

Building Ambition, Resilience and Respect

History Curriculum



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Haveley Hey Curriculum Statement for History

Intent	The study of History at Haveley Hey Community School aims to nurture and encourage children's curiosity about the past in Britain and the wider world. Through finding out about how and why our local community, the UK and the world have developed over time, children develop an understanding of how the past influences the present. Through the study of history, pupils should be able to think critically about information presented to them and carefully consider the choices that they make, as this might have a wider impact on others and the world around them.		
Implementation	<u>Curriculum</u> We use the National Curriculum as a starting point for the knowledge and skills that we teach, but enhance this for our own context by specifically choosing the historical events, people and places that are most relevant for our pupils. Our curriculum builds on the importance of our children as historians and utilises historical enquiry to support the development of important disciplinary skills in history.	<u>Key Concepts</u> The key concepts of the history curriculum are: chronological understanding, significant people, places and events, investigate and interpret the past, cause and consequence, and, change and continuity. These concepts are explored and practised through historical enquiry.	<u>Subject-Specific Approach</u> Children learn about history and practise the disciplinary skills of the subject through an enquiry-based approach. Children are encouraged to ask and answer interesting and relevant questions about the past. Children learn about the history of a wide range of cultures to inform and broaden their understanding of their place in the world. Children are given the opportunity to explore a range of historical sources and are taught how to make considered judgements on information presented to them.
Impact	<u>Pupil Voice</u> Pupils are able to talk confidently about what history is and their learning in history lessons. They are able to discuss the topics that they have covered and highlight which topics they found most interesting. In addition, children are able to explain what skills a good historian must have and explain how historians find out about the past.		<u>Evidence of Knowledge and Skills</u> Children's learning is monitored through book looks, formative teacher assessments and conversations with the children. Retrieval practice is a strategy used in all history lessons across the school to assess how much prior learning is remembered and to inform misconceptions. Knowledge organisers are used by teachers to ensure that key information is being remembered by pupils.
	<u>Ambition</u> Children enjoy learning about the past and develop a deep understanding of history through historical enquiry, with ambitions to continue their education in history past primary education.	<u>Resilience</u> Resilience is promoted through the study of significant people and events in history, which champions those who face adversity and highlights the successes that have been achieved.	<u>Respect</u> Children develop an understanding of those who have lived before them, developing empathy and respect for hardships experienced by others in different time periods and societies, and in doing so strengthen the respect they have for their own rights as a child.



History Long Term Plan

We started planning the history curriculum by looking at the KS2 objectives. We gave each KS2 class two of the history objectives each. We then gave each class one History unit that focused on Britain since 1066. Within this, we included themes that reflected the current context and our local area: Titanic (to explore the link between the ship and our neighbouring city, Liverpool), The Black Death (to link to Covid and the Great Fire of London in Year 2), Crime and Punishment (to link to the Year 5 trip to the Tower of London and Houses of Parliament), and, Peterloo Massacre (to reflect Manchester's history). There is also a local unit on the Industrial Revolution. We changed our early civilisation unit to Baghdad AD 900 to reflect our growing Muslim community.

We then added the KS1 history units thinking about what knowledge could support their learning further up school.

We have devised 'Golden Threads' that run throughout the units that teachers will come back to.

Golden Threads

Equality

Settlement and Travel

Democracy and Power

Subject content EYFS

Pupils should be taught about:

Understanding the world

- Begin to make sense of their own life-story and family's history (3 and 4 year olds)
- Comment on images of familiar situations in the past. (Reception)
- Compare and contrast characters from stories, including figures from the past. (Reception)
- Talk about the lives of people around them and their roles in society. (ELG)
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)
- Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)

Nursery

Past and Present

- Begin to make sense of their own life history
- When I was a baby baby / new / grow
- The people in my family family / brother / sister
- My birthday birthday / party / presents
- Christmas in the past

Past and Present

- Continue to make sense of their own life history
- When I was a baby baby / new / grow
- The people in my family family / brother / sister
- My birthday birthday / party / presents

Past and Present

- Make sense of their own life history
- When I was a baby baby / new / grow
- The people in my family family / brother / sister
- My birthday birthday / party / presents
- Begin to make sense of family's history

Reception

- Begin to make sense of their own life-story and family's history
- Begin to comment on images of familiar situations in the past
- When Mum and Dad were little ... past, history, long ago

- Comment on images of familiar situations in the past

- 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.

Subject content KS1

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (*Memory Box, My Local Area, History Makers*)
- 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). (*History Makers, The Firsts Flight, Great Explorers Great Fire of London*)
- 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 (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell). (*History Makers, The First Flight*)
- Significant historical events, people and places in their own locality. (*My Local Area, History Makers, The First Flight*)

Year 1	A1 - Memory Box Change & continuity	Sp1 - My Local Area Change & continuity	Su1 - History Makers Significant individuals / Cause & consequence
Main teaching points	What would you put in a memory box? Children learn about how they have changed since they were a baby and how that will continue to adulthood. They will learn about toys that they used to play with when they were babies compared to now and look at toys from a long time ago.	What was Wythenshawe like in the past? Children learn about the changes in Wythenshawe's history over the years. They will examine photos from the old school and compare it to school now. Including recent changes to the school. They will compare other changes in Manchester such as the introduction of the tram.	Who is the greatest history maker? Children investigate the lives of significant individuals in the past who have contributed to national and international achievements. They will think about why people acted like they did. They will make a judgement and justify their decision about who is the greatest history maker of all.
Trips and/or experiences		Walk around the local area	
Key links	Link to EYFS Me & My Family and All About Me, Science- animals including humans	Link to EYFS Places to Visit	Links to famous people who fought for equality/from Manchester, e.g. Emmeline Pankhurst Link to Neil Armstrong for explorers in Year 2 and Space in Year 5
Year 2	A1 - The First Flight Significant individuals	Sp1 - Great Explorers Significant individuals	Su1 - Great Fire of London Cause & consequence
Main teaching points	Which famous pilot was the most important? Children will learn about the key people involved in the history of flight and make links with Manchester Airport. They will explore the first flight by the Wright brothers as well as inspirational stories of Bessie Coleman and Amelia Earhart and how this links with equality.	What does it take to be a great explorer? Children will find out about the lives of significant explorers who have discovered land across the world. They will think about the types of settlement discovered and how settlements changed after they became inhabited. They will reflect on the achievements of the people they studies.	What happened to London after the great fire? Children will use sources to investigate the main causes of the Great Fire of London and compare life back then with now. They will investigate the buildings and streets and think about why the fire caused so much damage.

Trips and/or experiences	Trip to Manchester Airport		
Key links	Link to EYFS Transport & Travel Link to Y1 Our Local Area Amelia Earhart / Bessie Coleman- make links with Manchester airport	Year 1- Robert Scott (extreme weather)	Link to EYFS People Who Help Us Year 4- The Black Death

Subject content KS2

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age (*Prehistoric Britain*)
- The Roman Empire and its impact on Britain (*Romans*)
- Britain's settlement by Anglo-Saxons and Scots (*Anglo Saxons & Scots*)
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (*Vikings*)
- A local history study (*Industrial Revolution*)
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (*Titanic, The Black Death, Crime and Punishment, Peterloo Massacre*)
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China (*Prehistoric Britain, Ancient Greeks, Romans, Ancient Egypt*)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world (*Ancient Greece*)
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900, Mayan civilization c. AD 900, Benin (West Africa) c. AD 900-1300. (*Baghdad AD 900*)

Year 3	Sp1 - Prehistoric Britain Change & continuity	Sp2 - Ancient Greeks Significant individuals/ cause & consequence	Su2 - Titanic Significant events/ cause & consequence
Main teaching points	<i>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</i> Children explore the changes in Britain from the Stone Age to the Iron Age. They will pay particular focus to settlement and what life was like during these times.	<i>Why are the Ancient Greeks still important today?</i> Children will learn about how the Ancient Greeks have impacted on life today, including the Olympic games and writing (theatre). They will begin explore significant leaders in history and think about the qualities they held. They will learn about how the democracy of the land impacted on war.	<i>Why did so many people die on the Titanic?</i> Children will learn about the journey of the Titanic and why it was considered such cause & consequence life aboard the Titanic and make links to children's rights and discrimination. They will think about how the class system on the boat contributed to the amount of people who lost their lives on the ship.
Trips and/or experiences		Trip to Manchester Art Gallery	
Key links	Link to Y3 Science (Rocks & Soils)		Link to Windrush (Y3 Black History Month)
Year 4	A1 - Romans Change & continuity/ Significant people	Sp1 - Anglo Saxons & Scotts Change & continuity	The Black Death Significant event, Change & continuity
Main teaching points	<i>How did the arrival of the Romans change Britain?</i> Children will explore the concept of invasion and think about reasons why the Romans might have chosen to invade Britain. They think particularly about how Britain's settlements changed after the arrival of the Romans as well as thinking about key leaders and their qualities.	<i>What was important to the Anglo Saxons?</i> Children develop their understanding of how Britain has changed through history and learn what types of settlements were most common during the Anglo-Saxon reign. They explore religion and discuss the right to follow your own religion.	<i>Can disease change the world?</i> Children will explore global pandemics of the past and learn about the Black Death, how it spread and how it impacted on people living at that time. They will make links to the recent Covid outbreak and think about why a good standard of living is important.
Trips and/or experiences	Trip to Chester for Roman Experience		Trip to Eyam
Key links	Link back to the Ancient Greek leaders	Link back to the Romans	Link back to Y2 Great Fire of London Link to recent pandemic

Year 5	A1 - Industrial Revolution Change & continuity/ cause & consequence	Sp2 - Ancient Egypt Change & continuity	Su2 - Crime and Punishment Change & continuity, Cause & Consequence
Main teaching points	<i>Why was the Industrial Revolution so important for Manchester?</i> Children will explore what life was like during the Industrial Revolution in Manchester. They will learn about how Manchester changed when the cotton mills and factories were established and think about whether they would like to live during this time.	<i>Why did the Egyptians build the Pyramids?</i> Children explore life in an ancient civilisation. They will learn about their religious beliefs and ceremonies and think about whether life was fair for Egyptians.	<i>How and why has crime and punishment changed over time?</i> Children will explore the changes in types of crimes committed and the punishments that people have received since the Roman times to current day. They will think about some of the possible reasons for this and explore law, democracy and fairness.
Trips and/or experiences	Trip to Manchester/Central Library/old mill buildings/ canals/Styal Mill	Trip to Manchester Museum	Trip to London
Key links	Link to Y1 History Makers (Dr Barnardo) Look at Irish Migration to Manchester		Link to Y1 History Makers (Guy Fawkes) Link to Y2 Great Fire of London Link to London trip & Tower of London
Year 6	A1 – Vikings Change & continuity	Sp1 - Baghdad	Su1 - Peterloo Massacre Significant events/ Cause and consequence
Main teaching points	<i>How close did the Vikings get to taking over the country?</i> Pupils will extend on their learning on invaders and settlers from year 4 and learn about how Viking life compared to Romans and Anglo Saxons. They will learn about the types of settlement that the Vikings developed and find out how great Alfred the Great really was.	<i>What were the difference between the Golden ages and Dark ages?</i> Children will learn about Bagdad in 900AD and compare life in Bagdad to London during this time. They will discover the impact that other civilisations have had on their lives today	<i>Why should we remember Peterloo?</i> Children will develop their understanding of life in Manchester in the past and think about reasons for the Peterloo Massacre. They will investigate sources and think about how this tragic event has impacted on Britain today.
Trips and/or experiences	Viking experience day	Trip to a mosque	Trip to St Peter's Square, Central Library, People's History Museum
Key Links	Link to Y4 Romans and Anglo Saxons	Link to Y6 Vikings (same time period as Vikings) Link to Y4 Megacities Link with St Mary's	Link to Y1 History Makers Link to Y5 Industrial Revolution

History Progression Document

	A Nursery historian can:	A Reception historian can:	A Year 1 historian can:	A Year 2 historian can:	A Year 3 historian can:	A Year 4 historian can:	A Year 5 historian can:	A Year 6 historian can:
Chronological understanding	Begin to make sense of their own life history.	Make sense of their own life history and begin to make sense of their own life history.	Use words and phrases like old, new, now and then, a long time ago. (Relevant to all units) Order pictures and artefacts from different time periods. (Relevant to all units) Sequence events in own life. (Memory Box)	Use a wider range of words and phrases (e.g. past, present, before, after, nowadays, decade and century). (Relevant to all units) Sequence events in a period of history in chronological order and begin to record dates of important festivals or celebrations. (Relevant to all units) Develop an awareness of short-term and long-term time scales. (Relevant to all units) Label a timeline using pictures, words or phrases. (Relevant to all units)	Use appropriate historical Vocabulary to describe features of a time period such as AD, BC, civilisation and ancient. (Relevant to all units) Know that timelines over history can be separated into AD and BC. (Relevant to all units) Use a timeline within a specific period of history to sequence the order things may have happened. (Relevant to all units) Recall key dates of significant events. (Relevant to all units)	Use appropriate historical Vocabulary to describe features of a time period such as era, millennia, chronology, and empire. (Relevant to all units) Accurately sequence different periods of time on a timeline using centuries (Relevant to all units)	Draw a timeline with different historical periods showing key historical events or lives of significant people. (Relevant to all units) Place current study on a timeline in relation to other studies. (Relevant to all units) Give an overview of the most significant features of societies across different time periods. (Relevant to all units)	Place features of historical events and people from past societies/ periods in a chronological framework. (Relevant to all units) Summarise the main events from a period of history explaining the order of events and what happened. (Relevant to all units)
End Points	Make sense of my own life history. Develop language to be able to describe what has happened in the past. Talk about the lives of people around them and their role in society.		Develop an awareness of the past. Place events and artefacts in order on a timeline. Use common words and phrases relating to the passing of time. Use dates where appropriate.		Place events, artefacts and historical figures on a timeline using dates. Demonstrate understanding of the concept of change over time, representing this on a timeline with evidence.		Summarise the main events from a period of history. Apply chronological understanding in constructing and narrating a timeline of periods of history studied. Establish clear narratives within and across periods studied and summarise the	

					Use dates and historical terms to describe events: time period, era, change, chronology. Establish clear narratives within periods studied and summarise the connections and trends over time.		connections, contrasts and trends over time. -	
Significant people, events and places	Learn about and participate in different celebrations and cultural events.	Can answer simple questions about: ‘who’, ‘what’ and ‘where’.	Consider one reason why an event/person is significant. (History Makers)	Recount the life of someone famous from Britain who lived in the past. (Relevant to all units)	Explain why a historical leader is remembered in history. (Ancient Greeks) Recall details of a significant event in British history. (Titanic)	Explain how significant leaders/figures contributed to national and international achievements across a variety of eras. (e.g. recap on Greeks, new learning on Romans/Anglo Saxons/Scots) Identify key events in local, national and global history and demonstrate understanding of themes, events and people. (Relevant to all units)	Critique the leadership qualities of a significant individual and make a reasoned judgement as to whether they were an effective leader. (Crime and Punishment)	Evaluate the significance of a historical person/ event in British history. (Vikings and Peterloo Massacre) Apply knowledge to explain how their own lives have been influenced by a significant individual or movement. (Peterloo Massacre) Evaluate common traits and motives of leaders from different historical periods studied. (Relevant to all units)
		Name at least one important person from the past and know at least one fact about this person.	Describe significant events in my own life and lives of people I know. (Memory Box)	Give reasons why an event/individual is significant. (Relevant to all units)				
		Know some important events that we celebrate (e.g. birthdays).	Recall some interesting facts about a significant person, event or place in history. (Relevant to all units)	Recall events beyond living memory that are significant nationally or globally. (Relevant to all units)				
		Remember and talk about significant events in my own experiences.						
End Points	Understand that some people in history are famous because they achieved something or had an impact in some way. Know some significant people, places and events. Understand the past through settings, characters and events encountered in books read in class and storytelling.		Know where people and events fit within a chronological framework. Describe significant historical events, people and places studied from national and global history and give reasons why they are significant.		Identify significant leaders from different periods of history and explain why they are significant. Identify and recall details of key events in British and international history. Demonstrate understanding of important themes in local, national and global history.		Critique and evaluate important historical leaders and their qualities. Evaluate the significance of historical events studied.	

Investigate and interpret the past	Talk about what I see (e.g. in photos and books).	Understand simple questions about: ‘who’, ‘what’ and ‘where’. Know some of the differences of things we can do when we’re young and old. Ask simple questions to find out more about the past. Explore real life objects to find out more about the past. Know some of the similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Ask and answer valid historical questions (e.g. about old and new objects). (Memory box) Describe what an object from the past might have been used for. (Memory Box) Recognise that evidence and artefacts can tell a story. (Relevant to all units) Collect information about the past by using simple sources (e.g. talking to an older person and looking at photographs). (Relevant to all units) Observe a range of items (e.g. toys) and recognise which are from the past. (Memory Box) Compare sources to identify similarities and differences between time periods (e.g. toys from the past and	Ask and answer questions to historical enquiries using appropriate historical Vocabulary. (Relevant to all units) Recognise that evidence and artefacts give us information about the past. (Relevant to all units) Select information from several different types of sources to answer a question. (Relevant to all units) Begin to make some deductions and inferences from sources. (Relevant to all units)	Recognise how sources can be used to answer questions about the past. (Relevant to all units) Devise historically valid questions about a significant individual or event and answer using a number of sources. (Relevant to all units) Research in order to find similarities and differences between two or more periods of history (e.g. Stone Age and Bronze Age). (Relevant to all units) Begin to understand that different versions of the past may exist (e.g. Trojan War). (Ancient Greeks) Use historical evidence to describe key features of a past society and their lives (e.g. houses, clothes and art). (Relevant to all units)	Explore differences in a number of sources and speculate why there are differences for this (e.g. descriptions of Boudicca). (Relevant to all units) Research two versions of an event and see how they differ and explain why there are differences (e.g. eruption of Mount Vesuvius). (Romans) Demonstrate understanding of the difference between historical evidence and legends and folklore (e.g. Boudicca). (Romans) Use a range of source materials to answer questions about the past which go beyond simple observations. (Relevant to all units) Identify ideas, beliefs, attitudes	Evaluate sources based on valid criteria when carrying out enquiries. (Relevant to all units) Select, organise and use relevant historical sources and artefacts to reach informed conclusions during a historical enquiry. (Relevant to all units) Conduct a local history study to investigate how an event affected a local town or village. (Industrial revolution)	Evaluate the usefulness and reliability of a range of sources for enquiries covered. (Relevant to all units) Independently plan a historical enquiry to answer a question of personal interest about the past. (Peterloo Massacre) Demonstrate understanding of the concept of propaganda and how historians must understand the social context of evidence studied. (Relevant to all units)
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			present). (Memory Box)		Begin to consider the reliability of different sources. (Relevant to all units)	and experiences of men, women and children from the past based on historical evidence studied. (Relevant to all units)		
End Points	Talk about what I see. Ask and answer simple questions. Explore artefacts. Comment on images of familiar situations in the past.		Observe and handle evidence to ask questions and find answers about the past. Use artefacts, picture, stories, and online sources to find out about the past. Identify different ways in which the past has been represented.		Use evidence to ask questions and find answers to questions about the past. Select suitable sources of evidence for historical enquiry. Synthesise information from multiple sources for historical enquiry to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining why accounts may differ. Demonstrate understanding that no single source of evidence gives a full answer to questions about the past.		Use sources of evidence to make reasoned judgements about the past. Use sources of information to hypothesise about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Independently devise a historical enquiry.	
Cause and consequence		Know and recount episodes from their own and others' past, saying why it happened. Understand that certain choices have a consequence to them.	Recognise that there are reasons why people in the past acted as they did. (History Makers) Identify one consequence of an action by a significant individual from the past. (History Makers)	Describe the impact of a significant event/individual on our lives today. (Relevant to all units)	Describe the impact of a significant event (e.g. discovery of a new metal alloy) on life in Britain. (Prehistoric Britain) Explain the various reasons why a significant event might have occurred (e.g. sinking of the Titanic). (Titanic)	Explain the causes and effects for some of the key events and developments within topics studied (e.g. the spread of the Black Death). (Relevant to all units)	Explain the underlying and immediate reasons for a significant event in British history to have taken place. (Industrial Revolution) Explain the impact of a revolution locally, nationally and globally, in the short and long term. (Industrial Revolution)	Hypothesise the human impact of war/conflict on everyday life. (Vikings and Early Islam) Reach informed conclusions as to the importance of valid causes relating to events in history (e.g. list several causes and place them in an order of importance as to why the

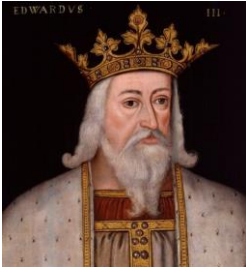
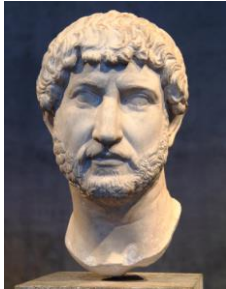
							Explain what Britain may have learned from ancient civilisations. (Ancient Egyptians) Vikings came to Britain). (Vikings) Describe the characteristics and evaluate the importance of a non-European society civilisation. (Early Islam) Empathise with a group of people from a past society, considering their motives for significant action. (Peterloo Massacre)	
End Points	Understand that my behaviour and the behaviour of other people, including people from the past, have consequences.	Identify and describe some relevant causes and effects for some of the main events studied.			Demonstrate understanding of some of the causes and consequences of some key events in history.		Demonstrate understanding that some consequences can be immediate and some consequences are long term. Demonstrate understanding that events often have a wide range of causes, some are underlying and some are immediate. Make reasoned judgements about the most significant causes and consequences of events.	
Changes and continuity	Begin to make sense of their own life history.	Begin to recognise the difference between past and present in their own and others' lives. Identify that some things within living memory have changed and some things have stayed the same (e.g.	Identify some similarities, differences and changes within a particular topic (e.g. toys from the past and present). (Relevant to all units)	Identify a range of similarities, differences and changes within a specific time period. (Relevant to all units) Describe how people, places and events in their own locality have	Compare and contrast how their everyday lives are similar and different to living in past times. (Relevant to all units) Describe some of the main changes in Britain over a	Compare two historical periods, explaining which things have changed and things which stayed the same. (Relevant to all units) Identify and describe the main similarities and	Explain changes to our locality during a specific period of history since 1066. (Industrial Revolution) Make reasoned judgements as to why some changes and developments were important. Evaluate the varying importance of changes and developments in one or more periods of history, and make a reasoned judgement on which change was the most important. (Relevant to all units)	

		growing up, changing teachers/classrooms).	Describe changes since birth. (Memory Box)	changed over time. (First Aeroplane Flight)	period of time. (Prehistoric Britain) Describe the achievements of an ancient civilisation and their impact on the western world. (Ancient Greece)	differences occurring across topics. (Relevant to all units) Explain why changes in houses, culture, leisure, clothes, buildings and ways of life may have occurred during a time period. (Relevant to all units) Describe and begin to evaluate the achievements of a society from the past and describe how these have impacted life in Britain today. (Romans) Explain how national changes and international events affected their locality. (Romans)	(Relevant to all units) Summarise the main events, similarities, differences and changes across different periods, using the terms: social, religious, political, technology and cultural. (Relevant to all units) Reach informed conclusions as to why some changes and developments were important within particular topics studied. (Relevant to all units)	Evaluate the significance of a historical discovery/invention on the wider world. (Early Islam) Demonstrate understanding that rates of development and change differ between time periods (e.g. compare the rapid developments during the Industrial Revolution vs long periods of continuity during ancient civilisations). (Relevant to all units)
End Points	Understand the difference between change and staying the same. Identify at least one way in which I have changed over time and one thing that has stayed the same.	Recall changes that have occurred over their own lives. Identify similarities and differences between ways of life in different periods.		Give a broad overview of life in Britain in the past and describe ways in which life has changed. Describe the characteristic features of the past, including: ideas, beliefs, attitudes and experiences of men, women and children, and summarise important changes over time.		Summarise the main changes in a period of history using more complex historical terms. Evaluate the importance of specific developments in history. Identify periods with rapid change and compare to times with relatively little change.		

			Demonstrate understanding of what an empire is and how the world was affected by the spread and decline of empires.	
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History Cultural Capital Spine

	Significant individuals in British history	Significant individuals of ethnic minorities	Significant individuals who identify as LGBTQ+	Significant individuals who are female
Year 1	Captain Robert Scott Extreme Weather <i>a British Royal Navy officer and explorer who led two expeditions to the Antarctic regions</i> 	Malala Yousafsi History Makers <i>a Pakistani female education activist</i> 		Emmeline Pankhurst My Local Area <i>a British political activist who organised the UK suffragette movement</i> 
Year 2	Ranulph Feines Great Explorers <i>British explorer</i> 	Bessie Coleman The First Flight <i>the first African-American woman and first Native American to hold a pilot license</i> 		Amelia Earhart The First Flight <i>the first female aviator to fly solo across the Atlantic Ocean</i> 
Year 3	Captain Edward John Smith Titanic <i>Captain of RMS Titanic</i>	Joseph Laroché Titanic <i>the only black passenger on-board the Titanic</i>	Alexander the Great Ancient Greeks <i>Ancient Greek ruler – some evidence suggests he was gay</i>	Mary Anning Science (Rocks & Soils) <i>fossil collector</i>

				
Year 4	Edward III The Black Death King of England during the Black Death, he lost a daughter to the plague 		Hadrian Romans Roman emperor, best known for building Hadrian's wall, gay 	Boudicca Romans Queen of the Iceni tribe who fought the Romans 
Year 5	Dr Barnardo Industrial Revolution he set up schools and homes for London's street children during the Industrial Revolution 	King Tutankhamun Ancient Egypt born in and ruled Egypt from the age of 9 to 19 		Nefertiti Ancient Egypt a queen of Egypt who played a prominent role in changing Egypt's traditional polytheistic religion to one that was monotheistic 
Year 6	Henry Hunt Peterloo Massacre a prominent campaigner for parliamentary reform and pioneer of	Caliph al-Mansur Baghdad he is known for founding the 'Round City' of Madinat Al-Salam (now known as Baghdad)		Lagertha Vikings legendary female Viking warrior, written about by Saxo (most likely a fictional character)

*working-class radicalism, well-known for
his role in the Peterloo Massacre*



	Haveley Hey Knowledge Map							
	Year	1	Term	Autumn 1	Subject	History	Unit	Memory Box
	Links to rights		8: The right to an identity 31: Your right to relax and play		Trips/Visitors		People who lived in the 1960s to visit and share their experiences. Children to interview visitor/s.	
	Children learn about how they have changed since they were a baby and how that will continue to adulthood. They will learn about toys that they used to play with when they were babies compared to now and look at toys from a long time ago.						Golden Thread	
							Equality	
Prior Learning				Future Learning				
- Nursery – Me and My Family - Reception – All About Me				Year 1 – Our Local Area (changes to where I live)				
Threshold Concepts (disciplinary knowledge)								
Chronological understanding	Significant people, events and places		Investigate and interpret the past		Cause and consequence		Change and continuity	
Use words and phrases like old, new, now and then, a long time ago. Order pictures and artefacts from different time periods. Sequence events in own life.	Describe significant events in my own life and lives of people I know. Recall some interesting facts about a significant person, event or place in history.		Ask and answer valid historical questions (e.g. about old and new objects). Describe what an object from the past might have been used for. Recognise that evidence and artefacts can tell a story. Collect information about the past by using simple sources (e.g. talking to an older person and looking at photographs). Observe a range of items (e.g. toys) and recognise which are from the past. Compare sources to identify similarities and differences between time periods (e.g. toys from the past and present).				Identify some similarities, differences and changes within a particular topic (e.g. toys from the past and present). Describe changes since birth.	

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
<i>Enquiry Question: How do our favourite toys and games compare with those of children in the 1960s?</i> <u>KQ1 – What do I know about my own life history?</u> - I know that children grow and change from baby to toddler to child to teenager. - I know that we grow up to be adults and then we grow older. - I can talk about significant events in my own history (e.g. birthdays, starting school and birth of a new sibling). - I know that time is linear and events in history occur chronologically. <u>KQ2 – What toys do children play with nowadays?</u> - I can talk about my own life, interests and what I like to play with. - I know some toys that babies like to play with and know why these toys might be different to toys that I play with as a child. - I know some modern day toys that children play with and know how they are used. <u>KQ3 – What toys did people play with in the 1960s?</u> - I know some toys from the past (up to 60 years ago) and know how they were used. <u>KQ4 – How do toys from the 1960s compare with toys from nowadays?</u> - I know some similarities between toys from the 1960s and toys that children play with today. - I know some differences between toys from the 1960s and toys that children play with today. <u>KQ5 – What do adults I know remember about the 1960s?</u> - I know some facts about what life was like in the 1960s (e.g. what school/work was like, the music and clothes they enjoyed, how people spent their free time). <u>KQ6 – What is a memory box and what things might be kept in my own and other people's memory boxes?</u> - I know what a memory box is. - I know what things might be kept in my own memory box. - I know what things might be kept in another person's memory box.	Tier 2 memory, past, present, long ago, baby, toddler, child, adult, birthday, history, toys, old, modern, time, similar, different, timeline
	Tier 3 memory box



Haveley Hey Knowledge Map

Year	1	Term	Spring 1	Subject	History	Unit	My Local Area
Links to rights		8: The right to have an identity 13: The right to find out things and say what you think		Trips/Visitors		Walk around the local area & trip to Wythenshawe Hall	
Children learn about the changes in Wythenshawe’s history over the years. They will examine photos from the old school and compare it to school now. Including recent changes to the school. They will compare other changes in Manchester such as the introduction of the tram.						Golden Thread	
						Settlement and Travel	

Prior Learning

- Nursery – Places to Visit
- Reception – Travel and Transport

Future Learning

- Year 2 – Wonderful Wythenshawe
- Year 2 – Airport
- Year 5 – Industrial Revolution

Threshold Concepts (disciplinary knowledge)

Chronological understanding	Significant people, events and places	Investigate and interpret the past	Cause and consequence	Change and continuity
Use words and phrases like old, new, now and then, a long time ago. Order pictures and artefacts from different time periods.	Recall some interesting facts about a significant person, event or place in history.	Recognise that evidence and artefacts can tell a story. Collect information about the past by using simple sources (e.g. talking to an older person and looking at photographs).		Identify some similarities, differences and changes within a particular topic (e.g. toys from the past and present).

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
<i>Enquiry Question: What was Wythenshawe like in the past?</i> <u>KQ1 What is Wythenshawe like now?</u> • Walk around the local area to see parks, shops, houses, transport • I know the name of the town in which I live. • I know the name of the city in which I live. • I know the name of the country in which I live. • I can identify some land use in Wythenshawe. (houses, shops, leisure, transport, hospital, airport) <u>KQ2 What is different about our school now and in the past?</u> • I know some ways in which my school has stayed the same and changed over time. <u>KQ3- Who lived in Wythenshawe Hall?</u> • Trip to Wythenshawe Park to see Wythenshawe Hall. • I know some ways in which houses in my area have stayed the same and changed over time (including Baguley Hall and Wythenshawe Hall). • I know that Wythenshawe Hall and most of Wythenshawe was owned by the Tatton Family <u>KQ4- What was Wythenshawe like 100 years ago?</u> • I know that Wythenshawe used to be mostly farm land • I can compare maps of Wythenshawe in the past and now • I can talk about similarities and differences between then and now • I know some ways in which jobs in my area have stayed the same and changed over time (e.g. hospital, airport). <u>KQ5- Why was Wythenshawe called the Garden City?</u> • I know that after WW1, Manchester bought land from the Tatton's to build houses to get people out of the slums • I know that Wythenshawe went from farm land, to a town • That Wythenshawe was built to make 'homes built for heroes' See following website for photographs of Wythenshawe in the past: https://manchesterarchiveplus.wordpress.com/2020/05/18/online-memory-box-wythenshawe/	Tier 2 town, city, country, local, entertainment, similar, different, photograph, change, years.
	Tier 3 modern, past, present. Century



	Haveley Hey Knowledge Map					
	Year	1	Subject	History	Unit	History Makers
	Links to rights:	Article 27: your right to a good standard of living		Trips/ Visitors	Who is the greatest history maker?	
	This enquiry provides an opportunity for young historians to think critically about what it means When people in the past are referred to as having ‘made history’ or as ‘history makers’. The investigation begins with the pupils considering the popular historical commemoration of Guy Fawkes Night or Bonfire Night each year in the United Kingdom. Why is this particular event and person commemorated? What did Guy Fawkes do that left a mark on history? They will then compare this to Margret Thatcher.				Golden Thread	
					Power and Democracy	
Prior Learning			Future Learning			
Year 1: Memory Box			Year 5: Industrial Revolution Year 6 : Peterloo Massacre			
Threshold Concepts (disciplinary knowledge)						
Chronological Understanding	Significant people, events, places	Investigate and interpret the past	Cause and Consequence	Changes and continuity		
Use words and phrases like old,new, now and then, a long time ago. Order pictures and artefacts from different time periods. Sequence events in own life.	Describe significant events in my own life and lives of people I know. Recall some interesting facts about a significant person, event or place in history.	Recognise that evidence and artefacts can tell a story. Collect information about the past by using simple sources (e.g. talking to an older person and looking at photographs). Observe a range of items (e.g. toys) and recognise which are from the past. Compare sources to identify similarities and differences between time periods (e.g. toys from the past and present).	Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision,	Identify a range of similarities, differences and changes within a specific time period. (Relevant to all units)		

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
<i>Enquiry Question: Who was the greatest history maker?</i> <u>KQ1: Why do we celebrate the 5th of November?</u> - To ask questions about a significant event - Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom, <u>KQ2: What did Guy Fawkes want?</u> - To reflect on what might have happened had Guy Fawkes succeeded in his plan. - To sequence the events of the gunpowder plot <u>KQ3: Who was Margret Thatcher?</u> - To know who Margret Thatcher was and why it was so important that she became an MP and then a PM - To know all of the UK's female prime ministers <u>KQ4: Who was the Iron Lady and why was she not for turning?</u> - To know some of the policies that made Margret Thatcher un-popular - To know the impact of her rule on everyday life in Britain <u>KQ5: Who had the greatest impact Guy Fawkes or Margret Thatcher?</u> - To decide what it means to be a history maker - To compare and contrast the impact at the time and the lasting impact of Guy Fawkes and Margret Thatcher <u>KQ6: Who was the greatest History maker?</u> - To ask questions about significant people - To know who 1. Malala, 2. Margaret, 3. Hatshepsut, 4. Marie, 5. Grace and 6. Elizabeth. Were/are - To Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision,	Tier 2 commemoration, commemorate, ceremony, celebration, Night, annual, event, engraving, unlawful, harmful, impression, assassinate, King James I, Parliament, House of Lords, rent, cellar, stockpile, gunpowder, guard, Catholic, Protestant, plot, Conservative Party, chemist, law, Member of Parliament, Prime Minister, Demands, change
	Tier 3 Guy Fawkes Night, Bonfire Night, Firework, Iron Lady



Haveley Hey Knowledge Map

Year

2

Term

Autumn 1

Subject

History

Unit

The First Flight

Links to rights

3: All adults should always do what is best for you.
13: You have the right to find out things and say what you think.
17: You have the right to collect information from the media.

Trips/Visitors

Trip to Manchester Airport
Visit from a pilot (Y1 WOW Week)

National Curriculum objectives:

- Pupils should be taught about events beyond living memory that are significant nationally or globally.
- Pupils should be taught about significant historical events, people and places in their own locality.

Golden Thread

Settlement and Travel

Prior Learning

- Year 1 – Our Local Area (understanding of what Wythenshawe used to look like and the importance of the airport to our area)
- Year 1 – World of Work Week (visit from a pilot)

Future Learning

- Year 2 – Great explorers
- Year 5 – Science (forces)

Threshold Concepts (disciplinary knowledge)

Chronological understanding

Use a wider range of words and phrases (e.g. past, present, before, after, nowadays, decade and century).

Sequence events in a period of history in chronological order and begin to record dates of important festivals or celebrations.
Develop an awareness of short-term and long-term time scales.

Significant people, events and places

Recount the life of someone famous from Britain who lived in the past.

Give reasons why an event/individual is significant.

Recall events beyond living memory that are significant nationally or globally.

Investigate and interpret the past

Ask and answer questions to historical enquiries using appropriate historical Vocabulary.

Select information from several different types of sources to answer a question.

Cause and consequence

Describe the impact of a significant event/individual on our lives today.

Change and continuity

Describe how people, places and events have changed over time.

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
<i>Enquiry Question: How did we learn to fly?</i> <u>KQ1: Who are the right brothers?</u> - I know some details about the Wright brothers (eg they owned a bicycle shop, their favourite toy was a helicopter type toy, they started designing gliders, they made the first engine powered plane) <u>KQ2: Why are the Wright brothers famous?</u> - I know that the first successful controlled, powered flight was completed by the Wright brothers in 1903 and that it lasted 12 seconds. - I know how long ago 1903 is <u>KQ3: How do we know about the Wright brothers?</u> - I can name some primary and secondary sources that tell us about the Wright Brothers - I know that the first flight was significant <u>KQ4: Why is Bessie Coleman significant?</u> - I know that Bessie Coleman was born in America in 1892 - I know that Bessie Coleman was not allowed to go to pilot school in America because of the colour of her skin, so she had to go to France - I know that Bessie Coleman was the first woman of colour to hold a pilot licence. <u>KQ5: Why is Amelia Earhart significant?</u> - I know that a primary source is a source that is from the time of the event - I can put the key events of Amelia's life on a timeline (and think about how long after the Wright brothers she flew) - I know that Amelia Earhart was the first woman to fly solo across the Atlantic Ocean in 1932. <u>KQ6: How did we learn to fly?</u> - I can sequence key movements in aviation (hot air balloons, engine powered planes, space travel etc...) - I can name some similarities and differences in aviation - I can name the most significant events - I know how aeroplanes and flight have changed over time.	Tier 2 achievement, successful, inventor, attempt, flight, solo, journey, airport, beyond living memory, decade, evidence, eyewitness, primary source, source
	Tier 3 aviation, aeroplane, glider, propeller, engine, aircraft, hot air balloon flight, inventor



Haveley Hey Knowledge Map

Year	2	Term	Spring 1	Subject	History	Unit	Great Explorers
Links to rights		2: The right to be protected from discrimination		Trips/Visitors		‘Be an Explorer Day’ (in school)	
Children will find out about the lives of significant explorers who have discovered land across the world. They will think about the types of settlement discovered and how settlements changed after they became inhabited. They will reflect on the achievements of the people they studies.						Golden Thread	
						Settlement and Travel	

Prior Learning

- Year 2 – Airport
- Year 1 – History Makers
- Reception – Travel and Transport
- Nursery – Places to Visit

Future Learning

- Year 3 – Rainforests and Deserts
- Year 4 – Megacities
- Year 6 – Frozen Kingdom

Threshold Concepts (disciplinary knowledge)

Chronological understanding	Significant people, events and places	Investigate and interpret the past	Cause and consequence	Change and continuity
Use a wider range of words and phrases (e.g. past, present, before, after, nowadays, decade and century). Sequence events in a period of history in chronological order and begin to record dates of important festivals or celebrations. Label a timeline using pictures, words or phrases.	Recount the life of someone famous from Britain who lived in the past. Give reasons why an event/individual is significant. Recall events beyond living memory that are significant nationally or globally.	Ask and answer questions to historical enquiries using appropriate historical Vocabulary. Recognise that evidence and artefacts give us information about the past. Select information from several different types of sources to answer a question. Begin to make some deductions and inferences from sources.		

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
Enquiry Question: What does it take to be a great explorer? <u>KQ1: Why is Ranulph Fiennes in the Guinness World Records?</u> - I know some facts about Ranulph Fiennes and know why he is recognised as the world's greatest living explorer - I know some of the challenges that Ranulph would have faced (link back to year 1 Extreme weather and Robert Scott) - I can suggest some qualities and skills a great explorer would need <u>KQ2: How do Amy Johnson's achievements compare with those of Ranulph?</u> - I know some facts about Amy Johnson and know why she is considered remarkable - I can compare some of the qualities that Ranulph and Amy would have needed - I can link back to last term's learning about aviation <u>KQ3: Why did Christopher Columbus sail across an unknown ocean?</u> - I know how many years ago Christopher Columbus was born in Italy - I can compare the known world in 1400s with now and know that the rest of the world was undiscovered - I know the main motives of the explorer Christopher Columbus, know what he achieved and know why he was able to accomplish what he did <u>KQ4: Why was Neil Armstrong's small step also 'a great leap' forward?</u> - I know Neil Armstrong was the first astronaut to walk on the moon - I know the reasons why the achievement of Neil Armstrong was so significant and know what enabled him to accomplish what he did - I know that other people were involved in Neil's expedition <u>KQ5: When did the achievements of great explorers happen?</u> - I can sequence in a period of history in chronological order. - I can Label a timeline using pictures, words or phrases. <u>KQ: Are you the kind of person who could become a Mars explorer?</u> - I know what qualities a successful explorer has	Tier 2 explorer, continent, ocean, courage, resilience, determination, transport, equality, gender, courage, resilience, bravery, discrimination, extreme
	Tier 3 expedition, pioneer, aviator, astronaut, summit, polar, voyage

	Haveley Hey Knowledge Map					
	Year	2	Subject	History	Unit	The Great Fire of London
	Links to rights:	Article 27: your right to a good standard of living		Trips/ Visitors		Local fire service into school to talk about fire safety.
	Children will use sources to investigate causes and consequences of the Great Fire of London and compare life back then with now. They will investigate the buildings and streets and think about why the fire caused so much damage.				Golden Thread	
				Democracy and Power		
Prior Learning				Future Learning		
Threshold Concepts (disciplinary knowledge)						
Chronological Understanding	Significant people, events, places	Investigate and interpret the past	Cause and Consequence	Changes and continuity		
Use a wider range of words and phrases (e.g. past, present, before, after, nowadays, decade and century). Sequence events in a period of history in chronological order and begin to record dates of important festivals or celebrations. Develop an awareness of short-term and long-term time scales. Label a timeline using pictures, words or phrases.	Recount the life of someone famous from Britain who lived in the past. Give reasons why an event/individual is significant. Recall events beyond living memory that are significant nationally or globally.	Ask and answer questions to historical enquiries using appropriate historical Vocabulary. Recognise that evidence and artefacts give us information about the past. Select information from several different types of sources to answer a question. Begin to make some deductions and inferences from sources.	Describe the impact of a significant event/individual on our lives today.	Identify a range of similarities, differences and changes within a specific time period.		

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
<i>Enquiry Question: Was London better before or after the great fire?</i> <u>KQ1: How can we work out how the great fire started?</u> - To ask questions about a significant event - To know that different types of sources can be used as evidence - To make deductions and inferences from the sources - To know that the great fire started in a bakery <u>KQ2: What happened during the fire and how do we know?</u> - To sequence the events of the great fire - To know what information is provided by sources - To describe the change in the fire over time <u>KQ3: Why did the fire burn down so many houses?</u> - To give at least 3 reasons for the cause of the spread of the fire- timber houses, thatched roofs, narrow streets, - To compare contrasting accounts and provide similarities and differences <u>KQ4: Could more have been done to stop the spread?</u> - To know how people tried to put out the fire - To know some of the key people involved- Samuel Peyes/ Lord Mayor/ King Charles/ Duke of York - To see differences between firefighters in the past and today <u>KQ5: How did people manage to live through the fire?</u> - To know what impact the fire had- loss of houses, possessions, food etc... - To know who helped and how <u>KQ6: What changes were made to London?</u> To know some of the changes needed when rebuilding the city- eg brick houses/ wider streets	Tier 2 fire, London, 1666, spread, burn, River Thames, fire-fighter, baker, ignite, landmarks, pitch, Mayor, carpenter, baker, significant, Diary, Duke of York,
	Tier 3 Tudor, thatched roof, plague, scullery maid, King Charles II Samuel Pepys

	Haveley Hey Knowledge Map							
	Year	3	Term	Spring 1	Subject	History	Unit	Prehistoric Britain
	Links to rights		24: The right to good food, water and healthcare 27: The right to a good standard of living		Trips/Visitors		Stone Age Workshop	
	<u>National Curriculum objectives:</u> - Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. - Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study						Golden Thread	
							Settlement and Travel	
Prior Learning				Future Learning				
Year 2 - Explorers				- Year 3 – Rocks and Soils (Science) - Year 4 – Romans - Year 6 – Frozen Kingdom - Year 6 – Evolution (Science – Animals, including Humans)				
Threshold Concepts (disciplinary knowledge)								
Chronological understanding	Significant people, events and places		Investigate and interpret the past		Cause and consequence		Change and continuity	
Use appropriate historical Vocabulary to describe features of a time period such as AD, BC, civilisation and ancient. Know that timelines over history can be separated into AD and BC. Use a timeline within a specific period of history to sequence the order things may have happened. Recall key dates of significant events.			Recognise how sources can be used to answer questions about the past. Devise historically valid questions about a significant individual or event and answer using a number of sources. Research in order to find similarities and differences between two or more periods of history (e.g. Stone Age and Bronze Age). Use historical evidence to describe key features of a past society and their lives (e.g. houses, clothes and art). Begin to consider the reliability of different sources.		Describe the impact of a significant event (e.g. discovery of a new metal alloy) on life in Britain.		Compare and contrast how their everyday lives are similar and different to living in past times. Describe some of the main changes in Britain over a period of time.	

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
<i>Enquiry Question: What are benefits of a settler's lifestyle as opposed to a nomad's lifestyle?</i> <u>KQ1: What is meant by pre-history, when did it start and when did it finish?</u> - I know what is meant by prehistory - I know that the Stone Age in Britain is a period of prehistory which began approximately 2.6 million years ago and lasted for over 2 million years - I know that the Bronze Age began around 2500BC and ended in 800BC) - I know that the Iron Age began in 800BC and ended in AD43 - I know that Prehistoric Britain ended in AD43 when the Romans invaded Britain <u>KQ2: What was life like for early humans and how do we know?</u> - I know that the first humans were hunter-gatherers - I know how archaeologists use a great variety of artefacts to try to understand how ancient Britons lived during the Stone Age - I know that our early ancestors moved from place to place, but that by the end of the Stone Age, people had settled in villages <u>KQ3: Why was Stonehenge built and is it still relevant?</u> - I know what Stonehenge is, know when it was built and know some possible reasons for why it was built <u>KQ4: How was the Bronze age different to the stone age?</u> - I know some important Bronze Age artefacts and know why these demonstrated progress in the way people lived in Britain compared with the Stone Age - I know some facts about how people lived during the Bronze Age (e.g. living in small communities with a warrior chief, Beaker culture) <u>KQ5: How was the Iron age different to the Bronze age?</u> - I know the main features of an Iron Age roundhouse and know the possible purpose of some artefacts found within them] - I know that farming flourished during the Iron Age and the population grew very fast - I know that the Iron Age was a very violent time and people lived in hill forts to protect themselves <u>KQ6: Who made the greatest change? The Stone age, The Bronze age or the Iron age?</u> - I know how the lives of people in Britain developed during the Stone, Bronze and Iron Ages	Tier 2
	AD, BC, ancient, Britons, ancestors, villages, settlements, communities, farming, invade, monument, iron, bronze, copper, tin
	Tier 3
	prehistory, hunter-gatherers, roundhouse, archaeologists, artefacts, civilization



	Haveley Hey Knowledge Map					
	Year	3	Subject	History	Unit	Ancient Greeks
	Links to rights:	14. Your right to follow your own religion		Trips/ Visitors	Manchester Art Gallery	
	National Curriculum objectives Pupils should be taught Ancient Greece – a study of Greek life and achievements and their influence on the western world				Golden Thread	
					Democracy and Power	
Prior Learning			Future Learning			
			Year 4 - Romans Year 5 – Ancient Egyptians			
Threshold Concepts (disciplinary knowledge)						
Chronological Understanding	Significant people, events, places	Investigate and interpret the past	Cause and Consequence	Changes and continuity		
Use appropriate historical Vocabulary to describe features of a time period such as AD, BC, civilisation and ancient. Use a timeline within a specific period of history to sequence the order things may have happened.	Explain why a historical leader is remembered in history.	Devise historically valid questions about a significant individual or event and answer using a number of sources. Begin to understand that different versions of the past may exist		Describe the achievements of an ancient civilisation and their impact on the western world.		

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
<i>Enquiry Question: Why are the ancient Greeks still important today?</i> <u>KQ1: Who were the Ancient Greeks?</u> - Know where the Ancient Greeks lived - To know that Greece is mostly surrounded by sea and has many mountains. - To know when the Ancient Greeks lived. - To know that the Ancient Greek times were split into 4 main periods. <u>KQ2: What did the Greeks do for us?</u> - Know about Government in Ancient Greece <u>KQ3: What did the ancient Greeks believe?</u> - Know the religious beliefs of the Ancient Greeks - Know some of the names and qualities of Ancient Greek Gods - Know some of the acts of worship carried out by the Ancient Greeks <u>KQ4: Would you rather live in Athens or Sparta?</u> - Know about the difference between the Athenian and Spartan civilizations <u>KQ5: Do we have the Ancient Greeks to thank for the modern Olympics?</u> - Know about the Ancient Olympic games and compare it to games of today <u>KQ6: What is a Greek Tragedy?</u> - Know the legacy left by the Ancient Greeks- alphabet, Olympics, writers - Know about great artists, architects and designers in Greek history	Tier 2
	century, BC, civilization, chronology, evidence, excavate, archaeology, primary, secondary, timeline, satire, democracy, dictatorship, tyrants, compete, the great
	Tier 3
	acropolis, Hellenistic, Spartans, Athenians, amphitheatre



Haveley Hey Knowledge Map					
Year	3	Subject	History	Unit	Titanic
Links to rights:	2: The right to protection against discrimination 6: The right to life		Trips/ Visitors		
Why did so many people die on the Titanic?					
Children will learn about the journey of the Titanic and why it was considered such cause & consequence life aboard the Titanic and make links to children’s rights and discrimination. They will think about how the class system on the boat contributed to the amount of people who lost their lives on the ship.					
			Future Learning		
and Transport Weather (Geography) Explorers (History & Geography) (Black History Month)			• Year 4 – Natural Disasters (Geography)		
Threshold Concepts (disciplinary knowledge)					
Understanding	Significant people, events, places	Investigate and interpret the past	Cause and Consequence	Changes and continuity	
al features of D, BC, er history D and BC. specific ence the happened. ificant	Recall details of a significant event in British history.	Recognise how sources can be used to answer questions about the past. Devise historically valid questions about a significant individual or event and answer using a number of sources. Research in order to find similarities and differences between two or more periods of history (e.g. Stone Age and Bronze Age). Use historical evidence to describe key features of a past society and their lives (e.g. houses, clothes and art). Begin to consider the reliability of different sources.	Explain the various reasons why a significant event might have occurred (e.g. sinking of the Titanic).	Compare and contrast how their everyday lives are similar and different to living in past times.	

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
Enquiry Question: Why did so many people die on the Titanic? <u>KQ1: What do we already know about the Titanic and what can we work out from a picture?</u> - I know some key facts about the Titanic, including that: the Titanic was a British passenger liner, it was the largest ship of her time, it carried over 2000 passengers and crew, it was travelling from the UK to the US, it sank in 1912 when it hit an iceberg, and, 1500 people died as a result of the disaster. <u>KQ2: What was life like in 1912?</u> - I know what toys children played with in 1912 (e.g. teddy bears, windup toys and marbles). - I know what schools were like in 1912. - I know that some children had to work to support their families in 1912. - I know that lots of people suffered with ill health in 1912 due to malnutrition and a lack of clean water. <u>KQ3: What was life like on board the Titanic?</u> - I know that cabins on board the Titanic were split into different classes. - I know what each class of passenger would experience on board the Titanic, including what their bedrooms and communal spaces were like and their access to facilities on board the ship. <u>KQ4: What was the timeline of the Titanic disaster?</u> - I know that the Titanic set sail on 10th April 1912 at 12 noon. - I know that the Titanic sailed through calm waters for 3 days. - I know that the Titanic received seven iceberg warnings on 14th April. - I know that the Titanic hit an iceberg on 14th April at 11.40pm. - I know that the Titanic took approximately 2 hours 40 minutes to sink. <u>KQ5: Who was to blame for the sinking of the Titanic?</u> - I know of four different people who could be blamed for the sinking of the Titanic (Captain Smith, the shipbuilders, Bruce Ismay and Thomas Andrews) and know of at least one reason why each person could be blamed for the disaster. <u>KQ6: Why weren't more people rescued from the Titanic?</u> - I know that more people could have been rescued after the Titanic hit the iceberg. I know of three reasons why so many people were not saved on board: 1) There were not enough lifeboats, 2) It was really cold, and, 3) People on board did not act quickly and efficiently.	Tier 2 passenger, crew, voyage, iceberg, Edwardian, child labour, healthcare, education, cabin, hierarchy, rescue, captain
	Tier 3 lifeboat, liner, hypothermia, malnutrition, first-class, second-class, third-class



Haveley Hey Knowledge Map

Year

4

Term

Autumn 1

Subject

History

Unit

Romans

Links to rights

38: Your right to be protected from war

Trips/Visitors

Trip to Chester (Deva experience)

How did the arrival of the Romans change Britain?

Children will explore the concept of invasion and think about reasons why the Romans might have chosen to invade Britain. They think particularly about how Britain's settlements changed after the arrival of the Romans as well as thinking about key leaders and their qualities.

Golden Thread

Democracy and Power

Prior Learning

- Year 3 – Ancient Greeks (concept of empire and chronology)
- Year 3 – Prehistoric Britain (ending in AD 43 when the Romans invaded)

Future Learning

- Year 4 – Anglo Saxons and Scots (Roman Britain ends followed by Anglo Saxon Britain)
- Year 5 – Ancient Egyptians (time overlap)
- Year 5 – Volcanoes (briefly look at eruption of Mount Vesuvius)

Threshold Concepts (disciplinary knowledge)

Chronological understanding

Use appropriate historical Vocabulary to **describe** features of a time period, such as era, millennia, chronology, and empire.

Accurately **sequence** different periods of time on a timeline using centuries.

Significant people, events and places

Explain how significant leaders/figures contributed to national and international achievements across a variety of eras.

Identify key events in local, national and global history and **demonstrate understanding** of themes, events and people.

Investigate and interpret the past

Explore differences in a number of sources and **speculate** why there are differences for this (e.g. descriptions of Boudicca).

Demonstrate understanding of the difference between historical evidence and legends and folklore (e.g. Boudicca).

Identify ideas, beliefs, attitudes and experiences of men, women and children from the past based on historical evidence studied.

Cause and consequence

Explain the causes and effects for some of the key events and developments within topics studied

Change and continuity

Compare two historical periods, **explaining** which things have changed and things which stayed the same.

Identify and **describe** the main similarities and differences occurring across topics.

Explain why changes in houses, culture, leisure, clothes, buildings and ways of life may have occurred during a time period.

Describe and begin to **evaluate** the achievements of a society from the past and **describe** how these have impacted life in Britain today.

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
Enquiry Question: How did the arrival of the Romans change Britain? <u>KQ1: Why was the Roman Empire considered successful.</u> • I know that Roman Britain was a part of a huge empire ruled from Rome. • I know the structure of Roman government. • I know some features of daily life including the roles people have. <u>KQ2: Why did Emperor Claudius invade Britain?</u> • I know some of the reasons Claudius invaded Rome • I know that the Emperor Claudius successfully invaded Britain and extended the Roman Empire to include Britain in 43 AD. <u>KQ3: Why did the Romans almost lose control of Britain? (War with Boudica)</u> • I know that the Iceni were a tribe who lived in East Anglia when the Romans invaded. • I know that Boudicca became leader of the Iceni tribe when her husband died and that she led a revolt against the Romans in 60-61 AD. • I know that the Romans defeated Boudicca and her army (the biggest army that Britain had ever seen) due to the superior skills and tactics of the Roman army. <u>KQ4: Why were Claudia and Sulpicia living at Vindolanda? (Hadrian's Wall)</u> Combine KQ 3 & 4 • I know where Hadrian's Wall is located and at least two different interpretations of why it was built. • I know that Hadrian's wall was built by the Roman's in Northern England • I know that it was to protect the Roman's from the Picts (Modern day Scotland) • I know that the Picts wanted to defeat the Roman's <u>KQ5: How do we know so much about the towns the Romans built in Britain?</u> • I know that the Romans build England's first towns • I know that Roman's built their towns out of stone and brick and that many of these can still be seen today • I know some of the features of Roman towns <u>KQ6: Why did the Romans organise gladiatorial games?</u> • I know what a gladiator was and what occurred at gladiator games • I know who the Ianistae were and why they had gladiator schools • I can explain why Roman's went to so much expense to put on gladiator shows.	Tier 2 timeline, chronology, conquer, empire, law, trade, artefact, archaeologist, tribe, rebellion, invasion, slave Tier 3 Boudicca, Celts, centurion, gladiator, Latin, legionary, auxiliary, fleet, forum, bath-house, chariot, villa, toga



Haveley Hey Knowledge Map

Year

4

Term

Spring 1

Subject

History

Unit

Anglo-Saxons & Scots

Links to rights

2: The right to be protected against discrimination
14: The right to practise your religion

Trips/Visitors

National Curriculum objectives:

- Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.

Golden Thread

Democracy and Power

Prior Learning

- Year 3 – Ancient Greeks
- Year 4 – Romans

Future Learning

- Year 4 – The Black Death
- Year 5 – Industrial Revolution
- Year 5 – London (Crime & Punishment through the ages)
- Year 6 - Vikings

Threshold Concepts (disciplinary knowledge)

Chronological understanding

Use appropriate historical Vocabulary to **describe** features of a time period such as era, millennia, chronology, and empire.

Accurately **sequence** different periods of time on a timeline using centuries.

Significant people, events and places

Explain how significant leaders/figures contributed to national and international achievements across a variety of eras. (E.g. recap on Greeks, new learning on Romans/Anglo Saxons/Scots).

Identify key events in local, national and global history and **demonstrate understanding** of themes, events and people.

Investigate and interpret the past

Explore differences in a number of sources and **speculate** why there are differences for this.

Use a range of source materials to answer questions about the past which go beyond simple observations.

Identify ideas, beliefs, attitudes and experiences of men, women and children from the past based on historical evidence studied.

Cause and consequence

Explain the causes and effects for some of the key events and developments within topics studied.

Change and continuity

Compare two historical periods, **explaining** which things have changed and things which stayed the same.

Identify and **describe** the main similarities and differences occurring across topics.

Explain why changes in houses, culture, leisure, clothes, buildings and ways of life may have occurred during a time period.

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
<u>KQ1: What is meant by Anglo-Saxons and the Anglo-Saxon period?</u> - I know that the Romans had left Britain by AD 410, making Britain vulnerable to invasion - I know that the warriors who invaded Britain were known collectively as the Anglo-Saxons and that they came from places across Europe (Germany, Denmark, the Netherlands) <u>KQ2: Who were the rulers during the Anglo-Saxon period?</u> - I know what the seven Anglo-Saxon kingdoms were, that they were each run by a different king and that they would often fight between each other - I know that the Anglo-Saxons were mainly Pagans and I know some facts about this religion - I know a Pagan king and the importance of him <u>KQ3: Who did people follow and worship? How?</u> - I know that by the end of Anglo-Saxon times, the main religion was Christianity, and I know some facts about how the religion spread across the kingdom - I know some important Christian places of worship that were built during the Anglo-Saxon times (e.g. Canterbury Cathedral, the monastery on the Holy island of Lindisfarne) - I know a Christian king and the importance of him. <u>KQ4 What was everyday life like?</u> - I know some facts about everyday life in Anglo-Saxon Britain - I know the importance of Sutton Hoo and how we have used this to learn about life in Anglo-Saxon Britain. <u>KQ5: What part of everyday life in the Anglo-Saxon period still exists today?</u> - I know some key features of an Anglo-Saxon Villages Settlement - I know some ways in which Anglo-Saxon life has influenced life in Britain today (e.g. place names) <u>KQ6: Why is the year 1066 important in the history of Britain?</u> - I know that Anglo-Saxon rule ended in AD 1066 after the Battle of Hastings was won by William of Normandy	Tier 2 kingdom, Christianity, Pagan, artefacts, monastery, cathedral, religion, monk, settlement, peasant, territory
	Tier 3 Angles, Saxons, Picts, Scots, Jutes, Romans, Dark Ages, Middle Ages



	Haveley Hey Knowledge Map					
	Year	4	Subject	History	Unit	The Black Death
	Links to rights:	Article 24: Your right to good food and water and to see a doctor if you're ill		Trips/ Visitors	Eyam- Peak District	
	Can disease change the world? Children will explore global pandemics of the past and learn about the Black Death, how it spread and how it impacted on people living at that time. They will make links to the recent Covid outbreak and think about why a good standard of living is important.				Golden Thread	
				Equality		
Prior Learning			Future Learning			
Year 2- The Great Fire of London			Year 6- Microorganisms (Science)			
Threshold Concepts (disciplinary knowledge)						
Chronological Understanding	Significant people, events, places	Investigate and interpret the past	Cause and Consequence	Changes and continuity		
Use appropriate historical Vocabulary to describe features of a time period such as era, millennia, chronology, and empire. Accurately sequence different periods of time on a timeline using centuries	Explain how significant leaders/figures contributed to national and international achievements across a variety of eras. Identify key events in local, national and global history and demonstrate understanding of themes, events and people.	Explore differences in a number of sources and speculate why there are differences for this (e.g. descriptions of Boudicca). Use a range of source materials to answer questions about the past which go beyond simple observations. Identify ideas, beliefs, attitudes and experiences of men, women and children from the past based on historical evidence studied.	Explain the causes and effects for some of the key events and developments within topics studied (e.g. the spread of the Black Death).	Compare two historical periods, explaining which things have changed and things which stayed the same. Identify and describe the main similarities and differences occurring across topics. Explain why changes in houses, culture, leisure, clothes, buildings and ways of life may have occurred during a time period.		

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
<i>Enquiry Question: Can disease change the world?</i> <u>KQ1- What is the Black Death?</u> - To know that the Plague first spread on the Silk Roads and travelled on trade ships across the world - To know that the Plague/ Black Death was a disease that often ended in death - To know that it wiped out around 1/3 of the population <u>KQ2- Why did the Black Death spread so quickly?</u> - To know that the living conditions in England were poor and cramped - To know that the conditions were unsanitary - To know that rats and fleas carried the Plague <u>KQ3- What help was available at the time?</u> - To know the role of plague doctors - to know how plague doctors protected themselves - to know that infected people were kept in houses <u>KQ4- What happened at Eyam?</u> - To know that the village of Eyam was infected - To know the villagers decided to isolate themselves in the village - To know that many of the population died <u>KQ5- How did the Black Death affect people in the 14th century?</u> - To know the population of the world decreased significantly - To know that people didn't interact with poorly people - To know that poor people were more likely to die (link to Golden thread- equality) <u>KQ6- What similarities and differences can you see between the Plague and Covid 19?</u> - To compare some of the things they have found out about The Plague with recent pandemic - eg- death toll/ lockdown/ death pits/ plague doctors/wearing masks/handwashing/ Some sources can be found: http://reifshistoryclasses.weebly.com/black-death-inquiry.html additional planning support found here https://docs.google.com/document/d/14p0D8z002n6yjmNRgcnpseW1TmJ4jxX/edit	Tier 2 Illness, fever, vomiting, swelling, blisters, rats, fleas, medicine, hygiene Tier 3 bubonic plague, plague doctor, contagious, pandemic

	Haveley Hey Knowledge Map							
	Year	5	Term	Autumn 1	Subject	History	Unit	Industrial Revolution
	Links to rights	32: protected from work 36: protected from doing things that harm you			Trips/Visitors		Manchester City Centre / Central Library / MOSI	
	<i>Why was the Industrial Revolution so important for Manchester?</i> Children will explore what life was like during the Industrial Revolution in Manchester. They will learn about how Manchester changed when the cotton mills and factories were established and think about whether they would like to live during this time.						Golden Thread Settlement and Travel	
Prior Learning				Future Learning				
Year 1 – History Makers (Dr Barnardo)				Year 6 – Peterloo Massacre				
Threshold Concepts (disciplinary knowledge)								
Chronological understanding	Significant people, events and places	Investigate and interpret the past		Cause and consequence		Change and continuity		
Place current study on a timeline in relation to other studies. Give an overview of the most significant features of societies across different time periods.		Evaluate sources based on valid criteria when carrying out enquiries. Conduct a local history study to investigate how an event affected a local town or village.		Explain the underlying and immediate reasons for a significant event in British history to have taken place. Explain the impact of a revolution locally, nationally and globally, in the short and long term.		Explain changes to our locality during a specific period of history since 1066. Make reasoned judgements as to why some changes and developments were important. Summarise the main events, similarities, differences and changes across different periods, using the terms: social, religious, political, technology and cultural. Reach informed conclusions as to why some changes and developments were important within particular topics studied.		

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
Enquiry Question: What were the advantages and disadvantages of The <i>Industrial Revolution</i>? <u>KQ1: What was life like in Britain before the Industrial Revolution?</u> • I know how many people made a living before the Industrial Revolution. • I know the types of jobs people had. • I know the type of childhood children could expect. <u>KQ2: How did Manchester change during the Industrial Revolution?</u> • I know when the Victorian times was • I know that Industrial towns developed quickly • I know that many factories, mill buildings, transport links and housing was built • I know that the population increased quickly <u>KQ3: What were the living conditions like during the Industrial revolution and why?</u> • I know how the rising population and mills impacted on living conditions in Manchester. • I know that Manchester had poor sanitation which impacted on health • I know that life expectancy in a town was lower • I know that there were different classes of people during this time. <u>KQ4: Why was Manchester a good location for industry?</u> • I know that Manchester was a hub for cotton mills in the 1800s. • I know how quickly the City grew at the start of the 1800s • I know that Manchester had good transport links (river, canals, train) <u>KQ5: What was life like for children during the Industrial Revolution?</u> • I know some of the jobs that children would have done • I can talk about how this would have affected their safety • I know how the lives of children improved after the introduction of the Factory Act of 1833. <u>KQ6: How did the Industrial Revolution change our lives today?</u> • I know that the industrial revolution made our city more diverse • I know that many of the mills and factory buildings have been turned into homes • I know that increased the wealth of Manchester	Tier 2 equality, population, pollution, trade, canal, railway, immigrants, disease, entrepreneur, industry, poverty
	Tier 3 Industrial Revolution, slums, sanitation, import, export, urbanisation, labourer, cotton mill



Haveley Hey Knowledge Map

Year	5	Term	Spring 2	Subject	History	Unit	Ancient Egypt
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Links to rights

19: The right to be protected from harm
36: The right to be protected from exploitation

Trips/Visitors

Trip to Bolton Museum

National Curriculum objectives:

- Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.

Golden Thread

Democracy and Power

Prior Learning

- Year 3 – Prehistoric Britain
- Year 3 – Ancient Greeks
- Year 4 – Romans

Future Learning

- Year 6 – Early Islamic Civilisation

Threshold Concepts (disciplinary knowledge)

Chronological understanding

Draw a timeline with different historical periods showing key historical events or lives of significant people.

Place current study on a timeline in relation to other studies.

Give an overview of the most significant features of societies across different time periods.

Significant people, events and places

Investigate and interpret the past

Evaluate sources based on valid criteria when carrying out enquiries.

Select, organise and use relevant historical sources and artefacts to **reach informed conclusions** during a historical enquiry.

Cause and consequence

Explain what Britain may have learned from ancient civilisations.

Change and continuity

Make reasoned judgements as to why some changes and developments were important.

Summarise the main events, similarities, differences and changes across different periods, using the terms: social, religious, political, technology and cultural.

Reach informed conclusions as to why some changes and developments were important within particular topics studied.

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
Enquiry Question: What was life like in Ancient Egypt? <u>KQ1: When and where was Ancient Egypt?</u> - I know that Ancient Egyptian civilisation spans 3000 years of recorded history, from around 3000 BC to 30 BC - I know why the River Nile was significant to the survival and success of the Ancient Egyptians - I know that the early inhabitants of Egypt lived in many small, independent communities, each with its own chieftain and god/s, but that gradually these groups amalgamated into larger units, until they were united into one kingdom and one ruler <u>KQ2: How do we know about the Ancient Egyptians?</u> - I know some of the inventions of the ancient Egyptians (e.g. solar calendar, hieroglyphs) - I know about some important artefacts that have been discovered and what they tell us about life in ancient Egypt <u>KQ3: Who were the rulers?</u> - I know that the ancient Egyptians were ruled by pharaohs and know some of the most famous pharaohs <u>KQ4: What were the roles of everyone else?</u> - I know about the social structure in ancient Egypt, including the main differences between the social classes <u>KQ5: What did the Ancient Egyptians believe?</u> - I know some facts about the religion practised by the ancient Egyptians, including the fact that they believed in a never-ending afterlife and they worshipped over 2000 gods/goddesses - I know that the ancient Egyptians preserved the bodies of important people through mummification and that they built special tombs to be buried in - I know what the pyramids are and why they were built <u>KQ6: How was Ancient Egypt similar and different to England at the same time?</u> - I know what was happening in Britain during the same time period of the ancient Egyptian civilisation	Tier 2 BC, civilisation, ancient, silt, linguist, artefacts, farmer, merchant, builder, amulet, curse, pyramid, archaeologist
	Tier 3 irrigation, hieroglyphics, cartouche, Ra, Amun, Horus, Thoth, Ma'at, Isis, Osiris, Hathor, Anubis, Sekhmet, mummification, Papyrus, tomb, pharaoh, afterlife, sarcophagus, embalming,

	Haveley Hey Knowledge Map							
	Year	5	Term	Summer 2	Subject	History	Unit	Crime and Punishment
	Links to rights		19: The right to be protected from harm 36: The right to be protected from exploitation		Trips/Visitors		Trip to London	
	National Curriculum objectives: Pupils should be taught about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.						Golden Thread	
							Democracy and Power	
Prior Learning				Future Learning				
· Year 5 - Trip to London · Year 4 – Romans / Anglo Saxons / Vikings · Year 1 – History Maker (Guy Fawkes)				London Trip and The Tower of London				
Threshold Concepts (disciplinary knowledge)								
Chronological understanding	Significant people, events and places		Investigate and interpret the past		Cause and consequence		Change and continuity	
Place features of historical events and people from past societies/ periods in a chronological framework. Summarise the main events from a period of history explaining the order of events and what happened.	Critique the leadership qualities of a significant individual and make a reasoned judgement as to whether they were an effective leader. Evaluate common traits and motives of leaders from different historical periods studied.		Evaluate sources based on valid criteria when carrying out enquiries. Select, organise and use relevant historical sources and artefacts to reach informed conclusions during a historical enquiry. Evaluate the usefulness and reliability of a range of sources for enquiries covered. Demonstrate understanding of the concept of propaganda and how historians must understand the social context of evidence studied.		Demonstrate understanding that some consequences can be immediate and some consequences are long term. Demonstrate understanding that events often have a wide range of causes, some are underlying and some are immediate. Make reasoned judgements about the most significant causes and consequences of events.		Evaluate the varying importance of changes and developments in one or more periods of history, and make a reasoned judgement on which change was the most important. (Relevant to all units) Evaluate the significance of a historical discovery/invention on the wider world. (Early Islam) Demonstrate understanding that rates of development and change differ between time periods (e.g. compare the rapid developments during the Industrial Revolution vs long periods of continuity during ancient civilisations). (Relevant to all units)	

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
<i>How and why has crime and punishment changed over time?</i> <u>KQ1: How did the justice system change from the Roman to Anglo-Saxon times?</u> - I know a range of punishments used in Britain from the Roman invasion to now (Roman law, Anglo-Saxon law, Tudor law, Victorian law and the law today). - I know some actions which were considered crimes across different time periods. - I know how wealth affected criminal punishments in Roman times. - I know what corporal and capital punishment are. <u>KQ2: How did the justice system change from the Tudor to Victorian times?</u> - I know a range of punishments used in Britain from the Roman invasion to now (Roman law, Anglo-Saxon law, Tudor law, Victorian law and the law today). - I know some actions which were considered crimes across different time periods. - I know how the justice system was reformed during this time period. <u>KQ3: How did the same actions have different consequences at different times in UK history?</u> - I know some actions which were considered crimes across different time periods. - I know that there are time-specific crimes and know why they are time-specific (e.g. in Roman law, a slave running away was considered a crime). <u>KQ4: What does the UK justice system look like today?</u> - I know that laws are now passed in the Houses of Parliament. - I know some reasons why we have a legal system. - I know about what happens in a courtroom in today's society. - I know some of the most common and some of the most serious crimes that are committed in the UK today. <u>KQ5: Why and how did the modern day police force come about?</u> - I know about how the police force in the UK was created and developed over time. <u>KQ6: What time period studies was the most and least fair?</u> - I know that people might have different opinions about fairness and justice than me. - I can express my opinion and listen to the opinions of others.	Tier 2
	crime; punishment; illegal; legal; laws; offence; confess; guilty; innocent; witness; arrest; minor; justice,
	Tier 3
	defendant; sentence; allegation; conspiracy; plea; beheading; execution; misdemeanour, arrest , Plea, annulment

	Haveley Hey Knowledge Map							
	Year	6	Term	Autumn 1	Subject	History	Unit	Vikings
	Links to rights		14. Your right to follow your own religion 38: Your right to be protected from war		Trips/Visitors		Tatton Park	
	<i>How close did the Vikings get to taking over the country?</i> Pupils will extend on their learning on invaders and settlers from year 4 and learn about how Viking life compared to Romans and Anglo Saxons. They will learn about the types of settlement that the Vikings developed and find out how great Alfred the Great really was.						Golden Thread	
							Settlement and Travel	
Prior Learning				Future Learning				
• Year 4 – Anglo Saxons and Scots (Vikings invaded during this time period)				• Year 6 – Early Islam (same time period as Vikings)				
Threshold Concepts (disciplinary knowledge)								
Chronological understanding	Significant people, events and places		Investigate and interpret the past		Cause and consequence		Change and continuity	
Place features of historical events and people from past societies/ periods in a chronological framework. Summarise the main events from a period of history explaining the order of events and what happened.	Evaluate the significance of a historical person/ event in British history. Evaluate common traits and motives of leaders from different historical periods studied.		Evaluate the usefulness and reliability of a range of sources for enquiries covered. Demonstrate understanding of the concept of propaganda and how historians must understand the social context of evidence studied.		Hypothesise the human impact of war/conflict on everyday life. Reach informed conclusions as to the importance of valid causes relating to events in history (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain).		Evaluate the varying importance of changes and developments in one or more periods of history, and make a reasoned judgement on which change was the most important.	

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
Enquiry Question: How close did the Vikings get to taking over the country? (use LKS2 Connected Geog as stimulus) KQ1: What was the ‘terror’ that appeared in Britain on June 8th 793? - I know that the Vikings were called Norsemen which meant “from the North” - I know that the word Viking refers to a man or woman who left his or her homeland for adventure and profit abroad and returned home with their newly won fortune and fame. - I know that the first Viking raid was in Lindisfarne in Northumberland <u>KQ2: Why was the design of their longships so important to the Vikings?</u> - I can name some of the features of a Viking longship - I can explain why these features were important <u>KQ3: What did the Vikings want from Britain?</u> - I know where in the UK most Vikings settled - I know that most Vikings were farmers - I can compare the conditions in England with that of Norway and draw conclusions as to why they wanted to live here - I can notice some differences between a Viking house and an Anglo-Saxon house <u>KQ4: Viking horned helmets – historical fact or myth?</u> - I know the difference between fact and myth - I can give reasons that a horned helmet would not have been practical - I know where the idea of a horned helmet came from <u>KQ5, What were the roles in Viking society?</u> - I know the roles of men, women and children within the Viking home. - I know the clothes Vikings wore. - I know the types of homes Vikings lived in. <u>KQ6: Why is Alfred the only King or Queen of England to have ‘the Great’ after their name?</u> - I know that Alfred was victorious in his battle with King Guthrum at Eddington - I know how Alfred ensured peace moving forward - I know what impact Alfred had on our lives today	Tier 2 mountainous, restricted, barren, flat land, temperate, fertile, counties, treasure, location, landscape, climate, temperature, Inhabited, terror,, plank, overlapped, shallow, draft, waterline, narrow, lightweight, symmetrical, bow, stern, mast, rigged, port, starboard, strong, flexible, voyage,
	Tier 3 Vikings, Norsemen, invasion, occupy, settlement,

	Haveley Hey Knowledge Map							
	Year	6	Term	Spring 1	Subject	History	Unit	Early Islamic Civilization
	Links to rights		14: The right to practise your religion 28: The right to an education		Trips/Visitors			
	<u>National Curriculum objectives:</u> • Pupils should be taught about a non-European society that provides contrasts with British history.						Golden Thread	
							Equality	
Prior Learning				Future Learning				
- Year 4 – Megacities - Year 5 – London - Year 6 – Vikings (same time period)								
Threshold Concepts (disciplinary knowledge)								
Chronological understanding	Significant people, events and places	Investigate and interpret the past		Cause and consequence		Change and continuity		
Place features of historical events and people from past societies/ periods in a chronological framework. Summarise the main events from a period of history explaining the order of events and what happened.	Evaluate common traits and motives of leaders from different historical periods studied.	Evaluate the usefulness and reliability of a range of sources for enquiries covered. Demonstrate understanding of the concept of propaganda and how historians must understand the social context of evidence studied.		Hypothesise the human impact of war/conflict on everyday life. Describe the characteristics and evaluate the importance of a non-European society civilisation.		Evaluate the varying importance of changes and developments in one or more periods of history, and make a reasoned judgement on which change was the most important. Evaluate the significance of a historical discovery/invention on the wider world. Demonstrate understanding that rates of development and change differ between time periods (e.g. compare the rapid developments during the Industrial Revolution vs long periods of continuity during ancient civilisations).		

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
Enquiry Question: What is meant by the Golden age of Islam? <u>KQ1: Where is Baghdad?</u> - I know where Baghdad is - I know that Baghdad became the central hub of the Islamic empire <u>KQ2: How do we know education and learning was important?</u> - I know that Baghdad was a great centre of learning - I know about the House of Wisdom and how it became a centre for learning <u>KQ3: What were some advancements that happened during the Golden Age of Islam?</u> - I know where Arab ideas of medicine came from and how these ideas spread across the world - What were the names and roles of significant individuals? - I know who Ibn Battuta was and why he was a significant individual <u>KQ4: Who were the rulers?</u> - I know what kind of leader Harun al-Rashid was <u>KQ5: What did Baghdad AD 900 look like?</u> - I know that Baghdad was designed to be circular in shape and was known to many as ‘the Round City’ - I know that the city was established by Al-Mansur in AD 762 - I know that Al-Mansur strategically chose Baghdad as the administrative capital of the Abbasid Empire due to its proximity to water and its links to trade routes <u>KQ6: How Was Baghdad AD900 similar and different the London AD900?</u> - I know some facts about everyday life in Baghdad in AD 900 - I know some facts about everyday life in London in AD 900	Tier 2 Islam, empire, trade, mosque, bazaar, revelation, imam, Muslim, Quran, Arab
	Tier 3 caliph,, hajj, jihad, arabesque, sultan, sharia, caliphate



Haveley Hey Knowledge Map					
Year	6	Subject	History	Unit	Peterloo
Links to rights:	Article 32: You should be protected from work that should harm you		Trips/ Visitors	People’s History Museum & Peterloo monument Mike Kane MP to visit	
Children will develop their understanding of democracy and how this has changed over time. They will develop their understanding of what life was like in Manchester in the past and learn about a significant event in Manchester’s history.					

Prior Learning	Future Learning
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Year 5- industrial Revolution	
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Threshold Concepts (disciplinary knowledge)

Chronological Understanding	Significant people, events, places	Investigate and interpret the past	Cause and Consequence	Changes and continuity
Place features of historical events and people from past societies/ periods in a chronological framework. (Relevant to all units) Summarise the main events from a period of history explaining the order of events and what happened. (Relevant to all units)	Evaluate the significance of a historical person/ event in British history. Apply knowledge to explain how their own lives have been influenced by a significant individual or movement. Evaluate common traits and motives of leaders from different historical periods studied.	Evaluate the usefulness and reliability of a range of sources for enquiries covered. Independently plan a historical enquiry to answer a question of personal interest about the past. Demonstrate understanding of the concept of propaganda and how historians must understand the social context of evidence studied.	Empathise with a group of people from a past society, considering their motives for significant action. Hypothesise the human impact of war/conflict on everyday life Reach informed conclusions as to the importance of valid causes relating to events in history Empathise with a group of people from a past society, considering their motives for significant action.	Evaluate the varying importance of changes and developments in one or more periods of history, and make a reasoned judgement on which change was the most important. Demonstrate understanding that rates of development and change differ between time periods (e.g. compare the rapid developments during the Industrial Revolution vs long periods of continuity during ancient civilisations).

What pupils need to know, or do, to be secure (substantive knowledge):	
Key Learning	Vocabulary
Key Question: Why should we remember Peterloo? <u>KQ1: What was Manchester like in 1819?</u> - To know that life in Manchester was hard- people had limited money, children worked in factories, most adults worked 16 hours per day. - To compare life then with life now and understand why people wanted change. (create own protest placard about something they would want to change if they lived in 1819) <u>KQ2: Who represented Manchester?</u> - To know who their MP is and why it is important to vote - To know that in 1819 around 2% of the population had the right to vote (rich men who owned land) and that Manchester did not have its own MPs. - To have an idea of why this was something that needed to change. <u>KQ3: What happened at St Peter's Field?</u> - To know where St Peter's Field was and what is there now - To know that people walked as far as 30 miles to attend the protest - To know who Henry Hunt was and what he wanted - To know the main events of what happened at Peterloo <u>KQ4: Who was to blame for Peterloo?</u> - To know that sources show different information - To give ideas about who was at fault and the cause and consequence of people's actions. <u>KQ5: What would you protest for?</u> - To know what a memorial is and that there is a Peterloo memorial in Manchester - To know what it means to protest and campaign Sources and resources available here: https://peterloo1819.co.uk/learn/learning-resources/ https://www.history.org.uk/primary/categories/930/module/8710/primary-teacher-fellowship-programme-teaching-the/9451/year-56-scheme-of-work-why-should-we-remember-pe	Tier 2 protest Speech Rights March, Violent Non-violent Voting
	Tier 3 Suffragettes Protest Campaign Direct action Women's Suffrage Societies Social and Political Campaigns Politician Peterloo Massacre