

KDPS History	Autumn	Spring	Summer
Preschool	Our families	Houses and homes	People who help us, Holidays and trips
	EYFS Framework - Key Learning linked to Historical development: Understanding the World. Children show interest in the lives of people who are familiar to them, remember and talk about significant events in their own experience, show interest in different occupations and way of life.		
R	All About Me - How have I changed since I was a baby?	Toys from the Past - How have toys changed?	Flight – 1st flying machines, How has flight changed over time?
	ELG - Order simple experiences in relation to themselves. Language of time when talking about past/present events. Show an interest in significant events and experiences in the lives of others. Understanding the changes over time within their family, milestones, events.	ELG - Describe features of objects at different times, make comparisons. Types of toys from the past, materials they were made from, how toys in the past moved. Comparison of toys then and now, what has changed?	ELG - Find out about people, places, events, ask questions, use different sources to find the answers. Understand which flying machines were invented, Montgolfier brothers' contribution to balloon flight, exploring how air flight was developed up to the Wright brothers' first successful flight.
Y1	Florence Nightingale, Mary Seacole, Edith Cavell - Who were they? What impact did they have?	Schools then and now - What is the same and what is different about schools in the past?	British Monarchs, Kings, Queens and Rulers - How is our country ruled?
	NC – Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.	NC – Describe some changes within their living memory (including aspects of National life, where appropriate).	NC – Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.
Y2	Great Fire of London - What does evidence tell us about the Great Fire of London?	Great Explorers - Who were the Great Explorers? How has exploration changed over time?	Manchester then and now, Our high street - How has our high street changed?
	NC – Retell some events from beyond living memory which are significant nationally or globally.	NC – Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.	NC – Describe some changes within living memory, local history: Significant places in their own locality.
Y3	The Stone Age to the The Iron Age - How can we find out about pre-historic Britain?	The Romans - What happened when the Romans came to Britain?	Local History Study - Industrial Revolution - How did Manchester change after the Industrial Revolution?
	NC – Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.	NC – Describe some aspects of the Roman Empire and recognise its impact on Britain.	NC - Local history study, a study of an aspect in history from a period beyond 1066, that is significant in our locality.
	Crime and Punishment - From the Anglo-Saxons to the present - Has the way we catch and punish criminals improved over the last 1000 years?	Ancient Egypt - How did the Ancient Egyptians live and what did they believe?	Anglo Saxons and Scots - Who were the Anglo-Saxons?

Y4	NC - A study of an aspect in British History that extends pupils' chronological knowledge beyond 1066.	NC – The achievements of the earliest civilisations - A depth study of Ancient Egypt .	NC – Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.
Y5	Children in Victorian Britain - What was life like for a child in Victorian Britain?	Changing Roles of Women - How have the lives and roles of women changed over time?	Ancient Greece - How did Ancient Greece influence our life today?
	NC – Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.	NC – A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	NC – Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the Western world.
Y6	Benin (West Africa) c. AD 900-1300 - How does life in Benin compare with other civilisations?	Viking and Anglo-Saxons - How did the Vikings live?	Black and British - How does Black British history help us understand British history?
	NC – A non-European society that provides contrasts with British history.	NC – The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.	NC – A study of a theme in British History that extends pupils' chronological knowledge beyond 1066.

Reception			
	Autumn	Spring	Summer
UNIT	All About Me - How have I changed since I was a baby?	Toys from the Past - How have toys changed?	Flight – 1st flying machines, How has flight changed over time?
Historical Concept	Continuity and change	Similarities and differences	Historical significance
Thread	Legacy	Technological advancement	Exploration
Knowledge	ELG - Order simple experiences in relation to themselves. Language of time when talking about past/present events. Show an interest in significant events and experiences in the lives of others. Understanding the changes over time within their family, milestones, events.	ELG - Describe features of objects at different times, make comparisons. Types of toys from the past, materials they were made from, how toys in the past moved. Comparison of toys then and now, what has changed?	ELG - Order simple experiences in relation to themselves. Language of time when talking about past/present events. Show an interest in significant events and experiences in the lives of others. Understanding the changes over time within their family, milestones, events.
	Vocabulary:	Vocabulary:	Vocabulary:
	past, present, changes, time, family	toys, materials, compare, past, present, look, feel, smell, sound,	flight, invention, air, balloon, explorer
	Specific Vocabulary:	Specific Vocabulary:	Specific Vocabulary:
	past, present, changes, time, family	toys, materials, old, new, doll, metal car, yoyo, spinning top, games	Montgolfier Brothers, Wright Brothers, Neil Armstrong
	Reception General Vocabulary		
	past, present, change, time, different,		

Year One			
	Autumn	Spring	Summer
UNIT	Florence Nightingale, Mary Seacole, Edith Cavell - Who were they? What impact did they have?	Schools then and now - What is the same and what is different about schools in the past?	British Monarchs, Kings, Queens and Rulers - How is our country ruled?
Historical Concept	Cause and consequence	Similarities and differences	Historical significance
Thread	Technological advancement	Societal/cultural change	Monarchy
Knowledge	<p>NC – Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Substantive knowledge – The life of Florence Nightingale, her achievements, explore what life was like then.</p> <p>Disciplinary knowledge – Compare the life of Florence Nightingale with Edith Cavell and Mary Seacole, how did their achievements affect nursing now?</p>	<p>NC – Describe some changes within their living memory (including aspects of National life, where appropriate).</p> <p>Substantive knowledge – Look at school now, look at our school over time, learn about school in different eras. create a timeline</p> <p>Disciplinary knowledge – Make comparisons with schools over time in different eras, compare with changes in our school.</p>	<p>NC – Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Substantive knowledge – Learn about the Royal family in recent memory who are they and what do they do, who were the monarchs from the past, Queen Elizabeth II, King Charles, Henry VIII, Queen Victoria.</p> <p>Disciplinary knowledge – Discuss the role of a monarch and how this affects us, what rules would you have if you were a monarch?</p>
Vocabulary	Vocabulary: nursing, hospital, patients, soldier, battlefield	Vocabulary: school, past, present, timeline	Vocabulary: parliament, monarch, succession
Vocabulary	Specific Vocabulary: Florence Nightingale, Mary Seacole, Edith Cavell, First World War, Crimean War	Specific Vocabulary: school, timeline	Specific Vocabulary: Queen Victoria, Queen Elizabeth II, King Charles, Henry VIII, King Richard III, King Charles I
Y1 General Vocabulary			
	similarities, differences, past, present,		

Year Two			
	Autumn	Spring	Summer
UNIT	Great Fire of London - What does evidence tell us about the Great Fire of London?	Great Explorers - Who were the Great Explorers? How has exploration changed over time?	Manchester then and now, Our high street - How has our high street changed?
Historical Concept	Cause and consequence	Continuity and change	Similarities and differences
Thread	Legacy, Technological advancement	Exploration	Societal/cultural change
Knowledge	<p>NC – Retell some events from beyond living memory which are significant nationally or globally.</p> <p>Substantive knowledge – Facts about the Great Fire of London, historical sources, timelines.</p> <p>Disciplinary knowledge – Look at what changes came from the fire, what caused the fire? Look at similarities and differences from then and now focussing on the fire service and housing. Historical enquiry, looking at sources to answer enquiries.</p>	<p>NC – Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Substantive knowledge – Learn about explorers, Christopher Columbus, Neil Armstrong, Ibn Battuta, Robert Falcon Scott, changing methods of exploration, timelines</p> <p>Disciplinary knowledge – Make comparisons with exploration then and now, what has changed? How has exploration impacted our way of life?</p>	<p>NC – Describe some changes within living memory, local history: Significant places in their own locality.</p> <p>Substantive knowledge – Learn about the high street in Manchester, Market Street. What does it look like now? Look at the same street over time.</p> <p>Disciplinary knowledge – Identify similarities and differences between ways of life then and now.</p>
Prior Learning Links			
Autumn - Significant people - Florence Nightingale, Mary Seacole and Edith Cavill, (Year 1) Spring - Neil Armstrong, Montgolfier Brothers' exploration (Reception)			
	Vocabulary:	Vocabulary:	Vocabulary:
Vocabulary	past, present, timeline	explorer, significant, achievement, expedition, polar, space, rocket, ship	high street, building, changes, differences,
	Specific Vocabulary:	Specific Vocabulary:	Specific Vocabulary:
Vocabulary	Great Fire, London, Samuel Pepys, diary, sources, housing, parmesan, cheese, fire, burning, Tower of London, St Paul's Cathedral	Robert Falcon Scott, Ibn Battuta, Antarctic, Christopher Columbus, Neil Armstrong, exploration, astronaut	Manchester, Market street,
Y2 General Vocabulary			
similarities, differences, time			

Year Three			
	Autumn	Spring	Summer
UNIT	The Stone Age to the The Iron Age - How can we find out about pre-historic Britain?	The Romans - What happened when the Romans came to Britain?	Local History Study - Industrial Revolution - How did Manchester change after the Industrial Revolution?
Historical Concept	Continuity and change	Historical significance	Cause and consequence
Thread	Technological advancement	Empire, Legacy, Invasion and settlement	Technological advancement, Legacy
Knowledge	<p>NC – Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</p> <p>Substantive knowledge – Changes in Britain from the Stone Age to Iron Age, including the chronology and changes during this time period, the lifestyle of stone age man, farming, the discovery of Skara Brae and Stonehenge.</p> <p>Disciplinary knowledge – Look at changes occurring across periods of time, look at the importance of causes and consequences of historical events and changes caused by improving technology.</p>	<p>NC – Describe some aspects of the Roman Empire and recognise its impact on Britain.</p> <p>Substantive knowledge – Learn about who the Romans were, about Julius Ceasar’s invasion of Britain and the Roman Empire by AD42, including the power of its army and resistance, Boudica. Learn through timelines, appropriate historical terms including the timeline division AD and BCE.</p> <p>Disciplinary knowledge – What was the historical significance of the Roman period? How have the Romans changed Britain?</p>	<p>NC – A study of an aspect in history from a period beyond 1066, that is significant in our locality.</p> <p>Substantive knowledge – What was the Industrial Revolution, what changes were made during this time. Look at the local area, Salford what changed locally during the industrial revolution? L.S Lowry.</p> <p>Disciplinary knowledge – A study of the cause and consequence of changes during the Industrial Revolution in Manchester.</p>
Prior Learning Links			
Timelines, Great Fire of London, significant people (year 2) - Florence Nightingale (year 1), samuel Pepys, Neil Armstrong, Christopher Columbus (Year 2)			
	Vocabulary:	Vocabulary:	Vocabulary:
	bronze, iron, stone, alloy, celt, tribe, sacrifice	celts, citizens, conquest, emperor, empire, legion, soldier, rebellion	transport, technology, invention, improvement, health, workhouses
	Specific Vocabulary:	Specific Vocabulary:	Specific Vocabulary:
	hillforts, Druids, Skara Brae, Stonehenge, roundhouses	Julius Caesar, Boudica, Roman Empire, Emperor Claudius	Industrial, Revolution, L.S Lowry, mills, cotton, Salford
Y3 General Vocabulary			
past, present, similarities, differences, compare, comparison			

Year Four			
	Autumn	Spring	Summer
UNIT	Crime and Punishment - From the Anglo-Saxons to the present - Has the way we catch and punish criminals improved over time?	Ancient Egypt - How did the Ancient Egyptians live and what did they believe?	Anglo Saxons and Scots - Who were the Anglo-Saxons?
Historical Concept	Continuity and change	Similarities and differences	Historical significance
Thread	Society/cultural change, Monarchy	Empire	Invasion and settlement
Knowledge	<p>NC - A study of an aspect in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>Substantive knowledge – Roman crime and punishment methods, legal system, Anglo-Saxon laws and justice, methods of punishment in Tudor times, Dick Turpin who was he? Victorian prisons, Robert Peel, modern law and order</p> <p>Disciplinary knowledge – Continuity and change between Roman, Anglo-Saxon and modern day punishment. Changing attitudes over time.</p>	<p>NC – The achievements of the earliest civilisations - A depth study of Ancient Egypt .</p> <p>Substantive knowledge – The importance of the Nile, the Great Pyramids, mummification, and the life of ancient Egyptians, including beliefs.</p> <p>Disciplinary knowledge – Identify why aspects of a period are significant, describe how these aspects influence life today, make observations about similarities and differences between people in the same historical period.</p>	<p>NC – Describe some aspects of Britain’s settlement by Anglo-Saxons and Scots.</p> <p>Substantive knowledge – Roman withdrawal from Britain in AD 410 and the fall of the Western Roman Empire. Invasions from Anglo-Saxons and Scots, settlements and villages, culture and Christian conversion.</p> <p>Disciplinary knowledge – Use a range of historical sources to answer historical enquiries, make statements about changes across a time period.</p>
Prior Learning Links			
Autumn - Roman Empire (Year 3) Spring - The Roman Empire, armies, technology, beliefs, (Year 3) Summer - Roman Empire, invasion (Year 3)			
	Vocabulary:	Vocabulary:	Vocabulary:
	Romans, Victorian, crime, punishment, Anglo-Saxon, jury, judge, trial, torture	past, present, beliefs, religion,	kingdom, invasion, land, war, empire, settlements, raids, legacy, culture, the Saxons, Danegeld
	Specific Vocabulary:	Specific Vocabulary:	Specific Vocabulary:
	justice, gallows, modern	Egypt, Egyptians, papyrus, tomb, sarcophagus, hieroglyphics, mummification, pyramid, irrigation, after life, pharaoh, Nile	Angles, Saxons, Scots, Picts, invaders, kingdom, pagan, Christianity, King Ethelbert, King Oswald, King Vortigern
Y4 General Vocabulary			
religion, past, present, chronology, timelines, significance, evidence, sources, army, soldiers			

Year Five			
	Autumn	Spring	Summer
UNIT	Children in Victorian Britain - What was life like for a child in Victorian Britain?	Changing Roles of Women - How have the lives and roles of women changed over time?	Ancient Greece - How did Ancient Greece influence our life today?
Historical Concept	Similarities and differences	Continuity and change	Historical significance
Thread	Legacy, Technological advancement	Societal/cultural change	Empire
Knowledge	<p>NC – Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</p> <p>Substantive knowledge – Learn about life in Victorian times, timeline, where do the Victorians fit? Jobs in Victorian times, life in a coal mine, life for children, class society.</p> <p>Disciplinary knowledge – Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.</p>	<p>NC – A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Substantive knowledge – Roles of women over time, suffragettes, changing attitudes, post war attitudes.</p> <p>Disciplinary knowledge – Learn about changes occurring across time periods, look at the importance of these changes.</p>	<p>NC – Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the Western world.</p> <p>Substantive knowledge – A study of Greek life, achievements and their influence on the Western world.</p> <p>Disciplinary knowledge – Identify and explain why aspects of a period or society are significant and how these aspects affect life today.</p>
Prior Learning Links			
Autumn - Summer - Ancient Roman civilisation (Year 3), Ancient Egyptian civilisation (Year 4)			
	Vocabulary:	Vocabulary:	Vocabulary:
	child, Britain, Victorian, monarchy	time periods, era, timeline, changes, similarities, differences, comparisons, explanation, evidence, sources, historical, facts	ancient, civilisation, empire, democracy, beliefs, achievements, primary source, secondary source
	Specific Vocabulary:	Specific Vocabulary:	Specific Vocabulary:
	Victorian, industry, Industrial Revolution, invention, reign, revolution, typhoid, sanitary, workhouses	Suffragettes, Emeline Pankhurst, Industrial revolution, post war	Greek, Alexander the Great, enslaved, Olympics, Spartans, Athenians
Y5 General Vocabulary			
sources, past, present, comparisons, time,			

Year Six			
	Autumn	Spring	Summer
UNIT	Benin (West Africa) c. AD 900-1300 - How does life in Benin compare with other civilisations?	Viking and Anglo-Saxons - How did the Vikings live?	Black and British - How does Black British history help us understand British history?
Historical Concept	Historical significance	Cause and consequence	Continuity and change
Thread	Empire	Invasion and settlement	Societal/Cultural change
Knowledge	<p>NC – A non-European society that provides contrasts with British history.</p> <p>Substantive knowledge – Build a timeline, learn about the beginning of Benin, the Benin Empire and how it ended.</p> <p>Disciplinary knowledge – Historical significance, make comparisons with British history.</p>	<p>NC – The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p>Substantive knowledge – Viking life, Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England. Anglo-Saxon law and justice, Edward the confessor and his death.</p> <p>Disciplinary knowledge – Identify, give reasons for and explain the significance of causes & consequences of historical events/changes.</p>	<p>NC – A study of a theme in British History that extends pupils’ chronological knowledge beyond 1066.</p> <p>Substantive knowledge – The life of the first Black Britons, Britain’s role in the slave trade and the after effect, role of Black people in the world wars, Windrush, being black and British in 21st century.</p> <p>Disciplinary knowledge – How attitudes have changed in Britain towards Black people over time, historical sources and different perspectives and voices.</p>
Prior Learning Links			
Autumn - Roman Empire (Year 3) Ancient Egyptian Empire (Year 4) Ancient Greece (Year 5) Spring - Anglo-Saxon and Scots (Year 4)			
	Vocabulary:	Vocabulary:	Vocabulary:
	religion, empire, comparisons, civilisation, artefacts	Anglo-Saxon, law, punishment, resistance, pagans, farms, jewellery, invade, exile	Empire, Windrush, historical source, disembarked, West Indies, certainty, event, century,
	Specific Vocabulary:	Specific Vocabulary:	Specific Vocabulary:
	Ogiso, Edo, Yoruba, ohen, brass, animists	Viking, Anglo-Saxon, Edward the Confessor, Danegeld, raid, outlaw, longship, kingdom	Carribbean, West Indies, Windrush, boycott, time, period,
Y6 General Vocabulary			
	religion, empire, comparisons, civilisation, artefacts, law, monarchy, government, empire, civilisation, invaders, raiders, kingdom, similarities, differences, comparisons, historical sources, primary sources, secondary sources		