



ST MARY'S R. C. PRIMARY HISTORY OVERVIEW 2021-2022



Our Whole-School Curriculum Intent

Our curriculum will:

- Build children's knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence
- Provide knowledge in all subjects that builds sequentially through their time at St. Mary's
- Reflect the need and be specific to our local area and community
- Develop transferrable skills through their growing knowledge of the curriculum
- Be stimulating, fun and memorable for all children, extended into an enhanced extra-curricular school life
- Be ambitious and have high expectations and aspirations inclusively for every individual including academic, artistic, personal and sporting achievements.
- Develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs.
- Reflect our mission statement that as a family, we pray, play and respect all and we have the capacity, by our actions, to change the world forever.

In history, we aim to do this through the following curriculum. The documents below show the subject overview, the Statutory Requirements and the milestones the children should achieve at various points in their education at St. Mary's.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Changes within living memory Changes in toys	The lives of significant individuals: Robert Falcon Scott	The lives of significant individuals: <i>Neil Armstrong</i> (compare Scott and Armstrong)		Local History Study: Significant historical events, people and places : Rochdale Pioneers
Year 2	Changes beyond living memory: <i>The Great Fire of London</i>		Lives of significant individuals in the past: <i>Elizabeth and Queen Victoria</i>			Local History Study: Significant historical events, people and places: <i>Middleton Flood</i>
Year 3		Changes in Britain from the Stone Age to the Iron Age		Roman Empire and its impact on Britain		Local History: <i>Changes in holidaying (Wakes Week)</i>
Year 4		Achievements of Early Civilisations: An overview with an in depth study of Ancient Egyptians	Britain's settlement by Anglo-Saxons and Scots	Local History: <i>Saxon building St Leonard's church</i>		
Year 5	History of Space		Ancient Greece	Viking and Anglo-Saxon Struggle for Power		Local History: <i>Victorian Rochdale</i>
Year 6		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WW1	Local History: <i>Manchester in WW2</i>	Study of Non-European Society that contrasts with British History (SR9) <i>Early Islamic Civilisation/Baghdad, AD 900</i>		

KS1/KS2 Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
 - gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Key Stage 1 Statutory Requirements

- Develop an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- understand some of the ways in which we find out about the past and identify different ways in which it is represented
- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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]
- significant historical events, people and places in their own locality

Key Stage 2 Statutory Requirements

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources
- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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

YEAR 1

UNIT TITLE: Year 1 Autumn 2 - How are my toys different to the ones my grandparent played with?					
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
EP1 - All children understand that some toys in the past were different from toys today	<p>EP1.1 Most chn can name some of the most popular toys from the past (at least 3) and say how they were used</p> <p>EP1.2 Most chn know that many toys in the past were made of different materials and can name these</p> <p>EP1.3 Most chn ask and answer simple questions about toys from the past</p>	EP2 - All chn know about some of the toys their parents and grandparents played with and if they were different to today	<p>EP2.1 - Most chn can ask a familiar adult about the toys that were popular in the past</p> <p>EP2.2 - Most chn will be able to talk about their favourite toy today and what toy they would choose from the past to be their favourite</p> <p>EP2.3 - Most chn can sequence toys and identify and sort toys as old or new; using artefacts or photos and be able talk about similarities and differences</p>	EP3 - All chn understand that some toys today are similar to those of the past	<p>EP3.1 - Most pupil can identify some toys that still exist today eg teddy bear, marbles, dolls, balls</p> <p>EP3.2 - Most pupil know that some toys look similar to those in the past, but should know how their modern equivalent is different eg talking bear</p> <p>EP3.3 - Most chn know that some toys from today didn't exist in the last because they were not invented eg. iPads</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some chn can talk about toys beyond living memory eg Victorian era		Some chn know the story of the first Teddy bear and that the bear was named after Theodore Roosevelt		Some chn understand that the rise in technology has changed the toys we have today

Spring 1 Year 1 - Please see geography overview as the 'Why do we want to explore the earth - polar regions?' topic also incorporates the additional point of " EP3.2 - Most chn know that Captain Robert Falcon Scott was an explorer who went on an expedition to Antarctica a long time ago. They can recall the main points of what happened on his expedition' and the further point of 'Some chn can suggest reasons why Scott should and should not have gone on an expedition to the Antarctic'

UNIT TITLE: Year 1 Spring 2 - Why do we want to explore the earth - space?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
EP1 - All children know that when people first walked on the moon it was significant and can ask questions about it	<p>EP1.1 Most chn know it was significant because America and Russia had been in a space race and Russia had the first man in space, so America wanted to be the first to walk on the moon, as this had not been done before</p> <p>EP1.2 Most chn know people first walked on the moon before they were born</p> <p>EP1.3 Most chn can sequence some events that had happened in the lead up to the first moon landing</p>	EP2 - All chn can name Neil Armstrong, Buzz Aldrin and Michael Collins as the astronauts involved in the Moon Landing	<p>EP2.1 - Most chn know the space mission was called Apollo 11 and the space craft that landed on the moon was called the Eagle</p> <p>EP2.2 - Most chn know that Armstrong's footprints are still on the moon and they also left an American flag</p> <p>EP2.3 - Most chn use sources eg photographs, audios ect to answer simple questions</p>	EP3 - All chn know Neil Armstrong was the first astronaut to step on the moon	<p>EP3.1 - Most chn know that when Armstrong landed on the moon he said 'small step for man. One giant leap for mankind'.</p> <p>EP3.2 - Most chn can recall some facts about the life of Neil Armstrong eg he got his pilot license at 16; he flew planes for the American Navy; after being an astronaut he became a professor teaching others how to fly, through the use of sources</p> <p>EP3.3 - Most chn identify similarities and differences between explorers Neil Armstrong and Captain Robert Falcon Scott</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some chn can give the date that the moon landing happened		Some chn can explain why an American flag was left on the moon		Some chn can evaluate who they think is the most significant explorer

UNIT TITLE: Year 1 Summer 1 - Why do we want to be explorers? Did the pirates really sail the seven seas?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
EP1 - All chn know that The Golden Age of Piracy happened in the past, long before they were born	<p>EP1.1 Most chn know that privateers were people given permission from the monarch to attack an enemy's ship</p> <p>EP1.2 Most chn know that people started to become pirates and these were not given permission; they would attack ships at sea to steal the goods and the ship itself. They can recall information about The Golden Age of Piracy, through the use of sources and understand that it ended when the Navy intervened.</p> <p>EP1.3 Most chn know the names of some famous pirates around during The Golden Age of Piracy and can recall facts about them, using sources</p>	<p>EP2 - All chn know how to use world maps, infant atlases and globes to understand that the world is also made up of oceans and continents and identify the difference</p>	<p>EP2.1 - Most chn recall the continents and name the world's oceans as the Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean; understanding that the 'seven seas' is a fictional term</p> <p>EP2.2 - Most chn locate the world's oceans on a map, atlas and globe</p> <p>EP2.3 - Most chn know can use the term 'coast' to explain that pirates would attack coastal town due to them being close to the ocean</p>	<p>EP3 - All chn can use directional language to give/follow instructions (eg treasure hunt) and to describe positions on a map (eg treasure map)</p>	<p>EP3.1 - Most chn can use directional language to describe routes on a map (eg treasure map)</p> <p>EP3.2 - Most chn use the compass points of north and south (recap) to follow/give instructions and describe positions and routes on a map</p> <p>EP3.3 - Most chn can devise their own map (eg treasure map)</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some chn can explain that girls were not allowed to be pirates and can explain how some girls managed to be pirates		Some chn know how to use a key when using or devising a map		Some chn can use the compass points of East and West, in addition to North and South

*geography objectives

UNIT TITLE: Year 1 Summer 2 – How and why has shopping changed in this area? (Rochdale Pioneers)

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
<p>EP1 - All chn know that we have different types of shops in our local area such as corner shops, supermarkets, shopping centre (Middleton Arndale)</p>	<p>EP1.1 Most chn can talk about the purpose of different types of shops in our local area and when you might use each eg supermarkets is for a bigger food shop because they have a variety of food goods there.</p> <p>EP1.2 Most chn can ask enquiry questions and carry out fieldwork skills such as sketching, photography ect to observe shops in their local area and talk about how they have changed</p> <p>EP1.3 Most chn can use maps and aerial photography to identify the shops in their local area and historical maps to see how this has changed over time</p>	<p>EP2 - All chn know that that the shops in our local area have changed over time and how we shop has changed also.</p>	<p>EP2.1 - Most chn know that in the past shopping was done regularly and locally and a lot of the time the shopping was delivered. People tended to visit lots of different shop eg butcher, grocery, bakers, fishmongers.</p> <p>EP2.2 - Most chn know that now people can pay for shopping using a card, use self-service shop, shop online ect which is a change over time</p> <p>EP2.3 - Most chn can sequence photographs of shops over time and use sources such as photographs, artefacts and oral accounts (asking familiar adults questions) to talk about similarities and differences between shops and shopping habits today and in the past</p>	<p>EP3 - All children know that the Rochdale Pioneers created the first cooperative shop in our local area</p>	<p>EP3.1 - Most chn know that that the cooperative was created in the Victorian period because during this time there was a big difference between the lives of the rich and the poor factory workers and this was significant. The Pioneers created the shop so all had access to food</p> <p>EP3.2 - Most chn understand that we can use sources such as photographs, artefact and the Rochdale Pioneer Museum to find out about the Rochdale Pioneers and the creation of the cooperative</p> <p>EP3.3 - Most chn know that the co-op still exists but it has expanded and changed since the first shop opening</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS

	<p>Some chn can explain why certain shops are where they are in our local area eg the larger Tesco supermarket is in Middleton Centre as more people will access it and the smaller Tesco is on Wood Street because people who live locally can use this</p>		<p>Some chn can explain how technology has changed the way we shop eg use of cards, online shopping, self service, refrigeration</p>		<p>Some chn can talk about aspects of the Victoria period or the Industrial Revolution</p>
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*geography objectives

YEAR 2

UNIT TITLE: Year 2 Autumn 2 - How can we become historical detectives? (Great Fire of London focus)					
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
<p>EP1 - All chn know that a long time ago a great fire destroyed much of the old city of London and that people had to flee their homes to save their lives</p>	<p>EP1.1 Most chn describe where the Great Fire of London fits in a timeline of previous events studied and understand key features of the event itself</p> <p>EP1.2 Most chn know that past houses in London were built mainly of wood, wattle and daub and many had straw roofs and the streets were narrow, so the fire spread quickly</p> <p>EP1.3 Most chn know that there was no fire brigade and so everyone had to help put out using buckets and hand pumps</p>	<p>EP2 - All chn know that the fire started accidentally in a baker's shop in Pudding Lane, but soon it spread from house to house until lots of churches and houses were lost in the fire.</p>	<p>EP2.1 - Most chn should know that Thomas Farriner owned the bakery that was the source of the fire</p> <p>EP2.2 - Most chn should know that people were awakened in the night to grab what they could carry and run for their lives and some escaped on boats on the River Thames</p> <p>EP2.3 - Most chn should know that King Charles II ordered for the houses and shops to be pulled down to stop the spread</p>	<p>EP3 - All chn must know that once the fire had been put out the City of London was re-built and many new and beautiful buildings and churches were erected</p>	<p>EP3.1 - Most pupil know that we can find out about the fire through sources such as Samuel Pepys diary, paintings and eye witness sources. They can ask questions about these</p> <p>EP3.2 - Most pupil know that the great architect Sir Christopher Wren was asked to design a much better city with wider streets and safer buildings made from brick and stone. He designed many churches and his greatest work was the new St Paul's Cathedral.</p> <p>EP3.3 - Most chn know that many of the new buildings can still be seen today including St Paul's Cathedral and that a great monument was built where the fire started.</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some chn can date the fire at 1666		Some chn know that the fire lasted for 4 days		Some chn understand that the fire resulted in new building rules,

					stating that houses had to be built from stone or brick
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UNIT TITLE: Year 2 Spring 1 - I am a brave knight.....where should I build my castle?					
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
EP1 - All children can explain what a monarch is and understand that Queen Elizabeth and Queen Victoria are/were monarchs	<p>EP1.1 Most chn can ask enquiry questions and use sources to recall facts about the life of Queen Elizabeth and aspects of life in her period</p> <p>EP1.2 Most chn can ask enquiry questions and use sources to recall facts about the life of Queen Victoria and aspects of life in her period</p> <p>EP1.3 Most chn can compare the life of Queen Elizabeth and Queen Victoria and aspects of life in their different periods</p>	EP2 - All chn know that Queen Victoria was a monarch in the past and Queen Elizabeth is our current monarch	<p>EP2.1 - Most chn can place some monarchs in chronological order/Queen Elizabeth's life in chronological order</p> <p>EP2.2 - Most chn understand who the next monarch is going to be</p> <p>EP2.3 - Most chn understand how we can find out about monarchs and use sources to find out information themselves. They also ask questions</p>	EP3 - All chn know that early castles were built as a place of defence	<p>EP3.1 - Most chn can use aerial photographs and plan perspectives to identify the geography of the location of a castle and explain why it was built there eg on a hill</p> <p>EP3.2 - Most chn can locate castles in the UK such as Edinburgh Castle, Tower of London</p> <p>EP3.3 - Most chn use enquiry and fieldwork skills such as sketching, photography to study the geography of a castle first hand (eg Beeston/Skipton) (see fieldwork progression document to ensure this is aimed at year 2)</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some chn can explain who the next monarch is going to be because they have good understanding of Queen Elizabeth's family tree		Some chn can compare castles through history		Some chn know that the Normans first built castles

*geography objectives

UNIT TITLE: Year 2 Summer 2 - What happens when it just won't stop raining in Middleton and elsewhere? (Middleton Flood)					
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
<p>EP1 - All chn understand what weather is and can name and identify different types of weather</p>	<p>EP1.1 Most chn ask questions about and identify daily weather patterns through fieldwork. This includes using tools to collect data eg rain gauge and presenting the data in a chart. They understand that we can learn about the weather through a forecast also</p> <p>EP1.2 Most chn can recall seasons and how the weather changes with the seasons; explaining how it can affect us</p> <p>EP1.3 Most chn know that weather is different in different places around the world and identify hot and cold places. They understand that sometimes weather can be extreme eg Hurricane Katrina</p>	<p>EP2 - All chn know that a flood happened in Middleton (our local area) in the past due to extreme weather</p>	<p>EP2.1 - Most chn know where the flood fits in a chronological framework within people and events studied in Y1 and Y2</p> <p>EP2.2 - Most chn know that a canal bank on an aqueduct near Mills Hill collapsed because of heavy rainfall; causing too much water to gush into the River Irk and dirty water and debris to flood into Middleton with little warning</p> <p>EP2.3 - Most chn should know that bridges fell down, there was damage to roads, houses and sewage. Boats were used to help rescue people from their homes and lots of people were left homeless or sheltering in churches and schools</p>	<p>EP3 - All chn must know there is a memorial in Jubilee Park</p>	<p>EP3.1 - Most pupil understand that a memorial is to remember the flood happened and those that died. We can learn about the flood from this</p> <p>EP3.2 - Most pupil know that we can find out information about the flood and answer our questions through the use of sources e.g. images ect and we can find these at Middleton Library</p> <p>EP3.3 - Most chn know that years later lots of the housing that was impacted by the flood was condemned unsafe</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS

	Some chn have an understanding of climate and the difference between that and weather		Some chn can explain how weather impacts on people and how people impact weather - developing an understanding into climate change		Some chn can date the flood
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YEAR 3

Year 3 Autumn Term 2

UNIT TITLE: From Stone to Steel - How did England change? (Stone Age to Iron Age)

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children know what prehistory is and can write a definition of BCE and AD	<p>[1] Most children know what prehistory is and that it is divided into 3 different eras and can use a timeline to demonstrate this</p> <p>[2] Most children know that the eras are named after the tools used by humans at the time</p> <p>[3] Most children know that the Stone Age lasted a long time and can give times for these eras</p>	All children know the names of the three stages of the Stone Age and was split up into	<p>[1] Most children can find information and describe what life was like during the Palaeolithic period</p> <p>[2] Most children know the Palaeolithic was the longest period and give the dates for this period</p> <p>[3] Most children know that people hunted and lived in caves during this period and can describe what this would have been like</p>	All children know that the people in the Mesolithic period were known as Hunter-Gatherers and can explain what this means.	<p>[1] Most children know the Mesolithic period followed the Paleolithic period and lasted roughly from 10,000 - 4,000 BCE</p> <p>[2] Most children can describe and explain what life was like during the Mesolithic Period</p> <p>[3] Most children can develop questions and complete appropriate research to find out the development of more sophisticated smaller tools during this period</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS

CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children know what Skara Brae is and that Skara Brae is an example of the Neolithic Period	<p>[1] Most children know that this period started around 4000 BCE</p> <p>[2] Most children know that humans began to settle in larger villages to produce food, aid in population growth and for security</p> <p>[3] Most children can find out what life was like during the Neolithic period and describe this</p>	All children know that bronze was important for the development of tools and why this was chosen.	<p>[1] Most children know that the Bronze Age started around 2,000BCE</p> <p>[2] Most children can describe what life was like during the Bronze Age period</p> <p>[3] Most children can explain that settlements grew and early religion began during this period</p>	All children know that iron became the next important tool because it was stronger than bronze	<p>[1] Most children know this period lasted from 800BCE to when the Romans invaded in 43D</p> <p>[2] Most children can describe what life was like during the Iron Age</p> <p>[3] Most children can explain that the Iron Age was a violent period and can justify why this might have been the case</p>

Year 3 Spring Term 1

UNIT TITLE: Forces and Magnets (Science Overview Topic with some history and geography)

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children know that technology has changed over the last 100 years	<p>[1] Most children can name three technological advancements</p> <p>[2] Most children can give the dates for 3 technological advancements in the last 100 years</p> <p>[3] Most children can put technological advancements on a number line</p>	All children know what technological advancements have happened in their lifetime	<p>[1] Most children can identify modern day technology in school and at home</p> <p>[2] Most children can research how technology has advanced in the last 10 years</p> <p>[3] Most children can create an example time capsule with predictions for future technological advancements</p>	All children can research what life was like during different periods in terms of technology	<p>[1] Most children can recap on what life was like during the Stone Age without modern day technology</p> <p>[2] Most children can research what life was like without modern day technology during WW2</p> <p>[3] Most children can use different sources of evidence to find out what life was like during different time periods</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS

<p>All children can locate the continents, oceans and specific countries around the world</p>	<p>[1] Most children can identify major cities on a world map and give a reason as to why they are a major city</p> <p>[2] Most children can identify key physical and human characteristics of areas around the world</p> <p>[3] Most children can research countries around the world using a variety of sources</p>	<p>All children can name and locate countries and cities of the United Kingdom</p>	<p>[1] Most children can identify human and physical characteristics of regions in the United Kingdom</p> <p>[2] Most children can identify key topographical features of the United Kingdom</p> <p>[3] Most children can understand how some physical features have changed over time in the United Kingdom</p>	<p>All children can identify the position of the Equator, Northern Hemisphere and Southern Hemisphere</p>	<p>[1] Most children can identify the Tropics of Cancer, Tropics of Capricorns, Arctic and Antarctic Circle</p> <p>[2] Most children can explain why we have day and night and why this is different around the world</p> <p>[3] Most children can explain time zones and understand the importance of the Greenwich Meridian</p>
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Year 3 Spring Term 2

UNIT TITLE: How do the Ancient Romans influence our lives today?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children can describe what history is and explain the terms BCE, CE, BC and AD	<p>[1] Most children can recap at least 3 facts about human prehistory (Stone Age - Iron Age)</p> <p>[2] Most children can name the early civilisations and locate these on a timeline</p> <p>[3] Most children can argue whether Ancient Greece was influential in European History</p>	All children know how ancient Rome began with Kings ruling and it then became an emperor	<p>[1] Most children can recite the story of Romulus and Remus</p> <p>[2] Most children can describe what the Roman Republic was</p> <p>[3] Most children can explain how the Roman Empire was run around the world</p>	All children know that the city of Rome was the centre of the Roman Empire and today it is the capital city of Italy	<p>[1] Most children can research why the Romans built straight roads</p> <p>[2] Most children can research what aqueducts were and what the water was used for</p> <p>[3] Most children can explain why Ancient Romans believed in Gods and explain how they spent their leisure time</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children know that before the first Roman invasion in 55BCE, the people of Britain lived in small	[1] Most children know that Julius Caesar invaded in 55 and 54BCE, but he did not conquer and it too 100 years	All children know the Romans changed Britain by building large cities with stone houses	<p>[1] Most children can recite the story of Boudicca</p> <p>[2] Most children can explain why some</p>	All children know that Romans left their mark all over Britain, including: towns, plants, animals, reading,	[1] Most children can explain how the Romans have influenced our modern day laws

<p>or large settlements and forts</p>	<p>before the Romans successfully invaded Britain</p> <p>[2] Most children can explain that the reason for conquering Britain was for the metals and also for the achievement with it being so far from Rome</p> <p>[3] Most children know that Roman generals made treaties with leaders to make it easier to govern the parts of Britain they conquered</p>		<p>describe Boudicca as a heroic symbol representing the independence of Britain</p> <p>[3] Most children can explain why Hadrian's wall was built</p>	<p>counting and the name Britannia.</p>	<p>[2] Most children can explain how the Romans have influenced religion</p> <p>[3] Most children can explain how modern day architecture and engineering has been influenced by ancient Rome</p>
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Year 3 Summer Term 2

UNIT TITLE: Why did holidaying in Middleton change over the last couple of decades?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children can look and discuss photographs of holidays people from Middleton have taken throughout the last 100 years	<p>[1] Most children can place photographs of holidays over the last 100 year on a timeline</p> <p>[2] Most children can describe how holidays have changed over the last century</p> <p>[3] Most children can create a list of questions to find out about how holidays have changed</p>	All children can compare and contrast Blackpool and another European town using photographs	<p>[1] Most children can identify physical differences between Blackpool and another town in Europe</p> <p>[2] Most children can identify human differences between Blackpool and another town in Europe</p> <p>[3] Most children can debate whether they would prefer a holiday to Blackpool or Europe</p>	All children can understand and explain how holidays have changed post Covid-19	<p>[1] Most children can analyse data about holidays post Covid-19</p> <p>[2] Most children can map places that Middleton people have holidayed in 2021, post Covid-19</p> <p>[3] Most children can identify physical and human features in specific holiday destinations post Covid-19</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS

<p>All children can develop enquiry questions for a field trip</p>	<p>[1] Most children can create a questionnaire for a field trip about holidays</p> <p>[2] Most children can develop a map for a field trip</p> <p>[3] Most children can complete a preliminary land use survey for a field trip</p>	<p>All children can say whether Blackpool is a suitable holiday destination for people from Middleton</p>	<p>[1] Most children can complete an independent map of Blackpool with a key to identify the different features</p> <p>[2] Most children can present data from a field study in an appropriate way</p> <p>[3] Most children can draw a series of sketch maps to showcase locations which would be appealing in the tourist industry</p>	<p>All children can describe how Blackpool has changed over the last 100 years</p>	<p>[1] Most children can use OS Maps to identify how Blackpool has changed over the last 100 years</p> <p>[2] Most children can use photographs to describe how Blackpool has changed over the last 100 years</p> <p>[3] Most children can present to others how Blackpool has changed over the last 100 years</p>
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Year 4 Autumn Term 2

UNIT TITLE: How do we learn about ancient Egyptian civilisations?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
<p>All children know that ancient Egypt was one of the world's oldest civilisations located along the River Nile and is considered to be predominantly a Bronze Age Civilisation</p>	<p>[1] Most children know that a civilisation is considered to be a collection of urban areas with a settled population doing specialised jobs, trading, with language and monuments</p> <p>[2] Most children know that people began to settle near the River Nile in North Africa during the Neolithic period of the Stone Age</p> <p>[3] Most children know that 2 separate kingdoms were established in around 3400BCE and these were</p>	<p>All children know that the River Nile is the longest river in the world and it flooded every year during ancient Egyptian times. They can also locate the River Nile on a map</p>	<p>[1] Most children know ancient civilisations, including ancient Egypt, were formed on floodplains because people needed water and good soil for growing crops</p> <p>[2] Most children know when river flood they deposit soil with lots of nutrients making it a good place for crop growth and livestock can be kept</p> <p>[3] Most children know that the area around the River Nile forms the fertile crescent, an area in the Middle East where settled</p>	<p>All children know that not everyone was treated equally in ancient Egypt</p>	<p>[1] Most children can describe the hierarchy within ancient Egyptian civilisations</p> <p>[2] Most children can research what different roles meant within the hierarch e.g. the nobility, peasant, slave</p> <p>[3] Most children can research why ancient Egypt lasted for so long</p>

	unified in around 3100BCE by King Menes		farming first emerged		
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children know that rich people in ancient Egypt were mummified and can explain what this means	<p>[1] Most children can look at historical sources to understand mummification</p> <p>[2] Most children can discuss that historical sources and artefacts can sometimes only provide a certain side of history based on wealth</p> <p>[3] Most children can complete a mummification process and explain what happened during the process</p>	All children know ancient Egypt was split into different periods - The Old Kingdom, The Middle Kingdom and the New Kingdom	<p>[1] Most children can research the dates for the different kingdoms and find a fact about each kingdom</p> <p>[2] Most children can explain what hieroglyphics are and what they were written on</p> <p>[3] Most children can research about the pyramids and create questions they would want to be answered about ancient Egypt</p>	All children know the ancient Egyptian civilisation ended when ancient Greek ruler, Alexander the Great, conquered Egypt in 332BCE	<p>[1] Most children know pharaohs were buried in tombs and these have been studied for centuries and their treasures have often been stolen</p> <p>[2] Most children know that many pharaohs were buried in the Valley of Kings and can identify this on a map</p> <p>[3] Most children can research Tutankhamun and explain why this tomb is the most well known in ancient Egypt</p>

Year 4 Spring Term 1

UNIT TITLE: Who were the Anglo Saxons and the Scots?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children can say where the Anglo Saxons came from	<p>[1] Most children can show on a map where the Anglo Saxons/Scots came from</p> <p>[2] Most children can annotate a map showing where the Anglo Saxons and Scots went to</p> <p>[3] Most children can create a list of questions they would like to investigate and find answers to throughout this topic</p>	All children can say when the Anglo Saxons and Scots invaded Britain	<p>[1] Most children can explain how the Anglo Saxons and Scots invaded Britain</p> <p>[2] Most children can explain why the Anglo Saxons and Scots invaded Britain</p> <p>[3] Most children can name the seven Anglo Saxon kingdoms</p>	All children know that the Anglo Saxons created the names of many modern day Britain towns and can explain the meaning of some of these places	<p>[1] Most children can identify places in Britain named by the Anglo Saxons</p> <p>[2] Most children can match place names to their meanings</p> <p>[3] Most children can explain that the arrival of the Anglo-Saxons changed Britain's culture, particularly by changing the language (British and Latin language was gradually replaced by a Germanic language known as 'Old English')</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children can draw and label an Anglo Saxon village	[1] Most children can explain the jobs	All children know that the Anglo Saxons were	[1] Most children can name at least 2 Anglo Saxon Gods and	All children can explain the importance of St	[1] Most children can explain the Anglo Saxon link to Canterbury

	<p>of people in Anglo Saxon Britain</p> <p>[2] Most children can explain why life was difficult for children in Anglo-Saxon Britain</p> <p>[3] Most children can re-tell the story of Beowulf and discuss how storytelling was a popular pastime in Anglo Saxon Britain</p>	<p>polytheists and can explain what this means</p>	<p>recite a fact about them</p> <p>[2] Most children can recall the names of some Anglo Saxon festivals and link them to modern day festivals</p> <p>[3] Most children can explain who St Bede was and why he is important for us knowing about Anglo Saxon life</p>	<p>Augustine in converting Anglo Saxons into Christians</p>	<p>Cathedral and locate this on a map</p> <p>[2] Most children can explain why Saints Oswald and Aiden were important in the spreading of Christianity</p> <p>[3] Most children can locate Lindisfarne on a map and explain why it is important for Anglo Saxon history</p>
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Year 4 Spring Term 2

UNIT TITLE: Can you tell the story of the Saxons in Middleton?

ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
<p>[1] Most children can explain why there is little knowledge of Manchester at the time because of a lack of written records and the reliance on Anglo Saxon Chronicles</p> <p>[2] Most children can map that Manchester sits on the border between the Saxon state of Mercia and the Northern counties - showing that the River Mersey was the boundary between the two</p> <p>[3] Most children know that Christianity came to</p>	<p>All children can map towns in Manchester with names derived from the Saxons (Didsbury, Blackley, Bury, Middleton, Manchester, Leigh)</p>	<p>[1] Most children can research what the different place names mean</p> <p>[2] Most children can research Anglo Saxon heritage in Middleton</p> <p>[3] Most children can present their findings to others in the class</p>	<p>All children know that Middleton, as a settlement, dates from the 7th Century</p>	<p>[1] Most children know that Saint Leonard's Church was originally a wooden Saxon church</p> <p>[2] Most children know that the oval shape of the churchyard at Saint Leonard's suggests it is of Pagan or Saxon origin</p> <p>[3] Most children know that in the Saxon period, the church was dedicated to St Cuthbert. This was then changed to St Leonard when the Normans built a new church around 1100.</p>

<p>Manchester at the beginning of the 7th Century - the first church was built on the confluence of the Irk and Irwell where Manchester Cathedral now stands</p>				
<p>ADDITIONAL END POINTS</p>	<p>CORE END POINT 5</p>	<p>ADDITIONAL END POINTS</p>	<p>CORE END POINT 6</p>	<p>ADDITIONAL END POINTS</p>
<p>[1] Most children know there was a church dedicated to St Cuthbert in Middleton</p> <p>[2] Most children know that St Cuthbert was the Bishop of Lindisfarne</p> <p>[3] Most children can research why St Cuthbert was important enough to have a church named after him in Middleton.</p>	<p>All children know that Cardinal Thomas Langley dedicated a chapel to St Cuthbert in Middleton</p>	<p>[1] Most children can research Cardinal Thomas Langley's life</p> <p>[2] Most children can explain why we have a secondary school named after Cardinal Langley in Middleton</p> <p>[3] Most children can map the journey Cardinal Thomas Langley took through his life and present these facts</p>	<p>All children can visit St Leonard's church and identify possible evidence for the story of the Saxons in Middleton</p>	<p>[1] Most children can sketch the shape of St Leonard's church and identify possible Saxon links</p> <p>[2] Most children can identify St Cuthbert in stained glass and attempt to replicate</p> <p>[3] Most children can explain why this church would have been built where it was</p>

Year 5 Autumn Term 1

UNIT TITLE: Is there anybody out there? Earth and Space

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children know the history of space travel and can place some on a timeline correctly	<p>[1] Most children know 1942 was key for the start of space travel</p> <p>[2] Most children know the names of key astronauts through history</p> <p>[3] Most children can discuss future space travel ideas</p>	All children know how to locate key positional points on a map	<p>[1] Most children know where the equator, tropic of cancer and tropic of Capricorn should be located on a map</p> <p>[2] Most children know how to locate the northern and southern hemisphere and countries in these hemispheres</p> <p>[3] Most children know where the Greenwich Meridian is and how this affects time zones</p>	All children know how time zones and seasons change throughout the world	<p>[1] Most children know how the movement of the earth affects the seasons and day and night</p> <p>[2] Most children know how time zones change as you travel across countries and continents</p> <p>[3] Most children know how to locate countries and continents on a map</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children can say how Tim Peake has promoted British space travel	[1] Most children can recite 3 facts about Tim Peake's life	All children can explain what geographical features are	[1] Most children can describe geographical features on land	All children know that many historical periods created different calendars	[1] Most children can differentiate between lunar and solar calendars

	<p>[2] Most children can explain how Tim Peake has developed inspirations for British Space Travel</p> <p>[3] Most children know Tim Peake change space travel history</p>		<p>[2] Most children can describe geographical features on the moon</p> <p>[3] Most children can state the similarities and the differences between the two locations</p>		<p>[2] Most children can say why lunar calendars were used first when solar are more preferable</p> <p>[3] Most children know the theories of Ptolemy and Copernicus and can explain why Copernicus' heliocentric view of the Solar System is correct</p>
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Year 5 Spring Term 1

UNIT TITLE: Eureka! How did Ancient Greece impact the Western World?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children can order key events chronologically during a period in history	<p>[1] Most children can explore some key events during the Ancient Greek period</p> <p>[2] Most children can write the definitions for trade, empire and civilisation</p> <p>[3] Most children can explore the effects of Alexander the Great's empire on different people</p>	All children can research aspects of daily life in ancient Greece	<p>[1] Most children can research how enslavement was central to life in ancient Greece</p> <p>[2] Most children can gather information from secondary sources about aspects of life in ancient Greece</p> <p>[3] Most children can share their research with others and create their own historical questions</p>	All children can map Athens and Sparta on a map of ancient Greece	<p>[1] Most children can make comparisons between life in ancient Athens and Ancient sparta</p> <p>[2] Most children can discuss how democracy worked in Athens</p> <p>[3] Most children can compare life in Ancient Greece to life in modern day Britain</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children know that the ancient Greeks started the Olympic games	[1] Most children can gather evidence about the past by looking at an artefact	All children can name some ancient Greek Gods and Goddesses	[1] Most children can describe some of the ancient Greek Gods and Goddesses	All children know that ancient Greece has had an impact on the modern world	[1] Most children can research and summarise the impact ancient Greece has had on the modern world

	<p>[2] Most children can research the modern Olympics and the Olympics in ancient <i>Greek</i> times</p> <p>[3] Most children can discuss the impact of the Olympics on the rest of the world in modern times</p>		<p>[2] Most children can describe some of the key beliefs of ancient <i>Greeks</i> and discuss how they worshiped them</p> <p>[3] Most children can explore messages that ancient <i>Greeks</i> might have taken from some <i>Greek</i> myths</p>		<p>[2] Most children can use their findings to present to the class</p> <p>[3] Most children can use a hierarchy to describe what they believe were the most important ancient <i>Greece</i> legacies</p>
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Year 5 Spring Term 2

UNIT TITLE: Vikings Vs Anglo Saxons

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children know the Viking Invasion happened in 793AD and they invade Lindisfarne	<p>[1] Most children can explain why Viking longships could travel far and quickly</p> <p>[2] Most children can order events from the time of the Vikings</p> <p>[3] Most children can use the words raiders, invaders and settlers correctly</p>	All children know the names of Anglo Saxon Kings	<p>[1] Most children can identify key facts about some Anglo-Saxon Kings</p> <p>[2] Most children understand the significance of some Anglo Saxon Kings</p> <p>[3] Most children can compare the similarities and differences between some Anglo-Saxon kings</p>	All children can explain what Danegeld was	<p>[1] Most children know a fact about King Ethelred</p> <p>[2] Most children can explain the process of the introduction of Danegeld</p> <p>[3] Most children can explain the problems King Ethelred faced before introducing Danegeld</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children know the the Vikings started setting in the UK in 866 AD	<p>[1] Most children can identify key aspects of Viking Life (wattle and daub buildings; use of iron and gold;</p>	All children know that the idea of Parliament came from the Anglo Saxon and Viking time period	<p>[1] Most children can explain how the legal system worked in Anglo Saxons and Vikings</p>	All children can describe the importance of 1066	<p>[1] Most children can identify and order Anglo Saxon kings on a timeline</p> <p>[2] Most children can recite facts about Edward the Confessor</p>

	<p>wool or linen fabric; made bread etc)</p> <p>[2] Most children can explain key aspects of Viking life</p> <p>[3] Most children can create their own questions for their learning</p>		<p>[2] Most children can compare Anglo Saxon and Viking punishment</p> <p>[3] Most children can compare and contrast the Anglo Saxon and Viking justice system with the modern British justice system</p>		<p>[3] Most children can explain how the Viking/Anglo Saxon period came to an end</p>
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Year 5 Summer Term 2

UNIT TITLE: Being Historical Detectives in Victorian Rochdale

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children know that the Victorian period lasted between 1837 to 1901 and Queen Victoria was the monarch	<p>[1] Most children know that the lives of the rich and poor were very different</p> <p>[2] Most children know women faced discrimination during the Victorian period</p> <p>[3] Most children know that feminism is a movement that seeks equality for women</p>	All children can describe some examples of what life was like in Victorian Britain	<p>[1] Most children know that poor children in Victorian times had to work to earn money for their family</p> <p>[2] Most children know that the steam train was invented during this period</p> <p>[3] Most children know that the telephone was created in 1876 to enable better communication</p>	All children know the Industrial Revolution lasted between 1750 to 1900	<p>[1] Most children can say how life in Britain changed throughout the industrial revolution</p> <p>[2] Most children can explain why there was an industrial revolution</p> <p>[3] Most children know that there were social movements developed to protect the rights of working people</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children know that in 1839, the first Rochdale train station opened	[1] Most children know that steam railways were developed	All children know in 1843 the Rochdale Equitable Pioneers Society was formed	[1] Most children know this was formed by a group of poor local weavers	All children can handle artefacts linked to the cooperative	[1] Most children can create questions to be answered about the Cooperative Movement

	<p>throughout the 1800s</p> <p>[2] Most children know the trains helped with the transportation of goods during the industrial revolution</p> <p>[3] Most children know that the railway would have been used for Rochdale people to go on seaside holidays</p>		<p>[2] Most children know they opened the first Co-Operative Retail shop in Toad Lane, Rochdale</p> <p>[3] Most children can research the importance of the Co-Operative movement</p>	<p>movement (Touchstones)</p>	<p>[2] Most children can listen and find answers about the Cooperative Movement</p> <p>[3] Most children can explain how the cooperative movement shaped changes in Victorian Rochdale and beyond</p>
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Year 6

Year 6 Autumn Term 1

UNIT TITLE: The Wonder of Me

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children can discuss where their family comes from	<p>[1] Most children know the country or countries that their family originates from and can identify these on a map</p> <p>[2] Most children know how to identify other countries surrounding this/these countries and features of these countries</p> <p>[3] Most children can develop appropriate questions to find out more about their family history</p>	All children know a physical and human feature significant to where their family are from	<p>[1] Most children know 3 significant facts about a physical feature near to or in the country my family comes from</p> <p>[2] Most children know 3 significant facts about human features near to or in the country my family come from</p> <p>[3] Most children know how to identify features on different kinds of map (looking at keys and map symbols)</p>	All children can gather evidence from their families	<p>[1] Most children know how to write questions to find out about their family history</p> <p>[2] Most children can use photographs and pictures to find out about their family history</p> <p>[3] Most children know how to develop an information page using technology to describe my family history</p>

CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
<p>All children can create a family timeline</p>	<p>[1] Most children know that a timeline needs to be in chronological order</p> <p>[2] Most children know how to include my family history on a timeline that includes geographical facts also</p> <p>[3] Most children know how to compare and contrast my history with the history of others</p>	<p>All children can compare and contrast their history with others</p>	<p>[1] Most children can say what is similar between my history and the history of others</p> <p>[2] Most children can say what is different between my history and the history of others</p> <p>[3] Most children know how to represent everything I have learnt in a written format</p>	<p>All children know their family history makes them wonderful</p>	<p>[1] Most children know they need to include information about geographical locations I am from or have visited</p> <p>[2] Most children know how to describe and explain their family timeline</p> <p>[3] Most children can confidently present their family history and talk about why they are wonderful</p>

Year 6 Autumn Term 2

UNIT TITLE: Was it right to start World War I?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children know that WW1 was between 1914 and 1918	<p>[1] Most children can name the countries within the Central Powers Alliance</p> <p>[2] Most children can name the countries within the Triple Entente</p> <p>[3] Most children can explain who Archduke Franz Ferdinand was and his significance in the start of WWI</p>	All children can describe what the western front was	<p>[1] Most children can explain what trench warfare was</p> <p>[2] Most children can describe what life was like for soldiers on the Western Front</p> <p>[3] Most children know why the Battle of the Somme was significant</p>	All children can look at and discuss how different sources of evidence give us information	<p>[1] Most children can name a technology that was used for the first time during WWI</p> <p>[2] Most children can say how a technology changed warfare during WWI</p> <p>[3] Most children can justify their ideas using sources of evidence and information</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children can name animals that were involved in the war effort	<p>[1] Most children can describe the role of horses in WWI</p> <p>[2] Most children can name another</p>	All children can describe what propaganda was	[1] Most children can name a way that women or children supported the war effort from home	All children can say whether they think it was right to start WW1	<p>[1] Most children can identify the date of Armistice Day</p> <p>[2] Most children can describe what the Treaty of Versailles is</p>

	<p>species of animal that was used and what its role was</p> <p>[3] Most children can discuss the advantages and disadvantages of using animals in war</p>		<p>[2] Most children can explain what propaganda was used for</p> <p>[3] Most children can name some changes that happened in Britain because of the war</p>		<p>[3] Most children can identify changes in Europe after the war ended</p>
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Year 6 Spring Term 1 (2 Week Unit)

UNIT TITLE: How would life have been different for me during WW2?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children know that the Second World War was between 1939 and 1945	<p>[1] Most children know the difference between Allied and Axis countries</p> <p>[2] Most children can explain why evacuation started</p> <p>[3] Most children can explain who was evacuated and where to - thinking about the pros and cons of this</p>	All children can describe how they feel life would have been during WW2	<p>[1] Most children can explain what rationing was and how it worked</p> <p>[2] Most children can describe how children wrote to family members at war</p> <p>[3] Most children know what an air raid was and can imagine the feeling of this</p>		<p>[1]</p> <p>[2]</p> <p>[3]</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
	<p>[1]</p> <p>[2]</p> <p>[3]</p>		<p>[1]</p> <p>[2]</p> <p>[3]</p>		<p>[1]</p> <p>[2]</p> <p>[3]</p>

Year 6 Spring Term 1 and Spring 2

UNIT TITLE: Matter of Life and Death - How did the ancient Islamic Civilisations help modern day Britain?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children can explain why Baghdad was such an important city in the Islamic Empire and locate this on a series of modern and historical maps	<p>[1] Most children can recall some key facts about Baghdad</p> <p>[2] Most children can identify some similarities and differences between life in Baghdad and London in AD900</p> <p>[3] Most children can compare life in the Islamic Empire with that in Europe in the 10th and 11th Century</p>	All children can explain what the House of Wisdom was and what happened there	<p>[1] Most children know when the House of Wisdom was built (AD 830)</p> <p>[2] Most children can recall the siege of Baghdad in 1258</p> <p>[3] Most children can explain why the river turned black after the siege</p>	All children can describe how the work of early Islamic doctors has influenced modern medicine	<p>[1] Most children can compare how early Islamic and European medicine in the Middle Ages was different</p> <p>[2] Most children can recite the names of some important Muslim scholars</p> <p>[3] Most children can give some examples of how Islamic medicine helps us today</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children can explain who Muhammad is	[1] Most children can describe how Islam was founded	All children can identify geometric patterns, vegetal patterns and	[1] Most children can identify where different forms of Islamic art was used	All children can label significant places on a map of the Silk Road	[1] Most children can describe why from the 8 th Century onwards, Islamic

	<p>[2] Most children can identify Mecca and Medina on a map</p> <p>[3] Most children can describe what a caliphate is and explain how the first caliphate was formed</p>	<p>calligraphy in different examples of Islamic art</p>	<p>[2] Most children can explain what calligraphy is</p> <p>[3] Most children can say where geometric and vegetal patterns would decorate</p>		<p>history became known as The Golden Age of Islam</p> <p>[2] Most children can identify products that were deemed valuable for trade</p> <p>[3] Most children can explain how perfume was created</p>
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