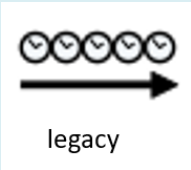
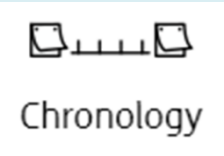


Historical Cumulative Curriculum

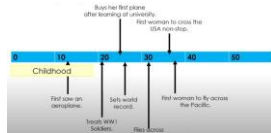
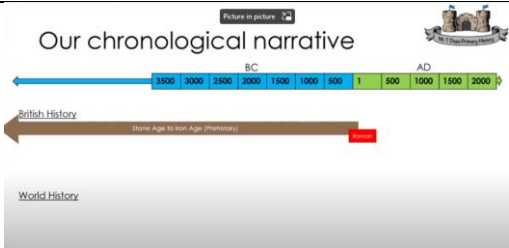


Intent:
Our History curriculum aims to provide pupils with a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. We aim to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our history curriculum provides pupils with un understanding of some of the complex issues still facing our society today, whilst giving them an understanding of social change and the legacy left behind by people and events of the past. We aim to provide our pupils with a context behind our diverse community and an understanding of the challenges faced by those before us.

Key Concepts:



| | | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Substantive Knowledge | History of Britain | | | History means ‘things that have happened before now’. As we weren’t there, we need to use different ways of finding out. I know that toys and technology have changed during the lives of children, parents, grandparents (great grandparents) Things happen in a chronological way We use different sources of evidence to find out about the past. Life is different for children now compared to in the past. | Transport was not always the same as it is now – this has changed and developed over time e.g. horse/carriage, cycles, first cars, first flight etc. We have to use and evaluate different sources of evidence to find out about the past | I know why WWI is commemorated every year I know that Britain was part of a wider Empire I know that the role of women began to shift as a result of war War has consequences of different kinds At the end of WWI, voting laws began to change so that women could also vote. The legacy of the suffragettes and the sacrifices they made are reflected in society today | The British Empire and the Commonwealth – I know where Britain invaded, and why. I know that, in the past, people were traded as slaves and transported across the world for labour I know that events may be interpreted in different ways and some accounts may include bias | I know about the history of Bradford and reasons for economic migration to Bradford Bradford figures of the industrial revolution Titus Salt (Saltaire) Lister Priestley Foster I know how the textile trade has changed from 1485 – present I know that there is continuity and difference in the way we live today and in the past. | I know about the key events in WW2 and its impact on today – how are we still concerned about the marginalisation of groups of people and inequality across the world? |
| | History of the wider world | I know that the way we look changes over time. We grow and change (from baby – toddler – current age) We have not always been the same as we are now | I know that things have not always looked the same Objects, clothes and homes have not always been the same as they are now I know that some things are old and some are new | I know that the planet has changed over time and continues to change We can use different sources of evidence to find out about the past | Exploration – we find out more about the world because people want to learn more and explore Aviation – the Wright Brothers Space exploration - Neil Armstrong, moon landings 1969 Helen Sharman Other British astronauts and scientists Earlier Explorers Ernest Hemmingway Jane Goodall I know that the purpose of actions may be similar over time, but the way in which they are carried out will change over time. | Healthcare was not always readily available as it is now, and in many countries it is still not The legacy of the work of key figures such as Florence Nightingale and Mary Seacole in the context of the Crimean War to today Healthcare and conditions for children in Bradford were improved through campaigns led by Margaret McMillan All civilisations are at different stages of development and follow a journey of growth and decline | I have some understanding of the colonisation of South Africa and the British involvement leading to the Boer War I can talk about reasons why Britain wanted SA (transport links to India) Apartheid and activism – why and how was this change brought about? I know that the actions and decisions made by leaders can leave a legacy which reaches beyond their own land | I know that the Partition of India was a key event in history and that it contributed to subsequent migration to Bradford Reasons why partition happened and the impact on different groups of people – how did religious beliefs impact on how groups of people were treated? Impact on way of life I can link this to current affairs (migration today) I know that there are a variety of “push and pull” factors which make people behave in particular ways. | I know that Britain is an ever-growing, diverse population for a range of reasons People fought for their civil rights in the past; though they made progress there is still much more to do There is continuity and difference between the way we live today and previous generations |

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| | Vocabulary | Yesterday Today Tomorrow Monday Tuesday Wednesday Thursday Friday Saturday Sunday Old New | Yesterday Today Tomorrow Before After | Now Then Earlier Later Childhood Change Same Different Time Order Past Present Future | Transport Technology Develop Explore Space travel Moon landings Astronaut Explorer Expedition Journey Evidence | War Conflict Power Alliance Empire Invade Social change Healthcare Education Suffrage Suffragette Protest Rights Campaign Legacy | Empire Commonwealth Colony Slavery Trade Labour Colonisation Apartheid Activism Transport links Trade routes Influence Bias Impact Displaced | Economic migration Migration Migrant Industry Industrial revolution Textile trade Mills Partition Displacement Ethnicity Discrimination Supremacy | Equality Justice Democracy Peace Protest Refugee crisis Persecution Marginalisation Refuge |
| Disciplinary Knowledge | Historical enquiry | | I can make predictions based on the look, feel, smell of items to say whether they are new or old I can look at a range of photographs and objects and decide if they look like they are from 'now' | I can ask questions such as: What was it like for people? What happened? How long ago? | I can use artefacts, pictures, online sources and databases to find out about the past. | I know that historical events may have differing accounts. I know that the past can be represented in different ways and I can begin to compare sources to reach my conclusion | I can understand some of the reasons why discrepancies arise in differing historical accounts. Evaluate sources of evidence to find the most useful and reliable - the evaluation of the integrity and accuracy of evidence can greatly influence understanding of historical events | I can plan/set up a historical enquiry, identifying the sources/evidence that will be used and how report will be presented I recognise that continuity and change over time are contrasting | I can describe characteristic features of the past: ideas, beliefs, attitudes and experiences of men, women and children; use evidence to explain reasons for changes in these |
| | Chronological understanding | I know today, yesterday, tomorrow I know the names of the days of the week in chronological order I know that some things are old and some are new | <ul style="list-style-type: none">Use everyday language related to timeOrder and sequence familiar eventsDescribe main story settings, events and principal characters.Talk about past and present events in their own lives and in lives of family members I know the difference between old and newI know today, yesterday, tomorrowI know the names of the days of the week in chronological orderPupils begin to answer questions about what happens next. <div><div>baby</div><div>1 year</div><div>2 year</div><div>nursery</div><div>reception</div></div> | <ul style="list-style-type: none">Develop an awareness of the pastUse common words and phrases relating to the passing of timeKnow where all people/events studied fit into a chronological frameworkSequence in time order (decades) give reasons why |  <ul style="list-style-type: none">Pupils show their developing sense of chronology by using terms concerned with the passing of time. | Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time. |  <p>Pupils use factual knowledge and understanding of the history of Britain and the wider world to identify changes within and across different periods.</p> | Continue to develop chronologically secure knowledge of history <ul style="list-style-type: none">Establish clear narratives within and across periods studiedNote connections, contrasts and trends over time | |
| | Using Evidence | Look at photos from throughout their time in Nursery and identify that things have happened in the past Provide a range of old/new items in provision, e.g telephones in the home corner, older mobile phones – things that they can relate to in order to make simple comparisons | Look at photos of themselves/key staff/families from early childhood and look at what might have changed based on the photographs. Provide a range of old/new items in provision, e.g telephones in the home corner, older mobile phones – things that they can relate to in order to make simple comparisons | I can use different sources of evidence to find out about the past Toys from different decades – science & media museum Visits from family members, Toy Museum visit, look at a range of toys and media from different decades Visits from family members – what was this area of Bradford like before? | I know that a range of evidence can be used to find out about the past Different types of evidence give us different information about the past I can look at news footage, newspaper reports, photographs and artefacts to gather information | I can interrogate a range of resources: photos, maps, diagrams, written accounts, stories and myths and evaluate their usefulness and reliability | I can use a range of evidence to gain a more accurate understanding of a historical event and describe how each piece of evidence contributes to the narrative. I can use first and second hand sources of evidence and identify similarities/differences. | I can seek out and analyse a range of evidence, selecting the most suitable sources of evidence, giving reasons for choices and explain deductions made about the past. | I can use sources of information to form testable hypotheses about the past and refine lines of enquiry as appropriate; recognising that no single source of evidence gives the full answer to questions about the past. I can use first and second hand sources of evidence and identify similarities/differences; to read critically and evaluate evidence. I can analyse trends over time and explain why it is a trend and not a series of separate events. I am able to read and critically evaluate evidence before using it. |

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| | Cause and consequence | | | <p>I can speculate on why changes may have occurred</p> <p>I can evaluate the impact of the changes on people's lives</p> | I can evaluate exploration at different intervals and express opinions with reasons, e.g if the first flights had not taken place, people could not have advanced into space travel | I can use a range of evidence to suggest causes and consequences of some of the main events and changes in history | I can talk about how key events in the past have continued to shape the lives of others – e.g the treatment of black people linked with inequalities still present today | Reflect on how past events have shaped their current lives and begin to form and express their own opinions. | I know that some periods in history have rapid change due to an accumulation of different circumstances |
| | Similarity and difference | I can group and sort objects by looking at what is the same or different | I can look at different objects and talk about how they are similar/different | I can talk about 'then and now' and how things have changed over time | I can identify similarities and differences between key events, e.g exploration | I can draw on my increasing knowledge of social change over time to find similarities and differences in how change was affected, linking to current events | I can compare key events from different periods of time and find similarities/differences, e.g how different groups were not treated equally (women – Mary Anning, suffragettes, Mary Seacole; black Africans in SA) | <p>I can make links between key events, e.g the rise of industry in Bradford and later the partition of India/migration to Bradford</p> <p>I can identify similarities and differences between events of the past and the present</p> | I can compare and contrast civilisations |
| | Communicating the past | I can talk about previous events in the Nursery or at home | I can talk about my own immediate past and that of the people around me, e.g significant adults | I can talk about how different aspects of life have changed from my grandparents'/parents' childhood to my own | I can begin to present an account of the event appropriately and with some historical accuracy | I can present findings independently, communicating their ideas clearly and with historical accuracy. | I can write a clear explanation of events, selecting and using the most appropriate evidence and providing an accurate and well-evidenced historical account | <p>I can describe the social, ethnic, cultural and/or religious diversity of past society and use evidence to explain reasons for changes in these</p> <p>I can present this to others in a measured and articulate way</p> | Provide clear, succinct well-evidenced explanations for why things are as they are today |
| | Key Historical figures | Family members | Family members | Family members The Wright Brothers Walt Disney | Neil Armstrong Helen Sharman Ernest Hemmingway | Florence Nightingale Mary Seacole Edith Cavell Emily Davison Emmeline Pankhurst | Mary Anning Queen Victoria Queen Elizabeth 11 | Mahatma Ghandi & Jawalharlal Nehru Mohammed Ali Jinnah Nelson Mandela Lord Mountbatten Katherine Johnson Titus Salt | Ann Frank Judith Kerr Rosa Parks Martin Luther King Jr Toussaint L'Ouverture Adolf Hitler & Winston Churchill |