



# 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		Changes within living memory (Elizabeth II) Power, government and religion Significance Change and continuity		Changes within living memory (photographs) Trade, ideas and communication Change and continuity, similarity and difference.		Events beyond living memory: Explorers Invasion, migration and settlement Change and continuity, Similarity and difference
Y2		Significant individuals: Rulers from the past Power, government and religion, Similarity and difference		Significant individuals/events beyond living memory: Victorians Empire, persecution and resistance Similarity and difference, continuity and change, evidence		Significant individuals: who changed Britain Power, government and religion Significance Similarity and difference Change and continuity
Y3		Chronology- UK Stone age to iron age Invasion, migration and settlement Continuity and change, Similarity and difference		Ancient Egypt Power, government and religion Continuity and change, cause and consequence, significance, evidence		Local history: Richard III Power, government and religion Significance
Y4		Chronology- UK Stone age to iron age Invasion, migration and settlement Continuity and change, Similarity and difference		Ancient Greek Civilisation Power, government and religion Significance, Continuity and change		The Romans Empire, persecution and resistance Significance, Continuity and change
Yr 4/5		Ancient Civilisation – Shang Dynasty Invasion, migration and settlement		Local History – War of the Roses Power, government and religion		Post 1066 – The Industrial Revolution Trade, ideas and communication

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		Significance, Similarities and difference evidence		Significance, Cause and consequence		Significance, continuity and change, cause and consequence, evidence
UKS2		Crime and Punishment Power, government and religion Continuity and change Significance Similarity and difference		Non European Society- Islamic civilization Trade, ideas and communication , significance		Local History Study- KS2  Continuity and change Significance

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 and settlement and Power Significance		Local history to include- Richard III Power Significance Interpretation Evidence

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		continuity and change, cause and consequence				
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) Trade ideas and communication Invasion, migration and settlement 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 (Threads):

1. Power, government and religion,
2. trade, ideas and communication
3. invasion, migration and settlement
4. empire, persecution and resistance
5. warfare and conflict

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

# BISHOP ELLIS HISTORY CURRICULUM PLAN

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 1

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS	Review of Chronology	<p>Elizabeth II: what was her life like?</p> <p>Power, government and religion</p> <p>This unit helps children understand a time span covering four generations before their birth. It teaches about Queen Elizabeth II's reign, offering a simple overview of 100 years of British history. Students also learn how a major public figure holds authority and performs national duties.</p> <p>The baby Elizabeth Elizabeth's childhood character 1936 - a momentous year for Elizabeth Elizabeth's childhood education and interests Elizabeth and Britain during WW2 Elizabeth's marriage to Philip Elizabeth's first children Elizabeth II's accession and coronation Queen of four nations Elizabeth II's public duties and service</p>		<p>Photographs from history: what can they tell us about Britain's recent past?</p> <p>Trade, ideas and communication</p> <p>This unit explores photography as a recent invention that records history, highlighting early photos of lost ways of life and the challenges of early 20th-century photography. Students learn about changes in recent history, including food, clothing, and more, through photos from the past century.</p> <p>The invention of photography The challenges of early photography A family portrait from 140 years ago Late Victorian seaside photographs Photographs of Britain in the 1940s and 50s Photographs of Britain in the 1960s and 70s</p>		<p>Significant explorers: How has seafaring changed over time? John Cabot and John Franklin</p> <p>Invasion, migration, and settlement</p> <p>This unit on explorers and seafaring gives students a clear sense of change over time, highlighting technological, economic, and cultural shifts. It covers the sea's role in trade and exploration and explores material culture, craftsmanship, and the influence of seafaring on language and art.</p> <p>Early explorers and their boats How Polynesian explorers travelled and navigated Seafaring in the early Mediterranean world The Vikings and their longboats Viking navigation and expansion The incredible voyages of Zheng He Chinese innovation in seafaring</p>

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		Head of the Commonwealth				<p>John Cabot's journeys across the Atlantic</p> <p>Seafaring 550 years ago</p> <p>John Franklin's lost expedition</p> <p>Seafaring 150 years ago</p> <p>From sail to steam power</p>
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# BISHOP ELLIS HISTORY CURRICULUM PLAN

## Year 2

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS	Review of Chronology	<p>Significant rulers from the past: what can their stories tell us?</p> <p>Power, government and religion</p> <p>Stories about significant rulers from the past give children an understanding of key ideas related to early rulers, such as struggles for power and religious influence. They learn about specific rulers from different times and places, helping students build a chronological framework.</p> <p>Boudica and Prasutagus Boudica the warrior Boudica meets her end Constantine II's early life and exile in Ireland Constantine II, the Vikings and St Columba's relics The rise of Alba under Constantine II John and the 'Lionheart' King John and his barons King John and Magna Carta Suleiman the general Suleiman the Lawgiver</p>		<p>Queen Victoria: how did Britain change during her lifetime?</p> <p>Empire, persecution and resistance</p> <p>This unit teaches children about life in Britain from 1837-1901. They learn about key events like Victoria's accession, the railways, and the Great Exhibition. The unit explores how her reign defines the period, technological advances, and connections within Britain and globally.</p> <p>Victoria's 'melancholy' childhood Victoria's accession to the throne Victoria's proposal and marriage to Albert Victoria's children Victorian society Factories in Britain during Victorian times The Great Exhibition Victoria, Scotland and John Brown Victorian childhood Alice Kinloch and the Victorian British Empire Victoria, Empress of India</p>		<p>Significant individuals who changed Britain: how did they fight for change?</p> <p>Power, government and religion</p> <p>The stories of Emily Davison and Paul Stephenson help students understand when change has occurred in social justice. They learn about the diversity of those who fought for change and gain a broader sense of history and curiosity about the past.</p> <p>Emily Davison and the tragedy at Epsom Racecourse Emily Davison's early life and education Emily Davison and the Suffragettes Stories from Emily Davison's activism Emily Davison's funeral Changes for women following Emily Davison's death Paul Stephenson and The Bay Horse pub Paul Stephenson's early life and evacuation</p>



# BISHOP ELLIS HISTORY CURRICULUM PLAN

		Suleiman and the Ottoman 'Golden Age'		Britain at the time of Victoria's death		Paul Stephenson arrives in Bristol Paul Stephenson and the Bristol Bus Boycott Paul Stephenson's legacy in Bristol and Britain Comparing Paul Stephenson and Emily Davison
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# BISHOP ELLIS HISTORY CURRICULUM PLAN

Year 3						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST2
UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS	Review of Chronology	<p>Stone Age Britain: what do archaeologists think they know about it?</p> <p>Bronze and Iron Age Britain: how did life change during this time?</p> <p>Invasion, migration, and settlement</p> <p>This unit examines the archaeological record that exists for Stone Age Britain and introduces pupils to the way in which archaeologists make claims based on this evidence. As the first unit in KS2, it covers the settlement of humans in Britain during the Paleolithic, Mesolithic and Neolithic eras. Children also learn how life changed in Britain between the Bronze and Iron Ages. It examines how the use of bronze changed life in Britain and how agriculture, settlement, and trade changed further in the Iron Age. Life in the two periods is compared and contrasted.</p>		<p>Ancient Egypt: what stayed the same across 3,000 years?</p> <p>Power, government and religion</p> <p>This unit evaluates the degree of change and continuity over 3,000 years. It also introduces pupils to the key features of ancient Egyptian civilisation, such as its location, religion, writing, burial practices and rulers.</p> <p>The River Nile The three kingdoms of Egypt Howard Carter and the Valley of the Kings The Rosetta Stone and Egyptian writing Death and the Ancient Egyptians Change and continuity in Ancient Egypt</p>		<p>Why is Richard III significant to our area?</p> <p>Power, monarchy Evidence</p> <p>This unit examines who Richard III was and why he is significant Children will understand that the Wars of the Roses were fought between two families who had a claim to the throne and they will compare different historical sources about Richard III.</p>

# BISHOP ELLIS HISTORY CURRICULUM PLAN

		<p>The big picture of the earliest humans in Britain</p> <p>The evidence of the Paleolithic Era</p> <p>Life at the end of the last Ice Age</p> <p>Settlement during the Mesolithic Era</p> <p>Skara Brae and life in the Neolithic Era</p> <p>Significant Stone Age artefacts</p> <p>The first use of bronze</p> <p>How bronze changed life in Britain</p> <p>The beginning of the Iron Age</p> <p>Changing agriculture in Britain during the Iron Age</p> <p>Changing settlements and trade in Iron Age Britain</p> <p>Comparing and contrasting Bronze Age and Iron Age Britain</p>				
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# BISHOP ELLIS HISTORY CURRICULUM PLAN

## YEAR GROUP. Year 4

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS	Review of Chronology	<p>Stone Age Britain: what do archaeologists think they know about it? Bronze and Iron Age Britain: how did life change during this time?</p> <p>Invasion, migration, and settlement</p> <p>This unit examines the archaeological record that exists for Stone Age Britain and introduces pupils to the way in which archaeologists make claims based on this evidence. As the first unit in KS2, it covers the settlement of humans in Britain during the Paleolithic, Mesolithic and Neolithic eras. Children also learn how life changed in Britain between the Bronze and Iron Ages. It examines how the use of bronze changed life in Britain and how agriculture, settlement, and trade changed further in the Iron Age. Life in the two periods is compared and contrasted.</p>		<p>Ancient Greek civilisation: what do we know about ancient Greece?</p> <p>Power, government and religion</p> <p>In this unit, pupils establish broad knowledge of ancient Greek civilisation. They learn about the geography and location of the ancient Greek city-states, Athens and Sparta's rivalry, and evaluate what ancient Greek myths can tell us about Ancient Greek culture.</p> <p>Ancient Greece's location and history The city-state of Athens Sparta's rivalry with Athens What Greek myths can tell us about Ancient Greece The city-states of Ancient Greece What we know about Ancient Greece The Ancient Greek Olympic Games Athenian democracy and modern Britain</p>		<p>The Romans: what impact did the Romans have on Britain?</p> <p>Empire, persecution and resistance</p> <p>In this unit, pupils learn how and why Claudius invaded Britain, Boudica's resistance to Roman rule, and how far various aspects of life in Britain changed under Roman rule. The unit is focused on the second-order concepts of change and continuity.</p> <p>The Roman invasion of Britain Boudica's rebellion against Roman rule How far religion changed under Roman rule The buildings of Roman Britain Towns in Roman Britain The changes to life brought about by Roman settlement</p>

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		<p>The big picture of the earliest humans in Britain</p> <p>The evidence of the Paleolithic Era</p> <p>Life at the end of the last Ice Age</p> <p>Settlement during the Mesolithic Era</p> <p>Skara Brae and life in the Neolithic Era</p> <p>Significant Stone Age artefacts</p> <p>The first use of bronze</p> <p>How bronze changed life in Britain</p> <p>The beginning of the Iron Age</p> <p>Changing agriculture in Britain during the Iron Age</p> <p>Changing settlements and trade in Iron Age Britain</p> <p>Comparing and contrasting Bronze Age and Iron Age Britain</p>				
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BISHOP ELLIS HISTORY CURRICULUM PLAN

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>

# BISHOP ELLIS HISTORY CURRICULUM PLAN

						<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		What is the lasting impact of the Shang Dynasty?		What was the impact of the War of the Roses?		How did the Industrial Revolution change life in Briatin?

# BISHOP ELLIS HISTORY CURRICULUM PLAN

## YEAR GROUP. Y5/6

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK and KEY CONCEPTS		<p>In this unit, pupils learn about the Great War and how it is commemorated. By looking at several specific local studies, pupils gain knowledge of how this war affected local people and their communities. This unit can be adapted to suit pupils' local contexts.</p> <p>This unit uses and builds on pupils' knowledge about late Victorian and Edwardian England that they developed in key stage 1. With this understanding of the period that immediately preceded it, pupils will be able to contextualise the impact of the Great War more easily. This unit prepares pupils for later study about the Second World War, as their understanding of conflict and its impacts will help to secure this new knowledge.</p> <p>The Great War Trench warfare on the Western Front Remembering those who gave their lives in WWI</p>		<p>Non European Society- Islamic Civilisation Non European Society- Islamic civilization <b>civilization, Religion, Advancements</b> <b>, significance</b> 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><b>Power, Advancements, Civilisation</b> <b>Continuity and change</b> <b>Significance</b> <b>Similarity and difference</b> <b>How has crime and punishment changed through the ages?</b> 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 make, informed responses</p>



## BISHOP ELLIS HISTORY CURRICULUM PLAN

		Captain Noel Chavasse The Home Front in WWI Local communities and the Great War				
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BISHOP ELLIS HISTORY CURRICULUM PLAN

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. 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>