and understand key events of the Great Fire of London:</b> <ul style="list-style-type: none"> <li>To know when (2<sup>nd</sup> September 1666), where (Pudding Lane Bakery) and why the fire started.</li> <li>To know how and why the fire spread so quickly.</li> <li>To name ways in which people tried to put the fire out.</li> <li>To plot the main events from the fire in order on a timeline.</li> <li>To name important figures from the Great Fire of London and know their significance.</li> </ul> <b>Explore sources to understand how we know about the Great Fire of London:</b> <ul style="list-style-type: none"> <li>To know the meaning of a source.</li> <li>Look at different historical sources from this time period.</li> <li>Explore how we know if a source is reliable.</li> <li>Discuss if a source tells us about the Great Fire of London and explain how we know.</li> <li>Comparing sources and their credibility.</li> </ul> <b>Comparison of London before and after the Great Fire of London:</b> <ul style="list-style-type: none"> <li>Children to look at video of London from 1666 and a video of London today.</li> <li>Children to look at a map of London from 1666 and a map of London now.</li> <li>Discuss basic similarities between the maps.</li> <li>Discuss basic differences between the maps.</li> <li>Identifying landmarks old and new – are there any still there?</li> </ul>	<ul style="list-style-type: none"> <li>Builds upon learning from Year 1 about special festivals and anniversaries for specific days in Victorian London and to consider a significant national event.</li> <li>Prepares children for Year 3 and beyond where they explore significant historical events throughout the world.</li> </ul>	<i>Victorian Era</i> <i>Similarity</i> <i>Difference</i>  Samuel Pepys London Wattle Daub Sources Buildings Materials
UNCRC Article	7, 8, 13, 17, 24			
Year 3 Autumn	<b>Shang Dynasty</b> <b>POWER &amp; SIGNIFICANCE</b> <ul style="list-style-type: none"> <li>Achievements of the earliest civilisations – overview of where and when</li> <li>Know where and when Shang Dynasty occurred</li> <li>Understand the concept of social hierarchy</li> <li>Give examples of specific impact e.g. invention of writing, use of chariots in warfare</li> </ul>	When: The Shang Dynasty lasted from around 1600 BCE to 1046 BCE. Where: The dynasty ruled primarily in the Yellow River Valley, a key region for early Chinese civilization. Capital: Its last capital was Anyang in modern-day Henan Province, though the capital moved several times throughout the dynasty's history.	<ul style="list-style-type: none"> <li>In KS1, children have learnt about the concept of monarchy and society</li> <li>This will be built upon when learning about different societal structures and the concept of power</li> <li>This will prepare them for further study of ancient civilisations</li> </ul>	<i>rights</i> <i>Equality</i>  Jade Bronze Warfare Hierarchy King Warrior

		<p>Know what a social hierarchy is: A <b>social hierarchy</b> is like a ladder that shows how people are organized in a group or society. Example: School</p> <p>Shang Dynasty social hierarchy:</p>  <p>Know the impact of the Shang Dynasty; invention of writing, advances in bronze, cities and architecture had walls for protection, use of chariots in warfare.</p>		Peasant Merchant Priest Craftsman Slave Social hierarchy
UNCRC Article	2, 6, 28			
Year 3 Spring	<p><b>Romans</b></p> <p><b>INFLUENCE &amp; CAUSE AND EFFECT</b></p> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> <li>Know when and why the Romans came to Britain</li> <li>Understand one event of historical significance - Caesar's attempted invasion 55-54BC</li> <li>Explain the different aspects of the impact on Britain then and now</li> <li>Explore sources to understand how we know about the Roman Empire</li> </ul>	<p>Know why the Romans invaded Britain including to find valuable resources, expanded empire and control trade.</p> <p>Know how the Romans impacted Britain including its impact today.</p> <p>Know why Caesar wanted to invade Britain.</p> <p>Know that in 55 BC, Caesar brought his army across the sea from Gaul to Britain and the reasons that his invasion was not successful.</p> <p>Know that Caesar tried again in 54 BC, this time with a larger army and better preparations.</p> <p>Explore sources and interpretations (primary and secondary sources) – pictures of towns and roads, Roman coins, Latin language and secondary sources such as historical writing. Understand the difference between them.</p>	<ul style="list-style-type: none"> <li>In KS1, pupils are taught about their own locality of Bredbury and then Stockport (Hist KS1 NC). The historical centre of Stockport is the Market Place. It is situated on a 240 million year old red sandstone cliff overlooking what was once an important ford over the River Mersey, this ford was the meeting point of several Roman roads</li> <li>In KS1 pupils will have studied the UK countries and capitals and its surrounding seas naming, locating and identifying characteristics (Geog KS1 NC)</li> <li>In KS2, pupils use maps with a focus on Europe so can look at Italy (Rome) and other countries that the Romans invaded. They will also study land-use patterns and how these have changed over time e.g. influence Romans had on roads, development of some towns/cities (Geog KS2 NC)</li> <li>In Y4 (Maths NC) Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and these were introduced over a period of time so therefore some previous knowledge from Y3 would support this</li> </ul>	<p>Sources Buildings Materials</p> <p>Impact Legacy Invasion Empire Conquest Resources Trade</p>

UNCRC Article	7, 8, 28			
Year 3 Summer	<p><b>Stone Age to Iron Age</b> <b>STRUCTURES &amp; APPRECIATION</b></p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to Iron Age</li> <li>Understand who the Neolithic people were.</li> <li>Understand early settlements and why they were positioned where they were.</li> <li>Compare localities and investigate how areas have altered in relation to farming and settlements</li> </ul>	<p>Know that the Neolithic people lived around 5,000 to 7,000 years ago.</p> <p>Know that the Neolithic people were early farmers, how they built homes, made pottery, created art and built monuments and the importance of this.</p> <p>Know that early settlements were the first places where people built their homes and started living together in one spot.</p> <p>Know where early settlements were and why: near water, fertile land, safe places and climate and weather.</p> <p>Compare Bredbury to early settlements and explore how they are similar and different in terms of farming and settlements. Farming is not always in small communities, not everyone lives near farming land and people might live away from families.</p>	<ul style="list-style-type: none"> <li>Builds upon knowledge of ancient civilisations and chronology</li> <li>Science – links with the topics: Soils, Animals including Humans, Plants</li> <li>Geography – human and physical characteristics of landscapes. Human geography of settlements, trading links. Field work including sketch maps</li> <li>English work – links with Stig of the Dump, Stone Age Boy, Stonehenge, Ugg</li> <li>Local History – Nine Stone Circles in Matlock, Arbor Low, Iron Ladies, Mam Tor and the Blue John Caverns for Rocks in Science</li> <li>Prepares for work on the Anglo Saxon settlements in Year 4</li> </ul>	<p>Neolithic</p> <p>Skara Brae</p> <p>Technology</p> <p>Travel</p> <p>Stonehenge</p> <p>Fort</p> <p>Farming</p> <p>Art</p> <p>Culture</p> <p>Agriculture</p>
UNCRC Article	7, 8, 13, 28			
Year 4 Autumn	<p><b>Anglo Saxons</b> <b>SIGNIFICANCE &amp; POWER</b></p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>Know when and why the Anglo-Saxons came to Britain.</li> <li>Explain some of the key events of 1066 and the Battle of Hastings.</li> <li>Explain how the Anglo Saxon tribes settled in Britain and what their settlements were like</li> </ul>	<p><u>Know when and why the Anglo-Saxons came to Britain</u></p> <ul style="list-style-type: none"> <li>Know the date that the Anglo-Saxons arrived in Britain</li> <li>Know why the Anglo-Saxons came to Britain</li> </ul> <p><u>Explain some of the key events of 1066 and the Battle of Hastings</u></p> <ul style="list-style-type: none"> <li>Know that the Battle of Hastings happened in 1066</li> <li>Know why the Battle of Hastings took place</li> <li>Know the names of some important figures such as: King Edward; Harold Godwinson; William of Normandy/William the Conqueror and Harold Hadrada of Norway.</li> </ul> <p><u>Explain how the Anglo Saxon tribes settled in Britain and what their settlements were like</u></p> <ul style="list-style-type: none"> <li>Discuss why the Anglo-Saxons settled in Britain</li> <li>Describe the key features of an Anglo-Saxon settlement</li> </ul>	<ul style="list-style-type: none"> <li>Builds upon knowledge of early settlements in Y3 Stone Age</li> <li>Geography – looking at where in Europe the Anglo-Saxons travelled from. Look at the coast lines, beaches and cliffs. Use of compass and directions to imagine they are travelling Anglo-Saxons</li> <li>Science – links with Living Things and classification</li> <li>The Battle of Hastings 1066 and how this changed the landscape of Britain</li> <li>Conversion to Christianity</li> <li>Forest work – weapons, shields, shelters</li> <li>Language – Anglo-Saxons place names. Stockport is an Anglo-Saxon names</li> <li>Compare helmets – D and T</li> <li>Art – Anglo-Saxon hordes, art, culture</li> <li>Prepares for Y6 understanding of British significance – WW1 and WW2</li> </ul>	<p>Anglo Saxons</p> <p>Laws</p> <p>Justice</p> <p>Invasion</p> <p>Location</p> <p>Resistance</p> <p>Settlement</p>
UNCRC Article	7, 8, 13, 28			



<b>Journey Marking</b>	<ul style="list-style-type: none"> <li>• Why do you think the Anglo-Saxons decided to leave their homelands?</li> <li>• What might the Anglo-Saxons have felt when they arrived in a new land?</li> <li>• What questions would you ask an Anglo-Saxon child about their journey?</li> <li>• Why is it important for us to learn and share ideas about how groups of people moved and settled in the past?</li> <li>• How did the Battle of Hastings change the identity of Britain?</li> <li>• Why is it important that everyone has the right to learn about events like 1066?</li> <li>• If you lived in an Anglo-Saxon settlement, how might your identity or daily routines be different?</li> <li>• How can learning about past settlements help us understand our communities today?</li> </ul>			
<b>Year 4</b>  <b>Spring</b>	<p><b>Ancient Egyptians</b> <b>POWER &amp; INFLUENCE</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Achievements of the earliest civilisations – in depth study</a></li> <li>• Explain what life was like in the civilisation around the Nile.</li> <li>• Compare Ancient Egyptian religions and beliefs to modern religions and beliefs</li> <li>• Understand and explain the hierarchy of the Kingdoms and Pharaohs.</li> <li>• Explore sources to understand how we know about the Ancient Egyptians</li> </ul>	<p><u>Explain what life was like in the civilisation around the Nile</u></p> <ul style="list-style-type: none"> <li>• Transport/trade links</li> <li>• Food sources</li> <li>• Farming</li> </ul> <p><u>Compare Ancient Egyptian religions and beliefs to modern religions and beliefs</u></p> <ul style="list-style-type: none"> <li>• Similarities and differences between beliefs such as: number of gods; what happens after death; how the body is prepared after death; burials and what is sent into the afterlife</li> </ul> <p><u>Understand and explain the hierarchy of the Kingdoms and Pharaohs</u></p> <ul style="list-style-type: none"> <li>• Slaves, farmers, scribes and craftsmen, soldiers, nobles and priests and pharaohs</li> </ul> <p><u>Explore sources to understand how we know about the Ancient Egyptians</u></p> <ul style="list-style-type: none"> <li>• Artefacts such as Howard Carters diary, hieroglyphs, papyrus paper and mummies</li> </ul>	<ul style="list-style-type: none"> <li>• Builds upon knowledge of early civilisations in Y3</li> <li>• Geography – River Nile – physical and human geography</li> <li>• Signification of longitude and latitude, climate – compass points, position with compass points and grid references</li> <li>• Maths – position and direction, coordinates in the first quadrant</li> <li>• Science – Animals including Humans, Canopic jars animals related to gods, states of matter and the water cycle, solids liquids and gases with relation to mummification</li> <li>• English connections – Howard Carter diary entries, Flat Stanley the Great Egyptian Grave Robbery</li> <li>• Prepares for study of the Ancient Greeks in Y5</li> </ul>	<p>Pharaoh Hierarchy Hieroglyphics Invasion Religion Pyramids Ancestors Mummification Beliefs Amulets Papyrus Sarcophagus Scarab Gods/goddesses</p>
<b>UNCRC Article</b>	<b>14, 32</b>			
<b>Journey Marking</b>	<ul style="list-style-type: none"> <li>• What beliefs or customs shaped people’s everyday lives along the Nile?</li> <li>• Do you think all children along the Nile got to learn, play, and rest fairly? Why or why not?</li> <li>• If you lived by the Nile, what parts of your life would be different?</li> <li>• Why is it important today that people can choose their own beliefs?</li> <li>• How do we show respect for beliefs that are different from our own?</li> <li>• What questions would you want to ask an Ancient Egyptian about their religion?</li> <li>• How might the rules set by Pharaohs affect people’s work or rights?</li> <li>• Do you think children in different social groups had different experiences?</li> <li>• How does the idea of fairness today compare with life in Ancient Egypt?</li> <li>• What kinds of sources help us learn about Ancient Egypt (e.g., tombs, artefacts, writings)?</li> <li>• What do these sources tell us about the lives, beliefs, and work of people in that time?</li> <li>• How can we use sources to spot when people—especially children—may have been treated unfairly or made to work too hard?</li> </ul>			

<p><b>Year 5</b></p> <p><b>Autumn</b></p>	<p><b>Tudors:</b></p> <p><b>POWER &amp; STRUCTURE</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</li> <li>In depth study of a monarch e.g. Henry VIII / Elizabeth I</li> <li>Explain the impact of the Reformation on Britain</li> <li>Explore crime and punishment during the Tudor period</li> </ul>	<p>Explain the impact of the Reformation on Britain</p> <ul style="list-style-type: none"> <li>Event that led to Church of England being formed</li> <li>Change in ownership of monasteries and artefacts within England</li> <li>Ability to grant divorces</li> </ul> <p>In depth study of a monarch - Henry VIII</p> <ul style="list-style-type: none"> <li>How he became King</li> <li>Henry VIII's wives and children</li> <li>Interests</li> <li>Impact on England – Royal Navy started, use of execution as punishment, joined England and Wales</li> </ul> <p>Explore crime and punishment during the Tudor Period</p> <ul style="list-style-type: none"> <li>No police force, King appointed Justices of the Peace</li> <li>Common punishments – whipping, branding, execution, hang/draw/quarter, locks and stocks and how they were used in response to a crime</li> <li>Public executions</li> </ul>	<ul style="list-style-type: none"> <li>Builds upon knowledge of British history from Romans to Anglo-Saxons to Tudors throughout KS2.</li> <li>Prepares for The World Wars as part of British history in Year 6</li> </ul>	<p>Monarch</p> <p>Legacy</p> <p>Crime</p> <p>Punishment</p> <p>Cause and effect</p> <p>Reformation</p> <p>Christianity</p> <p>Protestant</p>
<p><b>UNCRC Article</b></p>	<p><b>19, 37, 40</b></p>			
<p><b>Journey Marking</b></p>	<ul style="list-style-type: none"> <li>How did this monarch use their power, and how did it affect the safety and wellbeing of people in their kingdom?</li> <li>Were people treated fairly under this monarch's rule? Why or why not?</li> <li>How might children or families have been affected by the decisions of the monarch?</li> <li>What laws or punishments did this monarch introduce, and do you think they protected people or harmed them?</li> <li>If you could ask the monarch one question about fairness or justice, what would it be?</li> <li>How did the Reformation change people's lives, beliefs and safety?</li> <li>Did everyone feel free to practise their religion during the Reformation? Why or why not?</li> <li>Were people treated fairly if they disagreed with the king or queen's religious beliefs?</li> <li>How did laws and punishments change as a result of the Reformation?</li> <li>What do you think would have been challenging for children and families during this time of religious change?</li> <li>What types of crimes existed in Tudor times, and who decided what counted as a crime?</li> <li>What punishments did people receive, and do you think these were fair or cruel?</li> <li>How were children treated if they broke the law in Tudor times? How is this different from today?</li> <li>Did Tudor punishments protect people or frighten them? Why do you think so?</li> <li>How do modern justice systems protect children compared to Tudor justice systems?</li> </ul>			
<p><b>Year 5</b></p> <p><b>Spring</b></p>	<p><b>Ancient Greece:</b></p> <p><b>SIGNIFICANCE &amp; INFLUENCE</b></p> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the Western World</li> <li>Know Ancient Greek theories about the Earth and Space and the impact upon modern day</li> </ul>	<p>Know Ancient Greek theories about the Earth and Space and the impact upon modern day</p> <ul style="list-style-type: none"> <li>Know and remember at least 2 models of solar system and scientists – Aristotle, Kepler, Copernicus, Ptolemy</li> <li>Describe how this thinking has changed as science has developed</li> </ul>	<ul style="list-style-type: none"> <li>Builds upon the knowledge of Egyptian gods taught in Year 4 and early civilisations</li> <li>Prepares for the teaching of non-European Society and how the Mayans contrast to this</li> </ul>	<p>Legacy</p> <p>Theory</p> <p>Philosophy</p> <p>Astronomy</p> <p>Theology</p> <p>Myth</p> <p>Legend</p>



	<ul style="list-style-type: none"> <li>Name significant buildings such as the Colosseum and the Acropolis, Pantheon</li> <li>Explain how Ancient Greek Gods had influence over the lives of Ancient Greek people</li> </ul>	<p>Name significant buildings such as the Colosseum and the Acropolis, Parthenon</p> <ul style="list-style-type: none"> <li>Know that the Parthenon is a colosseum and is located within the Acropolis</li> <li>Know what the buildings were used for</li> <li>Understand the architectural features of Greek buildings eg columns</li> </ul> <p>Explain how Ancient Greek Gods had influence over the lives of Ancient Greek people</p> <ul style="list-style-type: none"> <li>Know at least 3 Ancient Greek Gods</li> <li>Know the beliefs linked to the 3 Ancient Greek Gods</li> <li>Explain how these beliefs affected the Ancient Greeks and could be seen in their daily lives</li> </ul>		
UNCRC Article	<ul style="list-style-type: none"> <li>14, 19, 37, 40</li> </ul>			
Journey Marking	<ul style="list-style-type: none"> <li>What did Ancient Greek thinkers believe about the Earth, planets or stars?</li> <li>How do their ideas compare to what we know today from science?</li> <li>Why is it important that people are free to explore new ideas, even if others disagree? (Right 14)</li> <li>How have Ancient Greek ideas helped modern scientists keep people safe or understand our world better?</li> <li>If you could ask a Greek philosopher one question about space, what would it be?</li> <li>Why did the Ancient Greeks build places like the Acropolis and Parthenon?</li> <li>What do these buildings tell us about what the Greeks believed or valued?</li> <li>Who might have built these structures, and do you think their working conditions would be considered safe or fair today? (Right 19 / 37)</li> <li>How are important buildings today used to support fairness, democracy or community safety?</li> <li>Which Ancient Greek building interests you the most, and why?</li> <li>How did belief in the gods shape the decisions people made in Ancient Greece?</li> <li>Why do you think people followed rituals and made offerings to the gods?</li> <li>How does the freedom to choose your own beliefs today compare with life in Ancient Greece?</li> <li>Did fear of the gods ever lead to people being treated unfairly or harmed? (Right 19 / 37)</li> <li>What questions would you ask an Ancient Greek about their beliefs if you could?</li> </ul>			
Year 5 Summer	<p><b>Vikings:</b> <b>INFLUENCE &amp; POWER</b></p> <ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>Know what happened during the invasion of the Vikings</li> <li>Explain the importance of Viking Longships</li> <li>Be able to compare Norse Gods to Ancient Greek Gods</li> <li>Explore sources to understand how we know about the Vikings</li> </ul>	<p>Know what happened during the invasion of the Vikings</p> <ul style="list-style-type: none"> <li>Key events of the initial invasion of Lindesfarne</li> </ul> <p>Explain the importance of Viking Longships</p> <ul style="list-style-type: none"> <li>Feature of Viking Longships and purposes of the features</li> <li>How they were used during invasion</li> </ul> <p>Be able to compare Norse Gods to Ancient Greek Gods</p> <ul style="list-style-type: none"> <li>Know at least 3 Norse Gods with linked beliefs to previously learnt Ancient Greek Gods</li> </ul> <p>Explore sources to understand how we know about the Vikings</p> <ul style="list-style-type: none"> <li>Viking Housing</li> </ul>	<ul style="list-style-type: none"> <li>Builds upon the knowledge from Romans in Year 3 and Anglo-Saxons in Year 4 as well as developing a further understanding of invasion.</li> <li>Prepares for the study of the World Wars in Year 6 e.g. Nazis</li> </ul>	<p>Invasion Justice Cause and Effect Christianity Catholicism</p>

		<ul style="list-style-type: none"> <li>Viking Jewellery</li> </ul>		
UNCRC Article	19, 37, 40			
Journey Marking	<ul style="list-style-type: none"> <li>What events led to the Vikings invading parts of Britain?</li> <li>How might Anglo-Saxon families—especially children—have felt during a Viking attack?</li> <li>Were people treated fairly during the invasions, or were some harmed or mistreated?</li> <li>Why is it important to think about how war and conflict affect the rights and safety of children? (Right 19)</li> <li>How do modern laws protect people from harm today compared with the past? (Rights 37 &amp; 40)</li> <li>What features made Viking longships powerful or dangerous?</li> <li>How did longships help the Vikings travel, explore and invade?</li> <li>Do you think life on a longship was safe? Why or why not?</li> <li>What jobs did people—including young people—have on a longship, and would they be considered fair or safe by today’s standards? (Rights 19 &amp; 37)</li> <li>How did longships change the way different groups met, traded or fought?</li> <li>What were the main roles or powers of the Norse gods? How do these compare to the Greek gods?</li> <li>How did beliefs about gods influence people’s behaviour in each civilisation?</li> <li>Were people ever harmed or treated unfairly because of beliefs linked to Norse or Greek gods? (Right 37)</li> <li>How do modern values about fairness and respecting beliefs differ from ancient societies?</li> <li>What similarities or differences do you find most interesting between the two sets of gods?</li> <li>What types of historical sources help us learn about the Vikings (e.g., artefacts, chronicles, archaeology)?</li> <li>Do these sources show us examples of fair or unfair treatment of people during Viking times?</li> <li>How can we use sources to understand how children and families lived, worked, and were protected—or not? (Rights 19 &amp; 40)</li> <li>Why is it important to question who created a source and whether it might be biased?</li> <li>If you could examine one Viking artefact, what would you choose and what might it tell us?</li> </ul>			
Year 6  Autumn	<b>The Maya</b> <b>POWER &amp; STRUCTURES</b> <ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history.</li> <li>Compare the Maya with British society</li> <li>Articulate the impact that the Maya had on us as a modern society, sharing an understanding of key artefacts</li> <li>Identify key cultural differences e.g. Gods and social hierarchy</li> </ul>	<ul style="list-style-type: none"> <li>Know that the period of time where the Ancient Maya lived spanned several periods of British History: <ul style="list-style-type: none"> <li>Bronze Age, Iron Age, Roman, Anglo-Saxons, Vikings and Tudors (Children have studied all periods previously)</li> <li>The Ancient Maya lived in both BC and AD</li> <li>They are called the Ancient Maya because there are still Maya people alive today</li> </ul> </li> <li>The Maya invented zero and had codices, which were the first books. They also invented calendars.</li> <li>The Maya were polytheistic. A key story from the Maya civilisation is ‘The Hero Twins,’ which discusses the trials</li> </ul>	In Year 5, children will have studied crime and punishment in the Tudors (heresy, treason and execution). They will draw upon this knowledge to learn more about crime and punishment within the Ancient Maya civilisation. Children will have previously studied the ancient civilisations of Greece and Egypt, and will build upon this knowledge through their study of the Ancient Maya – extending their awareness of chronology.	Ancient civilisation Contrast Artefacts Alphabet Numerical systems Inventions

		<p>of the twins and their experience of the underworld, as well as the game Pok ta Pok.</p> <ul style="list-style-type: none"> <li>The Maya had a social hierarchy and wealth was indicated by the presence of jaguar skin, jade, obsidian. Make connections with the Feudal System in Britain.</li> </ul>		
<b>UNCRC Article</b>	<b>14, 19, 37, 40</b>			
<b>Journey Marking</b>	<ul style="list-style-type: none"> <li>How was Maya society organised differently from British society, and how might that have affected people's rights or freedoms?</li> <li>What similarities and differences can you spot between Maya daily life and modern British life?</li> <li>Were all people treated fairly within Maya society? How does this compare with fairness and justice today? (37 &amp; 40)</li> <li>How were children's lives different in Maya society compared with children in Britain today?</li> <li>What aspects of Maya life might children today find difficult, and why?</li> <li>What Maya inventions or ideas (e.g., maths, astronomy, writing) still influence modern society?</li> <li>What can artefacts such as calendars, carvings or architecture tell us about Maya beliefs and values?</li> <li>How do Maya scientific ideas show the importance of allowing people freedom to think and question? (Right 14)</li> <li>Do any artefacts reveal ways people may have been treated unfairly or harshly? (37)</li> <li>Why is it important that we study and respect achievements from non-European cultures?</li> <li>What did the Maya believe about their gods, and how did these beliefs influence their lives?</li> <li>How does the freedom to choose your own beliefs today differ from life in Maya society? (Right 14)</li> <li>What was the Maya social hierarchy like? Who had the most and least power?</li> <li>Were people in lower classes treated fairly? How does this compare with how people's rights are protected today? (Rights 37 &amp; 40)</li> <li>How did religious practices or traditions help keep people safe—or put them at risk? (Right 19)</li> </ul>			
<b>Year 6 Spring</b>	<p><b>The World Wars</b> <b>APPRECIATION AND CAUSE &amp; EFFECT</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</li> <li>Know and explain the key reasons for the outbreak of WW1 and WW2.</li> <li>Name the alliances created throughout the wars and understand their political impact.</li> <li>Explain the impact that the War had on people both in Britain and beyond e.g. The Holocaust, The Blitz, Women in War</li> <li>Explore sources to understand how we know about the World Wars</li> </ul>	<ul style="list-style-type: none"> <li>Franz Ferdinand was assassinated in Bosnia by a Serbian group called 'The Black Hand.'</li> <li>The German Empire was called Prussia and this is not the same as Russia.</li> <li>Germany were nationalists and were envious of Britain's naval supremacy.</li> <li>Allies: Britain, France and Russia</li> <li>Axis: Germany, Austria-Hungary, (Italy)</li> <li>WW1 lasted from 1914 – 1919. Germany lost.</li> <li><i>Nationalism</i> – Thinking that your country is superior to the rest, always. <i>Patriotism</i> – Being proud of your country. <i>Militarism</i> – A focus on building the military. <i>Imperialism</i> – The idea that colonisation is okay.</li> <li>The Treaty of Versailles was signed following WW1 in 1919. Germany were forced to sign this and were not invited to the discussion. It meant that they agreed to: <ul style="list-style-type: none"> <li>No submarines, 100,000 men, 6 battleships, No air force and the Rhineland being demilitarised.</li> <li>Alsace Lorraine was returned to France, Germany were not allowed to have an Alliance with Austria.</li> <li>Germany had to pay reparations and were not allowed to join the League of Nations. They had to accept full responsibility for WW1.</li> </ul> </li> </ul>	In KS3, children will further their knowledge of the Wars within the History curriculum. Children build upon their prior knowledge of conflict through their study of the War of the Roses in Year 5 and invasion in Year 3 (Romans), Year 4 (Anglo-Saxons) and Year 5 (Vikings). Children to build upon their learning about segregation (Year 2) within their study of The Holocaust.	Alliance Treaty Nazi The Blitz Leadership Battle of the Somme/Britain Holocaust Rationing Evacuation

		<ul style="list-style-type: none"> <li>WW2 broke out because Germany were unhappy with the Treaty of Versailles and were struggling as a country. Hitler promised to improve this and was voted into power democratically.</li> <li>Discuss key elements of WW2: <ul style="list-style-type: none"> <li>The Blitz was in 1940. The focused on docks and factories in order to have the biggest impact upon the people.</li> <li>Holocaust: Auschwitz, Genocide, Concentration Camp, Anne Frank, Kindertransport, Persecution. Persecuted groups: Gypsy/Roma, Jewish people, Disabled people, Gay people, Black People, Polish people, People with Political Impact and Jehovah's Witnesses.</li> <li>Women's Land Army and roles of Women in War.</li> </ul> </li> <li>Sources: Ration Books, Gas Masks, Newspaper Articles, Video Footage (Pathe)</li> </ul>		
<b>UNCRC Article</b>	9, 20, 22, 37, 38,			
<b>Journey Marking</b>	<ul style="list-style-type: none"> <li>What events or tensions led to the outbreak of WW1 and WW2?</li> <li>How did political disagreements and rising conflict place children and families at risk? (38)</li> <li>Why is it important to understand the causes of war to help prevent similar conflicts today?</li> <li>How did the start of each war lead to people becoming refugees or being forced to leave home? (22)</li> <li>If you lived at the time, what questions would you want to ask world leaders about peace and safety?</li> <li>Which alliances were formed in WW1 and WW2, and why were they important?</li> <li>How did these alliances affect the safety of people living in the countries involved?</li> <li>Did alliances help protect people, or did they sometimes make the conflict worse?</li> <li>How did alliances influence decisions that affected children, refugees and families? (22)</li> <li>What does this teach us about the importance of cooperation between nations today?</li> <li>How did the Blitz affect children's daily lives, and why were so many separated from their families? (Right 9)</li> <li>What challenges did evacuee children face when living away from home? Were they always kept safe? (Rights 9 &amp; 20)</li> <li>How were Jewish families and other targeted groups affected during the Holocaust? (Right 37 – protection from cruel treatment)</li> <li>Why did so many people—children included—become refugees during the wars? (Right 22)</li> <li>How did roles for women change during the wars, and what impact did this have on families and society?</li> <li>How does learning about the experiences of those affected help us understand the importance of protecting rights in times of conflict?</li> <li>What primary sources (e.g., diaries, photographs, letters, interviews) help us learn about life during the wars?</li> <li>How do these sources help us understand what happened to children who were evacuated, orphaned or displaced? (Rights 9 &amp; 20)</li> <li>What can we learn from eyewitness accounts about the experiences of refugees? (Right 22)</li> <li>How do we identify bias or emotion in sources from wartime?</li> <li>Why is it important to learn from real evidence to ensure that the rights of children are protected in modern conflicts? (Right 38)</li> </ul>			
<b>Year 6 Summer</b>	<b><u>The Suffragettes</u></b> <b>SIGNIFICANCE &amp; INFLUENCE</b> <ul style="list-style-type: none"> <li>A local history study</li> <li>Understand the role of Emmeline Pankhurst within the Suffragette movement</li> </ul>	<ul style="list-style-type: none"> <li>Key figures: Constance Lytton, Emily Davison, Emmeline Pankhurst, Wallace Dunlop.</li> <li>Share an understanding of the difference between suffragists and suffragettes</li> </ul>	Within Year 6, children looked at the rights and roles of women in War – including the Women's Land Army. This is a clear comparative subject to 'The Suffragettes' and will further develop the children's understanding of the role of women. In KS3 and 4, children will often revisit this time period of history in a study of the Victorians as part of their English curriculum.	Monarchy Revolution Suffragettes Movement Emmeline Pankhurst

	<ul style="list-style-type: none"><li>• Articulate the importance of Manchester in connection with the Suffragette movement</li><li>• Explain what life was like for women before and after the vote</li></ul>	<ul style="list-style-type: none"><li>• Emmeline Pankhurst, who started the Women’s Social and Political Union (WSPU) to fight for women’s votes, was born in Manchester.</li><li>• The city was a key place for suffragettes to organize marches and public events to tell people about the importance of women getting the vote.</li></ul>		Election Feminism Equality Advocate
UNCRC Article	2, 9, 13			
Journey Marking	<ul style="list-style-type: none"><li>• Why did Emmeline Pankhurst believe women deserved the same rights as men?</li><li>• How did she use her voice to campaign for change? (Right 13)</li><li>• Were women treated equally to men before the Suffragettes? How does this link to Article 2?</li><li>• What risks did Emmeline Pankhurst face when speaking out?</li><li>• How might her activism have affected her family life? (Right 9)</li><li>• Why was Manchester an important place for the beginnings of the Suffragette movement?</li><li>• How did the city support or inspire women fighting for equal rights? (Right 2)</li><li>• How did people in Manchester express their ideas and demands for change? (Right 13)</li><li>• How might families in Manchester have been affected by women joining marches and campaigns? (Right 9)</li><li>• What evidence can we find in Manchester today that links back to the Suffragettes?</li><li>• What rights were women denied before they were allowed to vote? How does this relate to Article 2 (equality)?</li><li>• How did not having the vote affect women’s daily lives, jobs, and family roles? (Right 9)</li><li>• How did gaining the vote change women’s ability to express their ideas and opinions? (Right 13)</li><li>• Do you think women felt safe expressing their beliefs before the vote? Why or why not?</li><li>• What changes after the vote showed that society was becoming more equal?</li></ul>			