



# MANLEY PARK

## PRIMARY SCHOOL

G R O W I N G T O G E T H E R

### VISION

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

### CURRICULUM INTENT

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

## History Whole School Overview

<b>Programme of Study</b>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EI values</b>	<b>Be respectful</b>	<b>Be understanding</b>	<b>Be compassionate</b>	<b>Be responsible</b>	<b>Be patient</b>	<b>Be positive</b>
<b>EYFS Theme</b>	<b>All About Us (Diversity)</b>	<b>Celebrations and Festivals (Values and Perception)</b>	<b>Friendship and Fairness (Social Justice)</b>	<b>Caring for our Environment (Sustainable development)</b>	<b>People who Help Us (Interdependence)</b>	<b>Changes (Aspirations)</b>
<b>Nursery LQ</b>	<b>What Makes Me Special?</b>	<b>What Are Special Times for Me and My Family?</b>	<b>What Makes a Good Friend?</b>	<b>What is the Environment?</b>	<b>Who Helps Us?</b>	<b>How Have I Changed?</b>
<b>Ongoing Nursery</b>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community</li> </ul>					
<b>Termly Objectives Breakdown Nursery</b>	Begin to make sense of their own life-story and family's history.  Talk about members of their immediate family and community	Talk about members of their immediate family and community			Talk about members of their immediate family and community	Begin to make sense of their own life-story and family's history.  -
<b>Reception LQ</b>	<b>How Are We All Different?</b>	<b>Why Do We Celebrate?</b>	<b>How Can I Be Fair?</b>	<b>How do I Look After the Environment?</b>	<b>How Do People Help Us?</b>	<b>Do I Notice How Things Have Changed?</b>
<b>Ongoing Reception</b>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> </ul>					
<b>Termly Objectives</b>		Compare and contrast characters from stories, including figures from the past.	Compare and contrast characters from stories, including figures from the past.		Compare and contrast	Comment on images of

<b>Breakdown Reception</b>		Comment on images of familiar situations in the past.	Comment on images of familiar situations in the past.		characters from stories, including figures from the past.	familiar situations in the past.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EI values</b>	<b>Be respectful</b>	<b>Be understanding</b>	<b>Be compassionate</b>	<b>Be responsible</b>	<b>Be patient</b>	<b>Be positive</b>
<b>Whole School Theme</b>	<b>Diversity</b>	<b>Values &amp; Perceptions</b>	<b>Social Justice</b>	<b>Sustainable Development</b>	<b>Interdependence</b>	<b>Aspirations</b>
<b>KS1 KQ</b>	Can I recognise the beauty of different people and places?	Can I understand that people have different values?	Do I understand and value fairness?	Do I understand the origins of what I have?	Who do I depend on and who depends on me?	Who should we admire?
<b>Year 1</b>		<p><b>CHANGES WITHIN LIVING MEMORY</b></p> <p>How is my childhood similar and different to childhoods of the past?</p>		<p><b>SIGNIFICANT INDIVIDUALS</b></p> <p>In our own locality: L.S. Lowry</p>		<p><b>OUR COUNTRY</b></p> <p>Significant Queens of England</p>
<b>Year 2</b>	<p><b>SIGNIFICANT INDIVIDUALS</b></p> <p>How did Walter Tull and Rosa Parks contribute to national and international achievements?</p>				<p><b>SIGNIFICANT EVENTS</b></p> <p>Why was The Great Fire of London a nationally significant event?</p>	
<b>LKS2 KQ</b>	Can I find out what draws groups of people to certain places?	Can I understand how our values affect the way we live?	Do I recognise that actions have intended and unintended consequences?	Do I appreciate the value that sustainable resource use has on us and future generations?	Do I understand how action and choices made in the UK impact on the rest of the world?	Who do I want to be and what do I want to achieve?

Year 3	<p align="center"><b>STONE AGE AND IRON AGE</b></p> <p>How did Britain change between the Old Stone Age and the Iron Age?</p>		<p align="center"><b>ANCIENT CIVILIZATIONS</b></p> <p>What can we learn from the achievements of the earliest civilisations:</p> <ul style="list-style-type: none"> <li>· Ancient Sumer</li> <li>· The Indus Valley</li> <li>· Ancient Egypt</li> <li>· The Shang Dynasty of Ancient China?</li> </ul>			
Year 4	<p align="center"><b>ANCIENT GREECE</b></p> <p>How have the Ancient Greeks' lives and achievements influenced the western world?</p>		<p align="center"><b>ROMAN EMPIRE</b></p> <p>What impact did the Roman Empire have on Britain?</p>			
UKS2 KQ.	Can I appreciate different perspectives on Global issues?	Can I understand the power of the media?	Am I motivated to assist equality?	Can one person make a difference?	Do I understand that the world is a global community and what it means to be a global citizen?	How do I become the person I want to be?
Year 5	<p align="center"><b>ANGLO SAXONS AND VIKINGS</b></p> <p>What happened during Britain's settlement by Anglo-Saxons and Scots?</p> <p>What happened during the Viking and Anglo-Saxon struggle for the kingdom of England?</p>			<p align="center"><b>MAYAN CIVILISATION</b></p> <p>What can we learn from the Mayan Civilisation c. AD 900?</p>		
Year 6	<p align="center"><b>WOMEN IN SOCIETY</b></p> <p>How has the role of women in British society changed since 1066 and why is this significant in our locality?</p>				<p align="center"><b>LOCAL HISTORIC STUDY</b></p> <p>How did the Peterloo massacre impact our local area?</p>	