



# 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)
Y1		Significant individuals from outside the UK (Rosa Parks) Civilization Advancements Significance		Events beyond living memory- Victorians Power, Advancements, civilization Change and continuity, significance, similarity and difference.		Local history Advancements, Chronology Continuity and change
Y2		Significant historical event – Great Fire of London Power civilization Cause and		Changes within living memory - Toys Advancements Civilization Similarity and difference, continuity and change, evidence		Significant people and events.in the UK Advancements Civilization Significance Similarity and difference
LKS2		Chronology- UK Stone age to iron age Migration and settlements, Advancements, civilisation. Continuity and change,		Roman occupation of Britain Civilization, Advancements, Migration and settlement, Power Continuity and change, cause and consequence, significance, evidence		Study of Greek life civilization Advancements Migration and settlements Power Significance Continuity and change
Yr 4/5		Ancient Civilisation – Shang Dynasty Settlement and civilisation, trade, religion Significance, evidence		Local History – War of the Roses Settlement and civilisation, trade, government and democracy Significance, continuity and change		Post 1066 – The Industrial Revolution Settlement and civilisation, trade, Empire, invaders and migration Significance, continuity and change, cause and consequence, evidence
UKS2		Crime and Punishment		Non European Society- Islamic civilization		Local History Study- KS2 Advancements

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		Power, Advancements, Civilisation Continuity and change Significance Similarity and difference		civilization, Religion, Advancements, significance		Power Continuity and change Significance
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CYCLE B

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)
Y1		Significant individuals from outside the UK (Rosa Parks) Civilization Advancements Significance		Events beyond living memory- Victorians Power, Advancements, civilization Change and continuity, significance, similarity and difference.		Local history Advancements, Chronology Continuity and change
Y2		Significant historical event – Great Fire of London Power civilization Cause and consequence		Changes within living memory - Toys Advancements Civilization Similarity and difference, continuity and change, evidence		Significant people and events in the UK Advancements Civilization Significance Similarity and difference
LKS2		Local History Settlement and migration civilization Advancements		Ancient civilizations. Civilization, Advancements, Migration		Local history to include- Richard III Power Significance

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		continuity and change, cause and consequence		and settlement and Power Significance		Interpretation Evidence
Y 4/5		Ancient Civilisation – Shang Dynasty Settlement and civilisation, trade, religion Significance, evidence		Local History – War of the Roses Settlement and civilisation, trade, government and democracy Significance, continuity and change		Post 1066 – The Industrial Revolution Settlement and civilisation, trade, Empire, invaders and migration Significance, continuity and change, cause and consequence, evidence
UKS2		Anglo Saxons and Vikings (2 objs) Power Migration and settlement Advancements Cause and consequence, significance, interpretation, evidence		British history WW2 impact on Leicester Power Continuity and change Significance		Tudors Power, Religion, Civilization Continuity and change Significance, cause and consequence

Substantive knowledge (Golden threads: Civilisation, Power (covering empire, monarchy, and rebellion), Religion, Advancements (this includes trade), migration and settlement.

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>

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Year 1

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK and KEY CONCEPTS	Review of Chronology	<p>Significant individuals from outside the UK (Rosa Parks)</p> <p><b>Civilization</b> <b>Advancements</b> <b>Significance</b></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>Events beyond living memory- Victorians</p> <p><b>Advancements</b> <b>Civilization</b> <b>Similarity and difference, continuity and change, evidence</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>Local history</p> <p><b>Advancements,</b> <b>Chronology</b> <b>Continuity and change</b></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 were the Victorians?</b>		<b>What are the differences between Bishop Ellis today and the time of your grandparents.</b>

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Year 2

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK and KEY CONCEPTS	Review of Chronology	<p>Significant historical event – The Great Fire of London</p> <p><b>Power</b> <b>civilization</b></p> <p><b>Cause and consequence</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>Changes within living memory – Toys</p> <p><b>Advancements</b></p> <p><b>Similarity and difference, continuity and change, evidence</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>Significant people and event in the UK</p> <p><b>Advancements</b> <b>Civilization</b></p> <p><b>Significance</b> <b>Similarity and difference</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 that the toys my grandparents played with?</b>		<b>Who are the famous people who have made an impact in the UK?</b>

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YEAR GROUP. LKS2 CYCLE A						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK and KEY CONCEPTS	Review of Chronology	Chronology- UK Stone age to iron age <b>Migration and settlements, Advancements, civilisation.</b> Continuity and change Know how Britain changed between the beginning of the Stone Age and the Iron Age Know the main differences between the Stone, Bronze and Iron Ages Know what is meant by 'hunter-gatherers' Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).		Roman occupation of Britain <b>Civilization, Advancements, Migration and settlement, Power</b> Continuity and change, cause and consequence, significance, evidence  Know how Britain changed from the Iron Age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor.		Study of Greek life <b>civilization Advancements Migration and settlements Power</b> Significance Continuity and change Know some of the main characteristics of the Athenians and the Spartans Know about and can talk about the struggle between the Athenians and the Spartans Know about the influence the gods had on Ancient Greece Know about the link between the Ancient Greeks and the modern Olympics Know at least five sports from the Ancient Greek Olympics
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>



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YEAR GROUP. LKS2 CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK and KEY CONCEPTS	Review of Chronology	<p>Local History</p> <p>Settlement and civilization Advancements</p> <p>continuity and change, cause and consequence</p> <p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period</p> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time.</p>		<p>Ancient civilizations.</p> <p>Ancient civilizations.</p> <p>Civilization, Advancements, Settlement and Power</p> <p>Significance</p> <p>Ancient Civilizations.-</p> <p>Cover each of and then choose one to look at in depth:</p> <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> <p>Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them.</p> <p>Know about, and name, some of the advanced societies that were in the world around 3000 years ago.</p> <p>Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty.</p>		<p>Local history to include- Richard III</p> <p>Power</p> <p>Significance</p> <p>Interpretation</p> <p>Evidence</p> <p>Know who Richard III was and why he is significant</p> <p>Understand that the Wars of the Roses were fought between two families who had a claim to the throne</p> <p>Know how Richard III was defeated at the Battle of Bosworth</p> <p>Compare different historical sources about Richard III</p>
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>

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YEAR 4/5

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK and KEY CONCEPTS	Review of Chronology	<p>Ancient Civilisation – Shang Dynasty  <b>Settlement and civilisation, trade, religion</b>  <b>Significance, evidence</b></p> <p>Ancient Civilizations.- Cover each of and then choose one to look at in depth:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li>• Ancient Sumer</li> <li>• Indus Valley</li> <li>• <b>Shang Dynasty</b></li> </ul> <p>Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them.</p> <p>Know about, and name, some of the advanced societies that were in the world around 3000 years ago.</p> <p>Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty.</p>		<p>Local History – War of the Roses  <b>Settlement and civilisation, trade, government and democracy</b>  <b>Significance, continuity and change</b></p> <p>Know about the War of the Roses.            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.            Understand the role that Leicester played in the War of the Roses.            Compare different historical sources about the War of the Roses.</p>		<p>Post 1066 – The Industrial Revolution  <b>Settlement and civilisation, trade, Empire, invaders and migration</b>  <b>Significance, continuity and change, cause and consequence, evidence</b></p> <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history            Know about the Industrial Revolution in British history and how it has changed Britain.            Know how Britain has had a major influence on the world            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</p>

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						<p>timeline using dates accurately</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Select relevant sections of information to address historically valid questions and make, informed responses</p>
Main enquiry question		<b>What is the lasting impact of the Shang Dynasty?</b>		<b>What was the impact of the War of the Roses?</b>		<b>How did the Industrial Revolution change life in Briatin?</b>

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YEAR GROUP. UKS2 CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK and KEY CONCEPTS		<p><b>Power, Advancements, Civilisation</b></p> <p>Continuity and change Significance Similarity and difference</p> <p>Know about crime and punishment in British history and how punishment has changed through the ages</p> <p>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>Order an increasing number of significant events, movements and dates on a timeline using dates accurately</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Select relevant sections of information to address historically valid questions and make, informed responses</p>		<p>Non European Society- Islamic Civilisation</p> <p>Non European Society- Islamic civilization</p> <p><b>civilization, Religion, Advancements</b></p> <p>, significance</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Know the date of any significant event studied from the past and place it correctly on a timeline.</p> <p>Recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>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.</p> <p>Find and analyse a wide range of evidence about the past.</p> <p>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- KS2</p> <p><b>Power, Advancements</b></p> <p>Continuity and change Significance</p> <p>Local History Study</p> <p>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>
Main enquiry question		<b>How has crime and punishment changed through the ages?</b>		<b>Why was the Islamic civilization (AD900) known as the Golden Age?</b>		<b>What is the East Midlands best known for?</b>

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YEAR GROUP. UKS2 CYCLE B						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK and KEY CONCEPTS	Review of Chronology	<p>Anglo Saxons and Vikings</p> <p><b>Power</b> <b>Migration and settlement</b> <b>Advancements</b> <b>Cause and consequence, significance, interpretation, evidence</b></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>British history WW2 impact on Leicester</p> <p><b>Power</b> <b>Continuity and change</b> <b>Significance</b></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>Tudors</p> <p><b>Advancements</b> <b>Power</b> <b>Continuity and change</b> <b>Significance</b></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		<b>How have the Anglo-Saxons impacted life in Britain today?</b>		<b>What was the impact of the war on Leicester?</b>		<b>How did the Tudors change the way people worshipped?</b>