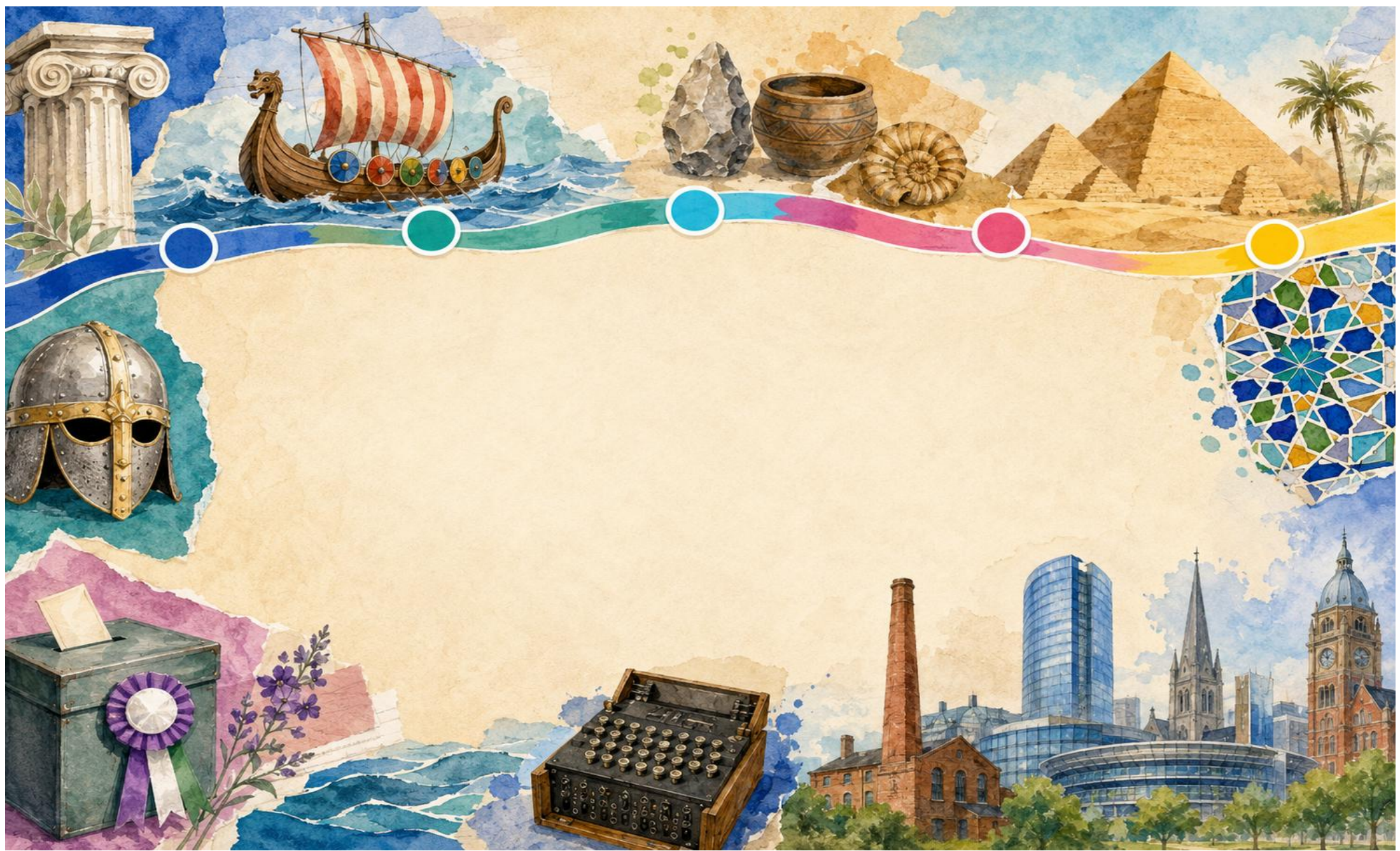




History Curriculum Overview





History at Bridge Junior School

Children learn about local, British and world history. They build a clearer sense of time, use evidence, and learn how people and events have shaped the world today.

A sense of time

Children place people, events and periods on timelines. They learn words such as before, after, past, present, century, BCE and CE.

Using evidence

Children learn that we find out about the past from sources such as artefacts, buildings, writing, maps, images and local places.

Asking questions

Children ask historical questions, compare different views, and learn that sources can show bias or different points of view.

History helps children understand where people, communities and ideas have come from. It also helps them make links between the past, life today and their own city.



What we want our children to know...

Big Ideas

Children meet important ideas again and again:

- civilisation
- power and democracy
- empire and invasion
- conflict and change
- society and equality
- evidence and interpretation

Knowledge

Children learn about key periods, people and events from the Stone Age to World War II, including local, British and world history.

Skills

Children learn to use timelines, ask questions, study sources, spot similarities and differences, and explain why events mattered.



How we teach History at Bridge...

History units are planned so that children revisit important knowledge and practise historical skills over time.

1

Remember

Children begin by thinking back to what they already know.

2

Place in time

Children use timelines to see where the new learning fits.

3

Explore sources

Children look carefully at evidence and ask questions.

4

Make links

Children compare periods, people, places and points of view.

5

Share learning

Children explain, write, discuss, create, debate or present.

Adapted for our school

Our History planning is rooted in the National Curriculum and supported by PKC resources. Units are adapted for Bridge pupils, with Leicester links included where possible.

Experiences

Children learn through classroom lessons, sources, visits, workshops, themed days and local history links.



How we know that our children are doing well...

They remember

Children can recall key knowledge from current and previous units.

They explain

Children can use historical vocabulary to explain what happened and why.

They use evidence

Children can talk about sources and what they tell us about the past.

They make links

Children connect learning across units and with life today.

What teachers check

Teachers use questioning, retrieval tasks, pupil discussion, written outcomes, end-of-unit checks and subject leader monitoring to see what pupils know and can do.

What success looks like

Children become more confident historians. They ask better questions, explain ideas clearly, and understand that the past can be studied through different evidence and viewpoints.



TERM PLAN

History Units at Bridge...

	Unit 1	Unit 2	Unit 3
Year 3	Tribal Tales Stone Age to Iron Age	Ancient Civilisations Ancient Egyptians	
Year 4	Groundbreaking Greeks Ancient Greeks	Roman Britain Romans	Raiders and Invaders Anglo-Saxons
Year 5	Victorious Vikings Vikings	King in the Car Park Richard III	Big Changes Industrial Revolution
Year 6	The Right to Decide Suffragettes	Conflict World War Two	Ancient Civilisations Early Islamic Civilisation

Why it is sequenced this way?

The curriculum is broadly chronological so children build a stronger sense of time. Early Islamic Civilization is taught in Year 6 because pupils need the knowledge and skills from earlier units to access it well.



What children learn about in each year group...

Year 3

Stone Age to Iron Age

Children learn how life in Britain changed from the Stone Age to the Iron Age. They explore how early hunter-gatherers lived, how farming developed during the Neolithic period and how the use of bronze and iron changed tools and everyday life. They also study Stonehenge and use artefacts and archaeological evidence to understand how people lived in prehistoric Britain.

Ancient Egyptians

Children learn why the River Nile was so important to Ancient Egyptian life and how society was organised, from farmers and craftsmen to viziers and pharaohs. They explore Egyptian beliefs about gods, mummification and the afterlife, and learn how hieroglyphics were used. Children also investigate how discoveries such as Tutankhamun's tomb and the Rosetta Stone have helped historians and archaeologists

Year 4

Ancient Greeks

Children learn that Ancient Greece was made up of independent city-states, including Athens and Sparta, which had very different ways of life. They explore the beginnings of democracy in Athens, Spartan warriors, Greek gods and the Ancient Olympic Games. They also learn about Alexander the Great and consider the lasting Greek legacy in areas such as democracy, sport, language, architecture, science and medicine.

Roman Britain

Children learn about the growth of the Roman Empire and why the Romans invaded Britain. They explore the roles of Julius Caesar and Emperor Claudius, the rebellion led by Boudicca and how Roman rule changed life in Britain. There is a strong local focus on Roman Leicester, using evidence to understand the city's past and the Roman legacy that can still be seen today.

Anglo-Saxons

Children learn why Angles, Saxons and Jutes migrated to Britain after the Romans left and where they settled. They use historical sources and archaeological evidence to find out about Anglo-Saxon homes, jobs, food and everyday life. A particular focus on Sutton Hoo helps children understand how objects found by archaeologists can reveal information about people who lived long ago.



What children learn about in each year group...

Year 5

Vikings

Children explore the first Viking raids on Britain and compare the reasons Vikings and Anglo-Saxons came to England. They use different historical accounts to consider fact, opinion and bias, before learning how Vikings moved from raiding to settlement. Children also investigate longboats, trade and exploration, King Canute and how the Viking period in England came to an end around 1066.

Richard III

Children learn about Richard III, the Wars of the Roses and the events that led to the Battle of Bosworth. They investigate the mystery of the Princes in the Tower and use different sources to consider how reliable historical accounts can be. The unit has a particularly strong Leicester connection as children explore the discovery of Richard III's remains and how archaeological evidence was used to identify him.

Industrial Revolution

Children learn how inventions such as the cotton mill, steam engine and railway helped transform Britain during the Industrial Revolution. They explore how factories and new technology changed where people lived and worked, and compare the experiences of richer and poorer people. A strong local study looks at Leicester's textile industry and how industrial growth shaped areas such as Spinney Hill.

Year 6

Suffragettes

Children explore how democracy changed during the nineteenth and early twentieth centuries and why many people, including women, were unable to vote. They compare the peaceful campaigning of Millicent Fawcett and the Suffragists with the more radical methods associated with Emmeline Pankhurst and the Suffragettes, while also considering people who opposed women's suffrage. Local history is explored through **Alice Hawkins**, a Leicester campaigner for women's voting rights, before children learn how voting rights were extended in 1918 and 1928.

World War II

Children learn when and where the Second World War took place and about the Allied and Axis Powers. They study the Battle of Britain, the Blitz and the important work of codebreakers at Bletchley Park, including Alan Turing and the use of the Enigma code. They also explore life on the Home Front, including evacuation, rationing, air raids, women's changing roles and government propaganda, with opportunities to connect this learning to Leicester during the war.

Early Islamic Civilization

Children learn how the Early Islamic Civilization developed from around 600 CE and use maps and timelines to understand how it spread. They study Baghdad around 900 CE, exploring homes, food, clothing and everyday life through historical sources. Children also investigate important discoveries and inventions and compare life in the Islamic world with other places they have previously studied.



LOCAL LINKS

Local links in our History curriculum...

Local links are built into the curriculum so children can connect History with Leicester and their own community.

1

Roman Leicester

Children learn how the Romans shaped Leicester and what evidence remains.

2

Richard III

Children study Richard III, the Battle of Bosworth and how local archaeology helped identify his remains.

3

Industrial Leicester

Children link the Industrial Revolution to Leicester textiles and housing around Spinney Hill.

4

Alice Hawkins

Children learn about democracy and the Suffragette movement through Leicester links.

5

World War II

Children research how Leicester was affected during the Blitz.

6

Museums and workshops

The curriculum includes experiences such as workshops, local visits and museum links where possible.



Vocabulary for new to English learners...

These high-utility words help pupils take part in History lessons. They are useful beyond one topic.

TIME WORDS

before	present
after	year
now	years
then	day
old	long
new	ago
past	

ORDER WORDS

first	start
next	end
last	between
later	during
earlier	while
begin	until

PEOPLE AND PLACE

people	country
child	world
children	leader
family	king
home	queen
city	group

THINKING WORDS

same	important
different	true
change	false
because	fact
reason	opinion
result	why

SOURCE WORDS

look	picture
find	object
show	building
tell	map
draw	story
write	clue

SPEAKING STEMS

I can see...
I think...
This shows...
It changed because...
I agree because...

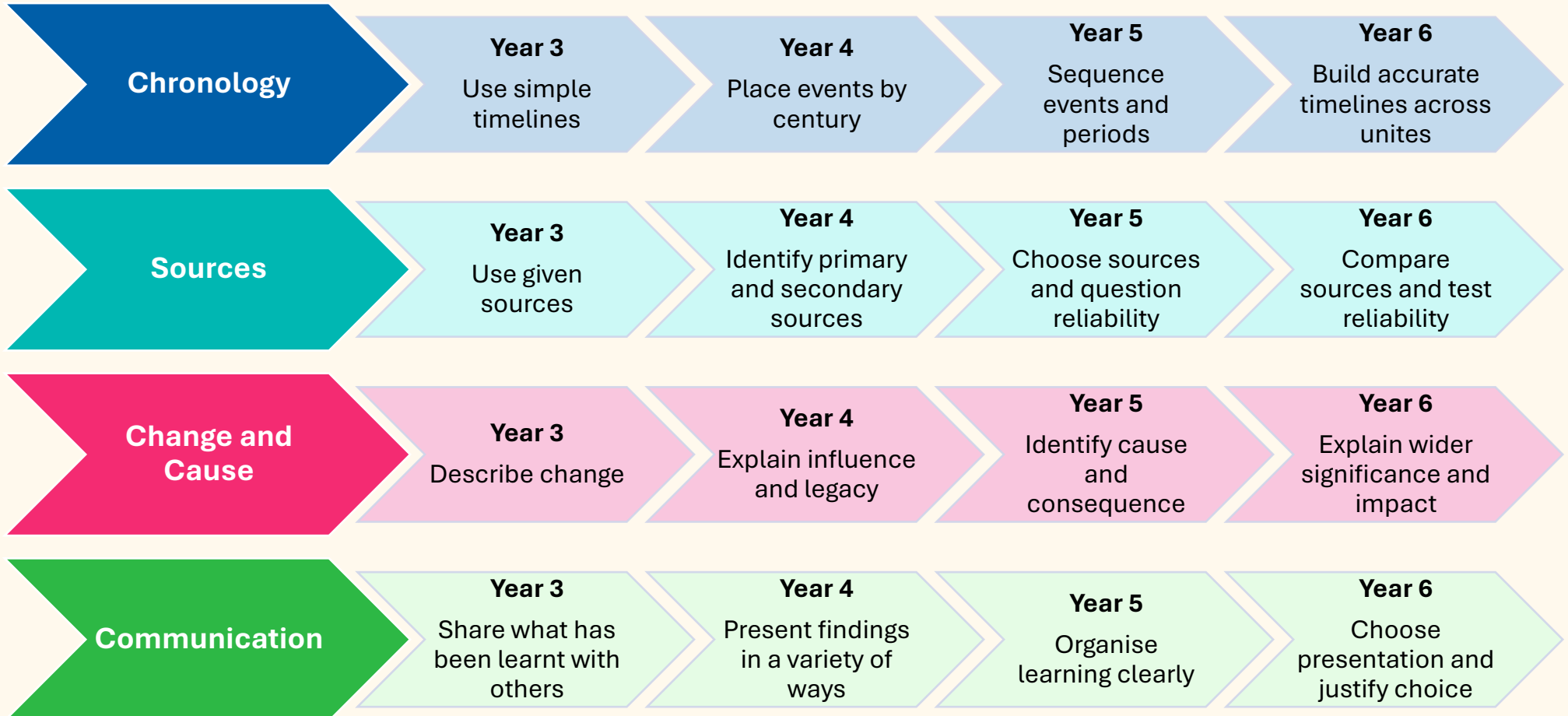


Vocabulary across the school...

Year Group	Topic	Words Historians	Topic Vocabulary
Year 3	Tribal Tales		
	Ancient Egypt		
Year 4	Ancient Greeks		
	Roman Britain		
	Raiders & Invaders		
Year 5	Victorious Vikings		
	Richard III		
	Industrial Revolution		
Year 6	Suffragettes		
	World War Two		
	Early Islamic Civilisation		



How historical thinking builds over time...





History at home...

Small conversations at home can help children remember and explain their History learning. To support learning at home, you can...

Talk about time

Use words such as before, after, long ago, now, later, first, next and finally. Ask children where their unit fits on a timeline.

Ask “How do we know?”

When children share a fact, ask what evidence historians might use: objects, buildings, writing, maps, photographs or stories.

Visit local places

There is a rich history on our doorstep. Some of the places you can visit can be found here:
<https://visitleicester.info/see-and-do/culture-and-heritage/historic-attractions/>

Useful questions

- What happened first?
- What changed?
- What stayed the same?
- Why was this important?
- What evidence helped us know?

For New to English learners...

Pictures, first-language discussion, sentence stems and repeated key words can help children join in with confidence.