

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' 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.

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Curriculum overview

	Cycle 1	Cycle 2	Cycle 3
Reception	<p>Nursery - My School/ My Family/ Space/ Celebrations</p> <p>Recognise and name members of family, beginning to make sense of family history and own life story</p> <p>Celebrations</p> <p>Share family photos of celebrations</p> <p>Explore how different countries celebrate different celebrations</p> <p>Reception - All About Me/ Celebrations</p> <p>Me in My World: 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.</p>	<p>Nursery - Superheroes/ Bears</p> <p>People Who help Us</p> <p>Show interest in the different occupations of adults in school</p> <p>Reception - Hot and Cold Places/ Woodlands/ Traditional Tales</p> <p>Engage with religious festivals (Easter), learning where in the world they originate and how they are celebrated</p>	<p>Nursery - Growing/ Farms</p> <p>Reception - Minibeasts/ Pirates</p> <p>Changing Me: children look back over their time in Reception. How have they changed?</p> <p>Talk about the roles of people in society.</p>
YEAR 1	<p>Everyday materials: links to science</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>Enquiry: Change and Continuity: How have toys and games changed over time?</p> <p>Enhancement: Toys from the Past - Kirstie Garside</p>	<p>Knights and Castles: links to geography</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>Enquiry: Historical Interpretations: Why were castles built on hills?</p> <p>Enhancement: Skipton Castle</p>	
YEAR 2	<p>Great Fire of London: Links to Science</p> <p>Causes of the fire</p> <p>Impact of the fire</p> <p><i>Vocabulary; monument diary cathedral flammable</i></p> <p>Enquiry: Sources and Evidence:</p> <p>E.g. Why did the fire of London spread so quickly?</p> <p>Key Individual: Samuel Pepys</p> <p>Enhancement: Visit to York</p>	<p>Journeys: Links to Geography</p> <p>How transport has changed in living memory</p> <p>Ibn Battuta exploration of Muslim countries</p> <p>Exploration of America by Columbus</p> <p>Amelia Earhart flight across the ocean</p> <p>The Moon Landings</p> <p><i>Vocabulary; BC, AD, pioneer, inventors, explorers</i></p> <p>Change and Continuity: How have types of transport changed or stayed the same?</p> <p>Historical Significance: Why do we still know about Christopher Columbus?</p> <p>Key individual: Ann Daniels</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>Enquiry: Compare and Contrast</p> <p>E.g. How have boats changed over history?</p> <p>Key Figure: Grace Darling</p> <p>Seasides: Links to history</p> <p>When was Scarborough castle built?</p> <p>What was the castle built?</p> <p>How has Scarborough changed?</p> <p>Why people in the past went on holiday</p> <p>Differences between the seaside in the past and the present</p> <p>Different locations</p> <p><i>Vocabulary; invaders, defence tourism, package-holidays, lifestyle, bathing</i></p> <p>Enquiry: Compare and Contrast: What did people do at the seaside 100 years ago?</p>



			<i>Enhancement: Visit to Scarborough</i>
YEAR 3			<p>Stone Age to Iron Age: Links to Science 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>Enquiry: Research: E.g. Sources and Evidence: Where did prehistoric people live?</p> <p>Key figure: Mary Anning</p> <p>Enhancement: Herd Farm</p>
YEAR 4	<p>Romans: Links to Geography 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 Icenii import export cavalry divine empire revolt outpost colony settlement agriculture invasion civilisation Emperor republic conquest</i></p> <p>Enquiry: Change and Continuity: What changed in Britain between AD 43 and AD 410?</p> <p>Sources and Evidence: What can we learn about life in Camulodonum from a single piece of jewellery?</p> <p>Key Figure: Septimus Severus</p> <p>Enhancement: Merton Park</p>	<p>Egypt: Links to Geography 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 settlement agriculture tomb statue fertile ruler divine land-use irrigation papyrus hieroglyphics Nile mummy</i></p> <p>Enquiry: Cause and Consequence: Why was the River Nile so important to the Ancient Egyptians?</p> <p>Historical Significance: Why was the discovery of Tutankhamun so important?</p> <p>Key Figure: Hatshepsut</p> <p>Enhancement: Leeds Museum</p>	<p>Bradford: Links to Geography History of Manningham History of Bradford</p> <p><i>Vocabulary: legacy immigrant consequence land-use settlement urbanisation industry / industrial</i></p> <p>Enquiry: Sources and Evidence/ Historical Significance: Was Titus Salt a good man?</p> <p>Key Figure: Titus Salt</p> <p>Enhancement: Visit to Saltaire, local area walks</p>
YEAR 5	<p>Anglo Saxons and Vikings: links to Geography Anglo Saxon Invasions, settlements and kingdoms, place names and village life Viking raids and invasion 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>Early Islamic Civilisation 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>Enquiry: Similarities and differences: How similar was life in Baghdad to life in Anglo Saxon Britain?</p>	



	<p>Enquiry: Change and Continuity: Has England always been a Christian country?</p> <p>Key Figures: Bede, Harald Hardrada, Cnut</p> <p>Enhancement: Visitor from Merton Park</p>	<p>Key Figure: Caliph Harun al-Rashid</p> <p>Enhancement: Calligraphy workshop at Cartwright Hall</p>	
YEAR 6	<p>Crime and Punishment</p> <p>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>Enquiry: Change and Continuity: How did crime and punishment change since 1066?</p> <p>Sources and Evidence: Was Guy Fawkes a terrorist?</p> <p>Key Figure: Guy Fawkes</p> <p>Enhancement: Highwayman visit to school</p>	<p>Ancient Greece: Linked to Geography</p> <p>How geography of Greece impacted on government and culture Peloponnesian 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>Enquiry: Similarities and Differences: Did the Athenians and the Spartans have anything in common?</p> <p>Key Figure: Aristotle</p>	<p>Bradford: linked to Geography</p> <p>How geography of Bradford impacted on immigration Why different communities and cultures have settled in Bradford Comparison of Bradford City Centre to Haworth</p> <p><i>Vocabulary: immigrant, illegal immigrant, industry, cottage</i></p> <p>Enquiry: Historical Significance: Why did people choose to move to Bradford?</p> <p>Key Figure - Samuel Lister</p> <p>Enhancement: Visit to Haworth</p>

