



# Manor Drive

## History Curriculum





## Whole-school definition of History

**History** is the study of the past, in particular the changes over time that have occurred within human society.



## Year 1/2 Cycle A Overview

Autumn

Events beyond living memory  
(Great Fire of London)

Spring

Significant historical events, people, places in our locality

Summer

Significant historical events, people, places in our locality  
Revisit - Events beyond living memory

## Year 1/2 Cycle A Key Concepts

<b>Autumn</b> Events beyond living memory (Great Fire of London)	<b>Spring</b> Significant historical events, people, places in our locality (History of Peterborough)	<b>Summer</b> Significant historical events, people, places in our locality Revisit - Events beyond living memory
<b><u>Substantive Concept</u></b>  Pupils should be taught about events beyond living memory that are significant nationally or globally. <ul style="list-style-type: none"> <li>This study looks at the cause and effect of the Great Fire of London.</li> <li>This event happened a long time ago - over 350 years. The chronology focuses on the events over a few terrible days rather than a depth study into the period of time.</li> </ul>	<b><u>Substantive Concept</u></b>  Pupils should be taught about: <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality.</li> <li>This Year 2 Summer Term study focuses on the local area, significant people and places</li> </ul> <b>History of Peterborough</b> (School Trip: Peterborough City Cathedral) <ul style="list-style-type: none"> <li>How has Peterborough changed over time?</li> <li>When did people first settle in the Peterborough area?</li> <li>When did the Anglo-Saxons settle in the Peterborough area, and what was the area like at the time?</li> <li>When and why did Peterborough begin to grow into a large city?</li> </ul>	<b><u>Substantive Concept</u></b>  Pupils should be taught about events beyond living memory that are significant nationally or globally. <ul style="list-style-type: none"> <li>This study looks at the cause and effect of the Great Fire of London</li> <li>This event happened a long time ago - over 350 years. The chronology focuses on the events over a few terrible days rather than a depth study into the period of time</li> </ul>
<b>Tier 2 Vocabulary</b> bustling, raged, extinguished, merchant, engulfed  <b>Tier 3 Vocabulary</b> flammable, devoured, possessions, ineffective, doused	<b>Tier 2 Vocabulary</b> chronology, building, settlement, city  <b>Tier 3 Vocabulary</b> Peterborough, Abbott, abbey, cathedral , Anglo-Saxon, artefact, monarch, invasion, Mary Queen of Scots, Queensgate centre	<b>Tier 2 Vocabulary</b> bustling, raged, extinguished, merchant, engulfed  <b>Tier 3 Vocabulary</b> flammable, devoured, possessions, ineffective, doused



## Year 1/2 Cycle B Overview

Autumn

Changes within living memory

Spring

The lives of significant people  
(Mary Anning and David Attenborough)

Summer

More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)

## Year 1/2 Cycle B Key Concepts

<b>Autumn</b> Changes within living memory	<b>Spring</b> The lives of significant people (Mary Anning and David Attenborough)	<b>Summer</b> More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)
<b><u>Substantive Concept</u></b>  Pupils should be taught about: <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• This Autumn term study focuses on chronology within living memory of the community to develop a sense of change over time</li> <li>• map events of the week in chronological order</li> </ul>	<b><u>Substantive Concept</u></b>  Pupils should be taught about: <ul style="list-style-type: none"> <li>• the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• Study the lives of significant people focuses on <b>Mary Anning</b> and <b>David Attenborough</b>.</li> </ul>	<b><u>Substantive Concept</u></b>  Pupils should be taught about: <ul style="list-style-type: none"> <li>• Study <b>MORE</b> lives of significant people focuses on <b>Neil Armstrong, Mae Jemison, Bernard Harris Jr</b> and <b>Tim Peake</b></li> </ul>
<b>Tier 2 Vocabulary</b> toddler, timeline, present, compare, memory  <b>Tier 3 Vocabulary</b> community, tills, supermarket, customer, bakery	<b>Tier 2 Vocabulary</b> legacy, inspire, revealed, explore, similar  <b>Tier 3 Vocabulary</b> fossil, documentary, significant, naturalist, expedition	<b>Tier 2 Vocabulary</b> legacy, inspire, pioneer, explore, similar  <b>Tier 3 Vocabulary</b> orbit, racism, significant, astronaut, expedition



## Year 3/4 Cycle A Overview

Autumn

Britain's settlement by Anglo-Saxons and Scots

Spring

Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Summer

Ancient civilisation - Egypt.

## Year 3/4 Cycle A Key Concepts

<b>Autumn</b> Britain's settlement by Anglo-Saxons and Scots	<b>Spring</b> Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<b>Summer</b> Ancient civilisation - Egypt.
<b><u>Substantive Concept</u></b>  Pupils should be taught about: <ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• This is an epic Learning Module with a focus on chronology, causation and relationships. Please spend time reading it to get to know the finer details</li> <li>• Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement</li> <li>• 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</li> </ul>	<b><u>Substantive Concept</u></b>  Pupils should be taught about: <ul style="list-style-type: none"> <li>• Causation of why the Vikings invaded and settled in England, Northern Britain and Ireland, as well as Normandy</li> <li>• Power struggle between Viking and Anglo-Saxon armies</li> <li>• Struggle between Alfred the Great and King Guthrum</li> <li>• Establishment of Danelaw</li> <li>• Significant actions and consequences between English and Viking kings: Ethelred The Unready - King Sweyn - King Canute</li> <li>• Establishment of monarchy through a single ruler - Viking or Anglo-Saxon</li> <li>• Consequences of Edward the Confessor's lack of an heir and legacy of his father's connections with Normandy</li> </ul>	<b><u>Substantive Concept</u></b>  Pupils should be taught about: <p><b>The achievements of the earliest civilizations</b> - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b></p>
<b>Tier 2 Vocabulary</b> abandoned, defenseless, dominant, missionary, pagan, reliant  <b>Tier 3 Vocabulary</b> heptarchy, laden, sporadic, vanquish, viewpoint, migration	<b>Tier 2 Vocabulary</b> repelled, tapestry, confessor, converted, legend, brutality  <b>Tier 3 Vocabulary</b> heathen, chronicle, chieftain, fjord, manuscript, ousted	<b>Tier 2 Vocabulary</b> colossal, stability, society, civilization, irrigation, mysteriously  <b>Tier 3 Vocabulary</b> funerary, hieroglyphs,, artefact, pillaged, obelisk, pharaoh



## Year 3/4 Cycle B Overview

Autumn

Stone Age - Iron Age

Spring

Rome and the impact on Britain

Summer

Retrieval study - Changes in Britain from the Stone Age to the Iron Age

## Year 3/4 Cycle B Key Concepts

**Autumn**  
Stone Age - Iron Age

**Spring**  
Rome and the impact on Britain

**Summer**  
Retrieval study - Changes in Britain from the Stone Age to the Iron Age

**Substantive Concept**

- A focus on evidence - artefacts, burials, monuments and places
- Paleolithic, Mesolithic and Neolithic periods
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

**Substantive Concept**

- Pupils should be taught about:
- The Roman Empire and its impact on Britain
  - This study looks back at the Iron Age and the difference that the Romanisation of Britain made

**Substantive Concept**

- Retrieval study - Changes in Britain from the Stone Age to the Iron Age
- Pupils should be taught about:
- Changes in Britain from the Stone Age to the Iron Age

**Tier 2 Vocabulary**

ancient, community, dense, extinct, roaming, prehistory

**Tier 3 Vocabulary**

domesticated, arid, gatherer, nomad, reared, submerged

**Tier 2 Vocabulary**

previously, conquered, rebellion, luxurious, culture, settlement

**Tier 3 Vocabulary**

amphitheatre, emperor, aqueducts, invasion, barbarian, forum

**Tier 2 Vocabulary**

ancient, community, dense, extinct, roaming, prehistory

**Tier 3 Vocabulary**

domesticated, arid, gatherer, nomad, reared, submerged



## Year 5/6 Cycle A Overview

Autumn

Local History Study - how did conflict change our locality in World War 2?

Spring

Windrush generation

Summer

Ancient Greece - a study of Greek life and achievements and their influence on the western world KN 1, 3, 4, 7, 9  
(Place in time)

## Year 5/6 Cycle A Key Concepts

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Local History Study - how did conflict change our locality in World War 2?	Windrush generation	Ancient Greece - a study of Greek life and achievements and their influence on the western world KN 1, 3, 4, 7, 9 (Place in time)
<b><u>Substantive Concept</u></b>	<b><u>Substantive Concept</u></b>	<b><u>Substantive Concept</u></b>
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>A study about: <ul style="list-style-type: none"> <li>The Caribbean.</li> <li>The part Caribbean men and women played in World War 2.</li> <li>The Windrush pioneers; their struggles and successes.</li> </ul> </li> <li>Also included are: <ul style="list-style-type: none"> <li>Windrush Foundation resources for KS2 and KS3.</li> <li>Windrush paper: Immigrants, aliens and settlers.</li> </ul> </li> </ul>	<p>Focusing on:</p> <ul style="list-style-type: none"> <li>Chronology through the significant periods of time for Ancient Greeks</li> <li>Beliefs of the Ancient Greeks</li> <li>Comparison between the city-states of Athens and Sparta</li> <li>Birth of democracy in Athens</li> <li>Importance of theatre, myths and fables</li> <li>Significance of the Battle of Marathon, Thermopylae and Salamis</li> <li>Importance and purpose of Olympic Games</li> <li>Impact Alexander the Great had on Ancient Greece</li> </ul>
<b>Tier 2 Vocabulary</b>	<b>Tier 2 Vocabulary</b>	<b>Tier 2 Vocabulary</b>
altitude, boisterous, cemetery, penetrate, strategic, supremacy	intolerance, immigrate, prejudice, colony, emigrate, discrimination	democracy, honour, phenomenal, deteriorated, armoured, oppressive
<b>Tier 3 Vocabulary</b>	<b>Tier 3 Vocabulary</b>	<b>Tier 3 Vocabulary</b>
airbase, Axis, bombardment, incendiary, memorial, segregation	racism, segregation, diversity, disembarked, demobilised, iniquitous	city-state, tyrant, sanctuary, tactical, valiantly, unified



## Year 5/6 Cycle B Overview

Autumn

Study a non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300

Spring

Comparison study Maya and Anglo-Saxons

Summer

Study five significant monarchs or Battle of Britain

## Year 5/6 Cycle B Key Concepts

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Study a non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300	Comparison study Maya and Anglo-Saxons	Study five significant monarchs or Battle of Britain
<b><u>Substantive Concept</u></b>	<b><u>Substantive Concept</u></b>	<b><u>Substantive Concept</u></b>
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• <b>A non-European society that provides contrasts with British history</b> - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilization c. AD 900; <b>Benin (West Africa) c. AD 900-1300.</b></li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• <b>A non-European society that provides contrasts with British history</b> - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Maya civilization c. AD 900</b>; Benin (West Africa) c. AD 900-1300.</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>
<p style="text-align: center;"><b>Tier 2 Vocabulary</b> demise, destruction, flourish, overthrow, radiate, sophisticated</p> <p style="text-align: center;"><b>Tier 3 Vocabulary</b> ancestral, animism, fortification, guild, infrastructure, ritual</p>	<p style="text-align: center;"><b>Tier 2 Vocabulary</b> population, famine, descendant, declining, citizen, native</p> <p style="text-align: center;"><b>Tier 3 Vocabulary</b> deforestation, codex, sacrifice, astronomy, warrior, polytheistic</p>	<p style="text-align: center;"><b>Tier 2 Vocabulary</b> - Battle, conflict and events - study of five past monarchs through time lucrative, prosperity, republic, plundered, arrogant, duplicitous</p> <p style="text-align: center;"><b>Tier 3 Vocabulary</b> - Battle, conflict and events - study of five past monarchs through time aristocracy, monastery, dissolution, privateers, industrialization, annulment</p>