

History	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1						
Enquiry Question						
Autumn 2		Victorians Beyond Living Memory		Anglo-Saxons/Vikings		WW2 in Manchester
Enquiry Question		What was Manchester like in Victorian times?		How did the Vikings change life in Saxon Britain?		What was the effect of the second world war on Manchester?
Spring 1			Stone Age / Iron Age		Ancient Greece	
Enquiry Question			What was early civilization like in Britain?		What impact has Ancient Greece had on the modern world?	
Spring 2	Old and New Toys Within Living Memory					
Enquiry Question	Were my grandparents toys more fun than mine?					
Summer 1		Famous People Florence Nightingale	Romans	Egyptians		
Enquiry Question			Who were the Romans and what impact did they have on Britain?	How was the life of the Pharaoh different from the rest of the population of Ancient Egypt?		
Summer 2						Mayans
Enquiry Question						Who were the Ancient Mayans? What was Ancient Mayan

HISTORY Y1	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS				Within Living Memory – Old and New Toys		
QUESTION				Were my grandparents toys more fun than mine?		
KEY KNOWLEDGE				<ul style="list-style-type: none"> To understand what history is.. What is meant by the past. To see how technology is different, for example, telephones, televisions, computers and cars. To be able explain what is old from it's appearance. For example and old and new phone. To answer simple questions about and old item, explaining what they think they might be used for. To make opinions based on what they use, for example I like my new toys because they can do..... To make simple comparative ideas between toys and technology. Looking at similarities and differences. For example "this is bigger, this has more moving parts, this is not heavy." 		
TEXT						

CHRONOLOGY AND UNDERSTANDING	<ul style="list-style-type: none"> Can they put up to three objects in chronological order (recent history)? Can they use words and phrases like: old, new and a long time ago? Can they tell me about things that happened when they were little? Can they recognise that a story that is read to them may have happened a long time ago? Do they know that some objects belonged to the past? Can they retell a familiar story set in the past? Can they explain how they have changed since they were born? Can they use words and phrases like: very old, when mummy and daddy were little? Can they use the words before and after correctly? Can they say why they think a story was set in the past?
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KNOWLEDGE AND INTERPRETATION	<ul style="list-style-type: none"> Can they begin to identify the main differences between old and new objects? Can they identify objects from the past, such as vinyl record? Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? Can they tell us about an important historical event that happened in the past? Can they explain differences between past and present in their life and that of other children from a different time in history?
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HISTORICAL ENQUIRY	<ul style="list-style-type: none"> Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using a artefact/ photograph provided? Can they give a plausible explanation about what an object was used for in the past?
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HISTORY Y2	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS		Beyond Living Memory Victorians				Famous People Florence Nightingale
QUESTION		What was Manchester like in Victorian times?				"Why is Florence Nightingale remembered today?"
KEY KNOWLEDGE		<ul style="list-style-type: none"> To know when the Victorian time period was and the duration. Placing the period into a chronological time period. To know that the United Kingdom during this time was going through a great change. (industrial revolution) To know who Queen Victoria was and what she did for the country. To know what Manchester looked like during Victorian times, buildings and streets. To know what the workhouses were and what life was like inside. Focusing on child work. To understand how new technology changed lives for people. Phones, trains. To study how Manchester was an important city in Britain being one of the major cities that produced cotton. 				<ul style="list-style-type: none"> When was Florence Nightingale born and what time period did she live in. What was Florence Nightingales childhood and early life like. What did Florence do as a nurse? What did Florence do when she arrived at the hospitals during the Crimean war. Why is Florence Nightingale known as the lady of the lamp? How Florence made changes to nursing and hospital care. Comparisons and differences between nursing during Florence Nightingales time and modern day.
TEXT						
CHRONOLOGY AND UNDERSTANDING	<ul style="list-style-type: none"> Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? Can they use the words past and present correctly? Can they use a range of appropriate words and phrases to describe the past? Can they sequence a set of events in chronological order and give reasons for their order? Can they sequence a set of objects in chronological order and give reasons for their order? Can they sequence events about the life of a famous person? 					
KNOWLEDGE AND INTERPRETATION	<ul style="list-style-type: none"> Can they recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later? Can they recount some interesting facts from a historical event. Can they explain why Britain has a special history by naming some famous events and some famous people? Can they explain what is meant by a parliament? Can they explain why someone in the past acted in the way they did? Can they explain what is meant by a democracy. 					
HISTORICAL ENQUIRY	<ul style="list-style-type: none"> Can they answer questions by using a specific source, such as an information book? Can they research the life of a famous Briton from the past using different resources to help them? Can they research about a famous event that happens in Britain and why it has been happening for some time? Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? Can they say at least two ways they can find out about the past, for example using books and the internet? Can they explain why eye-witness accounts may vary? 					

HISTORY Y3	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS			Stone Age/Iron Age		Romans	
QUESTION			What was early civilization like in Britain?		Who were the Romans and what impact did they have on Britain?	
KEY KNOWLEDGE			<ul style="list-style-type: none"> To understand what is meant by prehistory and how this describe the stone age to the iron age. To understand what civilisation was like during the stone age, that people lived a hunter gatherer lifestyle. To look at how people recorded information during this time, through cave paintings and drawings. To look at the different tools and equipment stone age people used. To understand Skara Brae. Looking into how stone age people began to move away from a hunter gatherer lifestyle and began creating small farming communities. To understand the discussion about Stonehenge and what people believe it was created for. To understand how developments continued to the bronze and iron ages. 		<ul style="list-style-type: none"> To know that the Roman empire began in Italy before the time of Christ and spread across the world. To know the three different invasions of Britain. To know that the Celts were the people who lived in Britain during this time. To understand who Boudicca was and why she rebelled. Understand the life of a Roman soldier in Britain being able to describe the equipment and what they did. To know that Romans brought a range of technological developments to Britain such as roads. To understand how Hadrian defended the Roman empire against the Picts and who these people were. 	
TEXT						
CHRONOLOGY AND UNDERSTANDING	<ul style="list-style-type: none"> Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened? Can they set out on a timeline, within a given period, what special events took place? Can they begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? 					
KNOWLEDGE AND INTERPRETATION	<ul style="list-style-type: none"> Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can they begin to picture what life would have been like for the early settlers? Can they recognise that Britain has been invaded by several different groups over time? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history? Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? Can they appreciate that war/s would inevitably have brought much distress and bloodshed? Do they have an appreciation that wars start for specific reasons and can last for a very long time? Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'? 					
HISTORICAL ENQUIRY	<ul style="list-style-type: none"> Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about a period in history? Can they research a specific event from the past ? Can they use their 'information finding' skills in writing to help them write about historical information? Can they, through research, identify similarities and differences between given periods in history? Can they begin to use more than one source of information to bring together a conclusion about an historical event 					

HISTORY Y4	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS		Anglo-Saxons/Vikings			Egyptians	
QUESTION		How did the Vikings change life in Saxon Britain?			How was the life of the Pharaoh different from the rest of the population of Ancient Egypt?	
KEY KNOWLEDGE		<ul style="list-style-type: none"> To know that the Saxons were the people who came to Britain after the Romans left. To understand that the Saxons were a collection of tribes with their own kingdoms. To know who the Vikings were and why 793 is an important time in British history for one of the first major raids from the Vikings at Lindisfarne. To know why that the Vikings wanted land raid, taking gold and valuables. To understand what is meant by the Danelaw and Dangled. To know who Alfred the Great was and why he is known as the great. To understand what is meant by unification in the context of British history. 			<ul style="list-style-type: none"> To overview all ancient civilisations Ancient Sumer; The Indus Valley; and the Shang Dynasty of Ancient China. Looking at when and where they were. To understand who the Egyptians were and where their civilisation took place in context with other known periods of history. To research who the Pharaohs were looking at how their daily lives were different from the rest of the Egyptian civilisation. To research what life was like for the Egyptian people. To understand why the Egyptians built pyramids and what they were used for. To know what mummification was and why the Egyptians carried out this procedure. To understand that Egyptians had a different belief system from ourselves, believing in a variety of different Gods. To understand why the River Nile was so important to the Egyptian people. To research two well known individuals of Egyptian history, Tutankhamen and Cleopatra. 	
TEXT						
CHRONOLOGY AND UNDERSTANDING	<ul style="list-style-type: none"> Children can place periods of history on a timeline showing periods of time in centuries and decades. Children can use their mathematical skills to round up time differences into centuries and decades. Can they use their mathematical skills to help them work out the time differences between certain major events in history? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 					
KNOWLEDGE AND INTERPRETATION	<ul style="list-style-type: none"> Can they explain how events from the past has helped shape our lives? Do they appreciate that wars have happened from a very long time ago and they are often associated with invasion, conquering or religious differences? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise that the lives of wealthy people were very different from those of poor people? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 					
HISTORICAL ENQUIRY	<ul style="list-style-type: none"> Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they give more than one reason to support a historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? 					

HISTORY Y5	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS			Ancient Greece			
QUESTION			What impact has Ancient Greece had on the modern world?			
KEY KNOWLEDGE			<ul style="list-style-type: none"> To know who the Ancient Greeks were and where the period falls on a timeline. To understand how the country was ruled, different states such as Athens and Sparta. To look into the structure of the Greek army and navies. Understanding the vocabulary for each. To explore the different belief system the Greeks had, worshiping a range of God's who's names are still used today. To explore what daily life was like for the Greek people. To understand the Greek alphabet. To understand what the Olympic games were and when they started. To understand that the modern world still uses constructs created by the Greeks, such as marathons, universities, theatres and the Olympic games astronomy. 			
TEXT						
CHRONOLOGY AND UNDERSTANDING	<ul style="list-style-type: none"> Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work exact time scales and differences as need be? Can they create timelines which outline the development of specific features, such as medicine, weaponry, transport etc. 					
KNOWLEDGE AND INTERPRETATION	<ul style="list-style-type: none"> Can they describe historical events from the different period/s they are studying/have studied. Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same. Can appreciate that significant events in history have helped shape the country we have today. 					
HISTORICAL ENQUIRY	<ul style="list-style-type: none"> Children can test a hypothesis in order to answer a question. Can they research the life of one person who has had an influence on the time period they are studying. 					

HISTORY Y6	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS		WW2 in Manchester				Mayans
QUESTION		What was the effect of the second world war on Manchester?				Who were the Ancient Mayans? What was Ancient Mayan civilisation like?
KEY KNOWLEDGE		<ul style="list-style-type: none"> • What was the second world war and where does it fall on a timeline. • How did propaganda effect Manchester. 				<ul style="list-style-type: none"> •To know who the Mayan's were and where their civilization would fall on a timeline. •To understand what daily life was like for the Mayan people. •To explore the different ways that Mayan wrote information down, writing and their own number system. •To explore how Mayan society was structured and organised, looking at how Mayan cites states were arranged. •To explore the different buildings that the Mayan's built. • To explore the religion of the Mayan people, looking at how and who they worshipped. •To understand the discussion around the end of the Mayan civilization.
TEXT						
CHRONOLOGY AND UNDERSTANDING	<ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 					
KNOWLEDGE AND INTERPRETATION	<ul style="list-style-type: none"> • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise how Britain has had a major influence on world history? • Can they summarise what Britain may have learned from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? 					
HISTORICAL ENQUIRY	<ul style="list-style-type: none"> • Children can understand the bias of a source. • Children can understand and explain what propaganda is and why it is used. • When answering a historical questions can use a wide range of sources to support their argument/answer. • Can they suggest why there may be different interpretations of events? • Can they suggest why certain events, people and changes might be seen as more significant than others? 					

YEAR 1 HISTORY: OLD AND NEW TOYS (SPRING 1)

Were my grandparents' toys more fun than mine?

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 2 HISTORY: VICTORIANS (AUT 1)

What was Manchester like in Victorian times?

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 2 HISTORY: FLORENCE NIGHTINGALE (SUM 1)

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KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 3 HISTORY: STONE AGE/IRON AGE (SPRING 1)

WHAT WAS EARLY CIVILISATION LIKE IN BRITAIN?

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 3 HISTORY: ROMANS (SUM 1)

Who were the Romans and what impact did they have on Britain?

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 4 HISTORY: ANGLO SAXONS AND VIKINGS (SPRING 1)

How did the Vikings change life in Saxon Britain?

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 4 HISTORY: Egyptians (SUM 1)

How was the life of the pharaoh different to the rest of the population?

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 5 HISTORY: ANCIENT GREECE (SPRING 1)

What impact has Ancient Greece had on the modern world?

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 6 HISTORY: WW2 IN MANCHESTER (AUT 1)

What was the effect of the second world war on Manchester?

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 6 HISTORY: MAYANS (SUMMER 2)

Who were the Ancient Mayans?

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7