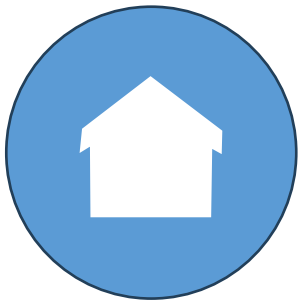


Rishton Methodist Primary School

History Curriculum

Our Year 1 History curriculum builds directly on the learning undertaken in the EYFS Understanding the World early learning goal. In their time in Early Years, children will have talked about the lives and roles of people around them. They will have compared things in the past to how they are now, drawing on their own experiences and on texts they have shared, and they will have used the settings, characters, and events they encounter in these stories to develop their understanding of the past.

History Golden Threads



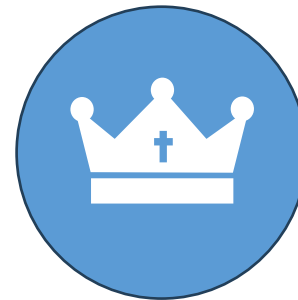
Civilisations

The social and cultural developments of a civilisation over time, which have directly impacted the evolution of human history and how we live in a modern world.



Invasions and change

The impact of invasions in our local area and how they have shaped our landscape.



Monarchy and Religion


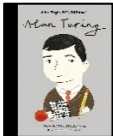



Key people who have shaped the world and their last impact in a modern world.




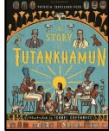

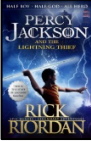



The development of religion across different civilisations.









Exploration and Impact

The migration of different civilisations and how they impacted Britain.

	Autumn 1	Spring 2		Autumn 1	Spring 2
Year One	<p>Focus: How has technology changed in the lifetimes of my family?</p> <p>Vocabulary: Months, years and historical</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Past and present sorting pictures (chronology, change over time) <input type="checkbox"/> Ordering objects /pictures of technology (change over time, historical evidence - using primary sources) <input type="checkbox"/> Interviews with members of school community about technology they use now and in the past (interpretations, historical evidence - using primary sources) – invite school Rev. <input type="checkbox"/> Create simple pictorial timelines to show findings from interviews (chronology, change over time) <input type="checkbox"/> Answering the enquiry question – how has technology changed and has it made life better or worse for people? (change over time, interpretations) <p>Linking book: The Story of Inventions – Catherine Barr and Steve Williams</p> 	<p>Focus: Compare the lives and works of two British inventors: Ada Lovelace (1815 – 1852) and Alan Turing (1912 – 1954)</p> <p>Vocabulary: Communication, past, present, computer and technology</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Link to prior learning – recap technology vocabulary and change over time <input type="checkbox"/> Life of Ada Lovelace through pictures and objects (chronology, historical evidence) <input type="checkbox"/> Life of Alan Turing through pictures and objects (chronology, historical evidence) <input type="checkbox"/> Draw learning of Ada and Alan together as a summary, identifying their main contributions. <input type="checkbox"/> Introduce the inventor James Hargreaves and his invention the Spinning Jenny. Discuss the importance of this invention in the local area. <input type="checkbox"/> Which person do you think was the most important? (significance, reasons and results) <p>School Trip – MOSI Museum</p> <p>Linking book: Little People, Big Dreams, Alan Turing – Maria Isabel Sanchez Vegara and Ashling Lindsay.</p> 	Year Two	<p>Focus: Why was cotton important for Lancashire and specifically our local area? (1700 – 1960)</p> <p>Vocabulary: Cotton and chronological</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is cotton and how was it made? Look at artefacts and photos (historical evidence), bridge back to the invention of the Spinning Jenny in Year One Spring 2. <input type="checkbox"/> Timeline of cotton manufacture in Lancashire and specifically our local area, bridging back to chronological events from Year 1 history (chronology) – inventions. <input type="checkbox"/> Ask questions about the life of a mill worker and answer them using evidence. <input type="checkbox"/> Compare photos and maps to show how Lancashire and our local area changed over time due to cotton industry (change over time, historical evidence) <input type="checkbox"/> Discuss signs of cotton industry in Lancashire and specifically our local area today and discuss importance now and in the past (historical evidence, interpretations, significance) <p>School Trip – Oswaldtwistle Mill</p> <p>Linking book: Memories of the Lancashire Cotton Mills – Ron Freethy</p> 	<p>Focus: Why was Queen Victoria's reign (R. 1837 – 1901) important in world history?</p> <p>Golden Thread:</p>  <p>Vocabulary: Monarch, Queen and Victorian</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking questions based on a photo of Queen Victoria (historical evidence, interpretations) <input type="checkbox"/> Zoom out to place Queen Victoria's reign on overview timeline including Industrial Revolution and Queen Elizabeth II up to present day (chronology) <input type="checkbox"/> Zoom into timeline of Queen Victoria's reign (chronology) <input type="checkbox"/> Zoom into industry looking at changes between start and end of her Queen Victoria's reign through secondary sources (historical evidence, change overtime, interpretations) <input type="checkbox"/> Marking world map with British Empire including India. <input type="checkbox"/> Zoom into Empress of India medal primary source (historical evidence, interpretations) <p>Linking book: History Heroes Queen Victoria – Damian Harvey</p> 

	Autumn 1	Spring 2		Autumn 1	Spring 2
Year Three	<p>Focus: How did life change in Britain from the Stone Age (up to 4000BC - 2000BC) to the Iron Age (1,200BC – 6000BC).</p> <p>Golden Tread:</p>  <p>Vocabulary: Stone age, iron age, invention, hunter gather, farmers and tribal kingdoms.</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Big Picture toilet paper timeline in hall to chart back from present day to Stone Age, marking in Stone Age, Iron Age, Bronze Age and bridging back to history topics covered at KS1 (chronology) Use of BC and AD as historical conventions. <input type="checkbox"/> How do we know about prehistory without written records? Look at archaeology (historical evidence, interpretations) <input type="checkbox"/> Zoom into old Stone Age – look at stone spearheads (historical evidence - primary sources) <input type="checkbox"/> Zoom into New Stone Age - first farmers. How did farming change how people lived? (change over time, reasons and results) <input type="checkbox"/> Zoom into Bronze Age – bronze age tool (historical evidence - primary sources) <input type="checkbox"/> Zoom into Iron Age – compare pictures to see changes (historical evidence, interpretations) <input type="checkbox"/> What changed and what stayed the same from Stone Age to Iron Age? (change over time, historical similarity and difference) <p>Linking book: Stone Age Boy – Satoshi Kitamura</p> 	<p>Focus: How do the achievements of the Egyptians (3,100BC – 30BC) contrast to those of the Bronze Age Britain?</p> <p>Golden Tread:</p>  <p>Vocabulary: Ancient, slavery, civilisation and mummification</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bridge Back to Year 3 Bronze Age work in Year 3 Autumn 1. <input type="checkbox"/> Zoom in on Ancient Egypt – when and where? (chronology with overview timeline and link to Geography) <input type="checkbox"/> Zoom into hieroglyphs (historical evidence, interpretations) <input type="checkbox"/> Zoom into mummification (historical evidence, interpretations) <input type="checkbox"/> Zoom into the Pyramids and why they were built (historical evidence - primary sources e.g. vases) <input type="checkbox"/> Zoom into democracy <input type="checkbox"/> Answer the enquiry question compare Ancient Egypt to the Bronze Age (significance, interpretations, change and continuity) <p>Linking book: The Story of Tutankhamun – Patricia Cleveland-Peck and Isabel Greenberg</p> 	Year Four	<p>Focus: Can we thank the Ancient Greeks (700BC – 480BC) for anything in our lives today?</p> <p>Golden Tread:</p>  <p>Vocabulary: Interpret and democracy</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bridge Back to Year 3 Egyptians overview (chronology) <input type="checkbox"/> Zoom in on Ancient Greece – when and where? (chronology with overview timeline and link to Geography) <input type="checkbox"/> Zoom into literature – Myths (historical evidence, interpretations) <input type="checkbox"/> Zoom into theatre (historical evidence, interpretations) <input type="checkbox"/> Zoom into sport and first Olympic Games (historical evidence - primary sources e.g. vases) <input type="checkbox"/> Zoom into democracy <input type="checkbox"/> Answer the enquiry question to analyse legacy of Ancient Greece on modern Western world (significance, interpretations, change and continuity) <p>Linking book: Percy Jackson and the Lightning Thief – Rick Riordan</p> 	<p>Focus: What was the impact of the Roman Empire (625BC – 476AD) on North West England?</p> <p>Golden Tread:</p>   <p>Vocabulary: Romans, empire, army and invasion</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> When and where – map and timeline to link back to Iron Age Y3. <input type="checkbox"/> Zoom into Roman Invasion - how and why did the Romans invade? (reasons and results) <input type="checkbox"/> Discuss Lancashire before and after Roman Invasion (change over time) <input type="checkbox"/> Look at pictures of Roman street in A Street through time and analyse changes (change over time, interpretations) <input type="checkbox"/> What evidence can we see today of the Romans in NW England? (historical evidence - primary sources, significance) <p>Linking book: The Roman Quests: Escape from Rome – Caroline Lawrence</p> 

	Autumn 1	Spring 2		Autumn 1	Spring 2
Year Five	<p>Focus: How did the Anglo-Saxons (410AD - 1066AD) change Britain?</p> <p>Golden Tread:</p>  <p>Vocabulary: Anglo-Saxon, migration and military</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bridge back to Roman Britain Year 4 – what happened after the Romans left? <input type="checkbox"/> Overview timeline of Anglo-Saxon period (chronology) <input type="checkbox"/> Compare pics from A Street Through Time – Roman Britain to Anglo Saxon Britain (interpretations) Why was it called the Dark Ages? Why is it difficult to find out about this period? (historical evidence, change over time) <input type="checkbox"/> Zoom into Anglo Saxon place names (primary sources, reasons and results) <input type="checkbox"/> Old English language (primary sources, significance) <input type="checkbox"/> Sutton Hoo excavation 1939 (historical evidence, interpretations) <input type="checkbox"/> Zoom in – what can we learn from an Anglo Saxon coin? (historical evidence - primary sources) <input type="checkbox"/> Answer enquiry question (significance, reasons and results, change over time) <p>Linking book: Anglo-Saxon Boy – Tony Bradman</p> 	<p>Focus: How did the Vikings (793AD – 1066AD) invade Britain?</p> <p>Golden Tread:</p>  <p>Vocabulary: Myth, Vikings, archaeologist and resistance.</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bridge back to Year 5 Anglo Saxons – extend timeline to show Viking Raids (chronology) <input type="checkbox"/> Who were the Vikings and where did they come from? Show on map <input type="checkbox"/> Zoom in - why did the Vikings come to Britain? (historical cause and effect) <input type="checkbox"/> How do we know about Viking Britain? (historical evidence) <input type="checkbox"/> Zoom in - What was a Viking ship like? (historical evidence primary sources, interpretations) <input type="checkbox"/> Anglo Saxon resistance – debate - does Alfred deserve to be called the 'Great'? (significance) <p>Linking book: The 1,000 Year Old Boy – Ross Welford</p> 	Year Six	<p>Focus: What was the impact of WW1 (1914 – 1918) on local people's lives? (Both)</p> <p>Golden Tread:</p>  <p>Vocabulary: Evacuation, rationing, justice and raids.</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Zoom into WW2 1939-1945 – overview of events (chronology) <input type="checkbox"/> Zoom out to what changes did WW2 have on Britain at that time – why did this happen (reasons and results) Focus on Battle of Britain, blackouts, rationing, danger to life (shelters and use of public stations, risks and benefits). <input type="checkbox"/> Zoom in to evacuation – why did this happen (reasons and results) Focus on Lancashire (Preston) being a destination for London evacuees in both waves. <input type="checkbox"/> Look at photos and evidence to analyse impact of the changing role of women in WW2 – landgirls, munitions workers, WAF etc – and the impact of this (historical evidence – primary sources) <input type="checkbox"/> Look at evidence and written accounts to identify impact of the work of Bletchley Park on WW2 and the significance of Alan Turing, Dilly Knox and Joan Clarke (historical evidence – primary sources, interpretations) <input type="checkbox"/> Multi-flow graphic organiser to show cause and effect of WW2 on Britain and the population (reasons and results, change over time) <p>Linking book: The Machine Gunners by Robert Westall</p>	<p>Focus: How does the Mayan civilisation (1800BC – 600AD) contrast with Anglo-Saxon Britain?</p> <p>Golden Tread:</p>  <p>Vocabulary: trade, agriculture.</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Overview timeline to show context within history already learned – bridge back to Y5 Anglo Saxons <input type="checkbox"/> Where were the Maya? Place on map. <input type="checkbox"/> How do we know about the Maya? Look at primary sources (historical evidence, interpretations) <input type="checkbox"/> Zoom into Maya writing (historical evidence) <input type="checkbox"/> Zoom into Maya trade and number system (historical evidence) <input type="checkbox"/> Zoom into Maya sports (historical evidence) <input type="checkbox"/> Compare to Anglo Saxons. Which was the most advanced civilisation? (historical similarity and difference) <input type="checkbox"/> Zoom into the Maya today (change and continuity, significance) <p>Linking book: The Great Kapok Tree – Lynne Cherry</p> 