

History Knowledge and Skills Map							
British Values Cultural Capital Endpoints							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery		Understand the idea of the past and now. Look at photos and say which ones are in the past and which ones are now. Look at photos of themselves and others as they grow up . Say simple sentences about what they like in the past. Draw attention to different families particularly if the setting is mono-culture . Label past and present to pictures and photos. Use the terms ‘past’ and ‘now’ in relation to the pictures.	Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life story and family. Look at photos of festivals and celebrations in the past and in the present.	Know that some events happened in the past and some people lived in the past. Talk about stories of people who lived in the past in China and the UK Look at some objects that we use now and what people used in the past e.g., old hats: top, bowler, flat cap. Look at pictures and videos of people in the past wearing hats. Label past and present. Look at some pictures of winter in the past e.g., rivers frozen over; riding in horse sleighs. Talk about how it is different now to then. Learn that things change over time and have changed since the past.	Learn that Jesus lived in the past but we have no pictures of him but we have descriptions of him. Look at the story of Jesus. Learn that Prophet Mohammed lived in the past. Look at his story including his daughters and that he was married twice. Know that for groups of people, there are important people who lived many years ago. Think about people who are important for them who may have lived in the past.	Look at jobs in the past and the present . Look at photos of the past e.g., past and present fire officers; police officers; shopkeepers; milkmen/women. Talk about any differences they notice .	Look at photos of their past holidays and photos of staff’s holidays. Talk about how they are different. Learn that things change over time and have changed since the past. Encourage children to retell stories from their holidays. Look at what food we take on picnics and eat on holiday- McVities biscuits, ice cream
	Historical Skills	Begin to talk about their own family’s history Recognise and describe special times/events for family and friends. Understand they form part of a family/community Use everyday language relating to time Anticipate key events.					
	Trips & Visitors	Invite family members in (grandparents) to share their childhood experiences	Invite family members in (grandparents) to share their childhood experiences	Stockport Hat museum	Church	Visitors- police officers/ firefighters, past/present	Trip to China town or McVities Factory
	Key Texts	Queen Elizabeth Book, So Much, My 2 Grannies	The Nativity, Christmas/ Winter stories	Stick Man, Peepo, A flower in the snow, Rosie’s Hat The Last Emperor by Jeremy Smith	The 3 Wisley	Percy’s Park/ Farm etc...	Mog and the Vet By Judith Kerr Topsy and Tim Meet the Police By Jean Adamson Astro Girl By Ken Wilson
Reception		Know who is in their immediate family and school community. Name and describe people who are familiar to them. Yesterday, today and tomorrow. *Revisit Nursery Autumn 1 Topic – all about them. Discuss how they have changed *	Comment on images of familiar situations in the past (pictures of themselves as babies celebrating Christmas/different Christmases) Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.	Compare photos of shops in the past. Know that shops in the past were different to shops now.	Know how to organise events using basic chronology – birth, birthdays, starting nursery, starting school. (Birth of siblings) Know that things happened before they were born (link to older siblings)	Know that some characters in books are real people. E.g., Greta Thunberg Compare and contrast characters from stories. Know about a figure from the past (Rosa Parks – standing up for what’s right-Greta Thunberg) <i>Emmeline Pankhurst ? Marcus Rashford? Lemn Sissay ?</i>	Look at holidays in the past and the present. (Familiar situations) Look at photos of holidays in the past Talk about any differences they notice.
	Historical Skills	Order and sequence familiar events. Name and describe people who are familiar to them. Begin to compare and contrast characters from stories, including figures from the past.					
	Trips & Visitors	Family Members, Fr Tierney	Family Members , Fr Tierney, Govs	Supermarket , Green grocers		PHM , Library	
	Key Texts	Queen Elizabeth Book, So Much, My 2 Grannies	The Nativity, Christmas/ Winter stories A Year Full of Celebrations and Festivals: festivals from around the world! (6) (World Full of...) by Claire Grace	Let's Go Shopping by Betty Moon Spot Goes Shopping by Eric Hill Supermarket Zoo by Caryl Hart	Family and Me by Michaela Dias-Hayes The Name Jar by Yangsook Choi	Big Dreams Little People	At the Beach by Roland Harvey Room On The Broom Book by Julia Donaldson
		End of Early Years Expectation: Early Years Framework ELGs Understanding the World ELG: Past and Present - Talk about the lives of the people around them and their roles in society; - 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. Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that		ELG: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		ELG: The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	

	support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
KS1	Autumn 1: Theme: Family History Time covered: 1930- present day		Spring 1: Theme: Nurses Time covered: 1805-present day		Summer 1: Theme: Transport Time covered: --present day	
Year A 2027-2028	Knowledge: NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Focus: Family timelines- King Charles comparison with personal history. Substantive/ First Order Concepts: ➤ Monarchy ➤ Queen End of Unit Knowledge: ➤ Know everybody has a family history ➤ Know Queen Elizabeth II was King Charles’ mum. ➤ Know that we track and record family histories using a family tree. ➤ Know what a family tree is, and how to use one (read and make one).	Skills: Disciplinary/ Second Order Concepts (Historian skills): - Recall some simple facts - Give one cause of an event ➤ Chronology: <i>Sequence own personal history events, that of their families and Queen Elizabeth II.</i> - Tell the past is different from today - Know their life is different from the lives of people in the past. - Put 2 events/objects in the order they happened or were made ➤ change and continuity: <i>Life now and then (families and Queen Elizabeth II)</i> ➤ similarity and difference: <i>Life now and then (families and Queen Elizabeth II)</i> Historical Interpretation: Give point of view on why something happened in the past or how they know. Historical Enquiry: Find answers to simple questions in a piece of writing or from a picture. Historical Communication: Show awareness of the past. Talk about the past in 1 way (E.g., Orally, using common words & phrases relating to the passing of time or drawing etc.).	Knowledge: NC: Significant individuals in the past who have contributed to national and international achievements Focus: Mary Seacole comparison with Florence Nightingale and Eva Lowe Substantive / First Order Concepts: ➤ Conflict ➤ Struggle ➤ Medicine ➤ Influence and Impact End of Unit Knowledge: ➤ Know Mary Seacole/ Florence Nightingale both in Crimean war (1853-1856)– different experiences ➤ Know that Mary Seacole, Florence Nightingale and Eva Lowe were all nurses in the past, and in different periods of the past. ➤ Know that in 1919 you had to be registered to be a nurse. ➤ Know that Eva Lowe was one of the first black nurses to register. ➤ Know that nursing has changed over time: technology, methods and practises, inclusivity	Skills: Disciplinary/ Second Order Concepts (Historian skills): - Recall some simple facts - Give one cause of an event ➤ Chronology <i>Sequence lives of Florence Nightingale and Mary Seacole, placing individuals on larger timeline to see time between each</i> - Tell the past is different from today - Know their life is different from the lives of people in the past. - Put 2 events/objects in the order they happened or were made ➤ Similarity and difference: <i>Compare experiences of each nurse, compare development of nursing equipment</i> ➤ Change and continuity: <i>How Nurse profession has changed and what has stayed the same</i> ➤ Significance: <i>Why each nurse important to remember/ why remembered</i> ➤ Cause and consequence: <i>Causes of Florence and Mary going into nursing, consequence of their experiences</i> Historical Interpretation: Give point of view on why something happened in the past or how they know. Historical Enquiry: Find answers to simple questions in a piece of writing or from a picture. Historical Communication: Show awareness of the past. Talk about the past in 1 way (E.g., Orally, using common words & phrases relating to the passing of time or drawing etc.).	Knowledge: NC: Changes beyond living memory Focus: Transport- cars/ buses/ trams Substantive/ First Order Concepts: ➤ Inventors ➤ Technology ➤ Progress and change End of Unit Knowledge: ➤ Know that transport has changed in their lifetime and beyond-Focus on cars, trains, planes ➤ Know that public transport is paid for and for anyone to use ➤ Know that technology developments have helped transport designs change	Skills: Disciplinary/ second Order Concepts (Historian skills): - Recall some simple facts - Give one cause of an event ➤ Chronology: <i>Sequencing changes within developments of different transport over time</i> - Tell the past is different from today - Know their life is different from the lives of people in the past. - Put 2 events/objects in the order they happened or were made ➤ Similarity and difference: <i>Compare modern to older transport designs/ technology advances</i> ➤ Change and continuity: <i>How transport has changed, which has remained popular</i> ➤ Significance: <i>what we remember and why</i> ➤ Cause and consequence: <i>reasons for developments and results</i> Historical Interpretation: Give point of view on why something happened in the past or how they know. Historical Enquiry: Find answers to simple questions in a piece of writing or from a picture. Historical Communication: Show awareness of the past. Talk about the past in 1 way (E.g., Orally, using common words & phrases relating to the passing of time or drawing etc.).
Vocabulary:	Monarchy, Family, Timeline, Chronology, generations, parents, grandparents, siblings, cousin, aunt(i)e, uncle, nephew, niece, Oral history, same, different, compare, before, after, childhood, then, now		Nursing, profession, doctress, healer, medicine, struggle, influence and impact		Transport, travel, inventions, inventors, technology, advanced, modern, old, designs,	
Trips & Visitors	Family members, Older members of the community		Visitors – modern nurses - Spire		Greater Manchester Transport Museum	
Key Texts	Queen Elizabeth Book, Big Dreams Little People, Alfie books,		Big Dreams Little People- Florence and Mary		Naughty Bus, Mrs Armitage on Wheels, Cars, Trains, Ships and Planes: A Visual Encyclopedia to Every Vehicle by DK	
	Autumn 2: Theme: Air Travel Time covered: 1485- 21st Century		Spring 2: Theme: Alcock and Brown Time covered: 1892-1919		Summer 2: Theme: Space Travel 1957-1969/1991	
Year B 2026-2027	Knowledge: NC: Events beyond living memory that are significant nationally or globally Focus: History of Air Travel- Da Vinci, Montgolfier Brothers, George Cayley, Wright Brothers, Louis Bleriot Substantive/ First Order Concepts: ➤ Science and inventions ➤ Technology ➤ Travel ➤ Progress and Change End of Unit Knowledge: ➤ Humans have desired to fly for thousands of years. ➤ Know that humans observed birds in flight to replicate.	Skills: Disciplinary/ Second Order Concepts (Historian skills): - Tell you about some of the people or events from my work - Give more than one cause of an event and give a reason why people in the past acted as they did. - Reflect on the significance of what they have learnt about the past. ➤ Chronology: <i>Sequence ‘flight firsts’</i> - Know where the people and events I have studied fit on a basic timeline. - Identify a few similarities and differences between ways of life at different times.	Knowledge: NC: Significant historical events, people and places in own locality Focus: John Alcock and Arthur Brown’s transatlantic flight 1919 Substantive/ First Order Concepts: ➤ Science and inventions ➤ Technology ➤ Travel ➤ Progress and Change End of Unit Knowledge: ➤ John Alcock was the pilot ➤ Arthur Brown was the navigator ➤ They won the Daily Mail competition and won £10,000 in 1919 by being the first to fly	Skills: Disciplinary/ Second Order Concepts (Historian skills): - Tell you about some of the people or events from my work - Give more than one cause of an event and give a reason why people in the past acted as they did. - Reflect on the significance of what they have learnt about the past. ➤ Chronology: <i>sequence their lives and the event</i> - Know where the people and events I have studied fit on a basic timeline. - Identify a few similarities and differences between ways of life at different times.	Knowledge: NC: Significant individuals in the past who have contributed to national and international achievements and changes within living memory Focus: Neil Armstrong (1969) and Helen Sharman (1991) Substantive/ First Order Concepts: ➤ Science and inventions ➤ Technology ➤ Travel ➤ Progress and Change End of Unit Knowledge: ➤ Neil Armstrong was the first ever human to walk on the moon in 1969 ➤ He was American ➤ His spacecraft was called Apollo 11	Skills: Disciplinary/ Second Order Concepts (Historian skills): - Tell you about some of the people or events from my work - Give more than one cause of an event and give a reason why people in the past acted as they did. - Reflect on the significance of what they have learnt about the past. ➤ Chronology: <i>Sequence the events</i> - Know where the people and events I have studied fit on a basic timeline. - Identify a few similarities and differences between ways of life at different times.

	➤ Humans have experimented with different ways of flying. ➤ Know the first recorded designs of engineered flying machine: Da Vinci 1400s ➤ Know the first successful Hot Air Balloon: Montgolfier Brothers 19 September 1783 ➤ Know George Cayley was an English engineer, inventor, and aviator. He is one of the most important people in the history of aeronautics. Many consider him to be the first true scientific aerial investigator and the first person to understand the underlying principles and forces of flight. ➤ Know the first successful engineered Flight: Wright Brothers 1903, 12 seconds at Kittyhawk ➤ Know that on 25 July 1909, Louis Blériot won worldwide fame by winning a £1,000 prize offered by the British Daily Mail newspaper for a flight across the English Channel. ➤ The English Channel Flight took 36 minutes and Louis Bleriot got lost and flew off course. He didn’t have a compass and was looking out for the White cliffs of Dover and a person waving a red flag.	- Name a few people in the past who have contributed to national and international achievements. - Put a few objects or events in the correct order they happened. ➤ Similarity and difference: <i>Compare developments within each and modern air travel</i> ➤ Change and continuity: <i>How flight development has changed/ stayed the same</i> ➤ Significance: <i>Lasting impact of each first</i> ➤ Cause and Consequence: <i>Human desires to fly, competitions and lasting impact on modern engineering</i> Historical Interpretation: - Understand some of the ways in which we find out about the past. - Identify a few ways how the past has been presented or described. - Understand the importance of basing ideas on evidence Historical Enquiry: - Ask and answer questions, choosing & using parts of stories and other sources of information to show knowledge and understand key features of events. - Analyse artefacts - Choose & use parts of stories and other sources of information to show I know and understand key features of events or people’s lives studied. Historical Communication: - Using common words & phrases relating to passing of time - Talk about a time before they were born and can compare aspects of life in different periods linked to significant people or people they know in different ways using everyday historical terms - Recount stories accurately	non-stop across the Atlantic Ocean from America to Ireland. ➤ They were both in WW1 and were from/ had lived in Manchester ➤ They almost crashed and flew through thick fog ➤ Their aircraft was called the Vickers Vimy ➤ The flight took 15 hours and 57 minutes	- Name a few people in the past who have contributed to national and international achievements. - Put a few objects or events in the correct order they happened. ➤ Similarity and difference: <i>their life experience</i> ➤ Change and continuity: <i>how planes have changed/ stayed the same since Louis Bleriot/ Wright Brothers</i> ➤ Significance: <i>why we remember</i> ➤ Cause and Consequence: <i>reason for and result of their successful flight</i> Historical Interpretation: - Understand some of the ways in which we find out about the past. Identify a few ways how the past has been presented or described. - Understand the importance of basing ideas on evidence Historical Enquiry: - Ask and answer questions, choosing & using parts of stories and other sources of information to show knowledge and understand key features of events. - Analyse artefacts - Choose & use parts of stories and other sources of information to show I know and understand key features of events or people’s lives studied. Historical Communication: - Using common words & phrases relating to passing of time - Talk about a time before they were born and can compare aspects of life in different periods linked to significant people or people, they know in different ways using everyday historical terms - Recount stories accurately	➤ Helen Sharman was the first ever British person and western woman in space in May 1991 ➤ She was from Sheffield ➤ She was chosen live on ITV	- Name a few people in the past who have contributed to national and international achievements. - Put a few objects or events in the correct order they happened. ➤ Similarity and difference: <i>Compare different experiences/ technology</i> ➤ Change and continuity: <i>How space travel stayed the same/ changed</i> ➤ Significance: <i>Why we remember and lasting impact</i> ➤ Cause and Consequence: <i>Reason and result of these significant events</i> Historical Interpretation: - Understand some of the ways in which we find out about the past. Identify a few ways how the past has been presented or described. - Understand the importance of basing ideas on evidence Historical Enquiry: - Ask and answer questions, choosing & using parts of stories and other sources of information to show knowledge and understand key features of events. - Analyse artefacts - Choose & use parts of stories and other sources of information to show I know and understand key features of events or people’s lives studied. Historical Communication: - Using common words & phrases relating to passing of time - Talk about a time before they were born and can compare aspects of life in different periods linked to significant people or people they know in different ways using everyday historical terms - Recount stories accurately
Vocabulary:	Influence and impact, Science and inventions, Technology, Travel, Revolutionary, Warfare, Leisure, Competitions, Prize, flight, travel, journey, monumental	Influence and impact, Science and inventions, Technology, Travel, Revolutionary, Warfare, Leisure, Competitions, Prize	Influence and impact, Science and inventions, Technology, Travel, Revolutionary, Warfare, Leisure, Competitions, Prize	Influence and impact, Science and inventions, Technology, Travel, Revolutionary, Leisure, Competitions,		
Trips & Visitors	Manchester Airport Stockport Aviation Museum	Manchester Airport Stockport Aviation Museum	Manchester Airport Stockport Aviation Museum	Manchester Airport Stockport Aviation Museum Science and Industry Museum		
Key Texts	‘History Through Stories: Teaching Primary History with Storytelling’ – <i>Topic 21 Global Events: The Moon Landing 1969</i> p.289-290 (Photocopy in Y2 resources box) ‘The Story of Flying’ by Leslie Sims ‘The Wright Brothers’ by Emily James The Story of Flight by Jakob Whitfield and Us Now	An Incredible Journey: The Story of Alcock and Brown, Race the Atlantic Wind: The Flight of Alcock and Brown		‘History Through Stories: Teaching Primary History with Storytelling’ – <i>Topic 21 Global Events: The Moon Landing 1969</i> p.289-290 (Photocopy in Y2 resources box) ‘The Sea of Tranquillity’ by Mark Haddon ‘The Darkest Dark’ by		
	End of Key Stage One National Curriculum Expectations. • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.			Pupils should be taught about: • 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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.		

	Autumn 2: Theme: Prehistoric Britain Time Covered: c.800 BC- 100 AD		Spring 2: Theme: Earliest Civilisations Time Covered: Sumer c.4500-c.1900 BC, Indus c.3300- c.1300 BC, Egypt c.3150 BC- 332 BC, Shang c.1600 BC- 1046 BC		Summer 2: Theme: Ancient Egypt Time covered: c.3150 BC- 332 BC	
Year 3	Knowledge: NC: Changes in Britain from Stone Age to Iron Age Focus: Stone Age – Iron Age lifestyles, art and material culture, technology, trade Substantive/ First Order Concepts: ➤ Settlement ➤ Trade ➤ Civilisation ➤ belief systems End of unit Knowledge: ➤ Britain changed from a hunter-gatherer society to more complex ➤ The tools developed from stone to bronze to iron as their knowledge and skills developed ➤ Tools and technology were not primitive ➤ The landscape of Britain was different then which meant the food sources were ➤ Hunter-gatherer communities are nomadic and move around ➤ Farming and agriculture changed that and people began to stay put and farm animals and crops ➤ Examples of Cave Art and how they did this – archaeologists think it was ceremonial ➤ Difference between an archaeologist and a historian ➤ How we know about these people ➤ Some of the best evidence we have about this early period of history can be found around us in the landscape and not just in museums. ➤ There are many different types of prehistoric monuments ➤ The people at the time must have had considerable skill and understanding to construct such monuments.	Skills: Disciplinary/ Second Order Concepts (Historian skills): ➤ Chronology: sequencing different ages in order, identifying on concurrent world timeline - Order a number of objects or events - Identify a range of similarities/ differences between different times in the past in the periods covered so far. ➤ Similarity and difference: compare how they were the same, how they changed ➤ Change and continuity: how were they the same/ different ➤ Significance: why we remember – what we see today ➤ Cause and Consequence: cause of developments and changes- results. E.g., larger population- developments in technology and hunting etc... Historical Interpretation: - Describe how the past can be represented or interpreted in a few different ways. - Use different sources to understand more about prehistoric times e.g., cave art, artefacts, film. Historical Enquiry: - Answer and sometimes devise my own historically valid questions. - Use one or more sources of information to help me answer questions about the past in sentences. Historical Communication: Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.	Knowledge: NC: Overview of the achievements of the earliest civilizations- an overview of where and when the first civilizations appeared Focus: Sumer, Indus, Egypt, Shang – location, language, belief systems, lifestyles, trade Substantive/ First Order Concepts: ➤ Location ➤ belief systems ➤ Settlement ➤ trade ➤ Civilisation ➤ Settlement ➤ Trade ➤ Government ➤ Economy End of unit Knowledge: ➤ Know the dates for the earliest ancient civilisations: Sumer c. 4500 – c. 1900 BC, Indus c. 3300 – c. 1300 BCE, and Egypt c.3150 BC- 332 BC, Shang 1600BC - 1046BC. ➤ Know the term BC/ AD ➤ Know the earliest civilisations were all developing in similar climates. ➤ Know the earliest civilisations were all reliant on rivers and fertile land to develop and progress ➤ Know the belief systems, social structures of the earliest civilisations. ➤ Know what the features of a civilisation are: Cities, Governance, Specialised roles/workers (economic activities), form of writing, knowledge of maths and science technology, sophisticated arts and craftsmanship, sophisticated architecture, stable food supply.	Skills: Disciplinary/ Second Order Concepts (Historian skills): ➤ Chronology: sequence and identify different civilizations on concurrent timeline - Order a number of objects or events - Identify a range of similarities/ differences between different times in the past in the periods covered so far. ➤ Similarity and difference: how are they similar, how are they different ➤ Change and continuity: what changes occurred; what things stayed the same as they developed ➤ Significance: why we remember ➤ Cause and Consequence: what caused their developments, what was the result Historical Interpretation: - Describe how the past can be represented or interpreted in a few different ways. - Use different sources to understand more about prehistoric times e.g., cave art, artefacts, film. Historical Enquiry: - Answer and sometimes devise my own historically valid questions. - Use one or more sources of information to help me answer questions about the past in sentences. Historical Communication: Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.	Knowledge: NC: the achievements of the earliest civilizations ...in depth study Focus: Ancient Egypt Substantive/ First Order Concepts: ➤ Location ➤ belief systems ➤ Settlement ➤ Trade End of unit Knowledge: ➤ One of oldest civilisations ➤ Art, religion, medicine, ➤ Connection to the bible ➤ Architecture designs, feat ➤ Pharos	Skills: Disciplinary/ Second Order Concepts (Historian skills): ➤ Chronology: sequence the ancient Egypt civilisation - Order a number of objects or events - Identify a range of similarities/ differences between different times in the past in the periods covered so far. ➤ Similarity and difference: How it is different/similar to other civilisations studied and compare to Prehistoric Britain ➤ Change and continuity: how it changed and developed over time, what things stayed the same ➤ Significance: what we remember and why ➤ Cause and Consequence: what caused their development/ strength, what was the result Historical Interpretation: - Describe how the past can be represented or interpreted in a few different ways. - Use different sources to understand more about prehistoric times e.g., cave art, artefacts, film. Historical Enquiry: - Answer and sometimes devise my own historically valid questions. - Use one or more sources of information to help me answer questions about the past in sentences. Historical Communication: Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.
Vocabulary:	Settlements, Hunter-Gatherer, Agriculture, Tribal Communities, Art and Material Culture, Ritual and Religion, Trade, technology, settlement, hunter-gatherer, farming, deity, developments, rock art, tombs, society, skilled, tradesman ship, Earthworks, banks, cairns, causeways, earthworks, henges, mounds, ramparts, standing stones/ menhir, barrows, chamber tombs, enclosures, hill figures, round houses, , trackways, beacon, ditches, hillforts, mines, standing circles, uprights, wood henges, fortifications		Trade, technology, civilisation, settlement, government, economy, beliefs, language, emperor, pharaoh GRAPES: Geography, Religion, Achievements, Politics, Economics, Social Structure.		Trade, technology, civilisation, settlement, government, economy, beliefs, language, Pharaoh	
Trips & Visitors	University of Manchester Archaeology Department - Local henge- Arbor Lowe/ Iron Age Hill fort – Helsby Cheshire, Eddisbury hill fort (Castle Ditch) Beeston Castle – English Heritage		Manchester Museum – Egyptology Department/ Section British Museum – online live virtual tour		Manchester Museum – Egyptology Department/ Section British Museum – online live virtual tour	
Key Texts	How to Wash a Mammoth, Stone Age Boy, Ug a Lug		Ancient Peoples		Egyptian Cinderella, Step into Ancient Egypt, Look Inside: Mummies & Pyramids	
	Autumn 2: Theme: Ancient Greece Time covered: c.2000 BC - 30 BC		Spring 2: Theme: Roman Empire Time Covered: 625 BC- AD 476		Summer 2: Theme: Roman Britain Time Covered: 55 B.C. - 450 A.D	
Year 4	Knowledge: NC: A study of Greek life and achievements and their influence on the western world Focus: Ancient Greek life and lasting legacies Substantive/ First Order Concepts: ➤ Democracy ➤ Settlement	Skills: Disciplinary/ Second Order Concepts (Historian skills): - Give a few reasons for and the results of the main events and changes of a time studied.	Knowledge: NC: The Roman Empire and its impact on Britain Focus: Origins of Roman empire, development from Monarchy, through Republic to Empire, Reasons for expansion Substantive/ First Order Concepts:	Skills: Disciplinary/ Second Order Concepts (Historian skills): ➤ Give a few reasons for and the results of the main events and changes of a time studied.	Knowledge: NC: The Roman Empire and its impact on Britain/ local history study – a depth study linked to one of the British areas of study listed (Roman Empire) Focus: The impact of the Roman Empire on Manchester	Skills: Disciplinary/ Second Order Concepts (Historian skills): - Give a few reasons for and the results of the main events and changes of a time studied.

	➤ Trade ➤ Conflict ➤ Civilisation ➤ Governance End of unit knowledge: ➤ Know Ancient Greece is one of the oldest civilizations in the world ➤ Know that Ancient Greece contributed lots to modern society – art, literature, politics, architecture, religion, sports, democracy, theatre, medicine etc ➤ Know about the location, climate and terrain of Greece ➤ Know where to place the ancient Greek civilisation in time ➤ Know that the ancient Greek civilisation occurred ‘Before Christ’ ➤ Know that ancient Greece consisted of city states – not an empire ➤ Know what is meant by democracy ➤ Know that Athens was the birthplace of Democracy, meaning ‘rule by the people ➤ Know some of the ideas of people living in Athens and Sparta ➤ Know that all citizens in Athens were allowed to vote. However, this meant that women and slaves (who did not qualify as citizens) were not allowed to do vote	- Make a few connections and contrasts e.g., Change, cause, similarity, difference, and reflect on the significance. - Give similarities and differences between different times ➤ Chronology: <i>sequencing events of Ancient Greek Civilisation</i> - Understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. - Identify a range of similarities/ differences between different times in the past in the periods covered so far, beginning to use chronological conventions BC, BCE, AD ➤ Similarity and difference: <i>compare with other ancient civilisations studied and Britain</i> ➤ Change and continuity: <i>how life changed over time, what stayed the same</i> ➤ Significance: <i>how/ why/ what we remember</i> ➤ Cause and Consequence: <i>what contributed to the development of life/ what was the result</i> Historical Interpretation: - Describe how the past can be represented or interpreted in a few different ways. - Use different sources to understand more about the times studied. Historical Enquiry: - Answer and sometimes devise own historically valid questions. - Use one or more sources of information to help me answer questions about the past in sentences. Historical Communication: - Present recalled or selected information in a variety of ways using specialist terms. - Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. - Beginning to use place value in the context of timelines	➤ Empire ➤ Invasion ➤ Settlement ➤ Trade ➤ Conflict ➤ Democracy ➤ Governance ➤ Monarchy ➤ Republic End of unit knowledge: ➤ Know the Roman Empire began in 753 BC, began to decline and ended in 476 AD. ➤ Know what AD and BC mean. ➤ Know the story of Romulus and Remus. ➤ Know why the Roman army was so effective – only the strongest- well trained- effective armour- effective formations-never accept defeat. ➤ Know how far the Roman Empire spread and what empire means. ➤ Know the different types of governance in place from 753 BC to 476 AD monarchy, republic, empire ➤ Know we still have evidence of the Roman Empire today – numbers, calendar, place names ➤ Know that the Roman Empire can be divided into 3 periods: The Period of Kings (625-510 BC), Republican Rome (510-31 BC), and Imperial Rome (31 BC – AD 476).	➤ Make a few connections and contrasts e.g., Change, cause, similarity, difference, and reflect on the significance. ➤ Give similarities and differences between different times ➤ Chronology: <i>sequence roman empire</i> - Understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. - Identify a range of similarities/ differences between different times in the past in the periods covered so far, beginning to use chronological conventions BC, BCE, AD ➤ Similarity and difference: <i>compare with Greece, Egypt, Britain</i> ➤ Change and continuity: <i>what stayed the same, what changed</i> ➤ Significance: <i>why we remember, what we remember -e.g., army</i> ➤ Cause and Consequence: <i>reason for empire expansion/ result</i> Historical Interpretation: - Describe how the past can be represented or interpreted in a few different ways. - Use different sources to understand more about the times studied. Historical Enquiry: - Answer and sometimes devise own historically valid questions. - Use one or more sources of information to help me answer questions about the past in sentences. Historical Communication: - Present recalled or selected information in a variety of ways using specialist terms. - Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. Beginning to use place value in the context of timelines	Substantive/ First Order Concepts: ➤ Empire ➤ Invasion ➤ Settlement ➤ Trade Conflict ➤ Belief Systems ➤ Governance End of unit knowledge: ➤ The Romans established the first urban settlement in Manchester, known as Mamucium or Mancunium, around AD 79 in modern-day Castlefield. ➤ This fort was a crucial part of their road network, linking Chester and York, which established the area as a strategic trade and military hub, laying the foundations for the city's future growth ➤ Know we still have evidence of the Roman Empire today –place names. The "Chester" Name: The word "chester" in many British town names, including Manchester, derives from the Latin castrum, meaning a Roman military fort. Infrastructure & Roads: The Romans built a network of roads, including the main route from Chester (Deva) to York (Eboracum), which passes through Manchester, setting the paths for some modern road layouts. ➤ Economic Impact: The fort created a local economy, with a settlement (vicus) growing around it, where traders and civilians supplied the Roman soldiers	- Make a few connections and contrasts e.g., Change, cause, similarity, difference, and reflect on the significance. - Give similarities and differences between different times ➤ Chronology: <i>sequence Roman occupation of Britain</i> - Understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. - Identify a range of similarities/ differences between different times in the past in the periods covered so far, beginning to use chronological conventions BC, BCE, AD ➤ Similarity and difference: <i>how life changed, how Roman Britain differed to life in Rome</i> ➤ Change and continuity: <i>what stayed the same during their occupation, what changed</i> ➤ Significance: <i>their lasting impact</i> ➤ Cause and Consequence: <i>reasons for Roman occupation/ invasion/ settlement and withdrawal, and results</i> Historical Interpretation: - Describe how the past can be represented or interpreted in a few different ways. - Use different sources to understand more about the times studied. Historical Enquiry: - Answer and sometimes devise own historically valid questions. - Use one or more sources of information to help me answer questions about the past in sentences. Historical Communication: - Present recalled or selected information in a variety of ways using specialist terms. - Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. Beginning to use place value in the context of timelines
Vocabulary:	Democracy, settlement, Trade, Conflict, Civilisation, Governance,		Empire, Invasion, Settlement, Trade, Conflict, Democracy, Governance, Monarchy, Republic		Empire, rebellion, conflict, power, control, expansion,	
Trips & Visitors	Manchester Museum – Ancient Greece dept. British Museum – online live		Manchester Museum, British Museum, Deva Chester		Manchester Museum, Castlefield, Deasngate Hanging Bridge	
Key Texts	The Iliad and The Odyssey (Marcia Williams) , Greek Gazette , Greek Myths		Escape From Pompeii, Usborne See Inside Ancient Rome, Scholastic Roman Soldier Diary, Roman Diary Paperback by Richard Platt		Boudicca, Across the Roman Wall (Flashbacks) by Theresa Breslin	
	Autumn 2: Theme: Anglo-Saxon Britain Time Covered: 410-1066AD		Spring 2: Theme: Vikings and Anglo-Saxon Britain Time Covered: 793 AD -1066 AD		Summer 2: Theme: Manchester Cotton Trade Time Covered: 19 th Century	
Year 5	Knowledge: NC: Britain’s settlement by Anglo-Saxons and Scots Focus: Roman withdrawal/ fall of empire, Anglo-Saxon invasions, settlements, kingdoms, lifestyles, art and culture, belief systems and Christian conversion Substantive/ First Order Concepts: ➤ Empire ➤ Invasion ➤ Settlement ➤ Trade ➤ Conflict ➤ Art and culture ➤ Belief systems	Skills: Disciplinary/ Second Order Concepts (Historian skills): Understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time. See the relationship between different periods and the legacy or impacts them and their identity. ➤ Chronology: <i>sequencing AS arrival and key dates in chronology of AS settlement</i> - Place events, people and changes of British, local & world history, on a	Knowledge: NC: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Focus: Viking raids and invasion, Anglo-Saxon resistance, lifestyle, daily life, laws, culture-seafaring Substantive/ First Order Concepts: ➤ Empire ➤ Invasion ➤ Settlement ➤ Trade ➤ Conflict End of topic Knowledge:	Skills: Disciplinary/ Second Order Concepts (Historian skills): - Understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time. - See the relationship between different periods and the legacy or impacts them and their identity. ➤ Chronology: <i>sequencing Viking / AS struggle</i> - Place events, people and changes of British, local & world history, on a timeline, using appropriate	Knowledge: NC: local history study- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Focus: Cotton trade and impact of the industrial revolution on Manchester Substantive/ First Order Concepts: ➤ Trade ➤ Empire ➤ Class End of topic Knowledge: ➤ Manchester was not always an industrial city	Skills: Disciplinary/ Second Order Concepts (Historian skills): - Understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time. - See the relationship between different periods and the legacy or impacts them and their identity. ➤ Chronology: <i>sequence and order the period of the industrial revolution</i> - Place events, people and changes of British, local & world history, on a timeline, using appropriate

	End of topic Knowledge: ➤ The romans withdrew in ... and Britain was ‘alone’ this is called the dark ages ➤ We don’t have any evidence about what happened during this time ➤ After this Angles, Saxons and Jute tribes migrated to Britain and began to settle ➤ Why Britain was attractive – landscape, fertile, weather not as harsh ➤ The different kingdoms and settlements ➤ Aspects of the culture ➤ Original faith and beliefs, and conversion to Christianity – reasons why	timeline, using appropriate dates/chronological conventions e.g., BC, BCE & AD. - Tell the story of events within and across the time periods studied. ➤ Similarity and difference: <i>compare with Roman Britain, Prehistoric Britain</i> ➤ Change and continuity: <i>how changed/ stayed same</i> ➤ Significance: <i>why we remember.</i> ➤ Cause and Consequence: <i>what were the reasons for their settlement/ what was the consequence</i> Historical Interpretation: - Explain that the past can be represented or interpreted in many different ways. - Carefully select relevant historical information, considering different viewpoints or thinking about possible bias. Historical Enquiry: - Devise own historically valid questions. - Begin to understand primary and secondary sources. Historical Communication: - Use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods e.g., Century, decade	➤ know that Vikings first landed at Lindisfarne in 793 AD (how we know) ➤ know that ‘Viking’ was a term for sea-faring warriors not an ethnic group/ tribe ➤ know where the Vikings came from, how and why ➤ know the cultures and beliefs of the Nordic people ➤ know that Alfred the Great converted Guthrum to Christianity ➤ know what Danegeld is ➤ know about the Anglo-Saxon and Viking relationship and conflicts ➤ know that Aethelstan was the King of the Anglo-Saxons from 924 to 927 and King of the English from 927 to his death in 939 ➤ Know that the Vikings moved from invaders to settlers and were then converted to Christianity. ➤ The Vikings were predominantly rural people ➤ They were often in conflict with Saxons, sometimes on the defensive and sometimes on the Offensive ➤ Vikings were bloodthirsty but they were a well-organised people ➤ They controlled the Danelaw and sometimes much or all of the kingdom especially in the reign of Cnut.	dates/chronological conventions e.g., BC, BCE & AD. - Tell the story of events within and across the time periods studied. ➤ Similarity and difference: <i>comparison between AS/V cultures and lifestyles in Britain</i> ➤ Change and continuity: <i>how life in Britain changed</i> ➤ Significance: <i>what was lasting / why</i> ➤ Cause and Consequence: <i>why Vikings came to Britain, what was the result of their settlement</i> Historical Interpretation: - Explain that the past can be represented or interpreted in many different ways. - Carefully select relevant historical information, considering different viewpoints or thinking about possible bias. Historical Enquiry: - Devise own historically valid questions. - Begin to understand primary and secondary sources. Historical Communication: Use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods e.g., Century, decade	➤ Manchester became more industrial due to technology developments and advancements ➤ Manchester had lots of mills and factories and lots of people worked there and lived in the dwellings nearby ➤ This was a change from a more rural way of life ➤ In the dwellings there was lots of poverty. ➤ Manchester’s industrialism led to its wealth ➤ Industrialism is linked to slavery and the cotton industry	dates/chronological conventions e.g., BC, BCE & AD. - Tell the story of events within and across the time periods studied. ➤ Similarity and difference: <i>compare how life in Britain changed</i> ➤ Change and continuity: <i>how Manchester changed/stayed the same</i> ➤ Significance: <i>why its important</i> ➤ Cause and Consequence: <i>what was the reason/ result</i> Historical Interpretation: - Explain that the past can be represented or interpreted in many different ways. - Carefully select relevant historical information, considering different viewpoints or thinking about possible bias. Historical Enquiry: - Devise own historically valid questions. - Begin to understand primary and secondary sources. Historical Communication: Use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods e.g., Century, decade
Vocabulary:	Empire, Invasion, Settlement, Trade, Conflict		Empire, Invasion, Settlement, Trade, Conflict		Empire, Class, Settlement, Trade, Conflict, Industry	
Trips & Visitors	Tatton Park		Jorvik – online virtual Tatton Park		Ancoats/ Salford dwellings/ Canal area, Quarry Bank Mill, Bridgewater Canal	
Key Texts	Beowulf Michael Morpurgo, Freedom for Bron: The Boy Who Saved a Kingdom (History Adventures by N. S. Blackman, Anglo-Saxons by Neil Tonge, Saxon Tales: The King Who Threw Away His Throne (Terry Deary's Historical Tales) by Terry Deary		The 1,000-year-old Boy by Ross Welford, Warrior King		Slave Girl, A Child's History of Britain: Life During the Industrial Revolution	
	Autumn 2: Theme: Monarchy and Parliament Time Covered: 1215 / 1800s		Spring 2: Theme: Peterloo Massacre Time Covered: 1893		Summer 2: Theme: Maya Time Covered: c. AD 900	
Year 6	Knowledge: NC: Study of a theme extending beyond 1066: Monarchy and Parliament Focus: Magna Carta, Parliament Substantive/ First Order Concepts: ➤ Monarchy ➤ Democracy ➤ Conflict ➤ Civilization End of topic Knowledge: ➤ know that King John signed the Magna Carta ➤ Know Magna Carta is Latin for ‘Great Charter’ (laws) ➤ Know that the Magna Carta reduced the power of the Monarchy and led to the establishment of Parliament (people)	Skills: Disciplinary/ Second Order Concepts (Historian skills): - Describe /make links between events/changes giving reasons and results of events/changes - Explain most causes/results, showing links between them. - Understand there were different types of causes of an event - Begin to suggest the most important cause or result. ➤ Chronology: <i>identify MC on the world timeline, and key dates within development of parliament</i> - Place events, people and changes of British, local & world history, on a timeline, using appropriate	Knowledge: NC: local history study- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Focus: Peterloo Massacre Substantive/ First Order Concepts: ➤ Class ➤ Democracy ➤ Resistance ➤ Power End of topic Knowledge: ➤ Peterloo Massacre was a huge turning point in people’s history ➤ The Peterloo Massacre took place at St Peter’s Field, Manchester, Lancashire, England, on Monday 16 August 1819. ➤ Fifteen people died when cavalry charged into a crowd of around 60,000 people who had gathered to demand	Skills: Disciplinary/ Second Order Concepts (Historian skills): - Describe /make links between events/changes giving reasons and results of events/changes - Explain most causes/results, showing links between them. - Understand there were different types of causes of an event - Begin to suggest the most important cause or result. ➤ Chronology: - Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions e.g., BC, BCE & AD. - Tell the story of events within and across the time periods studied.	Knowledge: NC: a non-European society that provides contrasts with British history: Maya Focus: lifestyles, art, belief systems, location Substantive/ First Order Concepts: ➤ Settlement ➤ Trade ➤ Beliefs ➤ Civilization ➤ Conflict End of topic Knowledge: ➤ Maya civilisation in in modern central America – Mexico area ➤ It was happening at the same time as x in Britain ➤ Achievements ➤ Why it is different to Britain – climate, location, resources etc. ➤ Beliefs	Skills: Disciplinary/ Second Order Concepts (Historian skills): - Describe /make links between events/changes giving reasons and results of events/changes - Explain most causes/results, showing links between them. - Understand there were different types of causes of an event - Begin to suggest the most important cause or result. ➤ Chronology: - Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions e.g., BC, BCE & AD.

	➤ Know that the Magna Carta is an international symbol of liberty – helped influence UN Human rights ➤ Know that the Barons rebellion led to King John signing the charter. ➤ Know that Parliaments origins are from Anglo-Saxons. ➤ Know why the Magna Carta is important: liberty, reduction of Monarchical power. ➤ Know that the Magna Carta only applied to ‘free men’ i.e. not the peasants.	dates/chronological conventions e.g., BC, BCE & AD. - Tell the story of events within and across the time periods studied. Identify specific changes within and across different periods over a long arc of development. - Describe connections, contrasts and trends over short and longer time periods. ➤ Similarity and difference: <i>Compare with life in Britain studied so far</i> ➤ Change and continuity: <i>How life stayed the same/ changed as a result</i> ➤ Significance: <i>Why it’s important</i> ➤ Cause and Consequence: <i>What was the reason for the creation of Parliament, what was the result</i> Historical Interpretation: - Explain that the past can be represented or interpreted in many different ways. - Carefully select relevant historical information, considering different viewpoints or thinking about possible bias. - Describe and begin to explain different historical interpretations of events, people and changes Historical Enquiry: - Know how knowledge of the past is constructed from a range of sources. - Judge the value of those sources and identify those that are useful in answering a question - Carefully select and organise relevant historical information from a range of historical sources of information. Historical Communication: - Select and organise information to produce structured written work that uses correct dates and terms. - Select, organise and arrange relevant information to produce structured written work that uses correct dates and terms	the reform of parliamentary representation. ➤ At that time only around 11 percent of adult males had the vote, very few of them in the industrial north, which was worst hit. ➤ Historian Robert Poole has called the Peterloo Massacre "the bloodiest political event of the 19th century in English soil", and "a political earthquake in the northern powerhouse of the industrial revolution".	Identify specific changes within and across different periods over a long arc of development. - Describe connections, contrasts and trends over short and longer time periods. ➤ Similarity and difference: <i>Compare how power had changed and shifted from Government to people</i> ➤ Change and continuity: <i>How power changed and how it didn’t</i> ➤ Significance: <i>Why is it important today? What was it a change and shift in?</i> ➤ Cause and Consequence: <i>What was the reason for the protest, how did it change things for the people?</i> Historical Interpretation: - Explain that the past can be represented or interpreted in many different ways. - Carefully select relevant historical information, considering different viewpoints or thinking about possible bias. - Describe and begin to explain different historical interpretations of events, people and changes Historical Enquiry: - Know how knowledge of the past is constructed from a range of sources. - Judge the value of those sources and identify those that are useful in answering a question - Carefully select and organise relevant historical information from a range of historical sources of information. Historical Communication: - Select and organise information to produce structured written work that uses correct dates and terms. - Select, organise and arrange relevant information to produce structured written work that uses correct dates and terms	- Tell the story of events within and across the time periods studied. Identify specific changes within and across different periods over a long arc of development. - Describe connections, contrasts and trends over short and longer time periods. ➤ Similarity and difference: <i>Compare with Britain c.900 AD</i> ➤ Change and continuity: <i>How did life in Maya change and stay the same over time.</i> ➤ Significance: <i>Why</i> ➤ Cause and Consequence: Historical Interpretation: - Explain that the past can be represented or interpreted in many different ways. - Carefully select relevant historical information, considering different viewpoints or thinking about possible bias. - Describe and begin to explain different historical interpretations of events, people and changes Historical Enquiry: - Know how knowledge of the past is constructed from a range of sources. - Judge the value of those sources and identify those that are useful in answering a question - Carefully select and organise relevant historical information from a range of historical sources of information. Historical Communication: - Select and organise information to produce structured written work that uses correct dates and terms. - Select, organise and arrange relevant information to produce structured written work that uses correct dates and terms
Vocabulary:	Conflict, civilisation, monarchy, parliament, voting, representatives, Power		Power, Conflict, civilisation, monarchy, parliament, voting, representatives,		Power, trade, people, trade, inventions,
Trips & Visitors	Manchester Town Hall		Peterloo Memorial , Manchester City Centre , People’s History Museum		Manchester Museum – Maya Collection
Key Texts	Rupert's Parchment: Story of Magna Carta, by Eileen Cameron		The Peterloo Graphic Novel PDF story in file of Peterloo Massacre		Middleworld (Jaguar Stones) J&P Voelkel Rain Player Paperback by David Wisniewski
	<u>End of Key Stage Two National Curriculum Expectations.</u> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. 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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.			Pupils should be taught about: - 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 – an overview of where and when the first civilizations appeared: 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.	