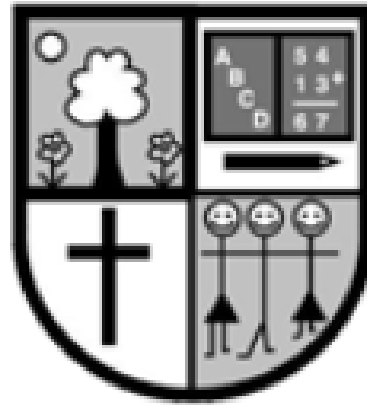
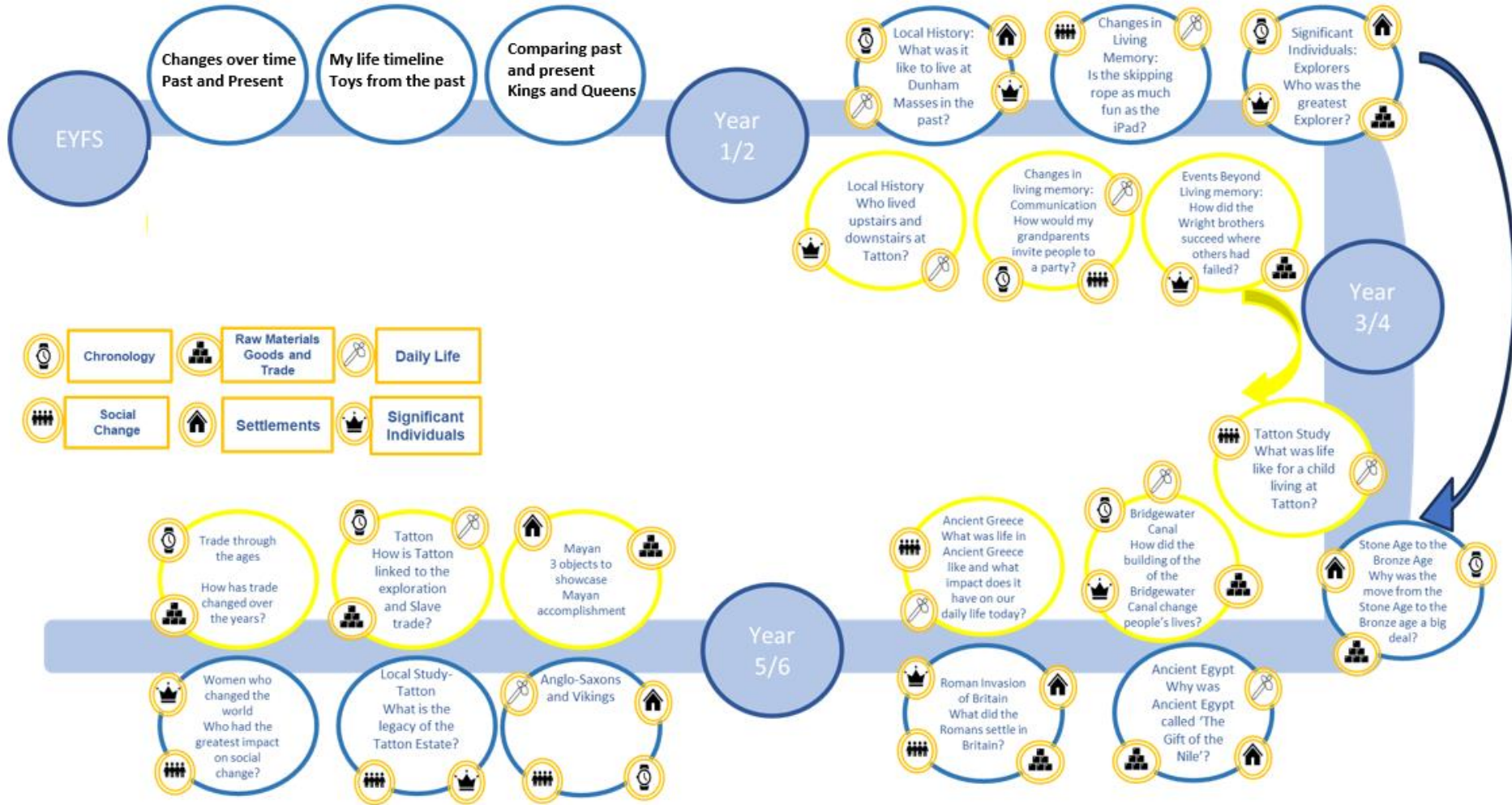


# Little Bollington C of E Primary School



**History**  
**Curriculum Journey**  
**EYFS-Year 6**

# History Road Map



## Our Children

The children are at the heart of our curriculum. They are enthusiastic learners and have a real love for learning about their world. We lay the foundations for the children to question and think more deeply and are starting to develop the curiosity to ask how and why questions.

History is all about ideas and human experiences in different times and places. We offer our children the opportunity to empathise with others, argue a point of view and nurture their curiosity for reaching their own conclusions.

Due to our mixed year group and high level of mobility into school, teachers will always plan in a pre-teach activity to gauge if all the children have the prerequisite knowledge needed to access the new learning but looking back over the link previous learning units.

## Our Learning Threads

Due to our mixed year groups at Little Bollington we aim to develop the children's learning in Geography through Key Learning Threads.

- Chronology
- Social Change
- Raw Materials, Goods and Trade
- Settlement
- Daily Life
- Significant Individuals
- Working like a Historian

While more of the learning units will touch on most of these threads, each unit will have a clear focus on two or three of these threads to gradually build the children's schema in these areas. Though EYFS and Key Stage 1 may not be explicitly taught in these main threads the foundations of these threads are made secure. Year 3/4 focus on Daily Life and Settlements and Year 5/6 focus on Raw Trade, Goods and Trade and Social Change.

The thread of Chronology is focused on and revisited in all units and each class will use The Street Beneath my Feet and A Street Through Time.

## Our Intent

Our History Curriculum is very bespoke to meet the needs and build upon the strengths of our children at Little Bollington. We aim to give the children an accurate and balanced 'window on the world'.

The curriculum is designed to always develop the children's identity and sense of belonging to the area they live in and a clear understanding that History is not an abstract concept, but it involves events, places and people around them. The curriculum is firmly rooted in the two local historical Estates of Tatton and Dunham Masse as a common thread through the key stages

We also want our children at Little Bollington to 'always stay curious' and foster that curiosity by introducing them to the world around them and the wider world by allowing them the opportunity to think around a subject, ask questions and want to find out more.

EYFS lay strong foundations in the children's understanding of History as a story whether it be their own personal history, history seen through story books or special events of people we celebrate. Moving into Key Stage 1, the curriculum aims to develop the children's sense of their local History and that things didn't always look like they do today. The Local studies have been carefully chosen to illustrate day to day life in the past. They will also look at History through the narrative of special events and significant people. All the while, developing their skills as Historians and learning about how we know about the past not just what we know about the past.

Through Key Stage 2 we aim to introduce the History of the United Kingdom. The children will also stretch their understanding of chronology through the study of time periods spanning Pre-History, through to Ancient Civilisation and British History to 1066 and beyond but wherever possible links will always be made to their locality. They will continue to work like Historians so we can equip them with the disciplinary knowledge to study History beyond their time at primary school. We want them to be able to evaluate, make judgments and have their views and ideas valued.

We want our children to have a very strong sense of Chronology as they move through History curriculum, and this forms the start of every unit of learning. We want our children to be confident discussing and recalling dates and events from a variety of time periods studied.

**Humanities Overview**  
**Year A (23-24, 25-26)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Past and Present – Can you guess who? To describe changes over time</b> <b>Past and Present – To sort photographs from the past and present</b>		<b>My life timeline – To being to recognise the order things happen</b> <b>Toy Box – To look at toys from the past</b>		<b>Spot the Difference – To compare pictures from the past and present</b> <b>Treasure Box – Recognising that Kings and Queens are usually powerful people that rule over others</b>	
	<b>Our school from above – to consider shapes and positions of features when making a map</b> <b>Let’s build a map – To build and describe a model of a familiar place</b>		<b>Creating journey sticks – to describe a journey using objects as prompts</b> <b>Investigating maps – to explore a range of maps</b>		<b>Exploring and observing the effects of different weather conditions</b> <b>Interacting with the natural world through the seasons</b>	
Year 1 Year 2	<b>Local Geography-Physical Geography and Mapping</b>  <b>How can we show what you will find in our local area?</b>	<b>Local History- significant places and people</b> <b>Local Study Dunham- Life in the past</b> <b>Daily Life</b>  <b>What was it like to live at Dunham Masee?</b>	<b>UK Geography- 4 Countries of the UK</b> <b>The Queens Handbag</b>  <b>Is the UK the same all over?</b>	<b>Changes within Living Memory</b> <b>Social Change</b> <b>Major Dizzy, Major Glad</b>  <b>Is a skipping rope more fun than an iPad?</b>	<b>World Geography- Hot and Cold Places</b>  <b>How do we explore the world?</b>	<b>Significant Individuals</b> <b>Goods and Trade/Social Change</b>  <b>Explorers</b> <b>Who are explorers and where have some explorers travelled in different periods of time? (focus on Ibn Battuta)</b>
Year 3 Year 4	<b>UK Geography- Topography and Mapping</b> <b>Rivers and Mountains</b>  <b>What can maps tell us about Geography of the UK?</b>	<b>Social Change</b> <b>Stone Age to the Bronze Age</b>  <b>Which era of prehistory was most influential to the development of human civilisation?</b>	<b>Local Geography- River Bollin and the Water Cycle</b>  <b>How has the river Bollin changed?</b>	<b>Settlements- Ancient Egypt</b>  <b>Why was Ancient Egypt called ‘The Gift of the Nile’?</b>	<b>World Geography- Europe and Environmental Regions</b>  <b>Where in Europe should we take our holiday?</b>	<b>Settlements- Roman Invasion of Britain</b>  <b>When did the Romans invade Britain and why?</b>
Year 5 Year 6	<b>UK Geography- Counties and Cities</b> <b>What are some of the counties and cities of the UK and where are they located?</b>		<b>Local Geography- OS Mapping</b>  <b>Where can we take class 3/4 on a walk around our local area?</b>	<b>Social Change</b>  <b>Local Study- Tatton</b>  <b>What was daily life like at Tatton during different eras?</b>	<b>Social Change</b> <b>Women who changed the world</b>  <b>Who has had the greatest impact on life as we know it today?</b>	<b>World Geography- Environmental</b>  <b>How can we change the world?</b>
	<b>Settlements-</b>					

	<b>Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</b>				
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**Year B (24-25, 26-27)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1 Year 2	<b>Local Geography- Human Geography and Environmental</b>  How can we improve our school/local area?	<b>Local History- significant places and people Social Change</b> <b>Local Study Tatton- Life in the past</b>  Would you prefer to live upstairs or downstairs at Tatton Park?	<b>UK Geography- Where I live and different places near me</b>  What can I see through my classroom window?	<b>Changes within living memory Developments in Communication Social Change</b>  How would my grandparents invite people to their party?	<b>World Geography- Contrasting Locality Non- European Country</b>  How are Little Bollington and Pointe-a-Pierre the same or different? How would you welcome a child into your own area?	<b>Events Beyond Living Memory Social Change/Good and Trade The First Flight</b>  How did the Wright brothers succeed where others had failed?
Year 3 Year 4	<b>UK Geography- Regions and Cities of the UK</b>  What is our region of the North West like?	<b>Daily Life Tatton Study</b>  What was life like for a child working at Quarry Bank Mill?	<b>Local Study- Mapping Canals Vs Rivers</b>  How is the course of River Bollin different from the Bridgewater Canal?	<b>Daily Life The Bridgewater Canal</b>  How did the building of the of the Bridgewater Canal change people's lives?	<b>World Geography- Europe- comparison</b>  Where would you rather live- (area of Greece) or the North West?	<b>Daily Life Ancient Greece</b>  What was life in Ancient Greece like and what impact does it have on our daily life today?

<p>Year 5 Year 6</p>	<p><b>World Geography- North and South America</b></p> <p><b>How similar are North and South America?</b></p>	<p><b>Raw Materials, Goods and Trade</b></p> <p><b>Mayan</b></p> <p><b>If you could represent the ancient Maya by 3 objects, what objects would you use that represents their accomplishments?</b></p>	<p><b>Local Geography and Environmental-</b></p> <p><b>How has Little Bollington Changed and how might it look in the future?</b></p>	<p><b>Raw Materials, Goods and Trade</b></p> <p><b>Local History - Dunham Massey</b></p> <p><b>How did World War 2 affect life in Little at Tatton?</b></p>	<p><b>Raw Materials, Goods and Trade</b></p> <p><b>Trade through the ages</b></p> <p><b>How has trade changed over the years?</b></p>	<p><b>World Geography and sustainability</b></p> <p><b>Fair Trade</b></p> <p><b>How can we ensure that everyone gets a fair deal when it come to trade?</b></p>
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