



National Curriculum Aims:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

National Curriculum – Key Stage 1:

- Develop an awareness of the past using common words and phrases relating to the passing of time.
- Know where the people and events they study fit within a chronological framework.

National Curriculum Key Stage 2:

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Have an overview of where and when the first civilizations appeared.

Early Years:
Understanding the World ELG

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

STRAND	Nursery	Reception	Year 1	Year 2
Historical Chronology	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> • To make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> • To sequence a few events or objects in order of when they happened. • To know where the key events with toys studied fit on a basic timeline. • To explain changes from birth to current day. • Name similarities and differences between ways of life at different times. • Give examples of things that were the same and different when their grandparents were children. • To recount the life of someone famous from Britain who lived in the past, describing their achievements. • Sequence up to three events in chronological order and give reasons for their order 	<ul style="list-style-type: none"> • To sequence up to five people and events and put them into chronological order using a provided scale. • To recount the life of someone famous from Britain who lived in the past, describing their achievements. • To identify some similarities and differences between ways of life in different periods eg. London at the time of the Great Fire and life now.
Key Vocabulary (Vocab in bold is new to the year group.)	A long time ago, change, people, lives, past/now, old, new	A long time ago, change, people, lives, history , past/now, modern , old, new, order	Time, today, yesterday, tomorrow, future, before I was born, when I was younger , past, then, now, old, new, when Mum and Dad/Grandparents were little, last week / month , last year, a long time ago, timeline	A long time ago, old, present, modern, time, today, yesterday, tomorrow, future, past, then, now, old, new, , now, then, last week / month, last year, x years ago. Timeline, BC, AD
	Year 3	Year 4	Year 5	Year 6
Historical Chronology	<ul style="list-style-type: none"> • Plot events on a timeline and include relevant dates. • Place topics covered (including those from KS1) into different periods (e.g. Stone Age, Bronze Age, Iron Age, Ancient Egyptian period, Shang Dynasty, Indus Valley, and Mesopotamia) and understand their place in history on a larger timeline. • Put an Ancient Egyptian timeline into context in British history (Howard Carter's discovery). • Compare and contrast an Ancient Egyptian timeline to aspects of British history (Stone Age through to Iron Age) and make links. • To reason and summarise how some of the things studied from the past affect life today (Stone Age to Iron Age) 	<ul style="list-style-type: none"> • Plot significant events on a timeline using dates and more specialist historical terms (all periods studied so far from KS1 & KS2). • Put a Roman timeline into context in British history (building of Hadrian's Wall) • To compare and contrast a Roman timeline to aspects of British history (Stone Age through to Iron Age) and make links. • To recall and describe some of the main events, people and aspects of their lives from the period of the first people in Britain (Stone Age) compared to the time of Roman Britain and include this on a timeline. • Compare The Mayan Civilisation with other Ancient Civilisations (Egyptians) • To compare historical periods (Anglo-Saxon and Roman) explaining why the invasions occurred, but also identifying things which changed and things which stayed the same. 	<ul style="list-style-type: none"> • To produce a timeline with different historical periods showing key historical events studied. • Put a Tudor timeline into context in British history. • Recall, compare and contrast some of the main events, people and lifestyles throughout British history from the period of the first people in Britain (Stone Age) compared to the Anglo-Saxon, Viking and Tudor period. • To compare historical periods (Anglo-Saxon and Viking) explaining why the invasions occurred, but also identifying things which changed and things which stayed the same. 	<ul style="list-style-type: none"> • To produce timelines of periods studied and note connections, trends and contrasts over time. • Place pictures, artefacts and other sources in chronological order. • Know and understand the history of these islands as a coherent, chronological narrative from the earliest times to the present day. • Put Victorian and WWII timeline into context in British history, recalling, comparing and contrasting some of the main events, people and lifestyles throughout our national history from the period of the first people in Britain compared to the Victorian period and WWII. • Use a wide range of vocabulary to effectively discuss different periods in time.
Key Vocabulary	Prehistoric, civilisation, century, decade, BC, AD, Egyptian, chronology, chronological, duration sequence	Chronology, ancient civilisation, Roman , BC, AD, CE, BCE, Anglo-Saxons, Scots, duration, sequence, Mayan	Chronology, Civilisation, BC, AD, CE, BCE, , Tudor, Ancient Greece , duration, sequence, Viking	Legacy, continuity , chronology. Civilisation, BC, AD, CE, BCE, Victorian, World War II , duration, sequence

National Curriculum Aims:

- To 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 gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

National Curriculum – Key Stage 1:

- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- To understand some of the ways in which we find out about the past and identify different ways in which it is represented

National Curriculum Key Stage 2:

- To note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Early Years:
Understanding the World ELG

- Know some similarities and differences between things in the past and now.

STRAND	Nursery	Reception	Year 1	Year 2
Historical Interpretation	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history 	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> To recognise that some objects belonged to the past and some belong to the present. To know about some things that happened to other people in the past – including from my own locality and recount simple stories and events. To describe what an object from the past might have been used for. 	<ul style="list-style-type: none"> To describe and recount simple stories and main events accurately, including some detail and suggest why people and events were important. To begin to understand that some sources show different views on the same event or individual, and that events in the past can be represented in different ways. To describe what an object from the past might have been used for. To begin to understand the importance of basing ideas on source evidence.
Key Vocabulary	change, people, family, now, then, past	similar, different, past, now, people, change	changes, artefact , similar, different, people, significant, object, compare	changes, artefact, similar, different, people, significant, object, compare, event, sources, evidence
	Year 3	Year 4	Year 5	Year 6
Historical Interpretation	<ul style="list-style-type: none"> To describe some of the main events, people and aspects of their lives from the period of the first people in Britain (Stone Age) To understand that there may be different accounts/versions of the same event because different people may have different views (eg. Interpretations of different people). To give reasons and speculate why people may have acted as they did (causes). 	<ul style="list-style-type: none"> To understand and make reasoned judgements as to why there may be different accounts/versions of the same event because different people may have different views (eg. The Roman invasion). To develop an understanding that our knowledge of the past is constructed from a range of sources and that ideas may change as new discoveries are made, just as our own ideas (preconceptions) may change as we find out more about a topic. To explain how some of the things I have studied from the past affect life today (Roman legacy). 	<ul style="list-style-type: none"> To describe in depth some of the main events, people and aspects of their lives from the Viking and Greek times, using appropriate terminology (battle, settle, trade, culture, religion, beliefs) To make reasoned judgements about some of the main events and aspects of Henry VIII's life. To understand and justify why the Tudor reign was a time of great change and how the past has shaped our life today (the English Reformation) 	<ul style="list-style-type: none"> To develop an understanding of ways in which people's lives have shaped this nation. To begin to understand that evidence from the past or present is propaganda, opinion or misinformation and can affect our interpretation To suggest reasons for contrasting arguments or different interpretations of the past and can analyse a source of information for its accuracy, usefulness and relevance.
Key Vocabulary	changes, artefact, similar, different, people, significant, object, compare, event, sources, evidence, account, interpretation, version, cause, effect, speculate	changes, artefact, similar, different, people, significant, object, compare, event, sources, evidence, account, interpretation, version, cause, effect, speculate, hierarchy,	artefact, significant, evidence, account, interpretation, cause, effect, event, speculate, version, economy, trade, religion, culture, technological advancement, social class, reformation,	artefact, significant, evidence, account, interpretation, cause, effect, event, speculate, version, economy, trade, religion, culture, technological advancement, social class, reformation, propaganda

<p>National Curriculum Aims:</p> <ul style="list-style-type: none"> 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. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
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<p>National Curriculum – Key Stage 1:</p> <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods. 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 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.

<p>National Curriculum Key Stage 2:</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The achievements of the earliest civilizations –Ancient Egypt Ancient Greece – a study of Greek life and achievements and their influence on the western world A non-European society that provides contrasts with British history –Mayan civilization c. AD 900; Benin

<p>Early Years:</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

STRAND	Nursery	Reception	Year 1	Year 2
Historical Concepts	<ul style="list-style-type: none"> To identify something that is old and something is new. 	<ul style="list-style-type: none"> To say what is the same and what is different between things in the past and now. 	<ul style="list-style-type: none"> To understand which toys were popular in the past and why they have changed over time. To recognise significant individuals and understand how they helped society. To give reasons as to why the Gunpowder plot happened. 	<ul style="list-style-type: none"> To give reasons for how the Great Fire of London started and caused so much destruction, explaining this is in my own words. To be aware that actions taken by people in the past affect our lives today. To recognise and compare influential people and events, describing how they were successful and significant.
Key Vocabulary	Old, new, very old, object	same , different, present, past, now a long time ago, a very long time ago,	Mary Seacole, Florence Nightingale, Edith Cavill Crimea, Scutari, infections , nursing, nurses, doctors, Guy Fawkes , Parliament , treason , Catholic , plotters , gunpowder	artefact , water squirt , fire hook , River Thames, St Pauls Cathedral, eyewitness , Samuel Peypys, Thomas Farrier, Pudding Lane, transport , , Rosa Parkes, Emmeline Pankhurst, activist , suffragette , racism , equality , segregation , civil rights , vote , Mansion House , Queen Victoria , Godfrey Ermen , Victorian ,
	Year 3	Year 4	Year 5	Year 6
Historical Concepts	<ul style="list-style-type: none"> To demonstrate an understanding that the Stone Age, Bronze Age and Iron Age were the first people of Britain. To compare and contrast between and across periods – e.g. similarities and differences between clothes, food and farming, lifestyles, buildings or transport. To explain the significant ways in which lifestyles, tools and buildings changed due to the introduction of new materials into Bronze Age and Iron Age societies. To describe and recall some of the important features of the Ancient Egyptian civilisation and how it compares/contrasts with British society at the same time. To explain the significance of the Bridgewater Canal and other transport developments in our locality and consider the impact that it has had. 	<ul style="list-style-type: none"> To recall and describe some of the main events, people and aspects of their lives from the Anglo Saxon, Roman and Mayan periods, including comparisons within periods such as how the lives of wealthy people were different from the lives of poorer people. To explain and reason how some events from the past and some of the important features of Roman Britain have influenced the Western world (e.g. central heating, roads etc) To explain and summarise why the Romans were so powerful, particularly due to their legions and expansion of the Roman Empire. 	<ul style="list-style-type: none"> To describe in depth some of the main events, people and aspects of their lives from the Anglo-Saxon and Viking times, using appropriate terminology (invade, settle, trade, culture, religion) to understand what life was like and how Britain changed. To make reasoned judgements about some of the main events and aspects of Henry VIII's life to understand and justify why the Tudor reign was a time of great change and how the past has shaped our life today (the English Reformation) I can recall and describe some of the main events, people and aspects of their lives from the Ancient Greek periods, including comparisons within different historical periods. 	<ul style="list-style-type: none"> To understand and make reasoned judgements about why slums developed because of the Industrial Revolution and cotton industry, including how life differed based on social classes. To reach informed conclusions by identifying some cause and impact of events in WWII on Manchester, Britain and wider world. To give and explain reasons why people in the past may have acted in the way they did and how their lives have impacted on this nation.
Key Vocabulary	Bridgewater Canal , airport, rail travel, century , decade , evolved, prehistoric , civilisation , archaeologist , excavate , artefacts, settlement , Hunter gatherer , hillfort , pharaoh , tomb , mummification , hieroglyphics , Canopic jars , Tutankhamun, papyrus, Howard Carter, pyramid,gods, fertile , flood	Roman, conquer , invasion , Caesar, Emperor, revolt , mosaic, hypocaust , gladiator , chariot , Roman baths, Roman roads, aqueduct , viaduct , amphitheatre , amphora, toga, villa, centurion , legion , Hadrian's wall, forum , fortifications , legacy, culture, diversity, The Ancient Maya, empire, astrology , astronomy , excavate , sacrifice , temple, ceremony, Conquistador, disease, warrior, headdress, raid, invade, Kingdom,	monarch , heir , reign , divorce , King Henry VIII, Parthenon , ancient, democracy , philosophy , myth , legend , legacy , Raid, settlers, resistance , invaders , long ships, Danegeld, Christianity, Lindesfarne , monasteries , monks, illuminated writing, democracy , vote ,	Trade , industry , urbanisation , revolution , imported , appeasement , dictator , reliability , bias , cause and effect , impact , legacy , Winston Churchill, Adolf Hitler, Franklin D Roosevelt, era , empire , monarch , census , pauper , migrate , class system

National Curriculum Aims:				
<ul style="list-style-type: none"> To 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. 				
National Curriculum – Key Stage 1:				
<ul style="list-style-type: none"> 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. 				
National Curriculum Key Stage 2:				
<ul style="list-style-type: none"> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. 				
Early Years:				
<ul style="list-style-type: none"> Comment on images of familiar situations in the past. 				
STRAND	Nursery	Reception	Year 1	Year 2
Historical Enquiry	<ul style="list-style-type: none"> To begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> To use artefacts, stories, pictures, photographs and visited places to select, classify and categorise objects and answer questions about the past. To find out things about the past by talking to an older person. To observe and recognise old and new things in a picture. 	<ul style="list-style-type: none"> To use artefacts, stories, diary entries, pictures, photographs and visited places to select, classify and categorise objects and answer questions about the past. To ask and answer questions using a range of sources. To look at sources and ask questions such as – 'what was it like for people?', 'What is happening?', 'what are people doing?', 'was this event important?', 'how long ago did this happen?'
Key Vocabulary	Before I was born, after I was born, before I went to school, after I went to school, pictures, family, baby, toddler, child	Photograph, present, past,	Detective, picture, painting, letter, diary, artefact, object, Memories Similar, different, change, important, opinion,	Evidence, investigate, research, historians, experts, letters, newspapers, websites, text books, compare, reason,
	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<ul style="list-style-type: none"> To ask my own questions. To find answers by selecting sources and thinking of why my source is useful. To conduct research in order to compare and contrast two periods of history. To develop an understanding that our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> To ask my own specific questions and suggest which sources may help me to find answers. I can give a reason for their selection. To research and summarise what it was like for children in a given period of history and compare it to my life today, thinking about similarities and differences. To develop an understanding that our knowledge of the past is constructed from a range of sources and that existing ideas may change as new discoveries are made. Use the terms primary and Secondary sources. 	<ul style="list-style-type: none"> To create my own historically valid questions and can test out a hypothesis in order to answer questions and reach an informed conclusion To investigate different versions of the same event in history and have identified differences in the accounts. To know that people both now and in the past represent events or ideas in a way that persuades or empathises with others. To examine an artefact and explain what it shows us about the people of the time. I can use this evidence to support my point of view. 	<ul style="list-style-type: none"> To question the validity and make choices about which reliable sources of factual evidence to use to describe the main events, people and aspects of WWII. To generate a variety of different questions and choose reliable sources of evidence to justify and reach an informed outcome. To discuss if an account is bias or propaganda.
Key Vocabulary	First hand evidence, second hand evidence, document, hieroglyphics, recorded, affect, effect, impact,	Primary source, secondary source, reliable, I can infer that..., my conclusion is that..., legacy, suggest, impact	This sources suggest that..., significant impression, consequences, cause, reliable	This sources doesn't suggest that..., eye witness, biased, motive, significant, different experiences

<p>National Curriculum Aims:</p> <ul style="list-style-type: none"> • Create their own structured accounts, including written narratives and analyses
<p>National Curriculum – Key Stage 1:</p> <ul style="list-style-type: none"> • Choose and use parts of stories and other sources to show that they know and understand key features of events.
<p>National Curriculum Key Stage 2:</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information..
<p>Early Years:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society.

STRAND	Nursery & Reception	Year 1 & Year 2
Historical Communication	<ul style="list-style-type: none"> • To use words like old, new, past, now, 	<ul style="list-style-type: none"> • (Y1)To retell the main parts of events through the use of pictures with captions, role play and discussion using language relating to chronology (old, new, a long time ago, before I was born, a very long time ago) • (Y2) To retell the significant events in more detail. Begin to write in more detail about events using language relating to chronology.
Key Vocabulary	New, past, now, talk, old	retell, pictures, captions, role play, discussion, language, chronology, old, new, a long time ago, before I was born, a very long time ago
	Year 3 & Year 4	Year 5 & Year 6
Historical Communication	<ul style="list-style-type: none"> • To present my findings about the past using drama, discussion, drawing and computing skills. • (Y3)To produce short structured writing pieces about historical information using appropriate dates and terms (through diary entries, flashbacks, recount of a trip, newspaper articles, fact files) • To retell significant events both orally and in writing and can say what impact this had on the future. Make reference to the sources of evidence used to inform their view. • To discuss the legacy of people from different time periods. • (Y4) Write extended pieces about historical findings use historical terminology accurately (through recounts, , diaries, newspaper reports, fact files, non-chronological reports) 	<ul style="list-style-type: none"> • To present my findings about the past using drama, discussion drawing and multimedia skills.. • To produce extended structured writing which selects and organises information using a range of terms and dates accurately. • Make references to the sources of evidence used to inform a view and can discuss the reliability of these sources. • To discuss the legacy of people from different time periods. • To make connections between different historical periods studied, identifying contrasts and trends. • To discuss the potential bias of sources and how they have formed a balanced view.
Key Vocabulary	Drama, discussion, drawing, multimedia, oral, impact, sources of evidence, legacy, terminology, non chronological, time period, reports	Drama, discussion, multimedia, sources of evidence, reliability, legacy, time period, connections, contrast, trends, bias, balanced view

National Curriculum Aims:				
<ul style="list-style-type: none"> gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 				
National Curriculum – Key Stage 1:				
<ul style="list-style-type: none"> significant historical events, people and places in their own locality. 				
National Curriculum Key Stage 2:				
<ul style="list-style-type: none"> a local history study 				
Early Years:				
<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. 				
STRAND	Nursery	Reception	Year 1	Year 2
Locality	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. 	<ul style="list-style-type: none"> I can suggest some toys that my own grandparents played with and compare them to my toys today. 	<ul style="list-style-type: none"> To compare buildings from London 1666 to buildings now in my local area. To name important buildings in my local area. To explain why Godfrey Ermen and LS Lowry were significant in our local area. To explain the role Emmeline Pankhurst had in the Suffragette Movement and its link with Manchester.
Key Vocabulary	Parents, grandparents, history, hospital, school, home	Parents, grandparents, family, aunts, uncles, cousins, sister, brother, teachers, people who help us	Playground, park, garden, house, toys, wooden, electric, plastic	Buildings, London, Eccles, Salford, Godfrey Ermen, LS Lowry, Emmeline Pankhurst, Mansion House, Lark Hill Place, wooden, brick, stone, thatched, tiled
	Year 3	Year 4	Year 5	Year 6
Locality	<ul style="list-style-type: none"> To understand the history of transport in the North West and the impact it has had on the area. To discuss the impact the Bridgewater Canal had on Patricroft/Peel Green. To explain how our locality has changed over time and considered why it changed. Who was responsible for the changes? What was it like for people? What was the impact on society? How has it shaped our lives now? 	<ul style="list-style-type: none"> To identify how the legacy of the Romans is evident today in the North West. 	<ul style="list-style-type: none"> To apply my knowledge from Ordsall Hall to reach informed conclusions about life during the Tudor period in Salford. 	<ul style="list-style-type: none"> To understand and empathise with how the slums and squalor faced in Manchester affected people during the Victorian period through a local area study of Angel Meadow. To reach informed conclusions by identifying some cause and effect events in WWII on Manchester.
Key Vocabulary	Bridgewater Canal, Patricroft, Peel Green, Manchester Airport, Peel Green Station, Trams, Eccles, transportation, goods, movement, trade	<ul style="list-style-type: none"> Romans, Chester, North West, roads, amphitheatre, culture, 	Ordsall Hall, Tudor, Manor House, Salford,	Angel Meadow, slums, Manchester, mills, North West, industrialisation, Victorian