Nursery

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| **Understanding of the World.** | Nursery Knowledge and skills | Children will know they were a baby. | Children will know about Poppy Day and Bonfire Night. | Children will find out about Chinese New YearThe year of the Dragon (2024) | Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn. | Children will find out about the Kings coronation and how Queen Elizabeth was on the throne before him. | Children will begin to understand that at the moment they attend Nursery but soon they will go to ‘big school.’ |

Reception

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| Reception knowledge and skills | Children will learn about how they have changed from a baby to being 4 or 5.Children will know who Florence Nightingale is and why she is important. | Children will explore images, stories and artefacts from the pastChildren will know that Remembrance Day is to remember soldiers who died in the war.  | Children will find out about famous explorers and their missions to discover the North and South poleMatthew Henson | Children will know that the past is anything before the current dayChildren will know that the present is nowonce there were giants, Adoette etc)  | Children will know who David Attenborough is and why he is important  | Children will find out about who lived in a castle – knights Lords Lady servantsChildren will look at images of castles from the past and present and identify similarities and differences. | **Early Learning Goals****Past and Present.**Talk about the lives of the people around them and their roles in society.\*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.\*Understand the past through settings, characters and events encountered in books read in class and storytelling. |

Year 1

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| **Hist** | **Toys of the past.** **How have toys changed in the past century?***National curriculum objectives**changes within living memory – where appropriate, these should be used to reveal aspects of change in national life**events beyond living memory that are significant nationally or globally** Know the toys their grandparents played with were different to their own.
* Know what a number of older objects were used for.
* Know the main differences between their school days and their grandparents
* Be able to talk about Bonfire night/poppy day

Key vocab * Electronic
* Handmade
* Past
* Present
* Materials
 | **Significant people in our area – Lowry and Queen Elizabeth II****Why should Salford remember Lowry?***National curriculum objectives**significant historical events, people and places in their own locality**National curriculum objectives**the lives of significant individuals in the past who have contributed to national and international achievements** *Know who LS Lowry was and what he was famous for*
* *Know why Lowry is important in Salford*
* *Know who Queen Elizabeth II was*
* *Know that Queen Elizabeth II is the longest reigning monarch in the United Kingdom*

Key vocab * *Artist*
* *Salford*
* *Royal*
* *Monarch*
* *Queen*
* *King Charles III*
* *Charity*
 | **The First Aeroplane Flight – The Wright Brothers***National curriculum objectives**events beyond living memory that are significant nationally or globally* * Know who the Wright brothers were
* Know what the Wright brothers famous for
* Know when the first flight was
* Know the difference between aircrafts past and present.
* Know what Amelia Earhart was famous for
* Key Vocab
* Inventor
* Invention
* Pilot
* Flight
* Aeroplane
* Transport
* Aviation
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Year 2

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| **The Great Fire of London** **What caused the GFoL?****How do we know what happened during the fire?****What were the consequences of the fire?***National curriculum objectives**Events beyond living memory that are significant nationally or globally** **Know about an event/events that happened long ago**
* Know when the Great Fire of London occurred
* Know what materials were to build houses in 1666
* Know why so many buildings were destroyed
* Know how the Great Fire influenced the way houses were built
* Know that the fire brigade was set up after the Great Fire

Key vocabulary bakery, diary, flammable, eye-witness, fire-hook | **Significant and brave individuals – Neil Armstrong***National curriculum objectives**- the lives of significant individuals in the past who have contributed to national and international achievements**- changes within living memory** **Know about a famous person from outside the UK and explain why they are famous**
* Know why Neil Armstrong is famous
* Know when he was born
* Know when he died
* Know a basic timeline of his life
* Know when the first moon landing was

Key vocabularyastronaut, famous, timeline, space flight, orbit, pilot, historical | **Worsley/Walkden Long Ago***National curriculum objectives**Significant historical events, people and places in their own locality** **Know how the local area is different to the way it used to be a long time ago**
* **Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys etc.)**
* Know what a canal is
* Know what a canal is for
* Know where the Bridgewater Canal is in the local area
* Know why the Bridgewater Canal was important in the past
* Know how the Bridgewater Canal has changed over the years

Key vocabularycanal, transport, waterways, Bridgewater, industrial  |

Year 3

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| **Hist** | ***National curriculum objectives******Pupils should be taught:*** **Roman Empire** * -The Roman Empire and its impact on Britain
* Julius Caesar’s attempted invasion in 55-54 BC
* The Roman Empire by AD 42 and the power of its army
* Successful invasion by Claudius and conquest, including Hadrian’s Wall
* British resistance, for example, Boudica
* ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Key Vocabulary* Emperor
* Empire
* Legion
* Invade
* Conquer
* Settlers
* Gladiator
* Architecture
* Peasant
* Theatre
* Coliseum
 |  | ***National curriculum objectives******Pupils should be taught:*** **Ancient Egypt**-the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China-**Know about, and name, some of the advanced societies that were around 3000 years ago****- Know about the key features of Ancient Egypt****- To know what the word Ancient means**- To know that 7500BC is when the first settlers arrived in the Nile Valley- To know about Mummification- To know why people lived on the banks of the Nile in Ancient history and today. - The Ancient Egyptians invented lots of things we still use today.- To know why Tutankhamun was so famous. - To know the significance of the pyramids.- To know that the Ancient Egyptians worshiped more than one God. Key Vocabulary* Archaeologist
* Pharaoh
* Tomb
* Pyramid
* Hieroglyphics
* Sarcophagus
* Mummy
* Papyrus
* Amulet
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Year 4

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| **Hist** | **The Ancient Greeks****How did life differ in the Greek city-states?****Where can we see the legacy of the Greeks in our world today?***National curriculum objectives*-A study of Ancient Greece – a study of Greek life and achievements and their influence on the western world-Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance * Know that Greece is made up of many Islands
* Know that Ancient Greece came before the Roman Empire
* Two important states in ancient Greece were Sparta and Athens
* To know the Olympic games originated in Greece and to see how it has developed
* The ruler of the 12 Greek Gods was Zeus
* Democracy is part of the Greek legacy
* Almost every Greek city had a theatre
* The three orders for Greek architecture were Corinthian, Ionic and Doric.

VocabularyIslandAncientEmpireLegacyRulerDemocracyAmphitheatreArchitecturePhilosopher |  | **the Industrial Revolution** *National curriculum objectives*-A Study of local history-A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066-Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance * Know what is meant by the Industrial Revolution
* Know how the Industrial Revolution affected Salford and Greater Manchester
* Know how historic items and artefacts from the Victorian era have been used to help build up a picture of life in the past
* The rich and poor led very different lives
* Know about the impact that the Victorian history had on the world
* The Bridgewater canal played a vital role in Salford during the Industrial revolution transporting coal
* Queen Victoria visited Worsley in 1851, traveling via the Bridgewater canal

VocabularyPoor LawIndustrial RevolutionPeasantrySteam EngineInventionMachineryMillsCoal MiningBridgewater CanalPopulationMonarchOrphanWorkhouseReign |

Year 5

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| **Hist** | **Autumn One**Invaders and SettlersBritain’s settlement by Anglo-Saxons and ScotsAnglo Saxons* Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
* Scots invasions from Ireland to north Britain (now Scotland)
* Anglo-Saxon invasions, settlements and kingdoms: place names and village life
* Anglo-Saxon art and culture
* Christian conversion – Canterbury, Iona and Lindisfarne

Vikings* Viking raids and invasion

 resistance by Alfred the Great and Athelstan, first king of England * further Viking invasions and Danegeld
* Anglo-Saxon laws and justice
* Edward the Confessor and his death in 1066
* Know how Britain changed between the end of the Roman occupation and 1066
* Know about how the Anglo- Saxons attempted to bring about law and order in the country
* Know that during the Anglo-Saxon period Britain was divided in to many kingdoms
* Know that the way the kingdoms were divided led to the creation of some of our county boundaries today
* Use a timeline to show when the Anglo-Saxons were in England
* Know where the Vikings came from and show this on a map
* Know that the Vikings and Anglo- Saxons were often in conflict
* Know why the Vikings frequently won battles with the Anglo Saxons

ShireShire reevesWessexEssexSussexNorthumbriaEast AngliaKentKingdomsEmpireOrdeal  |  | **World War 2** **Autumn Two & Spring One****Historical Enquiry** a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 ***( Battle of Britain)******-****Describe a timeline of WW2**-Know how D-Day from the past has shaped our life today**-Know the impact of Hitler and Winston Churchill during WW2**-Know how the lives of wealthy people were different from the lives of poorer people during WW2**Allies* *Concentration Camp**Victory**Evacuation**Nationalism**D-Day**Advance**Military ( RAF, Army, Navy)*  |

Year 6

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| **History** | **The Maya**  a non-European society that provides contrasts with British history AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.- *-Know why they were considered an advanced society in relation to that period of time in Europe** The Mayans became excellent scientists in many different fields, including medicine, astronomy and mathematics.
* They tracked the movement of the stars and planets across the sky, they were able to accurately predict celestial events such as eclipses.
* The village chief acted as the leader of political life as well as the priest. He was responsible for standing between his people and the otherworld.
* The Mayans developed a complex system of writing, which consisted of both an alphabet, as well as symbols, which represented whole words or thoughts.

*Know about the impact that the Mayan Civilization had on the world** The Maya were the first to process cacao to make chocolate.
* The Maya performed important religious ceremonies and sacrifices.

GlyphsChichen ItznaCacaoKinTempleNacomTzolk’n | **Stone Age: changes in Britain from the Stone Age to the Iron Age*** Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
* Bronze Age religion, technology and travel, for example, Stonehenge
* Iron Age hill forts: tribal kingdoms, farming, art and culture
* ***I know that many of the early civilisations gave much to the world.***
* ***Know the Stone Age is broken down into three distinct periods: the Palaeolithic Period, Mesolithic Period and Neolithic Period***
* ***• I can understand what humans needed for survival in the Stone Age***
* ***• I can understand what was found at Skara Brae and why it is important.***
* ***• I can understand what copper mining meant to the people of the Bronze Age.***
* ***• I can understand how evidence about Stonehenge can give us different answers about the past.***
* ***• I can understand how and why hillforts were developed in the Iron Age.***
* ***• I can understand how evidence about Druids can give us different answers about the past.***

***Key vocabulary:******Palaeolithic*** ***Mesolithic******Neolithic******Homo Sapien******Flint******Ancestors******Ceremonies******Excavations******Geology******Homo habilis******Homo neanaderthalus******Prehistory******Transformation******Anvil******Primitive tools*** | **Walkden: a local history study*** An in-depth study linked to one of the British areas of study listed above
* A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
* A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
* ***I can research in order to find similarities and differences between two or more periods of history***
* ***I know why and how the population of Walkden has grown since the 18th century.***
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