



# History

## Our School Intent. How is the curriculum organised?

### **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 school drivers 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.

### History curriculum and SEND

**History curriculum at Lilycroft Primary School will be ambitious for all pupils, including pupils with SEND. Children and young people with SEND will have their individual needs recognised bearing in mind that every pupil is different. Any adaptations to the history curriculum should depend on pupils' specific needs taking into account how the subject is taught rather than the content pupils are expected to learn, recognising cognitive load and demands on pupils' working memory. Opportunities for SEND children to work with a variety of peers and be supported by a variety of expert adults will be provided, embracing and promoting an inclusive learning environment.**

### **Our school definition-**

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



**Key Concepts**

These key concepts repeat throughout the curriculum.

- **Community and culture**
- **Conflict and disaster**
- **Exploration and invention**
- **Hierarchy and power**
- **Chronology**
- **Second order concepts – relate to the disciplinary knowledge of history and repeat throughout the curriculum.**
- **Cause and consequence**
- **Change and continuity**
- **Similarity and difference**
- **Evidence and interpretation**
- **Significance**

Year Group	Autumn Two Block 1	Spring Two Block 2	Summer Two Block 3
REC	<p>Events occur that are outside their living memory</p> <p>Order different artefacts/ objects in time order- toys, transport, phones</p> <p>Talk about the lives of people around them</p> <p>Verbal recounts use accurate terminology</p> <p>See differences between traditional and modern stories</p> <p>End points</p>		<p>New Vocabulary</p> <p>Yesterday, today, tomorrow/ days of week/ modern, from the past</p> <p>A long time ago</p>



**From Development Matters- Understanding the world**

- comment on images of familiar situations in the past.
- compare and contrast characters from stories, including figures from the past.

**ELG- Understanding the world**

- 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.
- Understanding the past through settings, characters and events encountered in books read in class and storytelling.

**Be able to draw on own experiences and relate it to stories in class or topic work**

**Able to talk about stories that are set in the past and recognise some differences between then and now**

**Sort modern stories from traditional stories**

**Able to put pictures in chronological order – baby, teenager, grandparent**

**Know some similarities and differences between things in the past and now**

**PD Opportunities**

- Timeline of the year in reception by using pictures etc
- Bringing in family photos and talking to family members about what used to happen.
- 150 Year celebration

Year 1

**History of Toys and Games (within living memory) – A unit where the children discuss modern toys and find out about toys and games from the past.**

This unit will cover: what toys are and how they have changed over the time.

**Enquiry Question**

Have children always enjoyed playing with the same toys?

**End points**

- To discuss our favourite toys at home and school.
- To know what toys were around when parents/grandparents were children? To discuss which toys your grandparents have played with that you still play with today.

**History of Transport (beyond living memory) -A unit where children will learn how transport has changed through the years.**

The unit will cover: different forms of transport and how they have changes over time.

**Enquiry Question**

How has road transport changed over time?

**End points**

- To understand what transport is and why it is needed. To develop an understanding of how transport has changed over time.

**History of Communication (beyond living memory) Enquiry Question**

How have the ways in which we communicate 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

-NC Coverage

Significant changes and events beyond living memory



## History Long Term Plan

- To know how the materials from which toys are made have changed over time and why this is the case?
- To identify similarities and differences between old and new toys.
- To place toys on a timeline in the chronology in which they were played with. Can you discuss how you know how old each toy is? Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago.

### **Key Vocabulary and Definitions**

**Generation** – A group of people, parents, grandparents etc

**Modern** – Present or recent times.

**Past** - Having happened or gone by at an earlier time.

**Present** - Now (existing in this current time)

**Handmade** - Made by hand or with hand tools, rather than by machine.

**Similarity** – Likeness (used when comparing)

**Technology** – Method and machines invented to help us. Technology makes lots of things quicker and easier.

### **NC Coverage**

Changes within living memory

### **Now Press Play**

-Year 1-2 Experiences/Toys

### **PD opportunities**

Different members of staff bringing and talking to the children about the toys of their childhood.

Workshop at Industrial museum to look at the history of toys.

- To find out about an early form of travel: the Viking longboat. To compare and contrast how boats have changed and developed.
- To explore different vehicles. (Horse and carriage, cars, lorries, trains, buses, bicycles etc)
- Horses have been used as transport for 5000 years. To compare and contrast how vehicles have changed and developed.
- Recognise similarities and differences between Model T Ford and a modern car.
- To know that steam engines have been replaced by electric and identify the environmental benefits.
- To understand how transport through air has changed and developed. (aeroplanes, jets, helicopters, space travel)
- People of significance – George Stephenson (an English civil and mechanical engineer who built the first public railway line in the world to use steam locomotives.)

### **Key Vocabulary and Definitions**

**Transport** – A vehicle that can take or carry (people or goods) from one place to another.

**Travel** – Moving from one place to another.

**Steam Engine** – An engine that uses steam from boiling water to make it move. The steam pushes the moving parts.



## History Long Term Plan

**Vehicle** – Something used for transporting people or goods, especially on land, such as a car, lorry or carriage.

**Aeroplane** – A vehicle designed for air travel that has wings and one or more engines.

**Car** – A road vehicle with an engine, four wheels and seats for a small number of people.

**Train** – A railway engine connected to carriages for carrying people or to wheel containers for carrying goods.

**Bus** – A large vehicle in which people are driven from one place to another.

**Bicycle** – A two-wheeled vehicle that you sit on and move by turning the two pedals.

**Boat** – A small vehicle for travelling on water.

### NC Coverage

Significant changes and events beyond living memory.

### Now Press Play

N/A

### PD opportunities

A visit from the South Yorkshire transport museum.

Year 2

**First Flight** – A unit where children find out the history of flight over the years whilst learning about some inspirational people who made today's world of aviation possible.

This unit will cover: When was the first flight? What were the first aeroplanes like? Why are aircrafts used? What other aircrafts are there besides airplanes. How has flying changed over time?

**Nurses from History** – A unit where children find out about nurses throughout history. This unit will cover: what nursing is and which famous nurses lived in Britain.

### Enquiry Question

How has nursing changed since Florence Nightingale?

**Lilycroft School over time-**

How has coming to school at Lilycroft changed since it was built?

### **End points**

Talk about Lilycroft and its precise location in the world.



## History Long Term Plan

### Enquiry Question

What were early aeroplanes like and how did they fly?

### End points

- (Starter with discussion: To know that flight is a way of flying through the air.) To understand that the hot air balloon is the oldest invention that was able to take people in the air and the Montgolfier brothers were the inventors of the hot air balloon.
- To learn about the life and work of the Wright brothers – the first people to invent a flying aeroplane.
- To learn about the first ‘all British flight’ by Samuel Franklin Cody.
- To learn about Amelia Earhart - the first woman to fly solo across the Atlantic.
- To understand and learn about the first ‘human’ flight to space by Yuri Gagarin.
- Other people of significance - Bessie Coleman (first woman of African-American and Native decent to hold a pilot’s licence.)

### Key Vocabulary and Definitions

**Aviation** – Anything to do with flying an aircraft mechanically.

**Glider** – An aeroplane with no engine.

**Aircraft** – A vehicle that has wings and one or more engines and is capable of moving through the air.

**Pilot** – A person who is trained to fly an aircraft.

**Navigation**- Knowing the position of a ship, plane or other vehicle, and guiding it to a specific destination.

**Navigator** – A person on board of a ship or aircraft who is responsible for its navigation.

**Invention**- A new thing that someone has made/created. Something that has never been made before by anyone.

### End points

- To understand what a nurse is and to understand what they do.
- To know that during the Crimean War soldiers needed help from nurses and doctors.
- To know who Florence Nightingale was and how she improved nursing.
- To know who Mary Seacole was and how she improved nursing.
- To know who Edith Cavell was and how she improved nursing.
- To compare nursing from the past to modern nursing. To know how modern science is used to help people.
- To understand that doctors and nurses play a significant role in society and recognise their work during Covid- 19.
- Other people of significance- Kofoworola

-People of Significance

Mary Seacole, Florence Nightingale, Edith Cavell, Kofoworola Abeni Pratt, Professor Sarah Gilbert, Dr Catherine Green.

-NC Coverage

Lives of significant individuals who have contributed to national and international achievements

### **Now Press Play**

**-Year 1-2 Experiences/Mary Seacole/Florence Nightingale**

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; Miriam Lord, 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><b>Inventor</b> – The first person who have made or created something for the first time. No one else before them has done this.</p> <p><b>Modern</b> – Present or recent times.</p> <p><b>NC Coverage</b> Events beyond living memory that are significant nationally. Significant historical events, people, and places in own locality.</p>		
Year 3	<p><b>Stone Age, to Bronze Age to Iron Age- A unit where children understand the impact each period has had on the modern world.</b> <u>This unit will cover: When did most people change from a nomadic way of life to settled agriculture and how did this happen?</u></p> <p><b>Enquiry Question</b> What were civilisations like before our modern world?</p> <p><b>End points</b></p> <ul style="list-style-type: none"> <li>To understand that time is divided into two periods known as BCE (before common era) and CE (common era)</li> <li>To know that human prehistory is divided into three periods: the stone age, the bronze age and the iron age.</li> <li>Stone Age -to understand that the stone age is divided into three parts: the Palaeolithic, the Mesolithic and the Neolithic. To use a range of evidence to find out what life was like during this period and its significance for future generations.</li> <li>Bronze Age -to use a range of evidence to find out what life was like during this period and its significance for future generations.</li> </ul>	<p><b>Overview of Ancient Civilisations- Indus, Shang and Sumer.</b> How long ago did these civilisations exist?</p> <p><b>End points</b> Understand the history of three of the world’s first ancient civilisations: ancient Sumer, Indus Valley and Shang Dynasty. Understand when and where the first civilisations appeared. Understand why early civilisations grew up next to rivers. Locate the modern-day locations of the ancient civilisations (Iraq-modern day Sumer, Pakistan-modern day Indus Valley Understand the rise, life, achievements and eventual end of each civilisation.</p> <p><b>Now Press Play</b> <b>-Year 3-4 Experiences/Shang Dynasty</b></p>	<p><b>Ancient Civilisations – Ancient Egypt</b> Who were the ancient Egyptians and why is ancient Egypt considered to be an early civilisation</p> <p><b>End points</b> Children to use a range of evidence to know about civilisation, life in ancient Egypt and its significance for future generations (trade – fertile crescent, slavery, pyramids, mummification, hieroglyphics Able to use a range of sources of evidence to compare and contrast similarities and differences on two ancient civilisations Egypt/Stone Age Britain and explain these Know that a century is 100 years; millennium is 1,000 years -People of Significance Cleopatra, TBC -NC Coverage Achievements of the earliest civilisations- depth study of Ancient Egypt</p> <p><b>Now Press Play</b> <b>-Year 3-4 Experiences/Ancient Egypt</b></p>



- Iron Age -to use a range of evidence to find out what life was like during this period and its significance for future generations.
- To understand the significance of Skara Brae and the Stonehenge monument and why historians disagree what it was used for.

### **Key Vocabulary and Definitions**

**Stone Age** – A prehistoric period when weapons and tools were made of stone or of organic material such as bone, wood or horn.

**Bronze Age** – a prehistoric period that followed the Stone Age and preceded the Iron Age, when weapons and tools were made of bronze rather than stone.

**Iron Age** – A prehistoric period that followed the Bronze Age, when weapons and tools came to be made of iron.

**Palaeolithic** – The first era of the Stone Age. (Old Stone Age)

**Mesolithic** – The second era of the Stone Age. (Middle Stone Age)

**Neolithic** – The third and final era of the Stone Age. (New Stone Age)

**Period** – A division of time.

**Artefact** – An object made by a human being.

**Tribes** – A group of people that live together for protection.

**Monument** – A group of huge stones, often set up in a line or circle.

**Prehistoric** – A time before historical records began.

**Archaeologist** – A person who studies human history through looking at artefacts and other remains.

### **NC Coverage**

Changes in Britain from Stone Age to Iron Age





	<p><b>Now Press Play</b> -Year 3-4 Experiences/Stone Age</p> <p><b>PD opportunities</b> Archaeologist experience in school. Get some pottery and other items from the stone age/ bronze age and Iron age and cover them in dirt or plant them in the planters in the playground. The children can become archaeologists and uncover them.</p>		
<p>Year 4</p>	<p><b>Local Study – Migration of Bradford – A unit where children learn about the impact of migration on the UK population and where migrants go to and come from.</b> <u>This unit will cover: How and why people moved to Bradford?</u></p> <p><b>Enquiry Question</b> What was the impact of migration to Britain?</p> <p><b>End points</b></p> <ul style="list-style-type: none"> <li>• To understand what a migrant is.</li> <li>• To understand what migration is and why people move.</li> <li>• To understand what a refugee is and explain why they migrate. (to escape persecution, conflict, natural disasters)</li> <li>• To know why migrants came to Britain.</li> <li>• To understand the experiences of migrants in Britain.</li> <li>• To understand when, how and why people moved to Bradford and how that effects their lives today using different sources.</li> <li>• To recognise how Bradford has changed in the last century and how this may impact on their identity and experiences.</li> </ul>	<p><b>Roman Empire and its impact on Britain-</b> What was the Roman Empire and how did it impact Britain and the wider world?</p> <p><b>End points</b> Recognise how Romans changed the way of life in Britain and their legacy and its significance for future generations (introduction of Christianity, Latin, law, forming of governments and architecture and engineering). Children are able to answer their own questions about the Romans. They can identify the resources they need, the sources of evidence to use and able to evaluate their reliability</p> <p>-People of Significance Boudicca TBC NC Coverage Impact of the Roman Empire on Britain</p> <p><b>Now Press Play</b> -Year 3-4 Experiences/Roman Britain</p>	<p><b>Anglo Saxons- Vikings and Norman Conquest-</b> Who were the Anglo-Saxons, Vikings and Normans and how did they change Britain?</p> <p><b>End points</b> Be able to use a range of sources and evidence to understand who the Anglo Saxons were, Vikings, Norman conquest, and talk/ write about waves of invasion and settlement as they affected Britain, and how they affected life for adults and children Understand the role of Williams’ army at the Battle of Hastings in 1066 and the consequences</p> <p>-People of Significance -NC Coverage Britain’s settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor</p> <p><b>Now Press Play</b> Year 3-4 Experiences/Anglo-Saxons Year 5-6 Experiences/The Vikings</p>



- Recognise and understand the consequences of migration and how that has changed and shaped Bradford.
- People of significance – Malala Yousafzai, Mo Farrah.

**Key Vocabulary and Definitions**

**Migration** – The movement of people from one place to another.

**Migrant** – A person who moves from one place to another.

**Employment** – A job.

**Emigration** – Moving OUT of the country.

**Immigration** – Moving INTO the country.

**Refugee** – Moving to a place of safety from chaos.

**NC Coverage**

A local study- a study over time tracing how several aspects of national history are reflected in the locality.

**PD opportunities**

People to come and talk to the children about why they came to Bradford.

Year 5

**Industrial Revolution, Victorian life and the impact this had on the British Empire – A unit where children understand what Victorian life was like and the changes the Industrial Revolution brought to it and modern Britain.**

This unit will cover; How the Industrial Revolution and ideas from the Victorian era impacted modern Britain and the rest of the world?

**Enquiry Question**

How did the Industrial Revolution affect Bradford and what were the outcomes of the Victorian era?

**Saltaire, advances in the Victorian Era and the impact this had on the British Empire-**

How did the Industrial Revolution and ideas from the Victorian era impact modern Britain and the rest of the world?

**End points**

Recognise and understand that social movements developed to protect rights and that they still influence society today (Titus Salt, Suffragettes)

**Early Islamic Civilisation-**

What impact did early Islamic civilisations have on the modern world?

**End points**

Children will be able to talk/write about how the past still influences us today (role of Islam)

Compare and contrast two caliphates – Umayyad and Abbasid and how Baghdad became a key global centre for trade, leader in science, astronomy, poetry, mathematics, law, and philosophy during the Golden Age of Islam



## History Long Term Plan

### End points

- To understand what Victorian life was like.
- To understand that the Industrial Revolution was a period of huge change in Britain affecting all aspects of people's lives. To use a range of sources and evidence to discuss and write about the effects of the industrial revolution on the workforce and their subsequent living conditions.
- To recognise some vast technological changes occurred during the Victorian Era and this changed the lives of people. To know that this period saw a massive number of new inventions that went to change society and everyday life and was the beginning of our modern way of living. People of significance **James Watts** (Scottish inventor and mechanical engineer whose improvements in steam engine technology drove the Industrial Revolution) and **James Hargreaves** (was a weaver from England who invented the 'spinning Jenny').
- To understand that the British Empire expanded rapidly to take control of other parts of the world and led Britain being a leading nation economically and politically. People of significance - **Queen Victoria** (Queen of the UK from 1837-1901).
- To use a range of sources and evidence to explain Britain's different colonies, the role of the British Empire (slave trade) and how historians' views differ on the impact of the British Empire on the world.

Children to use a range of sources and evidence to explain Britain's different colonies, the role of the British Empire (slave trade) and how historians' views differ on the impact of the British Empire on the world  
 -People of Significance  
 Titus Salt, Queen Victoria, suffragettes, ... TBC  
 - NC Coverage  
 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  
 Local Study of Saltaire

Use different sources of evidence to recount the lives of significant figures – Ibn al-Haytham, Ibn Sina, Fatima al-Fhiri, Ibn Battuta and the effect on future generations  
 -People of Significance  
 -NC Coverage



- To understand Bradford (**Saltaire**) expanded rapidly in this period but that expansion was not planned and led to appalling pollution and living conditions. To know that Titus Salt wanted to improve these conditions. To recognise and understand that social movements developed to protect rights and that they still influence society today. (**Suffragettes**)

**Key Vocabulary and Definitions**

**Industrial Revolution** – A time of rapid change in Britain between 1750 and 1900, particularly in the way people worked.

**Invention** – Something new which is created, can be an object or an idea.

**Economy** – The system of how money is used within a particular country.

**Urban** – Built-up areas in which people live in close proximity. This refers to either towns or cities.

**Rural** – Countryside areas in which the population is spread thinly.

**Factories** – Places where goods are made on mass.

**Poverty** – The lack of basic human needs such as clean water, food, healthcare, education and shelter.

**Sanitation** – Process of cleaning drinking water and getting rid of sewage (waste).

**Population** – The number of people living in a particular place.

**Industry** – The process of making products by using machines and factories.

**Mass Production** – The production of many products in one go.

**NC Coverage**

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.



	<p><b>Now Press Play</b> <b>Year 5-6 Experiences/Victorian Britain</b></p> <p><b>PD opportunities</b> Industrial museum – Victorian workshop where the children dress up as Victorians and learn what it was like in Victorian times. Visit to Saltaire to study the local area.</p>		
<p>Year 6</p>	<p><b>World War II – A unit where children learn what the causes and consequences of World War II were.</b> <u>This unit will cover: What caused World War II? Who was responsible for it? How significant was the Blitz? How long did it last?</u> <b>Enquiry Question</b> What was the impact of World War II on people in our locality? <b>End points</b></p> <ul style="list-style-type: none"> <li>To understand why WWII began and which countries were involved.</li> <li>To know how Hitler came to power. To understand Hitler’s role in dissolving democracy in Germany.</li> <li>To understand how the Nazis were able to invade so many countries in such a short amount of time. To understand Britain was harder to invade for Hitler because of the English Channel. <b>(The Battle of Britain)</b></li> <li>To understand the impact the Blitz had on Britain.</li> <li>To understand what propaganda is and how it was used by both the Allies and Axis?</li> <li>To understand the significance of WWII and its impact on life in Britain.</li> </ul>	<p><b>Partition of India and subsequent migration in Bradford-</b> What was the partition of India and what impact did it have? <b>End points</b> 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 (Gandi, Nehru, Jinnah, Lord Mountbatten, Cyril Radcliffe) and the consequences of their actions Understand why South Asians migrated to Britain and how this relates to their lives in Britain and Bradford today. -People of Significance -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</p>	<p><b>Civil Rights, Human Rights and Children’s Rights? -</b> What are civil, human and children’s rights and what notable figures have contributed to their advance? <b>End points</b> 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 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 Talk and write in detail about discriminations faced in history and the struggle to make the world a better place for all. -People of Significance As appropriate for our children -NC Coverage</p> <p><b>Now Press Play</b> <b>Year 5-6 Experiences/Harriet Tubman</b></p>



- To use a variety of sources and evidence to find out about soldiers from various British Empires who fought during WWII and the sacrifices they made for future generations. To know that Europe was devastated by the war (35-60 million people lost their lives). To understand that after the war Britain agreed to the partition of India and Pakistan.
- People of significance- Anne Frank (a Jewish girl who kept a diary in which she documented life in hiding under Nazi persecution), Winston Churchill (served as Prime Minister of the United Kingdom during World War II) and Hitler (an Austrian-German politician who was the dictator of Germany).

**Key Vocabulary and Definitions**

**Invasion-** To try and take over a place by force.

**Nazi Party-** A German political party with racist and anti-Jewish ideas, led by Adolf Hitler.

**Occupied-** Under the control of a military force.

**Allies-** The United Kingdom, France and Poland, later joined by other countries, including the USSR (Soviet Union), the United States of America and China.

**Axis-** The Axis Powers were originally Germany, Japan and Italy.

**Atomic Bomb-** A very high-energy bomb made of radioactive material.

**Annex-** To take another country's land and make it part of your country.

**Propaganda-** Information designed to promote a political idea or opinion.

**Blitz-** Series of aerial bombing raids on the UK, mainly cities including London, Bristol and Nottingham.



**Conflict-** A series of disagreement or argument over time.

**Totalitarianism-** A system of government that requires complete subservience to the state.

**Tyranny-** Cruel and oppressive government.

**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

**Now Press Play**

**Year 5-6 Experiences/World War 2**

**PD opportunities**

Evacuation day in school or at Lotherton Hall.