

Bridge Hall Primary Our curriculum intent is to learn, to explore, to share

Curriculum Mapping - HISTORY

History is like diving into the past to help you learn in the future.

	Autumn Term	Spring Term	Summer Term
EYFS	<p>Significant People Amundson and Scott</p>	<p>How has travel changed over time?</p>	<p>Who is the king of the castle?</p> <p>How/Why did people build castles? Beeston Castle visit</p>
Y1	<p><u>The Gunpowder Plot</u> How have Historians decided who and what is important to remember? What sources do they use? NC - Events beyond living memory that are significant nationally / globally.</p> <ul style="list-style-type: none"> ✦ The Gunpowder Plot aimed to kill James 1 ✦ Guy Fawkes was one of the plotters ✦ The plotters tried to blow up the houses of Parliament ✦ a letter warned the King ✦ The King ordered that people should celebrate his survival on 5th November 	<p><u>How has our school changed over time?</u> What did the original school look like? How many times has it changed? Why did it change? NC - Changes within living memory (aspects of change in national life)</p> <ul style="list-style-type: none"> ✦ Bridge Hall Primary School has had two significant changes. ✦ It was first built in 1938 ✦ Bridge Hall used to have two buildings ✦ It was built on the site of Bridge Hall Farm ✦ The new building was opened in 2016 	<p><u>Who was Sarah Forbes Bonetta?</u></p> <p>NC - The lives of significant people in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> ✦ Sarah Forbes Bonetta was an African princess ✦ She was looked after by Queen Victoria ✦ She was once a slave in West Africa ✦ She was freed from slavery ✦ She became a teacher
Y2	<p><u>The Great Fire of London</u> NC - Events beyond living memory that are significant nationally / globally.</p> <ul style="list-style-type: none"> ✦ The Great Fire of London was in 1666 ✦ A small event led to a disaster ✦ A small event led to a disaster ✦ King Charles II was the King then 	<p><u>Monarchs - Who was Queen Elizabeth II? What did she do and how was her life different to that of Queen Victoria?</u></p> <p>NC - The lives of significant individuals in the past who have contributed to national /international achievements.</p> <ul style="list-style-type: none"> ✦ Know that Queen Elizabeth was queen for 70 years ✦ Know that Queen Victoria was queen for 64 years 	<p>Local History <u>Why was Bramhall Hall built and who lived there?</u> How have historians decided what / who is important to remember in our area?</p> <p>NC - Significant historical events -</p>

	<ul style="list-style-type: none"> ✦ The disaster led to a cleaner, safer London 	<ul style="list-style-type: none"> ✦ Know the job of a monarch ✦ Know who helps a monarch ✦ know where each queen lived 	<p>people & places in own locality</p> <ul style="list-style-type: none"> ✦ Bramhall Hall is a Tudor Manor House ✦ Built in the 15th Century ✦ Updated in Victorian times ✦ Henry V111 visited there ✦ Sold to Stockport Council in 1935 	
<p>Y3</p>	<p><u>How did life change from the Old Stone Age to the New Stone Age and how quickly did the changes happen?</u></p> <p>NC - Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> ✦ The Stone Age came after the Ice Age. ✦ People were hunter gatherers ✦ People lived a nomadic lifestyle ✦ Immigrants brought farming and animals to Britain ✦ New tools were invented 	<p><u>Which is better - bronze or iron?</u></p> <p>Did all changes happen at the same time/rate?</p> <p>NC - Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> ✦ The Stone Age came after the Ice Age. ✦ People were hunter gatherers ✦ People lived a nomadic lifestyle ✦ Immigrants brought farming and animals to Britain ✦ New tools were invented 	<p><u>What did the first 4 cities have in common and what were their achievements? The earliest civilisations</u></p> <ul style="list-style-type: none"> ✦ a civilisation has its own social organisation + culture ✦ There are 4 civilisations which are believed to be the earliest:: Ancient Egypt ,Indus Valley , Sumer (Mesopotamia Modern Iraq) • Shang dynasty China. ✦ They are all situated in a similar position on the globe. ✦ They were all situated next to one river ✦ archaeologists discover and make sense of remains 	<p><u>What were the greatest achievements of the Ancient Egyptians and how do the historians decide?</u></p> <p>NC - The achievements of the earliest civilisations</p> <p>An in-depth study</p> <p>The Egyptians built pyramids</p> <ul style="list-style-type: none"> ✦ Know who Tutankhamen was ✦ know Howard Carter discovered his tomb ✦ Know the River Nile was important to the Egyptians ✦ Know two things they used to trade
<p>Y4</p>	<p><u>How did the Ancient Greeks influence the western world?</u></p> <p>NC - Ancient Greece - a study of Greek life and achievements and their influences on the western world.</p> <ul style="list-style-type: none"> ✦ know one key feature of Greece ✦ Artefacts tell us what life was like in ancient times 	<p><u>How + where did the Roman Empire spread?</u></p> <p>NC - The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> ✦ It took the Romans 3 goes before they invaded Briton ✦ ancient ruins tell us what life was like in Briton then (Hadrian's wall) ✦ We can learn things from interpreting Roman ruins. ✦ Some native Britons did not welcome the Romans. ✦ Know who Boudicca was. 	<p><u>What did the Romans leave behind?</u></p> <p>NC - The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> ✦ Native Britons lived in tribes ✦ A native Briton's home was very basic ✦ A Roman home was very different. ✦ The Romans used money and introduced coins to Briton. ✦ The Romans built sturdy roads. 	

	<ul style="list-style-type: none"> ✦ We can learn things from interpreting Greek myths and legends. ✦ Recognise differences between school in Athens and Sparta. ✦ The English language has ancient Greek roots 		
<p>Y5</p>	<p><u>How dark were the dark ages?</u></p> <p>NC - Britain's settlement by Anglo-Saxons and Scots.</p> <ul style="list-style-type: none"> ✦ The Anglo-Saxons were people from 4 different countries ✦ They settled across England (name two places) ✦ They thought Britain and wanted what the Romans left ✦ They made efforts to settle in the country ✦ Can explain what Sutton Hoo is 	<p><u>Who won the struggle for the kingdom of England between the Anglo Saxon + Vikings?</u></p> <p>NC - The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> ✦ The Vikings came after the Anglo-Saxon's ✦ The Vikings were greatly feared ✦ Edward the Confessor became a King of England (He was Anglo-Saxon) ✦ Anglo-Saxons moved towards Christianity ✦ Both sides settled into their own communities 	<p><u>In which ways was the Mayan civilisation more or less advanced than Britain in AD 900?</u></p> <p>NC - A non-european society that provides contrast with British history</p> <ul style="list-style-type: none"> ✦ The Maya lived in a rainforest environment ✦ Maya used emblem glyphs for writing ✦ Explain the Maya calendar ✦ Name one thing the Maya traded ✦ Can say how the Maya number system is similar to our number system
<p>Y6</p>	<p><u>How have children's rights changed in our area since the Industrial Revolution</u></p> <p>NC - a local history study tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <ul style="list-style-type: none"> ✦ Stockport was a leading centre for the textile industry ✦ Cotton, silk and hats were the main commodities ✦ At the beginning of the industrial revolution, children of any age could work ✦ parents would send their children out to work to avoid poverty 	<p><u>How did war change over time?</u></p> <p>NC - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> ✦ Know how transport changed over time ✦ Know how clothing changed in warfare ✦ know how forts improved ✦ know how weapons became more sophisticated ✦ Name a source of information 	<p><u>Did WW2 lead to greater migration?</u></p> <p>NC - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> ✦ Know people migrate to the UK for many reasons ✦ know why refugees may come to the UK ✦ Know which people have been forced to migrate to the UK ✦ know who were invited to the UK for economic reasons ✦ know not all immigrants have been treated well/fairly



Rich families paid for their children to go to school

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