

How is the curriculum organised?

EYFS is the foundation of our history curriculum. Children are introduced to the concept of chronology, similarity and difference and that change occurs over time. Key Stage 1 is used to introduce our pupils to the idea that history is a study of the past, the development over time of some aspects of society and some influential people. In Key Stage 2 our curriculum progression is based on teaching chronologically, from the Stone Age to modern day. This allows deliberate retrieval of knowledge from proceeding topics and to develop a cumulative core timeline. Our curriculum is built on our school mission statement and is adapted to reflect our school community. Each history block has an overarching enquiry question, a timeline, carefully planned vocabulary and clearly identified substantive knowledge.

Our school definition-

History is the study of the past, in particular the changes over time that have occurred within human society.

Key Concepts
<p>Substantive Knowledge - these golden threads repeat throughout the curriculum.</p> <ul style="list-style-type: none"> ▫ Local history ▫ Invasion ▫ Trade ▫ Governance ▫ Diversity and Migration <p>Disciplinary Knowledge - second order concepts that repeat throughout the curriculum</p> <ul style="list-style-type: none"> ▫ cause and consequence ▫ change and continuity ▫ similarity and difference ▫ evidence and interpretation ▫ significance

History Long Term Plan

Year Group	Autumn Block 1	Spring Block 2	Summer Block 3
Little Buds 2 Yr	<p>End points</p> <p>Develops a sense of belonging to their family and their key carer</p> <p>Recognises key people in their own lives</p>	<p>End points</p> <p>Curious about people and shows interest in stories about people that they are familiar with, or which fascinate them</p> <p>Interested in photographs of themselves and other familiar people and objects</p>	<p>End points</p> <p>Children will begin to notice differences between people (old and young).</p> <p>Children may begin to use vocabulary related to age such as old, baby, mummy, grandad etc</p>
Nursery 3-4yr	<p>End points</p> <p>Children may begin to make sense of their own life story and family's history.</p> <p>They will recognise familiar family members in photographs.</p> <p>They may be able to describe a significant event linked to a photograph (wedding, holiday, party etc).</p>	<p>End points</p> <p>Children will be more confident describing a significant event linked to a photograph (wedding, holiday, party etc).</p> <p>They may still use the word "yesterday" to describe something that happened in the past.</p>	<p>End points</p> <p>Children will show interest in objects and photographs from the past (old telephones, typewriters etc.)</p> <p>Remembers and talks about significant events in their own experience</p> <p>Recognises and describes special times or events for family or friends in the past</p>
REC	<p>End points</p> <p>Children will be able to recognise if an object is from the past or is modern</p> <p>To sort objects and photos from past and present (maybe with support)</p> <p>Use visual timetables to begin to understand chronology</p> <p>Autumn 2</p> <p>Draw on own experiences and relate it to stories in class or topic work (e.g. I went to the seaside, I saw a donkey)</p> <p>Understand that people born before them are older</p>	<p>End points</p> <p>Sort modern stories from traditional stories (may need adult support)</p> <p>Begin to organise events using basic chronology (may need adult support)</p> <p>Show an interest in characters and events in books showing lives in the past</p> <p>Talk about stories that are set in the past and they will recognise some differences between then and now (types of furniture, types of activities, clothing etc.)</p> <p>Sort objects and photos from past and present independently</p> <p>Retells memories of events confidently</p>	<p>End points</p> <p>Use the words now and a long time ago and understand its meaning</p> <p>Begin to organise events using basic chronology recognising that some things happened before they were born</p> <p>Begin to make comparisons about life in the past to their life now with support</p> <p>Know that what book characters are wearing/doing help us to understand what life was like at that time (e.g. similarities and differences)</p> <p>Begin to show an understanding of how their life is different from their parents and grandparents</p> <p>To begin to understand that there are important individuals in Britain, such as King Charles and Queen Elizabeth</p>

History Long Term Plan

	<p>Recognise simple similarities and differences Retells memories with support Know that we grow from a baby to a child to an adult Name members of their family Children will be able to put pictures in chronological order (up to 3) – baby, teenager, grandparent. Know how they have changed from when they were born to now</p>	<p>Know some simple past tense phrases was, lived show an interest in how their life is different from their parents and grandparents</p> <p>History of Toys: Enquiry Question- How have toys changed over time? End Points Understand the past through settings, characters and events encountered in books read in class and storytelling Talk about the lives of the people around them and their roles in society 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>History of the Post Office: Enquiry Question- How has the Post Office changed over time? End Points Understand the past through settings, characters and events encountered in books read in class and storytelling Talk about the lives of the people around them and their roles in society, specifically people who help us. Know some similarities and differences between things in the past and now, drawing on their experiences (post office visit and what has been read in class (The Jolly Postman)</p>
Year 1	<p>History of shopping (within living memory) Enquiry Question How has my High Street changed since the 1950s? End points Describe the process of shopping in the 1950s including how they paid for goods. Talk about how the High Street has changed in Bradford. Discuss different ways the past has been represented through shopping – first-hand account, photos, videos, maps. - People of Significance J Sainsbury, W Morrison -NC Coverage Changes within living memory</p>	<p>History of Communication (beyond living memory) Enquiry Question What is communication and how has it changed over time? End points Talk and write about key inventions made by humans to allow them to communicate and how that differs to the past Recognise some forms of communication that are popular now; TV and internet Able to talk about how telephone has changed over time and recognise some similarities and differences between the first mobile and those used today - People of Significance Alexander G Bell, Samuel Morse, John Logie Baird</p>	<p>History of Transport (beyond living memory) Enquiry Question What is transport and how has it changed over time? End points Identify different modes of transport in the modern world and the significant improvements made Recognise similarities and differences between aircraft from the past such as the Flyer and modern aircraft. Recognise similarities and differences between cars from the past such as the Model T Ford and a modern car. To make their own timelines to show how cars and aircraft have changed over time. - People of Significance Wright Brothers, Neil Armstrong, Henry Ford, Jowett family -NC Coverage Significant changes and events beyond living memory</p>

History Long Term Plan

		<p>-NC Coverage Significant changes and events beyond living memory</p>	
Year 2	<p>Great Fire of London- What happened to London during the fire of 1666? End points To understand that there may be different viewpoints about what or who caused the spread of the fire To recognise that there are different sources of evidence we can use to study the Great Fire of London To explain what changes were made when London was rebuilt -People of Significance Thomas Farrinor, Samuel Pepys, Thomas Bloodworth, King Charles II -NC Coverage Events beyond living memory that are significant nationally. Significant historical events, people, and places in own locality</p>	<p>Nurses from History- What is nursing and what famous nurses have lived in Britain? End points Know that nursing has always happened Know that it is essential to helping people when they are sick and old Know that significant people made a big impact on the way nursing was viewed, how it operated and how successful it was Be able to compare these people, what they did and the consequences of their actions -People of Significance Mary Seacole, Florence Nightingale, Edith Cavelle, Kofoworola Abeni Pratt, Professor Sarah Gilbert, Dr Catherine Green. -NC Coverage Lives of significant individuals who have contributed to national and international achievements</p>	<p>Local Study - Green Lane School over time- How has coming to school at Green Lane changed since it was built? End points Talk about Green Lane and its precise location in the world. Understand that people have been living in Bradford for a long time and way people live and come to school has changed over time. Recognise what impact significant people had at Green Lane; Margaret McMillan and JB Priestley and explain the consequence of their actions and the differences they made -People of Significance Margaret McMillan Dr James Kerr, JB Priestley, Queen Victoria -NC Coverage Significant historical events, people and places in own locality</p>
Year 3	<p>Stone Age, to Bronze Age to Iron Age- When do you think it was better to live – Stone Age, Bronze Age or Iron Age? End points Children can talk about what it was like to live in the Stone Age, Bronze Age and Iron Age Understand how discoveries by archaeologists can changed the way we think about the past</p>	<p>Ancient Civilisations – Introduction to Civilisations /Ancient Egypt What do all the Ancient Civilisations have in common? Who were the ancient Egyptians and why is ancient Egypt considered to be an early civilisation? End points Children establish clear comparisons between the early civilisations and discuss their achievements.</p>	<p>Ancient Civilisations – Ancient Greece Why is Ancient Greece considered to be so influential on the modern world? End points Children to understand aspects of Ancient Greece, including the idea of democracy (Athens vs Sparta), Greek myths and legends, and the Olympics and how significant they are to today. They understand that artefacts are significant to finding out about life in Ancient Greece.</p>

History Long Term Plan

	<p>Children can make historical comparisons between different time periods and present their conclusions</p> <p>-People of Significance Archaeologists</p> <p>-NC Coverage Changes in Britain from Stone Age to Iron Age</p>	<p>Children to use a range of evidence to know about civilisation, life in ancient Egypt and its significance for future generations (trade. significant individuals and the pyramids)</p> <p>-People of Significance Cleopatra</p> <p>-NC Coverage Achievements of the earliest civilisations- depth study of Ancient Egypt</p>	<p>Children to discuss the role of Alexander the Great and how he spread Greek ideas and culture.</p> <p>-People of Significance Alexander the Great, Socrates, Plato, Aristotle</p> <p>-NC Coverage Ancient Greece- study of Greek life and achievements and their influence on the western world</p>
Year 4	<p>Local Study – Migration of Bradford- The story of Migration to Bradford</p> <p>End points Children can talk about some of the ‘push and ‘pull’ reasons for migrants coming to Bradford. They can discuss some experiences that significant individuals had when they came to Britain. Recognise and understand the consequences of migration and how that has changed and shaped Bradford. Begin to ask valid historical questions.</p> <p>-People of Significance John Blanke, Olaudah Equiano, Walter Tull, Claudia Jones</p> <p>-NC Coverage A local study- a study over time tracing how several aspects of national history are reflected in the locality</p>	<p>Roman Empire and its impact on Britain- What was the Roman Empire and how did it impact Britain?</p> <p>End points Be able to talk about when the Romans invaded Britain and why. The children can interpret both written texts and artefacts to come to conclusions about the Roman Army and the Roman Empire. They can answer questions about native Britons and whether they welcomed or resisted the Romans, and why. Recognise how Romans changed the way of life in Britain and their legacy and its significance for future generations.</p> <p>People of Significance Boudicca</p> <p>NC Coverage Impact of the Roman Empire on Britain</p>	<p>Anglo Saxons- Vikings- Who were the Anglo-Saxons and Vikings and how did they change Britain?</p> <p>End points Children can use a range of sources and evidence to understand who the Anglo-Saxons, Vikings and Scots were and why they invaded and settled in Britain. They can talk about what life was like in Anglo-Saxon and Viking Britain including how they lived, what kind of house and buildings would be part of a town or village. Children can discuss the rivalry between the Anglo-Saxons and Vikings and talk about the significance of individuals like Alfred the Great and Aethelred the Unready to their success/failure. Be able to recognise some things from the Saxons and Viking times that we still use today.</p> <p>-People of Significance Alfred the Great, Aethelred the Unready, Cnut and Bede</p> <p>-NC Coverage Britain’s settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the kingdom of England</p>
Year 5	<p>Early Islamic Civilisation- What impact did early Islamic civilisations have on the modern world?</p> <p>End points To add period studies so far in KS2 to a timeline</p>	<p>Exploring Benin’s Big Picture of the Past – How important is Eweka’s story?</p> <p>End points Children can use a range of sources to find out about Africa’s past</p>	<p>Local Study - Industrial Revolution and Victorian Life including story of Saltaire - How did the Industrial Revolution and ideas from the Victorian era impact modern Britain and the rest of the world?</p>

History Long Term Plan

	<p>Be able to compare what life was like in 900 CE in Baghdad to London.</p> <p>Use different sources of evidence to recount the life of Ibn Battuta.</p> <p>To talk about why we should remember Baghdad 900 CE.</p> <p>-People of Significance Ibn Battuta, Harun Al-Rashid</p> <p>-NC Coverage Non-European society that provides a contrast with British history</p>	<p>Children demonstrate that they understand some of the main events in Africa's past</p> <p>Children select information about Africa's past and justify what they consider were its most significant events</p> <p>Be able to find out about Benin from artefacts (Bronzes)</p> <p>Discuss what caused Benin to lose its Bronzes</p> <p>To talk about similarities and differences between living in Tudor and/or Stuart England and Benin</p> <p>Discuss how black people were treated in Britain</p> <p>Children can talk about how important Eweka's story is in Benin's past</p> <p>-People of Significance Eweka</p> <p>-NC Coverage Non-European society that provides contrasts with British history – study -Benin (West Africa) c.AD 900-1300.</p>	<p>End points Understand what advances helped the industrial revolution to occur</p> <p>Children to use a range of sources and evidence to talk and write about the effects of the industrial revolution on the workforce and their subsequent living conditions</p> <p>Recognise the role of Titus Salt and the movement to reform and improve living and working conditions across industrial Britain</p> <p>-People of Significance Titus Salt, Luddites</p> <p>- NC Coverage a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Local Study of Saltaire</p>
<p>Year 6</p>	<p>World War 2 – The Blitz: All we need to know about World War 2?</p> <p>End points Children can talk about some of the causes of the Blitz and how significant it was to WW2.</p> <p>They can use a range of sources and evidence to find out what impact WW2 had on different groups of people e.g., children and soldiers.</p> <p>Children can discuss what impact World War 2 had on their local area.</p> <p>They can appreciate connections, contrasts and trends in conflicts over time when comparing the Blitz to different events in history such as the Roman Conquest.</p>	<p>Partition of India and subsequent migration in Bradford- What was the partition of India and what impact did it have?</p> <p>End points Able to explain using wide range of sources and evidence in depth what was the partition of India and the effects of partitioning (riots, mass casualties, and colossal wave of migration), role of propaganda, who was responsible for the partition and people of significance (Gandhi, Nehru, Jinnah, Lord Mountbatten, Cyril Radcliffe) and the consequences of their actions</p> <p>Understand why South Asians migrated to Britain and how this relates to their lives in Britain and Bradford today.</p>	<p>Civil Rights, Human Rights and Children's Rights? - What are civil, human and children's rights and what notable figures have contributed to their advance?</p> <p>End points Be able to discuss what are civil, children and human rights and explain the reasons why they guarantee equal protection and social opportunities for all</p> <p>Discuss and explain who Olaudah Equiano was, Emmeline Pankhurst, Millicent Garrett Fawcett, Martin Luther King, Nelson Mandela and Malala and what impact they had on the world</p> <p>Talk and write in detail about discriminations faced in history and the struggle to make the world a better place for all.</p> <p>-People of Significance Martin Luther King Jr, Millicent Fawcett, Emmeline Pankhurst, Olaudah Equiano, Nelson Mandela</p>

History Long Term Plan

-People of Significance

Winston Churchill, Hitler, Jewish people, Salem Family

-NC Coverage

A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 – a significant turning point in history

-People of Significance

Cyril Radcliffe, Lord Mountbatten, Ali Jinnah, Mahatma Gandhi, Jawaharlal Nehru

-NC Coverage

A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 – a significant turning point in history