

## History

### Curriculum Principles

#### By the end of their education, students at Dixons Manningham will:

- Know key events from history, and how these are linked by theme or concept, even when they are historically distant.
- Know how to use evidence to understand events or periods of history and how events can be biased depending on the interpretation of that evidence.
- That historical concepts and interpretations are constantly changing because of new evidence or reinterpretations.

#### In order to achieve a true understanding of history, topics have been sequenced based on the following rationale:

- History is not taught chronologically – instead, topics are sequenced in order to allow comparisons and connections to be made around historical themes.
- Some historical events are embedded into other areas of the curriculum – this allows students to practice skills such as reading maps and place location. Therefore, in order to support this, geography knowledge forms a key part of each historical period studied.

#### We fully believe history can contribute to the personal development of students at DMN:

- As students carry out historical enquiries they should develop a host of skills and competencies, knowledge and understanding. Enquiry increases students's capacity to problem solve. Rich opportunities are provided where students explore their own ideas, develop and deepen conceptual understanding.
- History promotes independent thinking and reasoning alongside a host of qualities, including resilience, determination and confidence.
- History allows students to develop effective communication skills. It broadens and deepens their vocabulary as both technical and scientific vocabulary is learned, practised and used. Students are then able to communicate this evidence in a variety of ways to a range of different audiences.

#### Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- Key individuals are highlighted in every topic. This ensures that students are able to study a range of positive role models from a variety of careers. These are designed to challenge gender and race bias. This is usually through reciprocal reading. For example, in KS2, Jane Goodall and Tacitus.
- On educational enhancement visits, attention is drawn to the particular roles of people encountered by the students.
- A true love of history involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in the transition to secondary school:
- Opportunities to explore the geographical and scientific links to history are embedded into the curriculum.
- Each topic has a book box for classrooms which contains non-fiction texts as well as linked novels and picture books to further develop knowledge and enthusiasm.



# History

## Curriculum overview

	Cycle 1	Cycle 2	Cycle 3
Reception	<p><b>Me in My World/Celebrations - links to art/design, science and maths</b></p> <p>Students will share information about themselves and their families. Talk about who is in their family and the things they do. They will begin to learn about similarities and differences that connect them to, and distinguish them from others.</p> <p>Share photos and favourite toys, journals from previous nurseries.</p> <p>Tiny Ted will go home with a child each week. Students will share their weekends with other students, using photos they have taken.</p> <p>Students will learn new daily routines.</p> <p><i>Vocabulary: mum, dad, sister, brother etc, today, tomorrow, yesterday, before, after, now, then (time), days of the week</i></p> <p>Investigation: Compare and Contrast: Students and their families</p> <p><b>Celebrations - links to art/design, science</b></p> <p>Students will be encouraged to talk about significant events in their own experience, using current events as a prompt e.g bonfire night, Eid, Diwali, Christmas, birthdays etc. Students will explore artifacts and take part in role-play associated with these celebrations.</p> <p><i>Vocabulary: celebrate, celebration, similar, different, special, invite, tradition</i></p> <p>Investigation: Why/How do you celebrate?</p>	<p><b>Freezing and melting: links to geography, science</b></p> <p>Look closely at similarities, differences, patterns and change whilst exploring what happens in winter. Students discuss their experiences of winter and compare how what they do in winter is different or similar to other seasons of the year.</p> <p><i>Vocabulary: winter, spring, summer, autumn, months of the year, weather words</i></p> <p>Investigation: Does it always snow in winter?</p> <p><b>The Seasons: Spring - links to geography, art</b></p> <p>Develop an understanding of growth, decay and changes over time. Talk about similarities and differences in relation to living things.</p> <p>Recall and compare walk in St.Ives to previous walks to Hirst Woods and Lister Park. Explain why some things occur, and talk about changes.</p> <p><i>Vocabulary: winter, spring, summer, autumn, months of the year, weather words</i></p> <p>Investigation: How old is that tree?</p>	<p><b>Plants and animals: links to science</b></p> <p>Observe animals and plants and explain why some things occur, and talk about changes.</p> <p>Students will observe the 'Living Eggs' as they hatch and the chicks grow.</p> <p>They will grow plants from seed and record changes as the plants grow and produce fruit/seeds.</p> <p>Students will learn about animal and human life cycles. (visit to Tropical World - butterflies)</p> <p><i>Vocabulary: baby, toddler, child, adult, young, grow, old, age</i></p> <p>Investigation: Where have all the caterpillars gone?</p> <p><b>The Seasons: Spring/Summer and Changing Me - links to geography, art</b></p> <p>Develop an understanding of growth, decay and changes over time. Talk about similarities and differences in relation to living things.</p> <p>Transition - students look back over their time in reception. How have they changed?</p> <p>Students will talk about past and present events in their own lives and begin to know the difference between past and present.</p> <p><i>Vocabulary: change, older, newer,</i></p> <p>Investigation: How have you changed?</p>
YEAR 1	<p><b>Everyday materials: links to science</b></p> <p>How toys have changed within living memory</p> <p><i>Vocabulary: mechanical—wind-up clockwork artefact simple invention hand-made old-fashioned Victorian Edwardian wealth</i></p> <p><b>Investigation: Compare and Contrast:</b> E.g. Similarities and differences of toys</p> <p><b>Enhancement: Toys from the Past - Kirstie Garside</b></p>	<p><b>Knights and Castles: links to geography</b></p> <p>Purpose and design of castles</p> <p>Roles and responsibilities within a castle</p> <p><i>Vocabulary: ditch moat palisade artefact conquer ceremony monarch cavalry motte bailey ramparts knight squire king, queen, princess prince</i></p> <p><b>Investigation: Research</b> E.g. Who lived in a castle</p> <p><b>Enhancement: Skipton Castle</b></p>	



<p style="text-align: center;"><b>YEAR 2</b></p>	<p><b>Seasides: Links to history</b>          When was Scarborough castle built?          What was the castle built?          How has Scarborough changed?          Why people in the past went on holiday          Differences between the seaside in the past and the present          Different locations</p> <p><i>Vocabulary; invaders, defence tourism, package-holidays, lifestyle, bathing</i></p> <p><b>Investigation: Why were castles built on a hill?</b></p> <p><i>Enhancement: Visit to Scarborough</i></p> <p><b>Great Fire of London: Links to Science</b>          Causes of the fire          Impact of the fire</p> <p><i>Vocabulary; monument diary cathedral flammable</i></p> <p><b>Investigation: Research:</b>  <b>E.g. Why did the fire of London spread so quickly?</b></p> <p>Key Individual: Samuel Pepys</p> <p>Enhancement: Visit to York</p>	<p><b>Journeys: Links to Geography</b>          How transport has changed in living memory          Ibn Battuta exploration of Muslim countries          Exploration of America by Columbus          Amelia Earhart flight across the ocean          The Moon Landings</p> <p><i>Vocabulary; BC, AD, pioneer, inventors, explorers</i></p> <p><b>Investigation: Compare and Contrast:</b>  <b>E.g. How was transport different when my family were students?</b></p> <p><b>Key individual: Matthew Henson/ Ann Daniels</b></p>	<p>Floating and Sinking: Links to Science</p> <p>Changes in boats over time - prehistoric log canoes, Greek triremes, Viking longboats, galleons, paddle steamers, ocean liners, modern day cruise ships.</p> <p><i>Investigation: Compare and Contrast</i>  <i>E.g. How have boats changed over history?</i></p> <p><i>Key Figure: Grace Darling</i></p>
<p style="text-align: center;"><b>YEAR 3</b></p>	<p><b>Stone Age to Iron Age: Links to Science</b>          How a key aspect of life changed from Stone Age, Bronze Age, Iron Age</p> <p><i>Vocabulary; Mesolithic Neolithic Bronze Age Iron Age Skara-Brae hill-fort Britons Boudicca nomad hunter-gatherer archaeology significance legacy impact effect agriculture tomb</i></p> <p><b>Investigation: Research:</b>  <b>E.g. Where did prehistoric people live?</b></p> <p><b>Key figure: Mary Anning</b></p> <p><b>Enhancement: Herd Farm</b></p>		
<p style="text-align: center;"><b>YEAR 4</b></p>	<p><b>Romans: Links to Geography</b>          Roman invasion of Britain          Resistance to the Romans - Boudicca          Romanisation of Britain - how was everyday life affected.</p> <p><i>Vocabulary: Boudicca legion Picts Hadrian's Wall Iceni import export cavalry divine</i></p>	<p><b>Egypt: Links to Geography</b>          What ancient Egyptian daily life was like - settlement, land use, natural resources          Mummification process          Importance of the River Nile</p> <p><i>Vocabulary: monarch / pharaoh, civilisation kingdom</i></p>	<p><b>Bradford: Links to Geography</b>          History of Manningham          History of Bradford</p> <p><i>Vocabulary: legacy immigrant consequence land-use settlement urbanisation industry / industrial</i></p>



	<p><i>empire revolt outpost colony settlement agriculture invasion civilisation Emperor republic conquest</i></p> <p><b>Investigation: Research</b> E.g. What did the Romans change in Britain?</p> <p><b>Key Figure: Tacitus</b></p> <p><b>Enhancement: Merton Park</b></p>	<p><i>settlement agriculture tomb statue fertile ruler divine land-use irrigation papyrus hieroglyphics Nile mummy</i></p> <p><b>Investigation: Research</b> E.g. What can pyramids tell us about daily life in ancient Egypt?</p> <p><b>Key Figure: Hapshephut</b></p> <p><b>Enhancement: Leeds Museum</b></p>	<p><b>Investigation: Local History</b> E.g. Why did Titus Salt choose to build where he did?</p> <p><b>Key Figure: Titus Salt</b></p> <p><b>Enhancement: Visit to Saltaire, local area walks</b></p>
<b>YEAR 5</b>	<p><b>Anglo Saxons and Vikings: links to Geography</b> Anglo Saxon Invasions, settlements and kingdoms, place names and village life Viking raids and invasion</p> <p>Resistance by Alfred the Great and Athlestan Further Viking invasions and Danegeld William the Conqueror</p> <p><i>Vocabulary: invasion settlement heathens Monastic kingdom chronicle tribe loom runes -smith brooch quernstone</i></p> <p><b>Investigation: Research</b> E.g. Has England always been a Christian country?</p> <p><b>Key Figures: Bede, Harald Hardrada, Cnut</b></p> <p><b>Enhancement: Visitor from Merton Park</b></p>	<p><b>Early Islamic Civilisation</b> Why and how Baghdad was built Why people visited the House of Wisdom Destruction of Baghdad by Mongols</p> <p><i>Vocabulary: fertile civilisation mosque palace government accommodation trade Scholar irrigation agriculture Mesopotamia cuneiform / hieroglyphics House of Wisdom Mongols</i></p> <p><b>Investigation: Pattern Seeking</b> E.g. How were Baghdad and Anglo Saxon Britain similar and different?</p> <p><b>Key Figure: Caliph Harun al-Rashid</b></p> <p><b>Enhancement: Calligraphy workshop at Cartwright Hall</b></p>	
<b>YEAR 6</b>	<p><b>Crime and Punishment</b> Tudor punishment system Stuart punishment system The Gunpowder Plot Georgian punishment system Victorian punishment system Modern punishment system</p> <p><i>Vocabulary: Parliament sentence plot conspirators monarch infamous treason stocks scold's bridle highwayman transportation gaol innocent prosecute rehabilitate</i></p> <p><b>Investigation: Research</b> E.g. Was Guy Fawkes Guilty?</p> <p><b>Key Figure: Marie van Britten Brown</b></p> <p><b>Enhancement: Highwayman visit to school</b></p>	<p><b>Ancient Greece: Linked to Geography</b> How geography of Greece impacted on government and culture Pelopponesian Wars Comparisons of Athens and Sparta</p> <p><i>Vocabulary: democracy legacy empire independent tyrant Sparta Athens Acropolis Chiton Hoplite -polis trireme</i></p> <p><b>Investigation: Compare and Contrast</b> E.g. How do the ancient Greeks influence the western world nowadays?</p> <p><b>Key Figure: Aristotle</b></p>	<p><b>Bradford: linked to Geography</b> How geography of Bradford impacted on immigration Roman Fort at Olicana (Ilkley) Broadford - formation of the town Bolling Hall - Tudor Bradford Industrial Revolution Immigration from 1900</p> <p><i>Vocabulary: siege monarchy capital abdicate corporal treason boar Cavalier Roundhead Bolling Hall industry cottage</i></p> <p><b>Investigation: Local History</b> E.g. Why was Bradford so famous for making cloth?</p> <p><b>Enhancement: Visit to Bolling Hall</b></p>

