



## XII Apostles RCPS – History Curriculum Outcomes Document

Year Group	Topic	Concepts	Outcomes	Key Vocabulary	Further Vocabulary
Reception	<p>How I have grown.</p> <p>Black History Month (various objectives)</p> <p>Religious stories about Christianity, Hanukkah, Divali.</p> <p>How the school, church &amp; Leigh have changed since the 1970's.</p> <p>How homes have changed.</p> <p>Castles.</p> <p>Lifecycles of insects.</p> <p>How holidays have changed.</p>	<p>Similarities /differences in past and present events in their own lives and in the lives of family members.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>same different past now</p>	<p>present, a long time ago, then</p>
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Year 1	Local history of the school, church & homes in the 1970's. (Significant historical events, people & places in own locality.)  Black History Month (various objectives)	Similarities /differences between the school, church, homes & local area during periods of time within living memory and beyond living memory.  Continuity/change. What has stayed the same and what has changed in respect of the school, church and homes.	To recognise similarities and differences between the school, church, homes & local area within living memory To recall facts about a significant national event beyond living memory, for example The Great Fire of London To recall facts about the life of a significant individuals in the past who have contributed to national achievements, for example Samuel Pepys	past, present, a long time ago, modern, now (within living memory), then (beyond living memory)	before, changes, when, parents/carers were young, when grandparents were young, events, sources, school, church, streets, houses, buildings. Brook, bridge, same, similar, different, Leigh.
Year 1	Samuel Pepys and The Great Fire of London. (Lives of significant individual/events beyond living memory)	Significance of Samuel Pepys.  Significance of the Fire of London (future house building)  Similarities /differences in London in periods of time within living memory and beyond living memory.  Cause and Effect.-what caused the fire and what were the consequences of this.	To recognise similarities and differences beyond living memory, for example toys To place events within living memory in chronological order To explain the cause and the subsequent effects of a significant event, for example The Great Fire of London To use primary sources to answer simple questions		same, similar, different, birth, changes within/beyond living memory change, timeline, monument, River Thames, bread, bakery, myrrh, building, burning, fire, destroyed, thatched roof, ruined, Pudding Lane, disaster London, diary, Samuel Pepys.
Year 1	The History of Toys (Changes within living memory, moving to beyond living memory)	Similarities /differences between toys during periods of time within living memory and beyond living memory.  Continuity/change. What has stayed the same and what has changed in respect of toys?	To recognise, understand and use the following key vocabulary accurately: <b>past, present, a long time ago, modern, now</b> (within living memory), <b>then</b> (beyond living memory)		Toys, present, past, materials, play, change, similarities, differences, modern, new, old, before, after, when, parents/carers were young, when grandparents were young. Questions: What, where, when, who, how and why?
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Year 2	<p>Comparing individuals who have contributed to national/international achievements (For example: Christopher Columbus and Neil Armstrong)</p> <p>Black History Month (various objectives)</p>	<p>Significance of what was discovered by the significant individual eg. Christopher Columbus</p> <p>Similarities /differences in</p> <p>Continuity/change. What has stayed the same and what has changed in respect of exploration</p>	<p>To recognise similarities and differences between the lives of significant individuals in the past who have contributed to national and international achievements, for example Christopher Columbus, Neil Armstrong</p> <p>To recognise similarities and differences between the school (eg. life of a child), church &amp; local area beyond living memory</p> <p>To explain the cause and the subsequent effects of a significant event in the local area, for example causes of school opening (Education Acts passed, migration from Ireland)</p> <p>To recognise similarities and differences beyond living memory, for example holidays and exploration</p>	<p><b>within living memory, beyond living memory, century, exploration, Victorian</b></p>	<p>changes, famous, nurse, similarities and differences, mission, voyage, space, Apollo 13</p>
Year 2	<p>Events beyond living memory (For example, Holidays in the past)</p>	<p>Similarities /differences between holidays during periods of time within living memory &amp; beyond living memory during the Victorian era.</p> <p>Continuity/change. What has stayed the same and what has changed in respect of holidays.</p>	<p>To place events both within and beyond living memory in chronological order</p> <p>To ask questions and interpret resources to show an awareness of the past</p>		<p>beach, funfair, leisure, promenade, bathing machine, penny arcade, souvenir, Punch and Judy</p>
Year 2	<p>Significant historical events, people &amp; places in own locality. (Local History of the school &amp; church in Victorian times)</p> <p>Similarities /differences between the school, church, &amp; local area during periods within living memory (now &amp; 1970's (Year 1) and beyond living</p>	<p>Similarities /differences between the school, church, &amp; local area during periods within living memory (now &amp; 1970's (Year 1) and beyond living memory during the Victorian era.</p> <p>For chn to begin to understand the significance of why the school was built (movement of people).</p> <p>Continuity/change. What has stayed the same and what has changed in respect of the school, church &amp; Leigh.</p> <p>Movement of people- migration of people- people began to move to Leigh (industrial hub due to location near canal)-</p>	<p>To state what has stayed the same and what has changed in respect of events studied, eg. exploration, local area, holidays</p> <p>To recognise, understand and use the following key vocabulary accurately: <b>within living memory, beyond living memory, century, exploration, Victorian</b></p>		<p>classroom, slate boards, slate pencils, dunce hat, cane, drill, nails inspection, uniforms.</p>



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	<p>memory during the Victorian era.</p> <p>For chn to begin to understand the significance of why the school was built (movement of people).</p> <p>Continuity/chang e. What has stayed the same and what has changed in respect of the school, church &amp; Leigh.</p> <p>Movement of people- migration of people- people began to move to Leigh (industrial hub due to location near canal)-</p>				
Year Group	Topic	Concepts	Outcomes	Key Vocabulary	Further Vocabulary
Year 3	Changes in Britain from the Stone Age to the Iron Age.	<p>Significance of the impact of the Stone Age to the Iron Age on Britain.</p> <p>Similarities /differences in Britain between the different periods from the Stone Age to Iron Age.</p>	<p>To recognise similarities and differences in Britain between the Stone Age and the Iron Age</p> <p>To understand that different civilisations across the world have developed at the same time, for example Stone Age to Iron Age Britain and the 4 ancient civilisations</p>	archaeology, ancient, primary/ secondary sources, civilisation, settlement	Neolithic, Mesolithic, Palaeolithic, bronze, iron, tin, nomadic, domesticate, Archaeologist, barrow, culture, settlement



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	Black History Month (various objectives)	<p>Continuity/change. What stayed the same and what changed during Britain throughout the Stone Age to the Iron Age.</p> <p>Movement of people- migration of people- people began to settle. Invasion of the Beaker people into Bronze Age Britain.</p> <p>Cause and Effect. To begin to identify and give reasons for historical events and changes during the Stone to Iron Age.</p> <p>To begin to identify some of the results of historical events, situations and changes within the Stone to Iron Age</p>	<p>To know the significance of archaeology when learning about prehistory</p> <p>To place events both within and beyond living memory in chronological order showing an understanding of AD/BC</p> <p>To recognise similarities and differences between their own life and that of children in the past, eg. children working in cotton industry</p> <p>To explain the cause and the subsequent effects of a significant event in the local area, for example the introduction then decline of cotton industry in Leigh</p>		
Year 3	The 4 Ancient Civilisations	<p>Significance of the achievement of the 4 Ancient Civilisation.</p> <p>Similarities / differences in the 4 Ancient Civilisations &amp; Stone Age- Iron Age Britain.</p> <p>Movement of people- the 4 Ancient Civilisations were on a river</p> <p>Cause and Effect. To begin to identify and give reasons for historical events and changes.</p>	<p>To use a wider range of evidence (primary, secondary, archaeology, artefacts &amp; maps) to develop their knowledge</p> <p>To use sources to ask and answer questions about the past and note source limitations</p> <p>To recognise, understand and use the following key vocabulary accurately: <b>archaeology, ancient, primary/secondary sources, civilisation, settlement</b></p>		<p>Civilisation, BC, AD, BCE, CE, valley, latitude, irrigation, trade, defence, hygiene, waste disposal, water supply, climate, fertile, drainage, flooding, Cuneiform, pictographs, hieroglyphics, script, symbols, Rosetta stone, translate, Jade, seal, artefact, achievement, significant, system, development</p>



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Year 3	Local History of the school & the Cotton Mills in Leigh.	<p>Similarities /differences between the school &amp; local area during periods of time within living memory (now &amp; beyond living memory during the Victorian era/Cotton Mill era.</p> <p>For chn to begin to understand the significance of why the Cotton Mills were important in Leigh.</p> <p>Continuity/change. What has stayed the same and what has changed in Leigh.</p> <p>Movement of people- migration of people- people began to move to Leigh (industrial hub due to location near canal)</p> <p>Cause and Effect. To begin to identify and give reasons for historical events and changes to Leigh during the Cotton Mill era.</p> <p>To begin to identify some of the results of historical events, situations and changes within the past in Leigh.</p>			census, map, local. Photographs, landscape, industry, cotton mills, coal mining, canal.
Year Group	Topic	Concepts	Outcomes	Key Vocabulary	Further Vocabulary
Year 4	Ancient Greece- a study of Greek life and achievements and their influence on the Western World	<p>Similarities /differences between what was happening in Greece and in Britain during this period.</p> <p>For chn to begin to understand the significance of the achievement of the Greeks and how this influenced the Western World.</p>	<p>To place periods of time studied in chronological order including dates, and use scales to calculate intervals between dates</p> <p>To begin to make links between chronological events</p>	invade, legislation, census, conquer, culture	Sources, primary, secondary, Ancient, century, archaeology, Athenians, Spartas, Alexander the Great, culture, Olympics, Odysseus, Trojans, Hippocratic oath,



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		<p>Cause and Effect. To begin to identify and give reasons for historical events and changes during the Ancient Greek period.</p> <p>To begin to identify some of the results of historical events, situations and changes during Ancient Greece.</p>	<p>To recognise similarities and differences in Britain between the Stone Age, the Iron Age and Roman Britain</p> <p>To explain how and why the Roman Empire invaded Britain</p> <p>To know the significance of the impact that the Roman Empire had of Britain</p> <p>To use sources to ask and answer questions about the past and note source limitations</p> <p>To understand the cause and subsequent effect that Government legislation had on Leigh, in particular Leigh Rugby Club</p>		
Year 4	The Roman Empire and its impact on Britain.	<p>Significance of the impact of the Roman Empire on Britain.</p> <p>Similarities /differences in Britain between the Stone Age to Iron Age period and Roman Britain.</p> <p>Continuity/change. What stayed the same and what changed during Britain throughout the Stone Age to the Iron Age and Roman Britain.</p> <p>Movement of people- Invasion Of Britain by the Romans.</p> <p>Cause and Effect. To begin to identify and give reasons for historical events and changes during Roman Britain.</p> <p>To begin to identify some of the results of historical events, situations and changes within the Roman Britain.</p>	<p>To describe characteristic features and achievements of one of the earliest civilisations, for example Ancient Greece</p> <p>To pursue a line of historical enquiry for a given question and begin to create their own enquiry to pursue, with support</p> <p>To recognise, understand and use the following key vocabulary accurately: <b>invade, legislation, census, conquer, culture</b></p>		<p>Sources, primary, secondary, Ancient, century, archaeology, invade, aqueduct, Emperor, Gladiator, Legion, mosaic, Boudicca, rebellion, Empire, Iceni.</p>
Year 4	Local History of the area and Leigh Centurions Rugby Club.	<p>Similarities /differences between the local area and Rugby Club and players during periods of time within living memory (now &amp; beyond living memory during the Victorian era/Cotton Mill era.</p>			<p>Sources, primary, secondary, census, map, local. Photographs, landscape, industry, cotton mills, coal mining, canal,</p>



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		<p>For chn to begin to understand the significance of why the Rugby Club became important in Leigh.</p> <p>Continuity/change. What has stayed the same and what has changed about Leigh Rugby Club and the players.</p> <p>Movement of people- migration of people- people began to move to Leigh (industrial hub due to location near canal)</p> <p>Cause and Effect. To begin to identify and give reasons for historical events and changes to Leigh.</p> <p>Similarities /differences between the local area and Rugby Club and players during periods of time within living memory (now &amp; beyond living memory during the Victorian era/Cotton Mill era.</p> <p>For chn to begin to understand the significance of why the Rugby Club became important in Leigh.</p> <p>Continuity/change. What has stayed the same and what has changed about Leigh Rugby Club and the players.</p> <p>Movement of people- migration of people- people began to move to Leigh (industrial hub due to location near canal)</p> <p>Cause and Effect. To begin to identify and give reasons for historical events and changes to Leigh.</p> <p>To begin to identify some of the results of historical events, situations and changes within the past in Leigh.</p>			<p>rugby club, government acts, leisure time, centurion, John Woods, community, legend.</p>
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Year 5	Local history of Leigh and the importance and impact of the Coal Mining industry on Leigh.	<p>Similarities /differences between the school &amp; local area during periods of time within living memory (now &amp; beyond living memory during the Coal Mining era.</p> <p>For chn to begin to understand the significance of why Coal Mining was important in Leigh.</p> <p>Continuity/change. What has stayed the same and what has changed in Leigh.</p> <p>Movement of people- migration of people- people began to move to Leigh (industrial hub due to location near canal)</p> <p>Cause and Effect. To identify and give reasons for historical events and changes to Leigh during the Coal Mining era.</p> <p>To begin to identify some of the results of historical events, situations and changes within the past in Leigh.</p>	<p>To begin to understand the concept of concurrency and to name periods of time studied that ran concurrently</p> <p>To place periods of time studied in chronological order including dates, and use mathematical scales to calculate intervals and durations of time periods</p> <p>To describe features of past societies and periods and begin to make connections and contrasts between them</p> <p>To extract information from various types of source (artefact, pictorial, written) and interpret information from multiple sources into one conclusion</p> <p>To select and organise sources to answer questions, make simple inferences and test hypothesis to see how events are depicted</p> <p>To begin to pursue a line of enquiry, generate further questions that can deepen understanding for various acts of study, making decisions over which sources to use and justify source selection</p> <p>To learn how the role of religion was utterly fundamental to the lives of people in time periods studied, for example Ancient Egyptians and Vikings</p> <p>To show increasing depth of factual knowledge and understanding of British, local and world history using dates and historical terms</p>	<p><b>concurrently,</b></p> <p><b>migration,</b></p> <p><b>kingdom,</b></p> <p><b>excavation,</b></p> <p><b>artefact</b></p>	<p>census, locality, landscape, industry, cotton mills, coal mining, canal, colliery, coal, strikes, pit brow girls, key local areas, disasters.</p>



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			<p>To interpret historical information, referring to prior knowledge, for example continuity and change within the local area</p> <p>To recognise, understand and use the following key vocabulary accurately: <b>concurrently, migration, kingdom, excavation, artefact</b></p>		
Year 5	<p>Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Significance of the impact of the invasion, settlement and conquest of the Viking/ Anglo-Saxons on Britain.</p> <p>Similarities /differences (contrasts &amp; trends) in Britain between Roman Britain/ Anglo-Saxon/Viking Britain.</p> <p>Continuity/change. What stayed the same and what changed during Britain throughout Roman Britain, Anglo-Saxon/Viking Britain.</p> <p>Movement of people- Invasion and settlement in Britain by the Anglo-Saxons/Vikings.</p> <p>To revisit the concept of concurrence: Anglo-Saxon &amp; Vikings lived concurrently.</p> <p>Cause and Effect. To identify and give reasons for historical events and changes during Anglo-Saxon/Viking Britain.</p>			<p>archaeology, Dark Ages, Anglo Saxon, Viking</p> <p>Power vacuum, invader</p> <p>jute, retreat, kingdom, livestock, chief, artefact excavation</p> <p>longship, pillage</p> <p>raid, Norse, Lindisfarne, Alfred The Great</p> <p>Athelstan, Wessex</p> <p>conquer, Danelaw, re-unite, Jorvik, settler</p> <p>kingdom, migration</p>



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		To identify some of the results of historical events, situations and changes during Anglo-Saxon/Viking Britain.			
Year 5	An in-depth study of Ancient Egypt	<p>Similarities /differences between what was happening in Egypt and in Greece and Britain during this period.</p> <p>For chn to begin to understand the significance of the achievement of the Egyptians.</p> <p>To introduce the concept of concurrence: the period of Ancient Egypt ran concurrently with the periods of the Stone Age to Bronze Age and that of Ancient Greece.</p> <p>Cause and Effect. To identify and to give reasons for historical events and changes during the Ancient Egyptian period.</p> <p>To identify some of the results of historical events, situations and changes during Ancient Egypt</p>			Mummification, language (hieroglyphics), farming and irrigation, Herodotus, civilization, dynasties, chronological, society, culture, pyramid, pharaoh, Polytheism, ceremonies, worship, significance, achievements,
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Year 6	WW1 and its effects on Britain and our local area.	<p>Similarities /differences between the local area during periods of time within living memory (now &amp; beyond living memory during the WW1 era.</p> <p>Similarities and differences between British Values in WW1 to present day.</p> <p>For chn to begin to understand the significance and impact of WW1 on Leigh.</p> <p>Continuity/change. What has stayed the same and what has changed in Leigh.</p> <p>Movement of people- men enlisted to the army/ Leigh's Prisoner of War camp.</p> <p>Cause and Effect. To identify and give reasons for historical events and changes to Leigh during WW1.</p> <p>To begin to identify some of the results of historical events, situations and changes within the past in Leigh.</p>	<p>To sequence all of the previously taught topics into correct chronological order using dates and a wide range of historical terms for example, using a scale to calculate intervals between events.</p> <p>To understand the differences in concurrent time periods in Europe and Asia, for example Ancient Islam and the Vikings</p> <p>To use the terms cause and consequence accurately</p> <p>To describe features of past societies and periods and begin to make connections and contrasts within and across them</p> <p>To pursue a line of enquiry, generate further questions that can deepen understanding for various acts of study, making decisions over which sources to use and justify source selection</p> <p>To know ways in which the legacy from the Golden Age of Islam has affected our lives today</p> <p>To examine and explain the reasons for, and results of, events and changes, for example WW1 and POW in Leigh</p> <p>To begin to analyse why there are different historical interpretations of events and people</p> <p>To use factual knowledge of British, local and world history to describe features of past societies and periods studied</p> <p>To recognise, understand and use the following key vocabulary accurately: cause, consequence, significance, influence, trade</p>	cause, consequence, significance, influence, trade	Sources, primary, secondary, census, map, local, landscape, industry, cotton mills, coal mining, canal, allies, central powers, conscription, propaganda, campaign, prisoner of war, labour.
Year 6	Early Islamic civilisation, including a study of Baghdad.	<p>Similarities /differences between what was happening in Baghdad and Britain during this period.</p> <p>For chn to begin to understand the significance of the achievements of the Islamic civilisations.</p> <p>To revisit the concept of concurrence: the period of the Golden Age of Islam ran concurrently with the periods of Anglo-Saxons and Vikings.</p> <p>Cause and Effect. To identify and to give reasons for historical events and changes during the early Islamic civilisations</p>	<p>To sequence all of the previously taught topics into correct chronological order using dates and a wide range of historical terms for example, using a scale to calculate intervals between events.</p> <p>To understand the differences in concurrent time periods in Europe and Asia, for example Ancient Islam and the Vikings</p> <p>To use the terms cause and consequence accurately</p> <p>To describe features of past societies and periods and begin to make connections and contrasts within and across them</p> <p>To pursue a line of enquiry, generate further questions that can deepen understanding for various acts of study, making decisions over which sources to use and justify source selection</p> <p>To know ways in which the legacy from the Golden Age of Islam has affected our lives today</p> <p>To examine and explain the reasons for, and results of, events and changes, for example WW1 and POW in Leigh</p> <p>To begin to analyse why there are different historical interpretations of events and people</p> <p>To use factual knowledge of British, local and world history to describe features of past societies and periods studied</p> <p>To recognise, understand and use the following key vocabulary accurately: cause, consequence, significance, influence, trade</p>		Concurrence, trade, routes, Islam, Islamic, legacy, influence, Silk Road, caliphate, House of Wisdom, significance, scholars, mosque, Mesopotamia, Euphrates and Tigris, civilisation, Christianity, Iran



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		To identify some of the results of historical events, situations and changes during early Islamic civilisations.			
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