

OM History knowledge & skills coverage of NC aims



Themes: **Fairness** **Community and Identity** **Power and Government** **Health and Education** **Environment** **Discovery**

Year 1	Chronological understanding	Knowledge and interpretation	Historical enquiry	Non-negotiable subject specific vocabulary (new words are bold)
Aut 2	Why didn't your grandparents play with a games console? (Focus: how toys have changed over time.)			
	Changes within living memory. They should know where the people and events they study fit within a chronological framework.	Identify similarities and differences between ways of life in different periods (their own life and that of their grandparents). Understand some of the ways in which we find out about the past.	Ask and answer questions (about old and new objects).	history, old, new, a long time ago, before, after, past, present, then, now, modern, old, new, order, compare, similar, different, artefacts
Spr 1	Where did the wheels on the bus go? (Focus: how transport has developed throughout history, including environmental aspects)			
	Changes within living memory. Aspects of change in national life.	Identify similarities and differences between ways of life in different periods. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Ask and answer questions.	history, old, new, a long time ago, before, after, past, present, then, now, modern, old, new, order, compare, similar, different
Sum 2	Who was Mary Seacole? (Focus: contributions to war and healthcare, compare with Florence Nightingale)			
	Know where the people they study fit in within a chronological framework.	Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	Understand some of the ways in which we find out about the past. Ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events.	history, old, new, a long time ago, before, after, past, present, then, now, modern, old, new, order, compare, similar, different, fact

OM History knowledge & skills coverage of NC aims



Themes: **Fairness** **Community and Identity** **Power and Government** **Health and Education** **Environment** **Discovery**

Year 2	Chronological understanding	Knowledge and interpretation	Historical enquiry	Non-negotiable subject specific vocabulary (new words are bold)
Spr 1	What did Ruby Bridges do? (Focus: first black child to attend an all-white school, segregation in America, discrimination, fairness, equality.)			
	Know where the people they study fit in within a chronological framework.	Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events.	history, timeline , order, compare, similar, different, fact, opinion, evidence, changes, question, consequences, reason, chronological
Spr 2	Did they have lockdowns in the old days? The Plague v COVID (Focus: lockdown, quarantine, infection control, - local link with Eyam.)			
	Changes within living memory. Aspects of change in national life. Events beyond living memory that are significant nationally.	Significant historical events and places in their own locality. Identify similarities and differences between ways of life in different periods.	Ask and answer questions, choosing and using parts of stories and other sources to show 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.	history, timeline, order, compare, similar, different, fact, opinion, evidence, changes, question, consequences, reason, chronological
Sum	What is the UK and who is in charge? (Focus: countries of the UK, styles of monarchs - King Henry VIII, Queen Victoria, Queen Elizabeth II, intro to the Commonwealth)			
	Aspects of change in national life. Events beyond living memory that are significant nationally. Know where the people they study fit in within a chronological framework.	Learn about the lives of significant individuals in the past. Identify similarities and differences between ways of life in different periods.	Ask and answer questions, choosing and using parts of stories and other sources to show 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.	history, timeline, order, compare, similar, different, fact, opinion, evidence, changes, question, consequences, reason, chronological

OM History knowledge & skills coverage of NC aims



Themes: **Fairness** **Community and Identity** **Power and Government** **Health and Education** **Environment** **Discovery**

Year 3	Chronological understanding	Knowledge and interpretation	Historical enquiry	Non-negotiable subject specific vocabulary (new words are bold)
Spr	Who first lived in Britain and where did they settle ? (Focus: aspects of life in Britain throughout the Stone, Bronze and Iron Ages. Compare art, settlements and farming)			
	Develop a chronologically secure knowledge and understanding of British history.	<p>Changes in Britain from Stone Age to Iron Age - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae / Bronze Age religion, technology and travel, for example, Stonehenge / Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p>	chronological, millennium, century, decade, BC/BCE, AD/ADE, era, time period, similarities, differences, prehistoric, evidence, primary sources, secondary sources, modern, archaeology, archaeologist, influence
Sum 1	Who were the Gruesome Greeks? (Focus: democracy, sport/Olympics, maths, science, entertainment)			
	Develop a chronologically secure knowledge and understanding of world history.	<p>A study of Greek life and achievements and their influence on the western world.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of</p>	chronological, millennium, century, decade, BC/BCE, AD/ADE, era, time period, similarities, differences, evidence, primary sources, secondary sources, ancient , modern, archaeology, archaeologist, influence, significant, impact

OM History knowledge & skills coverage of NC aims



Themes: **Fairness** **Community and Identity** **Power and Government** **Health and Education** **Environment** **Discovery**

			past events may exist, giving some reasons for this.	
Sum 2	What caused a revolution in Manchester? (Focus: Industrial Revolution – textile industry, mills and factories, Ancoats, canals)			
	Develop a chronologically secure knowledge and understanding of British, local and world history.	<p>A local history study overtime, tracing how several aspects of national history are reflected in a locality.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>chronological, millennium, century, decade, time period, similarities, differences, evidence, primary sources, secondary sources, modern, influence, significant, impact</p>

OM History knowledge & skills coverage of NC aims



Themes: **Fairness** **Community and Identity** **Power and Government** **Health and Education** **Environment** **Discovery**

Year 4	Chronological understanding	Knowledge and interpretation	Historical enquiry	Non-negotiable subject specific vocabulary (new words are bold)
Aut	Would you have liked being a Victorian child? (Focus: workhouses, education, schools, rich v poor, brief bridge forward to womens' rights and Empire)			
	Develop a chronologically secure knowledge and understanding of British and local history establishing clear narratives within and across the periods they study.	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	chronological, century, decade, era, time period, similarities, differences, evidence, primary sources, secondary sources, ancient, modern, trends over time, influence, significant, impact
Spr 1	Who were the Rotten Romans? (Focus: the Roman Empire, invasion of Britain and Europe, Julius Caesar, Claudius, engineering, Manchester and Chester forts)			
	Develop a chronologically secure knowledge and understanding of British, local and world history.	<p>The Roman Empire and its impact on Britain.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	chronological, millennium, century, decade, BC/BCE, AD/ADE, era, time period, similarities, differences, prehistoric, evidence, primary sources, secondary sources, ancient, modern, archaeology, archaeologist, trends over time, influence, significant, impact

OM History knowledge & skills coverage of NC aims



Themes: **Fairness** **Community and Identity** **Power and Government** **Health and Education** **Environment** **Discovery**

OM History knowledge & skills coverage of NC aims



Themes: **Fairness** **Community and Identity** **Power and Government** **Health and Education** **Environment** **Discovery**

Year 5	Chronological understanding	Knowledge and interpretation	Historical enquiry	Non-negotiable subject specific vocabulary (new words are bold)
Aut 2	What did the Ancient Egyptians achieve? (Focus: farming, mummification, pyramids, hieroglyphs)			
	Develop a chronologically secure knowledge and understanding of world history	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>Note connections, contrasts and trends over time.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	cause and effect, society, empire, legacy
Spr	What was the British Empire? (Focus: growth, slavery, British Values, Commonwealth)			
	Develop a chronologically secure knowledge and understanding of British, local and world history	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Note connections, contrasts and trends over time.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p>	cause and effect, bias, society, empire, consequences, legacy, modern British Values
Sum 2	What was Alan Turing's role during WW2? (Focus: main events of WW2, the Enigma code, imprisonment)			

OM History knowledge & skills coverage of NC aims



Themes: **Fairness** **Community and Identity** **Power and Government** **Health and Education** **Environment** **Discovery**

	<p>Develop a chronologically secure knowledge and understanding of British, local and world history.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Note connections, contrasts and trends over time.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>cause and effect, bias, society, consequences, legacy</p>
--	--	--	---	--

OM History knowledge & skills coverage of NC aims



Themes: **Fairness** **Community and Identity** **Power and Government** **Health and Education** **Environment** **Discovery**

Year 6	Chronological understanding	Knowledge and interpretation	Historical enquiry	Non-negotiable subject specific vocabulary (new words are bold)
Aut 1	Who were the Vicious Vikings and the Storming Normans? (Focus: armies/ invaders v farmers/traders, Anglo-Saxons - King Alfred the Great, battle of 1066)			
	Develop a chronologically secure knowledge and understanding of British and world history.	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Note connections, contrasts and trends over time.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	cause and effect, propaganda, bias, society, consequences, legacy
Aut 2	Why was the Islamic Civilization around AD900, known as the 'Golden Age'? (Focus: Silk Road, House of Wisdom, science, medicine astrology, art)			
	Develop a chronologically secure knowledge and understanding of world history.	<p>A study of a non-European society that provides contrasts with British history - early Islamic civilization, including a study of Baghdad c. AD 900</p> <p>Note connections, contrasts and trends over time.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	cause and effect, society, empire, consequences, legacy,
Spr 1	Has Manchester always been a fair society? (Focus: the Peterloo Massacre - Corn Lawns, landowners, suffragettes – Emeline Pankhurst)			

OM History knowledge & skills coverage of NC aims



Themes: **Fairness** **Community and Identity** **Power and Government** **Health and Education** **Environment** **Discovery**

	<p>Develop a chronologically secure knowledge and understanding of British and local history.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 that is significant in the locality.</p> <p>Changes in an aspect of social history.</p> <p>Note connections, contrasts and trends over time.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>cause and effect, propaganda, bias, society, consequences, legacy, modern British Values, Parliament</p>
Who is British? (Focus: migration - Commonwealth, WW2, Windrush, Indian and Pakistani immigration, Eastern European immigration, refugees)				
	<p>Develop a chronologically secure knowledge and understanding of British, local and world history.</p>	<p>A study of an aspect or theme in British history.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>chronological, century, decade, time period, similarities, differences, evidence, primary sources, secondary sources, modern, trends over time, influence, significant, impact</p>