

Curriculum leads to list the key concepts they would expect to see being taught across the school, to support Year groups to use in their planning

E.g. Sources of evidence											
Nursery	Ourselves			Who am I?							
Reception	Ourselves, parents and grandparents			Toys							
Year 1	Change over time			Grandparents lives, famous people in Manchester							
Year 2	Events before living memory			Great Fire of London							
Year 3	Changes in Britain			Stone Age, Egyptians							
Year 4				Ancient Greeks, Romans							
Year 5				Anglo Saxons/Vikings, Mayans							
Year 6	Significant figures and key events			WW1/WW2, Golden Age of Islam							



Understanding of the World/ Maths

Nursery	Develop Matters PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
Who am I?	Past and Present: Begin to make sense of their own life-story	Know about members of their immediate family	articulate a simple idea about 'My Mummy' or 'My dog'	family ; self	me, my name, my home, my family, my favourite things; baby, growing
			use examples from stories		
Autumn Term 2					
Who is in my community?	Past and Present: Begin to make sense of their own life-story and family's history	All families are different. Families consist of a group of people who are related	Look at photographs and be able to suggest family relationships	family, together, relationship	family, mum, dad, brother, sister, grandma, grandad, other family names, teacher, nurse, doctor, vet, firefighter, other occupation names
	Past and Present: Show interest in different occupations.	Know about different occupations and roles that people play in our community.	Look at photographs and be able to suggest occupations or community role	job, occupation, help, community	
Spring Term 1					
How do we get to the South Pole?	Number Patterns: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Events happen in order, and we can describe the position of them using words.	Correctly identifying the order of events and using the correct vocabulary to describe that order.	sequence of events	
	Discuss routes and locations, using words like 'in front of' and 'behind'.	Know some words to describe position of locations and routes to different places	Use positional vocabulary	positional language	
	Describe a familiar route.	Know some places in our locality- library.	Identify some key features of our locality- school/library.		
Spring Term 2					
What can we grow?	Number Patterns: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Events happen in order, and we can describe the position of them using words.	Correctly identifying the order of events and using the correct vocabulary to describe that order.	sequence of events	first, next, then, before, after, at the beginning, at the end
Summer Term 1					
What is under the sea?					
Summer Term 2					
Where will adventure take us?	Number Patterns: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Events happen in order, and we can describe the position of them using words.	Correctly identifying the order of events and using the correct vocabulary to describe that order.	sequence of events	first, next, then, before, after, at the beginning, at the end



Understanding of the World/Maths


Reception	Development Matters PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What makes me happy and healthy?	Comment on images of familiar situations in the past.	understanding family and diversity in family	Name members of my family and talk about family events listen to others talk about their family and recognise differences	family history	past family, parents, mum, dad, sister, brother, grandparent.
Autumn Term 2					
Where in the world do animals live?	Comment on images of familiar situations in the past.	knowing about past events - WWI Remembrance day.	talk about events of the past and own family experiences	Remembrance	WW1/WW2
Spring Term 1					
What makes a good toy?	Compare and contrast characters from stories, including figures from the past.	Knowing how and why toys have changed over time. knowing that their own experiences may be different to others.	Describe features of different toys - comparing and contrasting. Listen to the past experiences of others and describe their own	Historical enquiry, past, present, change Chronological	old materials toy past
	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Know that their toys are different to those in the past. Know that the past is a time that has already happened.	Describe how toys have changed over time. Understand why toys have changed over time.		
Spring Term 2					
What happens on the farm?	Understand the effect of changing seasons on the natural world around them	Knowledge of seasons and factors defining each season.	Using knowledge to describe and explain difference in seasons.		Chronological Knowledge and understanding Similarity and difference Observation
Summer Term 1					
How can I be a superhero?	ELG:	Know that we as humans can have an impact on the world by our actions.	Be able to explain how things might have changed in a short or longer period of time.	Understanding that change occurs and what this may look like.	Similarity and difference Comparison
	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.				
	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.				
Summer Term 2					
What goes Up Up and Away?	Continue developing positive attitudes about the differences between people.	Know that people are different and communities are not all the same.	Understand that we are not all the same and be respectful of this. Be able to talk about differences.	Similarity and difference	past present future history similarity difference
	Compare and contrast characters from stories, including figures from the past.	Know that there are important figures from the past. Know that there are differences and similarities between characters in stories and figures from the past.	Understand the concept of present and past. Be respectful of similarities and differences. Be able to talk about the past.		



History

Year 1	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What do I know about the UK and where I live in Didsbury?	Changes within living memory	Understanding of chronology and relating this to events in time	Apply knowledge of chronology in order to create a timeline of how Didsbury has changed over time – beyond living memory	Chronology	Didsbury, past, present, changes, memory, old, new, a long time ago.
	Significant historical events, people and places in their own locality	Understand how Didsbury has changed over time		Change	
	Awareness of the past, using common words and phrases relating to the passing of time.	Be able to spot old and new things in a picture.		Time	
	Develop an awareness of the past, using common words and phrases relating to the passing of time.	Use words and phrases like: old, new and a long time ago. 2.			
		Be able to explain how things have changed since they were born.			
Autumn Term 2					
How different was my grandparents' childhood to mine?	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	Understanding of chronology and relating this to events in time	Apply knowledge of chronology in order to create a timeline of how childhood has changed over time – beyond living memory	Chronology	Victorian toys, Past and present, A long time ago, Old and new, Timelines, History, Research, chronological, fashion, memory, blackboard, chalk, nit nurse, ink well, pen and nib, skipping, marbles, ludo, snakes and ladders.
	Significant historical events, people and places in their own locality	To know and be able to name many of the changes that have happened since they were born.	Be able to ask and answer questions about old and new objects.	Time	
	Identify similarities and differences between ways of life in different periods- eg victorian	Be able to ask and answer questions about old and new objects.	Apply language of time in discussion.	Comparison	
	Develop an awareness of the past, using common words and phrases relating to the passing of time.	To be able to use words and phrase like old, new and a long time ago		Change	
		To be able to spot old and new things in a picture			
		Use words and phrase like before, after, present, then and now.			
		Be able to give examples of things that were different when my grandparents were children			
	To be able to explain what an object from the past might have been used for.				
Spring Term 1					
Why are humans not like tigers?	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	To know things have changed since being born- animals have become extinct.	To make connections between past events and current life	Connections	Past, present, similar, different, dates. Old, new, a long time ago, change
				Comparison	
				Change	
Spring Term 2					
How can I make a fashionable logo about where I am from?	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	Understanding of chronology and relating this to events in time – learn about how fashion has changed over time	Apply knowledge of chronology in order to create a timeline of how fashion has changed over time – beyond living memory	Chronology	Fashion, changes over time
				Changes	
		To be able to use words and phrases like old, new and a long time ago.		Time	
		To be able to ask questions about old and new objects.			
	Recognise that some objects belonged to the past.				
Summer Term 1					
Why are some places in the world always hot and others are always cold?	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	Understanding of chronology and relating this to events in time – learn about how travel has changed over time, weather and global warming	Apply knowledge of own experiences to how travel may be different now to how it was in the past.	Chronology	holidays, climate, temperature
	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life			Significant events and people	
	Events beyond living memory that are significant nationally or globally			The past The present	
				Time	
				Cause and effect	
Summer Term 2					
Who were and are the famous Manchester people?	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	To know things have changed since being born.	To name some key individuals and historical events.	Chronological knowledge	Past, present, similar, different, change, dates. Old, new, a long time ago. History, significant, timeline, order, compare. Similar/ Different. Fact/ opinion. Event, source, evidence, changes, invention, research, question, consequences, reason/ reasoning, connections, famous, chronological, courageous, equality, discrimination.
	Significant historical events, people and places in their own locality	To know significant individuals that have helped make our lives today better.	To make connections between past events and current life.	Making comparisons and drawing conclusions	
	The lives of significant individuals in the past who have contributed to national and international achievements.	To understand some events beyond living memory.	To create a timeline of a key event.	Change and significance.	
	Develop an awareness of the past, using common words and phrases relating to the passing of time.	To understand how the bravery of individuals has created historically important events that have impacted/changed/benefited our lives today.		Time	
		To be able to use words and phrases like old, new and a long time ago.		Reasons and results	
		To know someone who is famous who was born or lived near our town.			
		To know why there is a monument to a famous person or event in the town centre.			
		To be able to spot old and new things in a picture			

 <h2 style="text-align: center;">History</h2>					
Year 2	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
Why would a dinosaur not make a good pet?	Pupils should be taught about: - events beyond living memory that are significant nationally or globally. - significant historical events, people and places in their own locality.	To know about the dinosaurs and the time period they came from. name them and identify their characteristics when did they first walk the Earth and when did they become extinct what caused them to become extinct changes on Earth that affected the dinosaurs. To know and understand appropriate vocabulary such as prehistoric, Jurassic, etc.	To be able to produce a range of work to present historical findings. Using terms related to the period and beginning to date events (Great Fire, plague, 1966) Using and applying more complex terms to demonstrate chronological understanding and ordering events Researching the life of a famous person from the past using different sources of evidence Using primary and secondary sources to learn about the past (including art) Explaining the chronology of a timeline and how we know about events from the past using sources. Asking relevant questions about change, cause, similarity and difference. I can use words and phrases like: before, after, past, present, then and now. Noting connections, contrasts and trends over time. Recounting the life of someone famous from Britain who lived in the past and knowing what they did to make the world a better place (Samuel Pepys, Christopher Wren) Developing an awareness of the past.	Fact file Venn diagram Glossary Timeline	habitat, rainforest, desert, species, pond, indigenous
Autumn Term 2					
What lessons have we learnt from the Great Fire of London?	To develop an awareness of the past. To identify differences and similarities between ways of life in different periods. To know and understand key features of an event beyond living memory that are nationally significant. To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To understand key features of events, choosing and using parts of stories and asking and answering questions.	To know how London was different in the past. To know how life in the present day is different from 1966. To know what certain objects from the past might have been used for. To know the order in which the events of the Great Fire of London occurred. To know how London changed after the Great Fire of London. To know how to describe London before, during and after the Great Fire. To know about the life of a famous person (Samuel Pepys) and why he is significant when learning about the Great Fire because of research. To know why the Great Fire spread so quickly. To know that most children in the time of the Great Fire did not go to school and that lives of the rich people at the time were very different to poor people.	Using terms related to the period and beginning to date events (Great Fire, plague, 1966) Using and applying more complex terms to demonstrate chronological understanding and ordering events Researching the life of a famous person from the past using different sources of evidence Using primary and secondary sources to learn about the past (including art) Explaining the chronology of a timeline and how we know about events from the past using sources. Asking relevant questions about change, cause, similarity and difference. I can use words and phrases like: before, after, past, present, then and now. Noting connections, contrasts and trends over time. Recounting the life of someone famous from Britain who lived in the past and knowing what they did to make the world a better place (Samuel Pepys, Christopher Wren) Developing an awareness of the past.	Chronological knowledge and understanding Interpretations of history Historical enquiry Historical terms Similarity and difference Significant events and people	River Thames, Thomas Farriner, Pudding Lane, Flammable, St Paul's Cathedral, Christopher Wren, Fire break, Eye Witness
Spring Term 1					
What are the main differences between my life and a small village in Africa?	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	To understand the Masai tribe and their culture and history.	To research the Masai tribe and their culture and history.	Chronological knowledge and understanding	Culture, Traditions, tribes, Africa, Kenya
			To compare the Masai tribes way of life to that of someone in the UK now and in the past. What are the similarities/differences?	Historical enquiry	
				Similarity and difference	
				Significant events and people	
Spring Term 2					
Which internationally famous person made the world a better place?	To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally	I can find out things about the past by talking to an older person. I know about the lives of significant individuals in the past who have contributed to national and international achievements.	To research Nelson Mandela, Rosa Parks and find out why they were significant people. To research Nelson Mandela, Barack Obama, Emily Davison and Rosa Parks and find out why he has become a significant individual and the impact he has had fighting for children's rights in regards to access to food during the global pandemic, using different forms of evidence.	Chronological knowledge and understanding Historical enquiry	Time line, discrimination, prejudice, South Africa, African National Congress, apartheid, segregation, government
	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality	To know the difference between well known and internationally famous - understand significance. To find out about discrimination.	Timelines to understand the main events in these people's lives I can recount the life of someone famous who lived outside Britain and explain why s/he was famous. Comparative study between key individuals to find similarities and differences. I can use words and phrases like: before, after, past, present, then and now.	Similarity and difference Significant events and people	
		To understand about sacrificing their lives to make the world a better place.	I can recount the life of someone famous from Britain who lived in the past and I know about what they did to make the world a better place.		
Summer Term 1					
How different are the environments close to our school?	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Significant historical events, people and places in their own locality.	Common words and phrases relating to the passing of time - How people's lives have changed over time. - Children use reference materials like books, photos, websites (BBC History), artefacts and other primary and secondary sources.	Identify similarities and differences between ways of life now and in the past (focusing on pollution and environment – now/then) Ask and answer questions - Use different sources to research and present findings	Learn about the life and work of David Attenborough and how he has had a significant impact on our world. Chronological knowledge and understanding Historical terms Continuity and change Cause and consequence Similarity and difference Significant events and people	Chronological, time line, older, newer, Didsbury, Manchester, past present, LS Lowry, David Attenborough
Summer Term 2					
How can I make a moving Victorian vehicle?	To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Look at events beyond living memory that are significant nationally or globally	We will know that holidays have changed over time. Know what a seaside holiday looked like in the past. Know about seaside entertainment How Blackpool has changed over time.	Be able to interview Grandparents and parents about the past Comparing photos and artefacts. Discussing similarities and differences.	History of the seaside	Mechanism, lever, slider, pivot, slot, guide, bridge

 <h2 style="text-align: center;">History</h2>					
Year 3	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What causes earthquakes, volcanoes and mountains?	To research and study a historical volcano – Mount Vesuvius	To know the impact the eruption had on towns, land and people.	To present historical findings	To link geographical features and events to important historical periods.	Vesuvius
				Research	Roman civilisation
				Cause and effect	Pompeii
				Timeline/chronology	Herculaneum
					Volcano - see geog
					Disaster
					Bay of Naples
					Italian peninsula
Autumn Term 2					
How can I create a large structure to represent Manchester?	Identify similarities and differences from then and now.	What changes have happened to buildings and materials throughout history.	Compare old and new buildings and materials.	then and now	Manchester
				research	Buildings
			Sequence buildings from past to present.	Similarities	Urban
				Differences	Rural
				era	Chronology
				Timeline/chronology	Symbolism
					Represent
Spring Term 1					
How did Britain change between the Stone Age and Iron Age?	To understand changes in Britain from the Stone Age to the Iron Age	To know the Stone Age is usually divided into three separate periods—Paleolithic Period, Mesolithic Period, and Neolithic Period	Describe changes within the periods of the Stone Age using broad date ranges.	Change	Archaeology
	To learn about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae	To know what prehistory means	Identify differences between Stone Age life and the modern world	Sources	Artefacts
	To understand Bronze Age religion, technology and travel, for example, Stonehenge	How the advent of farming changed the lives of stone age people	argue for or against a point using historical evidence	Development of culture	Burial
	Can the children identify Iron Age hill forts: tribal kingdoms, farming, art and culture	The location and significance of the settlement at Skara Brae	Use sources to answer questions, make theories and judge ideas about prehistoric finds	Research	Excavation
		The location and mystery of Stonehenge		Timeline/chronology	Chronology
		How cheddar man's image and features were established			Stone, Iron, Bronze
		To be aware that the Iron Age followed the Bronze Age			Trade
		To know the part that archaeologists have had in helping us understand more about what happened in the past			Exploration
					Stonehenge (Wiltshire)
					Skara Brae (Orkney)
					Neolithic
					Hunter-Gatherer
					Manufacture
					Tools
					Farming
					Preserve
					Beaker
Spring Term 2					
Why do we love holidays in the Mediterranean?	*Can they use various sources of evidence to answer questions?	They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	To ask relevant questions and using different types of historical sources to answer them	Research	Nations
	*Can they use various sources to piece together information about a period in history?	They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Select and record information relevant to the study	Compare/contrast	Nationality
	*Can they research a specific event from the past ?	They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	To use books and internet sources to ask and answer questions	Identity and nationality	Europe
	*Can they use their 'information finding' skills in writing to help them write about historical information?	They should understand how our knowledge of the past is constructed from a range of sources		Development of Culture	United Kingdom
	*Can they through research identify similarities and differences between given periods in history?				Mediterranean
					Africa
					Asia / Middle East
					Economy
					Industry
					Change / differ
					Industry
Summer Term 1					
Why was Ancient Egypt's civilization ahead of its time?	• To know what Ancient Egypt was like over 5000 years ago.	To know that the Ancient Egyptians settled near the river Nile and that this meant they were able to farm and transport goods.	Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, and during to describe the passing of time. I use dates and terms accurately.	To understand the Ancient Egyptians way of life	Egypt
	• To know why the pyramids were built and who built them.	To know how women, men and children lived.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, artefacts to collect evidence about the past.	Research	Civilisation
	• To understand why the discovery of the pyramids has aided our understanding of the Ancient Egyptian's way of life	To know that our understanding of the Ancient Egyptians has come from the discovery of the pyramids and artefacts they held.	Describe similarities and differences between some people, events and objects (artefacts) I have studied	Timeline/chronology	Mediterranean
	• To understand why the Egyptians believed in the afterlife and what this was.	To know what the afterlife was a belief in the underworld.	Choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.	Compare and contrast	Delta
	To compare and contrast Ancient Egypt with other civilizations of its time.	To know that other civilizations also settled where they could transport goods and grow food.	Describe how some of the things I have studied from the past affect life today. I make links between some of the features of past societies. (e.g. religion, houses, society	Sources	Nile
					Trade
					Industry
					Farming
					Floods
					Hunting
					Pyramids
					Burial
					Religion
					Papyrus
					Gods / Deities - Polytheism
					Hieroglyphics
					Egyptology / Archaeology
Summer Term 2					
How did the blossom become an apple?	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	To be able to compare what we eat to the food our ancestors ate.	Discuss the changes to diet over the last 100 years. Why has food changed? How has transport affected what we eat?	Compare/contrast	Cause
		To understand how climate change is affecting what we eat.	Discuss changes in weather and temperature over the last 100 years or so.. How have changes in climate affected what we eat?	Physical change and human change	Effect
					Change
					Difference
					Transport
					Movement
					Trade
					Supply and Demand
					Origin



History

Year 4	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What did the Ancient Greeks bring to the world?	Ancient Greece:	Know and understand about the rise and the rule of the Ancient Greek Empire. How did it grow and why? Develop a chronologically secure knowledge and understanding of the Greek timeline.	Using terms related to the period and beginning to date events (Battle of Marathon, Olympics)	Chronological knowledge and understanding	Ancient, civilisations, historical enquiry, chronology, timeline, research, facts, information, Greeks, vases, Trojan War, Battle of Marathon, Olympics, Greek Gods & Goddesses, Myths and Legends, ruling systems, democracy, primary sources, secondary sources, artefacts, food, clothing
	Who are the Ancient greeks and what is their chronology	Know and understand how the ruling systems in Ancient Greece changed before the democratic system, after and in the modern day.	Using and applying more complex terms to demonstrate chronological understanding e.g. BC/AD and BCE/CE	Interpretations of history	
	Pupils should be taught a study of Greek life and achievements and their influence on the western world.	Know that our understanding of Ancient Greece is constructed from a range of primary and secondary sources, i.e. studying Greek vases. e. g.	Explaining how and why empires grow.	Historical enquiry	
	To understand how the Greek empire grew and why?	Know and understand how the Olympics have changed over time but how some features have remained the same	Explaining the chronology of a timeline.	Historical terms	
	To know what democracy is and its relevance to Ancient Egypt	Know and understand connections, contrasts and trends within the Battle of Marathon and know how to structure own accounts of the battle.	Asking relevant questions about change, cause, similarity and difference.	Similarity and difference	
	To use secondary and primary resources to develop their knowledge of Greek Gods	Know that Greek history can be explored through a range of artefacts i.e. Greek Vases.	Noting connections, contrasts and trends over time.	Significant events and people	
		Know and understand how to research and enquire about key points in Greek history i.e. in the context of learning about the Greek Gods and Goddesses.	Explaining how the political system worked in Ancient Greece.		
		Know that our knowledge of Ancient Greece can be explored through a range of sources and strategies such as by researching about the Trojan War and Greek Foods.	Analysing, comparing and identifying similarities and differences between this system and other political systems.		
			Using primary and secondary sources to learn about the past (including art)		
Autumn Term 2					
What are the main features of the UK?	Explain how an event from the past has shaped our life today.	Know and understand key historical events and landmarks in Manchester's history including and Spanish history	Researching an aspect of history	Chronological knowledge and understanding	Settlement, environment, urbanisation, immigration, migration
		Roman Fort, IRA Bombing, Industrial Revolution, Steam train, Manchester	Considering what makes an event significant	Historical enquiry	
				Similarity and difference	
				Significant events and people	
What happens to the food we eat? (ANIMALS, INCLUDING HUMANS)	How can I use secondary resources to find out teeth have changed over time?	To know what a secondary resources is.	Asking relevant questions about change, cause, similarities and difference	Similarity and differences	Primary resources., foods, Ancient Greeks, Stone Age
	What is the difference between the teeth of ages already studied e.g. stone age and Greeks				
Spring Term 2					
What are the main differences about living in the UK and Spain?	Explain how an event from the past has shaped our life today.	Know and understand key historical events and landmarks in Manchester's history including and Spanish history	Researching an aspect of history	Chronological knowledge and understanding	Settlement, environment, urbanisation, immigration, migration
			Considering what makes an event significant	Historical enquiry	
				Similarity and difference	
				Significant events and people	
Summer Term 1					
How did Britain change between the end of the Iron Age and the end of the Roman occupation?	Explain how an event from the past has shaped our life today.	Know the impact of the Roman Empire on Britain and how it shaped the country today	Creating a timeline outlining key events in Roman history	Chronological knowledge and understanding	Roman, Roman Empire, Rome, Chariot, Gladiator, Myth, Barbarian, Pantheon, Baths, Amphitheatre
	Pupils should be taught about the Roman empire and its impact on Britain This could include: - Julius Caesar's attempted invasion in 55-54 BC	Know about Roman Emperors such as Caesar and Claudius and understand how the invasions were different	Enquiring about key events in British history and how Britain has been influenced by the Roman empire	Historical enquiry	
	- the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudicca	Have a good understanding of the timeline of the Roman Invasion of Britain and how it fits into world history, exploring times already studied i.e. Ancient Greeks	Noting connections and between modern day Britain and the culture of the Ancient Romans	Similarity and difference	
	-"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	Know and understand the significance of key figures in Roman History i.e. Boudicca and significance of Hadrian's Wall	Comparing and contrasting similarities and differences between the way Britain live now to Ancient Rome	Significant events and people	
		Know how Britain become Romanised and the lasting effects of this in modern day Britain	Enquiring about the significance of key Roman figures i.e. Claudius and Caesar		
		Know how the Roman culture influenced British culture and religion	Analysing primary and secondary sources and choosing reliable material during historical enquiry		
Summer Term 2					
How can I make a functional electronic torch?	To know that advances in technology has led us to where we are today.	know how technology has developed over time	Comparing contrasting technology from the past to now.	Chronological knowledge and understanding	Sewer, Villa, Colosseum, Slave, Shield, Sword, Emperor, Julius Cesar, Basilica, Toga, Mosaic, Soldier, Aqueduct, Coin, Villa, Hadrian's Wall, Boudicca, Britain, Timeline, Map
				Historical enquiry	



History

Year 5	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
How is a river formed?	Recognise when they are using primary and secondary sources of information to investigate the past.	Know how building and human development has changed around the Didsbury floodplain over time.	Compare old maps of Didsbury with modern maps, identifying human impact around the Mersey floodplain.	Human impact on Floodplains over time.	Floodplain.
Autumn Term 2					
How did Britain change between the end of the Roman occupation and 1066?	Pupils should be taught about Britain's settlement by Anglo Saxons and Scots.	Know when and why the Romans left Britain.	Analyse a range of primary and secondary sources to find out about the past.	Anglo Saxons	Empire, invasion, settlements, place names, raids, resistance, law, justice
	Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England.	Know who the Anglo Saxons and vikings were.	Use a range of resources to present two sides of a debate.	Vikings	
	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	Know where the Anglo Saxons and Vikings came from.	Use evidence to answer questions about the past.	Invaders and settlers	
	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	Understand what is meant by push and pull factors; know what these factors were.	Investigate a range of maps to find out more about the Anglo Saxons and Vikings.		
		Know the difference between primary and secondary sources; understand how these sources are used by historians to find out about the past.	Explore modern day place names and how they link to Anglo Saxon or Viking Britain and how they influenced Britain.		
		Know where the Anglo Saxons and Vikings belong on a timeline.			
Spring Term 1					
How can I create a watermill system?	Analyse a wide range of evidence about the past.	Know and understand the historical importance importance and function of watermills.	Select relevant sections of information to address historically valid questions.	Use of water power in industry and farming.	industry watermill waterpower
Spring Term 2					
Will we ever send another humans to the moon?	Show a chronologically secure knowledge and understanding of local, national and global history.	Know the timeline of the moon landings and the Space Race.	Order significant events on a timeline using dates accurately.	The reasons for the events of the Space Race .	Moon landings Space Race
Summer Term 1					
Why should the rainforests be important to us all?	Describe connections,contrasts and trends over short and long periods of time.	Know the key events of the European settlement of South America and subsequent impact on the rainforest.	See the relationship between different periods and the legacy or impacts for peple today.	Devise questions about change, causes and consequences.	Imperialism settlement deforestation
Summer Term 2					
Why were the Mayans the envy of the world?	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900 ; Benin (West Africa) c.AD 900-1300.	Know where and when the Mayans lived.	Explain who Pakal the Great was and his significance to the Mayan civilisation.	Anicent Mayan	Central America, Mesoamerica, city-states, plantations, seasonal, climate, sacrifice, ritual, 'slash and burn', tropical, cacao, irrigation, maize, flint, jade, pitz
		Know what life was like for the ancient Mayans.	Use research skills to find out more about the Mayans.		
		Understand what remains of the ancient Maya.	Create a timeline to show how long ago they lived.		
		Have an understanding of what they believed in.	Demonstrate how the ancient Mayans have impacted how we live today.		
		Know why the sun was so important to the Mayans.	Explain the purpose of a ritual.		
		Know why farming was so important to the Mayans and how it has impacted the way in which we farm today.	Explore and play the games created by the Maya; make links between some of the games we play today.		
		Know what caused the Mayan civilisation to disappear.			



History

Year 6	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
What impact did World War I and World War 2 have on people?	Autumn Term 1				
	A study of an aspect or theme in British history that extends pupils' chronology beyond 1066 (Hitler's invasion of Europe and its impact on Britain)	Pupils understand how the actions of Hitler threatened European peace.	Pupils can investigate and explain the reasons for fluctuating numbers being evacuated	Significant leaders and key events	Allies, Axis, Power, Judaism, evacuation, rationing, air raid, Blitz, blackout, munition, concentration camp countries, Germany, England, Europe, America, trade, cities, borders
	Develop a chronologically secure knowledge and understanding of British, local and world history.	They understand what is meant by the term appeasement. They are aware of the dilemma facing Chamberlain and other appeasers.	They can critique a BBC website Interpretation	Cause and consequence	
	Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	They realise that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive.	Pupils are able to describe a range of roles adults played on the Home Front which were unique to that Time	Attitudes and appeasement	
	Devise historically valid questions about change, cause, similarity and difference.	They realise that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive.	They can explain how each group helped to develop the 'Blitz Spirit' and 'kept the home fires burning'	Chronological understanding	
	Thoughtful selection and organisation of relevant historical information	Pupils are able to cite examples of how the government prepared to withstand the Blitz and to keep up morale.	They can explain how the government used: a. Censorship b. Propaganda	Inference	
	Understand how our knowledge of the past is constructed from a range of sources	Pupils' grasp that people making representations of the past eg in museums have to prioritise which stories to tell and whose contributions to feature most prominently and to also appreciate that this is controversial.	Pupils can evaluate a piece of wartime footage of the Blitz explaining how they know it was staged		
		Pupils grasp that much of the evidence from this period has to be treated with caution; all is not what it seems.	Pupils can describe how VE Day was typically celebrated.		
		They are aware that some families had mixed emotions about VE Day They can explain why depictions of VE Day parties might vary			
		pupils understand the lead up to World War 2 with the impact of World War 1			
Why is a successful brand important to an Entrepreneur?	Autumn Term 2				
		Influential innovations: did it improve quality of life? Did it address a compelling need or problem? Was it a fresh breakthrough with a 'wow' factor? Did it change the way business is conducted? Did it spark an ongoing stream of new innovation? Did it lead to the creation of a vast, new industry?	Identify and discuss similarities and differences between innovations in past societies and current society		factors, significance, human, events, impact
	Children should note connections, contrasts and trends over time		Change and cause		
			Effect		
What is Evolution?	Spring Term 1				
	Continue to develop a chronologically secure knowledge and understanding of world history, and note trends over time	Life and work factual information about key figures Charles Darwin and Mary Anning	Use a timeline to place important events in Darwin and Anning's lives in chronological order	Chronological knowledge	Interdependence, adaptation, genetics, fossil, environment, natural selection, Darwinism, evolutionists, theory, species, mutation, abiogenesis, homologous structures, phylogeny, vestigial, habitat, twins, ancestors, climate, extinct, paleontology, observation
	Children will understand that what we know is constructed from several different sources	'Missing links' discoveries	Ask a range of relevant questions about historical information presented to them	Continuity and change	
	Continue to develop a chronologically secure knowledge and understanding of British history	Early nineteenth century context for women and Science	Children can identify similarities and differences between ancestral species and modern species	Similarity and difference	
	Construct informed responses that involve thoughtful selection and organisation of relevant historical information		Choose reliable sources of evidence to answer questions about Mary Anning and her life		
Why do people decide to resettle?	Spring Term 2				
	Note connections, contrasts and trends over time	Pupils understand how floodplains have affected areas and how localities have changed, considering certain factors like farming, residential dwellings and factory output	Pupils can discuss the factors that have impacted local areas and analyse the effects	Historical enquiry	locality, reference points, landmarks
		Physical changes with coastlines over years of weather impact and human activity	Pupils identify effects of human activity and grade their importance		
Why did the Islamic Golden Age advance history?	Summer Term 1				
	Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.	The cultural changes and developments that occurred in Baghdad during this period.	They should construct informed responses that involve thoughtful selection and organisation of relevant historical information	Trends	entrepreneur, inventions, historical impact, skills, inspiration
	Undertake an in-depth study of a non-European society that provides contrasts with British history - early Islamic civilisation.	The importance of rivers to the development of Baghdad.	They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Inventions	
		The influence of Silk Road traders who travelled through Baghdad.	Create a comparative timeline of events and developments in western Europe and the Islamic world.		
	How developments in Baghdad influenced the wider Islamic world and beyond.				
How can I find my way around?	Summer Term 2				
	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history	Improve local area historical knowledge	Recognise primary and secondary sources	Similarity and Difference	Abbasid, Arabesque, Astronomy, Caliph, Calligraphy, Diverse, Diwan, Geometric, Influx, Omate, Rebel, Sultan, society, civilisation, scholar, House of wisdom, trade, Empire, technology, conflict
			Use a range of sources to find out about an aspect of time past	Significant events	
			Suggest omissions and the means of finding out		
			Bring knowledge gathered from several sources together in a fluent account		