

# United Curriculum: History



	N3 - 4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b>Marvellous Me &amp; Look at Me</b> [Aut1]</p> <p>Talking about family members and family routines, and exploring how children have changed since they were babies</p> <p><b>Links to immediate family history.</b></p>	<p><b>Me and my world</b> [Aut1]</p> <p>Talking about different family members and their roles in more depth</p> <p><b>Curiosity</b></p> <p><b>My heroes</b> [Aut1]</p> <p>Comparing heroic characters from the past and present</p> <p><b>Links to family history</b></p> <p><b>Exploring where we live – local area</b></p>	<p><b>My family history</b> [Aut 2]</p> <p>An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory</p> <p><b>Links to family history within my living memory.</b></p> <p><b>Curiosity</b></p>	<p><b>Local history: community &amp; family</b></p> <p>Using primary and secondary sources to learn how our local community has changed over time.</p> <p><b>Links to Gorton History of Gorton – Gorton Monastery</b></p> <p><b>Civility</b></p>	<p><b>European history: Prehistoric Britain</b> [Aut 2]</p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p> <p><b>Links to these around Manchester and in its History</b></p>	<p><b>North American history: Ancient Maya</b></p> <p>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p> <p><b>Compare our number/writing system today to Ancient Maya (and other civilisations)</b></p>	<p><b>European history: Ancient Rome</b></p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</p> <p><b>Links to Manchester, Chester. Lancaster ect 'chester' and 'caster' indicate Roman settlements.</b></p>	<p><b>European history: Settlement by Anglo-Saxons</b> [Aut 1]</p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p> <p><b>Links to Gorton Mill's archaeology</b></p>
Spring	<p><b>Toys</b> [Spr1]</p> <p>Exploring old and new toys.</p> <p><b>Respect</b></p> <p><b>On the farm</b> [Spr2]</p> <p>Exploring occupations related to farming.</p> <p><b>Visit to Reddish Vale Farm</b></p>	<p><b>Castles, knights and dragons</b> [Spr1]</p> <p>Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens</p> <p><b>History of local area</b></p>	<p><b>How did people travel in the past?</b></p> <p>The development of transport by land, sea, air and space and the roles of key individuals</p> <p><b>Transport that was developed in Manchester.</b></p> <p><b>Looking into what transport is displayed in the Science and Industry Museum.</b></p> <p><b>Curiosity</b></p>	<p><b>Great Fire of London</b> [Spr 2]</p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London</p> <p><b>Links to Gorton – effects of the fire</b></p>	<p><b>African history: Ancient Egypt</b></p> <p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p> <p><b>Ancient Egyptian museum in Manchester</b></p>	<p><b>Asian history: Early Islamic Civilisation</b></p> <p>The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology</p> <p><b>Compare with Mancunian advances e.g. Alan Turing</b></p>	<p><b>European history: Roman Empire in Britain</b></p> <p>The Roman conquest of Britain, and how the Romans maintained power in Britannia</p> <p><b>Links to Manchester, Chester. Lancaster ect 'chester' and 'caster' indicate Roman settlements.</b></p>	<p><b>European history: Viking age</b> [Spr 2]</p> <p>Understanding who the Vikings were and how their reputations changed over time; making arguments as to whether they deserve a violent reputation</p> <p><b>Local influence of Viking names on area names</b></p>
Summer	<p><b>Once Upon a Time</b> (Summer 1)</p> <p>Traditional tales</p> <p><b>Reading different versions to show how some stories can change over time.</b></p> <p><b>All Creatures Great and Small</b> (Summer 2)</p>	<p><b>Where we live</b> [Sum1]</p> <p>Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults</p> <p><b>Links to Gorton – comparing our local area to other places.</b></p> <p><b>Respect</b></p>	<p><b>Where did people live in the past?</b></p> <p>How homes looked different in the past, using pictures and videos</p> <p><b>What did homes look like in Gorton in the past. Looking at the homes we live in today and comparing them.</b></p> <p><b>Curiosity</b></p>	<p><b>Comparison of explorers</b></p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins</p> <p><b>Links to Gorton – Manchester explorers past and present</b></p>	<p><b>European history: Ancient Greece</b> [Sum 2]</p> <p>The contributions made by the city-states of Ancient Greece, and how these influence our lives today</p> <p><b>In 1860 to 1861 a new Greek Orthodox church was built and opened on Bury Old Road in Higher Broughton</b></p>	<p><b>European history: Local History</b></p> <p><b>Why is [X] famous today?</b></p> <p><b>How has [local feature] been important in our community?</b></p> <p><b>How was Gorton Mill important to Gorton?</b></p> <p><b>How has Gorton Mill changed?</b></p> <p><b>Civility</b></p>	<p><b>Global history: Quest for knowledge</b> [Sum 2]</p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</p> <p><b>History of local area comparison with civilisations across the world.</b></p>	<p><b>Global history: Power, empire and democracy</b></p> <p>A short introduction to the rise and fall of the British Empire, and its legacy in Britain from the 1960s to today</p> <p><b>Influence of the British Empire on the local community</b></p> <p><b>Respect</b></p>