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 Year  The 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 past  Children 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 pole  Matthew Henson | Children will know that the past is anything before the current day  Children will know that the present is now  once 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 servants  Children 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 |

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 vocabulary  astronaut, 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 vocabulary  canal, 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 |

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.   Vocabulary  Island  Ancient  Empire  Legacy  Ruler  Democracy  Amphitheatre  Architecture  Philosopher |  | **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   Vocabulary  Poor Law  Industrial  Revolution  Peasantry  Steam Engine  Invention  Machinery  Mills  Coal Mining  Bridgewater Canal  Population  Monarch  Orphan  Workhouse  Reign |

Year 5

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| **Hist** | **Autumn One**  Invaders and Settlers  Britain’s settlement by Anglo-Saxons and Scots  Anglo 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   Shire  Shire reeves  Wessex  Essex  Sussex  Northumbria  East Anglia  Kent  Kingdoms  Empire  Ordeal |  | **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.   Glyphs  Chichen Itzna  Cacao  Kin  Temple  Nacom  Tzolk’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.*** |