



# Bishop Bridgeman C.E. Primary School

Part of Archbishop Temple Multi Academy Trust

We Work, We Play, We Care, We Pray

“Love God, Love Yourself, Love Your Neighbour” Luke 10:27

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## History Curriculum Intent



## History

	Autumn Term		Spring Term		Summer Term	
<b>Nur</b>	All about Me	Changes I can see	The Start of Spring	Our World	What's new!	What outside!
<b>Rec</b>	Marvelous Me	Changes and Celebrations	Spring All Around	It's a Wonderful World	New Life	Come Outside
<b>Year 1</b>			Florence Nightingale			Queen Elizabeth II
<b>Year 2</b>	William Hesketh Lever				The Great Fire of London	
<b>Year 3</b>			Vikings, Anglo-Saxons and Scots			The Tudors
<b>Year 4</b>	The Romans				Ancient Egypt	
<b>Year 5</b>			Ancient Greece			The Stone Age
<b>Year 6</b>	Early Islamic Civilisation				World War II	

	Autumn		Spring		Summer	
<b>Nursery D/M</b>						
	<ul style="list-style-type: none"> <li>I can begin to make sense of my own life-story and family's history.</li> </ul>					
<b>Substantive Knowledge</b>	<p>I have understanding of myself and my direct family - parents, siblings.</p> <p>I can use vocabulary such as, mum, dad, sister, brother.</p>	<p>I can talk about birthdays - what did I do at my birthday?</p> <p>I can explain how I have changed and grown. What I can do now that I couldn't do when I was a baby?</p>	<p>I can explain what I want to be when I grow up?</p> <p>I can understand how I have changed?</p> <p>I can think about jobs parents have and how my parents have changed from being a child like me to a grown up now.</p>	<p>I can share my understanding about how things, such as plants, change over time.</p>	<p>I can share my understanding about festivals important to us and our family.</p> <p>I can begin to understand a simple life cycle. How have we grown? Butterfly life-cycle.</p>	<p>I can begin to understand where we live and can recall my journey to school.</p> <p>I can begin to use the language of time to recall an event e.g. then, next.</p>

	Autumn		Spring		Summer	
<b>Reception</b>						
<b>DM Link/Birth to 5</b>	I can remember and talk about significant events in my own experience. (range 5)	I can share my understanding about past and present events in my own life and in the lives of family members (range 6)	I can begin to understand how the world has changed since the time of the dinosaurs.	I can begin to comment on images of familiar situations in the past.  I can begin to compare and contrast characters from stories, including figures from the past	I can comment on images of the past.  I can compare and contrast characters from stories, including figures from the past	I can comment on images of familiar situations in the past.  I can begin to make sense of my own life-story and family's history
<b>Substantive Knowledge</b>	I can talk about members of my immediate family and community.  I can name and describe people who are familiar to me.  I can use photos of me as a baby to compare myself in the past and how I have changed.	I can share my understanding about Guy Fawkes and how he lived in the past and how he looks different from now.  I can look at transport through the ages and explain how it has changed.  I can begin to use words linked to the past, history and the meanings	I can share my understanding about how Dinosaurs are from the past.  I can explain what happened to the dinosaurs.  I can discuss what the world looked like in the past.	I can share my understanding about Amelia Earhart and how she lived in the past, how transport looks different from now.  I can look at how the roles in the society have now changed.  I can compare holidays in my past. Reinforce vocab of past, history and the meanings	I can explain what St George did.  I can discuss how St George looked and how it is different in the past to now in the present.	I can explain the roles of police officers, fire fighters, nurses and how they are real-life superheroes.  I can share how I have changed during my year in Reception and my memories
<b>ELG</b>	<ul style="list-style-type: none"> <li>• I understanding the lives of the people around me and their roles in society</li> <li>• I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class</li> <li>• I understand the past through settings, characters and events encountered in books read in class and story telling</li> </ul>					

	Autumn	Spring	Summer
<b>Year 1</b>	<b>Queen Elizabeth II</b>		<b>Florence Nightingale</b>
<b>NC link</b>	Events beyond living memory that are significant nationally or globally		The lives of significant individuals in the past who have contributed to national and international achievements
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• I know in <ul style="list-style-type: none"> <li>- 1926, Queen Elizabeth II was born,</li> <li>- 1948, her first child (Prince Charles) was born,</li> <li>- 1953, Queen Elizabeth II officially becomes Queen after her coronation</li> <li>- 2015, the Queen becomes the longest reigning British Monarch</li> <li>- 2022, Queen Elizabeth II passed away.</li> </ul> </li> <li>• I can describe the events that took place during the Queen's coronation</li> <li>• I can name the Queen's achievements (charities- NSPCC, Girl guiding, The red cross, oldest monarch, longest monarch etc.)</li> <li>• I can recall when, where and how the Queen's passing and her funeral that proceeded.</li> </ul>		<ul style="list-style-type: none"> <li>• I know in <ul style="list-style-type: none"> <li>- 1820, Florence was born</li> <li>- 1851, Florence trained as a nurse.</li> <li>- 1854, Florence cared for wounded soldiers and cleaned the hospitals</li> <li>- 1857, Florence returns to England as a heroine (Medal)</li> <li>- 1910, Florence Nightingale died.</li> </ul> </li> <li>• I can explain who Florence Nightingale was and what achieved.</li> <li>• I can describe how hospitals/uniforms/role of a nurse has changed over time.</li> <li>• I can explain why Florence was known as the Lady of the lamp</li> <li>• I can give examples of how Florence changed the view on women</li> </ul>
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• To plot events from the units studied on a simple scaled timeline.</li> <li>• Know and recount stories about the past, knowing and understanding key events.</li> <li>• Know why some people and events are remembered by others: e.g. Royal events</li> <li>• Know some ways we find out about the past using artefacts, pictures, and websites.</li> </ul>		<ul style="list-style-type: none"> <li>• To be able to retell the timeline using chronological vocabulary e.g., before, next, first, last.</li> <li>• Recognise the difference between past and present in their own and others and lives of others at different times.</li> <li>• Know why some people and events are remembered by others.</li> <li>• Know how to ask and begin to answer questions about events and people in past e.g. What happened? When? What was it like/ Who was involved? Why?</li> </ul>
<b>Concepts/key vocabulary</b>	Monarchy, impact Coronation, Queen, throne, Britain		Legacy, Worship Hospital, soldier, lamp, uniform
<b>Additional vocabulary</b>	Faith, love, family, kingdom		Injury, helpful, caring, nurse.

	Autumn	Spring	Summer
<b>Year 2</b>	<b>William Hesketh Lever</b>		<b>The Great Fire of London</b>
<b>NC link</b>	Significant historical events, people and places in their own locality.		Events beyond living memory that are significant nationally or globally
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>I know in</li> <li>1854, William Lever was born (Victorian era)</li> <li>1885, William Lever and his brother James founded Lever Brothers factory in Warrington making soap</li> <li>1914, William Lever donated land in Bolton to make Leverhulme Park and Rivington estate.</li> <li>1918, Lord Lever Hulme became the Mayor of Bolton.</li> <li>1925, William Lever died</li> <li>I can name William Lever’s achievements (manufactured soap, built a village for his employees, started a business that now supplies products across the country to this day).</li> <li>I can explain how William gave back to his hometown of Bolton (Leverhulme park, Rivington gardens, Hall’i’th wood).</li> </ul>		<ul style="list-style-type: none"> <li>I know in</li> <li>1666, the fire started at Thomas Farriner’s bakery on Pudding Lane</li> <li>Monday 3<sup>rd</sup> September 1666, the fire spreads very close to the Tower of London.</li> <li>Tuesday 4<sup>th</sup> September 1666, St Paul’s Cathedral was destroyed by the fire.</li> <li>Wednesday 5<sup>th</sup> September 1666, the fire started to slow down as the wind died down.</li> <li>Thursday 6<sup>th</sup> September 1666, the fire was finally under control and was put out.</li> <li>I can describe who Samuel Pepys was and why his diary was important.</li> <li>I can name significant individuals and their roles in the Great Fire of London (Thomas Farriner, Samuel Pepys, King Charles II).</li> <li>I can give examples of the impact of The Great Fire of London; what firefighting was like in 1666 and what firefighting is like in 2023, how houses were built in 1666 to how they are built now.</li> <li>I can describe the end of the plague (killing many of the rats and fleas that were spreading the plague).</li> </ul>
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>To plot events from the units studied on a more detailed timeline including dates of significant events.</li> <li>To be able to use the vocabulary of past and present when describing events.</li> <li>Know that events, and people are seen as significant because they result in change.</li> <li>Can explain why some events in the past were significant. Identify similarities and differences between ways of life at different times</li> <li>Looks carefully at pictures or objects to find information about the past.</li> <li>Children know that historians use artefacts including objects and evidence in written form to find out about the past.</li> </ul>		<ul style="list-style-type: none"> <li>To be able to use the vocabulary of past and present when describing events.</li> <li>Know how to make simple observations about different types of people, events and beliefs in society.</li> <li>Identify similarities and differences between ways of life at different times</li> <li>Choose and use parts of texts and other sources to answer questions about the past and show understanding of events</li> <li>Looks carefully at pictures or objects to find information about the past.</li> </ul>
<b>Concepts/key vocabulary</b>	Empire, legacy Manufacture, product, business, Lord		Monarchy, impact Extinguish, flammable, emergency, embers.
<b>Additional vocabulary</b>	Employee, factory, soap, community.		Spread, fire-break, eye witness, diary.

	Autumn	Spring	Summer
<b>Year 3</b>	<b>Vikings, Anglo-Saxons &amp; Scots</b>		<b>The Tudors</b>
<b>NC link</b>	Britain's settlement by Anglo-Saxons and Scots. Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Significant historical events, people and places in their own locality
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>I know in <ul style="list-style-type: none"> <li>AD 450, Saxons settled in Britain from Germany</li> <li>AD 793, Viking attacked on Lindisfarne.</li> <li>AD 876, Vikings permanently settled in England.</li> <li>AD 886, Alfred the Great was crowned King of Anglo-Saxons</li> <li>AD 927, Athelstan unites English Kingdoms to become first King of England</li> <li>AD 1066, Harold Godwinson is defeated by William the Conqueror in the Battle of Hastings.</li> </ul> </li> <li>I can describe why the Vikings settled in England.</li> <li>I can discuss the reign of Alfred the Great and state some facts from this time.</li> <li>I can explain the events that led to the battle of Hastings and how Britain came under Norman rule with William the conqueror.</li> <li>I can discuss the Viking raids, invasions and the significance of monasteries through my understanding from some of the Viking stories.</li> </ul>		<ul style="list-style-type: none"> <li>I know in <ul style="list-style-type: none"> <li>1485, the Battle of Bosworth fields was fought and won by the Lancastrians.</li> <li>1509, Henry VIII became King of England.</li> <li>1534, Henry VIII formed the Church of England and separated from the catholic church.</li> <li>1558, Queen Elizabeth I became Queen of England.</li> <li>1588, the Spanish Armada was sent to defeat England</li> <li>1603, the end of the Tudor reign</li> </ul> </li> <li>I can recall when, where and how Henry VIII became the King.</li> <li>I can describe similarities and differences in food, culture and clothing between Tudor times and modern times.</li> <li>I can explain why Henry VIII created the Church of England and the effects this had on society.</li> <li>I can retell how the Spanish sent Armadas to overthrow the Tudor monarchs.</li> </ul>
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Can begin to understand the past in terms of periods.</li> <li>Find out about everyday lives of people in time studied. Compare with our life today.</li> <li>Identify reasons for and results of people's actions. Understand why people may have wanted to do something (The Vikings invading Britain).</li> <li>Suggests sources of evidence to use to help ask and answer questions: such as 'how did people ....? What did people do for ....?'</li> <li>Select and record information relevant to the study. Begin to use the library and internet for research.</li> </ul>		<ul style="list-style-type: none"> <li>To draw and plot periods studied from KS1 to Year 3 using a scale of decades and centuries.</li> <li>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</li> <li>Know that events, and people are seen as significant because they result in change</li> <li>Select and record information relevant to the study. Begin to use the library and internet for research.</li> </ul>
<b>Concepts/key vocabulary</b>	Empire, invasion, worship Settlement, raid, rivalry, legends.		Legacy, impact, monarchy Heir, reign, throne, Armada
<b>Additional vocabulary</b>	Clans, chieftain, longboat, resources.		Literature, battle, War of the Roses, navy

	Autumn	Spring	Summer
<b>Year 4</b>	<b>The Romans</b>		<b>Ancient Egypt</b>
<b>NC link</b>	The Roman Empire and its impact on Britain		The achievement of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>I know in</li> <li>753 BC, Rome was founded</li> <li>55 BC, Caesar established himself as dictator of Rome and attempted to invade Britain</li> <li>43 AD, the emperor Claudius invaded Britain successfully</li> <li>60-61 AD. Boudicca led a rebellion against the Romans.</li> <li>122 AD, Hadrian's wall was built</li> <li>410 AD, the first attack of the Visigoths and Roman rule ended in Britain</li> <li>476 AD, the end of the Roman Empire</li> <li>I can describe the attempted invasion of Britain by Julius Caesar.</li> <li>I can describe the resistance to Roman rule by the people of Britain, including Boudicca's rebellion.</li> <li>I can describe the successful invasion by Claudius, including how and when.</li> <li>I can give examples of the Roman's influence on Britain, their technology, Hadrian's wall, culture, beliefs and religion.</li> </ul>		<ul style="list-style-type: none"> <li>I know in</li> <li>6000 BC people settle near the river Nile</li> <li>5000 BC first farming takes place with cattle</li> <li>2500 BC Great Sphinx and Pyramid built</li> <li>1337 BC Tutankhamun becomes Pharaoh</li> <li>332 BC Alexander the Great invades and rules</li> <li>30 BC death of Cleopatra and fall of empire</li> <li>I can explain the significance of the river Nile to the Egyptian people and the opportunities it brought them.</li> <li>I can describe the achievements of building the pyramids, sphinx and temples including the Valley of the Kings and the use of slaves in Egypt.</li> <li>I can recall the story of mummification, the reasoning behind it and the process, including canopic jars and which organs were kept and why</li> <li>I can recall key facts about the most significant Pharaohs (Tutankhamun and Cleopatra) and the Egyptian Gods.</li> </ul>
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>To decide a suitable scale for a timeline and place events from the period studied in chronological order.</li> <li>To understand that the term ancient means thousands of years ago.</li> <li>Identify key features and events of time studied. Look for links and effects in time studied.</li> <li>Offer a reasonable explanation for some events.</li> <li>To give oral and written explanations of why something is significant.</li> <li>Describe and begin to make links between main events, situations and changes within and across different periods and societies</li> <li>Describe some of the similarities and differences between different periods, e.g. social, beliefs</li> <li>Uses documents, printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about/build a picture of the past.</li> </ul>		<ul style="list-style-type: none"> <li>Can talk about the past in terms of periods.</li> <li>Describe some of the similarities and differences between different periods, e.g. social, beliefs</li> <li>Examine causes and results of great events and the impact on people</li> <li>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</li> <li>Know how to ask and answer a variety of questions about the past, considering aspects of change, cause, similarity and difference and significance.</li> <li>Use the library and internet for research.</li> </ul>
<b>Concepts/key vocabulary</b>	Empire, legacy, ruler. Emperor, romanisation, republic, gladiator		Civilisation, ruler, worship Sarcophagus, mummification, Pharaoh
<b>Additional vocabulary</b>	Battle, formation, chants, army		Preserve, sphinx, slaves, pyramid



	Autumn	Spring	Summer
<b>Year 5</b>	<b>The Stone Age</b>		<b>Ancient Greece</b>
<b>NC link</b>	A study of a non-European society that provides contrasts with British history		Ancient Greece – A study of Greek life and achievements and their influence on the western world
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>I know in</li> <li>4200-3000BC, first evidence of farming from people of Europe. The New Stone Age begins.</li> <li>2100BC – Bronze Age began.</li> <li>1200BC – Small villages were first formed.</li> <li>750BC – Iron Ages began.</li> <li>500BC – The Celtic people arrive from central Europe.</li> <li>43AD – The iron ages with the invasion of the Roman Empire.</li> <li>I can explain the impact on the Bronze Age (first metal workers - weapons and tools, ceremonies and rituals for religion, villages formed, farming and architecture, trade routes)</li> <li>I can recall when, where and how the Stonehenge was built</li> <li>I can give examples of the impact of the Iron age (Iron replaces bronze as useful metal, Forts, Tribal kingdoms, Art &amp; culture)</li> <li>I can explain the significance of The Celts (arrival of the Celts from Europe, how they fought).</li> </ul>		<ul style="list-style-type: none"> <li>I know in</li> <li>776BC, the first Olympic games</li> <li>508BC, democracy is introduced to Athens</li> <li>431BC, the wars between Athens and Sparta</li> <li>333BC, the conquest of Alexander the Great</li> <li>146BC, the fall of the Greek empire.</li> <li>I can explain the significance of the Olympic games (the events, Influence on the modern-day Olympics)</li> <li>I can describe the Greek religious system and specific features of the Gods of Olympus (Zeus, Poseidon, Hades, Hera, Ares, Athena, Aphrodite, Apollo).</li> <li>I can discuss and explain the introduction of democracy (similarities and differences between democratic systems between Ancient Greece and the UK).</li> <li>I can recall when, where and how the Fall of the Greek Empire (death of Alexander the Great and the invasion of the Roman Empire).</li> </ul>
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>To decide a suitable scale for a timeline and draw and plot the periods of Egyptians, Romans, and Stone age accurately.</li> <li>To apply historical language of time to explain events and periods</li> <li>Study different aspects of different people - differences between men and women.</li> <li>Compare life in early and late 'times' studied.</li> <li>Know how to identify and describe continuity and change across different periods and societies, using evidence to support an answer</li> <li>Asks and devise own historical questions about change, cause, similarity and difference and significance.</li> </ul>		<ul style="list-style-type: none"> <li>To decide a suitable scale for a timeline and draw and plot the periods of Egyptians, Romans, Greeks and Stone age accurately</li> <li>Compare aspect of life with the same aspect in another period.</li> <li>Realises that there is often not a single answer to historical questions.</li> <li>Chooses reliable sources of evidence to answer questions. Select relevant sections of information.</li> <li>Know how to construct and organise responses by selecting and organising relevant historical data.</li> </ul>
<b>Concepts/key vocabulary</b>	Civilisation, impact, invasion Skara Brae, Palaeolithic, Mesolithic, Neolithic		Empire, invasion, worship Philosophy, democracy, parliament, Olympic
<b>Additional vocabulary</b>	Homo sapien, neanderthal, mammoth, pelt.		Conquest, peasantry, marathon, myths

	Autumn	Spring	Summer
<b>Year 6</b>	<b>Early Islamic Civilisation</b>		<b>World War II</b>
<b>NC link</b>	A study of a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad.		A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• I know</li> <li>- 206BC, the Silk Road was created providing trade routes through middle eastern lands</li> <li>- 570AD, Islamic prophet Muhammad (PBUH) was born and the Islamic religion begins shortly after.</li> <li>- 624AD, the Battle of Badr.</li> <li>- 725AD, Baghdad was built</li> <li>- 830AD, the House of Wisdom was built.</li> <li>- 1258AD, the Mongol empire invaded the Islamic lands destroying Baghdad, the House of Wisdom and thousands of texts.</li> <li>• I can explain what the House of Wisdom was and how it became a centre for learning (significant discoveries and studies that were led by early Islamic scholars).</li> <li>• I can explain who Muhammed was, how the caliphate came to be and explain their roles and responsibilities.</li> <li>• I can discuss how the Silk Road helped early Islamic civilisation become a major power</li> <li>• I can explain how the Islamic empire was invaded by the Mongol empire which destroyed many cities and important texts.</li> </ul>		<ul style="list-style-type: none"> <li>• I know</li> <li>- 1933, the rise of Hitler and the formation of the Nazi Party.</li> <li>- 1939, Great Britain and France declare war on Germany.</li> <li>- 1940, Winston Churchill becomes Prime Minister and the start of the Battle of Britain.</li> <li>- 1941, the attack on Pearl Harbour. US joins Allied Forces.</li> <li>- 1945, VE Day.</li> <li>• I can discuss the causes of World War II and can name the events which led to the start of the war.</li> <li>• I can identify the countries that were involved in the conflict (Axis: Germany, Italy and Japan. Allied: England, France and Russia)</li> <li>• I can explain the effects of the Battle of Britain had on British society (blackouts, evacuations, rationing, drafting, propaganda)</li> <li>• I can explain the impact of the Holocaust (what was it? Concentration camps, Auschwitz - linked to Boy in the Striped Pyjamas).</li> <li>• I can recall when, where and how VE day is celebrated.</li> </ul>
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• To apply their overview and depth studies to understand the long arc of development by using their own scale for all periods studied</li> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>• Compare beliefs and behaviour with another time studied.</li> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>• Know key dates, individuals and events of time studied.</li> <li>• Asks and devise own historical questions about change, cause, similarity and difference and significance</li> </ul>		<ul style="list-style-type: none"> <li>• To know that time can be divided into centuries e.g., 19<sup>th</sup>, 20<sup>th</sup> etc.</li> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>• Understands and can explain, using evidence the reasons why people, events and developments are significant.</li> <li>• Selects the most appropriate source of evidence for tasks.</li> <li>• Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.</li> </ul>
<b>Concepts/key vocabulary</b>	Civilisation, impact, worship Islamic, Muslim, faith, trade		Impact, invasion, ruler Nazi, propaganda, evacuation, rationing
<b>Additional vocabulary</b>	The Silk Road, Allah, middle east, medicine, surgery		Presentation, Germany, blitz, antisemitism