



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

Substantive and Disciplinary Threads						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	Marvellous Me	Remembrance Day Dark Nights; Bright Nights	Explorers	Where Shall we go	It's time for a story	Our Colourful world
Y1		Changes within living memory (photographs) Trade, ideas and communication Change and continuity, similarity and difference.		Local History – The History of Bishop Ellis School. Trade, ideas and communication Change and continuity, similarity and difference. Significance		Events beyond living memory: Explorers Invasion, migration and settlement Change and continuity, Similarity and difference Significance
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		The Romans Empire, persecution and resistance Significance, Continuity and change		Ancient Greek Civilisation Power, government and religion Significance, Continuity and change		Local History Settlement and migration civilization Advancements continuity and change, cause and consequence
Y5/6(Cycle A)		Post 1066 (WW1) Warfare and conflict		Non European Society- Islamic civilization		Crime and Punishment

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		Continuity and change Significance		Trade, ideas and communication significance		Power, government and religion Continuity and change Significance Similarity and difference
Y5/6(Cycle B)		The Anglo-Saxons trade, ideas and communication continuity and change evidence		The Vikings invasion, migration and settlement cause and consequence, significance,		Post 1066 (WW2) Warfare and conflict Continuity and change Significance Similarity and difference,

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 –

1. Similarity and difference,
2. continuity and change,
3. cause and consequence,
4. significance,
5. evidence

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EYFS						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Theme	Marvellous Me!	Dark Nights; Bright Nights	Explorers	Where shall we go?	It's time for a story	Our colourful world
UNIT OF WORK and KEY CONCEPTS	Be able to talk about past events from their own lives Begin to make sense of their own life story and family's history. Begin to organise events using basic chronology, recognising that things happened before they were born. Continue developing positive attitudes about the differences between people.	To know that some people made a positive contribution to British history Continue developing positive attitudes about the differences between people. Know that Remembrance Day is when we reflect about the lost soldiers. Know that the poppy is a symbol and represents the lives of the soldiers lost. To know that history means learning about things that happened in the past. To be able to recognise some things from the past. Compare and contrast characters from stories,	To know that history means learning about things that happened in the past. To be able to recognise some things from the past. Compare and contrast characters from stories, including figures from the past.	To explore vehicles from the past and know that past means time gone by. To Understand the past through settings, characters and events encountered in books, storytelling and play. To describe images of familiar situations in the past. (farms) Children begin to develop an understanding of the past and present. To know about experiences that are familiar to them and how these may have differed in the past.	Compare and contrast characters from stories, including figures from the past. To Know that history means learning about things that happened in the past. To be able to recognise some things from the past. To be able to recognise some things from the past.	To Know that history means learning about things that happened in the past. To be able to recognise some things from the past. Compare and contrast characters from stories, including figures from the past.

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		including figures from the past. Begin to organise events using basic chronology, recognising that things happened before they were born.				
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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	Photographs from history: what can they tell us about Britain's recent past? Trade, ideas and communication 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. 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		Local history – The History of Bishop Ellis School Know about the school and its community Know how schools have changed over time. Know how Bishop Ellis has changed over time. Use primary sources to find information.		Significant explorers: How has seafaring changed over time? John Cabot and John Franklin Invasion, migration, and settlement 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. 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

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						John Cabot's journeys across the Atlantic Seafaring 550 years ago John Franklin's lost expedition Seafaring 150 years ago From sail to steam power
Main enquiry question:		Photographs from history: what can they tell us about Britain's recent past?		What are the differences between Bishop Ellis today and the time of your grandparents?		Significant explorers: How has seafaring changed over time? John Cabot and John Franklin

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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	Significant rulers from the past: what can their stories tell us? Power, government and religion 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. 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		Queen Victoria: how did Britain change during her lifetime? Empire, persecution and resistance 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. 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		Significant individuals who changed Britain: how did they fight for change? Power, government and religion 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. 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

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		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
Main enquiry question		Significant rulers from the past: what can their stories tell us?		Queen Victoria: how did Britain change during her lifetime?		Significant individuals who changed Britain: how did they fight for change?

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Year 3						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST2
UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS		Stone Age Britain: what do archaeologists think they know about it? Bronze and Iron Age Britain: how did life change during this time? Invasion, migration, and settlement 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.		Ancient Egypt: what stayed the same across 3,000 years? Power, government and religion 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. 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		Local History: Why is Richard III significant to our area? Power, monarchy Evidence 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.

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		The big picture of the earliest humans in Britain The evidence of the Paleolithic Era Life at the end of the last Ice Age Settlement during the Mesolithic Era Skara Brae and life in the Neolithic Era Significant Stone Age artefacts The first use of bronze How bronze changed life in Britain The beginning of the Iron Age Changing agriculture in Britain during the Iron Age Changing settlements and trade in Iron Age Britain Comparing and contrasting Bronze Age and Iron Age Britain				
Main enquiry question:		Stone Age Britain: what do archaeologists think they know about it? Bronze and Iron Age Britain: how did life change during this time?		Ancient Egypt: what stayed the same across 3,000 years?		Why is Richard III significant to our area?

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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	The Romans: what impact did the Romans have on Britain? Empire, persecution and resistance 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. 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		Ancient Greek civilisation: what do we know about ancient Greece? Power, government and religion 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. 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		Local History – History of Leicester Settlement and civilization Advancements continuity and change, cause and consequence 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.

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Main enquiry question		The Romans: what impact did the Romans have on Britain?		Ancient Greek civilisation: what do we know about ancient Greece?		Why does Leicester exist in the first place?
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YEAR GROUP. Y5/6 Cycle A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK and KEY CONCEPTS		The Great War: how did the Great War affect local people and their communities? 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. 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. The Great War		Early Islamic civilisation: how did Baghdad become the 'City of Peace'? civilization, Religion, Advancements , significance 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.		How has crime and punishment changed through the ages? Power, Advancements, Civilisation Continuity and change Significance Similarity and difference 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

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		Trench warfare on the Western Front Remembering those who gave their lives in WWI Captain Noel Chavasse The Home Front in WWI Local communities and the Great War				
Main enquiry question?		The Great War: how did the Great War affect local people and their communities?		Early Islamic civilisation: how did Baghdad become the 'City of Peace'?		How has crime and punishment changed through the ages?

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YEAR GROUP Y5/6 CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK and KEY CONCEPTS		The Anglo-Saxons: how do we know about life in Anglo-Saxon England? Trade, ideas and communication Evidence, Significance, Continuity and Change In this unit, pupils develop their understanding of the link between sources and historical knowledge. They learn about some of the main historical sources that exist for the Anglo-Saxon period and how historians have used these to present arguments about life in Anglo-Saxon		The Vikings: why did they come to the British Isles? Invasion, migration and settlement Evidence, Significance, Continuity and Change In this unit, pupils learn about the period in which Viking invaders first came to Britain. They learn about the Vikings themselves and the conflict that emerged between them and the Anglo-Saxon kingdoms of England. Pupils also learn about the roles of Aethelred and Alfred the Great in this period		Significant turning points: how did experiences differ during WW2? Warfare and conflict Similarity and difference In this unit, pupils learn about the outbreak of the Second World War and examine different wartime experiences from across Britain and her empire. They also develop their understanding of the second-order concepts of similarity and difference
Main enquiry question		How do we know about life in Anglo-Saxon England?		The Vikings: why did they come to the British Isles?		How did experiences differ during WW2?