



# Bishop Ellis Catholic Voluntary Academy



## History Intent

At Bishop Ellis Catholic Primary School, we aim to provide a high-quality history education so that children gain a coherent knowledge and understanding of Britain's past and that of the wider world. We will inspire pupils' curiosity to know more about the past. We will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Our curriculum for history will ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

At key stage one and two, children will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods Core knowledge of the characteristics of Chronology, from the stone age to 1066, One study beyond 1066, Ancient civilizations, Civilizations around 900AD, Ancient Greece is mapped out carefully to ensure that the curriculum provides a framework for what children will retain in their long term memory. We intend for all children to understand how our knowledge of the past is constructed from a range of sources.

BISHOP ELLIS HISTORY CURRICULUM PLAN

CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	Own life-story and family's history.	Remembrance Day  Basic chronology, before they were born.		To describe images of familiar situations in the past. (farms)	To begin to know about monarchy	To know about an area that has historical importance. (London)
KS1		Significant individuals from outside the UK (Rosa Parks) Government and democracy Significance		Events beyond living memory- Victorians Monarchy Empathy, causation.		Local history Chronology
LKS2	Chronology- UK Stone age to iron age Settlement and civilisation Trade Continuity and change, Significance	Roman occupation of Britain Empire, settlement and civilisation, invaders and migration, trade Continuity and change, cause and consequence, significance, evidence		Study of Greek life Settlement and civilisation, empire, government and democracy, religion Significance		
UKS2			Non European Society- Islamic Civilisation Settlement and civilisation, religion, trade Similarity and difference, significance			Local History Study- KS2 Monarchy, government, rebellion, Industry.  cause and consequence

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CYCLE B						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	Harvest  Different occupations	Recognise the continent of Asia.  Draw information from a single map.	Know that there are different countries in the world	Environments that are different to the one in which they live.	Different cities in our country. Introduction to monarchy	Immediate local environment. Maps
KS1	Significant historical event Settlement and civilisation Cause and consequence	Changes within living memory Advancements Similarity and difference, continuity and change, evidence				Significant people and events. Significance
LKS2	Local History Settlement Advancements continuity and change, cause and consequence		Ancient civilizations. Settlement and civilisation, trade, religion, Significance, evidence			Local history to include- Richard III Monarchy, power, civil war.
UKS2		Anglo Saxons and Vikings (2 objs) Settlement and civilisation, Invaders and migration, Religion, Trade, Cause and consequence, significance, interpretation	British history WW2 impact on Leicester Settlement and civilisation, invaders and migration			Tudors Government and democracy, religion, trade

Substantive knowledge (Golden threads: Settlement and civilisation, advancements (including technology) government and democracy(or monarchy and power?), trade, invaders and migration, religion, empire)

Disciplinary knowledge – Similarity and difference, continuity and change, cause and consequence, significance, evidence

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EYFS						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
MAIN TEXT	My family, your family.(London)	Poppies Peepo		The Snail and the Whale	Queen’s Jubilee	Katie in London
UNIT OF WORK and KEY CONCEPTS	<p>Begin to make sense of their own life-story and family’s history.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>To begin to know this reflects the diversity of life in modern Britain.</p>	<p>Remembrance Day Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Begin to organise events using basic chronology, recognising that things happened before they were born.</p>		<p>To describe images of familiar situations in the past. (farms)</p> <p>Children begin to develop an understanding of the past and present.</p> <p>To know about experiences that are familiar to them and how these may have differed in the past.</p>	<p>To describe images of familiar situations in the past.</p> <p>Children begin to develop an understanding of the past and present.</p> <p>To know about experiences that are familiar to them and how these may have differed in the past.</p> <p>To begin to know about monarchy.</p>	<p>To know about artefacts and accounts from the past, explaining similarities and differences.</p> <p>To know about an area that has historical importance. (London)</p> <p>To know images can show familiar situations in the past, such as homes, schools, and transport.</p> <p>To be able to talk about experiences that are familiar to them and how these may have differed in the past.</p>

BISHOP ELLIS HISTORY CURRICULUM PLAN

YEAR GROUP. KS1 CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
MAIN TEXT	Beegu Everyday Materials Y1	I am Rosa Parks Famous People	Lost and Found Hot& cold places	Traction Man Uses of Everyday Materials	Bog Baby Animals, including humans	Naughty Bus Immediate locality-
UNIT OF WORK and KEY CONCEPTS		<p>Significant individuals</p> <p>Know about a famous person (Rosa Parks) from outside the UK and explain why they are famous</p> <p>Recount historic details from eye-witness accounts, photos and artefacts</p> <p>Order dates from earliest to latest on simple timelines</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>		<p>Lives of significant people and events.</p> <p>Name a famous person from the past and explain why they are famous</p> <p>Know the name of a famous person, or a famous place, close to where they live</p> <p>Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after</p> <p>Begin to identify and recount historic details from the past from sources, e.g. pictures/stories</p> <p>Know about Mary Seacole and the 'British Hotel'</p>		<p>Local History</p> <p>Know about the school and its community</p> <p>Know how schools have changed over time.</p> <p>Know how Bishop Ellis has changed over time.</p> <p>Use primary sources to find information.</p>
Main enquiry question		<b>How have people like Rosa Parks helped to make the world a better place?</b>		<b>Who was Florence Nightingale and why do we talk about her today?</b>		<b>What are the differences between Bishop Ellis today and the time of your grandparents.</b>

BISHOP ELLIS HISTORY CURRICULUM PLAN

YEAR GROUP. KS1 CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
MAIN TEXT	Toby and the Great Fire of London	Dogger Changes within living memory (Focus)	Little Evie and the Wild Wood Plants focus (y1)	The Last Tree Plants focus (y2)	Lila and the Secret of the Rain. Contrasting Locations (Focus)	Wild. Living things and their habitats (y2) Focus
CURRICULUM DRIVER UNIT OF WORK and KEY CONCEPTS	<p><b>Events beyond living memory</b></p> <p>Know about an event or events that happened long ago, even before their grandparents were born</p> <p>Know what we use today instead of a number of older given artefacts</p> <p>Know that children's lives today are different to those of children a long time ago</p>	<p><b>Changes within living memory.</b></p> <p>Know that the toys their grandparents played with were different to their own</p> <p>Organise a number of artefacts by age</p> <p>Know what a number of older objects were used for</p> <p>Know the main differences between their school days and that of their grandparents</p>				<p><b>Significant people and events.</b></p> <p>Name a famous person/s from the past and explain why they are famous</p> <p>Recall a famous event from the past and explain why it is significant</p> <p>Order dates from earliest to latest on simple timelines</p> <p>Recount historic details from eye-witness accounts, photos and artefacts</p>
Main enquiry question	<b>Why did the Great Fire of London start?</b>	<b>Are iPads more fun than the toys my grandparents played with?</b>				<b>What do we know about the history of space travel?</b>

BISHOP ELLIS HISTORY CURRICULUM PLAN

YEAR GROUP. LKS2 CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST2
NOVEL	<p>History - "Stone age boy" Satoshi Kitamura 5 weeks</p> <p>Science - "The Street beneath my feet." 3 weeks</p>	<p>Geography- Escape from Pompeii. 4 Weeks</p> <p>History - Julius Caesar by Andrew Matthews (adapted Shakespeare play). 4 weeks</p>	<p>Who Let The Gods Out- Max Evans</p> <p>Greek Myths- Marcia Williams. (Shared Reading Text)</p>	<p>Who Let The Gods Out- Max Evans</p> <p>Falling out of the sky (Poetry Anthology).</p>	<p>Life on the Farm ( Charlotte's Web by E.B. White)</p> <p>The Incredible book eating boy- Oliver Jeffers. (Shared reading text)</p>	<p>Band of Angels – Deborah Hopkinson</p> <p>The sound collector by Roger McGough (Poem)</p>
CURRICULUM DRIVER	<p>Chronology: From The Stone age to 1066. Changes in Britain from Stone Age to the Iron Age.</p> <p>Know how Britain changed between the beginning of the Stone Age and the Iron Age</p> <p>Know the main differences between the Stone, Bronze and Iron Ages</p> <p>Know what is meant by 'hunter-gatherers'</p> <p>Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Chronology: From The Stone age to 1066. Roman occupation of Britain.</p> <p>Know how Britain changed from the Iron Age to the end of the Roman occupation</p> <p>Know how the Roman occupation of Britain helped to advance British society</p> <p>Know how there was resistance to the Roman occupation and know about Boudica</p> <p>Know about at least one famous Roman emperor.</p>		<p>Study of Greek life and achievements and their influence on the western world</p> <p>Know some of the main characteristics of the Athenians and the Spartans</p> <p>Know about and can talk about the struggle between the Athenians and the Spartans</p> <p>Know about the influence the gods had on Ancient Greece</p> <p>Know about the link between the Ancient Greeks and the modern Olympics</p> <p>Know at least five sports from the Ancient Greek Olympics</p>		
Main enquiry question	<b>Who first lived in Britain?</b>	<b>Who were the Romans and what did we learn from them?</b>		<b>Why were the Ancient Greeks ruled by their Gods?</b>		

BISHOP ELLIS HISTORY CURRICULUM PLAN

YEAR GROUP. LKS2 CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
NOVEL	Giant – Kate Scott	The Buildings that made London- David Long, Josie Shenay	Ancient Egypt- Secrets of the Sun King	The Promise – Nicola Davies  I am the seed that grew the tree – Poetry anthology	The Wind in the Willows by Kenneth Grahame (Penguin Classic and original)	Orion and the dark- Emma Yarlett.  My Shadow – Robert Louis Stevenson (Poetry)
CURRICULUM DRIVER UNIT OF WORK and KEY CONCEPTS	Local History-  Know about a period of history that has strong connections to their locality and understand the issues associated with the period  Know how the lives of wealthy people were different from the lives of poorer people during this time.		Ancient Civilizations.- Cover each of and then choose one to look at in depth: <ul style="list-style-type: none"> <li>• <b>Ancient Egypt</b></li> <li>• Ancient Sumer</li> <li>• Indus Valley</li> <li>• Shang Dynasty</li> </ul> Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them. Know about, and name, some of the advanced societies that were in the world around 3000 years ago. Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty.			Richard III  Know who Richard III was and why he is significant Understand that the Wars of the Roses were fought between two families who had a claim to the throne Know how Richard III was defeated at the Battle of Bosworth Compare different historical sources about Richard III
Main enquiry question	<b>Why does Leicester exist in the first place?</b>		<b>How can we recreate the wonder of Ancient Egypt</b>			<b>Why is Richard III significant to our area?</b>



BISHOP ELLIS HISTORY CURRICULUM PLAN

YEAR GROUP. UKS2 CYCLE A						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
NOVEL	Kensuke's Kingdom (5 weeks)	Pig Heart Boy (5 weeks) Polar Express (5 weeks)	Tale from Arabian Nights	Holes	The Man Who walked between 2 Towers- Mordecai Gerstein (+ poetry The Lost Words)	Macbeth
CURRICULUM DRIVER UNIT OF WORK and KEY CONCEPTS	<p>An aspect beyond 1066- Crime and Punishment. Know about crime and punishment in British history and how punishment has changed through the ages Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Order an increasing number of significant events, movements and dates on a timeline using dates accurately Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. Select relevant sections of information to address historically valid questions and construct detailed, informed responses</p>		<p>Non-European society Islamic Civilization</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. Know the date of any significant event studied from the past and place it correctly on a timeline. Recognise when they are using primary and secondary sources of information to investigate the past. Use a wide range of different artefacts to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. Find and analyse a wide range of evidence about the past. Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p>			<p>Local History Study Know about Nottingham's three rebellious periods?</p> <ol style="list-style-type: none"> <li>civil war (1642 – 1651);</li> <li>the luddite uprising (1811-1813)</li> <li>Chartist rebellion (1838 –1848), that was linked to the suffragettes movement.</li> </ol> <p>Know what industries are historically associated with the East Midlands.</p>

BISHOP ELLIS HISTORY CURRICULUM PLAN

Main enquiry question	How has crime and punishment changed through the ages?		Why was the Islamic civilization (AD900) known as the Golden Age?			What is the East Midlands best known for?
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YEAR GROUP. UKS2 CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
CURRICULUM DRIVER UNIT OF WORK and KEY CONCEPTS		<p>Chronology: From The Stone age to 1066.</p> <p>Know how Britain changed between the end of the Roman occupation and 1066</p> <p>Know about how the Anglo-Saxons attempted to bring about law and order into the country</p> <p>Know that during the Anglo-Saxon period, Britain was divided into many kingdoms</p> <p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</p> <p>Use a timeline to show when the Anglo-Saxons were in England</p> <p>Know where the Vikings originated from and show this on a map</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict</p> <p>Know why the Vikings frequently won battles with the Anglo-Saxons</p>	<p>Study of an aspect of British History beyond 1066. Local History (WWII)</p> <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework</p> <p>Know how Britain has had a major influence on the world</p> <p>Use timelines to place events, periods and cultural movements from around the world</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Show an awareness of the concept of propaganda</p>			<p>Study of an aspect of British History beyond 1066</p> <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.</p> <p>Know how to place historical events and people from the Tudor period in a chronological framework.</p> <p>Know how Britain, during the Tudor, had a major influence on the world.</p> <p>Know how to place features of historical events and people from the Tudor period in a chronological framework.</p> <p>Know about the main events from the Tudor period, explaining the order of events and what happened.</p>
Main enquiry question		How have the Anglo-Saxons impacted life in Britain today?	What was the impact of the war on Leicester?			How did the Tudors change the way people worshipped?

