

History



Know more, remember more



Know yourself, grow yourself



Use your learning, develop your skills



Curriculum overview

Year		Autumn	Spring	Summer
1	Strand	Significant People		
	Termly Focus	Changes within living memory Myself and my family- (looking at themselves and their family and the changes that have taken place) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Significant people in history- pre 1900s Marvellous Nurses- Florence Nightingale Mary Seacole	Significant people in history- post 1900s Black Lives Rosa Parks Martin Luther King
2	Strand	Significant Events		
	Termly Focus	Significant events (post 1900s) The Moon Landing The Space Race	Significant events (pre 1900s) The Great Plague <i>Link with Covid times</i>	Local historical significant events Proud to be a Potter <i>Development of the Potteries</i>
3	Strand	Comparing invaders to Britain post OAD (Cycle B 2021-22)		
	Termly Focus	Romans in Britain	Saxons in Britain	Comparison of Roman / Saxon Britain & local links
4	Strand	Comparing BC civilisations (Cycle A)		
	Termly Focus	Stone Age through to Iron Age	Ancient Egypt	Comparison study
5	Strand	World War II (Cycle B 2021-22)		
	Termly Focus	Timelines/Events	Impact on Daily life	Local Study
6	Strand	The Victorians (Cycle A)		
	Termly Focus	Timelines/Events	Lives of the rich and poor	Empire and power (comparison with India/including slavery)



HISTORY (Year 1): Strand of learning – Significant people from the past

Crucial Knowledge- (Myself and my family) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> • Know the difference between the past and present. • Put key events of their lives in the order in which they happened (chronological order) • Know that their family will stretch back through generations so older people will have had different experiences (toys/fashion/jobs) than they have. • Know that images (photographs/drawings) of objects can be matched to different time periods in their lives and the lives of their immediate family. • Know there have been a lot of changes since parents/ grandparents were young. 	<ul style="list-style-type: none"> • Understand the word Chronological • Understand that some things we take for granted today did not exist in the past e.g phones, televisions etc... • Compare the types of clothes their grandparents wore compared to their parents and themselves • Compare the types of toys their grandparents played with compared to their parents and themselves. • Know the types of jobs that grandparents had. 	<ul style="list-style-type: none"> • Sequence a timeline of their lives • Create a family history through an immediate family tree and then trying to extend this by talking to family members • Interview/ talk to family members and ask what life like was like when they were young.

Crucial Knowledge (Significant people in History Pre 1900's- Marvellous Medicine)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> • Know that Florence Nightingale was famous for being a nurse and helping to change how nurses looked after people. • Know that Florence Nightingale had the name 'lady of the lamp'. • Know that Florence Nightingale helped soldiers during the Crimean war. • Know that Florence Nightingale was a famous British nurse who lived between 1820 and 1910. • Know that she helped to make hospitals cleaner, safer places, and wrote books about how to be a good nurse. • Know that Mary Seacole was also a nurse at the time of Florence Nightingale. • Know that people didn't want her to become a nurse in the war but she went to help the soldiers anyway. • Know that she gave soldiers shelter and food and took care of the injured. 	<ul style="list-style-type: none"> • Understand that lots of what we know today about how to keep hospitals clean and organised places is due to the hard work and research of Florence Nightingale. • Understand that because of her, thousands (possibly even millions) of lives have been saved, - she found ways to stop many infections and diseases from spreading. • Know that the Nightingale hospitals during the covid pandemic were named after her as she was seen as so important. • Know that Mary Seacole lived at a time when women, particularly women with black skin were not treated the same. • Know that the soldiers called her Mother Seacole. 	<ul style="list-style-type: none"> • Timeline of Florence Nightingales life with key events • Understand when in time Florence Nightingale existed in comparison to them (historical context timeline) • Answer questions using historical resources. • Make comparisons between the life of Florence Nightingale and Mary Seacole.



Crucial Knowledge (Post 1900's- Black Lives)	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none"> • Rosa Parks grew up in the South in America. • She was African- American. • She lived in a city called Montgomery with her husband that was split in schools, churches, shops etc for white people and people of colour. • When she rode on the bus she would have to ride at the back where people of colour would have to sit, even if there were spare seats at the front of the bus. Sometimes she would have to stand. • Rosa wanted all people to be treated the same. • On December 1, 1955 that Rosa had settled in her seat on the bus after a hard day's work. All the seats on the bus had filled up when a white man boarded. The bus driver told Rosa and some other African-Americans to stand up. Rosa refused. • The bus driver said he would call the police. Rosa didn't move. Soon the police showed up and Rosa was arrested and then she was fined 10 dollars, which she refused to pay. • Rosa said the law was wrong and shouldn't treat people like this. • Martin Luther King Jr also stood up for people's rights and thought everyone should be treated the same. • He was of the people who organized the 'boycott' of the buses. MLK's house was bombed and he was arrested for standing up. • He organized a march to Washington where he wanted to show that people should have equal rights. • He gave a special 'I have a dream speech'. 	<ul style="list-style-type: none"> • African- American leaders decided to not use the buses altogether (which was difficult as not many people had cars). • After 381 days of not using the buses the Supreme court said that the segregation law was wrong. • What is meant by a 'protest'. • Civil rights act- meant that nobody should be treated differently based on their race, colour of their skin, if they were male or female or because of their religion. 	<ul style="list-style-type: none"> • Understand when in time Parks and MLK Jr existed in comparison to them (historical context timeline) • Answer questions using historical resources. • Understand what sources of historical information are e.g. diaries, books, artefacts, photographs, paintings etc.. • Timelines • Fact files. • Use information to explore why people did things, why events happened and what happened as a result.



<ul style="list-style-type: none"> A year later, the government came up with a special 'act' to say that people should not be treated differently because of the colour of their skin. 		
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HISTORY (Year 2): Strand of learning – Significant events

Crucial Knowledge (Local events- Proud to be a Potter)	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none"> Know that Stoke-on-Trent is also known as the potteries because it's famous around the world for making pottery. Pottery is a thing made of clay (pots, plates, cups etc..) Many people in Stoke used to work in pot banks (place where pottery is made). Josiah Wedgewood was responsible for the development of Pottery in stoke. Clarice Cliff was famous for her pottery and art work in the 1930's, based in Burslem. Emma Bridgewater is famous for her pottery designs and still has a factory in Hanley. 	<ul style="list-style-type: none"> Know the origins of pottery, what is it and where did it come from. Know the different jobs in the pot banks were. Know how canals were used in the pottery industry. 	<ul style="list-style-type: none"> Find answers to questions using resources Make links between the past and their own lives Understand what sources of historical information are e.g. living memory, books, artifacts, photographs, paintings etc..

Crucial Knowledge (Pre 1900's- The Great Plague)	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none"> The Great Plague happened between 1665- 1666. The plague began in an area called St. Giles-in-the-Field in London and this was a fairly poor and overcrowded area of London. The plague spread across parts of Europe. The plague was spread by rats. The plague was passed on by flea that the rats carried. Humans passed it on to each other by coughing and sneezing, just like covid. 	<ul style="list-style-type: none"> By the end of 1665, 100,000 people had dies in London. King Charles II fled London to escape the disease along with other wealthy people who had enough money to leave. Doctors felt that poisonous or bad air was to blame for the plague and other blamed farm animals. Some of the alternative ways people thought of to avoid being infected by the plague were: holding a 	<ul style="list-style-type: none"> Timelines Fact files. Role play and drama. News broadcasts. Find answers to questions using resources Make links between the past and their own lives



<ul style="list-style-type: none">• Whole communities were wiped out as a result of the plague.• The plague spread quickly and people dies within days of become infected with the disease.• People suffered with: pain, fevers, blisters, headaches, vomiting and infected swellings on their bodies.• When households became infected, the houses were sealed (nobody was allowed in or out) and a red cross, along with the words 'Lord have mercy on us' was marked on the front doors of the infected houses to warn others of the infected people inside.• We know about what the plague was like because of the diary of Samuel Pepys.• There was no known cure for the disease but many people tried alternative ways to avoid being infected, including eating toads.• The song Ring a Ring o'Roses is a rhyme about the Great Plague and is still sang today.• Know what the Ring a Ring 'Roses song means: Ring o'roses – refers to the red spots which affected people who had the plague. Pocket full of posies – refers to the small bunches of flowers people thought might prevent them from being infected with the plague. Atishoo, atishoo – this refers to the sneezing which affected people, especially as the illness got worse. We all fall down – this refers to the death of those affected.• The plague was stopped in London in the Autumn of 1666 when a very cold spell of weather killed off the fleas and germs. Also the Great Fire of London killed off most of the rat infested buildings and this helped to stop the plague too.	<p>small bunch of flowers or herbs to their nose would prevent them getting the plague. Some drank fine wines or even ate toads! Others thought having a bath in milk would prevent them from becoming ill.</p> <ul style="list-style-type: none">• Hygiene was often very poor in these times and many cities, villages and towns were unsanitary (dirty).• During the plague, the Mayor of London believed that domestic animals were the blame of the plague so he ordered the dogs and cats to be killed to help stop the plague from spreading.• Know the consequences of the plague after the event- people lost their jobs, lost their homes, had to beg for food, London became quiet with very few people out and about.• The village of Eyam (250km away from London) was infected by the plague because a man named George Viccars had ordered some cloth from London which was infested with fleas carrying the disease.• George Viccars was the first person in Eyam to dies from the disease.• William Mompesson a rector (leader of the church) for the village tried to stop the plague but needed help from the previous rector (Thomas Stanley) to convince the villagers of his plan.• It is thought that quarantine saved thousands of lives and stopped the disease from spreading further.• Every year, on the last Sunday in August, the Plague Memorial Service takes place in Eyam to celebrate the end of disease.	<ul style="list-style-type: none">• Understand what sources of historical information are e.g. diaries, books, artifacts, photographs, paintings etc..• Use information to explore why people did things, why events happened and what happened as a result.• Spider diagrams.• Compare the plague with covid using Venn diagrams.•
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Crucial Knowledge (Post 1900's- The Moon Landing)	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none">• On July 16th 1969 Saturn V rocket launched from the United States.• It took 12 minutes for Saturn V to orbit the Earth from its launch.• Saturn V was the largest rockets ever built.• It was 111 meters high, which is taller than the Statue of Liberty, it helped to launch the spacecraft Apollo 11 into space.• On board Apollo 11 was Neil Armstrong, Michael Collins and Edwin “Buzz” Aldrin.• An amazing woman called Katherine Johnson carried out the calculations that made the mission to the moon possible and got the astronauts home again.• It took 4 days to reach the moon.• Once they were orbiting the moon, Armstrong and Aldrin climbed into the Eagle Lunar Module (small space craft) to set off to the moon’s surface.• The first words said on the moon were “The Eagle has landed.” –• On July 20th 1969 Armstrong became the first human to step on the moon.• When he stepped on the moon, Armstrong famously said “That’s one small step for man, one giant leap of mankind.”• Armstrong and Aldrin walked around the moon for three hours and put the U.S flag in the moon.• After 22 hours on the moon, the crew made their way back to Earth. They arrive in the Pacific Ocean on 24th July.• The Apollo 11 Moon landing was the most watched even in the history of TV.	<ul style="list-style-type: none">• Katherine’s incredible achievement made it possible for other women and people of colour to follow in her footsteps, breaking down barriers of race and gender.• Armstrong and Aldrin did experiments on the moons.• They picked up bits of moon dirt and rocks.• They left a sign on the moon.• The footprints made by Armstrong and Aldrin are still on the surface of the moon.• Nearly 600 million people watched the moon landing.• Across the U.S, people had moon parties, wrote letters and took family photos.	<ul style="list-style-type: none">• Timelines• Fact files.• Role play and drama.• News broadcasts.• Find answers to questions using resources.• Make links between the past and their own lives• Understand what sources of historical information are e.g. TV broadcasts, books, artifacts, photographs etc..• Use information to explore why people did things, why events happened and what happened as a result.• Spider diagrams.



HISTORY (Year 3/4 Cycle B): Strand of learning – AD Studies

Crucial Knowledge (Roman Britain)	Expanded Knowledge	Intent/Prove
<p><u>Contextual Knowledge:</u></p> <ul style="list-style-type: none"> *BC (Before Christ) - Used to show the years before Jesus was born. *AD (Anno Domini) - Used to show the years after Jesus was born. *Invade-enter and occupy land. <p><u>*When was the Roman Invasion of Britain?</u></p> <ul style="list-style-type: none"> * Romans originated in Rome which is in Italy. *Roman invaded Britain in AD43. *410 AD- Roman's leave Britain and return to Italy. <p><u>*Where did the Romans Settle?</u></p> <ul style="list-style-type: none"> *Two of the nearest settlements were in Chester and Manchester. *Chesterton was the sight of a Roman fort. <p><u>*What were the Roman Houses/ Settlements like?</u></p> <ul style="list-style-type: none"> *The Roman's built towns with Roman roads to connect them. *Roman towns were built of stone. *A Roman Town had villas, insulae (apartments), a forum, public baths, amphitheatres and temples. <p><u>*What was daily life like in Roman Britain?</u></p> <ul style="list-style-type: none"> *Clothes- Romans mainly wore tunics. *Children-All children were taught to read and write. *Food- Romans ate 3 meals a day. *Roman people would have had jobs. <p><u>*What did the people do for leisure in Roman Britain?</u></p> <ul style="list-style-type: none"> *They would visit Roman Baths, amphitheatres, watch chariot races and hold dinner parties. <p><u>*What did the Romans introduce to Britain?</u></p> <ul style="list-style-type: none"> *Romans introduced coins, the Latin language, plumbing, the Roman calendar and Roman roads. 	<p><u>*When was the Roman Invasion of Britain?</u></p> <ul style="list-style-type: none"> 753 BC- Rome is formed by Romulus *Roman Army attempted to invade Britain 3 times and were most successful in AD43. -55BC - First raid by Julius Caesar -54BC- Second raid by Julius Caesar -AD43 - Invasion by Claudius *They ruled over nearly all of Europe and most of north Africa, including Egypt. <p><u>*Where did the Romans Settle?</u></p> <ul style="list-style-type: none"> Roman roads connected Roman settlements and forts. <p><u>*What were the Roman Houses/ Settlements like?</u></p> <ul style="list-style-type: none"> * A Roman Town was built in grids. <ul style="list-style-type: none"> *Rich people would live in villas. *Poor people would live in insulae (apartments). *The forum is the town square. *Temples were places to worship Roman Gods. * Baths for the public to bath in *Amphitheatres were where the public went to *Roads were straight and connected places <p><u>What was daily life like in Roman Britain?</u></p> <ul style="list-style-type: none"> *Clothes - Men and women would wear different clothes. Men wore a knee-length, short-sleeved tunic with a cloak over it. Women wore a longer tunic than men. They would wear a dress called a stola over their tunics which fastened at the shoulders. *School-Children went to school from aged 7. *Food- ientaculum- The Romans would eat a breakfast of bread or pancakes with dates and honey. 	<ul style="list-style-type: none"> *Use sources and crucial knowledge in order to place the events of the Roman empire on a timeline in chronological order. *Use sources and crucial knowledge in order to explain whether the Romans settled in Britain. *Uses sources and crucial knowledge in order to identify the differences between rich and poor homes in the Roman times. *Uses sources and crucial knowledge to learn about daily life and make comparisons to their own life. *Uses sources and crucial knowledge in order to learn about how Roman's spent their free time and discuss which Roman leisure activity they would like to participate in. * Use sources and crucial knowledge in order to identify what were the most significant things that the Romans introduced.



	<p>Prandium- For lunch (at around midday), the Romans would eat a light meal of fish, cold meat, bread and vegetables.</p> <p>Cena- As an evening meal, poorer Romans would eat vegetables and porridge whereas richer Romans would enjoy a feast, including wine.</p> <p>*Jobs- Some of the jobs they would do jobs such as farmers, soldiers, merchants, craftsmen, entertainers, lawyers, teachers, engineers and government.</p> <p><u>*What did the people do for leisure in Roman Britain?</u></p> <p>*They would visit Roman Baths, amphitheatres,</p> <p><u>*What did the Romans introduce to Britain?</u></p> <p>*Romans used coins to buy goods.</p> <p>*Roman calendar- 12 months 365 days</p> <p>*Plumbing- introduced first sewage systems</p>	
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Crucial Knowledge (Saxon Britain)	Expanded Knowledge	Intent/Prove
<p><u>Contextual Knowledge:</u></p> <p>*BC (Before Christ) - Used to show the years before Jesus was born.</p> <p>*AD (Anno Domini) - Used to show the years after Jesus was born.</p> <p>*Invade-enter and occupy land.</p> <p><u>When was the Saxon invasion of Britain?</u></p> <p>*The Anglo-Saxons were from northern Germany, Denmark and the Netherlands.</p> <p>* They were made up of three groups who invaded Britain: The Jutes, The Angles and the Saxons.</p> <p><u>Where did the Saxons settle?</u></p> <p>*When the Anglo-Saxons first settled in Britain, there were seven kingdoms.</p> <p>*Locally, there are Saxon crosses located in Sandbach which can still be seen today.</p> <p><u>What were Saxon Houses/Settlements like?</u></p> <p>*Towns and villages were mainly made of wood.</p> <p>*Some churches were made of stone and still remain today.</p> <p>*Anglo-Saxons lived in wooden houses with thatched roofs.</p> <p><u>What was daily life like in Saxon Britain?</u></p> <p>*Clothes- men and women would wear tunics/ dresses, cloaks held in place with brooches.</p>	<p><u>When was the Saxon invasion of Britain?</u></p> <p>*By AD 878 there was just one kingdom left (Wessex) as the others had been overrun by the Vikings.</p> <p><u>What did the Saxons settle?</u></p> <p>*The seven kingdoms were:</p> <ul style="list-style-type: none"> -Northumbria -Mercia -East Anglia -Wessex -Essex -Sussex -Kent <p><u>What were Saxon Houses/Settlements like?</u></p> <p>*Saxon houses had only one room where everybody ate, cooked, slept and entertained their friends.</p> <p>* The biggest house in an Anglo Saxon Village was the Hall which was the chief's house</p> <p><u>What was daily life like in Saxon Britain?</u></p> <p>*Clothes-</p> <p>*Children- only rich children were taught to read and write. This was taught at church.</p>	<p>*Use sources and crucial knowledge in order to place the events of the Saxons on a timeline in chronological order.</p> <p>*Use sources and crucial knowledge in order to identify patterns with the names of places invaded by the Saxons.</p> <p>*Uses sources and crucial knowledge in order to identify why Saxon people made their villages mainly from wood.</p> <p>*Uses sources and crucial knowledge to consider whether they would prefer to be a Saxon child or have the childhood they have now.</p> <p>*Uses sources and crucial knowledge in order to compare Saxon leisure activities and their own activities.</p>



Bursley Academy Curriculum document



<p>*Children - Children didn't go to school, instead they did jobs to help their families.</p> <p>*Food- all their food was grown or farmed by themselves. They would hold feasts.</p> <p>*Jobs- most jobs in the village were linked to farming, <u>What did Saxon people do for leisure?</u></p> <p>*When they weren't fighting, Saxons would enjoy dice and board games, share riddles, horse racing, hunting and holding feasts. <u>What did the Saxons introduce to Britain?</u></p> <p>*The Anglo -Saxons were skilled craftsmen who created jewellery, glassware, stone carvings and tapestries.</p> <p>*The Saxons shaped much of the language we use today.</p> <p>*The Saxons introduced Christianity as the religion followed across Britain.</p>	<p>* Food-</p> <p>*Other jobs included builder, forger, craftsmen, metal worker and jeweller. <u>What did Saxon people do for leisure?</u></p> <p><u>What did the Saxons Introduce to Britain?</u></p> <p>-The Bayeux Tapestry tells the story of the Norman Conquest which ends with the Anglo-Saxons fleeing at the end of the Battle of Hastings in October 1066</p> <ul style="list-style-type: none"> • King Ethelbert was a king who converted to Christianity and 'paved the way'(started) for Christianity to be the religion across Britain. 	<p>* Use sources and crucial knowledge in order to identify what were the most significant things that the Saxons introduced.</p>
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Crucial Knowledge (Comparison and local links)	Expanded Knowledge	Intent/Prove
<p><u>Contextual Knowledge:</u></p> <p>*BC (Before Christ) - Used to show the years before Jesus was born.</p> <p>*AD (Anno Domini) - Used to show the years after Jesus was born.</p> <p>*Invade-enter and occupy land.</p> <p><u>Local Roman History- Chesterton</u></p> <p>*Two of the nearest settlements were in Chester and Manchester.</p> <p>*Chesterton was the sight of a Roman fort.</p> <p><u>Local Saxon links History- Sandbach</u></p> <p>*Locally, there are Saxon crosses located in Sandbach which can still be seen today.</p> <p><u>Would you have preferred to have lived in a Roman town or a Saxon village?</u></p> <p>*Refer back to crucial knowledge on houses and settlements for both invaders in order to compare and answer big question.</p> <p><u>Which invaders were the most advanced?</u></p> <p>*Refer back to crucial knowledge on houses, daily life and leisure for both invaders in order to compare and answer big question.</p> <p><u>Which invaders made the most impact on Britain?</u></p> <p>*Refer back to crucial knowledge on what both invaders introduced to Britain.</p>		<p>Use sources and crucial knowledge in order to explain why the purpose of the Sandbach crosses is unknown.</p> <p>*Use sources and crucial knowledge in order to explain why the purpose of the Sandbach crosses is unknown.</p> <p>Use crucial knowledge/ prior knowledge and sources in order to answer big questions:</p> <p>Would you have preferred to have lived in a Roman town or a Saxon village?</p> <p>Which invaders were the most advanced?</p> <p>Which invaders made the most impact on Britain?</p>

History (Year 5/6): Strand of learning – WWII

Autumn - Timelines/Events/Evacuation		
Crucial Knowledge	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none"> Know the main reasons for the start of WWII (Rise in power of Hitler and propaganda) Know which major countries were involved and their leaders To know that WWII took place between 1939 to 1945 To know what the meaning of allies is To understand what the Blitz was and why children were evacuated To know what evacuation means and why it happened 	<ul style="list-style-type: none"> To understand what the Axis of power terminology means To know what is meant by the Home Front To understand what life was like as an evacuee To understand key events in WWII and place them on a timeline. To understand what is mean by the front line To know where children were evacuated to. 	<ul style="list-style-type: none"> To examine causes and results of great events and the impact on people. Discuss the Holocaust and what happened to certain members of society. Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathering from several sources together in a fluent account. Link sources and work out how conclusions were arrived at. - Consider ways of checking the accuracy of interpretations- fact or fiction and opinion. - Be aware that different evidence will lead to different conclusions. - Confident use of the library for research purposes.
Spring - Impact on Daily life		
<ul style="list-style-type: none"> To know what is meant by rationing To know what was rationed and why To understand the role of women during the war 	<ul style="list-style-type: none"> To know which types of food was rationed To understand what was meant by persecution and which members of society were persecuted. 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.



<ul style="list-style-type: none">• To understand what changed as a result of the war.• To understand the role of men during the war	<ul style="list-style-type: none">• To know some of the jobs that people had during the war• To understand why some men did not leave for the war and the roles that they had.	<ul style="list-style-type: none">• To identify and discuss the impact of WWII on the everyday life of people. Compare this to the impact of current events (E.g. Covid)•
Summer - Local Study		
<ul style="list-style-type: none">• To know what impact WWII had on the local area• The impact that evacuation had on the local area• To understand which local areas were targeted and why.• To understand how WWII was different for Newcastle-under-Lyme compared to a major city.• To know Reginald Mitchell was a local Man who designed the Spitfire Aeroplane.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• To research if people were evacuated to our local area