

	Autumn 1	Spring 1	Summer 1
N ur s er y	Enquiry Question: What was I like when I was a baby? <u>Early Learning Goal</u>: Know some similarities and differences between things in the past and now, drawing on their experiences <u>Concept link</u>: civilization diversity <u>Disciplinary concept link</u>: significance Article 19: Your right to be kept safe from harm	Enquiry Question: Who helps us at home and in our families? <u>Early Learning Goal</u>: Talk about the lives of the people around them and their roles in society <u>Substantive Concept link</u>: diversity <u>Disciplinary concept link</u>: significance Article 6: Your right to be life and to be healthy	Enquiry Question: What toys did my parents and grandparents play with? <u>Early Learning Goal</u>: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <u>Concept link</u>: civilization <u>Disciplinary concept link</u>: similarities and differences Article 19: Your right to be kept safe from harm
K n o w l e d g e	• When we are born we are babies • I was a baby in the past • Babies need help to do things • Babies need parents to help them live • Now I have changed I am bigger • How do we know? Photos show us things we can't remember	• We all have a family • Our families are all different • We can name the people we live with • We know who takes care of us at home • Our families help us by... • They have taught us to...	• Children play with toys • Toys don't stay the same, they change over time • We play with toys that are made of • Sometimes our toys need batteries • Our parents and grandparents played with different toys • Some are the same and some are different
K e y v o c a b	<u>Base words</u> Baby – what you are when you are born Family – the people who care for you and help you to grow and be safe Birthday – the day we were born and we know we are a year older <u>Core words</u> Past – things that have happened before, happen in the past Now – this is today or this moment in time Changed – when a living thing, person or thing is different over time Different – when two things or people do not look, sound or feel the same Born – when we begin to live, we are all born on a specific day – our birthday <u>Pinnacle words</u>: Year Next Future Time – how we measure our lives and each day	<u>Base words</u> <u>Core words</u> <u>Pinnacle words</u>:	<u>Base words</u> <u>Core words</u> <u>Pinnacle words</u>:

B B / B F	Bridging Back	Bridging forward <u>Nursery: Who helps us at home and in our families?</u> When we are babies we need lots of help. Our parents and families give us help – they keep us healthy and help us to grow, learn and change. <u>Reception: How have we changed and grown?</u> We have changed since we were babies but we are changing everyday too.	Bridging Back <u>Nursery: What was I like when I was a baby?</u> When we were babies, we needed lots of help as there were lots of things we couldn't do. Our parents and families helped us to learn and grow.	Bridging forward <u>Reception: How have we changed and grown?</u> How people help us changes over time as we grow as we can do more things for ourselves	Bridging Back <u>Nursery: What was I like when I was a baby?</u> We change over time and things were different for our parents and grandparents too.	Bridging forward <u>Reception: How do people travel to school?</u> Now and in the past. The things we play with change over time and the way people travel has changed over time
Di s ci pl in a ry c o n c e p t	Significance – people around us are significant in our lives, who our families are and where they come from are part of who we are now	Significance – people around us are significant in our lives, the help that we get from our parents and families makes us learn and grow.	similarities and differences – some of the toys that our parents and grandparents played with are different from what we play with today. Some of the toys that they played with a similar and like the ones that we play with. Over time, some things stay similar and some things change and are different.			

Reception	<u>Enquiry Question:</u> How have we changed and grown? <u>Early Learning Goal:</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <u>Concept link:</u> civilization <u>Disciplinary concept link:</u> continuity and change Article 19: Your right to be kept safe from harm	<u>Enquiry Question:</u> Who helps us in our lives? <u>Early Learning Goal:</u> Talk about the lives of the people around them and their roles in society <u>Concept link:</u> diversity <u>Disciplinary concept link:</u> significance Article 19: Your right to be kept safe from harm	<u>Enquiry Question:</u> How do people travel to school? Now and in the past <u>Early Learning Goal:</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <u>Concept link:</u> civilization <u>Disciplinary concept link:</u> similarities and differences Article 19: Your right to be kept safe from harm
Knowledge	• When I am born I need lots of help • I change and grow as I get older • My birthday makes me a year older • I know how old I am today and next year • When I was little I couldn't walk, talk or eat by myself • Now I am big I can do lots of things... • In the past I was different than now • In the future I will be able to	• At home I have people who help me • I know that every family is different • In my family I have people who help me, this might be Grandparents, Aunties/Uncles • At school my teachers help me to learn • My teachers take care of me at school • Other people help me at school... • People who help us have an important job to do	• We travel to school in different ways • We travel by car, bus, taxi and by walking • Our parents travelled by car, bus and by walking • Our grandparents and their parents travelled to school by walking, cars and buses • Cars and buses used to look different that they do today • Transport is how we can get to places • Transport used to look different than it does today
Key Vocab	<u>Base words</u> Past - things that have happened before today, happen in the past Born – when we begin to live, we are all born on a specific day – our birthday Changed – when a living thing, person or thing is different over time Birthday – the day we were born and we know we are a year older <u>Core words</u> Now – this is today or at this moment in time Today – this day, now Yesterday - the day before today Tomorrow – the day that comes next Before – time that came in front of now Different - when something is not the same in how it	<u>Base words</u> <u>Core words</u> <u>Pinnacle words:</u>	<u>Base words</u> <u>Core words</u> <u>Pinnacle words:</u>

	looks, sounds or feels. We are all different. <u>Pinnacle words:</u> Future – days or time that hasn't happened yet, we will change in the future Year – 365 days make a year and when it is our birthday we will be a year older, we measure time by a clock and in days, weeks, months and years					
BB/BF	Bridging Back <u>Nursery: What was I like when I was a baby?</u> Children will have learnt to talk about what they were like as a baby, how they know that (using photos and recounts from family) and that this is part of their past. <u>Nursery: Who helps us at home and in our family.</u> Our parents helped us as we grew from being a baby, they helped us with the things that we needed help with like eating, drinking, talking and walking.	Bridging forward <u>Reception: Who helps us in our lives?</u> Our parents and teachers help us to learn and grow, they are important, significant people to us.	Bridging Back <u>Nursery: What was I like when I was a baby?</u> Children will have learnt to talk about what they were like as a baby, how they know that (using photos and recounts from family) and that this is part of their past. <u>Nursery: Who helps us at home and in our family.</u> Our parents helped us as we grew from being a baby, they helped us with the things that we needed help with like eating, drinking, talking and walking. <u>Reception: How have we changed and grown?</u> People who look after us help us to learn and grow.	Bridging forward <u>Year 1: Who is our monarch and who came before them?</u> People who help us in our lives are significant to us. Our country has a Monarch (King or Queen) and they have an important role to play too. <u>Year 1: Why should we be proud of our city, Manchester?</u> Significant people do things that help others and tell a story about who we are (Lowry, Baby Computer)	Bridging Back <u>Nursery: What toys did my parents and grandparents play with?</u> Some of the toys my parents and grandparents played with look the same and some look different. Things change over time. Transport has changed over time too.	Bridging forward <u>Year 1: How has our school changed within living memory?</u> Our parents and grandparents can remember what Moston Fields used to be like. It has changed over time and is not the same as it used to be: different place, different building
Disciplinary concept	continuity and change – in life some things stay the same and some things change. As we grow, we change but we will always have our families to take care of us and love us		Significance – people play an important part in our lives and this helps us to change and grow.		similarities and differences – our parents and grandparents travelled to school in some of the same ways and some different ways to us. Sometimes things are the same but they also look different – this is true of transport in living memory. (cars, buses, trams)	
Concepts: Although it is not expected that you teach these explicitly in EYFS, you may touch on these abstract concepts which will build the foundations of the development of schema and deeper understanding as they move through the school through play, conversations and stories etc.						

	Autumn 1	Spring 1	Summer 1
Year 1	<u>Enquiry question:</u> How has our school changed within living memory? National Curriculum : changes within living memory, local history study Substantive concept: Settlement Disciplinary concept: similarities and differences Article 28: Your right to learn and go to school	<u>Enquiry Question:</u> Why should we be proud of our city, Manchester? National Curriculum : significant individuals in the past Substantive concept: Settlement Disciplinary concept: similarities and differences, significance Article 27: Your right to have a good standard of living (work to live)	<u>Enquiry Question:</u> Who is our monarch and who came before them? National Curriculum: changes within living memory and significant historical events and people, Substantive concept: Rulers Disciplinary concept: continuity and change, significance Article 5: Your right to use your rights as you grow up (democracy)
Key Knowledge	- Our school has been open for over 100 years (1910) and moved to this site in 2016. It is in Moston, which is a Settlement - Many children have family members who came to Moston Fields. - At school, children sat at their own desks and always wrote in workbooks with a pencil. School's did not have computers or i-pads. - Boys wore shorts and girls always wore skirts. They had a uniform too but it was different to ours. - Most toys that they played with were made from wood or metal. Today most toys are made of plastic and many need batteries. Timeline: History of Moston Fields: 20th – 21st Century: 1910-current	- LS Lowry was born on 1st November 1887 in Stretford, Manchester - Lowry attended the Manchester school of art. - Lowry created paintings showing life in Greater Manchester and was famous for painting "matchstick men" figures. - The world's first computer, "Baby", was invented in Manchester in 1948. This decade was the 40's. - The computer was invented by Tom Kilburn and Sir Freddie Williams. - The Manchester Bee is the symbol of the city. - The Manchester Bee is a worker bee which symbolises the industry in Manchester. Timeline: 20th Century: L S Lowry 1887-1976 (89 years old) Decade: 1940's First Computer 'Baby' 1948	- The King or Queen is our Monarch and Head of State, they do not make laws as we have a government to do this - Being a King of Queen of Britain is inherited through the family: this is succession to the throne - Queen Elizabeth II was our monarch from 1952-2022 (70 years) she was the longest reigning monarch in Britain - Queen Elizabeth II had her coronation in 1953. - During her coronation, she promised to serve her country - Queen Elizabeth II died on September 9th 2022 - King Charles III is the son of Queen Elizabeth II, he is the oldest of her children so he became King when she died - King Charles III had his coronation in 2023 Timeline: 20th-21st Century: 1952-current day
Key vocabulary	Base words Past – things that happened before today, some we can remember and some other people can remember, some were a long time ago Core words School – a place where children and young people go to learn Change – things change over time, this can be buildings, what children wear and how they play, how headteachers record things Settlement – a place where people live and work, we live in Moston, Manchester Materials – what things are made of: wood, metal, plastic Uniform – clothes people wear to show they belong to a	Base words Change – things change over time, the way we live and as technology changes Computer – an electronic device to help with communication and learning. City – a large/important town with lots of buildings and people. This is a Settlement. Artist – a person who produces art work (e.g. – paintings or drawings) either as a hobby or to sell. Inventor – a person who creates something new that changes the way we do things Worker – a person who does a job Core words Famous/significant – somebody or something that is	Base words Queen or King – the Head of State in our country, England and the United Kingdom (Britain) Family – the people who we are related to, our parents, sisters/brothers/cousins/uncles/aunts/grandparents Son – the male child of a mother or father Mother – the female parent of a child Core words Monarch – a head of state: a king, queen or emperor, they are not elected but inherit the role of monarch through their family Government – a group of people who are elected by voting to make the rules and laws of the country Inherit – to gain something by your family connection, the

	place or job Journal – a record of things as they happen, like a diary – this can be hand written and recorded digitally Pinnacle words: Century – a century is 100 years, we live in the 21 st Century and our school was built in the 20 th Century Decades – years counted in blocks of 10		known by lots of different people in different places. Achieve – to bring about a result by effort, courage or or skill Greater Manchester – a county in the North West of England. Invention – something new that has been thought of and created by a person or group of people. Industry – businesses, factories and companies that produce things that we need or can sell. Pinnacle words: Industrial revolution – a time when lots of different industries started working and developing.		monarchy is inherited Coronation – the special ceremony that is held to make the new King a King Continue – some things change and some things continue to happen Pinnacle words: Democracy: where the government is elected by all people voting Reign – the time that a monarch rules as a King or Queen	
Key historical figures	The headteacher of Moston Fields in 1910 King George V (Queen Elizabeth II's Grandfather)		L S Lowry Tom Kilburn and Sir Freddie Williams. King George VI (Queen Elizabeth II's Father)		Queen Elizabeth II King Charles III Prince William, The Duke of Edinburgh	
Disciplinary concepts	similarities and differences – school was very different over a hundred years ago and has continued to change. The buildings are different and the way children played and the clothes they wore were different. Children did go to school, have friends and learnt how to read and write but the things they had and the toys they played with were different.		similarities and differences – what did Lowry show in his paintings? What similarities and differences are there to now? (people, industrial skyline) How do his paintings link with the Worker Bee? Significance – Lowry showed life in Manchester in the 20 th Century, it made Manchester life well known. The first computer was invented and made Manchester the birthplace of computing. The worker bee shows how Manchester has always been a place of industry and work.		continuity and change – with the death of QEII there was change but we continue to have a Monarch as being a Monarch is passed from a parent to their eldest child. Significance – we have lived through having a Queen and then a King, this is a significant moment as QEII had been our Queen for 70 years.	
	Bridging Back Nursery: <u>What toys did my parents and grandparents play with?</u> Reception: <u>How do people travel to get to school?</u> Now and in the past things change over time, how we get to school and how our school is.	Bridging forward Year 2 - <u>How did London change because of the Great Fire of London?</u> <u>How would my life be different in the Victorian times?</u> Things change over time and our lives look similar and are very different in other ways.	Bridging Back Year 1 <u>How has our school changed within living memory?</u> Has life changed in Manchester just like our school has changed?	Bridging forward Year 2: <u>What difference did Florence Nightingale and Mary Seacole have on nursing?</u> Significant people can bring about change	Bridging Back Year 1 - <u>Why should we be proud of our city, Manchester?</u> People can be significant because of what they achieve and events can be significant, such as having a new King	Bridging forward Year 2 - <u>How did London change because of the Great Fire of London?</u> People can bring change and so can events. After events happen, some things change and some things stay the same.

Resource links	SM and RF to put together a resource pack Need to include maps of area and school Need to include photos include headteacher journals	For Lowry use these paintings: Going to Work 1943 The playground 1945 Britain at play 1943 Monday Morning 1946 Lowry's life: Self-portrait of Lowry https://www.scienceandindustrymuseum.org.uk/objects-and-stories/baby-and-modern-computing https://thelowrycreativehub.com/ (resources linked to Lowry, how to draw and paint in the style of Lowry-portraits and landscapes)	King Charles III Family Tree PP slide Hamilton Trust resources (school account) History Association resources (school account) https://www.rct.uk/discover/school-resources - resources to support learning about the life of QE2.
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	Autumn 1	Spring 1	Summer 1
Year 2	<u>Enquiry Question: How did London change because of the Great Fire of London?</u> National Curriculum : events beyond living memory that are significant nationally or globally Substantive concept: Settlement Disciplinary concept: continuity and change, cause and consequence, interpretation Article 6: Your right to life and to be healthy	<u>Enquiry Question: What difference did Florence Nightingale and Mary Seacole have on nursing?</u> National Curriculum : lives of significant individuals Substantive concept: diversity Disciplinary concept: similarities and differences, significance Article 24: Your right to healthcare	<u>Enquiry Question: How would my life be different in the Victorian times?</u> National Curriculum : significant individuals, events beyond memory that are significant historical events: industrialisation Substantive concept: Rulers Disciplinary concept: similarities and differences, significance Article 36: Your right to be protected from harm,
Key Knowledge	- The Great Fire of London started on Sunday 2nd Sept, 1666 lasting for 5 days. Settlement London is the capital city of England. King Charles II was King at the time the fire happened. Settlement The fire started in Thomas Farriner's bakery on Pudding Lane Settlement It spread quickly because of houses in London were very close together and they were made out of flammable material. - The weather in London at the time was hot and windy and there had been no rain for months - The fire was hard to put out because they did not have suitable equipment to put the fire out.	diversity Florence Nightingale was a British nurse born in 1820. She treated soldiers during the Crimean War and is known as 'The Lady with the lamp.' - Florence Nightingale is remembered for changing: the way hospitals looked after their patients; what people thought about nurses and how people thought about women. She is called the 'founder' of modern nursing. diversity Mary Seacole was a nurse. She was born in Jamaica in 1805. - Mary Seacole had to pay for herself to help soldiers in the Crimean War because of the colour of her skin. - Mary Seacole set up the "British hotel" to help soldiers. diversity Mary and Florence had a different experience but both helped soldiers in the war Timeline: 19th Century 1854-56	- The Victorian era was after the GFOL in the 1800s. - Queen Victoria was on the throne from 1837-1901. - Queen Victoria was our King's great-grandmother. - Mary Seacole and Florence Nightingale were also alive at this time. - Poor children had to go to work and didn't go to school. School was not free. - Manchester became an industrial city. There were lots of factories and mills making cloth and clothes. - Lots of children from poor families in Manchester worked in cotton mills. - Children from rich families went to school and did not have to go to work. - Wood Street Mission was a charity in Manchester that was started by Alfred Alsop. He wrote books and helped poor children to have a home and food. Wood Street Mission still helps children today. Timeline:

	- We know what happened because of Samuel Pepys' diary. - After the fire of London, the first Fire Brigades were created Timeline: 17th Century, 2nd-6th September 1666		19 th Century, 1837-1901
Key vocabulary	Base words Bakery – a place that makes bread and cakes to sell. Diary – a book that somebody writes to note what happens in their life. Core words Past – a period of time that happened before now. Flammable – something that can easily set on fire. Timber – wood that can be used for building. Thatch – a roof covering of straw. Plaster – a mixture that covers walls and ceilings. Pinnacle words: Eye witness – somebody who sees something happen because they were there at the time.	Base words: Past – a period of time that happened before now. War – a time when one or more countries are fighting against each other and soldiers get hurt and need medical care Nurse: a person whose job it is to care for others, at this time, all nurses were female Soldier – a person whose job it is to fight for their country, at this time, soldiers were male Core Words: Field hospital: a place that cares for the medical needs of people who are hurt during a war Change – things and people change and sometimes things people do make things change Care – actions that people take to help others – Florence and Mary took care of the soldiers Infection – causes an illness that can make you ill or even kill you Hygiene – steps to make sure that things are clean or sanitary Pinnacle words: Diversity – Mary and Florence came from very different backgrounds and had different colour skin Prejudice – is when the colour of your skin, age, gender or other facts about you, cause people to treat you in a different way. Mary was rejected from being a Nurse because of the colour of her skin	Base words: Past – a period of time that happened before now. City – Manchester was one of the first big industrial cities Core Words: Ruler – a person who rules a kingdom or country, this could be a King, Queen or Monarch Settlement – is a place where people come together to live and work Poor – some people in Victorian times did not have much money, food or even a home. Their children had to go to work, Rich – some people in Victorian times had enough money to live well and their children did not have to work Mill – a place where cotton was spun into cloth, the cloth made clothes and bedsheets Pinnacle words: Era – a period of time where a ruler ruled Industrial revolution – a period of time where people changed the way that things were made.
Key historical figures	Thomas Farriner Samuel Pepys King Charles II Sir Christopher Wren	Mary Seacole Florence Nightingale Queen Victoria	Alfred Alsop Queen Victoria
Disciplinary concepts	continuity and change – what things in London stayed the same and changed due to the Fire cause and consequence – the fire caused lots of damage, made people even poorer and made people realise that they needed a fire service interpretation – what do we learn from reading Samuel Pepy's diary, what does it tell us?	similarities and differences – Mary and Florence were both Nurses but had a very different experience. We have clean hospitals but soldiers at this time did not have this until the changes that happened. Significance – both women brought about changes in Nursing care. Florence started the idea of Nurses being trained in the same way. Mary did not let prejudice stop her from nursing soldiers in The British	similarities and differences – compared to us, Compared to us: life was different for poor children in Victorian times. Compared to us: life was similar for rich children in Victorian times. Significance – children's lives were controlled by how much money their families had. If children were poor, they had less chances.

			Hotel.			
	Bridging Back Understanding the World - Reception Understand the past through settings, characters and events encountered read in class and storytelling. State an important event in their lifetime. Year 1 - <u>How has our school changed within living memory?</u> Our school has changed over time in the 19th-20th Centurys. Do we think London has changed too?	Bridging forward Year 2 – <u>What difference did Florence Nightingale and Mary Seacole have on nursing?</u> Begin to look at events and situations in the 19th C e.g. Crimean War and Nursing care Look at 'Significance' – how important something is? – Pupils to look at significant factors of the Great Fire of London and place in order of importance.	Bridging Back Year 2 - <u>How did London change because of the Great Fire of London?</u> Understanding how change can happen through events and significant people. <u>Year 1: Why should we be proud of our city, Manchester?</u> Significant people that were part of making Manchester special (L. S. Lowry, Tom Kilburn and Sir Freddie Williams) Reception: <u>Who helps us in our lives?</u> We need people in our lives to help us. The soldiers in the Crimean war needed Mary Seacole and Florence Nightingale to help them.	Bridging forward Year 2 - <u>How would my life be different in the Victorian times?</u> Learn more about life for children under Queen Victoria's rule in the 19th C. Look at similarities and differences – Were Mary and Florence treated the same? Link this to the Q: were rich and poor children treated the same?	Bridging Back Year 2 - <u>What difference did Florence Nightingale and Mary Seacole have on nursing?</u> Understanding that life was different for Mary Seacole because of the colour of her skin and that Victorian children had a different experience of life and education because of how rich or poor their families were. Year 1 - <u>Who is our monarch and who came before them?</u> Queen Victoria is related to King Charles III. She was Queen Elizabeth II's Great, Great Grandmother	Bridging forward Year 3: <u>How did life change from the Stone Age to the Iron Age?</u> Life changed during the early civilisations such as the Stone/Bronze/Iron Age too.
Resource links	https://www.bbc.co.uk/cbeebies/puzzles/my-story-fire-of-london-quiz https://www.museumoflondon.org.uk/schools/learning-resources/great-fire-london <u>A resource using animated videos and other activities for KS1 teachers – the teachers guide has useful background knowledge about GFOI and life in 17th C London.</u>		https://www.penguin.co.uk/articles/childrens-article/extraordinary-facts-about-mary-seacole https://www.youngcitizens.org/resource/inspirational-people-florence-nightingale-and-mary-seacole/ <u>We have a school account for this use KO'H email address and the password Mostonfields2023</u>		<u>Victorian Childhood facts</u> https://www.twinkl.co.uk/homework-help/history-homework-help/victorians-facts-for-kids/victorian-childhood <u>Wood Street Mission</u> https://www.woodstreetmission.org.uk/about-us/our-history/ <u>Possible access to Alfred Alsop's books via WSM – original source</u> <u>Royal Family tree:</u> https://www.townandcountrymag.com/society/tradition/a43365889/queen-victoria-royal-family-tree/ https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zf-dkhbk https://www.natgeokids.com/uk/primary-resource/queen-victoria-primary-resource/	

Year 2 Autumn 2 Sort Unit (2 lessons: 1 afternoon)	<u>Enquiry Question: What was the Gunpowder plot and why do we remember it?</u> National Curriculum : events beyond living memory that are significant nationally or globally Substantive concept: Rulers Disciplinary concept: cause and consequence, Significance Article 5: Learn how to use your rights as you grow up	Key Knowledge: • In 1605 the King of England was James I • King James I was a Protestant and England was a Protestant country. • Catholics were not allowed to follow their religion • Guy Fawkes was Catholic, he and his friends were angry at having to pray in secret • Guy Fawkes and his friends plotted to blow up King James I and parliament with gunpowder • On the 5th November, Guy Fawkes and his friends were caught before they blew up the King • They were all killed for treason • Each year we celebrate that the King was saved – this is Bonfire Night Timeline: 17th Century 5th November 1605 Key historical figures: Guy Fawkes, King James I Resource Links: https://classroom.thenational.academy/units/why-do-we-celebrate-bonfire-night-82e	Base words Past – a period of time that happened before now. Religion – a belief and faith that God or gods exist that some people have Core words Conspiracy – a secret plan by a group to do something against the law Protestant – a Christian who does not believe in the Pope Catholic – a Christian who believes that the Pope is the leader of the Church Gunpowder – a mixture that when lit explodes and causes fire Plot – to plan to do something, sometimes in secret Bonfire Night – the 5th November, when we celebrate the way that Guy Fawkes was stopped from blowing up King James I Pinnacle words: Parliament – the place where the Government makes decisions about the laws in our country Treason – an attempt to overthrow the government of the country – you get sent to jail for this
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	Autumn 1	Spring 1	Summer 1
Year 3	Enquiry Question: <u>How did life change from the Stone Age to the Iron Age?</u> National Curriculum : changes in Britain from the Stone Age to the Iron Age Substantive concept: civilizations Disciplinary concept: continuity and change, cause and consequence, interpretation, Article 27: Your right to a good standard of living	Enquiry Question: <u>How do the achievements of the Ancient civilizations compare?</u> <u>Routes? Art/culture, inventions, health?</u> National Curriculum : ancient civilizations, Substantive concept: civilizations Disciplinary concept: similarities and differences, significance Article 29: Your right to have education to help you be the best that you can be	Enquiry Question: <u>What were the greatest achievements of the Ancient Egyptian empire?</u> National Curriculum : ancient civilizations, depth study Substantive concept: empire Disciplinary concept: continuity and change, significance Article 36: You should be protected from doing anything that may harm you Geography link with River Nile
Key Knowledge	• BC means Before Christ. AD means 'Anno Domini' in Latin which stands for "in the year of our Lord" • There are no written records from prehistoric times but we can use artefacts to find out about this period. • The Stone Age was a prehistoric time where people used stones as tools, built shelters and hunted and gathered for food. They were the first humans began to live in Europe. • The Stone Age is split into 3 periods: Palaeolithic, Mesolithic and Neolithic • Skara Brae was a Stone Age village in Scotland where lots of Stone Age artefacts were found. • Stonehenge is a monument from the Stone Age that consists of very large stones standing upright. It was built at same time the Egyptians built the great pyramids. • During the Bronze Age metals were used to make hunting tools and humans began to farm land. • In the Iron Age humans used iron to make tools and they farmed land and lived in communities. Timeline: Pre-historic 20,000 BC – 500 BC <i>Please note the Stone Age period goes back 2,000,000 years</i>	• There were 4 Ancient Civilizations at this time – Ancient Sumer/ Indus Valley/ Shang Dynasty/ Ancient Egypt • Ancient Egyptians 3100BC – 30 BC (Romans took over) • Location of Egypt (North Africa, River Nile) • They wrote using hieroglyphics. • Mummification and burial beliefs/traditions – pyramids as final resting places of pharaohs. • Tutankhamun – (boy king) tomb was found in 1922 by Howard Carter. Timeline: Ancient Egyptians 3100 BC-30 BC When this unit is planned – vocab and knowledge needs to be finalised	• Egypt is in North East Africa bordering the Middle East. • Ancient Egypt existed 5000 years ago. The Egyptians were ruled by Pharaohs. • The Ancient Egyptians built pyramids which contained tombs for the Pharaohs. • Artefacts have been found inside the pyramids which helped us to find out about them and their lives. • Religion was really important to the Ancient Egyptians who had a strong belief in the afterlife. • Ancient Egyptians used hieroglyphs to communicate and write. • The Ancient Egyptians were a very advanced civilization because they had water systems, irrigation, hieroglyphics for communication and advanced building techniques. These are their greatest achievements. • The Egyptians had a well-structured society with Pharaohs at the top, nobles, scribes, priests, farmers and slaves. • The status of women was relatively high in Egyptian society. • Howard Carter was a British archaeologist and Egyptologist who became world-famous after discovering the intact tomb of Tutankhamun in November 1922. Timeline: Ancient Egyptians 3100 BC-30 BC

Key vocabulary	<u>Base words</u> Shelter – a place that gives protection from bad weather or danger <u>Core words</u> Hunter-Gatherer – A person who survives by hunting wild animals and gathering food from plants. Tribe – A group of people that live together and live a common way of life. They also share the same language. Artefact – an object that relates to a time in history that we can use to learn about that time. Archaeology – The science of studying things from the past and piecing parts of history together from the evidence found. Archaeologist – a person who studies human history using artefacts and evidence. Artefact – an object that relates to a time in history that we can use to learn about that time. <u>Pinnacle words:</u> Palaeolithic – The Old Stone Age, this period began 2 million years ago when the first tools were made Mesolithic – Refers to the middle part of the Stone Age. It began around 12,000 years ago and farming began in this period. Neolithic – Also known as 'the new stone age'. This period began about 10,000 years ago.	When this unit is planned – vocab and knowledge needs to be finalised <u>Base words</u> <u>Core words</u> Civilization – an advanced state of development of a society. The society would have a strong government, laws, written language etc. <u>Pinnacle words:</u>	<u>Base words</u> Artefact – an object that relates to a time in history that we can use to learn about that time. <u>Core words</u> BC – used to show that a date is before the year 0. This is counted backwards, so 200 BC is before 100 BC. AD – used to show that a date is after the year 0. This is counted forwards, so AD 100 is before AD 200. Civilization – an advanced stage of development of a society. The society would have a strong government, laws, written language etc. Fertile – soil that is good for growing plants. Irrigation – a system of canals or channels Egyptians dug to supply water to grow crops over a larger area than the water would reach naturally. Priest – a person who leads religious services and prayers. Slave – a person who is forced to work and obey others and has no freedom (slavery – being in this state) <u>Pinnacle words</u> Pharaoh – a ruler of ancient Egypt. Sphinx – a creature in Egyptian mythology that has a lion's body and the head of a human or animal. Cartouche – an oval shape in which the names of kings and queens were often written in hieroglyphics to show that they were special. Hieroglyphics – a system of writing that used pictures and symbols instead of letters. Sarcophagus – a stone coffin.
Key historical figures or places	There are no key historical figures as there are no written records Key historical place: Skara Brae Stonehenge No King or Queen		<u>Pharaoh Tutankhamun</u> <u>Howard Carter (discovered the tomb in 1922)</u> King George V (in 1922)
Disciplinary concepts	continuity and change – some parts of life stayed the same for people but some changed due to the changes in materials and the way people lived cause and consequence – as the use of materials such as stone and metal changed, the way they used the land and materials changed and so how they lived changed too interpretation – to learn about the past, we can use artefacts to interpret what things are and how they were	similarities and differences – there were similarities and differences between the ancient civilisations linked to natural resources, knowledge, building and beliefs significance – the ancient civilisations made great advances in the way they used materials and used their buildings and artwork to show their beliefs THESE WILL NEED REVISITING AFTER UNIT IS PLANNED	continuity and change- pharaohs were rulers that handed power down to their sons, this transferal of power kept the Egyptian Empire going for a long time (link to our monarchy for succession but not power) significance – the inventions of the Egyptians were astounding for the time, they have influenced other nations: architecture, writing, making paper, irrigation

	used to help us understand how people lived					
	Bridging Back Year 1: <u>How has our school changed within living memory?</u> Life at school changed over the years as a consequence of change in buildings and materials that were used (toys) Year 2: <u>How did London change because of the Great Fire of London?</u> London changed and the way people could respond to fires changed because of an incident (GFOL)	Bridging forward Year 3: <u>How do the achievements of the Ancient civilizations compare?</u> The 4 ancient civilisations had similarities and differences to ancient Britain. Civilisation in Britain was not as advanced. Year 3: <u>What were the greatest achievements of the Ancient Egyptian empire?</u> Different civilisations used materials in different ways. Some ancient civilisations invented things that we are still in awe of today.	Bridging Back Year 3: <u>How did life change from the Stone Age to the Iron Age?</u> The way we lived in Britain was very different to the way other civilisations lived	Bridging forward Year 3: <u>What were the greatest achievements of the Ancient Egyptian empire?</u> Different civilisations used materials in different ways. Some ancient civilisations invented things that we are still in awe of today.	Bridging Back Year 1: <u>Why should we be proud of our city, Manchester?</u> In Manchester we have things we are proud of. The city was built upon the hard work of working people. The pyramids were created by enslaved people. Year 3: <u>How do the achievements of the Ancient civilizations compare?</u> In Ancient Civilisations people's lives looked different than they do now. Many of the AC's invented things that influenced people and lives for a long time.	Bridging forward Year 4: <u>How did the Ancient Greeks influence the western world?</u> Inventions and the way a civilisation used its resources shaped the way society lived. This links to the Ancient Greeks and the advances that they brought to the world. Year 4: <u>What did the Roman's leave behind as their impact on Britain?</u> The Egyptians left behind the pyramids which are widely known as one of the wonders of the world.
Resource links	<u>Stone age – Iron age resource pack with photos, Lettering and timelines</u> We need access to some artefact copies https://www.natgeokids.com/uk/?s=stone+age&post_type=resources on prehistoric Britain and Stonehenge https://www.bbc.co.uk/bitesize/topics/z82hsbk various videos on each of the ages / Stonehenge Skara Brae https://rammuseum.org.uk/learning/online-learning/stone-age-to-iron-age-online-learning/ Museum resources showing various artefacts from this era		-Resource file; introduction-to-ancient-sumer-powerpoint- ver 1 Introduction-to-the-Indus-Valley-Civilisation-PowerPoint Ancient Egyptians Pharaohs PP T2-H-4607-Shang-Dynasty-Information-PowerPoint t2-h-314-the-shang-dynasty-artefacts-display-photos ver 2 Planning from Historical Association: Comparing the ancient civilisations. Resources include: timelines, articles, images		https://www.natgeokids.com/uk/primary-resource/ancient-egypt-pyramids-primary-resource/ Resource to support learning about how the tombs were made and what they looked like inside and out. https://deliberatetravel.com/blog/2021/4/1/best-resources-for-teaching-kids-about-ancient-egypt-free-amp-paid-tutankhamun-s-tomb-resource-pack t2-h-031-ancient-egypt-information-powerpoint ver 4 A link that takes you to a page full of resource links for Ancient Egypt. https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt Scroll down on this page to the classroom resources sharing information about artefacts	

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Year 4	<u>Enquiry Question: How did the Ancient Greeks influence the western world?</u> <u>Routes?</u> National Curriculum : Ancient Greece Substantive concept: trade/invention Disciplinary concept: cause and consequence, significance, interpretation, Article 12: Your right to say what you think should happen (linked to democracy/suffrage)	<u>Enquiry Question: How, where and why did the Roman Empire spread?</u> National Curriculum : Roman Empire Substantive concept: invasion empire Disciplinary concept: continuity and change, cause and consequence, Article 8: The Government should respect your right to a name, nationality and family	<u>Enquiry Question: What did the Roman's leave behind as their impact on Britain?</u> <u>Routes?</u> National Curriculum : Roman Empire (depth study?) Substantive concept: Settlement diversity? Disciplinary concept: similarities and differences, interpretation, significance Article 24: your right to good food, water and a doctor?
Key Knowledge	• <i>Ancient Greece was not one country but made up of city states. Athens was one of them. Sparta was one of them. The Spartans fought with the Athenians for power.</i> • Democracy started in Athens. It is when the people choose their leader(s). Athens was a democracy. Democracy means allowing citizens to make their own decisions for their own personal lives • Greece did not have a full democracy, women, slaves and foreigners could not vote. • Alexander the Great took over Greece as their ruler, he liked the Greek way of life and took these ideas with him into other countries. • The Greeks prayed to Gods and Goddesses: one Goddess was Nike, the Goddess of Victory! Zeus was one of the most important Gods. • The Greeks started the Olympic Games in 776 BC • The Greeks were great mathematicians, writers, scientists and thinkers. • The Greeks were great inventors, they invented the water wheel and the catapult. • The Greeks had their own alphabet system and language. Some words today come from Greek words (dinosaur, Europe, galaxy) Timeline: Classical Greece was 5th and 4th Centuries BC. Alexander the Great: 356 BC- 323 BC	• The Roman Empire was one of the greatest civilisations that lasted for over 10 centuries, 1000 years. • The Roman Empire was built upon the Republic of Rome. • The Republic was ruled by a group of people called Senators, led by a Consul. People (men) voted for who would be the Consul. • Julius Caesar was a General who became Emperor of Rome. • He tried to invade Britain but failed. • Claudius was the Emperor who ordered the invasion and conquest of Britain and succeeded. Boudicca was the Celtic Queen of East Anglia who revolted against Rome. • By AD 48 the Romans had conquered large parts of Britain. • The Roman Army was very powerful and had many weapons • Roman soldiers were trained to fight together because they did this, they were strong and won many battles and invaded many countries. • Roman Gladiators were the best fighters; they would fight for entertainment too. Timeline: 700 BC to 476 AD Emperor Julius Caesar: 46-44 BC Emperor Claudius 41-54 AD	• The Romans invaded Britain in AD 43. • The invasion was led by Emperor Claudius. • This was the second attempt they had made, the first was led by Emperor Julius Caesar • The Celts fought back led by Boudicca but they were defeated • The Romans ruled in Britain for over 350 years • The Romans were famous for building over 8000 miles of Roman roads. • The Romans built aqueducts to provide clean water • The Romans built houses from bricks and stones with central heating. This changed the way Britain looked and the way people lived. • The Romans brought a written language, Latin and taught some important people to read and write • Many of our words come from Latin: via (road/by way of) video (I see) Manchester (chester comes from Castrum, which means Fort) • In some ways Romans made life better for people living in Britain during these times Timeline: 1st – 4th Century AD 43 – AD 383

Key vocabulary	<u>Base words</u> Civilization – an advanced state of development of a society. The society would have a strong government, laws, written language etc. Inspired – to be influenced by something or somebody. Invent – to think of, come up with, or create something brand new. Rule – to have a lot of power of a place and make most of the decisions. Western – a place or group of people that are from the west. <u>Core words</u> Democracy – a form of Government where ordinary people have power through voting. Dictatorship – a Government or country ruled by a dictator – where just one person has all the power. Discipline – to train other people (or yourself) to follow certain rules or obey laws. Influence – when something happens which has an effect on another person or thing. <u>Pinnacle words</u> Acropolis – an Ancient Greek building built high on a hill.	<u>Base words</u> Border – a boundary (invisible line) between two countries. Civilization – an advanced state of development of a society. The society would have a strong government, laws, written language etc Impact – a strong and powerful effect. Rome – the capital city of Italy. Emperor – the ruler of the empire. <u>Core words</u> Empire – a group of nations or people under one ruler or government. Invasion – the act of invading by an enemy or hostile army. Conquer – to overcome and win something by force. Gladiator – a Roman man trained to fight with weapons. Warfare – the way in which war was planned to have the most impact Roman Empire – the name used for the land that was controlled by the Romans. <u>Pinnacle words</u> Caledonia – the name used in Roman times for Scotland. Celts – people living in Britain in Roman times. Colosseum – a large building or outdoor theatre used for entertainment events of sports. Legion – a large section of the Roman army – made up of 5000 soldiers. Picts – tribes from Caledonia.	<u>Base words</u> Civilization – an advanced state of development of a society. The society would have a strong government, laws, written language etc Empire – a group of nations or people under one ruler or government. Emperor – the ruler of the empire. Invasion – the act of invading by an enemy or hostile army. <u>Core words</u> Aqueduct – Roman aqueducts supplied fresh, clean water for baths, fountains and drinking water for ordinary Roman people. Road – a hard surface, built with stone or gravel Trade – selling and buying goods, this would often include transporting goods to be sold Latin – the spoken and written language of the Romans <u>Pinnacle words</u> Castrum – the Latin word for Fort Manchester – chester comes from the Latin word, Castrum, which means Fort Londinium – the Latin name for London Forum – the middle of a town
Key historical figures	Alexander the Great Aristotle – scientist, philosopher Hippocrates – medicine	Emperor Julius Caesar: Emperor Claudius Boudicca	Emperor Julius Caesar: Emperor Claudius Boudicca
Disciplinary concepts	cause and consequence – as Greece was such an advanced civilisation, many of the inventions and ways of life spread and influence us today, this is because we always learn from those around us and from the past significance – Greek achievements such as the Olympic games, their understanding of medicine and their language still have influence in the modern world interpretation – we use written accounts and artefacts to interpret how Greeks lived and influenced the world.	continuity and change – whilst the Roman Empire spread, the people of Rome experienced change of leadership but the Empire continued throughout this change cause and consequence – the power of the Roman army meant that over the years, many countries were invaded by the Romans And became part of the Empire	similarities and differences – the Romans brought many differences such as buildings, roads, clean water and reading/writing interpretation – we use our knowledge of what Romans brought to Britain along with what we see in our world today to interpret the importance of the Roman Empire significance – as many changes that the Romans made are still with us today, we know that these changes were significant and changed the way people lived in Britain

	Bridging Back Year 4: <u>How did the Ancient Greeks influence the western world?</u> Inventions and the way a civilisation used its resources shaped the way society lived. This links to the Ancient Greeks and the advances that they brought to the world. Year 4: <u>What did the Roman's leave behind as their impact on Britain?</u> The Egyptians left behind the pyramids which are widely known as one of the wonders of the world.	Bridging forward Year 4: <u>What did the Roman's leave behind as their impact on Britain?</u> The Ancient Greeks influenced thinking, language and education that still influence us today.	Bridging Back Year 3: <u>What were the greatest achievements of the Ancient Egyptian empire?</u> The Egyptians used slaves to build their pyramids and help with the labour needed for progress. Romans built their armies and the changes they made to places on people from countries that they invaded.	Bridging forward Year 4: <u>What did the Roman's leave behind as their impact on Britain?</u> Britain was one of the nations that the Romans invaded and became part of their Empire.	Bridging Back Year 4: <u>How, where and why did the Roman Empire spread?</u> The spread of the Empire brought the Romans to Britain. They used their learning from invading different places to shape their buildings and inventions.	Bridging forward Year 5: <u>Who were the Anglo Saxons and why did they invade and settle in Britain?</u> Like the Romans, the Anglo-Saxons invaded and settled in Britain, becoming part of who we are.
Resource links	<u>How did the Greeks influence the world?</u> https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn# https://www.natgeokids.com/uk/?s=ancient+greece&post_type= <u>Various resources to support the teaching of Ancient Greece – landmarks, mythology and key figures</u>		<u>What was life like in Rome?</u> https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/z2sm6sq <u>The Roman Empire:</u> https://www.bbc.co.uk/bitesize/topics/zwmpfg8 https://www.natgeokids.com/uk/?s=romans&post_type= <u>Various resources to support the teaching of The Romans</u> https://www.english-heritage.org.uk/learn/teaching-resources/teaching-history/teaching-the-romans/ <u>Useful resources for teachers with background information and links to possible art activities, and information on artefacts.</u>		<u>How did the Romans change Britain?</u> https://www.bbc.co.uk/bitesize/topics/zatf34j/article/s/z2dr4wx https://www.imagininghistory.co.uk/post/the-5-best-roman-emperors-an-easy-guide-for-ks2 <u>Resource with information about 5 Roman Emperors</u> https://www.history.org.uk/primary/resource/3851/roman-britain-a-brief-history#:~:text=They%20brought%20urban%20life%2C%20roads.about%20their%20lives%20in%20Britain. <u>Information for teachers about Roman Britain.</u>	

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Year 5	<u>Enquiry Question: Who were the Anglo Saxons and why did they invade and settle in Britain?</u> National Curriculum : Britain's settlement by the Anglo-Saxons Substantive concept: invasion Disciplinary concept: continuity and change, similarities and differences, Article 38: Your right to be protected during war	<u>Enquiry Question: Does Alfred deserve the title of Great?</u> National Curriculum : Kingdom of England, Viking struggle Substantive concept: rulers trade/invention Disciplinary concept: continuity and change, significance, Article 38: Your right to be protected during war	<u>Enquiry Question: What were the achievements of the Islamic Golden Age?</u> National Curriculum : non European study of a civilisation Substantive concept: empire Disciplinary concept: significance, interpretation, Article 28: Your right to an education
Key Knowledge	● The Anglo Saxons arrived as Settlers to Britain in AD 449 from Europe. ● The Anglo-Saxon age in Britain was from around AD410 to 1066 after the last Roman soldiers left in 410 (link back to Romans Y4) ● The Anglo-Saxons came from Denmark, Germany and the Netherlands. ● After the Romans left, Britain no longer had a strong army to defend it. ● There were many battles between Anglo-Saxons and Britons – over time, Anglo-Saxons took control of most of Britain. ● Anglo-Saxons invaded Britain as many different tribes, taking over different parts of the country. Each group had a leader or 'war-chief'. ● The strongest Anglo-Saxon King would claim to be "bretwalda" which meant "ruler of all Britain" ● By around AD600 there were 5 important Anglo-Saxon kingdoms: Northumbria, Mercia, Wessex, Kent and East Anglia ● The Bayeux Tapestry is a famous tapestry that shows some of the battles during these times	● King Alfred was one of the only English kings to become known as "Great" He was the King of Wessex at 21 and he is known as the First King of England. ● Alfred the Great was an Anglo-Saxon King who defended his kingdom against the Vikings. ● Alfred is known as the King who made peace with the Vikings. ● The Vikings first came to Britain from Scandinavia in 793 to raid. ● The Vikings were great seafarers and their longboats allowed them to travel far across the sea and up rivers. ● The Vikings attacked Lindisfarne, looting the monastery and killing many of the monks. ● The city of York was a major Viking settlement known as 'Jorvik'. ● The Vikings are famous for crafts such as jewellery, metal work and wooden carvings. They sailed across the world to traded their goods and buy goods in other countries. Timeline: Viking invasion AD 793, the Vikings lived in Britain with the Anglo-Saxons until AD 1150 Alfred the Great AD 871-899	● The Middle East is a region located primarily in western Asia as well as northern Africa and South Eastern Europe. ● Baghdad is the capital of Iraq. Baghdad was a great centre of learning over 750 years ago. ● The Islamic Golden Age was a period of success for the Islamic community from the 8th to the 14th century, over 1000 years ● The Caliphs brought together top scholars from all over the world to study at the House of Wisdom. ● By AD 900, the House of Wisdom stored more books than anywhere else in the world and was attracting the most brilliant minds to study there. ● Students at school only studied subjects that they were good at and they went to university and started work very young. ● Ideas and discoveries made by scholars from this time are still used today, sparking a golden age of scientific discovery. ● Islamic scholar Al-Zahrawi is known as the founder of modern medicine.

	● Early Anglo-Saxons were pagans who worshipped lots of different Gods. ● King Alfred was one of the only English kings to become known as "Great" Timeline: AD 449 – AD 1066		Timeline: Century 8th-14th AD
Key vocabulary	Base words Invasion – to enter an occupy land. This is known as an 'invasion'. Christianity – a religion based on the teachings of Jesus. Kingdom – an area ruled by a King. Tribe – a group of people, families, or villages that share the same language, social customs, and ancestors. Core words Chief – another word for a ruler Pagan – a religion that involves worshipping many Gods and Goddesses. Thatched house – a house with a roof made of dried plants, such as – straw. Archaeologist – a person who studies human history using artefacts and evidence. Runes – used by Anglo-Saxons when writing. Pinnacle words Monastery – a building where monks live. Missionary – a person from a religion who is sent to spread the faith. Bayeux tapestry – an embroidered piece of fabric showing events/battles/invasions during Anglo-Saxon times. Sutton Hoo – the site of a grave of an Anglo-Saxon King (King Raedwald)	Base words Invasion – to enter an occupy land. This is known as an 'invasion'. Christianity – a religion based on the teachings of Jesus. Kingdom – an area ruled by a King. Pagan – a religion that involves worshipping many Gods and Goddesses. Thatch – a roof covering of straw. Core words Settlers – people who come to a new place and settle to live there Viking – a person from Denmark, Norway or Sweden Trade – to exchange money or goods for other goods, The Vikings traded all over Europe Longboat or Longship – a long, narrow ship made of wood used by the Vikings. Because the ship was long and thin, it could travel down large rivers as well as across seas. Longhouse – a Viking house made of wood, stone and turf, it had a thatched roof. Pinnacle words Valhalla – a place that Vikings believed that they would go to when they died Wessex – a county in Britain, Alfred was the King of Wessex, Wessex is in the South of Britain	Base words Mosque – the place of worship for Muslims. Islam – a religion formed by Muhammad. People who follow Islam are called Muslims. Iraq – a country in South West Asia Core words Dynasty – a succession (sequence) of rulers or leaders in a country. Calligraphy – decorative handwritten lettering. Civilization – an advanced state of development of a society. The society would have a strong government, laws, written language etc. Baghdad – the capital city of Iraq The Golden Age – a time of great advancement in learning. Scientists, doctors, philosophers and engineers made significant advances in their fields. Pinnacle words Middle East – an area of land and group of countries in Southwest Asia and North Africa. Philosophy – the study of the nature of life, truth, knowledge, and other important human matters Scholar – a person dedicated to study (learning) – often to a high level and in a particular subject. House of Wisdom – a library and research facility which collected and translated writing from many cultures. Prophet – a person who predicts the future.
Key historical figures, artefacts and places	Bayeux Tapestry Sutton Hoo King Raedwald Alfred the Great	King Raedwald Alfred the Great (King of Wessex)	Al-Zahrawi – a Scholar who is known as the founder of modern medicine Prophet Muhammad (PBUH) 622 AD when Prophet Mohammed made his pilgrimage to Mecca Caliph Harun al-Rashid – he founded the House of Wisdom. Scherzade (fictional character who inspired the stories for 1001 Arabian Nights)

Disciplinary concepts	continuity and change – as the Anglo-Saxons settled into life in Britain, they created their own villages and tribes, this brought change to the people who lived in Britain but over time gave continuity as people joined together in their lives similarities and differences – like the Romans, the Anglo-Saxons worshipped their own Gods, like the Egyptians, many of the beliefs they had about the afterlife shaped the way they were buried. After invading, the Anglo-Saxons settled to life in Britain, just like the Romans		continuity and change – the Anglo-Saxons settled in Britain looking for land to farm, the Vikings invaded Britain as they travelled trading and seeking power. This brought about changes but also continuity as the Vikings settled and Alfred brought peace between Anglo-Saxons and Vikings significance – King Alfred the Great was Great because he was the first known King of England. He also brought peace with the Vikings and brought together parts of Britain in peace.		Significance – this era brought about increased wisdom and scientific knowledge. It established Islam as one of the major religions in the world and brought intellectual strength to the community. Knowledge brings progress. Interpretation – both art and books can help us understand how the link between religion, knowledge and wisdom was made during the growth of the Islamic Golden Age	
	Bridging Back Year 4 - <u>How, where and why did the Roman Empire spread?</u> <u>Invaders:</u> The Romans invade Britain and then settled there to live too. The Romans had military leaders and Anglo-Saxon Chiefs were war-chiefs.	Bridging forward Year 5 - <u>Does Alfred deserve the title of Great?</u> King Alfred was the first King of England and he was an Anglo-Saxon	Bridging Back Year 2 - <u>How did London change because of the Great Fire of London?</u> The houses that burnt quickly in London had thatched roofs Year 5: <u>Who were the Anglo Saxons and why did they invade and settle in Britain?</u> These periods cross over and the Anglo-Saxons settled and stayed in Britain, as did the Vikings	Bridging forward Year 5 - <u>What were the achievements of the Islamic Golden Age?</u> King Alfred loved learning and being a scholar, he used his wisdom and knowledge to bring about peace. In the Golden Age of Islam, as the Islamic faith and culture grew, learning and wisdom were key part of its development	Bridging Back Year 5 - <u>Does Alfred deserve the title of Great?</u> Year 4 - <u>How did the Ancient Greeks influence the western world?</u> The Greek civilisation was advanced and its learning influenced other countries and people. The Islamic Golden Age did the same.	Bridging forward Year 6: <u>how were educated people able to justify Maafa, the slave trade?</u> Religion and learning can shape people's views and justifications for the way society is.
Resource links	<u>Why did the Anglo-Saxons come to Britain?</u> https://www.bbc.co.uk/bitesize/topics/zxsbcadm/articles/z23br82 <u>Anglo-Saxon maps (resource file)</u> https://www.natgeokids.com/uk/?s=anglo+saxons&post_type=Three different resources about the Anglo-Saxons; inc. facts and comics. https://www.ks2history.com/saxons-and-vikings <u>Resources to support planning, inc Beowulf/invasions</u>		<u>Who were the Vikings and where did they come from?</u> https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty <u>Viking timeline ordering activity (resource file)</u> <u>Viking glossary (resource file)</u> <u>Viking God and Goddesses fact file</u> <u>Viking voyage e-book (resource file)</u> <u>Alfred the Great fact file (resource file)</u> <u>Hengist and Horsa fact file and activities. use wisely and creatively</u> https://www.natgeokids.com/uk/?s=vikings&post_type=Five resources for teaching the Vikings; inc.meet the Vikings and facts.		<u>Baghdad intro film and includes info on Arabian Nights and Scherezade</u> http://www.imaginative-inquiry.co.uk/wp-content/uploads/2014/02/Baghdad-film.mp4 https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/early-islam-baghdad-outstanding-lessons-keystage-2-golden-age/ Link to resources to support planning and teacher subject knowledge about the Islamic Golden Age	

	Autumn 1	Spring 1	Summer 1
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Year 6	<u>Enquiry Question: What was Britain's role in the transatlantic slave trade and the abolition of slavery, what consequences did these actions have?</u> National Curriculum: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Substantive concept: trade/invention diversity Disciplinary concept: interpretation, cause and consequences, significance Article 35: your right not to be sold as a slave Trip to Liverpool Slave Trade museum	<u>Enquiry Question: Why should we remember Peterloo?</u> National Curriculum : a local study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (1819) Substantive concept: trade/invention Rulers(impact of power) Disciplinary concept: interpretation, cause and consequences, significance Article 12: Your right to say what you think should happen and be listened to Link: Commando Joe's Peterloo Massacre	<u>Enquiry Question: How did the work of the Suffragettes and WWII change life for women in Britain?</u> National Curriculum : a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (20th Century: female emancipation and impact of WWII) Substantive concept: diversity Disciplinary concept: significance, interpretation, cause and consequences, Article 38: Your right to be protected from war Article 2: all children have these rights no matter what! Trip to either the Pankhurst Centre or People's History Museum (see statue of Emmeline Pankhurst) Possible Link: Commando Joe's Nancy Wake
Key Knowledge	- There was a triangulation between North America, West Africa and Europe where slaves and the trade from the slavery were moved. - Slaves were taken to create plantations in the Americas. - Cotton, sugarcane, coffee, rubber, and tobacco are among the most important crops grown on plantations. - Millions of slaves were taken from their homes and forced to live a life of slavery, hard work and hardship, never seeing their homes again. - Countries in the Western Hemisphere became rich from the slave trade: including Spain and Portugal. - In Britain it gave us goods such as sugar, cotton, tobacco, tea. It helped us grow industries such as cotton mills, tobacco factories. - The slave trade helped make cities such as Birmingham, Liverpool and Manchester the places they are today. - The British slave trade industry made approximately £60 million between 1761 and 1808, - There were significant people who fought for equal rights: Olaudah Equiano and William Wilberforce in the UK, Harriet Tubman in the USA) - The 'Abolition of slavery' bill was introduced in 1833 across the British Empire. - Today, there are still movements such as 'Black Lives Matter' to ensure the equality of all black people. Timeline: 16th Century 1562 AD – 19th Century 1833	- Life in Manchester in the 19th Century was hard if you were working class - In the 1800s population in cities like Manchester increased because of the Factories and Mills - Most people worked in Mills and Factories - Work was low paid and sometimes there was no work - Only 2% of the population had the right to vote - No women could vote and only 11% of men but you had to own property or pay higher taxes - In the North not many men had the vote - People Lived in slums that were dirty, overcrowded and many people got ill and died - People were angry and wanted change Henry Hunt was a Member of Parliament and a Reformer - He wanted to make things fairer for working people - People were called to a meeting at Peterloo, near Angel Meadow on 16th August 1819. 60,000 people came - The Manchester and Salford Yeoman Guard sent their soldiers and the soldiers attacked 18 people were killed and over 700 injured - The symbol of Manchester is the Worker Bee, this is because Manchester was built on the hard work of its people Timeline: 19th Century 1819	- At the start of the 20th Century, women did not have the same rights as men - A group of women called the Suffragettes fought for women to be able to vote. Some women could vote in 1918 (over 100 years ago) and all women could vote from 1928, over 100 years ago. - Being rich or poor is called the Class System - By the start of WWII some women worked but only if you were working class or lower middle class. They worked in factories, as cleaners and sometimes as teachers or nurses. - WWII started when Germany invaded Poland in 1939. This war came after the Great War (WWI) - Britain was part of the Allied forces who fought the Axis, which included Germany. - Manchester was hit by two nights of air raids in December 1940 – the Christmas Blitz. - British women took on a variety of jobs during WWII that were usually done by men. These jobs included making ammunition, driving buses, working in the land army and even being spies. Nancy Wake was British/Australian and lived in England before she moved to France to become a spy working for the French Resistance OR we do the codebreaking women of Bletchley?OR Vera Atkins or Noor Inayat Khan) - After the war, many women had to stop working but some continued to work. Timeline:

			20 th Century: 1903-1928 AD, WW2 1939-1945 AD
Key vocabulary	<u>Base words</u> Empire – a group of nations or people under one ruler or government. Slave – a person who is forced to work and obey others and has no freedom (slavery – being in this state) Industrialisation – the development of industries such as mills and factories on a large scale, this changed employment, settlements and life for many people Democracy – a form of Government where ordinary people have power through voting. Discrimination - the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability. <u>Core words</u> enslavement – to take away a person's freedom so they have no say or choices in their life colonisation – to settle and take control over indigenous people (similar to invasion) rebellion – an act of armed resistance towards the government or leaders who are in control emancipation – the fact of being set free from restrictions that control people (e.g. from slavery and giving women the vote and more personal freedoms) abolish – to end something by law and make it illegal freedom – the power or right to act, think or speak as one wants Maafa – a Swahili word meaning disaster or a tragedy that refers to the enslavement of millions of Africans by white Europeans and Americans <u>Pinnacle words</u> diaspora – a large group of people who share a cultural and regional origin but are living away from their homeland chattel – an item of property, slaves were chattel to their owners indigenous – originating naturally from a particular place resistance – refusal to comply or accept a situation or action towards a person	<u>Base words</u> <u>Core words</u> Working class – a social group of people who have unskilled or semi-skilled jobs that do not need formal education Poverty – when people lack the money to have a good standard of life Belief – a view that you hold that you feel is true Laws – the rules that Governments make that people have to follow. These are meant to bring order and make us safe. Government – a group of people who govern and lead the country in a democracy, these are elected Cavalry – soldiers who fought on horseback Yeoman – a soldier ranking under a sergeant Sabre – a sharp, curved sword that a Yeoman soldier on a horse would use in 1800s Protest – to speak out about something you do not agree with Industrial revolution – the change from making good or things by hand and then by machines Suffrage – the right to vote in public elections. <u>Pinnacle words</u> Radical – making changes that are very different to the norm, thinking differently Universal representation – every adult has a vote Political – things related to the running of the country Class System – a system of social status that is linked to your family, employment, education and wealth Reform – to make changes to something in order to improve it	<u>Glossary might need more linked to WW2</u> <u>Base words</u> Discrimination - the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability. Vote – to have a say in decision making, this includes a political vote, voting for who is in Government Government – a democratically voted group who have the legal power in a country Class System – Suffrage – the right to vote in public elections. <u>Core words</u> Suffragettes – women who protested for the right to vote. Revolutionary – a person or event that leads to great change. Campaign – a series of planned actions carried out in order to reach a particular goal. Pioneer – someone who is one of the first people to make something happen. Democratic Equality – equal voting rights for all Axis powers: Allies: <u>Pinnacle words</u> Political elections – when people are encouraged to vote for a political party that they want to rule their country. Activist – somebody who passionately supports something and fights for it publically. Discrimination – the act of unfairly treating people differently. Suffragists – men and women who supported women's right to vote.
Key historical	<u>John Hawkins</u>	Henry Hunt	Emmeline Pankhurst (1858-1928) well known Middle Class

figures/groups /reforms	<u>Solomon Northup (account)</u> Olaudah Equiano William Wilberforce Harriet Tubman Quakers (religious group) Queen Elizabeth I (on the throne in 1562) King William IV (on the throne in 1833)	Mary Fildes, (President of the Manchester Female Reform Society) King George IV	(and her daughters) leader of the WSPU Deeds not Words Hannah Mitchell: Working Class member of the WSPU, from a poor farming family in Derbyshire and worked as a seamstress in Bolton Women's Social and Political Union (founded in Manchester in 1903) The Representation of the People Bill 1918 (women who were married could vote) The Representation of the People Act 1928: all women and men over 21 could vote Nancy Wake or Vera Atkins or Noor Inayat Khan Women's Vote changes: Prime Minister, David Lloyd George WW2: British Prime Ministers: Neville Chamberlain, Winston Churchill Dictator: Adolf Hitler (leader of Germany) King George V 1910-1936 King George VI 1936-1952 (Queen's Father)
Disciplinary concepts	Interpretation – we interpret first-hand accounts and viewpoints to understand how people on all sides experienced Maafa. cause and consequences - British and Foreign slave trade had devastating consequences for the people who were either taken or born into slavery. It affected the way Black people were viewed and judged and still does today. Significance – Colonisation and the desire to increase wealth, production and trade shaped black lives, experiences and chances and showed the cruelty that humans can be capable of and the ways in which they justify it.	Interpretation – we interpret cartoons, newspaper clippings, speeches and other memorabilia from Peterloo to understand how the event was seen by different classes and groups of society. cause and consequences – the early industrial revolution caused growth of population linked to employment in cities. Trade, war and crop failure caused hard economic times (like now) as people who it affected did not have the right to suffrage, they had to find a way to be heard. Significance – people who have radical ideas can start change. Henry Hunt and Mary Fildes both started changing people views on the need for reform for the working class and for women. These ripples did begin change.	Significance – both the fight for suffrage for women and the economic needs of WW2 brought changes to the way women were viewed and what freedoms they had that would change women's role forever in Britain Interpretation – we interpret propaganda posters, images and accounts from the times to form opinions on how women were viewed and how this changed over time cause and consequences – the slogan of Deeds not words' brought about a change in the law around suffrage through the Representation of the People Bill and then Act. The war brought about the economic need for more labour which brought more women (including married women) into the labour market.

	Bridging Back <u>Year 3 - What were the greatest achievements of the Ancient Egyptian empire?</u> The pyramids were built by Egyptian slaves who were people taken and forced to work <u>Year 1 - Why should we be proud of our city, Manchester?</u> Manchester grew into a city due to the industrial growth of its cotton mills and factories <u>Year 2: What difference did Florence Nightingale and Mary Seacole have on nursing?</u> Mary Seacole was refused a job as a Nurse in the Crimean war because of racist prejudices towards the colour of her skin	Bridging forward Year 6: <u>Why should we remember Peterloo?</u> Changes in industry and the need for this trade to maintain jobs and profits affected working class people's standard of living. We should learn about Maafa so we understand the effect of power and discrimination on black people. Manchester was built upon the hard work of working class people and the profits in the slave trade and industry.	Bridging Back <u>Year 2 - How would my life be different in the Victorian times?</u> Alfred Alsop was a philanthropist who set up Wood Street Mission in Manchester, a home and place of learning for homeless Victorian children. People who were born into poverty had no support without charity. <u>Year 1 - Why should we be proud of our city, Manchester?</u> The Worker Bee from Manchester has its origins in the industrialisation and hard work of the people of Manchester. <u>Year 5 Artist/Movement study: William Morris/John Ruskin</u> were artists and reformers for social change	Bridging forward <u>Year 6 - How did the work of the Suffragettes and WWII change life for women in Britain?</u> The way we think about people can change the way we treat them. Henry Hunt thought that less skilled men should have a vote and a say too. Mary Fildes (Manchester Female Reform Society) and the suffragettes wanted this to be the case for women too. Many see the Suffragette movement as starting in Manchester.	Bridging Back Year 6: <u>What was Britain's role in the transatlantic slave trade and the abolition of slavery, what consequences did these actions have?</u> <u>Year 6: Why should we remember Peterloo?</u> Women and men spoke out during Peterloo and were savagely attacked. Their story helped the call for voting reform. Women's voices started the WS&PU in Manchester in 1903. <u>Year 2 - How would my life be different in the Victorian times?</u> There was no support for poverty other than charity, Alfred Alsop, founded Wood Street Mission to support homeless children in the slums of Manchester (Angel Meadows) <u>Year 1 - Why should we be proud of our city, Manchester?</u> The growth of industry in Manchester saw the growth of population and poverty. This affected women too as working class women worked in the industries of Manchester.	Bridging forward
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Resource links	Vocab cards and vocab definition sorting cards Key vocab glossary sheet Amistad mutiny factfile How did Britain benefit from the slave trade: https://www.bbc.co.uk/bitesize/guides/zc92xnb/revision/1 Triangular slave trade PDF presentation Triangular slave fact sheet <u>Britain's role in the Maafa fact sheet</u> <u>Benefits of enslavement fact sheet (+graphic image)</u> <u>Solomon Northup – 12 years a slave book (use excerpts)</u> <u>Evidence sources (use excerpts from 12 years a Slave. Don't use as a worksheet)</u> <u>Olaudah Equiano info powerpoint</u> <u>William Wilberforce fact powerpoint and timeline</u> <u>Abolition of slavery: Audio dramatisation of various viewpoints – need to record this...</u> https://iframe.dacast.com/vod/e0fca63d7ceeb0dc78d6f49f821d0388/5ec9b4f1-f4ed-bae4-725c-b0b925a3fb1d <u>Possible Enquiry Question: What does John Hawkins coat of arms tell us about attitudes towards African people?</u> <u>Possible Enquiry Question: what happened at Amistad and why did the slaves fight for freedom?</u> <u>Possible enquiry question: what actions and events led to the abolishment of slavery?</u> <u>Possible enquiry question: How did Olaudah Equiano lead a change in the way British people saw slaves?</u>	Maps and information about the Peterloo Massacre: http://www.peterloomassacre.org/map.html Stages of industrial revolution: photos Industrial revolution powerpoint (needs adapting and a timeline, including early industrial change, adding to it...) And - uks2-the-industrial-revolution_ver_4 powerpoint would need adapting SM has started a PP for Peterloo (resource file) Peoples History Museum resources: • Assembly for Peterloo • Source finder – handkerchief image and political cartoon • https://peterloo1819.co.uk/learn/learning-resources/primary/lesson-one/ • https://peterloo1819.co.uk/learn/learning-resources/primary/lesson-two/ • https://peterloo1819.co.uk/learn/learning-resources/primary/lesson-three/ Info on Manchester Bee: adopted in 1842 as a symbol of the great industry of Manchester's workers during the Industrial revolution https://beeinthecitymcr.co.uk/manchester-bee/ <u>Enquiry order ideas</u> <u>Enquiry needs to begin with understanding of the industrial revolution (overall) and then at the early stages</u> <u>What was life like in 1800s in Manchester if you were working class?</u> <u>Who had the power? Government, democracy but 2% suffrage</u> <u>Corn laws</u> <u>Radical thinkers: Henry Hunt: reform and change</u> <u>In 1819 why were the people of Manchester angry and what happened next? Peterloo Massacre.</u> <u>Why is the Manchester Bee and iconic symbol of Manchester?</u>	<u>Nancy Wake fact file (resource file)</u> <u>WWII propaganda posters</u> <u>Suffragettes photo pack with facts</u> <u>Images of statue of Emmeline Pankhurst in Manchester</u> Working Class women who led the suffrage movement but were hidden (in Manchester) Hannah Mitchell: https://www.bl.uk/votes-for-women/articles/women-quit-e-unknown-working-class-women-in-the-suffrage-movement Women's suffrage timeline: https://www.bl.uk/votes-for-women/articles/womens-suffrage-timeline <u>British female spies:</u> https://www.google.com/search?q=british+female+spies+in+world+war+2 <u>Women's roles in army in WW2 powerpoint</u> <u>Women's roles in WW2 and afterwards – PP but needs more work</u> <u>WW2 display photos</u> <u>Warring Nations of WW2 Powerpoint</u> <u>Possible Enquiry Question: What significance did Emmeline Pankhurst of Manchester have on the Suffragette movement?</u>
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EYFS and National Curriculum Coverage

	Nursery			Reception		
	Aut	Spring	Summer	Aut	Spring	Summer

Talk about the lives of people around them and their roles in society		<u>Who helps us at home and in our families?</u>			<u>Who helps us in our lives?</u>	
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (living memory)	<u>What was I like when I was a baby?</u>		<u>What toys did my parents and grandparents play with?</u>	<u>How have we changed and grown?</u>		<u>How do people travel to school? Now and in the past</u>
Understand the past through settings. Characters and events encountered in books and storytelling	N/R: Make a record of which texts to use and how it links with history and other curriculum...					

Curriculum coverage	Year 1			Year 2		
	Aut 1	Spring 1	Summer 1	Aut 1	Spring 1	Summer 1
Changes within living memory	<u>How has our school changed within living memory? (local history study)</u>		<u>Who is our monarch and who came before them?</u>			
Events beyond living memory, significant globally or nationally				<u>Aut 1: How did London change because of the Great Fire of London?</u> <u>Great Fire of London</u> <u>Aut 2: What is the Gunpowder Plot and why do we remember it? 2 lesson unit – 1 afternoon)</u>		
Lives of significant individuals in the past		<u>Why should we be proud of our city, Manchester?</u> <u>L S Lowry</u> <u>Tom Kilburn & Sir Freddie Williams (Baby)</u>			<u>What difference did Florence Nightingale and Mary Seacole have on nursing?</u> <u>Florence Nightingale and Mary Seacole</u>	
Significant historical events			<u>Who is our monarch and who came before them?</u>			<u>How would my life be different in the Victorian times? (local history study)</u> <u>Industrial revolution</u> <u>Alfred Alsop Wood Street Mission</u>

Curriculum coverage	Year 3			Year 4			Year 5			Year 6		
	Aut 1	Spring 1	Summer 1	Aut 1	Spring 1	Summer 1	Aut 1	Spring 1	Summer 1	Aut 1	Spring 1	Summer 1
Changes in Britain from the Stone Age to the Iron Age												
Roman Empire and its impact						Depth Study						
Britain's settlement by the Anglo-Saxons												
The Viking and Anglo-Saxon struggle												
A local history study											Peterloo	WS&PU
Study beyond 1066										Maafa		
Achievements of the earliest civilisations		Comparison	Ancient Egypt									
Ancient Greece												
Non-European Society									Golden Age of Islam			

[illegible]

Continuity and change																??	??	??
Substantive Concepts	Y1			Y2			Y3			Y4			Y5			Y6		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
Rulers																		
Civilisation																		
Empire																		
Invasion																		
Trade/invention																		
Diversity																		
Settlement																		

Golden threads (substantive concepts) for humanities

History	Geography
Rulers	Environmental impact
Civilisation	Sustainability
Empire	Travel
Invasion	Landscape
Trade	
Settlement	
Diversity	

Need to think about the Geography links – maps, countries and terminology

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