



Bredbury Green Primary School: Rationale Behind The History Curriculum

	What we teach? (Minimum Requirement From NC)	Why we teach it now? (Rationale)	Key Vocabulary
Early Years	Past and Present <ul style="list-style-type: none"> 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 Understand the past through settings, characters and events encountered in books read in class and storytelling 	Developing historical vocabulary in Nursery: Yesterday, today, tomorrow, first, next, now, then, last, before, after, later, time, order Police officer, fire officer, nurse, doctor, ambulance, fire engine, job, emergency, help, safe Same, different, grow, change, order Developing historical vocabulary in Reception: past, present, future, old, new, sequence, beginning, middle, end, role, similarities, differences office, robber, arrest, walkie-talkie, radio, badge, stranger, paramedic, stethoscope, bandages, heartbeats, hospital Real, pretend, grow, once upon a time, in the end, happily ever after, first, second, next, then, finally, at last	
Year 1 Autumn	Victorian Christmas INFLUENCE & APPRECIATION <ul style="list-style-type: none"> Event beyond living memory that are significant nationally or globally Change within living memory Know about special festivals and anniversaries that are significant e.g. Poppy Day, Christmas Day, death of Elizabeth II Explain Queen Victoria and Albert's Christmas traditions and how they are used now eg trees, cards Know who Queen Elizabeth II was and who King Charles III is and their relation to each other 	<ul style="list-style-type: none"> In EY, pupils have learnt about specific festivals so will understand the concept of celebration As pupils have had a first hand experience of Christmas, they will understand their own family traditions and how the Victorians differed Prepares for learning about other famous monarchs in KS2 	Christmas Victorian Era Celebration Tradition Similarity Difference Monarch
Year 1 Spring	Florence Nightingale/Mary Seacole: SIGNIFICANCE & APPRECIATION <ul style="list-style-type: none"> Significant individuals who have contributed to national and international achievements Events beyond living memory that are significant nationally or globally Know 5 key facts about Florence Nightingale and Mary Seacole Give a comparison between Florence and Mary Understand and provide examples of how they changed nursing 	<ul style="list-style-type: none"> In EY, pupils would have been taught about the roles of society, including nurses They will use their knowledge of continents to understand the different places that had the same events occur (Geog NC) This will prepare children for their learning in KS2 when they are taught about time periods and places 	Legacy National International Achievements Crimean war
Year 1 Summer	Local History – LS Lowry SIGNIFICANCE & INFLUENCE <ul style="list-style-type: none"> Significant historical events, people and places in own locality Know 5 key facts about LS Lowry Understanding of why Lowry's paintings feature factories, chimneys and mills ie link to Industrial Revolution Legacy of LS Lowry in Salford and Manchester 	<ul style="list-style-type: none"> In EY/Foundation Stage, pupils should have an understanding of past and present, as well as similarities and differences (EY UTW past and present) They will draw on this knowledge to make comparisons between life during the industrial revolution and life now This will link with identifying human and physical features of a locality (Geog NC) Lowry is a key, historical figure from the wider locality of Greater Manchester 	Artist Inspired Matchstick Men Industrial Housing Terraces
Year 2 Autumn	Rosa Parks/Emily Davison: SIGNIFICANCE & POWER <ul style="list-style-type: none"> Significant individuals who have contributed to national and international achievements Know 5 key facts about Rosa Parks and her life Understand what the Montgomery Bus Boycott was and Rosa Parks's legacy in that Understand the concept of segregation and racism 	<ul style="list-style-type: none"> Builds upon learning from Year 1 where children learnt about Florence Nightingale as a significant figure and her lasting impact. Prepares children for Year 3 where they learn about significant historical periods and their lasting impact on us today. 	Segregation Civil rights Activist Equality Racism
Year 2 Spring	The Great Fire of London CAUSE & EFFECT, STRUCTURES <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally Know and understand key events of the Great Fire of London 	<ul style="list-style-type: none"> Builds upon learning from Year 1 about special festivals and anniversaries for specific days in Victorian London and to consider a significant national event. Prepares children for Year 3 and beyond where they explore significant historical events throughout the world. 	Samuel Pepys London Wattle Daub Sources Buildings Materials

	<ul style="list-style-type: none"> Explore sources to understand how we know about the Great Fire of London Comparison of London before and after the Great Fire of London 		
Year 3 Autumn	<p>Shang Dynasty POWER & SIGNIFICANCE</p> <ul style="list-style-type: none"> Achievements of the earliest civilisations – overview of where and when Know where and when Shang Dynasty occurred Understand the concept of social hierarchy Give examples of specific impact e.g. invention of writing, use of chariots in warfare 	<ul style="list-style-type: none"> In KS1, children have learnt about the concept of monarchy and society This will be built upon when learning about different societal structures and the concept of power This will prepare them for further study of ancient civilisations 	Jade Bronze Warfare Hierarchy King Warrior Peasant Merchant Priest Craftsman Slave
Year 3 Spring	<p>Romans INFLUENCE & CAUSE AND EFFECT</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain Know when and why the Romans came to Britain Understand one event of historical significance - Caesar's attempted invasion 55-54BC Explain the different aspects of the impact on Britain then and now Explore sources to understand how we know about the Roman Empire 	<ul style="list-style-type: none"> In KS1, pupils are taught about their own locality of Bredbury and then Stockport (Hist KS1 NC). The historical centre of Stockport is the Market Place. It is situated on a 240 million year old red sandstone cliff overlooking what was once an important ford over the River Mersey, this ford was the meeting point of several Roman roads In KS1 pupils will have studied the UK countries and capitals and its surrounding seas naming, locating and identifying characteristics (Geog KS1 NC) In KS2, pupils use maps with a focus on Europe so can look at Italy (Rome) and other countries that the Romans invaded. They will also study land-use patterns and how these have changed over time e.g. influence Romans had on roads, development of some towns/cities (Geog KS2 NC) In Y4 (Maths NC) Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and these were introduced over a period of time so therefore some previous knowledge from Y3 would support this 	Impact Legacy Invasion Empire Conquest Resistance Christianity
Year 3 Summer	<p>Stone Age to Iron Age STRUCTURES & APPRECIATION</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to Iron Age Understand who the Neolithic people were. Understand early settlements and why they were positioned where they were. Compare localities and investigate how areas have altered in relation to farming and settlements 	<ul style="list-style-type: none"> Builds upon knowledge of ancient civilisations and chronology Science – links with the topics: Soils, Animals including Humans, Plants Geography – human and physical characteristics of landscapes. Human geography of settlements, trading links. Field work including sketch maps English work – links with Stig of the Dump, Stone Age Boy, Stonehenge, Ugg Local History – Nine Stone Circles in Matlock, Arbor Low, Iron Ladies, Mam Tor and the Blue John Caverns for Rocks in Science Prepares for work on the Anglo Saxon settlements in Year 4 	Neolithic Skara Brae Technology Travel Stonehenge Fort Tribal kingdom Farming Art Culture agriculture
Year 4 Autumn	<p>Anglo Saxons SIGNIFICANCE & POWER</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Know when and why the Anglo-Saxons came to Britain. Explain some of the key events of 1066 and the Battle of Hastings. Explain how the Anglo Saxon tribes settled in Britain and what their settlements were like 	<ul style="list-style-type: none"> Builds upon knowledge of early settlements in Y3 Stone Age Geography – looking at where in Europe the Anglo-Saxons travelled from. Look at the coast lines, beaches and cliffs. Use of compass and directions to imagine they are travelling Anglo-Saxons Science – links with Living Things and classification The Battle of Hastings 1066 and how this changed the landscape of Britain Conversion to Christianity Forest work – weapons, shields, shelters Language – Anglo-Saxons place names. Stockport is an Anglo-Saxon names Compare helmets – D and T Art – Anglo-Saxon hordes, art, culture Prepares for Y6 understanding of British significance – WW1 and WW2 	Anglo Saxons Laws Justice Invasion Location Resistance Settlement
Year 4 Spring	<p>Ancient Egyptians POWER & INFLUENCE</p> <ul style="list-style-type: none"> Achievements of the earliest civilisations – in depth study Explain what life was like in the civilisation around the Nile. Compare Ancient Egyptian religions and beliefs to modern religions and beliefs 	<ul style="list-style-type: none"> Builds upon knowledge of early civilisations in Y3 Geography – River Nile – physical and human geography Signification of longitude and latitude, climate – compass points, position with compass points and grid references Maths – position and direction, coordinates in the first quadrant 	Pharaoh Hierarchy Hieroglyphics Invasion Religion Pyramids Ancestors Mummification

	<ul style="list-style-type: none"> Understand and explain the hierarchy of the Kingdoms and Pharaohs. Explore sources to understand how we know about the Ancient Egyptians 	<ul style="list-style-type: none"> Science – Animals including Humans, Canopic jars animals related to gods, states of matter and the water cycle, solids liquids and gases with relation to mummification English connections – Howard Carter diary entries, Flat Stanley the Great Egyptian Grave Robbery Prepares for study of the Ancient Greeks in Y5 	Beliefs Amulets Papyrus Sarcophagus Scarab Gods/goddesses
Year 5 Autumn	Tudors: POWER & STRUCTURE <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. Explain the changing power of monarchs Explain the impact of the Reformation on Britain In depth study of a monarch e.g. Henry VIII / Elizabeth I 	<ul style="list-style-type: none"> Builds upon knowledge of British history from Romans to Anglo-Saxons to Tudors throughout KS2. Prepares for The World Wars as part of British history in Year 6 	Monarch Legacy Crime Punishment Cause and effect Reformation Christianity Protestant
Year 5 Spring	Ancient Greece: SIGNIFICANCE & INFLUENCE <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the Western World Know Ancient Greek theories about the Earth and Space and the impact upon modern day Name significant buildings such as the Colosseum and the Acropolis, Pantheon Explain how Ancient Greek Gods had influence over the lives of Ancient Greek people 	<ul style="list-style-type: none"> Builds upon the knowledge of Egyptian gods taught in Year 4 and early civilisations Prepares for the teaching of non-European Society and how the Mayans contrast to this 	Legacy Theory Philosophy Astronomy Theology Myth Legend
Year 5 Summer	Vikings: INFLUENCE & POWER <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Know what happened during the invasion of the Vikings Explain the importance of Viking Longships Be able to compare Norse Gods to Ancient Greek Gods Explore sources to understand how we know about the Vikings 	<ul style="list-style-type: none"> Builds upon the knowledge from Romans in Year 3 and Anglo-Saxons in Year 4 as well as developing a further understanding of invasion. Prepares for the study of the World Wars in Year 6 e.g. Nazis 	Invasion Justice Cause and Effect Christianity Catholicism
Year 6 Autumn	The Maya POWER & STRUCTURES <ul style="list-style-type: none"> A non-European society that provides contrasts with British history. Compare the Maya with British society Articulate the impact that the Maya had on us as a modern society, sharing an understanding of key artefacts Identify key cultural differences e.g. Gods, crime and punishment 	In Year 5, children will have studied crime and punishment in the Tudors (heresy, treason and execution). They will draw upon this knowledge to learn more about crime and punishment within the Ancient Maya civilisation. Children will have previously studied the ancient civilisations of Greece and Egypt, and will build upon this knowledge through their study of the Ancient Maya – extending their awareness of chronology.	Ancient civilisation Contrast Artefacts Alphabet Numerical systems Inventions
Year 6 Spring	The World Wars APPRECIATION AND CAUSE & EFFECT <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. Know and explain the key reasons for the outbreak of WW1 and WW2. Name the alliances created throughout the wars and understand their political impact. Explain the impact that the War had on people both in Britain and beyond e.g. The Holocaust, The Blitz, Women in War Explore sources to understand how we know about the World Wars 	In KS3, children will further their knowledge of the Wars within the History curriculum. Children build upon their prior knowledge of conflict through their study of the War of the Roses in Year 5 and invasion in Year 3 (Romans), Year 4 (Anglo-Saxons) and Year 5 (Vikings). Children to build upon their learning about segregation (Year 2) within their study of The Holocaust.	Alliance Treaty Nazi The Blitz Leadership Battle of the Somme/Britain Holocaust Rationing Evacuation
Year 6 Summer	The Suffragettes SIGNIFICANCE & INFLUENCE <ul style="list-style-type: none"> A local history study Understand the role of Emmeline Pankhurst within the Suffragette movement Articulate the importance of Manchester in connection with the Suffragette movement Explain what life was like for women before and after the vote 	Within Year 6, children looked at the rights and roles of women in War – including the Women’s Land Army. This is a clear comparative subject to ‘The Suffragettes’ and will further develop the children’s understanding of the role of women. In KS3 and 4, children will often revisit this time period of history in a study of the Victorians as part of their English curriculum.	Monarchy Revolution Suffragettes Movement Emmeline Pankhurst Election Feminism Equality Advocate