**History Framework   
Golden Thread: Buildings**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | | | Summer 1 | Summer 2 | | |
| Nursery | **Past and Present**  Children will know that they were a baby once. | **Past and Present**  Children will know why we wear poppies.  Children will find out why we have Bonfire Night. | **Past and Present**  Children will find out about Chinese New Year and consider what is the same and different to our own celebrations. | | **Past and Present**  Children will be able to talk about their own life story.  Children will be able to sort objects - old and new. | | | | **Past and Present**  Children will find out about St George’s Day and Eid.  Children will consider what is the same and different. | **Past and Present**  Children will begin to understand that at the moment they are in Nursery but soon they will go to Reception. | | |
| Reception | **Past and Present**  Children will know how they have changed from being a baby to being four/five.  Children will know that the past is anything before the current day. | **Past and Present**  Children will explore homes/houses from the past.  Children will know about Remembrance Day.  Children will know about why we remember Guy Fawkes. | **Past and Present**  Children will learn who David Attenborough is and why he is important.  Children will know that the present is now. | | **Past and Present**  Children will look at images of transport from the past and identify similarities and differences. | | | | **Past and Present**  Children will know who Mary Anning is and why she is important. | **Past and Present**  Children will look at seaside holidays from the past and identify similarities and differences. | | |
| Year 1 | **Black History:**  **Mae Jemison**  Who is she?  What is she famous for?  Can we compare her to other significant black figures? | **Changes within Living Memory**  **Kapow: How am I making history?**  How has our school and Moss Side changed?  Describe how the building, uniform and teachers have changed.  Business Park – what is it now and what did it used to be  Describe how shops have changed in Moss Side – what we had before Asda. |  | | **Changes within Living Memory**  **Kapow: How have toys changed?**  Did my grandparents play with the same toys as me?  Talk about how, and explain why, toys have changed over time e.g. materials they are made from  How computers have changed  Show an understanding that grandparents were children in the past | | | |  | **Comparing significant individuals in different periods**  **Kapow: How have explorers changed the world?**  Discuss the first moon landing making reference to Neil Armstrong  Who has been to space?  Talk about Tim Peake  Compare Mae Jemison with other astronauts. | | |
| Year 2 | **Black History:**  **Mary Seacole**.  Who is she?  What is she famous for?  Can we compare her to other significant black figures? | **Significant Events beyond living memory**  **(Key Stage History: Great Fire)**  Which significant events are  Important to remember?  Great Fire of London and The Gunpowder Plot  What London was like in 1600s  Talk about the key events and group of plotters involved in the Gunpowder Plot  Explain why the Gunpowder Plot happened  Sequence the main events along a timeline  The key events of the GFoL and why the fire spread so quickly  How did London change after the fire  How we have come to know about these two events – diaries etc | **Comparing significant individuals in different periods**  **(Key Stage History)**  How do the lives of significant women compare?  Learn about Florence Nightingale and Mary Seacole and their contributions  Compare their lives and talk about how we remember one more than the other  Learn why Emmeline Pankhurst is significant and compare her to Millicent Fawcett  Talk about Greta Thunberg – how do her campaigns compare to Emmeline Pankhurst’s? | |  | | | |  | **Significant Historical People, Places and Events**  **Kapow: What is a Monarch?**  Who is our Monarch today?  Who were our previous Monarchs?  How do you become a Monarch?  To sequence events from history. | | |
| Year 3 | **Black History**  **Katherine Johnson**  **And Rosa Parks**  Who are they?  What are they famous for?  Can we compare them to other significant black figures? | **STONE AGE TO IRON AGE c/3000 BC**  **Kapow: Would you rather have lived in the Stone Age, Bronze Age or the Iron Age**?  Would you rather have lived in the Stone Age, Bronze Age or the Iron Age?   * Children know how and why life was more challenging in the Stone Age. * Children know the Stone Age ended about 5000 years ago. * Children can talk about how things changed in the Bronze and Iron Ages. * Children can talk about artefacts and other evidence left from the Stone Age/Bronze Age/Iron Age. | | |  | | | **EARLY CIVILISATIONS c/3000 BC**  **Ancient Egypt, Ancient Sumer, Indus Valley and Shang Dynasty**  **Kapow: How did the ancient Egyptians believe?**  What do the four early civilisations all have in common historically and geographically?  Including an in-depth study of Ancient Egypt  Children can explain that how we know about the ancient Egyptians  Children can talk about the daily life  Children know that pharaohs were important and people had slaves.  Children know about the life of the young pharaoh Tutankhamun.  Children know why pyramids were built   * Children know that there is evidence of the earliest civilisations in our art, architecture, literature, language etc. * Children know that Ancient Sumer, Indus Valley and Shang Dynasty were all around at the same time as Ancient Egypt. * Children know that Ancient Egypt was around 5000 years ago. * Children know that ancient civilisations relied on rivers to supply drinking water and to fertilize the surrounding land for crop growth. * Children know that the Stone Age was an ancient civilisation at the same time as Ancient Egypt. | | | | |
| Year 4 | **Black History:**  **African Culture in our Community.**  What is African Culture?  What different African Cultures are represented in our school?  Can we compare two different African Cultures? | **ANCIENT GREECE c/800 - 500 BC**  **Kapow: What did the Greeks ever do for us?**  Can we thank the Ancient Greeks for anything in our lives today?   * Highlight how the Ancient Greeks influenced our lives today. * Approximately identify when the Ancient Greeks lived. * Develop an understanding of democracy. * Highlight the ways men and women were treated differently. * How the Gods play an important role in Greek Society? * Study of the First Olympic Games * Compare them to today | | | **THE ROMAN EMPIRE**  **Kapow: Why did the Romans settle in Britain?**  What impact did the Romans have on Britain?   * Identify the impact the Roman Empire had on Britain today. * Highlight how the Romans came to England. * Identify how we know the Romans lived in Manchester. * Highlight the reasons people’s opinions of the Romans differed. * Understand why the Romans left England | | | | | |  | |
| Year 5 | **Black History:**  **Role Models**  Who are the role models from the book *of Thee I Sing?*  Look at similarities and differences across those mentioned in the book  Choose one person to study in depth |  | | **BRITAIN’S SETTLEMENTS BY ANGLO-SAXONS, SCOTS AND VIKINGS Kapow: How did the Mayans ever compare to the Anglo-Saxons?**  Who got what in the struggle for the Kingdom of England?   * Know who the Anglo-Saxons were and where they came from and when * Know how religion changed from Paganism to Christianity * Explain why the Vikings came to England * Know who King Alfred the Great was and discuss whether he really was great * Know what happened in Lindisfarne * Explain the relationship between the Anglo Saxons and Vikings * Know what Danelaw and Danegeld are   Explain how we know that the Vikings came to England and talk about what they left behind | | | **THE TUDORS Kapow: What was life like in Tudor England?**  What was Henry VIII like as a ruler?  How did people live during Tudor times?  Why did Henry VIII have so many wives?  What is Royal Progress? | | | | | |
| Year 6 | Black History:  Henry Box Brown  Who is he?  What is he famous for?  Can we compare him to other significant black figures? | **THEMES IN BRITISH HISTORY**  **LOCAL HISTORY STUDY**  **Kapow: How was Britain rebuilt after WWII?**  **Is it ever right to fight?**  Including Geography cross curricular study:  How did WW2 Impact Manchester?   * WW1 took place between 1914-1918. * Trench life * The battle of the Somme * How & why the war ended. * Treaty of Versailles.   WW2   * The causes of WW2. * Evacuation of children * Rationing * Manchester Blitz – buildings * The role of women in the war. * Holocaust | | | | **THEMES IN BRITISH HISTORY**  **LOCAL HISTORY STUDY**  **Kapow: How was Britain rebuilt after WWII?**   * Impact of WW1 & WW2 on our local area. * NHS * Immigration * Buildings * Jobs * Housing * Economy | | | | | |  | |