



History

Intent

Our History incorporates the expectations of the National Curriculum and has been extended to explore modern day historical periods to enable the children to develop their understanding of the shaping of modern-day Manchester and the UK. The intent is to give children the knowledge and skills to understand: the past, their place in the world, how their diverse community has formed through the teaching of ancient civilisations and significant historical periods. It will ensure children have the ability to draw on their understanding of the past by confidently challenging and analysing sources. This will give them the ability to question and challenge stereotypes and conflicting views. Ultimately, it will allow them to thrive in a world of mass information, misinformation and different perspectives.

Rationale

In History, we start each lesson with a key question, to instil awe and wonder, and help guide the children towards answering this themselves, either through passionately imparting knowledge or giving them opportunities to infer it from a source. Units should start with chronology knowledge and skills to develop the child's understanding of dates and this unit's place in history. Once this is established, children should then move on to enquiry. We teach these historical skills in a similar way to reading, deciphering sources to infer and discover things about the past. Each unit should be a journey of discovery. Like reading a story, we also want the children to explore past worlds, learn about the 'main characters' of the past, see perspectives and build an image of that unit in their minds to help them retain the key knowledge. With our enquiries completed, we are now able to reason and evaluate our understanding of the unit through a range of informed responses, before then discussing deeper historical concepts around empathy and understanding. Discussions should be used to develop empathy and perspective: we want our children to notice injustice, question decisions, celebrate triumphs and be aware of why the world is how it is today.

History Curriculum

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Nursery	Units 1 & 2 - Now and next, before and after / Old and new, old and young.		
	Knowledge	Key Vocabulary	Skills taught in units
	<p>I know who is older and who is younger in my family.</p> <p>I know some of the differences of things we can do when we are young and old.</p> <p>I know some of my own life-story.</p> <p>I know what differences there are between people and why this should be celebrated.</p> <p>I know that something we have had for a long time is 'old' and something we had for a short time is 'new'.</p>	<p>Now, next, before, after, morning, afternoon, lunchtime, start, finish</p> <p>Old and new, old and young, baby, long time, short time, mum, dad, brother, sister</p>	<p>I can understand simple questions about 'who', 'what' and 'where'.</p> <p>I can talk about what I see.</p> <p>I can use a wider range of historical vocabulary to discuss the past.</p> <p>I can understand 'why' questions.</p> <p>I can use words to describe a sequence of events such as 'first' or 'then'.</p> <p>I can talk about things that have happened this year.</p>

Reception	Units 1 & 2 - Past and Present / Changes Over Time		
	Knowledge	Key Vocabulary	Skills taught in units
	<p>I know some similarities and differences between things in the past and now, drawing on my experiences and from books I have read in class.</p> <p>I know that things happening now are the 'present' and things that happened to me are in the 'past'.</p> <p>I know that people in my family were young in the past and that their life was different to mine.</p> <p>I know that life was different in the past and that people come from different places around the world.</p>	<p>Past, present, now, finished</p> <p>Changes over time, grandparents, grandma, grandad, a long time ago, in the past, last year, before, after, community</p>	<p>I can explain the difference between past and present.</p> <p>I can talk about members of my immediate family and community.</p> <p>I can comment on images of familiar situations in the past.</p> <p>I can talk about the lives of people around me and their roles in society.</p> <p>I can use words to describe a sequence of events such as last year, before, after and a long time ago.</p> <p>I can ask questions to find out more about the past.</p> <p>I can look at pictures to find out more about the past.</p> <p>I can explore real life objects to find out more about the past.</p> <p>I can talk about events in the last year.</p> <p>I can explain how I have changed this year.</p>

Year 1	Unit 1 - Egyptians (10 hours)		
	Knowledge	Chronology Skills	Enquiry Skills
	I know where Ancient Egypt was on the map. I know who the Ancient Egyptians were, their lifestyle and beliefs. I know about a significant person: The Last Pharaoh of Egypt - Cleopatra . I know what Tutankhamun's tomb is and how it was discovered. I know that pyramids and mummies are proof that the Egyptians existed. I know that the Egyptians used Hieroglyphics and ancient languages.	I can order dates from earliest to latest on simple timelines (the Ancient Egyptians Timeline: 3100BC to 30BC)	I can ask and answer how and why questions in response to stories and events from a historical period (specifically in relation to society and day-to-day life); I can observe and use pictures, photographs and artefacts to find out about the past
	Reasoning & Evaluation Skills	Key Vocabulary	
I can talk, write and draw about things from the past; I can construct responses about one aspect of life or a key event/person in the past; I can use drama/role play to communicate my knowledge about the past	Past, Present, Timeline, Hieroglyphics, Pharaoh Pyramid, Mummy/mummification Tombs, Excavation Reign, Egyptians, Artefacts		
Unit 2 - Famous Mancunians			
Knowledge	Chronology Skills	Enquiry Skills	
Significant historical events in own locality. I know 4 famous Mancunians (house captains). I know the impacts that famous Mancunians have had on our lives. I know why said person is famous. (The work they have done) I know the similarities and differences between each famous Mancunian. I know how to compare myself to a famous Mancunian. I know wider knowledge about each famous Mancunian. I know when 4 famous Mancunians were alive.	I can order dates from earliest to latest on simple timelines	I can ask and answer how and why questions in response to stories and events from a historical period; I can observe and use pictures, photographs and artefacts to find out about the past	
Reasoning & Evaluation Skills	Key Vocabulary		
I can talk, write and draw about things from the past I can construct responses about one aspect of life or a key event/person in the past I can use drama/role play to communicate my knowledge about the past	Manchester/Mancunian, Impact, Suffragettes, Famous, Important, Legacy, Impact, Deceased, Alive, Local, Voting, Rights, Enigma code, WW2, Homosexual, Poet, Writer, Script writer, Broadcaster, Religious equity, Educational equity. *further vocab dependent on each school's chosen famous Mancunians.		

Unit 1 – The Roman Empire		
Knowledge	Chronology Skills	Enquiry Skills
<p>I know how big and powerful the Roman Empire was.</p> <p>I know the power of the Roman Army (well equipped ; well trained etc)</p> <p>I know how the invasion of Britain changed the country – Romanisation of Britain.</p> <p>I know when the Romans left Britain and why.</p> <p>I know whether The Roman Empire was a good thing or a bad thing</p> <p>I know who the Romans were, their lifestyle, society and beliefs.</p> <p>I know about a significant person: Boudica and her Rebellion.</p> <p>I know the legend of Romulus and Remus (the birth of Rome).</p>	<p>I know that the Roman period was from 27 BC – 476 AD) and that the British Roman period was AD 43 to AD 410</p> <p>I can sometimes use BC/BCE or AD/CE alongside using common words and phrases related to the passing of time</p>	<p>I can use books and computers to find out information about the past</p> <p>I can explain that there are different types of evidence and sources that can be used (primary v secondary sources)</p> <p>I can research the various peoples that comprised and / or were affected by the Roman Empire (Rome and the Empire were not exclusively white!)</p>
Reasoning & Evaluation Skills	Key Vocabulary	
<p>I can choose and select evidence and say how it can be used to find out about the past</p>	<p>BC, AD, BCE, CE, Britannia, Caledonia, fleet, soldier, war, conquered, century, invasion, empire, emperor, enemy, tribe, gladiator, army, hygiene, democracy, armour, slavery, city, country, resist/resistance, rebel.</p>	
Unit 2 - Key people in history - Queen Victoria and Queen Elizabeth		
Knowledge	Chronology Skills	Enquiry Skills
<p>Significant historical events in British History.</p> <p>I know what a monarch is.</p> <p>I know when both Queen Victoria and Queen Elisabeth’s reign was</p> <p>I know the impact their reigns had on the United Kingdom.</p> <p>I know significant events that took place during their reign</p> <p>I know the similarities and differences between both eras</p>	<p>I can order dates from earliest to latest on simple timelines;</p>	<p>I can ask and answer how and why questions in response to stories and events from a historical period;</p> <p>I can observe and use pictures, photographs and artefacts to find out about the past;</p>
Reasoning & Evaluation Skills	Key Vocabulary	
<p>I can talk, write and draw about things from the past;</p> <p>I can construct responses about one aspect of life or a key event/person in the past;</p> <p>I can use drama/role play to communicate my knowledge about the past;</p>	<p>Reign, era, legacy, impact, monarch</p>	

Unit 1 – Tudors		
Knowledge	Chronology Skills	Enquiry Skills
<p>I know what the War Of The Roses (Battle of Bosworth) was and that it was the start of the Tudor Period</p> <p>I know that life was different for the rich and poor.</p> <p>I know what life was like in Tudor times.</p> <p>I know some of the legacies of the Tudor period.</p> <p>I know some facts about crime and punishment in the Tudor period.</p> <p>I know about the reformation of the church in Britain.</p> <p>I know about a significant person: Queen Elizabeth I</p> <p>I know and can compare different monarchs from the Tudor period.</p> <p>I know the reasons for the end of the Tudor Period in 1603</p>	<p>I can place the Tudor Period on a timeline and relate this to previous periods studied;</p> <p>I can place key events into this time period of 1485-1603;</p> <p>I can use language such as: living memory, non-living memory and the th-century;</p> <p>I can show a chronologically secure understanding of a range of events across a wider period of time</p>	<p>I can ask and answer how and why questions based on inferences in response to a range of stories and events from a historical period such as:</p> <p>How did the Tudor period end?</p> <p>Why did the reformation happen? etc;</p> <p>I can use and understand the difference between primary and secondary evidence and the impact of this on reliability</p>
Reasoning & Evaluation Skills	Key Vocabulary	
<p>I can construct informed responses about one aspect of life or a key event in the past and support this with evidence;</p> <p>I can present, communicate and organise ideas about the past using models, drama, role play and different genres of writing</p>	<p>Monarchy, law, divorce, reformation, rebel, predecessor, succession, dynasty, execution, coronation, sanitation, peasant, conflict,-Christianity, protestant, catholic, beheading, bias, civilisation.</p>	
Unit 2 - Vikings		
Knowledge	Chronology Skills	Enquiry Skills
<p>I know where Vikings fall in history.</p> <p>I know what Viking life was like.</p> <p>I know the differences and similarities between modern life and Viking life.</p> <p>I know what attracted the Vikings to invade England.</p> <p>I know about a Significant person: Alfred the Great/Aethelflaed.</p> <p>I can recall facts about The Battle of Hastings (Norman invaders), including when it happened and why.</p> <p>I know how the Vikings shaped modern England.</p>	<p>I can place the Viking Period on a timeline and relate this to previous periods studied;</p> <p>I can place key events into this time period of 793-1066;</p> <p>I can use language such as: living memory, non-living memory and the th-century;</p> <p>I can show a chronologically secure understanding of a range of events across this period of time</p>	<p>I can ask and answer how and why questions based on inferences in response to a range of stories and events from a historical period such as:</p> <p>How did the Viking period end?</p> <p>Why was England so attractive to the Vikings? etc;</p> <p>I can use and understand the difference between primary and secondary evidence and the impact of this on reliability</p>
Reasoning & Evaluation Skills	Key Vocabulary	
<p>I can construct informed responses about one aspect of life or a key event in the past and support this with evidence such as ‘Was Alfred Great?’;</p> <p>I can present, communicate and organise ideas about the past using models, drama, role play and different genres of writing</p>	<p>Viking, invasion, raid, Scandinavia, Anglo-Saxon, runes, Norse, longship, artefact, proximity, kingdom, venerable, pillage, Danelaw, Alfred the Great, Wessex, heathen, East Anglia, Mercia, Great Heathen Army, martyr, latin, King Guthrum, successor, predecessor, noblemen, Danegeld, massacre, achievement, fortify, surrender, burh, Normans, Normandy, Bayeux Tapestry, William the Conqueror, Harold Godwinson, Harold Hardrada</p>	

Unit 1 - British Empire		
Knowledge	Chronology Skills	Enquiry Skills
<p>I know some of the previous and current colonies of Britain across the world. I know the chronology of the Empire expansion</p> <p>I know the stories of some early explorers and can evaluate their lives</p> <p>I know (some of) the reasons why Britain expanded and sought to colonise</p> <p>I know the chronology of the slave trade and how this is linked to exploration and expansion</p> <p>I know which areas were affected by the slave trade and understand the experience of some slaves traded – like Olaudah Equiano</p> <p>I know how specific countries were affected by British rule</p> <p>I know some of the reasons why the British rule ended in these countries and the reasons for this.</p> <p>I know that several African counties were colonised and exploited</p>	<p>I can create a timeline to represent the British Empire from 1497-1997 (1497 first exploration; 1997 handing back of Hong Kong);</p> <p>I can order and place key events (expansion of the Empire) from the time period studied;</p> <p>I can place key events in chronological order linked to both the slave trade and to overall colonisation;</p> <p>I can order and place key events from specific localities on to the wider timeline (i.e India, Australia and a chosen African country)</p>	<p>I can investigate different accounts of historical events;</p> <p>I can explain some of the reasons why historical accounts may be different</p>
Reasoning & Evaluation Skills	Key Vocabulary	
<p>I can gather additional detail from multiple sources such as maps to build up a clearer picture of the past;</p> <p>I can ask and answer questions to understand about the past</p> <p>I can begin to undertake my own research</p>	<p>New World, power, nation, colony, commonwealth, fleet, empire, trade, law, missionaries, coronation, mutiny, rebel, legacy, partition, boundaries, successor, Empress, armada, Empire, Century, Decade, chronology, slave, conflict, primary, secondary, civilization, freedom, ruler, settlement, slave, tribe, voyage, expand, summit</p>	
Unit 2 – Aztec Empire (Triple Alliance)		
Knowledge	Chronology Skills	Enquiry Skills
<p>I know that the Aztecs were migrants that went south to find land where they could settle.</p> <p>I know that Tenochtitlan was a huge city built on Lake Texcoco.</p> <p>I know that in comparison to other civilisations, the Aztecs were advanced in some areas (astronomy, art and architecture) and primitive in others (vehicles, weaponry etc)</p>	<p>I can develop chronology skills by creating a clear and accurate timeline (1325 -1521)</p> <p>I can place significant events on the timeline;</p> <p>I can place key events of significant people onto the timeline eg Moctezuma’s reign in 1440</p>	<p>I can investigate different accounts of historical events;</p> <p>I can explain some of the reasons why historical accounts may be different</p> <p>I can use available sources - like archaeological artefacts and Spanish documents - to evidence the Aztec period</p>

	<p>I know that Moctezuma had a pivotal role and popularised the development of human sacrifice (which in the 15th century many people linked to appeasing the Gods when there were natural disasters)</p> <p>I know that the Aztecs worshipped many Gods.</p> <p>I know why the Aztec empire came to an end in 1521.</p>		
	<p>Reasoning & Evaluation Skills</p>	<p>Key Vocabulary</p>	
	<p>I can gather additional detail from multiple sources such as maps to build up a clearer picture of the past</p> <p>I can regularly address and sometimes devise own questions to find answers about the past</p> <p>I can begin to undertake my own research</p>	<p>Mesoamerica, migrant, pilgrimage, colony, colonise, century, alliance, trade, noble, ritual, plague, drought, famine, sacrifice, religious, archaeology, archaeological</p> <p>Texcoco, Moctezuma, Tenochtitlan</p>	

Unit 1 - World War 2		
Knowledge	Chronology Skills	Enquiry Skills
<p>I know the catalysts for WW2.</p> <p>I know the axis and allied powers.</p> <p>I know the key figures such as country leaders at the time.</p> <p>I know that Dunkirk was a pivotal moment in the war.</p> <p>I know what the holocaust is and how we know it happened.</p> <p>I know some ways that society was affected by the war (eg children, family and my local area)</p> <p>I know what propaganda is and how it was used.</p> <p>I know the significance of some key battles (such as the Battle of Stalingrad)</p> <p>I know the events that took place in Hiroshima and Nagasaki.</p>	<p>I can use language such as: millennium, epoch and precise, time-related adverbial phrases</p> <p>I can accurately use specific date and terms to describe historical events such as Stalingrad and Dunkirk</p> <p>I can produce and understand timelines with precision (from Hitler's leadership in 1933 to Japan's surrender in 1945)</p>	<p>I can find and analyse a wide range of evidence about the past</p> <p>I can regularly address and devise historically valid questions in response to a range of historical sources from a particular period</p> <p>I can consider different ways of checking the accuracy of interpretations of the past</p> <p>I can show an understanding of the difference between primary and secondary evidence/sources and the impact/reliability of them</p>
Reasoning & Evaluation Skills	Key Vocabulary	
<p>I can use a wide range of sources to collect evidence about the past, such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; whilst understanding that people may have different opinions or perspectives</p> <p>I can select relevant sections of information to address historically valid questions and construct detailed, informed responses</p>	<p>War, archaeologists, catalyst, causation, artefacts, interpretation, invasion, occupy, nation, allies, conflict, parliament, significance, rationing, anti-Semitism, justification, extremism, Nazi, evacuation, Allies and Axis, powers, propaganda, border, scapegoat, Blitz, Air raid/Anderson shelter, civilization, frontier, military, genocide, discrimination</p>	
Unit 2 - The Industrial Revolution		
Knowledge	Chronology Skills	Enquiry Skills
<p>I know that migration into the cities turned Britain from an agricultural society into a manufacturing/industrial society.</p> <p>I know some key dates and events such as when the industrial revolution started and ended -I know there were key developments in society and technology as a result of industrialisation.</p> <p>I know some effects of the IR on families and local areas.</p> <p>I know that Britain's control of the colonies helped it gain wealth and resources. (linked to Year 4 British Empire unit)</p> <p>I know about the Triangle of Trade: what was traded between locations and its impact.</p>	<p>I can use language such as: millennium, epoch and precise, time-related adverbial phrases</p> <p>I can accurately use specific date and terms to describe historical events such as the invention of the Spinning Jenny, the steam engine, the Power Loom in 1784 and railways</p> <p>I can produce and understand timelines with precision – the industrial revolution period is often cited as being 1760-1840 (from the beginnings of the textile industry in 1760 to the abolishment of slavery in 1807 and the factory act in 1833)</p>	<p>I can find and analyse a wide range of evidence about the past</p> <p>I can regularly address and devise historically valid questions in response to a range of historical sources from a particular period</p> <p>I can consider different ways of checking the accuracy of interpretations of the past</p> <p>I can show an understanding of the difference between primary and secondary evidence/sources and the impact/reliability of them</p>

	I know key people who worked to abolish slavery at this time.		
	Reasoning & Evaluation Skills	Key Vocabulary	
	<p>I can use a wide range of sources to collect evidence about the past, such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; whilst understanding that people may have different opinions or perspectives</p> <p>I can select relevant sections of information to address historically valid questions and construct detailed, informed responses</p>	<p>Export, import, industrial, industry, industrialisation, economy, rights, abolish, crops, labour/work, production, profit, plantations, productivity, Atlantic, port, major/minor, technological, technology, Parliament, wage, freedom, legacy, migration, peasant, colonialism, agriculture, slave, slavery, trade, enslave</p>	

Unit 1 - Rights & Revolutions		
Knowledge	Chronology Skills	Enquiry Skills
<p>I know that a revolution is a forced overthrow of a government or social norm, in favour of a new system.</p> <p>I know that the Peterloo Massacre is a local example of a revolution.</p> <p>I know who Henry Hunt is and what he was campaigning for.</p> <p>I know the positive and negative outcomes of the Peterloo Massacre.</p> <p>I know that factory workers, factory owners and politicians had different perspectives and opinions of worker's rights.</p> <p>I know that the rights of workers, women and people of colour have changed throughout different periods of history.</p> <p>I know that the Suffragette movement campaigned for women's rights.</p> <p>I know the names of some other revolutions and rebellions that have occurred in history.</p> <p>I know the media can have an impact on people's opinion of a historical event.</p>	<p>I can show or explain how some historical events/periods occurred concurrently in different locations (for example, the conclusions of the French Revolution in 1794 and its relation to the demand for rights of workers in Britain around 1819)</p> <p>I can produce and understand timelines with precision (from the French Revolution in 1794 to modern forms of protest and revolution such as The Arab Spring, Black Lives Matter and Extinction Rebellion)</p>	<p>I can discuss how people in the past represent events or ideas in a way that may be to persuade others</p> <p>I can evaluate the usefulness of different sources</p>
Reasoning & Evaluation Skills	Key Vocabulary	
<p>I can explain the concept of propaganda;</p> <p>I can plan, investigate and present a self-directed line of enquiry about the studied period</p>	<p>primary source, secondary source, revolution, revolt, civil war, democracy, parliament, magistrates, peace, consequence, society, massacre, unrest, society, human rights, yeomanry, democracy, union, working class, representation, radicalism, reform, journalists</p>	
Unit 2 - The Shaping of Manchester		
Knowledge	Chronology Skills	Enquiry Skills
<p>I know the origins of Manchester (the Roman settlement of Mamucium) and can infer the reasons why this land was chosen.</p> <p>I know some major events that shaped Manchester and how they did so.</p> <p>I know about the conditions of Victorian working children in Manchester (linked to Year 5 IR unit).</p> <p>I know that the Quarry Bank Mill was one example of working conditions in the 1800s.</p>	<p>I can show or explain how some historical events/periods occurred concurrently in different locations (for example, the settlement of Mamucium in 79AD and its relation to previous learned units such as Vikings In year 3 and Romans in year 2)</p> <p>I can produce and understand timelines with precision (from the settlement of Mamucium in 79AD through different key dates in local British history such as</p>	<p>I can discuss how people in the past represent events or ideas in a way that may be to persuade others</p> <p>I can evaluate the usefulness of different sources</p>

	<p>I know how children's rights developed, including the reasons why the Education Act of 1870 was created.</p> <p>I know some of the iconic buildings in Manchester, when they were built and why (linked to Y6 Urban UK unit)</p> <p>I know some of the immigration trends in Manchester.</p> <p>I know about globalisation and gentrification in the context of Manchester.</p>	<p>withdrawal of Romans in 410, medieval settlement of Mamecester in 1080, the plague in 1603 and the beginnings of industry in 17th and 18th century)</p>	
	<p>Key Vocabulary</p>		
	<p>settlement, agriculture, advantageous, society, century, gentrification, architecture, century, causation, international, invention, democracy, interpretation, rebellion, significance, industrialisation, parliament, factory, global significance, immigration, migration, diversity.</p>		