

History Curriculum Sequence - September 2023

A fully grown Whitegate End historian will be able to articulate and explain what 'History' is and why it is so important to modern day life. Equipped with an extensive historical vocabulary and knowledge, they will have a sense of curiosity about the world and people and an excellent knowledge of historical events and their effects on how we live today.

<p>My World – The Earth (Egypt and Early Islamic Civilisation)</p> <p>In Year 6, our History focus is on one of the earliest civilizations, Ancient Egypt. We learn about the Ancient Egyptian civilisation and its impact on the world including their use of engineering and how they used the River Nile to develop agriculture and support larger cities and civilisations.</p> <p>We also learn about the early Islamic Civilisation and how it became the birthplace of modern maths. We also compare and contrast religious beliefs, trade routes and have opportunity to practice art techniques.</p>	<p>Key Vocabulary</p> <p>Archaeology, pharaohs, tombs, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab, Egyptologist, polytheistic, obelisk, agriculture, Bedouins, Mecca, the Ka'aba, Minarets, Qur'an, Abu-Bakr, Al-Razi, the Umma, Pillars of Islam, Fasting, calligraphy, Caliph, scholar</p>
<p>My Continent - Europe</p> <p>In Year 5, we learn about life in Ancient Greece, their biggest achievements and the influence that they have had on the world, particularly Britain, such as our modern-day democracy and British Values. We compare similarities and differences between living in Ancient Greece and modern Day Britain and the rest of the Western World.</p> <p>Percy Jackson's Greek Gods series</p>	<p>Key Vocabulary</p> <p>Parthenon, ancient, democracy, philosophy, myth, legend, legacy, theatre, Pythagoras, alphabet, olympics, hoplite, Sparta, Athens, Gods, artefacts, pottery, elect, Alexander the Great, Socrates, Homer.</p>
<p>My Country – The UK</p> <p>In Year 4, we focus understand the Viking and Anglo-Saxon struggle for England up to the time of Edward the Confessor. We consider the trends and contrast them with the Roman invasion of Britain around 500 years earlier, which they learnt about in Year 3. We look at a range of sources and compare them with the accuracy that we have in modern day Britain. They will identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</p> <p>We also learn about the Stone Age and make comparisons between living now and then. They will make some links between and across periods, such as the differences between clothes, food, buildings or transport and identify where some periods fit into a chronological framework by noting connections, notable individuals, trends and contrasts over time.</p>	<p>Key Vocabulary</p> <p>chronology chronological duration sequence, Palaeolithic, Mesolithic, Neolithic BC AD Archaeology Nomadic Hunter-gatherers, bronze age, tribal, civilisation, prey, archaeologists, settlement, monastery, migration, Viking, Danelaw, Anglo-Saxon, Angles</p>
<p>My City - Manchester</p> <p>In Year 3, we learn about the Roman empire and its impact on Britain, specifically Manchester, our nearest city. The children will also take part in a local history study and examine the impact of War on Manchester . We look at how our current lives different from these periods of history. We will also look at the lives and work of notable people from the city ie: Alan Turing, Emmeline Pankhurst, we will look at the impact they had on Manchester and the wider world.</p>	<p>Key Vocabulary</p> <p>Industrial, settlement, ancient local, sources, ruins, legacy, archaeology, chronological, weaponry, invasion, conquer, persecution, Roman, Blitz, Enigma machine, home front</p>
<p>My Town - Oldham</p> <p>In Year 2, we learn about events beyond living memory and link this to our own lived experiences. We study the Mills of Oldham and the Industrial Revolution, including its impact on Oldham but also across the country and the wider world.</p> <p>We learn about inspirational 'local' people who have affected our lives and those of others nationally such as, but not exclusively, Annie Kenney, an Oldham born Suffragette who fought for women's right to vote in the early 20th Century, and Winston Churchill, who started his political career as an MP for Oldham.</p>	<p>Key Vocabulary</p> <p>Annie Kenney, Winston Churchill, Industrial Revolution, artefact, significant, local, chronological, living memory, beyond living memory, mill, historian, community,</p>
<p>My School - Whitegate End</p> <p>In Year 1, the children learn about events and changes within their living memory. We make use of those who have experienced these through parents, grandparents and other members of the community. We learn about changes such as the advancement of technology and toys and begin to think about the impact that this has had on our own lives, both positively and negatively</p> <p>We compare school life with those who went to school in the past and identify the different subjects that were taught, playground games that were popular, etc. We research and ask questions about changes to National life – Queen to King – Jubilee vs Coronation – and begin to develop historical our vocabulary.</p>	<p>Key Vocabulary</p> <p>King Charles III, Queen Elizabeth II, computers, toys, generation, Jubilee, Coronation, important, same, different, past, present, future, grandparents, living memory.</p>
<p>Reception Roots – Me, My Home, My Family</p> <p>In EYFS the topic relates to the EYFS framework objectives in Understanding the World and provides the children with the experiences and knowledge needed to embark on the History topics taught in Year 1 in the Spring term. It links to the theme of Me, My Home, My Family, particularly the My Family strand. Our topic is called 'This is Our Family' and the children will explore their family tree and find out about how their family is different to others'. The children will also find out about different occupations and people who help us.</p>	<p>Key Vocabulary</p>



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