



Topic	Chronological Understanding	Historical Concepts	Historical Interpretation	Historical Enquiry	Knowledge
<p><b>WWII in Manchester</b> British history that extends pupils' chronological knowledge beyond 1066</p> <p>(Link back to year 3 learning about Manchester industry in the past)</p> <p>(Make links to wars from previous learning)</p>	<p>Use their mathematical skills to work out exact time scales and differences as need be.</p> <p>Use dates and historical language in their work.</p>	<p><u>Significance:</u> Appreciate that significant events in history have helped shape the country we have today. Understand why Manchester City Centre would have been a target in the war.</p> <p><u>Change and Continuity:</u> Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p>	<p>Appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Make perceptive deductions about the reliability of sources.</p>	<p>Know what impact WWII had on the lives of children in this period of time (evacuees). Relate to local stories- identify some of the areas that local children were sent to. Appreciate that the food people ate was different because of the availability of different food sources. Know what impact WWII had on the jobs and industry in Manchester.</p>
<p><b>Vocabulary</b></p>	<p>Anderson shelter, blackout blitz, evacuee, gas mask, rations, industry, Nazis, propaganda</p>				



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<p><b>The legacy of Greek culture, life and achievements</b></p> <p>(Link to Year 4 geography on Europe)</p>	<p>Understand how some historical events occurred concurrently in different locations (e.g. Ancient Greece was the same time as Iron Age/ Ancient Egypt/ Maya/ Ancient Rome)</p> <p>Show a chronologically secure knowledge and understanding of what they have been taught so far.</p>	<p><u>Cause and consequence:</u> Identify and give reasons for historical events, situations, changes e.g. understanding how the Ancient Greeks had a large influence the on the world.</p> <p><u>Significance:</u> Understand the significance of people and developments in this period.</p> <p><u>Change and continuity:</u> Begin to understand the relationship between different periods and the legacy or impacts for me and my identity.</p>	<p>Evaluate evidence to choose the most reliable forms.</p>	<p>Use a range of sources to collect evidence from the past.</p>	<p>Know that Greece is a peninsula. Know that the mountainous landscape led to the development of city states.</p> <p>Know about the influence that Ancient Greeks had on the world (democracy, language, maths, philosophy, leisure, medicine, architecture, education, Olympics).</p> <p>Understand how the Greek influence spread round the world.</p> <p>Know some of the main characteristics of the Athenians and the Spartans.</p> <p>Know about the influence the gods had on Ancient Greece.</p>
<p><b>Vocabulary</b></p>	<p>God/Goddess, <b>philosophy</b>, <b>Athens</b>, Athenians, <b>Sparta</b>, Spartans, <b>democracy</b>, <b>Olympics</b>, temple, <b>city states</b>, <b>polytheistic</b>, <b>legacies</b>, western world</p>				



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<p><b>Islamic civilisations</b>            Non-European society that contrasts with British history.</p> <p>(Link to sow, grow and farm in geography)</p> <p>(Link to previous civilisations studied)</p>	<p>Identify some specific changes within and across periods different periods.</p>	<p><u>Change and continuity:</u>            Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p><u>Significance:</u>            Know why they were considered an advanced society in relation to that period of time in Europe. Know about the impact that the Islamic Civilisation has on the world.</p> <p><u>Similarities and differences:</u>            Make a comparison between life in Baghdad around 900AD and life in London.</p>	<p>Give reasons why there may be different accounts of history.</p>	<p>Evaluate a range of historical sources.</p>	<p>Make a comparison between life in Baghdad around 900AD and life in London.</p> <p>Know about The House of Wisdom, linking this to how diverse a country Baghdad was.</p> <p>Know how successful Baghdad was in trading.</p> <p>Know where Arab ideas of medicine came from and the significant contributions made to modern medicine by scholars over 1000 years ago.</p> <p>Understand how Islamic learning reached Europe by various methods / routes.</p>
<b>Vocabulary</b>	Baghdad, Mosque, Ramadan, Scholar, Prophet Muhammad, merchant, manuscript, Madrassa, crusades, House of Wisdom				

*Throughout each topic, pupils should be encouraged to devise their own questions about change, cause, similarity, difference and significance of people and events in a wider context.*