



<b>History at The Bramble Academy</b>	
<b>Intent statement:</b>	At Bramble, we recognise that the teaching of history is underpinned by chronological understanding. Before the start of each topic, revisits are completed before the new skills and substantive knowledge are taught. Each topic's learning is carefully sequenced. Pupils will understand the time period for which they are studying as well as where that fits with other periods of previous study and significant events through time. Sources of evidence will focus on the diversity of people of each period to enable pupils to make a balanced and quality historical enquiry.
<b>Substantive knowledge in History:</b>	Pupils will be taught substantive knowledge through the use of high-quality resourcing, artefacts and carefully considered sources of evidence. The skills and knowledge link to the overarching theme of the topic which is then applied in the form of historical enquiry. Here, pupils have the opportunity to develop their disciplinary knowledge.
<b>Disciplinary knowledge in History:</b>	Evidential Enquiry (EE) – using a range of historical sources to inform and test created hypothesis. Evaluate and reflect on said sources to reach reasoned conclusions. 1.Chronological Understanding (CU) – Sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past. 2.Cause and Consequence (CC)-where one event is the result of another. 3.Continuity and Change (CCh)-not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. 4.Significance (S)-caused an important change. 5.Diversity (D) – understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how they have shaped the world. 6.Interpretations (I)-understand how historians, and others, form opinions about events, people and situations in order to assess validity. 7.Similarity and Difference (SD)-make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity of past experience.
<b>Vocabulary:</b>	The teaching of vocabulary is crucial to academic success for our children. Tier 2 and 3 vocabulary is mapped out throughout our curriculum to ensure vocabulary is both progressive and ambitious.



## Sequence of Knowledge

### KS1- Year 1

#### Sequence of knowledge

- Children will need to know about the history of the school building, what was here previously and how it has changed over time (the building, the classrooms, the people- demographics **(D)** and why it changed over time) **(SK)** The significant years and events will be placed on a timeline. **(CU)**
- Using the vehicle of toys, they will recognise how some things have changed and some things have stayed the same. They will learn about the toys their parents played with. They will recognise how the school and daily life has changed through the use of artefacts, photographs and the memories of former pupils. **(CCh)**
- They will learn to use vocabulary to show the passing of time **(CU)** and ask and answer questions, using artefacts (toys) and books **(EE)**, about the similarities and differences **(CCh)** between now and the previous 100 years **(I)**

#### **Week 1: How do I look back through time?**

- To understand what a timeline is and how it is used – e.g. using key dates from their lives to date.
- To understand period-related vocabulary.
- To understand what chronological order is.

Resources: Key Stage History

#### **Week 2 and 3: How have children's lives changed in the last century?**

- To know what artefacts and information are - and how they are the same / different.
- To know how to use artefacts and information to differentiate the present from the past
- To know that some things remain the same whilst some things become obsolete
- To know how to use chronology and evidence to support this idea.

Resources: Key Stage History, Teaching Primary History: Page 4-5

#### **Week 4 and 5: How have the toys we play with changed in the last century?**

- To know how to use artefacts and information to differentiate the present from the past
- To know that some things remain the same and some things become obsolete

Key Stage History, Teaching Primary History: Page 6-7 (but link ideas to toys)

#### **Week 6: Who had the best childhood? (Framed Enquiry)**

- Consolidate key ideas using chronology, artefacts, information and their own interpretations of the past.

Key Stage History, Teaching Primary History: Page 6-7 (but link ideas to daily life/toys)

#### **Vocabulary:**

Decade, century, change, past, present, old, new, obsolete

#### **EYFS Prior learning:**

- Talk about the lives of people around them and their roles in society.



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- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



## Sequence of Knowledge

### KS1- Year 2

#### Sequence of knowledge

- Comparing the time periods throughout Queen Elizabeth II in terms of their role, lifestyles of the people and how society looked in terms of diversity/demographics (CCh) (D) These periods of time should be compared on a timeline. (CU)
- The children will learn about the role of the monarch and of the rule of government, led by a prime minister. They should understand that we live in a democracy, which means everyone has a choice when voting for leaders. (SK).
- The children will learn about a hero who brought about a change that impacted on the world. They will learn about the struggle for equality through the lives and achievements of Rosa Parks and Neil Armstrong. They will explore why they needed to campaign for change despite living in a democracy (S) (I)

#### **Week 1a: How can you influence the world?**

-To know what the word 'influence' means.

- To understand that there many different types of influencers.

- To understand that the Prime Minister leads a government.

- To understand what a government is e.g. set laws, equal access to schools, doctors and hospitals, support those who are struggling, organise the army, police, buses, trains and roads

-To know that the achievements of individuals can change the world.

Resources: Key Stage History, Teaching Primary History: Page 53

#### **Week 1b: How did life in Britain change during the reign of Queen Elizabeth II?**

- To know how to plot dates on a timeline.

- To know understand the changing role of the monarch over time

- To understand how lifestyles have changed over time.

Resources: Key Stage History, Teaching Primary History: Page 50-56

#### **Week 2: How has the monarch been celebrated in our local area?**

- To understand what the coronation and jubilee of a monarch are.

- To know how such events have been celebrated locally in the past.

- To know how to plot key events of the monarch's lives onto a timeline.

- To understand how communities have changed over time, by comparing the coronations of Queen Elizabeth II and King Charles III.

Resources: Key Stage History



**Week 3: Why go to the moon? How did they get to the moon?**

- To know that the Space Race was between the Soviet Union and the USA.
- To know that Uri Gagarin was the first human in outer space, in 1961.
- To know that Apollo 11 was the shuttle which transported the astronauts to the moon.

Resources: Key Stage History, Teaching Primary History: Pages 13-16

**Week 4: What happened on the moon?**

- To know that the man's first moon landing was 20<sup>th</sup> July 1969.
- To know that Neil Armstrong was the first man to step onto the moon.
- To know that Buzz Aldrin was the second man to step onto the moon.
- To know Michael Collins remained on board 'Columbia' to monitor his fellow astronauts.

Resources: Key Stage History, Teaching Primary History: Pages 13-16

**Week 5: How can protest change the world?**

- To know that in southern states of America, the 'Jim Crow' laws segregated (separated) black Americans from white Americans at school, on public transport and in public places.
- To know that Rosa Parks refused to give up her seat on the bus to a white person in 1955.
- To know that the Montgomery bus boycott lasted for over a year before the law was changed.
- To understand how Rosa Parks' actions changes American history forever.

**Week 6: Who had the biggest impact on our lives today? (Framed Enquiry)**

- Consolidate key ideas using chronology, artefacts, information, and their own interpretations of the past.

Resources: Key Stage History

**Vocabulary:**

ruler, reign king,  
queen, monarch, monarchy, activist, segregation, astronaut, space race, Cold War  
civilisation, community, revolutionary, migration, invention, source, archaeologist, artefact,  
century, BCE, CE



## Sequence of Knowledge

### KS2- Year 3/4

#### Sequence of knowledge

- The children will learn about the community of Mansfield and the changes over time due to its industrialised past. **(SK)**
- They will use reports, artefacts, photos and census materials to examine these changes. They will use a range of evidence to make conclusions about historical time periods, changes and events. Pupils will think about steam power created the start of the industrial revolution and the significance of such an invention. **(EE)(S) (I)**
- The children will place key advancements on a timeline. **(CU)**
- Children should study the impact of the industrial revolution on Mansfield which includes migration to the town **(SD)(CC)**, expansion of population and civic buildings. Furthermore, look at the growth of infrastructure and how railways were needed. **(CCh)**

#### **Week 1: What was the Industrial Revolution?**

- To understand the link between the Industrial Revolution and the invention of steam power
- To place key events from the Industrial Revolution onto a timeline and understand where they are in relation to other key historical events.

Resources: Key Stage History, Teaching Primary History: 148- 149

#### **Week 2: Why was Mansfield suitable for the Industrial Revolution?**

- To know the geographical features (rivers, resources, routes, proximity to mining areas) were key to helping Mansfield's development during this period.
- To know how these key features supported the growing industry in Mansfield.
- To know that Mansfield is famous for manufacturing.

Resources: Key Stage History, Teaching Primary History: Page 150-156

#### **Week 3: How did Mansfield grow during the Industrial Revolution?**

- To understand key changes for Mansfield's infrastructure and people e.g. jobs, businesses, where families live, infrastructure, migration
- To study and analyse historical artefacts, which evidence these changes (from being agricultural to predominantly industrial).

Resources: Key Stage History, Teaching Primary History: Page 149-156

#### **Week 4: How has Mansfield changed since the Industrial Revolution?**

- To understand how deindustrialisation has changed Mansfield – e.g. jobs, businesses, where families live, transport requirements
- To know that migration patterns have changed and therefore the community has also
- To know that as the population rises, both buildings and infrastructure must change to accommodate it.

Resources: Key Stage History

#### **Week 5 (Framed enquiry): What was the impact of the Industrial Revolution on Mansfield?**



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- Recapping historical skills of chronological understanding, enquiry, interpretation and substantive knowledge to answer this question.

Resources: Key Stage History

**Vocabulary:**

ruler, reign king,

queen Victorian times, monarch, monarchy,

civilisation, community, revolutionary, migration, invention, source, archaeologist, artefact,

century, BCE, CE, peasantry



## Sequence of Knowledge

### KS2- Year 5/6

#### Sequence of knowledge

- The children will learn about the contributions Ancient Greeks made to life today such as: medicine, government, inventions, writing, mathematics, philosophy, theatre and warfare. **(S)(D)(CCh)**
- The children will learn about the sequencing of Ancient Greek civilization, which started around 6000BC. **(CU)**
- To use a range of sources to compare life in Athens to Sparta in Ancient Greece. **(EE)(I)**
- Children will learn that the first ever Olympic games were held in 776 BC to honour Zeus. **(CCh)(S)**

#### **Week 1: Who were the Ancient Greeks?**

- To know that the period of the Ancient Greeks over the Classic and the Neolithic period.
- To be able to plot key events onto a timeline.
- To know that Ancient Greece was split into several city-states that were self-governed.
- To know how life differed for boys and girls in Ancient Greece.

Resources: Key Stage History, Teaching Primary History: page 195

#### **Week 2: What did the Greeks do for us?**

- To know what the Ancient Greeks achieved.
- To know that some of our language comes from Ancient Greece.
- To know how to gather information from a range of sources to learn about the Olympics and how they differ from modern Olympics.

Resources: Key Stage History, Teaching Primary History: page 195

#### **Week 3: How have the Greeks influenced the western world?**

- To know how democracy stems from a form of ruling first used in Athens in 508 BC.
- To understand the importance of democracy and its importance for preparing for a life in modern Britain.
- To know how our daily life has been influenced by the Ancient Greeks, such as the Hippocratic oath and Pythagoras.

Resources: Key Stage History, Teaching Primary History: page 195

#### **Week 4: How did Ancient Greeks fight strategically?**

- To understand the different roles within the army.
- To know how the Greek army won against the Persians.
- To know how to gather information from a range of sources to learn more about the armies





Resources: Key Stage History, Teaching Primary History: page 195

**Week 5: True or False?**

- To understand what is a myth and how this applies to Ancient Greece.
- To know that the Greeks believed that there were 12 major deities and their importance to daily life.

Resources: Key Stage History, Teaching Primary History: page 195

**Week 6: (Framed Enquiry) What was the impact of Ancient Greeks on our life today?**

- Recapping historical skills of chronological understanding, enquiry, interpretation and substantive knowledge to answer this question.

Resources: Key Stage History, Teaching Primary History: page 195

**Vocabulary:**

democracy, hoplite, trireme, myth, Acropolis, Parthenon, agora, city state, ostrakon, polis