

## **Our History Curriculum – A Journey Through Time**

At St John's, some of our topics (those with yellow key text sections) are history-based, but even those that are not, cover aspects of history. This enriches our curriculum and addresses our City Living intention cornerstone as we have included local history wherever possible. We have organised our history curriculum across all year groups and mapped it to ensure progression.

### **National Curriculum Purpose of study**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### **National Curriculum Aims**

The national curriculum for history aims to ensure that all pupils:


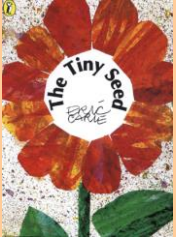
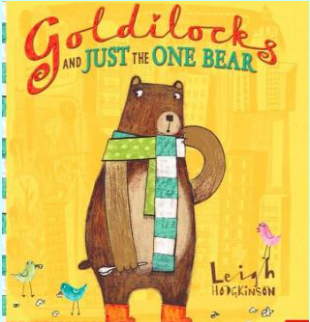
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history 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.

### **National Curriculum Key stage 1**

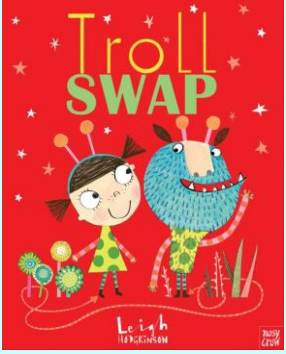
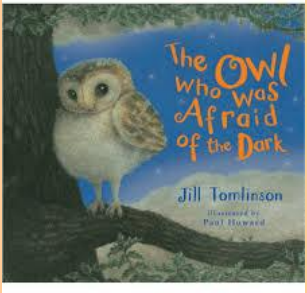
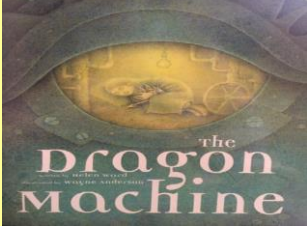
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

## YEAR 1: HISTORY

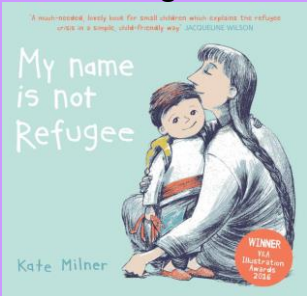
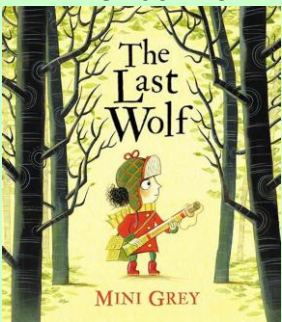
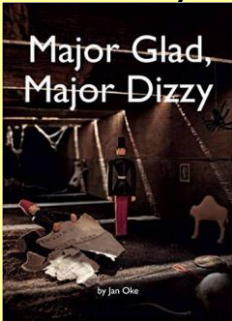
<p><b>AUTUMN 1</b></p> <p><b>Lost &amp; Found</b></p>  <p><b>THE NORTH &amp; SOUTH POLE</b></p>	<p><b>NC14 - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</b></p> <p>The names and achievements of famous explorers of the Polar Regions are well known, and the history of polar exploration is filled with stories of courage and endurance, as well as triumph and tragedy. The children will learn about: Sir James Clark Ross, Sir Ernest Shackleton, Robert Falcon Scott, Fridtjof Nansen, Robert Peary, Sir John Franklin, Sir Edmund Hillary, Richard Weber and Roald Amundsen.</p> <table border="1"> <tr> <td data-bbox="451 481 975 741"> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Develop an awareness of the past.</li> <li>Learn about significant individuals of the past.</li> <li>Use a wide range of vocabulary that is linked to everyday historical events.</li> </ul> </td><td data-bbox="975 481 1505 741"> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>Recognise the distinction between past and present.</li> <li>Ask and answer questions.</li> <li>Recognise why people did things and what happened as a result.</li> </ul> </td></tr> <tr> <td colspan="2" data-bbox="451 741 1505 808"> <p><b>VOCABULARY</b> famous a long time ago... past years celebrate event (s)</p> </td></tr> </table>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Develop an awareness of the past.</li> <li>Learn about significant individuals of the past.</li> <li>Use a wide range of vocabulary that is linked to everyday historical events.</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>Recognise the distinction between past and present.</li> <li>Ask and answer questions.</li> <li>Recognise why people did things and what happened as a result.</li> </ul>	<p><b>VOCABULARY</b> famous a long time ago... past years celebrate event (s)</p>	
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<p><b>AUTUMN 2</b></p> <p><b>The Great Fire of London</b></p>  <p><b>KINGS &amp; QUEENS CAPITAL CITIES</b></p>	<p><b>NC14 - Events beyond living memory that are significant nationally or globally.</b></p> <p>The children will learn about the Great Fire of London and the Great Plague of London (1665/6) through their wider study of the capital city of Britain.</p> <p><b>NC14 - 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.</b></p> <p>The children will learn all about important Kings and Queens and begin to understand the concept of a timeline. They will also learn about Sir George and the dragon leading into their key text 'The Dragon Machine' in Year 2.</p> <table border="1"> <tr> <td data-bbox="451 1171 975 1464"> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Develop an awareness of The Great Fire of London.</li> <li>Develop an awareness of The Plague.</li> <li>Know significant individuals from the past-George and the Dragon and King Charles 2.</li> </ul> </td><td data-bbox="975 1171 1505 1464"> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>Tell the difference between past and present in their own and other peoples' lives.</li> <li>Recognise that their own lives are different from the lives of people in the past.</li> <li>Use simple stories to show that they understand key features of events.</li> </ul> </td></tr> <tr> <td colspan="2" data-bbox="451 1464 1505 1532"> <p><b>VOCABULARY</b> St Paul's Cathedral capital city London plague king and queen</p> </td></tr> </table>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Develop an awareness of The Great Fire of London.</li> <li>Develop an awareness of The Plague.</li> <li>Know significant individuals from the past-George and the Dragon and King Charles 2.</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>Tell the difference between past and present in their own and other peoples' lives.</li> <li>Recognise that their own lives are different from the lives of people in the past.</li> <li>Use simple stories to show that they understand key features of events.</li> </ul>	<p><b>VOCABULARY</b> St Paul's Cathedral capital city London plague king and queen</p>	
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<p><b>SPRING 1</b></p> <p><b>Toys in Space</b></p>  <p><b>HISTORY OF TOYS</b></p>	<p><b>NC14 - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</b></p> <p>The children will learn all about different toys that children have played with through history. This will be built upon later in Year 2 when Victorian toys are found under the floorboards in Major Glad, Major Dizzy.</p> <p>They will also learn about space travel: Neil Armstrong, Apollo 11 and the first Moon landing. This will pave the way for their learning in Year 5 when they will read 'The Darkest Dark', a story based on astronaut Chris Hadfield's experience of watching the Moon landings as a child.</p> <table border="1"> <tr> <td data-bbox="451 1899 975 2063"> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Know significant individuals from the past - Neil Armstrong.</li> <li>Understand how an individual contributed to national/</li> </ul> </td><td data-bbox="975 1899 1505 2063"> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>To show what they know and understand about the past in different ways.</li> </ul> </td></tr> </table>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Know significant individuals from the past - Neil Armstrong.</li> <li>Understand how an individual contributed to national/</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>To show what they know and understand about the past in different ways.</li> </ul>		
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	<p>international achievements - Neil Armstrong.</p> <ul style="list-style-type: none"> <li>Understand how life has changed in relation to toys.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use simple historical concepts such as now/then and same/different</li> <li>Identify some similarities and differences between ways of life in different periods.</li> </ul>
	<p><b>VOCABULARY</b> moon landing space object Jacob's ladder whip and top diablo</p>	
<p><b>SPRING 2</b></p>	<p>The children will learn about the history of holidays in Britain and abroad. They will also learn about nomadic people who travel the desert.</p>	
<p><b>Meerkat Mail</b></p>  <p><b>BELONGING</b></p>		
<p><b>SUMMER 1</b></p>	<p>The children will create a timeline showing the journey of the Tiny Seed over the four seasons. This will give them a rudimentary understanding of chronology and lifecycles.</p>	
<p><b>The Tiny Seed</b></p>  <p><b>PLANTS</b></p>		
<p><b>SUMMER 2</b></p>	<p>Children will learn that a traditional tale is a story that has been told and re-told for many years, and consequently, becomes a story that almost everyone knows.</p>	
<p><b>Just the one Bear</b></p>  <p><b>TRADITIONAL TALES</b></p>		

## YEAR 2: HISTORY

<b>AUTUMN 1</b>	<p>Children will extend their knowledge of traditional tales and begin to understand how they change over time by reading some 'twist' tales and comparing them to the original versions. They will learn that many things change and evolve over time.</p>	
<p><b>Troll Swap</b></p>  <p><b>TRADITIONAL TALES</b></p>		
<b>AUTUMN 2</b>	<p><b>NC14 - Events beyond living memory that are significant nationally or globally.</b> The children will learn about the Gunpowder Plot and Guy Fawkes. This event is remembered each year on Bonfire Night. They will talk about other historical events that they know of that are commemorated or celebrated annually.</p>	
<p><b>The Owl Who Was Afraid</b></p>  <p><b>NIGHT TIME</b></p>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of The Gunpowder Plot.</li> <li>• Develop an awareness of Bonfire Night as a celebration.</li> <li>• Know significant individuals from the past - King James and Guy Fawkes.</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• To show what they know and understand about the past in different ways.</li> <li>• Use sources to answer simple questions about the past.</li> <li>• Identify some similarities and differences between ways of life in different periods.</li> </ul>
	<p><b>VOCABULARY</b> parliament King James protestant treason Guy Fawkes period</p>	
<b>SPRING 1</b>	<p><b>NC14 - 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.</b></p>	
<p><b>Dragon Machine</b></p>  <p><b>INVENTORS</b></p>	<p>The children will read the book 'Sandy's Circus' and will learn all about Alexander Calder. Alexander Calder was an American sculptor who is best known for inventing mobiles that embrace chance in their aesthetic and his monumental public sculptures. This will pave the way for learning about the circus in Year 4.</p> <p>The children will learn about Thomas Edison who invented the lightbulb preparing them for work on electricity in Year 6. They will learn about inventor Alexander Graham Bell who gave us the telephone; Henry Ford, who invented the automobile; Steve Jobs, who invented the iPhone; Alexander Fleming who discovered penicillin and The Wright Brothers, who invented flight (paving the way for learning about the history of air travel in Year 6).</p> <p>The children will also learn about the invention of gunpowder that was used for fireworks and firearms by the Chinese as early as 1000 BC. This will build upon their learning about Guy Fawkes last half term</p>	
	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Build on the children's knowledge about Guy Fawkes and gunpowder.</li> <li>• Know significant individuals from the past - Alexander Calder.</li> <li>• Understand the purpose of a circus.</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Make simple connections between historical concepts.</li> <li>• Draw contrasts between significant historical events.</li> <li>• Know where some people fit into a chronological timeline by using phrases to show the passing of</li> </ul>

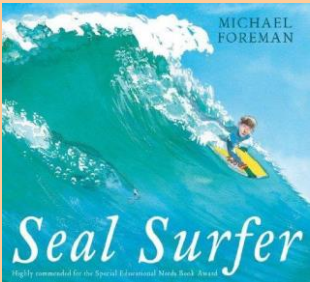
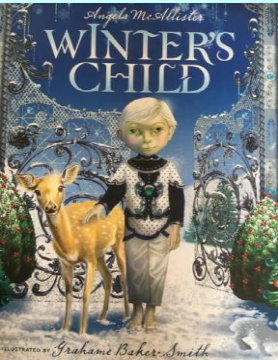


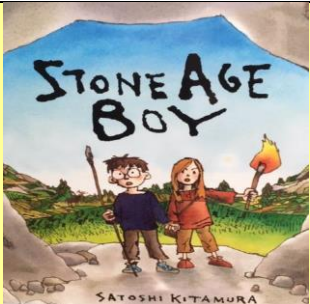
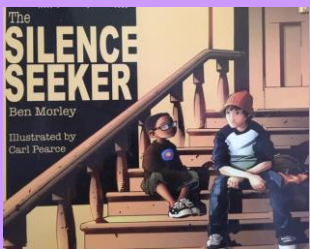
		time (a long time ago... past, before and after).
	<b>VOCABULARY</b> inventor sculptor circus gunpowder centuries	
<b>SPRING 2</b>	<b>NC14 - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</b> The children will talk about changes that have taken place in their lifetime and how it made them feel. All of them have started school and all have had the experience of joining a new class. Some will have experienced moving house or leaving one country to live in another and these stories can be shared. The children will read the book 'This is How We Do It' which looks at the daily lives of children in different countries. They will then create their own book about the daily lives of St John's children in the past, now and in the future.	
<p><b>My name is not Refugee</b></p>  <p><b>REFUGEES: LEAVING HOME</b></p>	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Understand the reasoning for migration.</li> <li>Recognise the differences between their lives and migrants.</li> <li>Know the meaning of migrant and refugee.</li> </ul>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>Ask and answer questions through observing a range of sources.</li> <li>Compare peoples' lives in different parts of world.</li> <li>Show the effects of migration through role-play, drawing, writing etc</li> </ul>
	<b>VOCABULARY</b> Refugee, change, experience, brave, encounter and migration	
<b>SUMMER 1</b>	The children will learn about wolves in literature over time. They will begin with mythology and folklore before reading some of Aesop's fables and a range of traditional tales. They will then learn about real wolves and how their populations have changed over time.	
<p><b>The Last Wolf</b></p>  <p><b>CONSERVATION</b></p>		
<b>SUMMER 2</b>	<b>NC14 - Significant historical events, people and places in their own locality.</b> The children will visit Elizabeth Gaskell's house that is just beside St Chrysostom's school. They will understand that this is a type of museum and that we can preserve the past. Through Major Glad, Major Dizzy they will build their understanding of timelines and the preservation of history and will make a time capsule. They will read 'The Curious Case of the Missing Mammoth' and visit museums in Manchester and create a class museum for future children.	
<p><b>Major Glad, Major Dizzy</b></p> 	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Know significant individuals from the past - Elizabeth Gaskell.</li> <li>Understand Elizabeth Gaskell's place on a timeline.</li> <li>Understand the connection between local and social history.</li> </ul>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>Use sources to answer simple questions about the past.</li> <li>Ask and answer questions about the past through observing and a handling a range of sources.</li> <li>Make simple observations about different people in society.</li> </ul>
	<b>VOCABULARY</b> museum Elizabeth Gaskell locality artefact timelines Victorian	

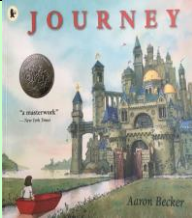

## National Curriculum Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

## YEAR 3: HISTORY

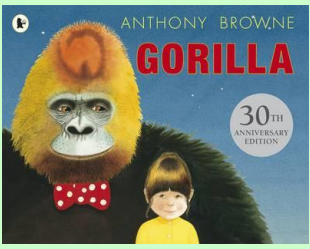
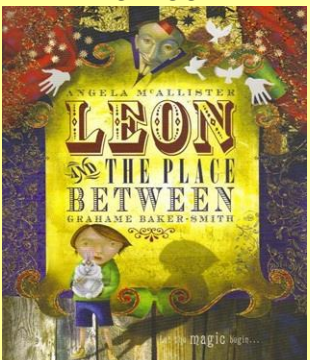
<b>AUTUMN 1</b>	<b>NC14 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b> The rise and fall of the British coastal resort. Children will learn about cause and effect: how the development of the railways in the 1840s led to increased popularity of the British seaside resort; how cheap air travel and the package holiday affected resorts and why environmental concerns are making the 'staycation' popular once more.	
<b>Seal Surfer</b>  COASTS	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Understand the features of a coastal resort.</li> <li>Understand a significant point in British history- railways 1840s.</li> <li>Understand changes in social history - leisure and entertainment in 20<sup>th</sup> century Britain</li> </ul>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>Compare and contrast coastal resorts.</li> <li>Explain how societies changed in Britain due to developments in rail and air travel.</li> <li>Make some links between different types of transport.</li> </ul>
	<b>VOCABULARY</b> coastal resort railways effects package holiday significance	
<b>AUTUMN 2</b>	<b>NC14 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b> Children will learn about winter traditions (Christmas) in Britain and compare them with other countries around the world.	
<b>Winter's Child</b>  WINTER	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Have an understanding of how Christmas traditions began in Britain and have continued to develop.</li> <li>Develop an awareness of Christmas practices around the world.</li> <li>Know that there are cultural variations of winter traditions.</li> </ul>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>Retell Christmas stories from around the world.</li> <li>Compare and contrast Christmas traditions from different countries.</li> <li>Describe how British winter traditions have been influenced by the wider world.</li> </ul>
	<b>VOCABULARY</b> traditions festivities cultural importance oral history,	
<b>SPRING 1</b>	<b>NC14 - Changes in Britain from the Stone Age to the Iron Age.</b> Children will begin in the Stone Age (15000 – 3000 BC), travel through the Bronze Age (3000 – 825 BC) to the Iron Age (825 – 34 BC) where they will meet the Celts. This history topic will take the children on a journey through Britain lasting nearly 15,000 years, giving them a real understanding of the concept of time.	
<b>Stone Age Boy</b>	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Understand the changes in Britain during The Stone Age.</li> </ul>	<b>SKILLS</b>

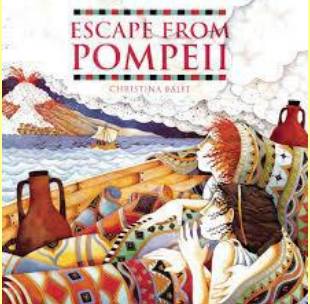
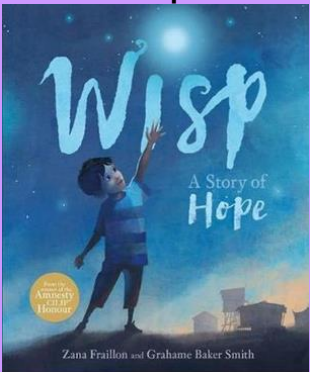
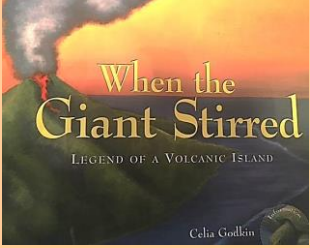
 <p><b>SETTLERS</b></p>	<ul style="list-style-type: none"><li>Understand the changes in Britain during The Bronze Age especially with regards to technology and travel e.g. Stonehenge.</li><li>Understand the changes in Britain during The Iron Age; forts, tribal kingdoms, farming, art and culture.</li><li>Apply specialist dates and terms to a specific period in history on a timeline.</li><li>Communicate vocabulary such as settlement and invasion linked to chronology.</li><li>Explain how evidence that has been found helps us to make historical claims.</li></ul>		
<b>SPRING 2</b>	<b>VOCABULARY</b> Stone age   Celts   Bronze age   Iron Age   civilization   Neolithic		
<b>The Silence Seeker</b>  <p><b>WELCOMING NEWCOMERS</b></p>	<p><b>NC14 - A local history study.</b></p> <p>The children will learn about the changing demographics of Manchester resulting from migration and how this has resulted in the vibrant cultural mix we enjoy at St John's and St Chrysostom's:</p> <p>Manchester has been attracting people to the city from abroad since its invasion by the Romans in around 80AD, but it was the industrial revolution that kick-started large scale immigration, beginning with Irish migrants taking up work in the mills and followed by Jewish migrants fleeing persecution in Eastern Europe. Moving ahead to the middle of the 20th Century, migrants generally arrived in this country because of problems in their countries of birth, such as war, civil unrest, discrimination and poverty. Amongst the main immigrants between 1951 and 1971 were people from India and Pakistan.</p> <p>Across the country, conflict played a large part in international immigration from 1971 up to 2003, starting with an inflow of people from Bangladesh, who were particularly attracted to Manchester, many settling in Longsight.</p> <p>The beginning of 2004, however, marked a shift in reasons for immigration to Manchester, becoming increasingly due to 'pull' factors such as employment and education rather than the 'push' factors relating to conflict. Family ties and changes in legislation also started to have a greater effect on immigration to the UK, particularly resulting from countries joining the European Union (EU) in May 2004.</p> <p>Towards the end of the last decade there had been a return to receiving higher numbers of migrants in Manchester from countries in economic crisis, such as from Spain between 2007 and 2009. Between 2010 and 2011, an increase in the number of Chinese immigrants, reflects the high proportion of Chinese students taking advantage of higher education in Manchester.</p>		
	<table><tr><td><b>KNOWLEDGE</b><ul style="list-style-type: none"><li>Have an awareness of when the Romans invaded Britain.</li><li>Understand the impact of the industrial revolution on migration; Manchester.</li><li>Be able to identify some factors as to why migration is taking place in the present day.</li></ul></td><td><b>SKILLS</b><ul style="list-style-type: none"><li>Explain how the Romans invaded Britain.</li><li>Use a variety of sources to describe how Manchester has been influenced by the wider world.</li><li>Construct informed responses that involve using relevant historical information; discussion, debate.</li></ul></td></tr></table>	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Have an awareness of when the Romans invaded Britain.</li><li>Understand the impact of the industrial revolution on migration; Manchester.</li><li>Be able to identify some factors as to why migration is taking place in the present day.</li></ul>	<b>SKILLS</b> <ul style="list-style-type: none"><li>Explain how the Romans invaded Britain.</li><li>Use a variety of sources to describe how Manchester has been influenced by the wider world.</li><li>Construct informed responses that involve using relevant historical information; discussion, debate.</li></ul>
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	<b>VOCABULARY</b> revolution   industry   immigration   invasion   conflict   diversity		
<b>SUMMER 1</b>	<p><b>NC14 - A local history study.</b></p> <p>Children will learn about the difference between rivers (natural waterways) and canals (man-made waterways). They will learn about the Manchester Ship Canal that began to be constructed in 1887 and opened in 1894. They will also learn about engineers and how they changed Britain.</p>		
<b>Journey</b>	<table><tr><td><b>KNOWLEDGE</b><ul style="list-style-type: none"><li>Develop an awareness of The Great Fire of London.</li></ul></td><td><b>SKILLS</b><ul style="list-style-type: none"><li>Tell the difference between past and present in their own and other peoples' lives.</li></ul></td></tr></table>	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>Develop an awareness of The Great Fire of London.</li></ul>	<b>SKILLS</b> <ul style="list-style-type: none"><li>Tell the difference between past and present in their own and other peoples' lives.</li></ul>
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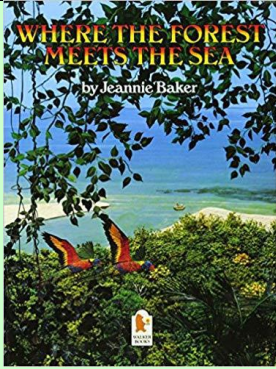
 <p><b>RIVERS</b></p>	<ul style="list-style-type: none"> <li>• Develop an awareness of The Plague.</li> <li>• Know significant individuals from the past; George and the Dragon and King Charles 2.</li> <li>• Recognise that their own lives are different from the lives of people in the past.</li> <li>• Use simple stories to show that they understand key features of events.</li> </ul>				
<p><b>SUMMER 2</b></p>					
<p><b>Zeraffa Giraffe</b></p>  <p><b>ANCIENT CIVILIZATIONS</b></p>	<p><b>NC14 - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</b></p> <p>Zeraffa was a wonderful gift for the King of France. This magnificent giraffe began her journey in Egypt, where the children will begin their journey learning about ancient civilisations beyond Britain. They will learn that the Ancient Egyptian civilisation began in 1300 BC (around the time of the Bronze Age in Britain) and lasted until 395 AD (when the Roman Empire in Britain was coming to an end).</p> <table border="1" data-bbox="448 622 1506 952"> <tr> <td data-bbox="448 622 975 952"> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Make links to other time periods; Bronze Age.</li> <li>• Show an understanding of the achievements of earlier civilizations; Ancient Egyptians</li> <li>• Identify historically significant people and events; Tutankhamun.</li> </ul> </td><td data-bbox="975 622 1506 952"> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Confidently use vocabulary to describe a time period in history.</li> <li>• Construct historically valid questions with the aim to find the responses from a range of sources.</li> <li>• Use a range of artefacts to provide simple explanations for Egyptian cultures and traditions.</li> </ul> </td></tr> <tr> <td colspan="2" data-bbox="448 952 1506 1023"> <p><b>VOCABULARY</b> ancient empire hieroglyphs sarcophagus papyrus scarab</p> </td></tr> </table>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Make links to other time periods; Bronze Age.</li> <li>• Show an understanding of the achievements of earlier civilizations; Ancient Egyptians</li> <li>• Identify historically significant people and events; Tutankhamun.</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Confidently use vocabulary to describe a time period in history.</li> <li>• Construct historically valid questions with the aim to find the responses from a range of sources.</li> <li>• Use a range of artefacts to provide simple explanations for Egyptian cultures and traditions.</li> </ul>	<p><b>VOCABULARY</b> ancient empire hieroglyphs sarcophagus papyrus scarab</p>	
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## YEAR 4: HISTORY

<p><b>AUTUMN 1</b></p> <p><b>Gorilla</b></p>  <p><b>ANIMALS IN CAPTIVITY</b></p>	<p><b>ANIMALS IN CAPTIVITY</b></p> <p>The children will learn about the history of animals in captivity and how opinions about animal welfare have changed over time. Throughout history not only domestic animals as pets and livestock were kept in captivity and under human care, but also wild animals. Some were failed domestication attempts. Also, in past times, primarily the wealthy, aristocrats and kings collected wild animals for various reasons. Contrary to domestication, the ferociousness and natural behaviour of the wild animals were preserved and exhibited. Today's zoos claim other reasons for keeping animals under human care: conservation, education and science.</p> <p>This project will build upon ideas introduced through The Last Wolf in Year 2 and Zeraffa Giraffe in Year 3. It will also prepare children for their learning in Leon and the Place Between next half term and Can we save the tiger? in Year 6.</p>		
<p><b>AUTUMN 2</b></p> <p><b>Leon &amp; the Place Between</b></p>  <p><b>THE CIRCUS</b></p>	<p><b>NC14 - A local history study.</b></p> <p>The children will learn all about the Belle Vue Circus. The Belle Vue annual International Christmas Circus lasted for over fifty years and became a feature of the attractions at the world-famous showground. The capacity of The King's Hall was five thousand and gave Belle Vue the status of the leading venue in the North West, easily outstripping Blackpool's Tower Circus.</p> <p>Bertram Mills' famous circus supplied many of the animal acts. They were amongst the most popular because large, aerial attractions such as the high wire acts were not possible in the confines of The King's Hall. By the late 1950s, tigers, polar bears, elephants and camels would be joined by artistes from France, Germany and Italy as the cream of circus talent would be brought to Manchester.</p> <p>For nearly 150 years, Belle Vue Zoological Gardens was one of the most continually successful entertainment destinations in the United Kingdom. For years people from all over the UK were amazed at the sight of elephants, monkeys and camels in the zoo, were thrilled as they rode the fairground rides and rollercoasters in the amusement park, sang along to their musical idols in The King's Hall, danced the night away, marvelled at the circus and saw Speedway champions racing to glory on the stadium tracks – Belle Vue had it all and as a result of this, became known as, Showground of the World. Belle Vue closed for good in the early 80's.</p> <table border="1" data-bbox="454 1361 1501 1720"> <tr> <td data-bbox="454 1361 973 1720"> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>To understanding the historical significance of Belle Vue circus</li> <li>To understand changes and in social history; regards to leisure and entertainment in 20<sup>th</sup> century Britain</li> <li>To have some knowledge of developments within the leisure industry in the last 150 years.</li> </ul> </td><td data-bbox="978 1361 1501 1720"> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>To be able to explain the importance of leisure entertainment in the local area.</li> <li>To compare and contrast how leisure entertainment has changed throughout time.</li> <li>Describe how leisure industries within Britain have been influenced by the wider world; circuses.</li> </ul> </td></tr> </table> <p><b>VOCABULARY</b> leisure, recent history, development, way of life, legacy</p>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>To understanding the historical significance of Belle Vue circus</li> <li>To understand changes and in social history; regards to leisure and entertainment in 20<sup>th</sup> century Britain</li> <li>To have some knowledge of developments within the leisure industry in the last 150 years.</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>To be able to explain the importance of leisure entertainment in the local area.</li> <li>To compare and contrast how leisure entertainment has changed throughout time.</li> <li>Describe how leisure industries within Britain have been influenced by the wider world; circuses.</li> </ul>
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<p><b>SPRING 1</b></p> <p><b>Escape from Pompeii</b></p>	<p>In this rich history topic, the children will travel across 1023 years of British history, beginning with a reminder of the Celts who they met in Year 3.</p> <p><b>NC14 - The Roman Empire and its impact on Britain.</b></p> <p>Children will learn about the rise and fall of the Roman Empire in Britain (43 – 420 AD) and the changes it brought about.</p> <p><b>NC14 - Britain's settlement by Anglo-Saxons and Scots.</b></p>		

 <p><b>ESCAPE FROM POMPEII</b> CHRISTINA BALE</p> <p><b>INVADERS</b></p>	<p>Children will jump forward in time to learn about the invasion and settlement of the Anglo-Saxons, Picts and Scots (450 – 1066 AD).</p> <p><b>NC14 - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p> <p>Children will learn about the Viking raids and their long struggle to try to take Britain from the Anglo-Saxons (793 – 1066 AD).</p> <table border="1" data-bbox="451 369 1511 638"> <tr> <td data-bbox="451 369 973 638"> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Understand the impact of the Roman Empire on Britain.</li> <li>Know that Britain had numerous invasions; Anglo-Saxons, Vikings.</li> <li>Show a basic understanding of Viking raids across England.</li> </ul> </td><td data-bbox="981 369 1511 638"> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>Describe how the Romans have influenced Britain.</li> <li>Explain why Britain was open to invasion from other civilizations.</li> <li>Place relevant invasions by key civilizations on a timeline in chronological order.</li> </ul> </td></tr> </table> <p><b>VOCABULARY</b> centurion aqueduct kingdoms Wessex longship Norse</p>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Understand the impact of the Roman Empire on Britain.</li> <li>Know that Britain had numerous invasions; Anglo-Saxons, Vikings.</li> <li>Show a basic understanding of Viking raids across England.</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>Describe how the Romans have influenced Britain.</li> <li>Explain why Britain was open to invasion from other civilizations.</li> <li>Place relevant invasions by key civilizations on a timeline in chronological order.</li> </ul>
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<p><b>SPRING 2</b></p>	<p>The children will learn about the history of refugee camps, beginning with the Palestinian camps that were opened between 1948 and 1968 and now host 1.5 million refugees. This learning will support their understanding in Year 6 when they will learn that about 70,000 Jewish refugees had been accepted into Britain by the start of WW2.</p>		
<p><b>Wisp</b></p>  <p><b>Wisp</b> A Story of Hope Zana Fraillon and Grahame Baker Smith</p> <p><b>REFUGEE CAMPS: HOPE &amp; FREEDOM</b></p>			
<p><b>SUMMER 1</b></p>	<p>Building on their learning from Year 4, the children will learn about the devastating eruption of Mount Vesuvius in Italy in 79 AD. The city of Pompeii was famously wiped out by the eruption. It was an instant death: The heat suddenly surged 482 degrees Fahrenheit, and most of the town's citizens (those who had not fled), were killed before they could even wonder what had happened. Buried under ash, Pompeii was almost perfectly preserved, and is one of the longest-running archaeological digs in the world. The children will learn how this taught us a lot about ancient Rome, especially the day-to-day life not preserved in the official history.</p>		
<p><b>When the Giant Stirred</b></p>  <p><b>When the Giant Stirred</b> LEGEND OF A VOLCANIC ISLAND Celia Gaddlen</p> <p><b>VOLCANOES</b></p>			
<p><b>SUMMER 2</b></p>	<p><b>A non-European society that provides contrasts with British history: Mayan civilization c. AD 900.</b></p>		
<p><b>Where the Forest Meets the Sea</b></p>	<p>Children will learn all about the ancient Mayans and what they did for the world. The Maya civilization developed in an area that encompasses south eastern Mexico, all of Guatemala and Belize, and the western portions of Honduras and El Salvador. Mesoamerica's 35 million-acre Mayan Forest is the largest remaining tropical rainforest in the Americas.</p> <p>The children will learn about the changing face of the planet over time, resulting from changing human characteristics. Thousands of years ago, forests and grasslands covered most of the earth (the Celtic landscape). Although</p>		



## RAINFORESTS

deforestation first became a serious concern in the 1950s, it has been an issue since humans began making fires hundreds of thousands of years ago. The extinction of plants and animals due to deforestation has occurred for thousands of years. Deforestation continues to be an increasingly serious problem, due to the world's rapidly growing population and demands on valuable resources. This learning will be built upon in Year 6.

### KNOWLEDGE

- Have a clear understanding of Mayan life.
- Have some understanding of the Mayan civilization upon the wider world.
- Continue to develop chronologically secure knowledge of history.

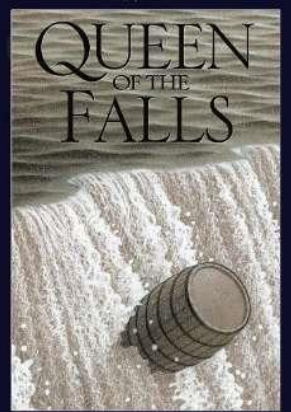
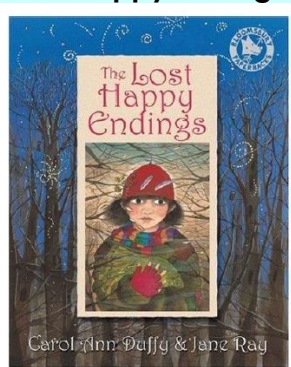
### SKILLS

- Discuss aspects of Mayan life using appropriate historical terms.
- Compare and contrast to previous studied civilizations; Egyptians.
- Confidently place the Mayans on a constructed timeline and provide reasoned justifications for this.


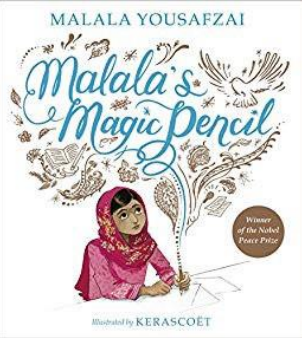
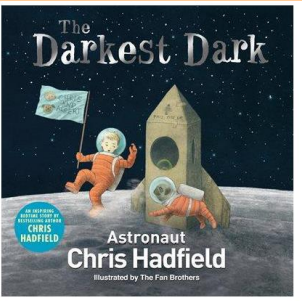
### VOCABULARY


Codice Chiche Itza Kukulcan cocoa kin

## YEAR 5: HISTORY

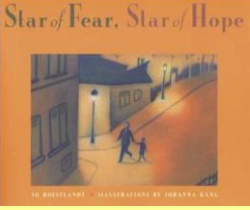
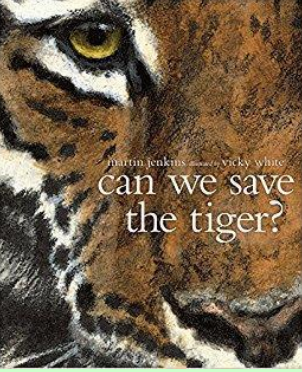
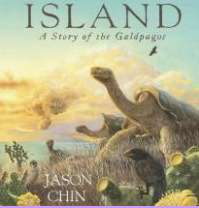
<b>AUTUMN 1</b>	Children will learn about Annie Taylor and other famous daredevils through time, including the story of the French aerialist who walked on a tight rope between the Twin Towers in 1974. They will learn how author Mordicai Gernstein uses this true story to commemorate the tragedy of 9/11.	
<b>Queen of the Falls</b>  CHRIS VAN ALLSBURG <b>DAREDEVILS</b>	<p>The children will also learn about etiquette through history, beginning with Annie's 'charm school'. They will talk about how social expectations have changed over time, but that it is still very important to be good citizens who contribute positively to society.</p> <p>Finally, the children will reflect upon Annie's woes about her financial situation and the possibility of old age in the poor house. They will learn about what happened to poor people in Victorian Britain (the workhouse) and how the introduction of the welfare state changed the way we care for fellow human beings. The welfare state is a form of government in which the state protects and promotes the economic and social well-being of the citizens, based upon the principles of equal opportunity, equitable distribution of wealth, and public responsibility for citizens unable to avail themselves of the minimal provisions for a good standard of living. Children will also learn about the link between work and money and making provision for a pension in order to be independent.</p>	
<b>AUTUMN 2</b>	<b>NC14 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b>	
<b>Lost Happy Endings</b>  Carol Ann Duffy & Jane Ray <b>TRADITIONAL TALES: WITCHES, THE TUDORS &amp; THE STUARTS</b>	<p>The Tudor period is the period between 1485 and 1603 in England and Wales and includes the Elizabethan period during the reign of Elizabeth I until 1603. The Tudor period coincides with the dynasty of the House of Tudor in England whose first monarch was Henry VII. The Stuarts were monarchs of the British Isles and its growing empire until the death of Queen Anne in 1714. The Stuart dynasty ruled Scotland (1371 - 1714) and England (1603 - 1714).</p> <p>The children will learn all about witchcraft in Tudor and Stuart times. Modern science was in its infancy in the 16th century, as was medicine, and it was natural for people to rely on old-fashioned beliefs and astrology to explain the world and to use potions, charms, amulets and horoscopes to cure ills, for protection and to deal with problems. The people of the Tudor and Stuart era were not against using charms and believing superstitions but they did fear witches and witchcraft. Concerns over witchcraft grew in the 1540s and Henry VIII went as far as to pass an Act against it, making witchcraft punishable by death. This act was repealed a few years later, but further acts were passed in 1563 and 1604. These acts led to widespread fear and paranoia, witch hunts and many innocent and gifted women being accused of witchcraft.</p> <p>The children will learn how witches are used in stories and tales as bad characters to be feared. This will build upon their learning from Year 2 about wolves in stories.</p>	
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>• Learn about the period of history between 1485-1603 which includes the Tudor and Elizabethan period</li><li>• Show an understanding of the Stuart period of history.</li><li>• Know the historical beliefs around witches.</li></ul>	<b>SKILLS</b> <ul style="list-style-type: none"><li>• Sequence events with the use of the appropriate historical vocabulary; empire, peasantry.</li><li>• Analyse the critical value of sources in relation to their historical significance; witchcraft.</li><li>• Produce detailed structured work to present information.</li></ul>
	<b>VOCABULARY</b> Christian values   persecution   witchcraft   empire   monarch   amulets	


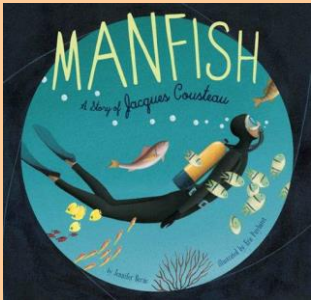
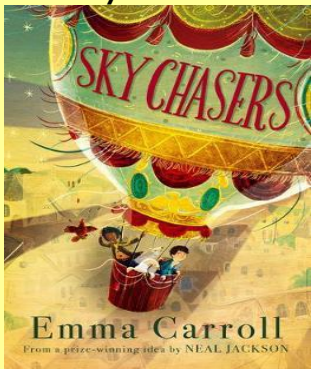


<b>SPRING 1</b>	<b>NC14 - Ancient Greece – a study of Greek life and achievements and their influence on the western world.</b> The civilization of Ancient Greece emerged into the light of world history in the 8th century BC. Normally it is regarded as coming to an end when Greece fell to the Romans, in 146 BC. The children will learn about the 10 things that the Ancient Greeks gave us: historians, the alarm clock, the Olympics, medicine, philosophy, zoology, democracy, geometry, the jury service, cartology (maps).	
<b>Arthur and the Golden Rope</b>  <b>ANCIENT GREEKS</b>	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Show some understanding of the life of the Ancient Greeks.</li> <li>• Know their achievements and the legacy they left behind; Olympics, medicine.</li> <li>• Understand how the Greeks influenced the Roman civilization.</li> </ul>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>• Effectively use sources as a basis to begin research.</li> <li>• Develop arguments as to why the Greek civilization was influential to other civilizations; Romans.</li> <li>• compare and contrast Roman and Greek civilizations.</li> </ul>
	<b>VOCABULARY</b> philosophy democracy truce loincloth sacred plague	
<b>SPRING 2</b>	<b>NC14 - A local history study.</b> The children will learn about a wide range of women who changed the world: Marie Curie, 1867–1934, Rosa Parks, 1913–2005, Eleanor of Aquitaine, 1122–1204, the Virgin Mary, 1st-century BC–1st-century AD, Jane Austen, 1775–1817, Boudicca, c30–61, Diana, Princess of Wales, 1961–97, Malala You. They will take a deep dive into the lives of local women, the women who made Manchester: Eleanor Sykes (philanthropist and medic), Enriqueta Rylands (library), Victoria Wood (comedienne), Emmeline Pankhurst (suffragette), Carol Ann Duffy (Poet Laureate), Erinna Bell (peace activist). This topic aims to raise expectations and aspirations and show all children that there are no limits to their dreams.	
<b>Malala's Magic Pencil</b>  <b>WOMEN WHO CHANGED THE WORLD</b>	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Know a range of women who were influential in changing the world.</li> <li>• Have a secure knowledge of the lives of influential Manchester women.</li> <li>• Understand the impact of aspirational women in the history on ordinary lives.</li> </ul>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>• Research a variety of women who had a significant impact around the world and locally.</li> <li>• Present research using relevant historical terminology and dates.</li> <li>• Create links between the legacies left behind by aspirational women from the past to present day.</li> </ul>
	<b>VOCABULARY</b> Legislation aspirations inspirational impact significance stereotype	
<b>SUMMER 1</b>	<b>NC14 - A local history study.</b> The children will learn about the history of Space exploration. They will build on their early learning about Space in Year 1 and paves the way for learning about WW2 in Year 6. The development of ballistic missiles, first used by Germany toward the end of World War II, paved the way for the launch vehicles that would fuel a space race between the Soviet Union and the United States. The space race was then followed by an era of space cooperation, highlighted by the International Space Station. The Jodrell Bank Observatory hosts a number of radio telescopes, and is part of the Jodrell Bank Centre for Astrophysics at the University of Manchester. The children will visit Jodrell bank and learn all about the impact it has had on our understanding of Space.	
<b>The Darkest Dark</b>  <b>EARTH &amp; SPACE</b>	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Know the origins of the space race; USSR and USA.</li> </ul>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>• Begin to identify the causes of the space race.</li> </ul>

	<ul style="list-style-type: none"> <li>Understand the purpose of the space race.</li> <li>Have an awareness of space exploration up until the space race.</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate the moon landing using established sources for comparison.</li> <li>Provide reasons as to why different versions of the past might exist.</li> </ul>
<b>SUMMER 2</b>	<b>VOCABULARY</b> Soviet Union   space race   cold war   Sputnik   Apollo 11	
<b>Leather Shoe Charlie</b>  <b>INDUSTRIAL MANCHESTER</b>	<b>NC14 - A local history study.</b> The children will follow in Charlie's footsteps and take a tour around industrial Manchester. They will build on their learning from Year 4 to understand how the Manchester canals supported the rise of the mills. They will learn about the different lives of rich and poor people during these times and the treatment of children.  Linking back to their study of coasts in Year 3, the children will learn about the annual week long closure of the Lancashire cotton mills that enabled machinery to be serviced and repaired, and workers to visit Blackpool seaside resort.	
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Have an understanding of life in Manchester before the industrial revolution. Understand the significance of the canal network in supporting the transportation of goods; mills.</li> <li>Know the impact of the working mills of Manchester on everyday life; pollution, working conditions, treatment of children.</li> </ul>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>Debate whether the quality of life for children improved during the industrial revolution.</li> <li>Make links to previous study of seaside resorts and how they were beneficial to the wellbeing of working class people.</li> <li>Analyse diverse experiences of women and children who worked in the cotton mills of Manchester.</li> </ul>
	<b>VOCABULARY</b> Industrial revolution   migrate   Lancashire   opportunit   cobbles	

## YEAR 6: HISTORY

<b>AUTUMN 1</b>	<b>NC14 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b>	
<p><b>Star of Fear, Star of Hope</b></p>  <p><b>WORLD WAR 1 &amp; 2</b></p>	<p>The children will learn all about the two world wars and their impact on children (as well as the impact of other wars – building on their learning about refugees from Year 4). They will visit Tatton Park to experience life as an evacuee. Finally, they will learn about Unicef and children's rights.</p>	
	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Know about the impact of WW1.</li> <li>• Have an understanding of the consequences of the Treaty of Versailles and how this led to the start of WW2.</li> <li>• Understand the historical significance of WW2.</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast WW1 and WW2.</li> <li>• Give justified reasoning for how the Treaty of Versailles was a factor towards WW2.</li> <li>• Research and use sources to describe, social, cultural, ethnic and religious changes that resulted during and after the world wars.</li> </ul>
<b>AUTUMN 2</b>	<p>The children will learn about the history of conservation, which is generally tied to the industrial age, as a kind of backlash against exploitation of uncontrolled industrial growth and unfettered capitalism of the age. This learning links back to their work on industrial Manchester in Year 5.</p>	
<p><b>Can we Save the tiger?</b></p>  <p><b>ECOLOGY/CONSERVATION</b></p>	<p>Conservation is not only about ecology however, and the children will also learn about the conservation of cultural heritage and the built environment of archaeological monuments, buildings of historic importance, and landscapes. This promotes cultural awareness and respect and preserves a built heritage for future generations to enjoy. This learning links back to the children's work on museums in Year 2.</p>	
<b>SPRING 1</b>	<p>The children will build upon their learning about refugees and amazing animal journeys in Year 4 to understand that migration is a long-term feature of human behavior. They will learn how this has resulted in the multicultural society that we have today.</p>	
<p><b>Jemmy Button The Island</b></p>  <p><b>MULTICULTURALISM</b></p>	<p>Jemmy Button was brought to England by Charles Darwin and in this topic, the children will learn more about the theory of evolution. This will lead into their learning about the history of the Earth in terms of its geology and life, which will put all of the other history that they learn about into time perspective! This learning will be based on the film 'An Animated Timeline of the History of the Earth': <a href="https://www.youtube.com/watch?v=ck8i0_BHg_0">https://www.youtube.com/watch?v=ck8i0_BHg_0</a></p>	

<p><b>SPRING 2</b></p> <p><b>The Day War Came</b></p>  <p><b>DISPLACEMENT &amp; MIGRATION</b></p>	<p><b>A non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad c. AD 900.</b></p> <p>The children will learn about Iraq, and particularly the capital city Baghdad. The Abbasid Caliphate established their capital in the city of Baghdad in 762CE. Over the next five centuries Islamic culture flourished and Baghdad became renowned as a centre of learning and tolerance. This period is known as the Golden Age of Islam. Children will find out about the early history of Islamic civilisation from CE 900 and compare it to what was going on in western Europe at around the same time. They will touch on the effects of religion on culture and architecture, the development and maintenance of global trade networks and the history of intellectual and philosophical thought in both areas. The children will learn about the recent war in Iraq and link this learning to their key text 'The Day War Came'.</p> <table border="1" data-bbox="450 600 1501 963"> <tr> <td data-bbox="450 600 973 963"> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Understand the beginnings of the Islamic civilization.</li> <li>• Show an understanding of the importance of Baghdad as a centre of learning and tolerance.</li> <li>• Know the impact of The Golden Age of Islam on the global trade networks and the history of intellectual and philosophical thought.</li> </ul> </td><td data-bbox="979 600 1501 963"> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Carry out research to accurately describe social, cultural, religious and ethnic diversity in Baghdad.</li> <li>• Make links within and across the beginnings of Islam to The Golden Age.</li> <li>• Identify the reasons for changes within their society and make connections back to their own lives.</li> </ul> </td></tr> <tr> <td colspan="2" data-bbox="450 963 1501 1025"> <p><b>VOCABULARY</b> society contrast maintenance development flourished</p> </td></tr> </table>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Understand the beginnings of the Islamic civilization.</li> <li>• Show an understanding of the importance of Baghdad as a centre of learning and tolerance.</li> <li>• Know the impact of The Golden Age of Islam on the global trade networks and the history of intellectual and philosophical thought.</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Carry out research to accurately describe social, cultural, religious and ethnic diversity in Baghdad.</li> <li>• Make links within and across the beginnings of Islam to The Golden Age.</li> <li>• Identify the reasons for changes within their society and make connections back to their own lives.</li> </ul>	<p><b>VOCABULARY</b> society contrast maintenance development flourished</p>	
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<p><b>SUMMER 1</b></p> <p><b>Manfish</b></p>  <p><b>TROPICAL SEAS</b></p>	<p>Building on their Key Stage 1 learning about significant people, the children will learn about Jacques Cousteau: French naval officer, explorer, conservationist, filmmaker, innovator, scientist, photographer, author and researcher who studied the sea and all forms of life in water.</p>				
<p><b>SUMMER 2</b></p> <p><b>Sky Chasers</b></p>  <p><b>THE SKIES ABOVE</b></p>	<p><b>NC14 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b></p> <p>The children will learn about the history of aviation (building on learning from Year 2). They will begin with the Greek legend of Daedalus and Icarus and move on to the invention of kites in China in the 5<sup>th</sup> century BC. They will learn about the early flying machines of Leonardo da Vinci and hot air balloons in the 1700s. They will then learn about the airships used in WW1 and 2. Finally they will learn about the modern aircraft; The Wright Brothers, Amelia Earhart and the economy airlines that have changed the way we holiday today (linking to learning in Year 3).</p>				



	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Know when the various stages of aviation occurred.</li> <li>• Name figures associated with the world of aviation.</li> <li>• Understand how influential aviation was to the outcomes and successes of the world wars.</li> </ul>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>• Order stages of aviation on a timeline using appropriate terminology and dates.</li> <li>• Carry out a study of an influential aviation figure; Amelia Earhart.</li> <li>• Discuss how the start of WW1 advanced developments in aviation.</li> </ul>
	<b>VOCABULARY</b> aviation   monsieur   Versailles   prototype   mechanical   Renaissance	