



History Rationale

Year 1

In autumn term year 1, we start with learning about events beyond living memory that are significant nationally or globally, with a focus on remembrance. This unit is timed purposely to coincide with Remembrance Sunday and provides rich links to the local environment. The school is situated near to a cenotaph and many of our pupils are involved in the Remembrance Day parade, therefore it is important for us as a school, to provide the children with an understanding of the significance of remembrance and the local celebrations. Within this topic, the children visit the cenotaph and speak to local citizens who were involved in the army.

In spring term year 1, we learn about the lives of significant individuals in the past, with a focus on Sir Robert Peel and the founding of the first police force. This fits in with our overarching 'World Heroes' theme, providing the children with the opportunity to learn about a significant individual from a nearby town. This is also a fantastic opportunity to understand the importance of the police force, linking with our British values. The children investigate historical concepts such as continuity and change, and similarities and differences between then and now. This topic is enriched with a visit to the local police museum and a visit from the local police force.

As part of our 'Children's Choice' unit. The children are given two choices of topic- toys and transport. Each topic explores changes within living memory. This year, the children chose to learn about toys and explored a range of artefacts, making comparisons and sharing stories about when they were younger. Learning is enhanced by speaking to parent and grandparent visitors about the toys that they played with in the past.

Year 2

In autumn term year 2, the children learn about their locality, looking at changes over time from when their grandparents were young, to now. This follows on well from year 1, where the children studied toys from when their grandparents were young. We learn about significant historical events, people and places in Failsworth and visit the Benjamin Brierley statue, as well as the Failsworth Pole. Rich learning opportunities are made through connections with Geography, as they conduct fieldwork activities to enhance their understanding in History.

Later on in the autumn term, we move onto learning about an important event which is remembered in the UK- The Great fire of London. This gives children the opportunity to look at an event and compare over a period of time as they continue to develop an understanding of chronology. The children are visited by the fire service to enrich their understanding.

In spring term year 2, children learn about famous women throughout history with a focus on Mary Seacole and Florence Nightingale. Children learn about what makes them significant, the adversities they overcame and the similarities and differences between them. This unit provides opportunity for children to begin to take a broader look at historical events such as the Crimean war. This unit is enhanced by a Florence Nightingale workshop.

Year 3

Year 3 begin the year by expanding their understanding of our locality by learning about some of the rich history of Manchester and the infamous Oldham cotton mills. We begin to understand the industrial revolution and some of the issues associated with this period. The children will look at historical documentation such as census reports alongside a variety of sources to build up a greater understanding of their locality and how production of some products has changed overtime.

In the second half of the autumn term, the children will extend their chronological knowledge with an engaging unit on 'The Great Plague'. The children will learn about the adversities of this period and understand why this event was significant. Similarities and differences will be studied, focusing on the plague and a modern pandemic (Covid-19).

In spring term year 3, children learn about The Romans, the Roman Empire and its impact on Britain. In this unit, the children learn about life in 55B.C to understand why the Roman's invaded Britain and their impact. Children learn about key concepts such as invasion, immigration and the 'push and pull' of the Roman Empire. Learning is enhanced by a visit to Chester, a city originally settled by Romans, where they will



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explore remains of Roman Britain, such as the city walls, amphitheatre and hidden basements of the high street shops.

In the summer term of year 3, the children go right back to prehistory whilst learning about Stone Age as part of the Changes in Britain from the Stone Age to the Iron Age unit. Timelines are used to support their understanding at the beginning of the unit, and are returned to throughout the unit to ensure children understand and remember the three different periods and key changes. Links are made to geography, settlements and the changing landscape – this is a concept which is returned to throughout the key stage. Children use artefacts to make inferences about how people lived.

Year 4

In autumn term year 4, children continue their narrative of Britain as they learn about what happened in Britain after the Romans left, in a unit on the Anglo Saxons, Scots and Vikings. The unit begins with the demise of the Roman Empire, which enables children to understand the 'power vacuum' left in Britain and what happened because of it. Links are made to geography with where invaders came from, where they settled and the push and pull factors behind this. Children use a range of sources such as looking at the findings from the Sutton Hoo burial, to enhance their understanding. Links are also made in English with a text called 'The Last Viking'.

In the second half of the autumn term, children learn about the 4 Ancient civilizations and their achievements, including an in-depth study on the Ancient Egyptians. Children return once more to chronology and also the significance of geography, such as rivers and latitude on determining where the earliest civilisations were founded. We look at the significance of the discovery of Tutankhamun's tomb and the importance of Gods and Goddesses to the Ancient Egyptians. Learning is enhanced with a trip to Bolton Museum where the children participate in a hands-on workshop.

In the spring term year 4, history is used to enhance learning in science when learning about electricity. We look at life before electricity and at change over a period of time. The children explore the development of electrical products to support the demands of modern life and learn about the significance of Thomas Edison. Learning is enhanced by a trip to Manchester's Museum of Science and Industry.

Year 5

In the autumn term year 5, children learn about World War II in Manchester. This unit provides strong links back to year 3, as we look at why Manchester was a target and what impact the war had on the industry and the lives of Mancunians at that time. This unit also provides the opportunity to link back to previous wars and explore change and continuity. We look at sources of evidence from the past, to understand how some is propaganda, opinion or misinformation and look at how this affects interpretations of history. Learning is enhanced by a trip to the Imperial War Museum.

In spring term year 5, children learn about Ancient Greece and their influence on the world today. Links are made to what was happening in Prehistoric Britain and the rest of the world at the same time to enable to children to revisit and build on learning from year 3 and 4. Links are also made to geography when children consider why the geography of Ancient Greece was so significant and lead to them influencing the countries around them, as the Greeks traded around the Mediterranean for the resources which weren't available in their own country. The children learn how it was this process which meant the Ancient Greeks spread their influence over a wide area. At the end of the unit children think critically, weigh evidence and develop their own perspective and judgment on which was the greatest Greek influence and how the Ancient Greeks changed the world. Learning is enhanced through an Ancient Greek workshop.

In summer term year 5, children will learn about Islamic civilisations. They will use this opportunity to make comparisons between historical periods and understand why the Ancient Civilisation was an advanced society in relation to that period of time in Europe. The children will know about the impact that the Islamic civilisation has on the world, such as contributions to modern medicine. As Oldham is home to a diverse community with a large percentage of its population following the Islamic faith, we believe that it is important to look at the great influences that this early civilization has on the world today. This learning also coincides with the Religious Education unit on Islam.



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Year 6

In the autumn term year 6, the children will learn about Nelson Mandela and how he shaped a better world through his own initiative. This unit shares strong links with our SMSC learning on prejudices, inequality and freedom. We build up our chronological understanding using our mathematical skills to construct a time line of events and movements over time. We explore complexities from this period to complexities of the modern day, analysing similarities and differences to the Black Lives Matters protests in 2020.

In the spring term, the children will learn about Dr Barnardo and the impact that he had on this period. Links will be made back to year 3 and the industrial revolution, where children were forced to work in dangerous circumstances. We will look at similarities and differences over time in aspects such as legislation and society. This unit links to our SMCS topic 'homelessness', where we look at the wider issue of homelessness.

In the summer term year 6, we will study a chronological unit 'Britain Through Time'. This unit will draw upon previous knowledge of British history in order to understand the story of Britain. We will explore trends over time, and make links to different periods, analysing the significance and legacy of each period. The children will select and evaluate from a range of historical sources to find relevant historical information.

Throughout each year group, many topics share links to rich texts which are taught within English lessons.