



History Long Term Plan

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.

British Values covered Rule of law democracy individual liberty mutual respect tolerance of those of different faiths and beliefs

Key Concepts

These key concepts repeat throughout the curriculum.

Community and Culture

This concept helps students explore how people have lived together in groups, developed social norms, customs, and values, and created shared identities through art, religion, language, and traditions.

Conflict and Disaster

This concept focuses on the impact of wars, invasions, internal strife, and natural disasters on societies and how people responded to these challenges. It also looks at the causes and consequences of conflict and disaster.

Exploration and Invention

This concept is about how people have explored the world, made discoveries, and developed new technologies or ideas that have had a significant impact on society.

Hierarchy and Power

This concept helps students explore the structure of societies, including how leadership, government, and power are distributed. It also focuses on how power is used, contested, or passed on, and how hierarchies shape societies.

Chronology:

- Understanding time and sequence: placing historical events, people, and periods in the correct order.
- Recognizing how long ago something happened and developing a sense of duration (e.g., how many years between events).
- Building timelines to understand the progression of history.

Change and Continuity:

- Identifying what has changed and what has stayed the same over time.
- Exploring why some things evolve (like technology or social structures) while others remain constant (such as human needs).
- Comparing life at different times to understand these patterns of change.

Cause and Consequence:

- Understanding why events happened (causes) and what resulted from them (consequences).
- Exploring the reasons behind historical actions and decisions, and their effects on people and societies.

Similarity and Difference:

- Comparing people, events, and situations from the past with those of the present.
- Identifying similarities and differences between societies, cultures, and ways of life across different periods.

Historical Significance:

- Evaluating the importance of events, people, and developments in history.
- Understanding why some events are remembered and why they matter, both in their time and to us today.

Historical Evidence:

- Recognizing that we learn about the past from evidence such as documents, artifacts, buildings, and oral traditions.
- Understanding how historians use different types of evidence to reconstruct and interpret the past.
- Appreciating that evidence can sometimes be incomplete or interpreted in different ways.

Interpretation of History:

- Learning that history can be interpreted differently by various people.
- Exploring how different viewpoints, sources, or pieces of evidence can lead to different conclusions about the same events.

Year Group	Autumn Two Block 1	Spring Two Block 2	Summer Two Block 3
REC	<p>Events occur that are outside their living memory Order different artefacts/ objects in time order- toys, transport, phones Talk about the lives of people around them Verbal recounts use accurate terminology See differences between traditional and modern stories End points</p> <p>From Development Matters- Understanding the world</p> <ul style="list-style-type: none"> – comment on images of familiar situations in the past. – compare and contrast characters from stories, including figures from the past. <p>ELG- Understanding the world Mutual Respect</p> <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. – Understanding the past through settings, characters and events encountered in books read in class and storytelling. <p>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</p> <p>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</p>		
Year 1	<p>History of Toys and Games (within living memory) – A unit where children find out about toys and games from the past and discuss modern toys.</p>	<p>History of Transport – A unit where children will explore how transport has changed over time, comparing vehicles from the past with those we use today.</p>	<p>History of Communication – A unit where children will explore how people have communicated over time, discovering how methods of sending messages have changed from the past to the present.</p>

History Long Term Plan

This unit will build children's conceptual understanding of how toys have evolved, why certain toys and materials have changed and how toys help us understand the past.

Enquiry Question

How have toys changed over time?

End points

- To identify key features of toys from different historical periods and describe how they differ from modern toys.
- To compare the materials used to make toys long ago with those used today.
- To arrange toys on a simple timeline, showing their understanding of when they were made and used.
- To explain how toys operated in the past compared to today's battery operated or digital toys.
- To discuss how technological advancements have changed the way toys are designed and played with.
- To learn about traditional games and compare them with games they play now.
- To reflect on why certain classic toys are still enjoyed today, while other toys have changed or disappeared.

Key Vocabulary and Definitions

Toys – objects that are made for a child to play with.

Material – what something is made of.

Wood – the hard material made from the trunk and branches of a tree.

Metal – a type of material that is usually hard and shiny.

Plastic – a kind of material that is made by people and can be formed into almost any shape.

Similarity – How things are the same or almost the same.

Battery – A small object that gives power to toys so they can move or make sounds.

This unit will cover the history of transport, focusing on how it has changed over time, learn about different types of transport from the past, explore why these changes happened and how they made travel faster, safer and more accessible.

Enquiry Question

How has transport changed over time and how do people travel differently today compared to the past?

End Points

- To develop a sense of chronology.
- To identify and describe changes in transport over time.
- To compare past and present travel experiences.
- To explore reasons for changes in transport.
- To understand the impact of transport on people's lives.

Key Vocabulary and Definitions

Transport – ways of travelling or moving goods from one place to another.

Invention – something new that someone creates to solve a problem or make life easier.

Modern – something that is new or from the present time.

Safety – protection from danger or harm.

Innovation – A new idea or way of doing something that improves life.

Trade – The buying, selling or exchanging of goods between people or places.

Substantive Knowledge (Key Concepts)

Chronology

This unit will cover the history of communication, looking at how people shared messages in the past, including letters, telephones and early forms of writing and how these methods have changed over time to include modern technology like mobile phones and the internet.

Enquiry Question

How have people shared messages and information in the past and how is it different from today?

End Points

- To identify and describe different ways people communicated in the past, such as letters, smoke signals or Morse code.
- To recognise changes in communication methods within living memory.
- To sequence communication methods on a simple timeline to understand how they have developed over time.
- To use historical vocabulary related to communication, such as 'past', 'present', 'old', 'new' 'invented' and 'technology'.
- To compare old and new forms of communication and talk about how these changes affected daily life.
- To ask and answer questions about the past using pictures, artefacts and stories about communication.

Key Vocabulary and Definitions

Old – something from a long time ago.

Message – a way of telling someone something.

Communication – sharing ideas or information with others.

Letter – a written message sent to someone, often on paper.

Mechanical – operated by a machine or tool.

Traditional – something people have done or used for a long time, from the past.

Technology – The use of machines or science to make things work.

Game – An activity with rules that we play for fun, often with others.

Substantive Knowledge (Key Concepts)

Chronology

- Understanding that toys from the past are different from today's toys because time changes things.
- Learning to sequence events or objects (like toys) in time (e.g., what came first and what came later).

Continuity and Change

- Recognising that some toys have stayed the same (continuity), while others have changed in design, materials, or use (change).
- Observing how technology has influenced the way toys work today compared to the past.

Cause and Consequence

- Understanding why toys have changed over time (e.g., changes in materials, technology or safety concerns).
- Exploring how inventions and advances in technology (like batteries) affected how toys were made and played with.

Similarity and Difference

- Comparing toys from different time periods and noticing what is the same or different about them (e.g., dolls from the past versus dolls today).
- Exploring how children's play experiences have been similar across time, even if the toys have changed.

- Understanding the sequence of historical events and developments, such as how transport has evolved over time.
- Developing a sense of time and ordering past events, such as identifying when key types of transport were used (e.g., horse-drawn carriages before motor cars).

Continuity and Change

- Exploring what has changed (e.g., the speed and design of vehicles) and what has stayed the same (e.g., the need for transport to move people and goods).

Cause and Consequence

- Understanding why transport changed (e.g., technological advancements, the need for faster travel) and the impact of those changes on people's lives (e.g., improved accessibility and trade).

Similarity and Difference

- Comparing transport from the past and present (e.g., differences in comfort, speed, and safety).

Significance

- Exploring why certain changes in transport (e.g., the invention of the steam train or airplane) were important in history and how they shaped society.

Disciplinary Knowledge (Historical Skills)

Asking and Answering Questions

- Pupils should develop the ability to ask and answer historically valid questions, such as "Why did people stop using horse-drawn carriages?" or "What was it like to travel in the past?"

Signal – a sound, sign or action used to send a message.

New – something from now or recently.

Change – when something becomes different over time.

Compare – to look at how things are the same or different.

Substantive Knowledge (Key Concepts)

Change Over Time

- Understanding how methods of communication have developed from the past to the present.

Continuity

- Recognising that while tools have changed, people have always needed to share information.

Cause and Effect

- Exploring how new inventions (like the telephone or internet) changed how people communicated.

Similarity and Difference

- Comparing ways people communicated in the past and how we do it today.

Significance

- Learning about important inventions (like the printing press or telephone) and why they mattered.

Disciplinary Knowledge (Historical Skills)

Chronological Understanding

- Placing communication methods in order and using words like *old*, *new*, *before*, *after*.

Using Sources and Artefacts

- Asking questions and drawing conclusions from images, objects, and stories about communication.

Historical Enquiry

- Investigating the past by asking questions and exploring evidence.

Evidence and Interpretation

- Learning how we know about toys from the past by looking at photographs, drawings or real toys kept in museums.
- Using evidence (e.g., old toys or pictures) to understand the past.

Disciplinary Knowledge (Historical Skills)

Asking and Answering Questions

- Developing curiosity by asking questions about how toys were different in the past.
- Answering simple historical questions such as, 'What toys did children play with long ago?'

Using Historical Evidence

- Learning to look at pictures, photos or real objects (toys) as sources of information about the past.
- Understanding how these objects can tell us what life was like for children before they were born.

Chronological Understanding

- Building the ability to place toys on a timeline, from older toys to newer ones.
- Using simple terms like 'long ago,' 'before,' and 'after' to describe when toys were made or played with.

Making Comparisons

- Comparing toys and games from the past with those of today to understand how things have changed.
- Noticing differences in materials, design and technology in toys from different time periods.

Developing Historical Perspective

- Gaining a basic understanding of how life (through toys and play) was different for children in the past.
- Appreciating the role of toys in childhood across time and thinking about how toys reflect changes in society.

Using Historical Sources

- Introducing simple historical sources like images, videos, and artefacts (e.g., old photographs of transport) to learn about the past.

Understanding Chronological Frameworks

- Pupils should be able to place transport developments in order on a timeline and use vocabulary like "before," "after," "earliest," and "latest."

Interpreting Information

- Pupils should begin to interpret simple information from sources to draw conclusions about how and why transport changed.

Communicating Ideas

- Pupils should communicate what they have learned through various methods, such as oral presentations, written work, or drawings (e.g., drawing and labelling a timeline of transport).

NC Coverage

Significant changes and events beyond living memory.

PD opportunities

A visit from the South Yorkshire transport museum.

British Value

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of Different Faiths and Beliefs

Interpretation

- Understanding that people might tell stories about communication in different ways.

Vocabulary Development

- Using historical terms such as *invented*, *technology*, *change*, and *communication* accurately.

NC Coverage

Significant changes and events beyond living memory

PD Opportunities

Linking schools- sending letters to a school to show how people used to communicate. Look at modern ways of communication too by having a zoom meeting with the linking schools.

British Value

- Democracy
- Mutual Respect and Tolerance
- Individual Liberty

	<p>NC Coverage Changes within living memory</p> <p>Now Press Play Year 1/2 Experiences/Toys</p> <p>PD Opportunities</p> <ul style="list-style-type: none"> • 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. <p>British Value</p> <ul style="list-style-type: none"> • Mutual Respect 		
<p>Year 2</p>	<p>First Flight- A unit where children will explore the story of the Wright brothers and the first powered flight. <u>This unit will cover the story of the Wright brothers and their invention of the first powered airplane in 1903. It will explore their early experiments, the challenges they overcame and the impact of their achievement on travel and technology.</u></p> <p>Enquiry Question How did the first flight change the way people travel and see the world?</p> <p>End Points</p> <ul style="list-style-type: none"> • To identify who the Wright brothers were and explain why their invention was significant. • To recount key details of the Wright brothers' first flight. • To investigate the challenges the Wright brothers encountered and how they overcame them. • To compare methods of travel before and after the invention of the airplane to understand how it changed people's lives. • To discuss how the invention of the airplane influenced global travel, communication and the way people connect. 	<p>Nurses from History- A unit where children discover how remarkable nurses from the past changed the way we care for others today. <u>This unit will allow children to learn about the lives and contributions of significant historical figures like Florence Nightingale, Mary Seacole and Edith Cavell, understanding how their work transformed healthcare and nursing practices.</u></p> <p>Enquiry Question How have nurses from the past helped to change the way we care for people today?</p> <p>End Points</p> <ul style="list-style-type: none"> • To learn who Florence Nightingale, Mary Seacole and Edith Cavell were and why they are important. • To place the lives of these nurses on a timeline to see when they lived and worked. • To find out how hospitals and nursing in the past were different from today. • To look at pictures, objects and stories to learn about what life was like for nurses and patients long ago. 	<p>Lilycroft Primary School Over Time- A unit where children will explore how Lilycroft Primary School has changed over time and understand how education in Bradford has evolved. <u>This unit will cover the history of LPS in Bradford, exploring how it changed over time, school life in the past, compare past and present experiences, significant events in the school's history and its role in the local community.</u></p> <p>Enquiry Question How has Lilycroft Primary School changed over time and what does this tell us about school life in the past?</p> <p>End Points</p> <ul style="list-style-type: none"> • To identify and sequence key events in the history of Lilycroft Primary School. • To compare school life in the past and present. • To examine historical sources, such as old photographs, school records and personal accounts. • To explore the role of Lilycroft Primary School in the local community.

History Long Term Plan

- To trace the development of aviation from the Wright brothers' first flight to modern airplanes, recognising major milestones.
- To consider what the story of the Wright brothers teaches about creativity, problem-solving and determination.

Key Vocabulary and Definitions

Inventor – A person who creates something new that has never been made before.

Airplane – A machine that can fly through the air.

Glider – An airplane without an engine.

Flight – The action or process of flying through the air.

Engine – A machine that makes something move.

Travel – Going from one place to another.

Substantive Knowledge (Key Concepts)

Significance

- Understanding why the Wright brothers and the first powered flight are considered important in history.
- Exploring how their achievement transformed travel and influenced future innovations in aviation.

Change and Continuity

- Identifying how methods of travel have changed over time and what has stayed the same.
- Recognising the impact of the first flight on modern transportation.

Chronology

- Sequencing events in the story of the Wright brothers and placing them in the broader context of historical time.
- Understanding the timeline of early aviation and its progression to modern-day flight.

Innovation and Progress

- Exploring the role of creativity, problem-solving and perseverance in achieving breakthroughs.

- To understand about the challenges these nurses faced and how they helped people, even when it was difficult.
- To present what I have learned about how nurses from the past made hospitals and healthcare better.

Key Vocabulary & Definitions

Nurse – someone who cares for sick or injured people.

Florence Nightingale – A famous nurse who helped make hospitals cleaner and safer.

Mary Seacole – A nurse who cared for soldiers during the Crimean War using her own medicines.

Edith Cavell – A nurse who helped soldiers during World War I and is remembered for her bravery.

Patient – A person who is being cared for in a hospital.

Hospital – A place where sick or injured people are cared for.

Crimean War – A war where Florence Nightingale and Mary Seacole helped soldiers.

Hygiene – Keeping clean to stay healthy.

Sanitation – Making sure places are clean and safe to stop the spread of illness.

Medicine – Something used to help people get better when they are ill.

Substantive Knowledge (Key Concepts)

Significance

- Understanding why Florence Nightingale, Mary Seacole and Edith Cavell are considered significant figures in history.

- To describe and explain how changes in education have influenced the experiences of pupils at Lilycroft Primary School.
- To reflect on how school life has changed over time and consider what we can learn from the past.

Key Vocabulary and Definitions

Change – When something becomes different over time.

Slate – A small blackboard used by children in the past to write on with chalk.

Blackboard – A large board used by teachers in the past to write on with chalk.

Discipline – Rules and punishments used in schools to keep order.

Community – A group of people living in the same place or sharing something in common.

Miriam Lord – A famous teacher who helped improve early childhood education at Lilycroft.

Education – The process of learning, usually in a school.

Substantive Knowledge (Key Concepts)

Change and Continuity

- Understanding how aspects of school life (buildings, uniforms, lessons, rules) have changed or remained the same over time.
- Example: Comparing a Victorian school classroom with a modern-day classroom.

Chronology

- Placing events in order on a timeline (e.g., when Lilycroft School was built, key changes over time).
- Example: Sequencing key events in Lilycroft School's history from 1904 to today.

- Connecting the Wright brothers' achievements to wider themes of human progress.

Disciplinary Knowledge (Historical Skills)

Using Evidence

- Learning to interpret pictures, artefacts and stories to understand the past (e.g., photographs of the Wright Flyer, accounts of the first flight).

Asking and Answering Questions

- Encouraging curiosity about the past through questions like:
- How did the Wright brothers invent the first airplane?
- What problems did they face and how did they solve them?
- How did the first flight change people's lives?

Understanding Cause and Effect

- Exploring the causes of the Wright brothers' success (e.g., experimentation, teamwork and determination).
- Recognising the effects of the first flight on transportation and society.

Making Comparisons

- Comparing the Wright Flyer to modern airplanes.
- Comparing travel before and after the invention of the airplane.

Communicating Understanding

- Expressing knowledge through writing, drawing and discussing ideas.
- Engaging in activities like creating timelines, role-plays and presentations to show understanding of the Wright brothers' achievements.

- Recognising their contributions to healthcare and how they influenced the world.

Chronology

- Developing a sense of time by placing the lives and work of these nurses on a timeline.
- Understanding the historical periods in which they lived (e.g., Victorian era, World War I).

Change and Continuity

- Identifying the changes in healthcare and nursing practices over time.
- Understanding what stayed the same and what improved because of their work.

Cause and Effect

- Exploring how their actions (e.g., improving hygiene, providing care during wars) led to better healthcare.
- Considering the challenges they faced and how their perseverance created lasting changes.

Diversity

- Recognising how individuals from different backgrounds (e.g., Mary Seacole) contributed to history.
- Understanding the barriers they overcame in their efforts to help others.

Disciplinary Knowledge (Historical Skills)

Historical Enquiry

- Using a variety of sources (e.g., artefacts, photographs, letters and written accounts) to find out about the past.
- Asking and answering questions about the lives and achievements of historical figures.

Cause and Consequence

- Understanding why changes happened in education and how they affected pupils.
- Example: Why were different subjects taught in the past compared to now?

Significance

- Learning why Lilycroft School is important in local history.
- Example: Exploring the role of Miriam Lord and how she shaped early years education.

Similarities and Differences

- Comparing school life today with the past.
- Example: Looking at school rules, daily routines, and classroom equipment in different eras.

Local History

- Understanding how Lilycroft School is part of the history of Bradford and its community.
- Example: Discussing how the school supported mill workers' children in the early 20th century.

Disciplinary Knowledge (Historical Skills)

Using Evidence

- Examining historical sources (photos, school registers, old artefacts) to learn about the past.

Asking Historical Questions

- Encouraging pupils to ask: *What was school like in the past? Why did it change?*

Interpreting Sources

- Discussing what sources tell us about school life in the past and whether they are reliable.

Comparing the Past and Present

- Using sources and observations to spot differences and similarities between school now and in the past.

History Long Term Plan

NC Coverage

Events beyond living memory that are significant nationally. Significant historical events, people, and places in own locality.

British Value

- Mutual Respect

Understanding Sources

- Recognising that we learn about the past through different types of evidence.
- Interpreting sources to find out what they tell us about nurses and healthcare in the past.

Chronological Understanding

- Developing an awareness of the passage of time by placing historical events and figures on a timeline.
- Understanding terms like 'past', 'present', 'long ago' and specific periods (e.g., Victorian era, World War I).

Communication and Interpretation

- Sharing finding about historical figures through creative and written work, such as timelines, posters and stories.
- Understanding that history can be interpreted in different ways and reflecting on why certain people are remembered.

Making Connections

- Relating the past to the present by identifying how historical nurses shaped modern healthcare.
- Exploring the broader context of events like the Crimean War and World War I and their impact on individuals.

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

Communicating Understanding

- Sharing what they have learned through discussions, writing, drawings, and role-play.

Developing Chronological Awareness

- Understanding terms like *past*, *present*, *long ago*, *before*, *after* and placing events in order.

NC Coverage

Significant historical events, people and places in own locality.

PD Opportunities

150 years celebrations with a look back on what school used to be like and some talks from past staff.

British Value

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

		<p>British Value</p> <ul style="list-style-type: none"> Mutual Respect 	
<p>Year 3</p>	<p>Stone Age, to Bronze Age to Iron Age- A unit where children understand the impact each period has had on the modern world. <u>This unit will allow children to gain knowledge about three significant periods in prehistory. They will learn about the main characteristics, key developments and transitions between these periods.</u> Enquiry Question What were the biggest differences between the Stone Age, Bronze Age and Iron Age and how do they affect the way we live now? End Points</p> <ul style="list-style-type: none"> To understand key features of the Stone Age, Bronze Age and Iron Age. To identify the main differences between the Stone Age, Bronze Age and Iron Age. To explore how the discovery and use of different materials (stone, bronze, iron) changed how people lived and worked. To investigate how homes and settlements evolved from the Stone Age to the Iron Age. To understand how advancements in farming and food production affected people’s lifestyles. To recognise the impact of the Stone Age, Bronze Age and Iron Age on modern life. To develop skills in using historical evidence to compare life in the past with life today. <p>Key Vocabulary and Definitions Prehistoric – The time before written records, including the Stone Age, Bronze Age and Iron Age. Flint – A hard stone used in the Stone Age to make tools and weapons.</p>	<p>Overview of Ancient Civilisations- Indus, Shang and Sumer– A unit where children will explore the ancient civilisations of the Indus Valley, Shang Dynasty and Sumer, learning about their daily lives, achievements and the lasting impact they had on the world. <u>This unit will provide an overview of three ancient civilisations, learn about the key achievements, such as writing systems, trade and technological advancements and explore how these civilisations were shaped by their environments.</u> Enquiry Question What do ancient civilisations tell us about how people lived, worked and built their societies? End Points</p> <ul style="list-style-type: none"> To understand the importance of rivers to ancient civilisations. To identify key achievements of ancient civilisations. To explore daily life in ancient civilisations. To compare the Indus, Shang and Sumer civilisations. To consider the legacy of ancient civilisations. <p>Key Vocabulary and Definitions Civilisation – A society with its own culture, government and ways of living. Rivers – Large flowing bodies of water that were essential for ancient civilisations to grow crops, trade and survive.</p>	<p>Ancient Egypt– A unit where children will explore the fascinating world of Ancient Egypt, discovering how its people lived, what they believed and why it became one of the most successful early civilisations. <u>This unit will key aspects of Ancient Egyptian life, including the importance of the River Nile, the role of pharaohs, beliefs about the afterlife, the use of hieroglyphics and the achievements that made Ancient Egypt a powerful and lasting civilisation.</u> Enquiry Question</p> <ul style="list-style-type: none"> To understand how the environment and daily life supported a successful civilisation. To explore how geography contributed to Egypt’s success. To examine power and leadership in Ancient Egypt. To learn how religion influenced culture and daily life. To understand the importance of communication and knowledge. To develop historical enquiry skills using artefacts, images and texts. <p>Key Vocabulary and Definitions River Nile – A long river in Egypt that helped people grow food, travel and stay alive. Pharaoh – The ruler of Ancient Egypt – like a king or queen but also seen as a god. Mummy – A dead body wrapped and preserved for the afterlife in Ancient Egypt. Afterlife – What Ancient Egyptians believed happened after someone died. Tomb – A special place where a person was buried, often filled with things they might need after death.</p>

History Long Term Plan

Bronze – A metal made by mixing copper and tin, used to make tools and weapons in the Bronze Age.

Iron – A strong metal that was used to make tools and weapons in the Iron Age.

Settlement – A place where people live, like a village or town, especially in the Bronze Age and Iron Age.

Hillfort – A type of settlement built on a hill for protection, common in the Iron Age.

Hunter-gatherer – A person from the Stone Age who got their food by hunting animals and gathering plants.

Agriculture – The practice of farming, growing crops and raising animals, which began in the Stone Age.

Archaeologist – A person who studies the past by digging up artefacts and remains.

Artefact – An object made or used by people in the past, like tools or pottery.

Substantive Knowledge (Key Concepts)

Chronology

- Understanding the sequence of historical events and periods.
- Developing a sense of time by exploring the long spans of these ages and placing them on a timeline.

Change and Continuity

- Recognising key changes across the Stone Age, Bronze Age and Iron Age (e.g., tools, homes, farming) and identifying aspects of life that remained the same.
- Understanding how technological advancements (e.g., stone, bronze and iron tools) led to changes in society, economy and lifestyle.

Cause and Consequence

- Exploring the causes behind significant developments (e.g., the discovery of bronze and iron, the shift from hunting to farming) and understanding the consequences for people's lives,

Religion – Beliefs and practices about gods or the meaning of life.

City-State – A city and its surrounding land that acts like an independent country.

Legacy – Something handed down from the past that still influences people today.

Substantive Knowledge (Key Concepts)

Civilization

- Understanding what defines a civilization (e.g., writing, cities, trade, governance, religion) and recognizing the achievements of the Indus Valley, Shang Dynasty, and Sumer.

Chronology

- Placing the Indus Valley, Shang Dynasty, and Sumer in a chronological framework to understand when these civilizations existed relative to each other and to other key historical periods (e.g., ancient Egypt or Mesopotamia).

Change and Continuity

- Identifying what stayed the same and what changed within these civilizations (e.g., technological advancements, the role of rivers, shifts in governance).

Cause and Consequence

- Exploring why certain aspects of these civilizations (e.g., writing, city planning) developed and what consequences they had for society (e.g., more efficient communication, trade networks).

Similarity and Difference

- Comparing the Indus Valley, Shang Dynasty, and Sumer civilizations, focusing on similarities (e.g., reliance on rivers) and

Hieroglyphics – A type of picture writing used by Ancient Egyptians.

Scribe – A person who could read and write in Ancient Egypt – a very important job.

Source – Something that helps us learn about the past, like a picture, object or writing.

Substantive Knowledge (Key Concepts)

Civilization

- Understanding what makes a group of people a civilization (e.g. writing, government, religion, jobs, and technology).

Power and Leadership

- Learning how pharaohs ruled Egypt and were seen as both kings and gods.

Belief Systems

- Exploring the Ancient Egyptian beliefs about gods, death, and the afterlife.

Significance

- Recognising why Ancient Egypt was such an important and long-lasting civilization in world history.

Geography and Environment

- Understanding how the River Nile supported life and allowed the civilization to thrive.

Innovation and Legacy

- Discovering achievements such as pyramids, writing (hieroglyphics), and record-keeping that influenced later societies.

Disciplinary Knowledge (Historical Skills)

Chronological Understanding

- Placing Ancient Egypt on a timeline and understanding when it existed in relation to other events studied.

including how these discoveries impacted future societies.

Similarity and Difference

- Comparing the Stone Age, Bronze Age and Iron Age, focusing on similarities and differences in how people lived, worked and organised their communities.

Historical Evidence

- Learning how archaeologists used artefacts and other evidence to understand the past and draw conclusions about prehistoric life.
- Exploring how evidence from these periods informs us about daily life, technology and culture.

Historical Significance

- Understanding why certain developments, such as the use of metal, the development of agriculture and the creation of settlements, are important in the larger context of human history.

Legacy

- Recognising how the Stone Age, Bronze Age and Iron Age shaped the modern world, especially through advancements in farming, metalworking and social organisation.
- Appreciating the long-term impact of these periods on modern tools, technology and social structures.

Disciplinary Knowledge (Historical Skills)

Developing Chronological Understanding

- Children will learn how to place the Stone Age, Bronze Age and Iron Age on a timeline and understand the duration of these periods in relation to each other and other historical events.

differences (e.g., religious practices, forms of government).

Significance

- Understanding why these civilizations are important, including their contributions to human progress (e.g., writing systems, bronze technology, city planning).

Disciplinary Knowledge (Historical Skills)

Asking and Answering Questions

- Pupils should learn to ask historically valid questions about ancient civilizations, such as:
 - "Why were rivers important to these societies?"
 - "What made the Indus Valley's city planning unique?"

Using Historical Sources

- Pupils should engage with historical sources, such as images, artifacts, and reconstructions (e.g., Indus Valley seals, Shang oracle bones), to infer how people lived and worked.

Interpreting Evidence

- Pupils should learn to interpret evidence from archaeological discoveries to draw conclusions about life in ancient civilizations (e.g., interpreting city layouts, burial sites, or written records).

Making Connections

- Pupils should connect the developments in these civilizations to broader global patterns, such as the emergence of writing or the importance of rivers in human settlement.

Using Evidence (Sources)

- Investigating artefacts, images, maps, and texts to ask and answer questions about life in Ancient Egypt.

Historical Enquiry

- Developing and answering their own questions based on evidence (e.g. "Why did Egyptians build pyramids?").

Interpretation

- Understanding that different sources and historians may tell different stories about the past.

Vocabulary Development

- Learning and applying historical terms such as *pharaoh*, *civilization*, *afterlife*, and *hieroglyphics*.

NC Coverage

Achievements of the earliest civilisations- depth study of Ancient Egypt

Now Press Play

Year 3-4 Experiences/Ancient Egypt

PD Opportunities

Write their names using hieroglyphics.

British Values

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance.

Using Historical Evidence

- Children will develop the ability to analyse artefacts and visual sources (e.g., tools, pottery, homes) and use them as evidence to make inferences about life in these periods.

Making Connections Between the Past and Present

- Children will be able to connect technological and societal developments from these prehistoric ages (e.g., farming) to life today, recognising their relevance and influence.

Asking and Answering Historical Questions

- Children will practice formulating and answering enquiry questions (e.g., How did the discovery of iron change people's lives?) using evidence and reasoning based on what they've learned about the past.

Interpreting the Past

- Children will learn to interpret the lives of people in prehistoric times based on available evidence, recognising that the further back in time we go, the more we rely on physical artefacts for understanding.

NC Coverage

Changes in Britain from Stone Age to Iron Age

Now Press Play

Year 3-4 Experiences/Stone Age

British Value

- Mutual Respect
- Tolerance of those of different faiths and beliefs
- Individual Liberty

Understanding Chronological Frameworks

- Pupils should place the Indus Valley, Shang Dynasty, and Sumer on a timeline relative to other ancient civilizations and modern times.

Exploring Cause and Effect

- Pupils should understand how natural resources (e.g., rivers, fertile land) influenced the development of civilizations and how these advancements impacted trade, power, and daily life.

Communicating Ideas

- Pupils should effectively communicate their understanding of ancient civilizations through discussions, timelines, written work, or creative presentations.

NC Coverage

This enquiry involves an overview of where and when the first civilisations Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China appeared. It will be followed by a depth study of Ancient Egypt.

Now Press Play

Year 3-4 Experiences/Shang Dynasty

PD Opportunities

Visitors/experts from any of the ancient civilisations.

British Value

- Mutual Respect
- Tolerance of those of different faiths and beliefs
- Individual Liberty

Year 4

Local Study – Migration of Bradford – A unit where children will explore how migration has shaped Bradford’s history.

This unit will cover history of migration to Bradford, focusing on why people moved to the city, where they came from and how they contributed to its growth and development.

Enquiry Question

How has migration shaped Bradford into the city it is today?

End Points

- To understand the reasons for migration.
- To explore the origins of Bradford communities.
- To investigate the contributions of migrants.
- To examine changes in Bradford over time.
- To understand the experiences of migrants.
- To recognise the impact of migration on culture.
- To reflect on the importance of migration.

Key Vocabulary and Definitions

Migration – When people move from one place to another to live.

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

Culture – The way of life of a group of people, including their food, music and traditions.

Industry – A type of work or business, like making things in factories.

Tradition – A way of doing things that is passed down through generations.

Identity – What makes a person or group special or unique.

Heritage – The history, traditions and culture that a group of people share.

Roman Empire and its Impact on Britain – A unit where children explore the influence of the Roman Empire on Britain.

This unit will cover changes to daily life, culture, infrastructure and governance, while also considering the legacy of Roman Britain in the modern world.

Enquiry Question

How did the Roman Empire change life in Britain and what can we still see today?

End Points

- To learn about the Roman invasion of Britain and why the Romans wanted to control it.
- To explore how Roman roads, towns and building changed the way people lived in Britain.
- To find out how the Romans influenced religion, culture and language in Britain.
- To investigate the lives of the Celts and how they responded to Roman rule.
- To use sources like artefacts, ruins and stories to learn what life was like in Roman Britain.
- To explain what the Romans left behind in Britain and how we still see their influence today.

Key Vocabulary and Definitions

Empire – a large group of countries or lands ruled by one person or government.

Invasion – When one country or group enters another’s land to take control.

Celt – A person who lived in Britain before the Romans arrived.

Road – A path or way made for people, animals or vehicles to travel on.

Anglo-Saxons – Vikings and Norman Conquest – A unit where children will explore how Britain changed from the Anglo-Saxon period to the Norman Conquest.

This unit will cover the settlement of the Anglo-Saxons, the Viking invasions and their struggle for power with the Anglo-Saxons and the Norman Conquest of 1066.

Enquiry Question

How did invasions change life in Britain from the Anglo-Saxons to the Normans?

End Points

- To understand who the Anglo-Saxons were, why they came to Britain and how they settled.
- To investigate why the Vikings raided and settled in Britain and how they affected Anglo-Saxon rule.
- To explore the struggle for power between the Anglo-Saxons and Vikings and how England became united.
- To analyse the events of 1066 and explain why William the Conqueror won the Battle of Hastings.
- To understand how the Norman Conquest changed England, including castles, laws and the feudal system.
- To use historical sources and evidence to explain how different invasions shaped Britain over time.

Key Vocabulary and Definitions

Anglo-Saxons – People from modern-day Germany, Denmark and the Netherlands who settled in Britain after the Romans left.

Paganism – The religious beliefs of the Anglo-Saxons before they converted to Christianity.

Raid – A sudden attack, often to steal valuables.

Substantive Knowledge (Key Concepts)

Significance

- Understanding why migration is an important part of Bradford’s history.
- Exploring how different migrant communities have contributed to the city’s development.

Change and Continuity

- Identifying changes in Bradford’s population, culture and industries over time.
- Recognising what has stayed the same (e.g., Bradford’s role as a hub for diverse communities).

Cause and Consequence

- Examining the reasons why people migrated to Bradford (e.g., jobs, safety, family reunification).
- Analysing the effects of migration on the city, such as economic growth and cultural diversity.

Diversity

- Understanding how migration has made Bradford a multicultural city with a rich variety of traditions and customs.

Chronology

- Placing key migration waves in order, helping students understand the sequence of events in Bradford’s history.

Disciplinary Knowledge (Historical Skills)

Using Evidence

- Interpreting historical sources such as photographs, maps, personal accounts and newspaper articles to learn about migration.
- Analysing oral histories or interviews from migrants to understand their experiences.

Analysing and Answering Questions

- Developing historical enquiry skills by asking thoughtful questions about why migration happened and how it impacted Bradford.

Town – A place where many people live and work, larger than a village.

Resistance – Fighting back or refusing to accept something.

Boudica – A Celtic queen who fought the Romans in CE 60-61.

Artefact – An object made or used by people in the past.

Substantive Knowledge (Key Concepts)

Invasion and Conquest

- Understanding why the Romans invaded Britain and how they established control.
- Recognising the events and outcomes of the Roman conquest, such as the resistance by Boudica and the cooperation of some tribes.

Romanisation of Britain

- Learning how Roman culture, infrastructure and governance changed life in Britain.
- Exploring how roads, towns, villas, baths and aqueducts improved daily life and trade.

Resistance and Cooperation

- Examining the responses of the Celts to Roman rule, including rebellion (e.g., Boudica) and alliances with Rome.

Legacy

- Identifying what the Romans left behind in Britain and how these contributions still influence modern life (e.g. roads, place names, law)

Chronology

- Placing the Roman period in Britain (AD 43-410) within a wider historical context, linking it to other historical event and periods.

Vikings – People from Scandinavia who raided and settled in Britain.

Monastery – A religious building where monks live and work. Many were raided by the Vikings.

Danelaw – The area of England that was ruled by Vikings.

Alfred the Great – An Anglo-Saxon king who fought against the Vikings and made peace.

Conquest – Taking control of land by force.

Normans – People from Normandy (France) who invaded and ruled England in 1066.

Harold Godwinson – The Anglo-Saxon king of England who was defeated at the Battle of Hastings.

William the Conqueror – The Norman leader who won the Battle of Hastings and became King of England.

Battle of Hastings – A major battle in 1066 where the Normans defeated the Anglo- Saxons.

Feudal System – A way of organising society where the king gives land to nobles in exchange for loyalty and services.

Domesday Book – A survey created by William the Conqueror to record land ownership in England.

Substantive Knowledge (Key Concepts)

Chronology

- Understanding the **timeline of invasions**, from the Anglo-Saxons (410 CE) to the Norman Conquest (1066 CE).
- Recognising that different groups (Romans, Anglo-Saxons, Vikings, Normans) shaped Britain.

Cause and Consequence

- Why did the Anglo-Saxons, Vikings, and Normans invade?
- What were the effects of each invasion on Britain’s society, culture, and leadership?

- Answering questions like ‘What caused people to migrate?’ and ‘What contributions did they make?’

Understanding Cause and Effect

- Connecting historical events (e.g., industrial growth, global conflicts) to the reasons behind migration.
- Exploring how migration led to changes in Bradford’s industries, culture and communities.

Making Comparisons

- Comparing Bradford before and after significant migration waves to understand its evolution.
- Exploring similarities and differences in the experiences of various migrant groups.

Communicating Understanding

- Expressing historical knowledge through writing, discussions, creative projects (e.g., collages or cultural impact maps) and presentations.

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.

British Value

- Mutual respect
- Tolerance of those of different faiths and beliefs
- Individual liberty

Disciplinary Knowledge (Historical Skills)

Chronological Understanding

- Developing an understanding of when the Romans came to Britain and their place in a historical timeline.
- Using terms like CE, BCE, ancient and modern to describe periods.

Cause and Consequence

- Investigating why the Romans invaded Britain and the consequence of their rule for the Celts and later British society.

Historical Enquiry

- Using primary and secondary sources, such as artefacts, maps and writing to ask and answer questions about the Roman impact on Britain.

Interpretation of Sources

- Analysing artefacts like Roman coins, mosaics and buildings to infer what life was like in Roman Britain.
- Recognising that historical sources provide partial and sometimes biased perspectives.

Change and Continuity

- Exploring how life in Britain changed under Roman rule (e.g., roads, towns) and what aspects of Celtic life remained (e.g., farming practices).

Significance

- Understanding why the Roman Empire and its impact on Britain are important to study.
- Recognising significant figures such as Boudica and key developments like Roman roads and towns.

NC Coverage

Impact of the Roman Empire on Britain

Change and Continuity

- How did life change under **Anglo-Saxon, Viking, and Norman rule?**
- What stayed the same (e.g., farming, religion) despite invasions?

Similarity and Difference

- Comparing **Anglo-Saxon, Viking, and Norman** societies, laws, and lifestyles.
- How different groups ruled and controlled Britain.

Significance

- Understanding the **importance of key figures** (Alfred the Great, Athelstan, William the Conqueror).
- Why the **Battle of Hastings (1066)** was a turning point in British history.

Historical Enquiry (Asking Questions)

- How do we know about the Anglo-Saxons, Vikings, and Normans?
- What do historical sources tell us about life at the time?

Disciplinary Knowledge (Historical Skills)

Using Evidence

- Examining **historical sources** (artefacts, documents, maps, the Bayeux Tapestry).
- Understanding how evidence helps us learn about the past.

Interpreting Sources

- Deciding **how reliable sources are** and identifying different perspectives (e.g., Norman vs. Anglo-Saxon accounts of 1066).

Developing Chronological Awareness

- Placing key events on a timeline and understanding their **sequence**.

Asking and Answering Historical Questions

- Investigating key questions:

		<p>Now Press Play Year 3-4 Experiences/Roman Britain</p> <p>British Value</p> <ul style="list-style-type: none"> • Mutual respect • Individual liberty • Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> ○ <i>Why did the Anglo-Saxons come to Britain?</i> ○ <i>What was life like under Viking rule?</i> ○ <i>Why did the Normans build castles?</i> <p>Explaining Cause and Effect</p> <ul style="list-style-type: none"> • Understanding why events happened (e.g., Viking raids were caused by a need for land and wealth). • Discussing what changed as a result (e.g., new laws, feudal system). <p>Communicating Understanding</p> <ul style="list-style-type: none"> • Presenting knowledge through writing, debates, role-play, and creative projects. • Using historical vocabulary to explain ideas. <p>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>Now Press Play Year 3-4 Experiences/Anglo-Saxons Year 5-6 Experiences/The Vikings</p> <p>British Value</p> <ul style="list-style-type: none"> • Mutual Respect • Tolerance of those of different faiths and beliefs • Individual Liberty
<p>Year 5</p>	<p>Industrial Revolution – A unit where children explore both the broader effects of industrialisation on the British Empire and the more localised impact on Bradford.</p> <p><u>This unit will cover key inventions, urbanisation, factory life, changes in living and working conditions, how industrialisation expanded global trade, fuelled Britain's empire and relied on resources from colonies.</u></p> <p>Enquiry Question</p>	<p>Ancient Greece – A unit where children will explore the culture, achievements and legacy of Ancient Greece.</p> <p><u>This unit will explore the important aspects of Greek society, such as democracy, mythology, art, architecture and the Olympic Games.</u></p> <p>Enquiry Question How did the achievements and ideas of the Ancient Greeks shape the modern world?</p>	<p>Early Islamic Civilisation – A unit where children will explore the achievements of the Early Islamic Civilisation, focusing on Baghdad around AD 900 and investigates why it became a thriving centre of learning, culture and innovation.</p> <p><u>This unit will cover the development of Baghdad as the capital of the Islamic Empire, the significance of the House of Wisdom, key achievements in science, medicine, mathematics and literature and how the Early Islamic Civilisation contributed to global knowledge and culture.</u></p>

How did the Industrial Revolution change the British Empire and what impact did it have on the city of Bradford?

End Points

- To learn about important inventions of the Industrial Revolution and how they changed the way things were made.
- To explore how the Industrial Revolution changed people's lives, including moving to cities and working in factories.
- To understand how the Industrial Revolution helped Britain expand its empire and trade around the world.
- To discover how the Industrial Revolution helped Bradford become a major centre for the textile industry.
- To compare life working in factories during the Industrial Revolution with life in the countryside before industrialisation.
- To find out how the Industrial Revolution changed people's daily lives in Bradford, including housing, transport and social life.
- To learn how to use old maps, photos and documents to understand how the Industrial Revolution affected Bradford and the British Empire.

Key Vocabulary and Definitions

Industrial Revolution – A period of major changes in industry and manufacturing, where machines replaced manual labour.

Textile – A type of cloth or fabric, especially important during the Industrial Revolution.

Steam Engine – A machine that uses steam to power other machines and transport, important for factories and railways.

End Points

- To understand daily life in Ancient Greece.
- To explore the differences between Athens and Sparta.
- To identify key achievements of Ancient Greece.
- To examine the legacy of Ancient Greece.
- To understand the role of myths and religion in Greek culture.

Key Vocabulary and Definitions

Agora – A public space in Ancient Greek city-states used for markets and gatherings.

Democracy – A system of government where citizens vote to make decisions.

Athens – A powerful city-state in Ancient Greece known for its democracy, art and education.

Sparta – A city-state in Ancient Greece known for its strong military and strict way of life.

Philosophy – The study of ideas about life, truth and knowledge.

Olympic Games – A sporting event held in Ancient Greece to honour the god Zeus.

Acropolis – A fortified hill in Ancient Greek cities, often the site of important buildings and temples.

Mythology – A collection of stories about gods, heroes and monsters that explain natural events or teach lessons.

Substantive Knowledge (Key Concepts)

Chronology

- Understanding when Ancient Greece existed in relation to other historical periods (e.g., the Stone Age, Ancient Egypt, the Romans).
- Placing key events and achievements of Ancient Greece on a timeline.

Enquiry Question

What made Baghdad a centre of learning and innovation during the Early Islamic Civilisation?

End Points

- To locate Baghdad on a map and understand its geographical importance in the Islamic world around AD900.
- To explain how and why Baghdad became the capital of the Islamic Empire.
- To describe the purpose and significance of the House of Wisdom.
- To identify key achievements of Early Islamic scholars in areas such as science, mathematics, medicine and literature.
- To understand how knowledge was shared and developed in the Islamic world and its impact on later civilisations.
- To compare life and learning in Early Islamic Baghdad with that in Anglo-Saxon or Viking Britain.

Key Vocabulary and Definitions

Baghdad – Capital city of the Islamic Empire, founded in AD 762 and a major centre of trade, culture and learning.

Caliph – A political and religious leader in Islam, regarded as the successor to Muhammad.

House of Wisdom – A famous centre for learning, translation and scholarship in Baghdad.

Scholar – A person dedicated to learning, often working to study, translate and create knowledge.

Translation – The process of changing text from one language into another.

Algebra – A branch of mathematics dealing with symbols and the rules for manipulating them, developed by Islamic scholars.

Invention – A new creation or machine, like the spinning jenny or power loom, that makes work easier or faster.

Factory – A large building where goods are made in large quantities using machines.

Urbanisation – The process of people moving from rural areas (countryside) to cities for work.

Empire – A group of countries or territories controlled by one ruler or country, like the British Empire.

Trade – The exchange of goods and services, which increased globally during the Industrial Revolution.

Mill – A building where raw materials like wool or cotton are turned into textiles.

Child Labour – The use of children to work in factories, often in difficult and dangerous conditions.

Substantive Knowledge (Key Concepts)

Industrialisation

- How the shift from manual labour to machine-driven processes transformed industries like textiles, with a focus on key inventions such as the **steam engine**, **spinning jenny** and **power loom**.

Urbanisation

- The migration of people from rural areas to rapidly growing industrial towns and cities like Bradford and how this growth created new social and economic conditions.

Empire and Global Trade

- The connection between Britain's industrial growth and the expansion of the **British Empire**. How the empire supplied raw materials (e.g., cotton from India) and created new markets for British-manufactured goods.

Civilization

- Exploring what made Ancient Greece a significant civilization, including its development of democracy, philosophy, arts, and science.
- Understanding how Ancient Greece influenced the development of other civilizations, including the Roman Empire and modern Western culture.

Continuity and Change

- Examining how aspects of Ancient Greek life, such as politics, education, and religion, evolved over time.
- Considering what has stayed the same and what has changed in relation to democracy, governance, and cultural practices.

Cause and Consequence

- Exploring why certain developments occurred in Ancient Greece (e.g., the rise of democracy in Athens, the development of philosophy).
- Understanding the consequences of these developments on Ancient Greek society and the modern world.

Similarity and Difference

- Comparing the city-states of Athens and Sparta to understand how they were similar and different in terms of government, military, and culture.
- Examining how Ancient Greek life compares to modern life.

Knowledge Transfer – The sharing of ideas and learning from one civilisation or region to another.

Substantive Knowledge (Key Concepts)

Civilisation

- Understanding what makes a society a civilisation (cities, government, culture, learning) and why Baghdad is considered a major civilisation.

Empire

- Exploring how the Islamic Empire expanded and the role of Baghdad within it as a centre of power and culture.

Religion

- Understanding the role of Islam in shaping daily life, scholarship, and leadership (without the unit being primarily religious education).

Trade and Cultural Exchange

- Recognising how Baghdad's location on trade routes allowed goods, ideas, and knowledge to move between Asia, Africa, and Europe.

Innovation and Legacy

- Identifying how the Early Islamic world created new knowledge (innovation) and how that knowledge influenced later societies (legacy).

Comparison

- Comparing Baghdad with Britain (Anglo-Saxon/Viking) to understand contrasts in society, culture, and learning.

Disciplinary Knowledge (Historical Skills)

Chronological Understanding

- Placing Baghdad and the Islamic Golden Age on a timeline in relation to other major historical periods studied (e.g., Romans, Vikings, Anglo-Saxons).

Social and Economic Change

- The changing nature of work (e.g., factory work, child labour), the shift from rural to urban living and the effects of these changes on different social classes. Children should also understand both the positive and negative impacts, such as economic growth and poor working conditions.

Technological Innovation

- The importance of new technologies in transforming society, industry and transportation, especially innovations like the **steam engine** and **railways**, which contributed to industrial and urban growth.

Disciplinary Knowledge (Historical Skills)

Chronology

- Place events related to the Industrial Revolution and the growth of the British Empire in the correct time order. Develop a sense of the historical timeline, from pre-industrial times through to the height of the Industrial Revolution.

Historical Enquiry

- Use a range of historical sources (e.g., maps, factory records, photographs) to ask and answer questions about the past. This involves developing the ability to use evidence to investigate historical events, such as how and why Bradford grew during the Industrial Revolution.

Cause and Consequence

- Understand the causes of the Industrial Revolution and how it led to major changes in society, work and global power. Children should also explore the consequences for Britain, its empire and cities like Bradford.

Significance

- Understanding the importance of Ancient Greek achievements and why they are considered a foundation for Western civilization.
- Exploring the legacy of Ancient Greece in areas like governance, architecture, philosophy, and literature.

Disciplinary Knowledge (Historical Skills)

Asking and Answering Questions

- Pupils will ask historically valid questions about Ancient Greece, such as:
- "Why did the Greeks invent democracy?"
- "How were the Olympic Games similar to and different from today?"

Using Historical Sources

- Pupils will analyse primary and secondary sources, such as artifacts (e.g., pottery, coins), ancient texts (e.g., Greek myths), and reconstructions of city-states.
- They will infer what life was like and understand how historians learn about Ancient Greece.

Interpreting Evidence

- Pupils will learn to interpret evidence to draw conclusions about Ancient Greek culture and society.
- For example, using images of the Parthenon to discuss the importance of religion and architecture.

Understanding Chronological Frameworks

- Pupils will place Ancient Greece on a timeline and relate it to other historical periods (e.g., Bronze Age, Roman Empire).

Change and Continuity

- Recognising how Baghdad changed over time and how ideas continued and spread even after Baghdad's decline.

Cause and Consequence

- Understanding why Baghdad grew as a city of learning (cause) and what happened as a result (consequence).

Similarity and Difference

- Comparing Baghdad with Anglo-Saxon or Viking Britain to explore differences in wealth, knowledge, and daily life.

Historical Significance

- Judging why Baghdad and the House of Wisdom are important to global history.

Using Evidence

- Learning how to use primary and secondary sources (maps, texts, images) to build an understanding of Baghdad's importance.

Interpretation

- Understanding that different historians might have different views about why Baghdad was significant.

NC Coverage

A non-European society that provides contrasts with British history.

British Value

- Mutual Respect
- Tolerance of Different Faiths and Beliefs
- Individual Liberty

Change and Continuity

- Identify what changed during the Industrial Revolution (e.g., work, technology, population growth in cities) and what remained the same. This concept helps children understand that while some things transformed, other stayed consistent.

Significance

- Recognise why the Industrial Revolution and the growth of the British Empire are important historical events. This includes understanding their long-term impact on Britain and the world and why they are considered turning points in history.

Similarity and Difference

- Compare life before and after the Industrial Revolution, including differences in working conditions, lifestyles in rural vs. urban areas and the experiences of different social classes, such as factory workers and owners.

Interpretation

- Develop an understanding of how and why different people or groups might have different perspectives on the Industrial Revolution and the British Empire. For example, how might a factory worker's view of industrialisation differ from that of a factory owner or a colonial subject?

Using Evidence

- Children should be able to critically evaluate sources and understand how they help us learn about the past. This includes understanding the reliability and usefulness of sources such as written records, maps and images.

NC Coverage

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

- They will identify key events, such as the Olympic Games' founding or the development of democracy.

Exploring Cause and Effect

- Pupils will understand how geographical features (e.g., mountains and coastlines) shaped Greek city-states and led to the development of independent governments.
- They will examine how Greek ideas spread to other civilizations (e.g., through Alexander the Great).

Comparing and Contrasting

- Pupils will compare Athens and Sparta, as well as Greek and modern democratic systems.
- They will also consider the similarities and differences between Ancient Greek religion and other ancient belief systems.

Communicating Ideas

- Pupils will communicate their understanding of Ancient Greece through discussions, timelines, written work, and creative presentations (e.g., recreating myths or debates).

NC Coverage

Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Now Press Play

Year 5-6 Experiences/Ancient Greece

PD Opportunities

Visits from experts of that era. Greek Day.

British Value

- Tolerance of those of different faiths and beliefs.

	<p>PD Opportunities Industrial Museum Visit to Saltaire to study the local area.</p> <p>British Value</p> <ul style="list-style-type: none"> • Individual Liberty • Democracy 	<ul style="list-style-type: none"> • Democracy 	
<p>Year 6</p>	<p>World War II – A unit where children will explore the impact of World War II on Britain. <u>This unit will cover the key events of World War II and their impact on Britain, including the Blitz, evacuation of children, rationing and the role of women in the war effort.</u></p> <p>Enquiry Question How did World War II change life for people in Britain?</p> <p>End Points</p> <ul style="list-style-type: none"> • To understand the causes of World War II. • To explore the Blitz and its impact. • To investigate the experiences of evacuees. • To examine rationing and life on the Home Front. • To recognise the role of women in the war effort. • To understand the role of propaganda. • To reflect on the legacy of World War II. <p>Key Vocabulary and Definitions</p> <p>World War II – A global war fought from 1939 to 1945 involving many countries, including Britain, Germany and the USA.</p> <p>Allies – Countries, including Britain, the USA and the Soviet Union, that worked together to fight against the Axis Powers in WW II.</p> <p>Axis Powers – The countries of Germany, Italy and Japan that fought against the Allies during WWII.</p> <p>The Blitz – A period of heavy bombing of British cities by German planes during WWII.</p>	<p>Partition of India and subsequent migration in Bradford – A unit where children discover how the Partition of India in 1947 led to migration and shaped the diverse community of Bradford we see today. <u>This unit will cover the historical context of the Partition of India, the experiences of people who migrated from India, Pakistan and Bangladesh to Britain, focusing on Bradford and how migration shaped Bradford’s cultural, social and economic landscape.</u></p> <p>Enquiry Question How did the Partition of India shape the lives of people who migrated to Bradford and how does it continue to influence the city today?</p> <p>End Points</p> <ul style="list-style-type: none"> • To learn what the Partition of India was and why it happened. • To explore the experiences of people who lived through the Partition and migrated to new countries. • To investigate why families migrated from India, Pakistan and Bangladesh to Britain, including Bradford. • To examine the contributions of migrants to the development of Bradford. 	<p>History Project – A unit where children research one of the key concepts they have discovered throughout the curriculum. <u>This unit will cover the 6 key concepts: Community & Culture, Conflict & Disaster, Exploration & Invention, Hierarchy & Power, Chronology and Significance.</u></p> <p>Enquiry Question Can I work in a team to put together a historical presentation for my peers?</p> <p>End Points</p> <ul style="list-style-type: none"> • To understand how historians research, use evidence and interpret the past. • To gather relevant information from sources and evaluate their reliability. • To plan and structure a historical presentation. • To use historical evidence effectively in presentations. • To practise and refine historical presentations. • To deliver a well-structured historical presentation. <p>Key Vocabulary and Definitions See all of the above!</p> <p>Substantive Knowledge (Key Concepts)</p> <p>Community & Culture</p> <ul style="list-style-type: none"> • How different societies lived, their traditions, and how they interacted. <p>Conflict & Disaster</p> <ul style="list-style-type: none"> • Major wars, invasions, revolutions, and their consequences.

Evacuation – Moving children and vulnerable people from cities to the countryside to keep them safe during the war.

Rationing – A system to make sure food and supplies were shared fairly when there were shortages during the war.

Home Front – The activities and efforts of people at home to support the war, such as growing food and working in factories.

Women’s Land Army – A group of women who worked on farms during the war to grow food and replace male workers who were away fighting.

Propaganda – Information, often in posters or films, used to persuade people to support the war or follow government rules.

Morale – The confidence and spirit of people during difficult times.

Winston Churchill – The British Prime Minister during WWII, known for his leadership and speeches.

United Nations – An international organisation created after WWII to help countries work together and prevent future wars.

Substantive Knowledge (Key Concepts)

Cause and Consequence:

- Understanding why World War II started and the events that led to Britain’s involvement.
- Analysing the consequences of the war on British society, such as evacuation, rationing, and the role of women.

Significance:

- Exploring why World War II is considered a turning point in British history.
- Examining the impact of the war on everyday life and its long-term effects on Britain and the world.

- To use stories, photos and other sources to understand how migration has shaped Bradford’s identity.
- To explain how the Partition and migration still affect Bradford today.

Key Vocabulary and Definitions

Partition- The division of a country into separate parts.

Colony- A country or area controlled by another country.

Independence- When a country becomes free to govern itself.

Border- A line that separates two countries.

Substantive Knowledge (Key Concepts)

Significance

- Understanding why the Partition of India was a major turning point in history.
- Recognising the significance of migration in shaping modern Britain, especially cities like Bradford.

Cause and Consequence

- Exploring the reasons behind the Partition of India (e.g., colonial rule, religious tensions) and its immediate and long-term effects, such as migration.
- Understanding how migration changed Bradford’s economy, culture and identity.

Change and Continuity

- Examining how migration brought new communities and cultures to Bradford while maintaining connections to the city’s existing history and traditions.
- Exploring what aspects of Partition and migration still influence Bradford today.

Exploration & Invention

- Key discoveries, technological advancements, and their impact.

Hierarchy & Power

- Leadership, laws, and power structures in history.

Chronology

- Understanding how historical events are connected over time.

Significance

- Evaluating the impact of people, places, and events.

Disciplinary Knowledge (Historical Skills)

Using Evidence & Sources

- Examining and interpreting historical documents, artefacts, and accounts.

Interpreting Historical Evidence

- Recognising bias and reliability in sources.

Asking & Answering Historical Questions

- Developing historical enquiry skills through research.

Developing Chronological Awareness

- Understanding how historical events are connected.

Explaining Cause & Consequence

- Understanding how events led to historical change.

Communicating Historical Understanding

- Presenting historical research effectively.

Evaluating Significance

- Determining which historical events and figures had the greatest impact.

Change and Continuity:

- Identifying how life in Britain changed during the war (e.g., new roles for women, life on the Home Front).
- Recognizing what aspects of British life remained the same.

Empathy and Perspective:

- Understanding the experiences of people during World War II, such as evacuees, civilians during the Blitz, and soldiers.
- Reflecting on the challenges faced by different groups and how they responded.

Diversity:

- Recognizing the contributions of people from the Commonwealth and other countries to Britain's war effort.
- Understanding the global nature of the conflict.

Legacy:

- Exploring how World War II shaped Britain's post-war society, including the creation of the NHS and the United Nations.

Disciplinary Knowledge (Historical Skills)

Using Evidence:

- Analysing primary sources such as photographs, letters, propaganda posters, and speeches (e.g., Winston Churchill's speeches).
- Interpreting secondary sources to understand historical events and perspectives.

Chronology:

- Placing key events of World War II in order (e.g., the Blitz, Dunkirk, D-Day).
- Understanding how World War II fits within the broader timeline of British and world history.

Diversity

- Investigating how diversity shaped Bradford as a multicultural city.
- Celebrating how diversity shaped Bradford as a multicultural city.

Legacy

- Understanding how the Partition and subsequent migration left a lasting impact on Bradford and its identity.

Disciplinary Knowledge (Historical Skills)

Chronological Understanding

- Placing the Partition of India in 1947 and the subsequent waves of migration on a timeline within the broader context of post-war history.
- Linking this history to Britain's colonial past and decolonisation.

Cause and Effect

- Investigating the causes of Partition (e.g., British colonialism, religious tensions) and how it led to mass migration and long-term changes in Britain.
- Understanding how migration influenced Bradford's economy, community and culture.

Historical Enquiry

- Using primary and secondary sources such as photographs, persona accounts and maps to understand the experiences of people affected by Partition and migration.
- Developing questions to explore the impact of migration on Bradford.

NC Coverage

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, difference and significance.

Asking and Answering Questions:

- Developing enquiry skills by asking questions such as “Why did World War II happen?” and “How did it change life in Britain?”
- Answering questions through research and analysis of evidence.

Understanding Cause and Effect:

- Exploring the causes of key events (e.g., evacuation, rationing) and their effects on individuals and society.

Making Comparisons:

- Comparing life before, during, and after World War II to understand the impact of the war on British society.
- Comparing the roles of men, women, and children during the war.

Communicating Understanding:

- Expressing knowledge through writing, role-play, timelines, and creative projects (e.g., designing propaganda posters or writing evacuee letters).

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.

British Value

- Individual liberty
- Democracy
- Rule of law
- Mutual respect
- Tolerance of those of different faiths and beliefs

Interpretation of Sources

- Analysing a variety of sources (e.g., photos, oral histories, newspapers) to understand different perspectives on migration and its impact.
- Recognising how sources provide insights into experiences but may have limitations.

Significance

- Identifying why the Partition and migration are significant events in global and British history.
- Understanding the importance of migration in shaping modern British cities like Bradford.

Empathy and Perspective

- Developing empathy by exploring the human impact of Partition and migration through personal stories and experiences.
- Considering the perspectives of both migrants and the communities they joined.

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.

PD Opportunities

Guest/speaker who was part of the Partition and had to migrate to Britain.

British Value

- Individual Liberty
- Democracy
- Rule of Law
- Mutual Respect
- Tolerance of those of different faiths and beliefs