ST MARY'S R. C. PRIMARY
HISTORY OVERVIEW 2025 - 2026

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	This is me and my town – why would people visit Middleton?	How are my toys different to the ones my grandparents played with?	How and why has shopping changed in my local area?	What makes Britain, Britain?	Who was Neil Armstrong and why was he significant?	Why do we love to be by the seaside?
Year 2	What happened during the Great Fire of London and how do we know?	Where are the polar regions and what are they like?	Castles and monarchs: why were castles built?	How is life different to ours in Brazil?		What happens when it just won't stop raining in Middleton?
Year 3	From Stone to Steel – How did England change?	What causes earthquakes and volcanoes to erupt?	What happens when the land gets higher and higher?	How did the ancient Romans influence our lives today?	Why are maps so important and what can they tell me about life in Middleton?	Why did holidaying in Middleton change over the last couple of centuries?
Year 4	Why are rivers so important?	What did the ancient Egyptians achieve?	How did Britain change after the Anglo-Saxon settlement?	How did the Saxons influence Middleton?	Can we become geographical explorers? The Peak District!	A tale of two cities! Manchester and Rome – are they similar?
Year 5	Can we journey all around the world?	What is trade and why is it important?	What was life like in ancient Greece and what influence can we see of ancient Greece on our world today?	How did the Vikings try to take over the country and how close did they get?	Why do we still want to go to America?	What was life like in Victorian Rochdale?

Year 6	What did the Ancient Mayans achieve?	Why was WW1 a significant turning point in British history?	How would life have been different for me during WW2?		Why do we need to save our planet?	

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

Red – History focus Green – Geography focus Blue – History and geography focus

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

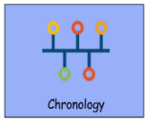
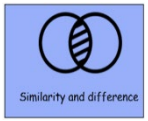
- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or 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

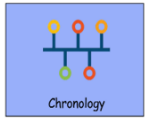
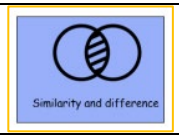
- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- regularly address and sometimes 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

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 and can ask and answer simple questions about toys from the past; using artefact and photos	EP1.1 Most chn will be able to talk about their favorite toy today and how these has changed in their lifetime EP1.2 Most chn can sort toys as old or new	EP2 – All chn know about some of the toys their parents and grandparents played with	EP2.1 - Most chn can ask a familiar adult about toys parents/grandparents played with EP2.2 – Most chn know that many toys in the past were made of different materials and can name these	EP3 – All chn understand that some toys today are similar to those of the past	EP3.1 - Most pupil can identify some toys that have continued to exist eg teddy bear, marbles, dolls, balls and can identify similarities and differences between old and new versions EP3.3 – Most chn know that some toys couldn't be played with in the past because they were not invented eg. IPads
	FURTHER END POINTS		**FURTHER END POINTS**		**FURTHER END POINTS**
	Some chn can talk about toys beyond living memory e.g. 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

Substantive Concepts	Disciplinary Concepts
	   
Prior Knowledge	
-chn have explored similarities and differences between things in the past and now -chn know things have changed in their history and their families history	

UNIT TITLE: Year 1 Summer 1– Who was Neil Armstrong and why was he significant?					
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 the moon landings were significant because it had never been done before	EP1.1 Most chn know the moon landings happened before they were born and can use sources to answer simple questions EP1.2 Most chn can sequence some events that had happened in the lead up to the first moon landing in a simple timeline	EP2 – All chn can name Neil Armstrong, Buzz Aldrin and Michael Collins as the significant astronauts involved in the Moon Landing	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 EP2.2 – Most chn know that Armstrong's footprints are still on the moon and they also left an American flag	EP3 – All chn know Neil Armstrong was the first astronaut to step on the moon	EP3.1 - Most chn know that when Armstrong landed on the moon he said 'small step for man. One giant leap for mankind'. EP3.2 - Most chn can recall some facts about the life of significant individual 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
	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 astronaut – Armstrong, Collins or Aldrin

Substantive Concepts	Disciplinary Concepts
 	   
Prior Knowledge chn looked at travel and transport in EYFS, so understand the concept of exploring -chn have an understanding of the 'past' within living memory	

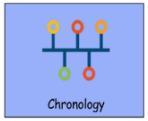
UNIT TITLE: Year 1 Spring 1 – How and why has shopping changed in this area?					
CORE END POINT 1	**ADDITIONAL END POINTS**	**CORE END POINT 2**	**ADDITIONAL END POINTS**	**CORE END POINT 3**	**ADDITIONAL END POINTS**
EP1 - All children can name shops we have in our local area of Middleton	EP1.1 Most chn know that we have different types of shops in our local area such as corner shops, supermarkets, shopping centers and can talk about their purpose EP1.2 Most chn know that shops in our local area have changed over time	EP2 – All chn can name shops from the past and talk about their purpose	EP2.1 – Most chn can identify ways shopping habits have changed over time; identifying what has continued and what has changed (eg payments, delivery, self-service, online shopping, people no longer visit different shops and shops like bakeries are now part of a supermarket) EP2.2 - Most chn can use sources such as photographs, oral accounts etc to identify similarities and differences between shops and shopping habits today and in the past	EP3 – All children can take part in fieldwork and use their observational skills to identify shops	EP3.1 - Most chn can use fieldwork skills such as sketching, photography etc. to investigate shops in their local area EP3.2 - Most chn can evaluate and communicate their fieldwork findings
	FURTHER END POINTS		**FURTHER END POINTS**		**FURTHER END POINTS**
	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 less people access it		Some chn can explain how technology has changed the way we shop eg use of cards, online shopping, self-service, refrigeration		Some children know the Rochdale Pioneers created the first cooperative in our local area so everyone could afford food

-chn have experience asking enquiry questions and using sources

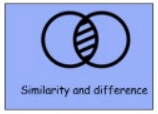
Substantive Concepts	Disciplinary Concepts

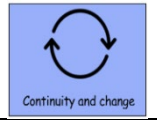








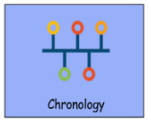
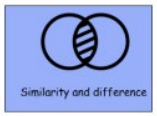
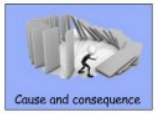




Prior Knowledge

-chn have an understanding of the 'past' within living memory and have explored changes within living memeory (through toys)
-chn understand that some things can continue and some things can change though the focus of toys. They also explored similarity and change through this topic.
-chn have knowledge of the shops in their locality through their local area geography topic
-chn know that technology has changed over time, through their learning on toy advancements
-chn have conducted fieldwork in the local area previously
- -chn have experience asking enquiry questions and using sources

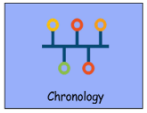
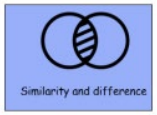
UNIT TITLE: Year 2 Autumn 2 – What happened during the Great Fire of London and how do we know?					
CORE END POINT 1	**ADDITIONAL END POINTS**	**CORE END POINT 2**	**ADDITIONAL END POINTS**	**CORE END POINT 3**	**ADDITIONAL END POINTS**
EP1 - All chn know that a long time ago a great fire destroyed much of the old city of London	EP1.1 Most chn describe where the Great Fire of London fits in a timeline of previous events studied and can sequence key features of the event itself EP1.2 Most chn can identify cases of the fire spreading **(eg they know past houses were built mainly of wood, wattle and daub, many had straw roofs, the streets were narrow, there was no fire brigade)**	EP2 – All chn know that the fire started accidentally in a baker's shop in Pudding Lane and spread from house to house	EP2.1 - Most chn can identify consequences **(eg people were homeless, houses and churches burnt down)** EP2.2 – Most chn should know about significant people involved **(eg Thomas Farriner owned the bakery that was the source of the fire; King Charles II ordered the houses to be pulled down)**	EP3 – All chn know that once the fire had been put out the City of London was re-built	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 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 (positive consequences)
	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 know that Wren's greatest work was the new St Paul's Cathedral.

Substantive Concepts	Disciplinary Concepts
  	     

Prior Knowledge

-chn have an understanding of the 'past' within living memory. They can place events in chronological order
-chn have an understanding of what houses/streets look like today, through their local geography work – to compare with the houses in London at the time
-chn learnt about modern fire brigage in EYFS, when looking at people who help us
-chn have knowledge of materials from science
-chn know what a bakery is from their work on shops in the past in Y1-chn have experience asking enquiry questions and using sources
-chn understand that some things can continue and some things can change though the focus of toys and shopping. They also explored similarity and change through these topic.
-chn have an understanding that events can be caused by an something, which can then have positive/negative consequence
-chn have an understanding of what makes a person/event significant

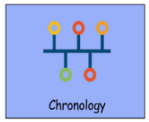
UNIT TITLE: Year 2 Spring 1 – Castles and monarchs. Why were castles built?					
CORE END POINT 1	**ADDITIONAL END POINTS**	**CORE END POINT 2**	**ADDITIONAL END POINTS**	**CORE END POINT 3**	**ADDITIONAL END POINTS**
EP1 - All children can explain what a monarch is and understand that Queen Elizabeth II and Queen Victoria were significant monarchs	EP1.1 Most chn can use sources to find out about the life of Queen Elizabeth and Queen Victoria and aspects of life their periods EP1.2 Most chn can identify similarities and differences between the life of Queen Elizabeth and Queen Victoria and aspects of life in their different periods	EP2 – All chn know that Queen Victoria and Queen Elizabeth are past monarchs and King Charles is our current monarch	EP2.1 - Most chn understand where Queen Victoria and Elizabeth II fit into the overall chronology already studied. EP2.2 – Most chn understand why King Charles in our current monarch and who the next monarch is going to be (family tree)	EP3 – All chn know that early castles were built as a place of defence	EP3.1- Most chn can use aerial photographs and plan perspectives to identify the features and geography of castles EP3.2 – Most chn use enquiry and fieldwork skills to study the geography of a castle first hand
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some children can identify which monarch they believe had the most significant impact		Some chn can compare King Charles III to King Charles II (GFOL)		Some children can locate castles in the UK on a UK map

Substantive Concepts	Disciplinary Concepts
  	     

Prior Knowledge

-chn have an understanding of the 'past' within living memory and beyond living memory. They can place events in chronological order
-chn have prior fieldwork skills, to support with conducting fieldwork on a castle
-chn have experience using aerial phtotogrpahs
-chn have an understanding on what a king and queen is and knowledge of Queen Elizabeth and King Charles, though Jubilee and Coronation work
-chn understand that some things can continue and some things can change, to support when looking at changes from the victorian period to today. They also have an understanding of similarity and difference
-chn have an understanding of cause and consequence to apply to reasoning why castles are built the way they are and the consequences of that
-chn have an understanding of what makes a person/event significant

UNIT TITLE:	Year 2 Summer 2 – What happens when it just won't stop raining in Middleton?				
CORE END POINT 1	**ADDITIONAL END POINTS**	**CORE END POINT 2**	**ADDITIONAL END POINTS**	**CORE END POINT 3**	**ADDITIONAL END POINTS**
EP1 - All chn can identify weather patterns associated with each season	EP1.1 Most chn can identify daily weather patterns through fieldwork; collecting, presenting and analysing their finding EP1.2 Most children understand the role of a meteorologist and can present their own weather forecast	EP2 – All chn know that a flood happened in Middleton (our local area) in the past due to extreme weather	EP2.1 - Most chn know where the flood fits into the overall chronological framework EP2.2 – Most chn can identify causes and consequences of the flood **(eg a canal bank 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; bridges fell down, damaged roads, houses and sewage; boats had to help rescue people from their homes; people were left homeless or sheltering in churches and schools)**	EP3 – All chn must know there is a memorial in Jubilee Park which is to remember the flood happened and those that died.	EP3.1 - 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 EP3.3 – Most chn know that there were secondary consequences years later, as lots of the housing that was impacted by the flood was condemned unsafe
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some children can identify dangerous types of weather and the impact		Some chn can explain how weather impacts on people and how people impact weather		Some chn can date the flood

Substantive Concepts	Disciplinary Concepts
  	   

Prior Knowledge

-chn have an understanding of the 'past' within living memory and beyond living memory, They can place events in chronological order
-chn have prior fieldwork skills, to support with weather fieldwork
-chn have an undersatnding of difference in the locality in the past (through a shopping context)
-chn know where the equator and poles are and that hot places are near the equator and cold places are near the poles
-chn have an understanding of cause and consequence to apply to considering what caused the flood and looking at the consequences of that

Year 3 Autumn Term 1 - 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 define BCE and AD	[1] Most children know what prehistory is and that it is divided into 3 different eras (Stone Age, Bronze Age, Iron Age) [2] Most children know that the periods are named after the tools used by humans at the time and why this changed	All children know the names the three stages the Stone Age was split up into (Paleolithic, Mesolithic, Neolithic)	[1] Most children can use a timeline to demonstrate their understanding of the Stone Age [2] Most children can describe what life was like during this period in terms of housing, food, clothing etc **eg they know people lived in caves during Paleolithic period; they know that the Mesolithic period was the start of 'Hunter-Gatherers' and explain what this means; they know people began to settle in larger villages to produce food, aid in population growth and for security in Neolithic period**	All children know the Bronxe Age followed on after the Stone Age	[1] Most children can use a timeline to demonstrate their understanding of the Bronze Age [2] Most children can describe what life was like during this period in terms of housing, food, clothing etc **eg they know that early religion began to develop in this period**
FURTHER END POINT: Most children can use a timeline to demonstrate their understanding of the Stone Age, through to Iron Age		FURTHER END POINT: Some children can explain what caused changes to happen through the Stone -Iron Age and the consequences of it			
CORE END POINT 4	**ADDITIONAL END POINTS**	**CORE END POINT 5**	**ADDITIONAL END POINTS**		
All know the Iron Age followed the Bronze Age	1 – Most chn can use a timeline to demonstrate their understanding of the Iron Age [2] Most children can describe what life was like during this period in terms of housing, food, clothing etc	All children can use sources of evidence to develop their understanding of prehistory	[1) Most children know that archeologists have been able to work out lots about what life was like in these periods using evidence from artwork, artefacts, monuments and also from animal and human remains. [2] Most children can explain the significance of Skara Brae and Stonehenge tin telling us about life in these periods		
FURTHER END POINT: Most children can explain that the Iron Age was a violent period and can justify why this might have been the case		FURTHER END POINT: Most children can explain that early religion began to develop in this period			

Substantive Concepts	Disciplinary Concepts

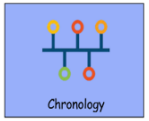




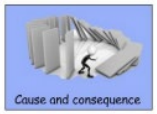




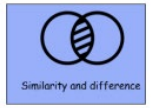














Prior Knowledge

-chn have learnt about the past within and beyond living memory (up to GFOL)
-chn know life was different in different periods
-chn know that housing was different in the past, through looking at housing in GFOL – this can be applied to looking at housing in the Stone Age – Iron Age
-chn know about different materials and how different materials were used in the past eg though toys, materials used for houses during GFOL
-chn also have an understanding of similarity and difference – support when comparing Stone Age through to Iron Age
-chn have an understanding of what makes a person/event/thing significant – this can support with exploring how Skara Brae is significant in helping us understanding the Neolithic Period
-chn have an understanding of cause and consequence to apply to considering what caused humans to settle and the consequences of that
-chn have an understanding of continuity and change to apply to considering what continued and changed through the Stone Age to Iron Age
-chn have experience asking historical questions and using sources

Year 3 Spring Term 2 - How do the Ancient Romans influence our lives today?

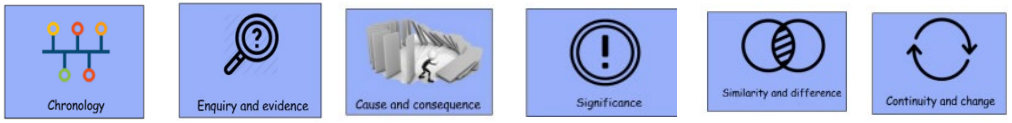
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All chn know how Ancient Rome began with Kings ruling and it then became an empire	[1] Most chn understand where this fits into the overall chronology studied so far; as well as having a good understanding of the internal chronology 2: Most children can describe what the Roman Empire was; how it spread and where	All children can use sources to further their understanding of the Ancient Romans (see progression map)	[[1] Most chn can explain what life was like for Romans eg worship, sport, art, bathing etc [2] Most children can explain how Iron Age Britain changed with the invasion of the Romans	All children know that the Romans valued leisure time and used bathing, art, sport and worship to relax	[1] Most children can explain what mosaic and art work showed to society [2] Most children can explain why ancient Romans valued Gods and Godesses
FURTHER END POINT: Some children can recite the story of Romulus and Remus				FURTHER END POINT: Most children can name a way in which the Romans have influence their lives today	

CEP4	ADDITIONAL END POINTS	CEP5	ADDITIONAL END POINTS		
All children know when the Romans finally successfully invaded Britain	[1] Most children can explain what caused the Romans want to invade [2] Most children can identify positive and negative consequences of the Romans invading Britain	All children know that the Romans changed the way Britain looked	[1] Most children can explain why Hadrian's Wall was built and the significance of it [2] Most children can explain how England looked different after the invasion (bigger towns, straight roads etc.)		
FURTHER END POINT: Most children can recite the story of Boudicca					

Substantive Concepts



Disciplinary Concepts



Prior Knowledge

-chn have studied the periods Stone Age to Iron Age. Chn have an understanding of duration
-chn know terms BC and AD. They can use primary and seconday sources
-chn know life was different in different periods and can compare Roman Britian to previous periods eg gods, settlements, housing, weapons
-chn know what a settlement/settler is from their Stone Age – Iron Age work and can look at how settlements changed since then
-chn have an understanding of monarchy and can look at how this differs from an Emperor. Also supports work on Boudicca
-chn have an understanding on conflict, through Iron Age – this can be applied to explore invasions and conquering
-chn learnt about castles being a form of defence in Y2, so can apply to work on Hadrian's wall
-chn know the continent of Europe in geography
--chn know that housing was different in the past, through looking at housing in GFOL, Stone Age – Iron Age
-chn also have an understanding of similarity and difference – support when comparing Stone Age-Iron Age to Roman Britian
-chn have an understanding of what makes a person/event/thing significant – this can support understanding the significance Romans had on Britian

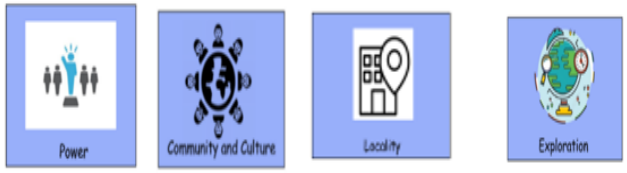
Year 3 Summer Term 2 - Why did holidaying in Middleton change over the last couple of centuries?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children can ask questions to find out about how holidays have changed	[1] Most chn can use sources to investigate how holidays have changed and why [2] Most chn can use artefacts and describe what they are used for (Touchstones loan box – Victorian holidays)	All chn know holidays have changed over the past 100 years	[1] Most chn can explain why holidays have changed over the past 100 years [2] Most chn can use a timeline to demonstrate how holidays have changed	All chn can explain what Wakes Week was and that is was a popular way of spending holidays in Victorian times for people in our local area	[1] Most children can describe Victorian jobs [2] Most children can describe Wakes Week activities people would do
FURTHER END POINT: Most children can explain why we have black and white evidence of holidays in the past and not colour evidence				FURTHER END POINT: Some chn can explain why Wakes Week was an important time for people going on holiday	

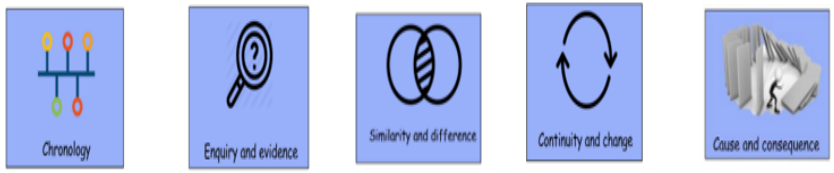
-chn have an understanding of cause and consequence to apply to considering what caused the invasion and the consequences of that/why Hadrian's Wall was built
-chn have an understanding of continuity and change to apply to considering what continued and changed through the Roman Empire
-chn can use primary and seconday sources and ask historical questions

CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS
All children can say a similarity and a difference between holidays now and Wakes Week	[1] Most children can describe what has continued in regards to holidays over time [2] Most children can describe what has changed in regards to holidays over time	Most chn understand that COVID impacted holidays and what holidays are like now post COVID	[1] Most chn can explain how and what caused holidays to change in the immediate aftermath of the COVID 19 pandemic 2: Most chn can explain if any of the changes have continued in the years past 2020/2021
		FURTHER END POINT	

Substantive Concepts



Disciplinary Concepts



Prior Knowledge

-chn know that technology has changed over time, through their learning on toy advancements /shopping habits. They are also aware that transport has changed over time.
-chn can identify changes in their lcoality over time – they can use these skills to compare chnages in Blackpool over time
-chn know there was a difference in the lives of rich and poor in Victorian times
-chn have an understanding of similarity and difference – to support when comparing holidays through history
-chn have an understanding of continuity and change to apply to considering what continued and changed in regards to holidays over time
-chn have an understanding of cause and consequence to apply to considering why holidays have changed over time and the consequences of that
-chn can use primary and seconday sources and ask historical questions

Year 4 Autumn Term 2 - What did the Ancient Egyptians achieve?					
CORE END POINT 1	**ADDITIONAL END POINTS**	**CEP2**	**ADDITIONAL END POINTS**	**CORE END POINT 3**	**ADDITIONAL END POINTS**
All chn know what a civilization is and can name early civilizations (Ancient Sumer, Ancient Egypt, Shang Dynasty and Indus Valley)	[1] Most chn can identify when and where these early civilizations began and can use a timeline to demonstrate this [2] Most chn can identify achievements of these early civilization and identify how they grew e.g. specialized jobs, language, trading, architecture	All chn know that Ancient Egypt was a settlement located near the river Nile	[1] Most chn have a good chronological understanding of the internal chronology of Ancient Egypt, as well as where it fits into the overall chronology studied so far [2] Most chn know that 2 separate kingdoms were unified in around 3100BCE by King Menes and Ancient Egypt was then split into different periods – The Old Kingdom, The Middle Kingdom and the New Kingdom	All chn talk can about what life would have been like in Ancient Egypt eg jobs, food, housing etc	[1] Most chn can identify what caused settlements to begin near the Nile and the positive and negative consequences of it e.g. people needed water for farming, growing crops; the river flooded annually and deposited nutritious soil [2] Most chn know that not everyone was treated equally in Ancient Egypt and can describe the hierarchy eg nobility, peasant, slave, pharaoh
FURTHER ENDPOINT: Some children can find similarities and differences between the earliest civilisations		FURTHER ENDPOINT: Most chn understand that conflict happened throughout the Egyptian period and can give examples eg Alexander the Great's Greek invasion in 332BC and then eventually the Romans defeating Cleopatra in 30BC and Egypt becoming part of the Roman Empire			
CORE END POINT 4	ADDITIONAL END POINTS	CEP 5	ADDITIONAL END POINTS		
All chn know that the Ancient Egyptians believed in lots of gods	[1] Most chn can identify Egyptian Gods [2] Most chn can explain the process of mummification and understand that Pharaohs were buried in tombs with their treasures. They know Tutankhamun and know he was mummified in the Valley of the Kings	All chn know Howard Carter was an archeologist who has a significant role in our understanding of Ancient Egypt	1 - Most chn can use sources and artefacts to investigate Ancient Egypt; investigate validity, justify opinions, understand sources can contradict, identify usefulness 2 – Most chn can identify significant achievements of the Ancient Egyptians eg hieroglyphics, pyramids		
FURTHER ENDPOINTS: Some children can identify what continued and changes through the Egyptian period					

Year 4 Spring Term 1 – How did Britain change after the Anglo-Saxon settlement?

CEP1	ADDITIONAL END POINTS	CEP2	ADDITIONAL END POINTS	CEP3	ADDITIONAL END POINTS
All chn know where the Anglo Saxons came from and that the Anglo Saxons and Scots invaded Britain	[1] Most chn can place the period within the overall chronological framework already studied. As well as having a good understanding of the internal chronology [2] Most chn can identify what caused them to come to Britain, the consequences and what changed from Roman Britain once they arrived eg cities changed to living in towns	All chn know there were 7 kingdoms in Anglo Saxon Britain and can name them	[1] Most children can identify places in Britain named by the Anglo Saxons [2] Most chn can explain the meaning of these place names	All chn understand that Britain's culture changed with the arrival of the Anglo Saxons	[1] Most children can explain what Anglo Saxon life was like eg jobs, settlement, houses, village life, art, jobs][2] Most chn can explain what life was like for different groups of people
FURTHER ENDPOINT: Some children can suggest why this was called 'The Dark Age' and justify their opinion on this with evidence		FURTHER END POINT: Some children can re-tell the story of Beowulf, understanding storytelling was a popular pastime in Anglo Saxon Britain and identify what the story tells us about Anglo Saxon culture			

CEP4	ADDITIONAL END POINTS	CEP5	ADDITIONAL END POINTS
All chn know that the Anglo Saxons where polytheists prior to converting to Christianity and can identify Anglo Saxon Gods	[1] Most children can explain the significance of St Augustine in converting Anglo Saxons into Christianity [2] Most children can explain why Saints Oswold and Aiden were important in the spreading of Christianity and can explain why Lindisfarne is important for Anglo Saxon history	All chn can use sources to learn more about the period	[1] Most chn know who St Bede was and why he is important in us knowing about Anglo Saxon life. [2] Most chn can explain the significant of Sutton Hoo in allowing us to learn about the period
FURTHER ENDPOINT: Some children can research and compare Anglo Saxon Gods			

Substantive Concepts

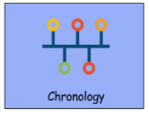




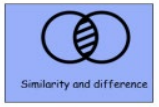


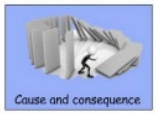


Disciplinary Concepts













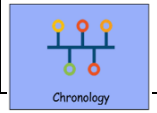
Prior Knowledge

-chn have studied the Stone Age – Iron Age period and Roman Britian (British history) Ancient Egypt (world history) Chn have an understanding of duration, concurrence and interaction
-chn's understanding of lifestyle in these periods can be compared to life in Britian during the Anglo Saxon's settlement eg housing, gods
-chn know about conflict and invasions (through Roman work)
-chn know what a settlement is, through previous periods of history
-chn have prior knowledge of locating places in Britian on a map, to support their work locating places named by the Anglo Saxons
-chn know what saints are.
-chn a understanding of similarity and difference – to support comparing Anglo Saxons to previous learning

Year 4 Spring Term 2 - How did the Saxons influence Middleton?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
Most chn understand Manchester has an Anglo-Saxon history	[1] Most children can map that Manchester sits on the border between the Saxon state of Mercia and the Northumbria [2] 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	All children can name places in Manchester with names derived from the Saxons (eg Didsbury, Blackley, Bury, Middleton, Leigh)	[1] Most chn can map places in Manchester with names derived from the Saxons [2] Most children identify what the different place names mean	All children know that it is believed Middleton, as a settlement, dates from the 7th Century	[1] Most children know that Saint Leonard's Church was originally a wooden Saxon church in Middleton [2] Most children know that the oval shape of the churchyard at Saint Leonard's suggests it is of Pagan or Saxon origin
FURTHER END POINT: Some children can research Anglo Saxon heritage in Middleton					
	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS		
All chn know St Leonard's church was originally dedicated to St Cuthbert and can explain who St Cuthbert was	[1] Most children know this was then changed to St Leonard's when the Normans built a new church around 1100. [2] Most chn know that Cardinal Thomas Langley dedicated a chapel to St Cuthbert in St Leonard's church years later	All children can visit St Leonard's church to carry our research and investigate	[1] Most chn can identify what has continued over time at St Leonard's church [2] Most chn can identify what has changed over time at St Leonard's church		
FURTHER ENDPONT: Some children research why St Cuthbert was important enough to have a church names after hum in Middleton		FURTHER ENDPOINT: Some children can use evidence to suggest why these changes happened			

-chn have an understanding of cause and consequence – to support them understanding why the Anglo Saxons came to Britian and the consequences of this
-chn understand that some things can continue and some things can change, to support when looking at what has contuned at changed from Roman Britian to Anglo Saxon Britan etc
-chn have an understanding of what makes a person/event significant
-chn have used primary and secondary sources. They can explain why there may be a lack of evidence. They can use sources to justify their opinion and understand that others may have different opinions. They recognise contradictions

Substantive Concepts	Disciplinary Concepts
  	   

Prior Knowledge

-chn have studied the Stone Age – Iron Age period and Roman Britian (British History) Ancient Egypt (world history)
-chn have also learnt about the Anglo Saxon settlement in Britian, so can apply their knowledge when looking at the Saxon influence on Middleton
-chn have an understanding of what a settlement is

Year 5 Spring Term 1 - What was life like in Ancient Greece and what influence can we see of Ancient Greece on our world today?

CEP 1	ADDITIONAL END POINTS	CEP 2	ADDITIONAL END POINTS	CEP 3	ADDITIONAL END POINTS
All chn understand where Ancient Greece fits into the overall chronology studied so far (look at concurrence, duration, interaction etc)	[1] Most children have a good chronological understanding of the internal chronology of Ancient Greece [2] Most chn can use primary and secondary sources, research, ask historical questions, use artefacts etc to understand Ancient Greece (see progression map)	All children know that Greece was a civilisation divided into city states, that often fought against each other, but would also unite again bigger enemies	[1] Most chn can identify similarities and difference between life in Ancient Athens and Ancient Sparta. [2] Most chn know that Alexander the Great was able to unite Greece and lead an empire.	Most chn can talk about aspects of daily life in Ancient Greece eg **housing, trade, democracy, architecture, entertainment, theatres, fashion, food, toys**	[1] Most chn can explain what life may have been like for different people in Ancient Greece eg slaves [2] Most chn understand that the Romans eventually took over Greece, but respected their customs
FURTHER ENDPOINT: Some children can link and compare their learning on Ancient Greece to previous learning in different periods, throughout the ubit		FURTHER END POINT: Some children identify positive and negative consequences of Alexander the Greats empire on different people			
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS		
All children know that the Ancient Greeks started the Olympic games	[1] Most chn can identify what the Olympics were like in Ancient Greece e.g. winner received a wreath of leaves, it was seen as a religious festival to Zeus [2] Most children can name and describe some Greek Gods and Goddesses, beliefs and how they worshipped	All children know that Ancient Greece has had an impact on the modern world	[1] Most children can identify the impact ancient Greece has had on the modern world eg democracy, alphabet, maths/science, Olympics 2) Most children identify similarities and differences between the Olympics in Ancient Greece and modern day and what continued and changed		
FURTHER ENDPOINTS: Most children can explore messages that ancient Greeks might have taken from some Grreek myths e.g. Heracles, Perseus, Jason and the Argonauts					

-chn have conducted prior enquiries into the history of their locality, so have an understanding that the locality has changed over time
-chn have conducted fieldwork in the locality, which will support in looking at how St Leonard's church has changed over time
-chn have prior knolwedge about what a church is and what saints are
-some chn may have prior knowledge of Cardinal Langley High School, to support them with understanding who Thomas Langley was
-some chn may have prior knowledge of Anglo Saxon derived names in Manchester
-chn understand that some things can continue and some things can change, to support when looking at what has continued and change over time to St Leonard's church
-chn have an understanding of what makes a person/event significant
-chn have used primary and secondary sources. They can explain why there may be a lack of evidence. They can use sources to justify their opinion and understand that others may have different opinions.

Substantive Concepts



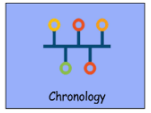








Disciplinary Concepts

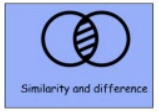












Prior Knowledge

-chn have studied the Stone Age – Iron Age, Roman Britian, Anglo Saxon (British History) Ancient Egypt (world history). Chn have an understanding of duration, concurrence and interaction
-chn will have an understanding of what was happening in other parts of the world at the time (concurrence) – Iron Age in Britian at the time, Ancient Rome and Ancient Egypt existed during this time (World)
-chn will be able to look at similarities and differences between life style etc and interactions eg gods/godesses, housing, art

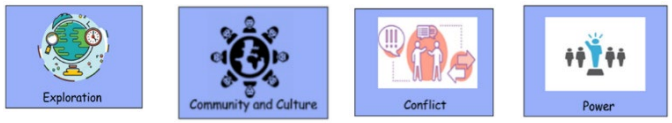
-chn have an understanding of monarchy (King Charles, Queen Eliabeth II, King Charles II, Boudica, Cleopatra) – to support with looking at Alexander the Great and how he compared
-chn have an understanding of heirarchy, through looking at monarchy, differences in the lives of rich and poor
-chn's geography work on Europe (Y4) will support them in knowing where Greece is
-some chn will have prior knowledge of what the Olympics are – to support with comparision work
-chn will have an understanding of what democracy is, through British Value work -chn have an understanding of similiarity and difference – support when comparing Athens and Sparta, Ancient Greece with today, Ancient Greece with different periods of history studied
-chn have an understanding of cause and consequence – support when looking at what caused certain things to happen and the consequences eg enslavement
-chn have an understanding of continuity and change – support when looking at what continued and changed from Ancient Greece to today eg elements of Olympics
-chn have an understanding of what makes a person/event significant - to support when exploring why Alexander the Great and his impact on Greece was significant
-chn have used primary and secondary sources. They can explain why there may be a lack of evidence. They can use sources to justify their opinion and understand that others may have different opinions. They recognise contradictions and bias

Year 5 Spring Term 2- How did the Vikings try to take over the country and how close did they get?

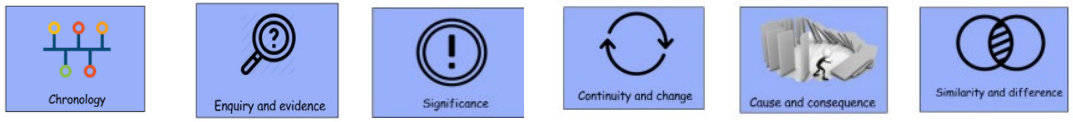
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All chn know where Vikings came from and that they used long boars for travel, trade and invading	[1] Most chn can discuss where the Viking period fits into the chronological framework studied so far and also have a good understanding of the internal chronology of the period [2] Most chn can use primary/secondary sources and research to understand the period.	All chn know that there was a struggle for Britain between the Anglo Saxons and Vikings	[1] Most chn can explain that the first recorded Viking raid on Britain happened in 793AD at Lindisfarne; where they raided St Cuthbert's monastery [2] Most chn know the Vikings started taking over AS Kingdoms, apart from Kingdom of Wessex which was defended by Alfred the Great. They know he made a peace treaty with the Vikings	All children know the Vikings started settling in the UK and their part of Britain was Danelaw	[1] Most chn can identify reasons that caused the Vikings to come to Britain and the positive and negative consequences of this [2] Most children can identify key aspects of Viking Life (housing, food, jobs ect) and what life was like for different people
FURTHER ENDPOINTS: Some children can acknowledge that a lot of our evidence comes from the Aglo-Saxon chronicles which portrays Vikings as blood thirsty and AS as heroes (bias/reliability)		FURTHER ENDPOINT Some children can compare Viking Britain: to Anglo Saxon Britain			

CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS
All children know that the idea of Parliament came from the Anglo Saxon and Viking time period	[1] Most children can explain how the legal system/punishments worked for Anglo Saxons and Vikings [2] Most children can compare and contrast the Anglo Saxon and Viking justice system with the modern British justice system	All children can identify significant Anglo Saxon/Viking Kings	[1] Most children can recall facts about significant kings [2] Most children can identify the significance of Edward the Confessors death, the events of 1066 and can explain how the Viking/Anglo Saxon period came to an end
FURTHER ENDPOINTS: Some children can identify concepts different kings initiated and the positive and negatives of these e.g. King Etherled introduced Danegeld			

Substantive Concepts



Disciplinary Concepts



Prior Knowledge

-chn have studied the Stone Age – Iron Age, Roman Britian, Anglo Saxon (British History) Ancient Egypt and Greece (World Histroy). Chn have an understanding of duration and interaction and duration
-chn's work on Anglo Saxons will support them in exploring how Britian changed with the Vikings
-chn know who St Cuthbert is, as St Leonard's was originally dedicated to him
-chn can use their knowledge of what life was like in prior periods studied, to support them in comparing life in Viking Britian eg housing, material use, food
-chn have an understanding of movement and settlement, through prior units eg Roman's coming to Britian
-chn have an understanding of how the Roman's influenced our laws; which they can use when looking at the Anglo Saxon/Viking influence on our justice sytem
-chn have an understanding of power and monarchy (King Charles, Queen Eliabeth II, King Charles II, Boudica, Cleopatra, Alexander the Great) – to support them when looking at Anglo Saxon kings
-chn will have some piror knowledge of tax, when looking at danegeld, through RE work (Levi/Zaccheaus)
-chn will have prior knowledge of what parliament is through their British Values work

Year 5 Summer Term 2- What was life like 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	[1] Most chn have a good chronological understanding of the Victorian period and significant events [2] Most chn can ask historical questions, research and use primary/secondary sources to investigate what life was like in Victorian Rochdale (See progression map)	All children can describe some examples of what life was like in Victorian Rochdale	[1] Most chn can identify and compare what life was life for different people in Victorian Rochdale eg rich/poor, children, women [2] Most chn can identify similarities and differences between life in Victorian Rochdale to life in Rochdale today	All children know the significance of the Industrial Revolution	[1] Most children can explain the causes of the industrial revolution and consequences for life in Britain [2] Most children know that there were social movements developed to protect the rights of working people
FURTHER ENDPOINTS: Some children can explain the discrimination faced by women in the period and how the feminist movement seeks equality for women					
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS		
All chn understand that certain things were invented during the Victoria period	[1] Most children know that the steam train was invented during this period and Rochdale's first train station opened in 1839; explain the impact **eg transporting goods during the Industrial Revolution, seaside holidays** [2] Most children know that the telephone was created in 1876 and can explain the impact	All children know in 1843 the Rochdale Pioneers Society was formed	:[1] Most children know they opened the first Co-Operative Retail shop in Toad Lane, Rochdale [2] Most chn can identify the causes of the Rochdale Pioneers opening the first Cooperative and the consequences of this		
FURTHER ENDPOINTS: Some children debate what they believe the most significant Victorian invention was		FURTHER ENDPOINT: Some children can describe how this has impacted on Rochdale today			

-chn have an understanding of similarity and difference
-chn have an understanding of cause and consequence – support when looking at the causes of the Viking invasion and the consequences/implementation of Danegeld/1066
-chn have an understaanding of continuity and change – support when looking at what continued and changed through Anglo Saxon rule to Vikings coming to Britian/ justice system then to today
-chn have an understanding of what makes a person/event significant
-chn have used primary and secondary sources. They can explain why there may be a lack of evidence. They can use sources to justify their opinion and understand that others may have different opinions. They recognise contradictions and bias

Substantive Concepts	Disciplinary Concepts

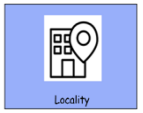


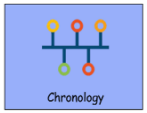








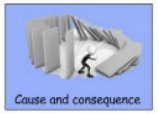


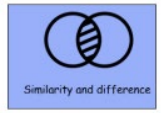








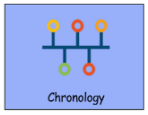




Prior Knowledge

-chn have studied Stone Age – Iron Age, Roman Britian, Anglo Saxons and Vikings (British History) Ancient Egypt and Ancient Greece (World History)
-chn have looked at aspects of the Victorian period in the past (Rochdale Pioneers in Y1, Queen Victoria in Y2, seaside holidays in Y3)
-chn have an understanding of other monarchs (King Charles, Queen Eliabeth II, King Charles II, Boudica, Cleopatra, King Ethelred, Alexander the Great)
-they have an understanding of the differences in lives between rich and poor, during Victorian times
-chn know technology has changed throughout history (through toys, shopping habits, holidays)
-chn have conducted local history enquiries in each year group, so understand their locality was different through history
-chn have an understanding of similarity and difference – to support them with comparing lives of rich and poor
-chn have an understanding of cause and consequence – support when looking at the causes of the feminist movement and consequences; the Industrial Revolution; invention of the train system and the Pioneer Movement
-chn have an understanding of contunity and change – support when looking at how the role of women has changed/continued, how our locality has changed/continued since the Victorian times
-chn have an understanding of what make a person/event significant – support when looking at the invention of the train/telephone, Industrial Revolution, feminist movement, Pioneers
-chn have used primary and secondary sources. They can explain why there may be a lack of evidence. They can use sources to justify their opinion and understand that others may have different opinions. They recognise contradictions and bias

Year 6 Autumn Term 1 - What did the Mayans achieve?					
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All chn know that Ancient Maya was a civilization that ruled Mesoamerica	[1] Most chn know where the Ancient Mayans lived and can locate these places in Mesoamerica on a map [2] Most children understand were the period fits into the overall history studied so far	All chn understand that historians find out about the Mayan civilization from historical sources	[1] Most chn can use and analyze sources on the Mayan civilization (see progression map) [2] Most chn can understand the role of John Lloyd Stephens and Frederick Catherwood in our understanding of the Mayan civilization	All chn can talk about achievements of the Mayans	[1] Most chn talk about the Mayan number and writing system and the significance [2] Most chn know about the types of food eaten by the Mayans and the significance of corn and chocolate
FURTHER ENDPOINT Some children can talk about what was happening in Britain at the time and understand concurrence				FURTHER ENDPOINT: Some chn can compare the writing systems of the Mayan to those of the Egyptians	
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS		
All chn can talk about aspects of Mayan culture eg agriculture, society structure, architecture etc	[1] Most children understand the social structure and hierarchy in Mayan society [2] Most chn can understand that Maya was a unified empire broken into city states and can talk about the features of a Mayan city state	All chn can talks about beliefs of the Mayans	[1] Most chn can identify Mayan gods [2] Most chn can identify what the gods represented and compare to other time periods		
FURTHER ENDPOINTS: Some children can compare the beliefs of the Mayan civilization to other societies studied					

Substantive Concepts	Disciplinary Concepts
   	   

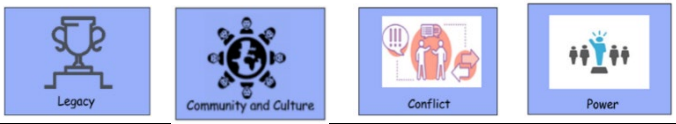
Prior Knowledge

-chn have studied Stone Age – Iron Age, Roman Britian, WWI and 2 (British History) Ancient Egypt and Ancient Greece (World History). Chn have an understanding of duration and interaction
-chn should already have an understanding of concurrence
-chn have knowledge of agriculture from learning on Ancient Egypt
-chn have an understanding of civilisations developing writing systems
-chn have an understanding of different societies have different beliefs
-chn have knowedge of how life, community and culture differed in different periods of history, to be able to compare
-chn should be able to locate places associated with the Mayans, through locating places in prior geography units
-chn have an understanding of heirarchy.

Year 6 Autumn Term 2- Why was WW1 a significant turning point in British history?

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 and can use a timeline to show their understanding of this	[1] Most children can name and locate the countries within the Triple Alliance and Triple Entente [2] Most children can explain why Archduke Franz Ferdinand's death was significance and identify cause and consequences of WW1	All children can describe what the western front and the home front was	[1] Most chn can explain what life was like on the Western Front for the soldiers and can explain what trench warfare was; using sources [2] Most chn can explain what life was life in Britain for different people at the time eg rationing, air raids etc and how it changed because of the war; using sources	All children know that the war was a turning point for Britain	[1] Most children can identify changes that happened eg women's rights, advancements in medicine and tech, more equality for classes [2] Most children can identify the positive and negative consequences of these changes on Britain
FURTHER ENDPOINT: Some children can identify significant soldiers in the war e.g. Joel Halliwell and Walter Tull		FURTHER ENDPOINT: Most children know why the Battle of the Somme was significant and can explain what happened			
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS		
All children can describe what propaganda was	[1] Most children can explain what propaganda was used for [2] Most chn can examine propaganda posters to identify its purpose	All children know the what Armistice is	1: Most children can identify the cause of the Treaty of Versailles and the consequences of that; identifying how life in Britain changed after the war 2: Most children can explain the reason and importance of Remembrance		
FURTHER ENDPOINT: Some children can use their learning and sources to conclude and evaluate what the most significant turning points in Britain were because of the war					

-chn understand that some things can continue and some things can change
-chn have used primary and secondary sources. They can explain why there may be a lack of evidence. They can use sources to justify their opinion and understand that others may have different opinions. They recognise contradictions and bias

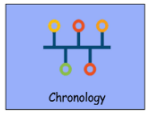
Substantive Concepts	Disciplinary Concepts
	

Prior Knowledge

-chn have studied Stone Age – Iron Age, Roman Britian, Anglo Saxons and Vikings (British History) Ancient Egypt and Ancient Greece (World History)
-chn will have prior knowledge of the war through our annual Remembrance
-chn have an understanding of conflict and power, through looking at invasions, battles etc eg Ancient Rome, Anglo Saxons/Vikings struggle for Britian
-chn have prior geography knowledge to support them when looking at where the countries involved are
-chn have an understanding that technology has changed over time (this began in yl looking at changes in toys/shopping habits, to holidays in Y3, invention of the trains and telephones in Y5)
-chn learnt about Danegeld in their Anglo Saxon/Viking work and know this was a tax paid to keep peace – they will explore that the Treaty of Versailles was created to keep peace too

Year 6 Spring Term 1 (2 Week Unit) - How would life have been different for me in Manchester 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	[1] Most chn can identify causes of WW2 and consequences [2] Most children know the difference between Allied and Axis countries and can locate them	All children can describe how they feel life would have been in Manchester during WW2;	[1] Most children can describe what The Blitz was and how it would have impacted people in Manchester. They know what an air raid is and can imagine the feeling of this [2] Most children can explain why evacuation happened, who was evacuated and to where – thinking about the pros and cons [3] Most children know what rationing is and how this impacted the people of Manchester	All chn know that the people of Manchester celebrated when the war ended	[1] Most chn know how the war came to an end and understand what VE Day is [2] Most chn can use research and sources to investigate the war, how Manchester celebrated and how people felt
FURTHER ENDPOINTS: Some children can have a good understanding of the 'Christmas Blitz' in Manchester in December 1940					

-chn have an understanding of cause and consequence – support with looking at the cause of the conflict and the consequences
-chn have an understanding of continuity and change – support when looking at how technology changed during the war/how Britian changed after the war
-chn have an understanding of what makes a person/event significant – support when looking at the death of Franz Ferdinand, the Battle of the Somme, impact of propoganda, Armistice, Treaty of Versailles
-chn have used primary and secondary sources. They can explain why there may be a lack of evidence. They can use sources to justify their opinion and understand that others may have different opinions. They recognise contradictions and bias

Substantive Concepts	Disciplinary Concepts
    	   

Prior Knowledge
-chn have studied Stone Age – Iron Age, Roman Britian, Anglo Saxons and Vikings, WWI (British history) Ancient Egypt and Ancient Greece (World History) -prior work on WWI will support chn's undersatnding of what a war is and the impact of this on people around the world – this will support them with exploring the impact of WW2 on the local area -chn understand that in wars there are countries that support each other and others in confltct -chn have studied a unit on local history in each year group, so have a understanding that the locality was different in the past -chn have an understanding of cause and consequence -chn have an understanding of what makes a person/event significant -chn have used primary and secondary sources. They can explain why there may be a lack of evidence. They can use sources to justify their opinion and understand that others may have different opinions. They recognise contradictions and bias