

# Wharton CE Primary School History End Points

Proverbs 22 v 6 Train up a child in the way they should go and they will not depart from it

## History Topic Overview

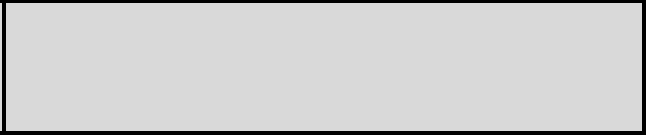
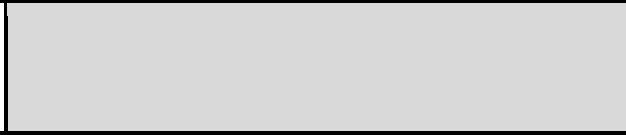
The following concepts will be explored throughout the Wharton History curriculum:

Power  
Trade  
Civilisation  
Invasion & settlements  
Democracy

|        | Autumn   | Spring   | Summer  |
|--------|--|--|---|
| EYFS   | <p>Ourselves/Families<br/>Autumn/Winter<br/>Community - Library visit<br/>Bonfire Night<br/>Christmas</p>                  | <p>Winter<br/>Chinese New Year<br/>Journeys<br/>Easter<br/>Life cycles<br/>Maps and Routes</p>   | <p>People who help us<br/>Summer<br/>Holidays</p>   |
| Year 1 |  | <p>How have things changed since my Grandparents were 5 or 6 years old (study 1950s - present day)?<br/>Changes within living memory</p> | <p>How has our local area changed over time?<br/>Wharton &amp; Winsford historical study.</p>   |
| Year 2 | <p>What should we remember in the UK?<br/>Great Fire of London<br/>Gunpowder plot<br/>Remembrance Day</p>                  | <p>How did people explore the world now and then?<br/>Christopher Columbus, Neil Armstrong &amp; Tim Peake</p>                           |   |
| Year 3 |  | <p>When would you rather live - Stone Age, Bronze Age or Iron Age?</p>   | <p>Which was the greatest civilisation and why?<br/>Study all civilisations, Sumer, Shang Dynasty, The Indus Valley, Ancient Egyptians - in depth Egyptians</p> |
| Year 4 | <p>What did the Ancient Greeks do for us?</p>  | <p>Who were the Romans and what did they do for us?<br/>The Roman Empire and its Impact on Britain</p>                                   |   |
| Year 5 | <p>Why was there a struggle for the Kingdom of England and how was this settled?<br/>Anglo Saxons, Scots &amp; Vikings</p> |  | <p>How was Mayan life different to life in Britain in 900 AD?</p>   |

Year 6

**Is it ever right to fight?**  
Wars and battles in Britain through time  
**How did WWII affect Greater Manchester?**



## Wharton CE Primary School History End Points

Proverbs 22 v 6 Train up a child in the way they should go and they will not depart from it

The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, along with the specific vocabulary which supports this understanding.

### Reception

**Children in the EYFS will learn about a variety of aspects that get them ready for the Year 1 curriculum and beyond.  
Some of the aspects of learning are detailed below.**

| Autumn   | Spring  | Summer   |
|--|---|--|
| <p><b>History: Past and Present:</b><br/>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Talk about themselves and how they have changed.</p> <p><b>Communication and language:</b><br/>Engage in story-times. Understand how to listen carefully and why listening is important. Learn new vocabulary. Develop social phrases. Engage in non-fiction books. Listen carefully to rhymes paying attention to how they sound.</p> <p><b>Personal, Social and Emotional Development Self-regulation:</b><br/>What makes people special? Religions: Christianity, Judaism<br/>What is Christmas? Religion: Christianity</p> | <p><b>History: Past and Present:</b><br/>Children will talk about the lives of people around them, past and present and what has been read to them<br/>Children will know about the past through settings and characters – Look at castles, images from the past, our King and situations in the past</p> <p><b>Communication and language:</b><br/>Use new vocabulary throughout the day. Articulate their ideas and thoughts. Describe events in some detail.<br/>Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p><b>Personal, Social and Emotional Development Self-regulation:</b><br/>How do people celebrate? Religion: Hinduism<br/>What is Easter? Religion: Christianity</p> | <p><b>History: Past and Present:</b><br/>Comment on images of familiar situations in the past – revisit and retrieve</p> <p><b>Communication and language:</b><br/>Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them.</p> <p><b>Personal, Social and Emotional Development Self-regulation:</b><br/>What can we learn from Stories? Religion: Christianity, Islam, Hinduism Sikhism</p> |

| Year 1 |   |   |
|--------|---|---|
| Autumn | Spring  | Summer  |
|        | <p><b>How have things changed since my Grandparents were 5 or 6 years old (study 1950s - present day)?</b><br/>Changes within living memory</p>   | <p><b>How has our local area changed over time?</b><br/>Wharton &amp; Winsford historical study.</p>  |
|        | <p><b>National curriculum</b><br/><i>Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life</i></p>   | <p><b>National curriculum</b><br/><i>Significant historical events, people and places in their own locality</i></p>   |
|        | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Ask questions such as 'how long ago?' 'What was it like for people?'</li> <li>- Use artefacts and pictures to find out about the past</li> <li>- Identify similarities and differences between modern and old objects</li> <li>- Use evidence and clues to organise artefacts and pictures chronologically.</li> </ul>   | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use maps, photographs and questioning to identify how Wharton School and the wider area has changed over time</li> <li>- Place events in order on a timeline, labelling them using 'past, present, older, newer'</li> <li>- Ask and answer historically valid questions</li> </ul>   |
|        | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know some changes that have occurred in my own life</li> <li>- Recall ways in which shopping, music, houses and homelife, cooking and toys have changed</li> <li>- Use language old, new, young, days, months, before, after, now, later to describe objects and events</li> <li>- Know the key ways that communication has developed from the 1950s to modern day</li> </ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know the key changes to Wharton school since it was built</li> <li>- Know how industry in Winsford has changed over time</li> <li>- Know how buildings in Wharton and Winsford have changed over time</li> <li>- Explain how the Flashes were formed</li> <li>- Explain the importance of the rock salt mine in Winsford today</li> <li>- Use dates, words and phrases to describe the</li> </ul> |

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|  |   | passing of time (now, then, a long time ago, dates, years)  |
|  | <p><b>Sticky facts:</b></p> <ul style="list-style-type: none"> <li>- There were different shops for different produce e.g. greengrocer, fishmonger, butcher.</li> <li>- Food could not be easily stored</li> <li>- Ready meals developed over time with the introduction of microwaves, fridges and freezers</li> <li>- Letters and telephones were the main methods of communication in the 1950s compared to email, messaging and mobile phones now.</li> </ul> | <p><b>Sticky facts:</b></p> <ul style="list-style-type: none"> <li>- That Wharton Primary School used to be two separate schools</li> <li>- The original location of Wharton Junior School was on School Lane</li> <li>- The towns surrounding Winsford (Middlewich, Northwich, Nantwich) all take their names from Salt production with 'wich' often meaning 'brine town'.</li> <li>- The rock salt mine in Winsford is the largest and oldest in the UK</li> <li>- The need for housing has meant that many buildings were cleared to build housing estates.</li> </ul> |
|  | <p><b>Key Vocabulary:</b> old, new, young, days, months, before, after, now, later</p>  | <p><b>Key Vocabulary:</b> now, then, a long time ago, dates, years</p>  |

## Year 2

| Autumn   | Spring  | Summer |
|--|---|--------|
| <p style="text-align: center;"><b>What should we remember in the uk?</b><br/>The Great Fire of London, Guy Fawkes, Remembrance Day</p>   | <p style="text-align: center;"><b>How can we explore the world and beyond?</b><br/><b>How did people explore the world now and then?</b><br/>Ibn Battuta, Christopher Columbus, Neil Armstrong &amp; Tim Peake</p>  |        |
| <p style="text-align: center;"><b>National curriculum</b><br/><i>Learn about events beyond living memory that are significant nationally</i></p>   | <p style="text-align: center;"><b>National curriculum</b><br/><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p>  |        |
| <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use a range of sources to and ask questions to find out information about the past (Great Fire of London, Remembrance Day &amp; Bonfire Night)</li> <li>- Use different sources to develop an understanding of why the Great Fire of London started and how and why it spread</li> <li>- Ask and answer historically valid questions</li> </ul> | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use a range of sources to make predictions/infer about significant people or events form the past</li> <li>- Place significant events in exploration onto a timeline in chronological order</li> <li>- Compare and contrast exploration of different explorers throughout time.</li> <li>- Ask and answer historically valid questions</li> </ul>  |        |
| <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- The range of tools available to fight fires has changed over time</li> <li>- To know changes that have taken place to city and town planning and architecture as a result of the Great Fire of London.</li> <li>- To know the key events in order that contributed to the Great Fire of London</li> </ul>                                    | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- That Ibn Battuta explored in the 14th century and is considered by some to be the world's greatest explorer.</li> <li>- What an explorer is and that some examples of explores are Christopher Columbus, Neil Armstrong &amp; Tim Peake and how these have contributed to international and national achievements</li> <li>- Explain some ways in which exploration has changed over time (mapping, travel, technology, routes, realms of discovery e.g. Earth and Space).</li> <li>- Similarities and differences between life during exploration and life at home for Christopher Columbus</li> </ul> |        |

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|  | <p>and Neil Armstrong.</p> <ul style="list-style-type: none"> <li>- That Neil Armstrong was the first man on the moon and why this was so significant at the time e.g. The Space Race.</li> <li>- Why Tim Peake's achievements were significant nationally.</li> </ul>   |  |
| <p><b>Sticky facts:</b></p> <ul style="list-style-type: none"> <li>- That the Great Fire of London started in 1666</li> <li>- The Great Fire of London started on Pudding Lane</li> <li>- The fire spread quickly because houses were close together, made from wood, the streets were narrow and it was windy.</li> <li>- Fire hooks were used to create gaps to prevent the spread of fire.</li> <li>- The squirt was used to squirt water like we would now use a hose.</li> <li>- Bonfire night is used to remember a plot against the houses of parliament.</li> <li>- Remembrance Day is used to remember people who fought and died in the wars.</li> </ul> | <p><b>Sticky facts:</b></p> <ul style="list-style-type: none"> <li>- Ibn Battuta explored Africa, Asia and parts of Europe on foot and by camel.</li> <li>- Christopher Columbus, Neil Armstrong, Tim Peake and Ibn Battuta were all explorers.</li> <li>- Christopher Columbus explored by ship during the 1400s</li> <li>- Christopher Columbus travelled across the Atlantic Ocean looking for shorter routes to 'the riches' of Asia.</li> <li>- Neil Armstrong was the first man on the moon in 1969 and was American.</li> <li>- Tim Peake is a British astronaut who travelled to the International Space Station in 2015 and completed a spacewalk.</li> </ul> |  |
| <p><b>Key Vocabulary:</b></p> <p>artefact, cause, consequence, reason, buildings, material, connection, impact, memorial, monument, commemorate, anniversaries, remembrance, parliament</p>  | <p><b>Key Vocabulary:</b></p> <p>contribution, national, international achievements, aspects of life, explorer, inventor.</p>  |  |

Year 3

| Year 3 |  |   |
|--------|--|---|
| Autumn | Spring   | Summer  |
|        | <p><b>How did Britain change from the Stone Age to the Iron Age - Stone Age, Bronze Age or Iron Age?</b></p>   | <p><b>Which was the greatest civilisation and why?</b><br/>Study all civilisations, Sumer, Shang Dynasty, The Indus Valley, Ancient Egyptians - in depth Egyptians</p>  |
|        | <p><i><b>National curriculum</b></i><br/><i>Changes in Britain from the Stone Age to the Iron Age</i></p>  | <p><i><b>National curriculum</b></i><br/><i>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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p>   |
|        | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Organise and explain significant events and changes during the stone age, iron age and bronze age on a timeline</li> <li>- Be able to compare and contrast sources of information about the stone age, iron age and bronze age</li> <li>- Ask and answer historically valid questions</li> <li>- Use evidence and knowledge acquired to critically evaluate each era and when you would rather live.</li> </ul> | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify where each of the ancient civilisations lie on a timeline, comparing with the Stone Age-Iron Age timeline in Britain.</li> <li>- Be able to compare and contrast sources of information about the Sumer, Shang dynasty, Indus valley and Ancient Egyptians.</li> <li>- Ask and answer historically valid questions</li> <li>- Use knowledge to make connections and find contrasts between the ancient civilisations</li> </ul> |



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|  | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- What Britain was like after the last Ice Age including land use and population</li> <li>- What Britain was like from the Stone Age to the Iron Age including land use and population.</li> <li>- How life and lifestyles changed throughout the different periods studied.</li> <li>- That the move from bronze to iron resulted in a population increase due to better farming tools and weapons.</li> <li>- The factors that influenced the Roman Invasion of Britain including precious metals (gold, tin and iron) and its cattle.</li> </ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- When and where all four ancient civilisations happened</li> <li>- Main achievements of each civilisation</li> <li>- Know that the past can be interpreted in different ways and name some of the discoveries of archaeologists e.g. Tutankhamun</li> <li>- Explain some of the key features of Ancient Egyptian civilisation including mummification, hieroglyphics and religion.</li> </ul>   |
|  | <p><b>Sticky facts:</b></p> <ul style="list-style-type: none"> <li>-The Stone age began over 2.5 million years ago. The Stone Age is split up into three sections: Paleolithic, Mesolithic and Neolithic.</li> <li>-Know the differences between life and lifestyles in the three periods of time.</li> <li>- Explain how bronze and iron tools were made and used.</li> <li>- Explain what Britain had that Julius Caesar wanted and the reasons for his attempted invasion.</li> <li>- Explain, with reasons, when it was better to live, the Stone, Bronze or Iron age.</li> </ul>                               | <p><b>Sticky facts:</b></p> <ul style="list-style-type: none"> <li>- When and where all four civilisations happened</li> <li>- The main achievements of each civilisation.</li> <li>- What was the same and what was different about each of the 4 civilisations. (They all invented a writing and number system, they were all situated by a river, around 1500 BC they were all in existence).</li> <li>- Who was Tutankhamun?</li> <li>- The stages of mummification and the Egyptians' religious beliefs.</li> </ul> |

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|  | <p><b>Key Vocabulary:</b><br/> age, civilisation, settlement, historic, progress, archaeology, kingdoms, Palaeolithic, Mesolithic, Neolithic, prehistory, hill fort, beliefs, influence and evidence, hunter-gatherers, early farmers/ farming, Skara Brae<br/> Bronze Age, Stonehenge, Iron Age, hill forts<br/> tribal kingdoms</p> | <p><b>Key Vocabulary:</b><br/> civilisation, dynasty, pyramid, mummification, tomb, archaeologist, Egyptologist, excavation, papyrus, hieroglyphics, Sarcophagus, Pharaoh, Sphynx, burial, afterlife, artefact, evidence, significance, irrigation, Ancient Sumer, Indus Valley, Ancient Egypt, mummification, pyramid, Shang Dynasty of Ancient China</p> |
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| Year 4   |   |        |
|--|---|--------|
| Autumn   | Spring  | Summer |
| <b>What did the Greeks do for us?</b>  | <p><b>Who were the Romans and what did they do for us?</b><br/> The Roman Empire and its Impact on Britain</p>  |        |
| <p style="text-align: center;"><b><i>National curriculum</i></b><br/> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>   | <p style="text-align: center;"><b><i>National curriculum</i></b><br/> The Roman Empire and its impact on Britain</p>  |        |
| <p><b>Skills:</b><br/> - Identify where the period of Ancient Greece lies on a timeline, compared with other periods studied including the Golden Age.<br/> - Use maps and other sources to explore how the geography of ancient Greece influenced the strengths and weaknesses of the different city states.<br/> - Use architecture as a source to make predictions about what life might have been like in Ancient Greece.<br/> - Use a range of sources including artefacts, art and architecture to explore what life was like in Ancient Greece<br/> - Organise thoughts, think critically, weigh evidence, sift</p> | <p><b>Skills:</b><br/> - Identify where the period of The Roman Empire lies on a timeline, compared with other periods studied.<br/> - Identify key dates within the Roman occupation of Britain<br/> - Use a range of sources to explain whether it was easy for the Romans to invade Britain<br/> - Ask and answer historically valid questions</p> |        |

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| <p>arguments, develop perspective and judgement and debate about which aspect of Greek civilisation influenced our lives the most.</p>   |  |  |
| <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- That the Golden Age of Ancient Greece marked the height of civilisation and power.</li> <li>- How modern architecture has been influenced by Ancient Greek architecture, giving examples.</li> <li>- How the empire expanded due to trade</li> <li>- The Olympic games originated in Greece but looked different to modern day Olympic Games.</li> <li>- Democracy (British Value) originated in Ancient Greece and has had a significant impact on modern day politics.</li> <li>- Explain some of the legacy that the Ancient Greek civilization left behind e.g. maths, language, theatre, architecture, technology, medicine, language and democracy.</li> </ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- That the Romans wanted to invade Britain to expand their Empire, take precious metals and cattle and use the land.</li> <li>- Differences between the Roman invasions of 55-54 BC (unsuccessful) and 43AD (successful)</li> <li>- The significance of Hadrian's wall and why the Roman Empire ended here.</li> <li>- The importance of road building to the expansion of the Roman Empire and success of the towns and cities.</li> <li>- The impact of the Roman occupation on Britain and its people e.g. building of roads, aqueducts, underfloor heating, drains, language, money, trade etc.</li> </ul> |  |
| <p><b>Sticky facts:</b></p> <ul style="list-style-type: none"> <li>- That the Golden Age of Ancient Greece took place between 500 BC - 323 BC</li> <li>- Democracy comes from Greek words "demos", meaning people, and "kratos" meaning power (power to the people) and was born in Athens.</li> <li>- The Ancient Greeks expanded their empire through trade and building colonies.</li> <li>- The Ancient Greeks invented many things that we use or are influenced by today e.g. medicine, maths, alphabet, architecture, water wheel etc.</li> </ul>   | <p><b>Sticky facts:</b></p> <ul style="list-style-type: none"> <li>- The Romans tried to invade Britain 3 times in total</li> <li>- The first two attempts were led by Julius Caesar and were not successful, the third attempt was successful and was led by Emperor Claudius</li> <li>- The Romans successfully invaded Britain in 43AD</li> <li>- The Romans changed Britain and introduced things like: roads, aqueducts, drainage systems, language, heating systems, new towns, plants, foods, calendar and education</li> <li>- The Romans left Britain in AD 410 and returned to Rome</li> </ul>   |  |

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| <p><b>Key Vocabulary:</b></p> <p>civilisation, democracy, alphabets, Olympics, philosophy, mathematician, chronology, psychology, Western-World, Athens, mythology, Gods, Goddesses, Trojan, Spartan, truce, Parthenon, Athenian, Acropolis, technology, influence, culture, temples, inventions, etymology, laws, medicine, education,</p> | <p><b>Key Vocabulary:</b></p> <p>progression, regression, invasion, conquest, resistance, Romanisation, hypocaust, viaduct, aqueduct, gladiator, Coliseum, Amphitheatre, Hadrian's Wall, leisure, legends, chariot, Roman Numerals, slaves, empire, impact, influence, legacy, hygiene, legion, legionaries, century, innovation, invention, Empire, Senate, mosaic, fortress, harbour, Europe, Country, Continent Julius Caesar, Claudius, Boudica, client kingdoms</p> |  |
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| Year 5  |        |  |
|---|--------|--|
| Autumn  | Spring | Summer   |
| <p><b>Why was there a struggle for the Kingdom of England and how was this settled?</b><br/>Anglo Saxons, Scots &amp; Vikings</p>   |        | <p><b>How was the Maya's life different to life in Britain in 900 AD?</b></p>  |
| <p><b>National curriculum</b><br/><i>Britain's settlement by Anglo-Saxons and Scots<br/>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>  |        | <p><b>National curriculum</b><br/><i>study a non-European society that provides contrasts with British history – Maya civilization c. AD 900.</i></p>  |
| <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify when the Anglo Saxons and Scots settled in Britain and where this lies on a timeline, compared with other periods studied.</li> <li>- Use a range of sources to surmise why the Anglo-Saxons and Scots invaded Britain.</li> <li>- Use evidence and sources to draw conclusions (The Mystery of the Empty Grave)</li> </ul> |        | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify when the Maya civilisation lies on a timeline, compared with other periods studied.</li> <li>- Use a variety of ancient and modern-day maps to identify where the Maya civilisation was located.</li> <li>- Use a range of sources to deduce information about the Maya achievement and daily life</li> <li>- Use artefacts to make deductions about the Maya civilisation</li> <li>- Ask and answer historically valid questions</li> </ul> |

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| <ul style="list-style-type: none"> <li>- Use a range of information and sources to draw conclusions about the success of King Alfred</li> <li>- Ask and answer historically valid questions</li> <li>- Identify when the Vikings settled in Britain and where this lies on a timeline, compared with other periods studied.</li> <li>- Use a range of sources to surmise why the Vikings invaded Britain.</li> <li>- Look at different sources and explain how recent excavations have changed our minds about the Vikings.</li> </ul>   |  | <ul style="list-style-type: none"> <li>- Make historical comparisons between Maya and Britain in 900 AD.</li> </ul>   |
| <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Anglo Saxons invaded Britain circa 460 AD</li> <li>- Anglo Saxons came from Denmark (Jutes), Germany (Saxons) and the Netherlands (Angles)</li> <li>- The Anglo Saxons settled in regions of the South East England.</li> <li>- Know how the geographical location and natural resources sustained Anglos Saxon settlements</li> <li>- That the Vikings invaded Britain circa 793 AD</li> <li>- That the Vikings came from Norway, Denmark and Sweden.</li> <li>- Vikings had many skills, evidence of which can be found today in excavated artefacts.</li> <li>- King Alfred was an Anglo-Saxon king who protected his kingdom and secured peace with the Vikings.</li> <li>- The significance of Danelaw in achieving peace.</li> </ul> |  | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Where the Maya lived (Mesoamerica) and the location of some of the main cities.</li> <li>- The Maya people have a range of skills including using maths, reading the sky/stars, farming/agriculture, architecture and weapon making.</li> <li>- The reasons for the strength of the Maya civilisation given the challenging landscape e.g. farming, trading and raw resources.</li> <li>- Know some of the reasons that led to the gradual decline of the Maya civilisation e.g. drought, overpopulation, warfare and shifting trade routes.</li> </ul> |
| <p><b>Sticky facts:</b></p> <ul style="list-style-type: none"> <li>- Anglo Saxons invaded Britain circa 460 AD</li> <li>- Anglo Saxons came from Denmark (Jutes), Germany (Saxons) and the Netherlands (Angles)</li> <li>- The Vikings invaded Britain circa 793 AD</li> <li>- That the Vikings came from Norway, Denmark and Sweden.</li> </ul>   |  | <p><b>Sticky facts:</b></p> <ul style="list-style-type: none"> <li>- <b>The Maya lived in Mesoamerica, which is made up of Mexico and parts of Central America.</b></li> <li>- <b>The Mayans civilisation lasted from around 1500 BC - around 900 AD.</b></li> <li>- <b>The Mayans created new farming techniques like slash and</b></li> </ul>   |

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| <p>- The Anglo -Saxons invaded Britain to find land to farm as their homelands in Scandinavia often flooded.<br/>         -The Vikings invaded Britain because Britain had good land to farm and other useful raw materials, the climate was much warmer than where they had come from.</p> |  | <p><b>burn.</b><br/>         - <b>Drought, overpopulation, warfare and shifting trade routes led to the eventual decline of the Mayan civilisation.</b><br/>         - <b>Know some of the similarities and differences between Mayan life and life in Britain in 900 AD.</b></p> |
| <p><b>Key Vocabulary:</b><br/>         invasion, settlements, raids, migration, resistance, democracy, Lindisfarne, Longship, archaeologist, Scandinavia, Danelaw, Danegeld, Alfred the Great, Edward the Confessor</p>   |  | <p><b>Key Vocabulary:</b><br/>         c. AD 900, advanced civilisations, Mayan civilization, Mesoamerica, Codex, Chichen Itza, AD, BC, Tikal, Palenque, Copan, archaeologist, ancient, calendar, observatory, stelae, trade, slash and burn, farming, climate</p>                |

Year 6

Autumn

Spring

Summer

**Is it ever right to fight?**  
 Wars and battles in Britain through time  
**How did WWII affect Greater Manchester?**

**National curriculum**  
*A local history study*

*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*

*NC aim: 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.*

**Skills:**

- Identify the chronology of some of the most significant wars and battles involving Britain and place them on a timeline.
- Use primary and secondary sources to deduce information about how Manchester was changed due to bombings
- Make informed responses, selecting and organising relevant historical information
- Make connections, draw contrasts and analyse trends when considering the question, 'Is it ever right to fight?'

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| <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know the differences between a wars and battles</li> <li>- Know that fights can be moral (based on equality, rights, freedom, injustice, faith etc) as well as physical and can take many different forms</li> <li>- Some of the causes and consequences of WWI</li> <li>- Some of the causes of WWII</li> <li>- Axis and Allies in WWII</li> <li>- Key events during WWII e.g., Battle of Britain, Evacuation and use of propaganda.</li> <li>- Some of the effects of WWII on Britain</li> <li>- Manchester was targeted in the Blitz due to its industry and trade links.</li> <li>- How Manchester rebuilt after the war</li> <li>- VE day represented Victory in Europe but due to losses, was felt differently by many.</li> </ul> |  |  |
| <p><b>Sticky Facts:</b></p> <ul style="list-style-type: none"> <li>- World War I: 1914-1918</li> <li>- World War II 1939 – 1945</li> <li>- Allies: Russia, USA, France, China</li> <li>- Axis: Germany, Japan, Italy</li> <li>- Explain the impact of WWII on Britain, particularly Manchester</li> </ul>  |  |  |
| <p><b>Key Vocabulary:</b></p> <p>axis, Allies, Nazi, evacuation, evacuee, Blitz, propaganda, Holocaust, Luftwaffe, RAF, refugee, turning point, VE Day, D-Day, Jews, invasion, military, territory</p>   |  |  |



Links for Year 2 Explorers:

Lesson on Ibn Battuta (hook into explorers)

<https://www.history.com/news/why-arab-scholar-ibn-battuta-is-the-greatest-explorer-of-all-time> Look at picture and infer from this who Ibn Battuta was

Then..

See whether they were right <https://www.youtube.com/watch?v=Qo7mBnsIYQ8>

Could relate to Christmas story - who else used the stars to navigate? How do we navigate in modern day.  
During the term, we will learn all about different explorers and what we learned from them.