

History

Curriculum Principles

By the end of Year 6, a student of History 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.

The sequence of knowledge is underpinned by the following strategic anchors:

- History is not taught chronologically – instead, topics are sequenced to allow comparisons and connections to be made around historical themes.
- Every unit introduces essential substantive knowledge whilst developing disciplinary thinking. Units deliberately build on prior learning. Year 1 toys prepare pupils for Year 2 significant people. Year 3 civilisations prepare pupils for Year 4 empires. Year 5 broadens understanding of changing power. Year 6 draws together previous learning through modern history and independent enquiry.

The History curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- As students carry out historical enquiries, they should develop a host of skills and competencies, knowledge and understanding. Enquiry increases students' 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. Students are then able to communicate this evidence in a variety of ways to a range of different audiences.
- Through history, pupils develop a sense of identity and belonging. They explore their own heritage alongside the experiences of people from different cultures, places and periods, recognising both the diversity of human experience and the threads that connect us across time.

History Curriculum Overview

	Cycle 1	Cycle 2	Cycle 2
EYFS	Nursery – All About Me- Learn our environment and key adults Begin to learn routines Recognise themselves and then their features Who lives with me? Talk about same and different Celebrations Different celebrations in different countries, Remembrance Day, Bonfire night Reception – Marvellous Me: share information about selves and families. Talk about who is in their family and the things they do. Talk about the lives of people around them.	Nursery – Spring Stories and Celebrations- Easter Story, Eid, different occupations Reception – People Who Help us: Life in the past and present- school and jobs	Nursery – Changing Me Notice changes from being a baby to now Reception – Growing: How have we grown over time. Changing Me: children look back over their time in Reception. How have they changed? Minibeasts: Changes over time
Year 1	How have toys changed over time? Substantive Knowledge The past is different from today Toys have changed over time Some toys were hand-made Some toys used no electricity Modern toys often use technology Not all children owned toys Materials used for toys have changed Toys tell us about people's lives Museums keep toys from the past Older people can tell us about childhood Diciplinary Knowledge Children should know that historians use books, museums, displays and videos to help them learn about the past. Some resources collect information from many places These help us find quick facts e.g. knowledge organiser, timeline. Procedural Knowledge Identify old and new objects Order toys chronologically Compare similarities and differences Ask simple historical questions Use words such as past, old, new, before	Why did people build castles? Substantive Knowledge Castles were built after 1066 They protected important people Castles were usually built from stone A moat helped defend a castle A drawbridge controlled entry A keep was the strongest building Towers helped defenders see enemies Kings and queens sometimes lived in castles Some castles are ruins today Castles help us learn about the past Diciplinary Knowledge Children should know that historians use surviving Castle, artefacts, excavated objects to help them learn about the past. Procedural Knowledge Identify castle features Explain the purpose of features Compare castles with modern homes Place castles on a simple timeline	Why was the Great Fire of London so important? Substantive Knowledge The fire happened in 1666 It started in Pudding Lane London buildings were mostly wood Strong winds spread the fire Samuel Pepys wrote about in in his diary St Paul's Cathedral burnt down Firefighting was very different London was rebuilt More brick and stone were used afterwards The fire changed London Diciplinary Knowledge Children should know that historians use Samuel Pepys' Diary, contemporary paintings and archaeological evidence help them learn about the past. Procedural Knowledge Sequence events identify cause and consequence use historical sources explain why an event mattered



Why are these individuals significant?**Substantive Knowledge**

Florence Nightingale improved nursing.
 Mary Seacole cared for soldiers in the Crimean War.
 Both women lived in the 1800s.
 Florence worked in hospitals.
 Mary travelled from Jamaica to Crimea.
 Hospitals were often dirty.
 Florence encouraged cleanliness.
 Mary provided food, medicine and care.
 Nurses help sick people.
 We remember some people because they changed lives.
 Photographs can provide evidence.
 Statues and memorials remember people.

Diciplinary Knowledge

Children should know that historians use photographs, artefacts and written records; investigate why people are remembered; use evidence to judge significance; ask questions about the past; compare lives from different periods; build conclusions from sources.

Procedural Knowledge

Children will place individuals on a timeline; compare Florence Nightingale and Mary Seacole; identify evidence; explain significance; answer questions using sources; communicate findings using historical vocabulary.

How have explorers changed the way we understand our world?**Substantive Knowledge**

Explorers travel to discover places.
 Christopher Columbus crossed the Atlantic.
 Ibn Battuta travelled widely.
 Neil Armstrong walked on the Moon in 1969.
 Explorers used maps.
 Journeys were often dangerous.
 Explorers recorded what they saw.
 Discoveries increased knowledge.
 Maps help people navigate.
 Transport has changed over time.
 Technology supports exploration today.
 Exploration changed understanding of the world.

Diciplinary Knowledge

Children should know that historians use photographs, artefacts and written records; investigate why people are remembered; use evidence to judge significance; ask questions about the past; compare lives from different periods; build conclusions from sources.

Procedural Knowledge

Children will sequence explorations; trace journeys on maps; compare explorers; identify achievements; answer questions using evidence; explain why exploration was important.

How has Bradford changed over time?**Substantive Knowledge**

Bradford is in West Yorkshire.
 Bradford grew during the Industrial Revolution.
 Wool and textiles were important industries.
 Many mills were built.
 People moved to Bradford for work.
 Transport links helped the city grow.
 Saltaire was built for mill workers.
 Historic buildings still remain.
 Bradford has changed over time.
 Bradford is culturally diverse.
 Photographs show local changes.
 Local history helps us understand our community.

Diciplinary Knowledge

Children should know that historians use photographs, maps and buildings as evidence; compare past and present; investigate communities; ask questions about change; explain local history using sources.

Procedural Knowledge

Children will compare old and modern photographs; identify landmarks; create timelines; describe changes in Bradford; use historical sources; explain why Bradford changed.



Why did the Romans invade Britain?**Substantive Knowledge**

The Roman Empire was one of the largest empires in history.
 The Romans invaded Britain in AD 43.
 Emperor Claudius ordered the invasion.
 Britain was divided into tribes.
 The Romans wanted Britain's resources.
 Boudicca led a rebellion against Roman rule.
 Romans built roads, towns and settlements.
 Hadrian's Wall was built in northern Britain.
 Roman soldiers lived in forts.
 Roman ideas influenced Britain.
 Roman influence continued after they left.

Diciplinary Knowledge

Children should know that historians use artefacts, archaeology, buildings, ruins and written accounts; compare sources; investigate daily life; and explain change using evidence.

Procedural Knowledge

Children will place Roman Britain on a timeline; investigate artefacts; compare Celtic and Roman life; explain invasion; identify causes and consequences; make deductions from evidence.

How do we know so much about Ancient Egypt?**Substantive Knowledge**

Ancient Egypt was one of the world's earliest civilisations.
 Ancient Egypt was located in north-east Africa.
 The River Nile flowed through Ancient Egypt.
 Pharaohs ruled Ancient Egypt.
 Ancient Egyptians worshipped many gods and goddesses.
 Hieroglyphics was the Egyptian writing system.
 Scribes could read and write.
 Ancient Egyptians built pyramids.
 Pyramids were used as tombs.
 Mummification preserved bodies.
 Howard Carter discovered Tutankhamun's tomb in 1922.

Diciplinary Knowledge

Children should know that historians use artefacts, monuments, written evidence and archaeological discoveries; compare sources; answer questions using evidence; and build interpretations from evidence.

Procedural Knowledge

Children will place Ancient Egypt on a timeline; locate Egypt on a map; investigate artefacts; use evidence to answer questions; explain the importance of the Nile; make deductions from artefacts; compare ancient and modern life.

How did life change in prehistoric Britain?**Substantive Knowledge**

The Stone Age began before written history.
 This period is called prehistory.
 Early people were hunter-gatherers.
 People used stone tools.
 People learned to farm.
 Farming allowed permanent settlements.
 Skara Brae is a prehistoric settlement.
 The Bronze Age followed the Stone Age.
 Bronze tools were stronger than stone tools.
 The Iron Age followed the Bronze Age.
 Iron tools were stronger than bronze tools.
 Iron Age people built hill forts.
 Trade took place during the Bronze and Iron Ages.

Diciplinary Knowledge

Children should know that historians rely on archaeology because there are no written records; use artefacts, settlements and excavations as evidence; compare sites; and build explanations from evidence.

Procedural Knowledge

Children will place the Stone, Bronze and Iron Ages on a timeline; investigate artefacts; compare hunter-gatherer and farming lifestyles; explain farming; identify technological change; use archaeological evidence.



How did the Anglo-Saxons shape England?

Substantive Knowledge

The Anglo-Saxons came to Britain after the Romans left.
Anglo-Saxons migrated from northern Europe.
England was divided into kingdoms.
The Heptarchy was the name given to the seven main kingdoms.
Anglo-Saxon kings ruled different areas of England.
Most Anglo-Saxons lived in villages.
Farming was important.
Early Anglo-Saxons followed pagan religions.
Christianity spread through Anglo-Saxon England.
Monasteries became centres of learning.
Sutton Hoo is an important archaeological site.
Anglo-Saxons developed laws and systems of government.
Many English place names have Anglo-Saxon origins.
Anglo-Saxon rule ended in 1066.

Diciplinary Knowledge

Children should know that historians use archaeological discoveries, artefacts, written records and chronicles; compare different evidence; investigate how people lived; explain change; build interpretations from multiple sources; and consider reliability.

Procedural Knowledge

Children will place Anglo-Saxon England on a timeline; locate kingdoms on a map; investigate Sutton Hoo artefacts; compare pagan and Christian beliefs; explain settlement in Britain; use evidence to answer questions; compare Anglo-Saxon and Roman Britain; identify causes of change; use historical vocabulary; and draw conclusions from sources.

Why did the Vikings come to Britain?

Substantive Knowledge

Vikings came from Scandinavia.
Viking raids began in the late eighth century.
Lindisfarne was attacked in AD 793.
Vikings travelled in longships.
Some Vikings came as raiders.
Some Vikings settled in Britain.
The Danelaw was controlled by Vikings.
Alfred the Great resisted Viking invasions.
Vikings established settlements across Britain.
Vikings traded across Europe.
Vikings followed Norse beliefs.
Viking words influenced English.
Viking and Anglo-Saxon cultures mixed.
Viking influence can still be seen today.

Diciplinary Knowledge

Children should know that historians use archaeological evidence, artefacts, sagas and written sources; compare evidence from different cultures; study settlements; explain Viking activity using evidence; build interpretations; and recognise different perspectives.

Procedural Knowledge

Children will place Viking events on a timeline; locate Viking homelands and settlements; investigate artefacts; compare Viking and Anglo-Saxon life; explain migration; identify causes and consequences of invasions; use evidence to answer questions; analyse discoveries; communicate explanations; and draw conclusions.

What did the Ancient Greeks do for us?

Substantive Knowledge

Ancient Greece was made up of city-states.
Athens and Sparta were important city-states.
Athens developed an early form of democracy.
Sparta focused on military training.
Ancient Greeks worshipped many gods and goddesses.
Temples were built to honour the gods.
The Olympic Games began in Ancient Greece.
Greek myths were important stories.
Philosophers asked questions about the world.
Socrates was a famous philosopher.
Greek theatre developed as entertainment.
Greek architecture influenced later societies.
Ancient Greeks made advances in mathematics.
Greek ideas influenced later civilisations.
Many aspects of modern life have Greek origins

Diciplinary Knowledge

Children should know that historians use artefacts, buildings, monuments, myths and written records; compare evidence from different city-states; investigate continuity and change; build interpretations; and explain significance using evidence.

Procedural Knowledge

Children will place Ancient Greece on a timeline; identify Greece on a map; compare Athens and Sparta; investigate artefacts and sources; use evidence to answer questions; explain democracy; identify Greek influences on modern life; compare societies; communicate understanding; and explain significance.



Why was Baghdad one of the most important cities in the world?

Substantive Knowledge

Baghdad became the capital of the Abbasid Caliphate in AD 762. Baghdad became a centre of learning and trade.

The House of Wisdom was established in Baghdad.

Scholars translated books from many civilisations.

Mathematicians developed important ideas in algebra.

Islamic scholars made advances in astronomy.

Doctors improved medical knowledge.

Trade routes connected Baghdad to many parts of the world.

Merchants exchanged goods, ideas and knowledge.

The Arabic number system spread widely.

Religion played an important role in daily life.

Education was valued in Islamic society.

Baghdad influenced knowledge around the world.

Diciplinary Knowledge

Children should know that historians use written records, artefacts, buildings, maps and trade routes; compare sources from different places; investigate achievements; build interpretations from evidence; and explain significance using evidence.

Procedural Knowledge

Children will place the Abbasid Caliphate on a timeline; identify Baghdad on a map; investigate sources; analyse trade routes; explain Baghdad's importance; compare achievements; identify significance; support conclusions with evidence; communicate understanding; and explain legacy.

Why was the Maya civilisation so advanced?

Substantive Knowledge

The Maya civilisation developed in Central America.

Maya cities were built in rainforest regions.

City-states were ruled by kings.

Maya society had different social groups.

Farmers grew maize, beans and squash.

Trade connected Maya cities.

Religion was important in Maya life.

Temples were important buildings.

Maya astronomers studied the stars.

The Maya developed a calendar system.

The Maya used a writing system.

The Maya made advances in mathematics.

The number zero was used in Maya mathematics.

Many Maya sites survive today.

Diciplinary Knowledge

Children should know that historians use archaeological evidence, ruins, monuments, inscriptions and artefacts; compare evidence from sites; build interpretations; and recognise limitations in available evidence.

Procedural Knowledge

Children will place the Maya civilisation on a timeline; locate Maya civilisation on a map; investigate ruins and artefacts; use evidence to answer questions; compare civilisations; explain religion; identify similarities and differences; draw conclusions; communicate explanations; and explain significance.

How has the power of the monarchy changed over time?

Substantive Knowledge

Monarchs have ruled England for centuries.

William the Conqueror became king in 1066.

Kings and queens once held significant power.

Magna Carta was agreed in 1215.

Magna Carta limited royal power.

Tudor monarchs strengthened royal authority.

Henry VIII changed the Church in England.

The English Civil War began in 1642.

Parliament fought against the king.

Charles I was executed in 1649.

The monarchy was restored in 1660.

Parliament became increasingly powerful.

Britain became a constitutional monarchy.

Modern monarchs have limited political power.

The monarchy still plays an important role today.

Diciplinary Knowledge

Children should know that historians use documents, laws, charters and written accounts; compare interpretations; investigate political change; build arguments from evidence; and evaluate viewpoints.

Procedural Knowledge

Children will place monarchs and events on a timeline; investigate documents; explain changing royal power; compare periods; identify causes and consequences; support explanations with evidence; compare monarchy and parliament; interpret sources; communicate arguments; and explain significance.



How did World War II change Britain?**Substantive Knowledge**

World War II began in 1939.
 Britain fought alongside Allied nations.
 Germany was led by Adolf Hitler.
 The war ended in 1945.
 The Blitz involved bombing British cities.
 Many children were evacuated.
 Rationing affected daily life.
 Women took on new roles during the war.
 D-Day took place in 1944.
 The Holocaust took place during World War II.
 The NHS was established in 1948.

Diciplinary Knowledge

Children should know that historians use photographs, artefacts, documents and first-hand accounts; compare perspectives; evaluate reliability; investigate significance; and construct interpretations from evidence.

Procedural Knowledge

Children will place wartime events on a timeline; interpret sources; compare experiences; investigate local wartime history; identify causes and consequences; evaluate evidence; justify conclusions; explain significance; and communicate arguments.

How has migration shaped modern Britain?**Substantive Knowledge**

The Empire Windrush arrived in Britain in 1948.
 Many passengers came from the Caribbean.
 Britain needed workers after World War II.
 Migrants contributed to public services and industry.
 Many migrants experienced discrimination.
 Britain became increasingly diverse.
 Bradford has been shaped by migration.
 Modern Britain is multicultural.

Diciplinary Knowledge

Children should know that historians use oral histories, photographs, documents, census and migration records; compare experiences; analyse viewpoints; and build interpretations from evidence.

Procedural Knowledge

Children should know that historians use maps, photographs, census records, archives and buildings; compare sources; analyse change over time; evaluate evidence; and compare interpretations.

How has Bradford changed over time?**Substantive Knowledge**

Bradford expanded during the Industrial Revolution.
 Wool and textiles were major industries.
 Mills shaped Bradford's growth.
 People migrated to Bradford for work.
 Bradford became a diverse city.
 Saltaire is an important historical site.
 Historic buildings remain today.
 Bradford continues to develop today.

Diciplinary Knowledge

Children should know that historians use maps, photographs, census records, archives and buildings; compare sources; analyse change over time; evaluate evidence; and compare interpretations.

Procedural Knowledge

Children will create timelines; compare historic and modern Bradford; interpret maps and photographs; investigate local sites; use multiple sources; explain reasons for change; identify continuity and change; evaluate evidence; and communicate conclusions.

