

Years 1 and 2

History - Cycle 1

Term	Autumn	Spring	Summer
Aspect	Castles	Famous People around the World	Changes in Living Memory
Theme	Focus on castles and why we have so many or focus on artefacts from olden times and what do we use today in their place.	This unit explores the lives of influential Black people from around the world, helping pupils understand discrimination and how individuals have helped improve fairness, rights and opportunities for others.	Focus on the last 50 years in this country. This could involve toys, school life and home life.
Key Knowledge	<ul style="list-style-type: none"> • Know that castles were built to keep people safe and secure • Know that there are many stories associated with castles • Know that there is probably a castle not far from where you live • Know the names of the different features of a castle • Know who lived in a castle • Know about William the Conqueror and why he needed castles 	<ul style="list-style-type: none"> • Know what we mean by the term 'discrimination'. • Know about Rosa Parks and Nelson Mandela. • Know about Mary Prince's determination to end slavery. • Know who Lewis Howard Latimer was. • Know how Malala Yousafzai stood up for her rights. 	<ul style="list-style-type: none"> • Know how different our grandparents' toys were • Know what our grandparents' school days were like • Know how shopping habits have changed over the past 50 years • Know how birthday celebrations for children have changed over the past 50 years • Know how what we eat each day has changed over the past 50 years
Main Enquiry	Why do we have castles?	Who are the famous black people who have contributed to improving our world?	What was grandparents' childhood like?

Years 1 and 2

History - Cycle 2

Term	Autumn	Spring	Summer
Aspect	Famous People in the UK	Life for children in the Victorian era	Changes within Living Memory
Theme	Focus on what we mean by the term famous: those people who have been dead for some time, but we still talk about today or focus on famous kings and queens of Britain		Focus on the last 50 years in this country. This could involve toys, school life and home life.
Key Knowledge	<ul style="list-style-type: none"> • Know what being famous means • Know about famous people from the past who are linked to your town or city • Know about the impact these people have made on our lives today • Know about a famous person alive today who has a connection with your town or city • Explain why they are famous 	<ul style="list-style-type: none"> • Know what is meant by the term 'industrial revolution' • Know about how the Industrial Revolution changed different towns and cities in Britain • Know what life was like for most Victorian children • Know what life at home was like for most Victorian people • Know the difference between belonging to a rich or poor family 	<ul style="list-style-type: none"> • Know how the telephone changed people's lives and know how they changed over time • Know how televisions changed people's lives and know how they changed over time • Recognise artefacts used in the home during Victorian times • Know how we have adapted how we use outside space over time • Know about the impact that technology has had on our home lives
Main Enquiry	Who were and are UK's famous people?	How did the Victorians influence our life today?	How have our homes changed over time?

Years 1 and 2

History - Cycle 3

Term	Autumn	Spring	Summer
Aspect	The Great Fire of London	Britain's Significant Monarchs	What was that used for?
Theme	This theme explores what happened during the Great Fire, how we know about it, and how it led to changes in firefighting and safety	Focus on what we mean by the term famous: those people who have been dead for some time, but we still talk about today or focus on famous kings and queens of Britain	Focus on artefacts from olden times and what do we use today in their place.
Key Knowledge	<ul style="list-style-type: none"> • Know where London is • Know why we know that the fire happened in the first place • Know that a great fire engulfed London in the past • Know that the people there found it difficult to control the fire • Know that much of what we know about the fire comes from Samuel Pepys's diary • Know how firefighting equipment has changed over the years 	<ul style="list-style-type: none"> • Know facts about Henry VIII • Know that Elizabeth I was Henry VIII's daughter and that she was a significant British monarch • Recognise that the Victorian era is named after Queen Victoria • Know that Queen Elizabeth II died only recently and is fondly remembered • Know that King Charles III is the son of Elizabeth II and is our present monarch 	<ul style="list-style-type: none"> • Know that what we use today is a result of someone inventing something in the past • Know how a range of everyday objects have changed over time. • Know the impact that technology has had on our lives • Recognise which inventions have made our lives easier today
Main Enquiry	What lessons have we learned from the Great Fire of London?	Who are Britain's significant monarchs?	What was that used for?

Years 3 and 4

History - Cycle A

Term	Unit 1		Unit 2	
Aspect	British Chronology		British Chronology	
Theme	Changes in Britain: Beginning of the Stone Age to the end of the Iron Age		Changes in Britain: End of the Iron Age to the end of the Roman occupation	
Key Knowledge	<ul style="list-style-type: none"> • Know how Britain changed between the beginning of the Stone Age and the end of the Iron Age • Recognise the importance of the invention of the wheel • Know how important the discovery of iron ore was • Understand why Iron Age hill forts were created • Know the main differences between the Stone, Bronze and Iron Ages • Know what is meant by the term 'hunter-gatherers' 	<ul style="list-style-type: none"> • Know that the first people who lived in Britain lived nomadic lives and often did not have a permanent home • Know that we have learned much about early Britons by examining what was found in Skara Brae • Know that in the Iron Age, hill forts were built to help people live in more permanent communities and to keep them safe from nomadic tribes • Know that the Romans modernised Britain and built advanced homes, often including heating and baths 	<ul style="list-style-type: none"> • Know why the Romans came to Britain • Know what the Romans did to improve Britain • Know why many Britons were opposed to the Roman occupation • Know why the Romans left Britain • Know the legacy left by the Romans and how this helped to shape Britain 	<ul style="list-style-type: none"> • Know that early Britons were described as 'hunter-gatherers' and lived off the creatures and the fruits they could find around them • Know about the primitive way that Stone Age people warmed their food • Know that the Romans introduced banquets and often had large parties where food was a major feature • Romans introduced many new foods such as rabbits to our country
Main Enquiry	How did Britain change between the beginning of the Stone Age and the end of the Iron Age?	or, How did our homes change between the beginning of the Stone Age and the end of the Roman occupation?	How did Britain change between the end of the Iron Age and the end of the Roman occupation?	or, How did what we ate change between the beginning of the Stone Age and the end of the Roman occupation?

Years 3 and 4

History - Cycle B

Term	Unit 1		Unit 2	
Aspect	Early Civilisations (approximately 3000 years ago)		Crime and Punishment	History of a city
Theme	The Ancient Civilisations: There are four that children must know about and then focus on one: Ancient Egyptian, Indus Valley, Ancient Sumerian and the Shang Dynasty.		How crime and Punishment has changed through the ages	History of a major city, for example Manchester
Key Knowledge	<ul style="list-style-type: none"> • Know that there were some advanced civilisations 3,000 years ago and that Britain was not one of them • Know about the link between the Ancient Egyptians and slavery. • Know why the Pharaohs were so powerful. • Know why the pyramids were built • Know about how the Ancient Egyptians were influenced by their Gods 	<ul style="list-style-type: none"> • Know where the Indus Valley is and locate it on a map • Know that the people of the Indus Valley created sophisticated sewage systems • Know that the people of the Indus Valley built some very advanced buildings for their time • Know what an archaeologist does • Know about Indus Valley seals • Know what a typical day in the life of an Indus Valley child was like 	<ul style="list-style-type: none"> • Know about 'crime and punishment' in British history and how punishment has changed through the ages • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to a factual understanding of the past • Order an increasing number of significant events, movements and dates on a timeline using dates accurately • Describe the main changes in a period in history using words such as social, religious, political, technological and cultural. • Select relevant sections of information to address historically valid questions and construct detailed, informed responses 	<ul style="list-style-type: none"> • Know about Manchester's Roman origins • Know the impact that the Industrial Revolution had on Manchester • Know about the Peterloo Massacre • Know about people from Manchester who have influenced society • Know how sport became associated with Manchester
Main Enquiry	Why was Ancient Egypt's civilisation ahead of its time?	or, Who lived in the Indus Valley and what do we know about them?	How has 'crime and punishment' changed over the ages?	or, How did Manchester grow to be one of the leading cities?

Years 5 and 6

History - Cycle A

Term	Unit 1		Unit 2	
Aspect	British Chronology		British Chronology	
Theme	Changes in Britain: End of the Roman occupation to 1066		Changes in Britain: Beyond 1066	
Key Knowledge	<ul style="list-style-type: none"> • Know about how the Anglo-Saxons attempted to bring law and order to the country • Know that during the Anglo-Saxon period, Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Know where the Vikings originated and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles against the Anglo-Saxons 	<ul style="list-style-type: none"> • Know who the Anglo-Saxons were and where they originated • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period, Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Know about some of the Anglo-Saxon kings 	<ul style="list-style-type: none"> • Know about themes in British history that extend beyond 1066 and explain why they were important to British history. • Know what is meant by a civil war • Know who Henry VIII was and why he is still significant today. • Know about Elizabeth I's link with the British Empire • Know why the Victorian period was a hugely influential time • Know how, even in their lifetime, significant events will happen that will be talked about for centuries 	<ul style="list-style-type: none"> • Know what we mean by the British Empire • Know many of the countries that were part of the British Empire • Know how the British Empire came into being • Know about the positive and negative associated with the British Empire
Main Enquiry	How did Britain change between the end of the Roman occupation and 1066	or, Who were the Anglo-Saxons and what influence do they have on our life today?	What are the main events that have happened in Britain between 1066 and the present day?	or, When and why did we create the British Empire?

Years 5 and 6

History - Cycle B

Term	Unit 1		Unit 2	
Aspect	World Wars		More Recent Ancient Civilisations (approximately 1000 years ago)	
Theme	Changes in Britain: End of the Roman occupation to 1066		Civilisations that were at their greatest almost 1000 years ago: Islamic civilisation or the Mayans	
Key Knowledge	<ul style="list-style-type: none"> • Know the dates that WW2 started and ended. • Know about the main events that led to WW2's beginning • Know about significant leaders such as Hitler and Churchill • Know the names of the countries that supported Britain • Know the impact that the war had on ordinary people 	<ul style="list-style-type: none"> • Know the dates that WW1 and WW2 started and ended • Know about the main events that led to both wars beginning • Know about significant leaders such as Hitler and Churchill • Know the names of the countries that supported Britain in both world wars • Know the impact that the war had on ordinary people 	<ul style="list-style-type: none"> • Know where the Middle East is and particularly, Baghdad • Know that the House of Wisdom was similar to a modern university or library • Know that the Islamic civilisation around 900AD was known as the Golden Age because of the positive things it brought to the world • Know that the Islamic civilisation was the first to introduce hospitals to the world and was advanced where medicine and education were concerned • Know about the Prophet Muhammad (PBUH), and know key facts about his life • Know how and why the Golden Age came to an end 	<ul style="list-style-type: none"> • Know about the impact that the Mayan civilisation has had on the world • Know why they are considered an advanced society relative to that period in Europe • Know what was happening in Britain when the Maya were at their most powerful • Know how different the Maya and the Egyptian pyramids were • Know how the Mayan belief in Gods created a culture of sacrifice • Understand how the pok-ta-pok Mayan game could be described as the earliest football match • Understand why the Mayan civilisation died out
Main Enquiry	What was the impact of World War 2 on Britain?	or, What was the impact of the two World Wars on Britain?	Why was the early Islamic Civilisation period known as the Golden Age?	or, Who were the Maya and what have we learned from them?