



# St Bartholomew's C of E Primary School



## History

An overview of the Disciplinary Historical  
Concepts covered in our curriculum

- Significance/Impact- KS2
- Cause/Consequence
- Continuity/Change
- Similarity/Difference
- Sources and Evidence (and Interpretation)

# Significance and Impact



## Year 3: The Tudors

During their study of the Tudors, children consider the impact Tudor monarchs had on society, both during their own time and today. They explore the origins of the Church of England, discuss Elizabeth I's links to slavery and the expansion of the British Empire, focussing on the positive and negative impact the Tudors had on Britain and the wider world.

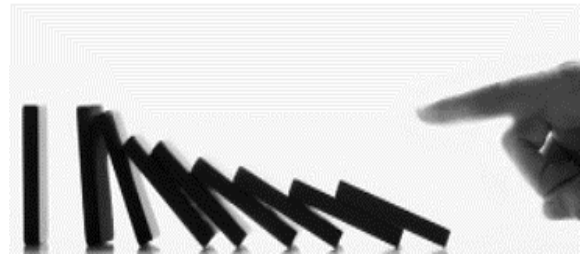
## Year 5: Ancient Greece

During their penultimate ancient civilisation topic, year 5 children look at the variety of ways the Greeks influenced the world in which they lived, as well as the world we live in today. They tie in previously learning of Ancient Egypt and the Roman Empire, as well as look towards future learning in the Islamic Empire. Children study the Greeks impact on democracy, inventions and the creative arts.

## Year 6: The Windrush

During their study of the Windrush generation, children study the impact of the Windrush generation nationally as well as locally within Leeds. They found out about their impact on the NHS, racial equality and laws within Britain, making it the fair and equal country we live in today.

# Cause and Consequence



## Year 1: History Makers

Children understand how figures across history have become history makers, understanding the cause and their consequence on time. Children also look at how history makers have changed gender or culture over time, reflecting how the world has changed.

## Year 2: The Great Fire of London

Children explore the many causes of why the Great Fire of London spread so quickly, and the consequences in the aftermath of the fire. We discuss the consequence of the Lord Mayor's refusal to demolish the houses, and debate the pros and cons of his decision.

## Year 4: The Stone Age to Iron Age

During their Stone Age to Iron Age topic, children consider the causes of change in Britain during this period. Children discuss how factors such as the flooding of Doggerland caused the Stone Age people to become trapped in Britain, forcing them to learn to make clothes, fires etc to keep themselves warm. They will then explore the consequences of this, discussing how for the first time, these nomadic people began to form permanent settlements, exploring the themes of the cease of migration and the origins of trade.

## Year 6: World War II

During their World War II topic, our pupils look at the wide-ranging causes of World War II, and its consequences, not only on the people of Europe at the time, but on our wider democracy today. Children then begin a depth study into the causes of the Battle of Britain, the reasons for allied victory, and the consequences that had on the wider war.



## Continuity and Change

### Year 1: Homes in the Past

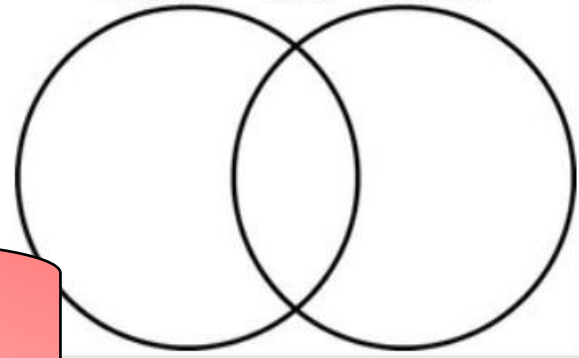
### Year 3: The Romans

In this topic, children consider the changes that the Romans brought to Britain. They explore how, when the Romans invaded, they brought with them their own ideas about religion, society and how people should live. Children explore how these ideas were imposed on the tribes of Britain, usually through force. The topic also explores the positive changes made by the Romans, and which of these concepts and ideas are still evident in modern day Britain.

### Year 5: Activism Over Time

This topic ties in previous chronological points of time in our curriculum, such as The Victorians and The Tudors. Children consider why activists fight for a cause, dating as far back as the Magna Carta in 1215, the reasons why activists protest, and how activists protest. They consider how these tactics and issues have changed over time, finishing with the Suffragettes.

Different Same Different



## Similarity and Difference

### Year 2: Pirates

Children describe the similarities and differences between Grace O'Malley and other famous pirates (Blackbeard, Black Bart and William Kidd). Children compare how life in the 16<sup>th</sup> Century differs to life now, focusing on transport, houses, heating, communication and clothing.

### Year 4: Ancient Egypt

Children directly compare Ancient Egyptian civilisation to that of the Stone Age, which they have covered already this year. Children will acknowledge that although the two periods were happening simultaneously, Ancient Egyptians were far more technologically advanced than the Stone Age.

### Year 6: Islamic Empire

Children describe the similarities and differences in lifestyles, settlements and achievements of the Islamic Empire, in comparison to the Anglo-Saxons and Vikings of Britain at the time, linking back to previous learning in year 5 and year 3

# Sources, Evidence (and Interpretation)



## Year 1: Intrepid Explorers.

Children learn about the lives and achievements of Christopher Columbus and Robert Falcon Scott. They look at various sources such as pictures, photographs, and written evidence and answer questions based upon these sources.

## Year 2: Kings, Queens and Castles

Children explore Norman Castles. They study who lived and worked there, the defence mechanisms and how castles changed following the Norman period. Throughout the topic, children study primary sources, including the earliest known account of the building of Norman castles and the picture of what historians believe they would have looked like

## Year 3: Anglo-Saxons

Children explore the archaeological finds at Sutton Hoo, considering what this tells us about life in the Anglo-Saxon era. Children consider whether what has been found there is a complete picture, and what may have happened to other items that were once buried there.

## Year 4: The Victorians

During this local history topic, children look at local records to consider why disease spread so quickly through Victorian Armley. Using the museum boxes and during their trip to Armley Mills, children handle real Victorian artefacts and use them to make predictions about life in Victorian Armley. Children also begin to consider the accuracy of historical accounts such as diaries, and begin to explore the concept of bias.

## Year 5: The Vikings

Children learn about the Vikings invasion and settlement in Britain, culminating in Danelaw and the Battle of Stamford Bridge. Throughout the topic, children study primary sources such as St Alcuin's letter, The Anglo-Saxons Chronicle, various secondary depictions of Viking baptisms as well as studying primary source artefacts from the Jorvik centre and Leeds City Museum.



