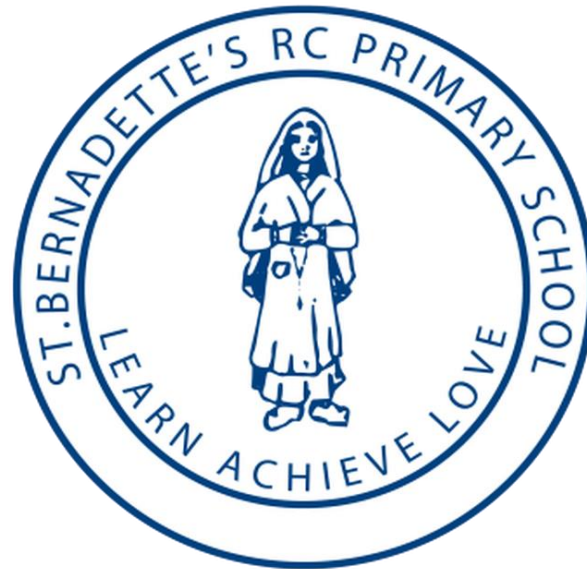


ST BERNADETTE'S RC PRIMARY SCHOOL



HISTORY CURRICULUM





St Bernadette's RC Primary School
History Curriculum



Intent

History at St. Bernadette's Primary School aims to ensure that our children will leave school with a secure understanding of the chronology of British history and that of the wider world. Through our topics, we aim to provide interesting and exciting historical experiences which promote inquisitive historical thinking; developing an appreciation of the past and ensuring children become analytic thinkers by evaluating a range of primary and secondary sources. With Christ at the centre of our school, we encourage our children to foster an empathetic approach to the people of the past. A question focused approach will encourage our children to ask questions, weigh evidence, scrutinise arguments and develop their own judgement of historical periods. Our curriculum has been carefully planned and structured so there is a clear progression of knowledge, skills and understanding. This curriculum will allow our children to become curious learners, developing a deep understanding of the historical concepts taught and they will be able to build upon their prior knowledge.



Working as Historians in EYFS

Working as Historians in NURSERY

AUTUMN

Who Lives in My Family?

- Begin to make sense of their own life-story and family's history.
- Understand that not all families are the same.
- Talk about what they see, using a wide vocabulary.
- Talk about members of their immediate family.

SPRING

How did Polly's kettle Work? (Polly Put the Kettle on-rhyme)

- Use Nursery Rhymes to develop the idea that there was a time we call the past which was very different from the present
- Use artefacts to reinforce the concept of then and now, traditional nursery rhymes.
- Explore how things work

SUMMER

How Has Our School Changed Over Time?

- Talk about the differences between past and present.
- Recognise that things happened before they were born.
- Talk about what they see, using a wide vocabulary.

Working as Historians in RECEPTION

AUTUMN

How Have I Changed Since I was a Baby?

- Know some similarities between the past & now.
- Compare & contrast characters from stories including figures from the past.
- Connect one idea or action to another.
- Comment upon images of familiar situations in the past.
 - ❖ Significant figure from the past – Guy Fawkes
 - ❖ Remembrance Sunday

SPRING

How did Jack Wash his clothes?

- Understand the past through settings, characters & events encountered through books & story telling.
- Ask questions to find out more.
- Offer explanations for why things might have changed over time.
 - ❖ Significant figure from the past – Jesus

SUMMER

How Have Our Homes Changed Over Time?

- Understand that things change over time
- Know some similarities & difference between things in the past & now e.g. common household objects from the past & the present e.g. an iron.
- Offer explanations for why things might have changed over time.
 - ❖ Significant figure from the past – Neil Armstrong



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KEY STAGE 1		
Working as Historians in Key Stage 1: YEAR A		
AUTUMN	SPRING	SUMMER
<p><u>Is an X-Box More Fun than Grandma and Grandad's Old Toys?</u> (Changes Within & Beyond Living Memory)</p> <ul style="list-style-type: none"> - Changes to toys - Chronology – put artefacts/pictures into order - Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	<p><u>What Was it Like to be a Royal?</u> (Changes Within & Beyond Living Memory)</p> <ul style="list-style-type: none"> - Use artefacts, pictures, stories, online sources, to find out about the past. - What does it mean to be royal? - Where do our royalty live? - What do the royals where? <p>Significant People – Queen Victoria & Queen Elizabeth II</p> <ul style="list-style-type: none"> - How were their roles different? (How has being a queen changed over time?) 	<p><u>What Happened to the Titanic?</u> (Events beyond living memory that are significant nationally or globally)</p> <ul style="list-style-type: none"> - What was the Titanic? - Why was it important? - Why is it so famous? - Life aboard the ship.
Working as Historians in Key Stage 1: YEAR B		
AUTUMN	SPRING	SUMMER
<p><u>Why Was London Burning?</u> (Events beyond living memory that are significant nationally or globally)</p> <ul style="list-style-type: none"> - Where is London? - How did the Great fire start? - Why did it spread so quickly? - How did London change after the fire? - Significant people – Samuel Pepys 	<p><u>Why does Sir Robert Peel have a statue in Bury?</u> (Significant historical events, people & places in our own locality)</p> <ul style="list-style-type: none"> - Who was Sir Robert Peel? - Why is he important to our home (Manchester)? - What do the police do? - Role play - Explain the idea that police officers are there to make sure everyone is safe and follows rules. - Invite a police man into school. - Trip to statue? 	<p><u>Do All Heroes Wear Capes?</u> (Lives of significant individuals in the past)</p> <ul style="list-style-type: none"> ➤ Florence Nightingale ➤ Mary Seacole ➤ Concept of Healthcare and importance of helping others. ➤ Similarities and differences between Nightingale and Seacole. ➤ Invite nurse into school



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LOWER KEY STAGE 2

Working as Historians in Lower Key Stage 2: YEAR A

AUTUMN	SPRING	SUMMER
<p><u>How did the Stone Age affect our lives?</u> (Changes in Britain from the Stone Age to the Iron Age) (Stone Age)</p> <ul style="list-style-type: none"> - What is an “age”? - What were the major achievements of the Stone Age? (e.g. tools, weapons, jewellery, paintings) - When was the Bronze Age? - How did settlements and beliefs change from the Stone Age to the Bronze Age? - How did housing change in Britain from the Stone Age to the Iron Age? - Legacy – Stone Henge 	<p><u>Were the Romans Really Rotten?</u> (The Roman Empire and its impact on Britain)</p> <ul style="list-style-type: none"> - What is an Empire? - Who were the Romans and when did they exist? - When & how did Britain become a part of the Roman Empire? - What impact did Roman achievements have on Britain? e.g. (roads; sewers; buildings etc) - Legacy - including Hadrian’s Wall 	<p><u>What was Life Like After the Romans?</u> (Britain’s settlement by Anglo-Saxons & Scots Paganism and Christianity in Britain)</p> <ul style="list-style-type: none"> - Who took control after the fall of the Roman Empire? - What was life like in Britain under the Anglo-Saxons & Scots? - How did religion change in Britain? - How did they try to take over the country & did they succeed?

Working as Historians in Lower Key Stage 2: YEAR B

AUTUMN	SPRING	SUMMER
<p><u>How Terrible Were the Tudors?</u> (Chronological knowledge beyond 1066)</p> <ul style="list-style-type: none"> - Who were the Tudors? - When/where did they exist? - Explore aspects of Tudor life e.g. <ul style="list-style-type: none"> ➤ fashion & clothing ➤ foods; punishment & law and order ➤ illnesses, & treatment ➤ Life for children in Tudor times ➤ The differences between rich and poor lifestyles. 	<p><u>What Gifts Did the Egyptians Give Us?</u> (Achievements of an early civilization)</p> <ul style="list-style-type: none"> - Who were the Ancient Egyptians? - When/where did they exist? - Explore aspects of Egyptian life e.g. <ul style="list-style-type: none"> ➤ Pharaohs ➤ The Nile ➤ Writing ➤ Beliefs ➤ Building - Legacy – The Pyramids 	<p><u>Is Manchester just famous for football?</u> (Local history study)</p> <ul style="list-style-type: none"> - Introduction to Manchester - Factories in Manchester - Famous figures (Richard Arkwright) - Investigate Manchester United and Manchester City.



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UPPER KEY STAGE 2

Working as Historians in Upper Key Stage 2: YEAR A

AUTUMN	SPRING	SUMMER
<p><u>How Did the Greeks Change the World?</u> (Ancient Greece)</p> <ul style="list-style-type: none"> - Who were the Ancient Greeks? - When/where did they exist? - Look at the legacy of Greek life & culture & their influence on the modern world e.g. art, architecture, literature 	<p><u>Who won the Battle for the Kingdom of England?</u> (The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</p> <ul style="list-style-type: none"> - Viking raids and invasion - Resistance by Alfred the Great and Athelstan, first king of England - Further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066 	<p><u>Who Were the Mayans?</u> (Non-European society that provides contrasts with British history - The Mayan Civilisation)</p> <ul style="list-style-type: none"> - Who were the Mayans? - When/where did they exist? - Why did their empire grow? - Daily life for the Mayans (compare rich & poor) - Beliefs <p>How do we know so much about them? (sources)</p>

Working as Historians in Upper Key Stage 2: YEAR B

AUTUMN	SPRING	SUMMER
<p><u>Crime & Punishment – How has crime and punishment changed over time in England?</u> (An aspect of British history that extends pupils' chronological knowledge beyond 1066) Thematic study of England across three different time periods.</p> <ul style="list-style-type: none"> - What did crime and punishment look like in Early Medieval England? (Feudal System and Early Laws) - Crime and punishment under Elizabeth I (vagabonds and beggars) - What changes were made to how crimes were dealt with in Victorian England? - Chronological timeline documenting changes in crime and punishment across the three periods. 	<p><u>How Did WW2 Affect Manchester?</u> (Local history study)</p> <ul style="list-style-type: none"> - When did WW2 begin? - How did WW2 affect our local area? - The Blitz – Why was Manchester bombed? - Who was Lord Haw Haw & how was he significant to Manchester(propaganda)? 	<p><u>How Has the Role of Women in Britain Changed?</u> (An aspect of British history that extends pupils' chronological knowledge beyond 1066)</p> <ul style="list-style-type: none"> - How has the role of women in Britain changed? - Significant local people – Emmeline Pankhurst - Compare & contrast the developing role of women