MANLEY PARK
PRIMARY SCHOOL
GROWING TOGETHER

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.

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History Whole School Overview

Programme of Study	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					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EI values	**Be respectful**	**Be understanding**	**Be compassionate**	**Be responsible**	**Be patient**	**Be positive**
EYFS Theme	**All About Us** ***(Diversity)***	***Celebrations and Festivals (Values and Perception)***	**Friendship and Fairness** ***(Social Justice)***	**Caring for our Environment** ***(Sustainable development)***	**People who Help Us** ***(Interdependence)***	**Changes** ***(Aspirations)***
Nursery LQ	**What Makes Me Special?**	***What Are Special Times for Me and My Family?***	**What Makes a Good Friend?**	**What is the Environment?**	**Who Helps Us?**	**How Have I Changed?**
Ongoing Nursery	• Talk about members of their immediate family and community					
Termly Objectives Breakdown Nursery	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.
Reception LQ	**How Are We All Different?**	***Why Do We Celebrate?***	**How Can I Be Fair?**	**How do I Look After the Environment?**	**How Do People Help Us?**	**Do I Notice How Things Have Changed?**
Ongoing Reception	• Comment on images of familiar situations in the past.					
Termly Objectives		Compare and contrast characters from stories, including figures from the past.	Compare and contrast characters from stories, including figures from the past. Comment on images of		Compare and contrast characters from stories, including figures from the past.	Comment on images of familiar situations in the past

Breakdown Reception		Comment on images of familiar situations in the past.	familiar situations in the past			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EI values	**Be respectful**	**Be understanding**	**Be compassionate**	**Be responsible**	**Be patient**	**Be positive**
Whole School Theme	**Diversity**	**Values & Perceptions**	**Social Justice**	**Sustainable Development**	**Interdependence**	**Aspirations**
KS1 KQ	**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?**
Year 1		**Changes Within Living Memory: How have toys changed since the 1960s?**		**Changes Within Living Memory: How Have People Sent Messages Through Time?**		**Significant historical places in our own locality: What do our local parks tell us about the past?**
Year 2	**Significant People: Why do we remember explorers?**				**Significant Events: When was the first flight and how do we know it happened?**	
LKS2 KQ	**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	**Local History Study: How has my school changed over time?**		**Stone Age and Iron Age: How did Britain change from the Stone Age to the Iron Age?**		**The Earliest Civilizations: What were the main achievements of early civilisations, and what do they tell us about how people lived?** **Depth Study – Ancient Egypt: How do historians like Joann Fletcher help us understand why Ancient Egypt was such an important early civilisation?**	

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Year 4	**Ancient Greece: How have the Ancient Greeks' achievements impacted the western world?**		**The Roman Empire: What impact did the Roman Empire have on Britain?**			
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	**Britain's settlement by Anglo-Saxons and Scots: When the Romans left, did the Anglo-Saxons and Scots just bring chaos to Britain?**	**Britain's settlement by Anglo-Saxons and Scots: Did the Anglo-Saxons and Scots leave behind a dark age, or did they build the foundations of modern Britain?**	**The Viking and Anglo-Saxon struggle for the Kingdom of England: Who controlled the Kingdom of England during the Viking and Anglo-Saxon struggle?**		**Contrasting British history - a study of Baghdad c. AD 900: Was the Golden Age of Islam created by people, or by the Silk Roads?**	
Year 6	**Local History study: How did the Industrial Revolution change Manchester and its people?**				**Thematic study: Has life in Britain improved since 1066?**	