



History – Vertical Concepts

Community and Family

Nursery

Marvellous Me and Look at Me- Begin to make sense of their own life-story and family's history.

On the Move and On the Farm- Show interest in different occupations.

Year 1

What was life like for people in the past? My local community was different for families at different times in history.

How did people travel in the past? In the past, communities were smaller because people could not travel so far.

Name and describe people who are familiar to them.

Year 3

Prehistoric Britain: In communities in history, different people often had very defined roles. The earliest communities and some families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves.

Year 5

Ancient Rome: Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth.

Year 7

Issues of modern slavery that remain in the world today

Reception

Me and My World - Talk about members of their immediate family and community.

My Heroes- Find out about real life heroes.

Year 2

Local History- How has my community changed over 4 different time periods? Exploring how our community has changed over time through lens of festivals, food and music.

Explorers: People in history lived in communities that look different to ours today. The similarities and differences between the lives of Sacagawea and Michael Collins.

Year 4

Early Islamic: Communities can be brought together by geographical location, or by a shared identity.

Local History- Coal Mining- The impact that mining had on the local area.

Year 6

Anglo-Saxons: Sutton Hoo is an archaeological site in East Anglia that houses many artefacts that tell us about Anglo-Saxon life. There were distinct classes of people in Anglo-Saxon England. Slaves were at the bottom of the hierarchy, and women were not much more important.

Vikings: Slaves could be taken from different communities based on their race, ethnicity or gender.



Quest for Knowledge

Nursery

We go to school to learn new things

Year 1

Where did people live in the past? It took a long time for the knowledge that we have today to develop

Year 3

Prehistoric Britain: Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today

Year 5

Quest for Knowledge Unit: The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word

Quest for Knowledge Unit: Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world

Year 7

Recognising and debating issues around 'decolonising' the curriculum and western institutions

Reception

Castles, Knights and Dragons- Find out more about a historical figure who lived in a castle, and the people who worked in castles through books and online learning.

Where We Live- Look at historic pictures of their locality e.g. important buildings, high street, the school. Invite parents/ grandparents to talk about what they remember.

Year 2

Explorers: Sometimes it was the contributions of important individuals that were important in advancing our knowledge

Year 4

Early Islamic: Knowledge was developed and shared across different civilisations across many continents

Early Islamic: Different civilisations place different values on knowledge and scientific development than others

Local History- Coal Mining- How coal mining has changed over time.

Year 6

Anglo-Saxons: Like the Romans, Anglo-Saxons were gradually **converted** to Christianity from Paganism by Augustine, who became the first Archbishop of Canterbury.



Power, Empire and Democracy

Nursery

We can choose to join in with a bully or to tell a teacher

Year 1

Everyone – including pupils – has some level of power, and they can choose to use it in good or bad ways (e.g. pupils have the power to join in with a bully, or to tell a teacher).

Year 3

Ancient Egypt: Different places have different systems of government. Some can be autocratic

Ancient Egypt: Empires are large areas of land that are controlled by one person or group of people

Ancient Egypt: People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have

Roman Britain: Drivers of power can be categorised into:

1. **institutional**
1. **economic**
2. **physical**
4. **intellectual**
5. **informal**

Empires form when one country or area exerts power over other areas.

Year 7

Understanding how power is legitimised and wielded in different contexts and how this changes over time.

Reception

Castles, Knights and Dragons- Compare pictures of Queen Elizabeth II with those of historical queens (Queen Elizabeth I and Queen Victoria).

We can choose to join in with a bully or to tell a teacher

Year 2

Pupils' power will come through their **personal power** to make choices.

GFOL: - The King or Queen in England has power to make new rules or laws

Year 4

Ancient Maya: Different civilisations across the world developed similar knowledge independently

Year 6

Power, Empire and Democracy

Unit: Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power

Power, Empire and Democracy

Unit: Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it



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