

	Autumn 1 and Autumn 2	Spring 1	Spring 2 and Summer 1	Summer 2
Topic	Stone Age to Iron Age	Ancient and Modern China Focus on Shang Dynasty	Four Ancient Civilizations: Shang, Egypt, Sumer, Indus Valley	UK Study: The Northwest and Manchester
<b>Historical enquiry</b>	Use various sources of evidence, e.g. artefacts, cave paintings, in school visits, books 'Stone Age Man' to answer questions about life in the Stone Age. To recognise the part that archaeologists have had in helping us understand more about what happened in the Stone China. Ask questions like 'How did people...?' 'What did people do for..?'	Use the internet, pictures, music, calligraphy and Chinese visitors to collect information about Ancient China. To recognise the part that archaeologists have had in helping us understand more about what happened in Ancient China. Ask questions like 'How did people...?' 'What did people do for..?'	Use various sources of evidence, e.g. buildings (pyramids), hieroglyphics, a range of multimedia texts, in school visits/museum visit and photos to answer questions about Ancient, Egypt, Sumer, Indus Valley, Shang To recognise the part that archaeologists have had in helping us understand more about what happened in Ancient Egypt. Suggest sources of evidence to help answer questions.	Roman origins - exploring archaeological findings Industrial Revolution - investigating causes and effects Canals and railways - examining their significance Cultural history - analyzing influences and contributions World War II impact - researching Manchester's role Modern Manchester - evaluating factors behind growth
<b>Organisation and communication</b>	Present findings about the past using writing (information text and narrative) and drawing skills (e.g. cave paintings) Use terms, Paleolithic, Mesolithic, Neolithic, with increasing accuracy	Present findings about the past using speaking and ICT skills (powerpoint). To research a specific event from the past then write about this (Nian, Chinese New Year)	Use various sources of evidence to answer questions, artefacts, books, ICT Discuss different ways of presenting information for different purposes.	Roman origins - presenting historical facts Industrial Revolution - organizing a timeline Canals and railways - communicating significance Cultural history - discussing key events and individuals World War II impact - explaining consequences Modern Manchester - presenting city's development
<b>Chronological understanding</b>	To describe events and periods using the words: BCE and dates of when things happened  To use a timeline within the prehistoric period in history to set out the order things may have happened	To describe events and periods using the words: BCE, AD, century and decade To use a timeline within the Ancient Chinese period in history to set out the order things may have happened To use my mathematical knowledge to work out how long ago events in Ancient Chinese history would have happened	To describe events and periods using the words: BCE, AD and decade. To use a timeline within the Ancient civilisations period in history to set out the order things may have happened To use my mathematical knowledge to work out how long ago events would have happened	Roman origins - timeline of Manchester's early history Industrial Revolution - sequence of key events Canals and railways - historical development order Cultural history - evolution over time World War II impact - placing events in chronological context Modern Manchester - understanding transformation through time
<b>Knowledge and understanding of past events, people and changes in the past.</b>	To appreciate that the early Stone Age people would not have communicated as we do or have eaten as we do. To begin to picture what life would have been like for the Stone Age people Use evidence to find out how changes occurred during this time period, show changes on a timeline Describe similarities and differences between artefacts found in Prehistoric periods	To begin to picture what life would have been like for the Ancient Chinese To describe similarities and differences between, events and objects in Ancient China and modern day. To appreciate that the Ancient Chinese would not have communicated as we do or have eaten as we do. To learn about the dynasties who ruled Ancient China To suggest why and how the great wall of China was built	To appreciate that the four ancient civilizations would not have communicated as we do or have eaten as we do. To begin to picture what life would have been like for the the four ancient civilizations. To suggest why the pyramids were built and why they are different	Manchester's early history - Roman settlement Industrial Revolution - textile manufacturing Canals and railways - transportation development Cultural history - sports, music, and arts World War II impact - Manchester Blitz and rebuilding Modern Manchester - science, technology, education
<b>Historical Interpretation</b>	Looks at 2 versions of the same event and identifies differences in accounts	To look at events from the perspective of within the Shang Dynasty & outside of it. To look at differing views of events.	To understand that historian's discoveries and ideas have changed our understanding of events and even who the Pharaohs were at key times. To understand ideas about the major changes King Tut's father had on Egypt & why.	Manchester's Roman origins - evolving understanding Industrial Revolution - varied perspectives Canals and railways - differing opinions Cultural history - diverse influences World War II impact - multiple viewpoints Modern Manchester - contrasting interpretations
<b>Key knowledge</b>	Stone Age life; sewing, food preparation, skinning animals, use of tools, communication; cave paintings, animals, hands Development of farming techniques and the impact of farming on human development. Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture <b>Black History Month</b> Read 'Counting On Kathrine (Johnson) by Helen Becker talking about her life – links to Science and Maths.	Chinese New Year Ancient v Modern Understand the importance of achievements such as The Great Wall. To understand that other scripts can be used to communicate - calligraphy.	What the four ancient civilizations had in common and what their achievements were.	Roman history - Manchester's early origins Industrial Revolution - textile manufacturing hub Canals and railways - transportation's impact on growth Cultural history - sports, music, and arts World War II impact - Manchester Blitz, post-war rebuilding Modern development - science, technology, and education centre Alan Turing birthday
<b>Key questions</b>	How did they live? How did they communicate? What tools did they use? What were they made from and how did they make them? What examples of Stone Age life have been found? How did farming change life?	When did the dynasty start? Who were the Emperors? What achievements continue to be important today? Who did the Shang dynasty pray to? How did the Shang dynasty win battles? What are the Oracle bones?	What evidence do we have about life in Ancient Egypt? What impact did the four ancient civilizations have on modern Britain What came before the Egyptians? What came after? What did the four earliest civilizations need to set up as the first cities? What can I learn about the ancient civilisations from pictures of significant artefacts in the British Museum? How similar and how different were the Ancient Egyptians to the people living in Stone Age Britain? What were the greatest achievements of the Egyptians? What were the specific achievements of one of the Ancient Civilizations – Ancient Egypt?	What did the Romans do in Manchester a long time ago? How has the location of Manchester helped it grow? Why was Manchester famous for making clothes during the Industrial Revolution? How did people's lives change in Manchester during the Industrial Revolution? Why were canals important for helping Manchester grow? What changes did the arrival of trains bring to Manchester and nearby places? How do Manchester's football teams help make the city special? What made Manchester a popular place for music in the past? What was Manchester's role during the Second World War? How did the bombing of Manchester during the war affect the city and its people? How has Manchester become an important place

				for learning and new technologies? What has helped Manchester grow and change in recent years?
<b>Learning intentions</b>	To understand what evidence we have of Stone Age life. To understand how people might have communicated. To understand the importance of farming on human development. To explain the development from Late Neolithic hunter-gatherers to early farmers To show an awareness of Bronze Age religion, technology and travel, e.g. Stonehenge To understand how Iron Age hill forts were developed	To begin to picture what life would have been like for the Ancient Chinese To describe similarities and differences between, events and objects in Ancient China and modern day. To appreciate that the Ancient Chinese would not have communicated as we do or have eaten as we do. To learn about the dynasties who ruled Ancient China To suggest why and how the great wall of China was built	To understand that different civilizations were developing at the same time. To identify the major achievements of the Ancient Civilization To use images of artefacts To identify the significant achievements of three of the Ancient Civilizations. To say how pyramids could have been built using evidence. To say what was the same and what was different about two societies. explain the greatest achievements of the Ancient Egyptians.	To learn where Manchester is and discover its early history To understand how Manchester was important during the Industrial Revolution To learn about the canals and trains in Manchester's history To discover the different parts of Manchester's culture, such as sports, music, and art To learn about what happened in Manchester during World War II To explore what Manchester is like today.
<b>Key vocabulary</b>	Paleolithic, Mesolithic, Neolithic, flint, hunter-gathers, cave painting, skinning	Dynasty, battles, warriors, terracotta, Oracle bones	Pharaohs, pyramids, hieroglyphics, afterlife, burial, ritual, discovery	Mamucium, Industrial Revolution, Textile manufacturing, Cotton industry, Canals, culture
<b>Visit/Visitors</b>	Dave Trevor <a href="mailto:info@10000yearsbc.co.uk">info@10000yearsbc.co.uk</a> <a href="https://www.10000yearsbc.co.uk">https://www.10000yearsbc.co.uk</a>	<a href="#">Manchester Chinese Education centre</a> <a href="mailto:info@manchester-chinese-centre.org.uk">info@manchester-chinese-centre.org.uk</a> <a href="#">Chinese New Year</a>	<a href="#">Manchester Museum Egyptians</a>	Lowry – Shakespeare festival
<b>Key Text</b>	Stone Age Boy The Stone Age - Osborne Beginners	<a href="#">Nian Chinese New Year story</a>	Horrible Histories – Egyptians The Legend of Tutankhanun <a href="#">Egyptian books</a> World Atlas	Alan Turing
<b>Challenge for HA</b>	To use my mathematical knowledge to work out how long ago events in recent would have happened. To begin to picture what life would have been like for the early Stone Age people. To explain how events from the past have helped shape our lives To describe events from the past using dates when things happened Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly?	To use my mathematical knowledge to work out how long ago events in recent would have happened. To begin to picture what life would have been like for the ancient Chinese. To explain how events from the past have helped shape our lives To describe events from the past using dates when things happened Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly?	To use my mathematical knowledge to work out how long ago events in recent would have happened. To begin to picture what life would have been like for the early ancient Egyptians. To explain how events from the past have helped shape our lives To describe events from the past using dates when things happened Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly?	Compare and contrast different aspects of Manchester's history, such as its role in the Industrial Revolution and modern science and technology. Research a specific topic related to Manchester's history and create a short presentation to share with the class. Analyze primary sources related to Manchester's history and discuss what they teach us about the events, people, or places they represent.