

History

Curriculum Design Document

Springside Rules
Safe
Respectful
Ready

Springside Primary School

Where every child matters and is
prepared for a future of possibilities



Curriculum Design Document

School Context

- ▶ School- Context of our school including data and pupil profile
- ▶ Brief Context- One-page Context drawn from Context slides
- ▶ Curriculum Drivers- 5 key Drivers drawn from the previous slides (Confident Communicators, Life-Long Learners, Global Citizens, Real-Life Specialists, Inquisitive Thinkers)
- ▶ Keeping Children Safe in Education- specific details for this subject

Curriculum

- ▶ Intent- Core intent of the subject (drawn from previous SoW)
- ▶ Induction Guide- key information for staff
- ▶ Steps to Success/Model lesson- Demonstrating what an average lesson in this subject would look like
- ▶ Vocab and Concepts- detailing long-term plans, key vocabulary and concepts taught at each stage
- ▶ Flashback 4- Highlighting key recall and retention questions for each stage
- ▶ End Points- Detailing what pupils need to achieve to be end stage ready at key points

Area Context

- ▶ Bury- Historical and Geographical information about Bury
- ▶ Walmersley- Context, Statistical, Historical and Geographical information about Walmersley

Number on Roll -
Oct 24
246 pupils

SEN summary-
Oct 24
14.3% All SEN
3.7% EHCP
10.6% SEN Support

Free School
Meals summary
Oct 24
25.6%

Looked After
Children
Summary
Oct 24
1.2%

	2021	2022	2023
School % stability	N/A 83	N/A 83	Close to average 81
Pupil base deprivation	Close to average	Close to average	Close to average
School location deprivation	Below average	Below average	Below average

Ethnicities		
Ethnicity	School %	National %
White - British	80	63
Asian or Asian British - Pakistani	7	4

	% Pupils
White - British	77.2%
Pakistani	8.9%
Any Other Asian Background	2.8%
Any Other Mixed Background	2.4%
White and Asian	2.4%
White and Black Caribbean	1.6%
Any Other White Background	1.2%
Any Other Black Background	0.8%
Black - African	0.8%
Bangladeshi	0.4%
Chinese	0.4%
White and Black African	0.4%

2023-24 OFSTED Inspection Dashboard

	2021	2022	2023
School number on roll	Close to average246	Close to average245	Close to average241
School % FSM	Above average26	Above average27	Close to average25
School % SEND support	Close to average13	Close to average13	Below average12
School % EHC plan	Above average2	Close to average2	Above average2.9
School % EAL	Above average11	Close to average9	Close to average11

	EHC plan (7)							
SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Severe Learning Difficulty	1	0	0	0	0	0	0	1
Social, Emotional and Mental Health	0	0	0	0	1	1	1	3
Speech, Language and Communication Needs	1	0	0	0	0	0	0	1
Physical Disability	0	0	0	0	0	0	1	1
Autistic Spectrum Disorder	0	0	1	0	0	0	0	1
Year group totals	2	0	1	0	1	1	2	7

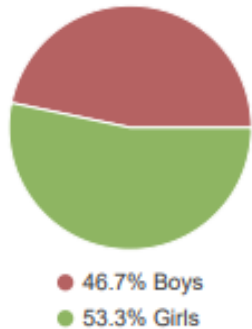
	SEND support (27)							
SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	0	0	0	1	2	3
Social, Emotional and Mental Health	0	0	0	1	1	2	0	4
Speech, Language and Communication Needs	0	2	5	0	3	1	4	15
Hearing Impairment	0	0	0	1	0	0	0	1
Visual Impairment	1	0	0	1	0	0	0	2
Autistic Spectrum Disorder	0	0	0	0	2	0	0	2
Year group totals	1	2	5	3	6	4	6	27

School Demographics

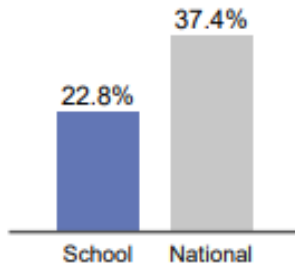
Demographics of Springside Primary School

2024-2025: 246 Pupils

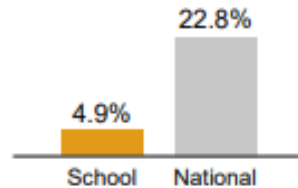
Gender



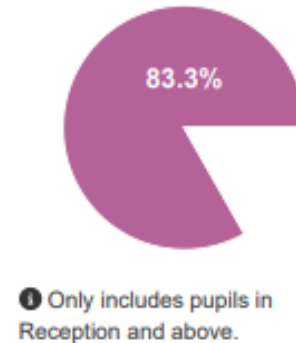
Minority Ethnic Background



EAL

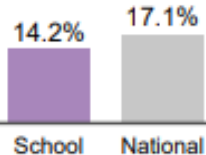


Homegrown Pupils

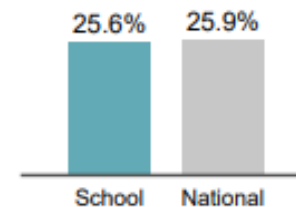


Pupils with SEND

	# Pupils	% Pupils	National
SEN Support	26	10.6%	14.1%
EHC Plan	9	3.7%	3.0%



Ever 6 FSM



Only includes pupils in Reception and above.

Information for consideration in our curriculum

- 13 different languages spoken in school
- 11 out of 17 different ethnic groups
- 9 international new arrivals from Sep 22 to May 23
- Above average free school meals
- School locality is classed as 'less deprived' of all schools (NB, this is because the school is classed as being in the Tottington and Ramsbottom ward which is misleading)
- 83% White British
- 8% Asian/ Asian British/Pakistani
- Speech, Language and Communication Needs is by far the highest SEND primary area of need

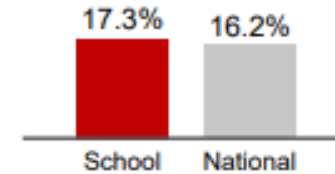
School Demographics

Absence Rates



❗ School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

Persistent Absence



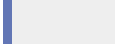
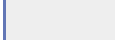
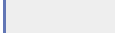
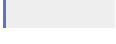
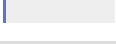
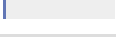
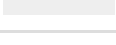
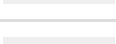
❗ Percentage of Y1 to Y6 pupils who miss 10% or more sessions

Year Groups

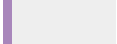
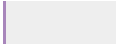
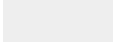
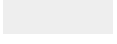
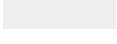
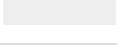
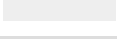
	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Nursery 2	19	8	11	0	2	2	0	0	5.5%
Reception	30	19	11	0	15	1	2	1	5.7%
Year 1	34	20	14	0	14	5	2	1	5.2%
Year 2	35	15	20	0	16	8	5	3	5.3%
Year 3	25	10	15	3	5	8	3	0	3.0%
Year 4	35	17	18	3	5	17	7	1	4.8%
Year 5	33	12	21	4	14	6	4	1	6.7%
Year 6	35	14	21	2	10	13	3	2	4.2%

School Demographics

Ethnicities

	# Pupils	% Pupils
White - British	190 	77.2%
Pakistani	22 	8.9%
Any Other Asian Background	7 	2.8%
Any Other Mixed Background	6 	2.4%
White and Asian	6 	2.4%
White and Black Caribbean	4 	1.6%
Any Other White Background	3 	1.2%
Any Other Black Background	2 	0.8%
Black - African	2 	0.8%
Bangladeshi	1 	0.4%
Chinese	1 	0.4%
N/S	1 	0.4%
White and Black African	1 	0.4%

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	20 	8.1%
Social, Emotional and Mental Health	7 	2.8%
Autistic Spectrum Disorder	4 	1.6%
Moderate Learning Difficulty	4 	1.6%
Vision Impairment	2 	0.8%
Hearing Impairment	1 	0.4%
Severe Learning Difficulty	1 	0.4%
Specific Learning Difficulty	1 	0.4%

School Data 2022-23																		
EYFS					Phonics					Year 4 Multiplication Check								
	2022	2023	2024	2025		2022	2023	2024	2025		2022 25/25	2022 15+	2023 25/25	2023 15+	2024 25/25	2024 15+	2024 25/25	2024 15+
School	70%	69%	68%	73%	School	76%	95%	40%	86%	School	56%	97%	28%	73%	24%	93%	24%	76%
Nat.	65%	67%	68%	68%	National	76%	79%	80%	80%	National	30%		29%		34%		37%	

Key Stage 1																			
Reading - expected	2022	2023	2024	2025	Reading - higher	2022	2023	2024	2025	Writing - exp./above	2022	2023	2024	2025	Writing - higher standard	2022	2023	2024	2025
School	63%	64%	67%	54%	School	19%	15%	29%	9%	School	48%	55%	58%	17%	School	0%	6%	17%	0%
National	67%	69%	71%	71%	National	18%	19%	19%	19%	National	58%	60%	62%	64%	National	8%	8%	8%	9%
Maths exp.	2022	2023	2024	2025	Maths - higher	2022	2023	2024	2025	Comb RWM	2022	2023	2024	2025	RWM high	2022	2023	2024	2025
School	63%	67%	67%	40%	School	22%	12%	21%	11%	School	48%	52%	46%	17%	School	0%	6%	17%	0%
National	68%	70%	71%	73%	National	15%	10%	16%	17%	National	53%	56%	57%	59%	National	6%	6%	6%	6%

Key Stage 2																			
Reading - expected	2022	2023	2024	2025	Reading - higher	2022	2023	2024	2025	Writing - exp/above	2022	2023	2024	2025	Writing - higher	2022	2023	2024	2025
School	69%	60%	74%	86%	School	20%	20%	23%	43%	School	60%	71%	66%	80%	School	0%	6%	6%	11%
National	75%	73%	74%	75%	National	28%	29%	28%	33%	National	69%	71%	72%	72%	National	13%	13%	13%	13%
Maths - expected	2022	2023	2024	2025	Maths - higher	2022	2023	2024	2025	Comb RWM	2022	2023	2024	2025	RWM higher	2022	2023	2024	2025
School	74%	57%	74%	71%	School	6%	20%	34%	29%	School	57%	47%	54%	66%	School	0%	6%	6%	9%
National	71%	73%	73%	74%	National	22%	24%	24%	26%	National	59%	59%	61%	62	National	7%	8%	8%	8%

► Curriculum Offer

We have spent a lot of time on this over the last couple of years but everything needs pulling together and have a similar format for all subjects. This is going to be the main area we are working on this year and Prestolee are supporting us with this. We have been linked to Krystyna Forester at Bowness Primary.

► Pastoral Offer

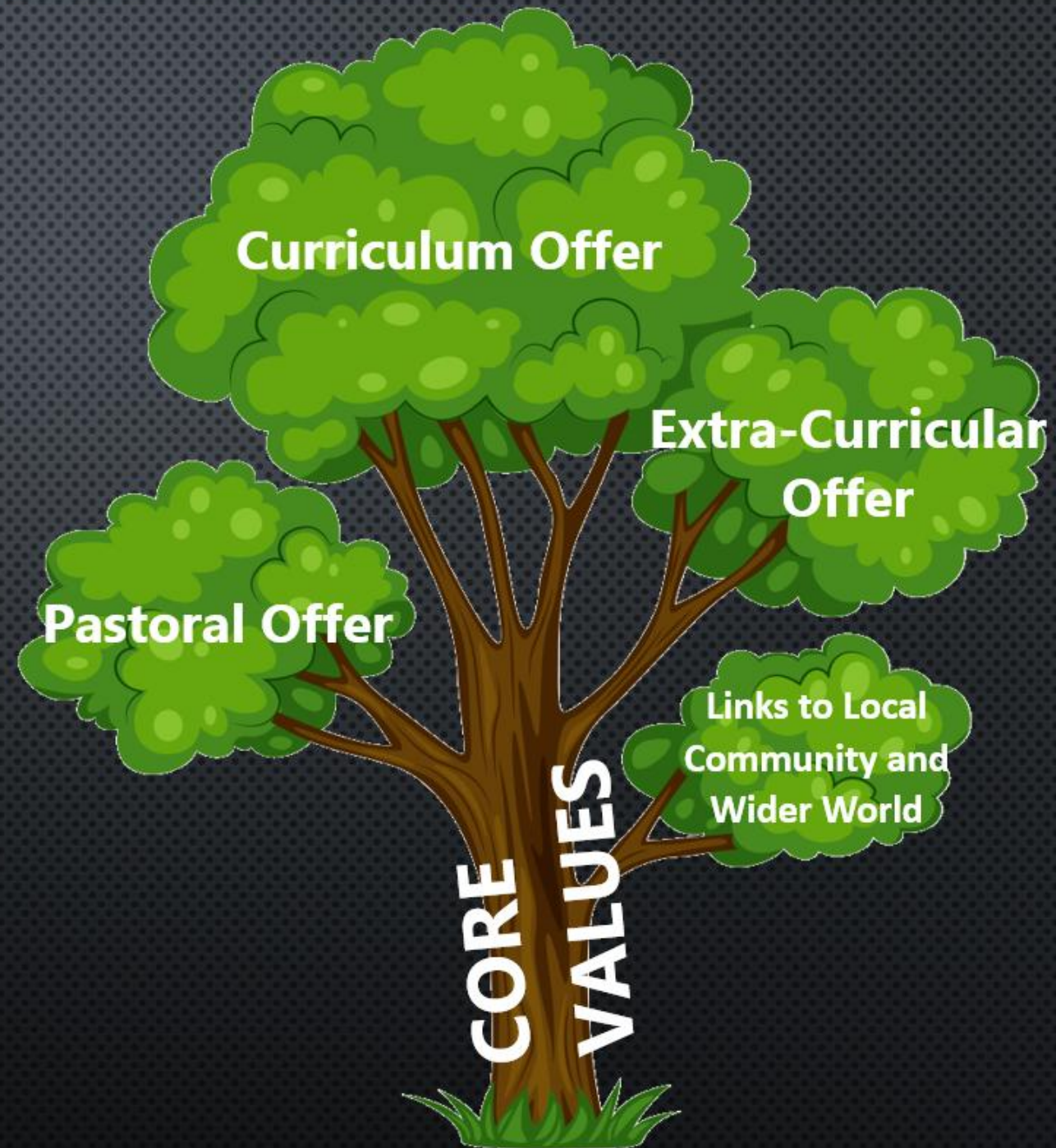
This area of our provision is very strong. We have Mrs. Griffiths who is our Pastoral Lead and staff have attended training. There are also 2 fully qualified SENCOs in school.

► Extra-Curricular Offer

This area of our provision is strong (Gold Award this year for Sports Mark). We need some more provision which is not sport as we only have the Art Club and Choir.

► Links with Community and Wider World

All schools in the MAT are working on developing this further. We have just started developing more links with the Local Church. We want to get some more community groups using our grounds and community room.



Curriculum Drivers

At Springside, we are committed to providing a high quality education for all our pupils, which reflects the culture and home backgrounds of our pupils.

To this end, we have identified key areas of need within our school community, based on EYFS baseline assessments, local statistical data and staff knowledge.

The Curriculum Drivers provide focus for any Curriculum development, ensuring that not only does our Curriculum meet the needs of the EYFS statutory framework and Primary National Curriculum 2014, it also meets the need of our community.

We are designing our Curriculum to create a school experience so that our pupils become:



Curriculum Drivers



What are Curriculum drivers?



Curriculum Drivers reflect the needs of our school community, they are the focus of our Curriculum and the ambition we have for our pupils when they leave Springside.

Inquisitive Thinkers



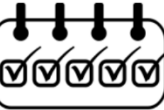
- Solve Problems through logical thinking
- Apply learning in different contexts
- Have a thirst for knowledge
- Are resilient in the face of set-backs
- Try to solve the problem but ask for help if needed
- Work independently, applying knowledge to new challenges

Global Citizens



- Understand their place and position in the world
- Have strong knowledge of their local area
- Have pride in themselves and their local area
- Have a sense of community
- Show respect and empathy towards other cultures, beliefs and religions
- Have a good understanding of British values
- Can demonstrate respectful, suitable behaviour in a range of settings

Real-life Specialists



- Are ready to face the challenges of the "real world"
- Can communicate effectively
- Can apply their numeracy skills to everyday problems
- Demonstrate good organisational skills
- Demonstrate practical life-long skills
- Understand positive choices which represent a healthy lifestyle and wellbeing

Confident Communicators



- Passionately continue independent learning outside the classroom
- Are avid readers who read fiction and non-fiction to continuously learn more about the world
- Are engaged and motivated to learn
- Are ambitious and want to further their life choices
- Fail well, responding to set-backs by continuing to work hard and face challenges

Life-long Learners



- Passionately continue independent learning outside the classroom
- Are avid readers who read fiction and non-fiction to continuously learn more about the world
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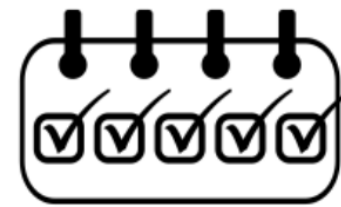
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- Try to solve the problem but ask for help if needed
- Work independently, applying knowledge to new challenges

How does this subject meet the needs of KCSIE?

In all lessons, pupils are taught that adults in the classroom are there to keep them safe and that they have adults in and out of the classroom who can help them with any issue.

History teaches pupils about the past, looking at ancient and recent historical events.

Some units give children the chance to discuss the lives and experiences of children in these historical periods, which reflects on our lives now.

SEND Pupils

Pupils with SEND take part in all lessons, where appropriate.

Reasonable adjustments are made, for example large-print text/images, printing on coloured paper or using overlays.

If necessary, SEND pupils will be introduced to new knowledge, skills or vocabulary prior to a new unit, with pre teaching so that they are able to access the lesson if appropriate.

History at Springside

Where every child matters and is prepared for a *future* of possibilities

The national curriculum for history aims to ensure that all pupils: □ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

“We are not makers of history, we are made by history” - Martin Luther King

“History is a Greek word which means, literally, just investigation” - Arnold Toynbee

'Study the past and you would define the future.' – Confucius

'Those who don't know history are doomed to repeat it.' – Edmund Burke

'The farther backward you can look, the farther forward you are likely to see.' – Winston S. Churchill

History at Springside

Where every child matters and is prepared for a *future* of possibilities

History Intent Statement

At Springside Primary School, we believe that the study of History enables us to have a greater understanding of the present, in the light of the past. It explores the record of human achievement in all its forms and also how that record has been gathered, analysed and interpreted. It provides a chronological approach of British History, enabling us to see how Britain has come to be today.

Springside is set in an area of rich local history. This history is celebrated and an inspiring feature of the school. The history curriculum at Springside makes full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

The history curriculum at Springside is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

Our intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Where pupils come from a diverse range of backgrounds we aim to reflect and celebrate these in what is taught.

History at Springside

Where every child matters and is prepared for a *future* of possibilities

Induction Guide			
Subject Leadership	Subject Lead	Subject Team	Previous Lead
	Rachael McQuaid	SH CD	EM, BC
Equipment	Laptops	iPads	Timeline in each classroom
	Linked books <i>In classroom</i>		
Curriculum Resources	Vocabulary/Progression Maps	Scheme of Work	Planning
	Kapow	<i>Kapow</i>	
Recall and Vocabulary	Flashback Four	Vocabulary	Display
	4 questions shared each lesson <i>included in this PowerPoint</i>	4/5 terms shared each lesson per half term <i>included in this PowerPoint</i>	In class - alternate with Geography. KS1 display in corridor from previous term.
Assessment	Individual Lesson	End of Unit/Term	End of Year
	Formative assessment <i>Questioning, paired work</i>	<i>Teacher judgement</i>	<i>Teacher judgement</i>

Where every child matters and is prepared for a *future* of possibilities

1. Purpose (Why *this*? Why *now*?)

- Share the Learning Question, either written, shared on the board, verbally or all of the above.
- Orient the learning in what this will help them to do in the future. What job could this lead to? What careers use this skill?
- Discuss which type of Historical learning will be taking place? (Sources of information, timeline, research lesson)
- Reference School Timeline and where today's lesson fits.
- Remind children of the Big Question for this unit.

2. Vocabulary (What language do they need to express their learning?)

- Share 4 key terms with the children (identified by the Subject Lead)
- Give them an opportunity to recall and define these

3. Recall (How are you supporting pupils to learn more/remember more?)

- Flashback Four: Where does this fit with the last lesson, unit, term?
- Help the children to remember the work from last lesson.
- Create concrete links to previous learning in this subject from the rest of the unit, previous units or previous terms/year groups. Where does it fit?

4. Presentation (How are children going to record their work effectively and with pride?)

- Model good handwriting on the board
- Follow the marking policy for Foundation Subjects
- Demand high standards of presentation (writing/colouring/cutting/sticking) and expect pupils to demonstrate these.

5. Learning Behaviours (How will you demonstrate high expectations for attention and focus on work?)

- Ensure that pupils are effectively sharing resources
- Regular mini-plenary breaks to ensure pupils are on task and understand the work

Pre-Lesson

1. Ensure that previous lesson's work has been assessed
2. Ensure that resources and worksheets are ready and prepared for the lesson

Lesson

3. Remind pupils of the purpose of the unit: The Big Question. "This unit we are learning about ... because..." "In the future, you may need this to..." "Last week we did..."
4. The Historical Skill we will be learning today is... timeline, sources, research skills
5. Put the 4 key vocabulary terms on the board. At the start of the unit, model giving each a definition and context. Throughout the unit, ask pupils to share their understanding.
6. Put the Flashback 4 for the Unit on the board. Talk through the 4 questions, asking relevant questions.
7. Talk through the Learning Questions then spend time on the new learning. Give opportunities for paired discussion.
8. Show School Timeline and highlight this unit
9. Use regular plenaries to ensure pupils are on task and to share/model any solutions to issues.
10. Recap the Learning Question and purpose of lesson, tell pupils about the next lesson

Post-Lesson

11. Ensure any misconceptions are identified in preparation for the next lesson

	Autumn	Spring	Summer
EYFS	Me and My family- how we have grown, changes over time. Objects – objects/toys from the past Places – in the past (Bury, seaside) What's changed? What's stayed the same? (George's Grandparents)		
	<u>Peek into the Past Adventures Through Time</u>		
Year 1	<u>How am I making History?</u>	<u>How have toys changed?</u>	<u>How have explorers changed the world?</u>
Year 2	<u>How was school different in the past?</u>	<u>How did we learn to fly?</u>	<u>What is a monarch?</u>
Year 3	<u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u>	<u>Why did the Romans settle in Britain?</u>	<u>What did the Ancient Egyptians believe?</u>
Year 4	<u>How hard was it to invade and settle in Britain?</u>	<u>How have children's lives changed?</u>	<u>How did the achievements of the Ancient Maya impact their society and beyond?</u>
Year 5	<u>What was life like in Tudor times?</u>	<u>What did the Greeks ever do for us?</u>	<u>Were the Vikings raiders, traders or something else? (2025/26)</u>
Year 6	<u>What was the impact of WW2 on the people of Britain?</u>	<u>What does the Census tell us about our local area?</u>	<u>Unheard histories: Who should go on the bank note?</u>

History

Nursery (Acorns)	Understanding the World		• Begin to make sense of their own life-story and family's history.
Reception (Oaks)	Understanding the World		• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG (End of Rec)	Understanding the World	Past and Present	• Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Development matters across Kapow Primary's units - EYFS: Reception

Development matters statements: Understanding the world Children in reception will be learning to:	<u>Peek into the past</u>	<u>Adventure through time</u>
Talk about members of their immediate family and community.		✓ Activity 1: Family tree
Name and describe people who are familiar to them.	✓ Activity 1: Can you guess who?	✓ Activity 1: Family tree
Explore the natural world around them.		
Describe what they see, hear and feel whilst outside.		
Compare and contrast characters from stories, including figures from the past.		✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Treasure box ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time
Comment on images of familiar situations in the past.	✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 3: My life timeline ✓ Activity 4: Toy box ✓ Activity 5: Spot the difference	
Understand that some places are special to members of their community.		
Recognise some environments that are different from the one in which they live.	✓ Activity 5: Spot the difference	
Draw information from a simple map.		
Recognise some similarities and differences between life in this country and life in other countries.		

Early learning goals across Kapow Primary's units - EYFS: Reception

Early learning goals Understanding the World: Past and Present Children at the expected level of development will:	<u>Peek into the past</u>	<u>Adventure through time</u>
Talk about the lives of the people around them and their roles in society		
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	✓ <u>Activity 1: Can you guess who?</u> ✓ <u>Activity 2: Past and present</u> ✓ <u>Activity 3: My life timeline</u> ✓ <u>Activity 4: Toy box</u> ✓ <u>Activity 5: Spot the difference</u>	✓ <u>Activity 1: Family tree</u> ✓ <u>Activity 2: My achievements</u> ✓ <u>Activity 3: Treasure box</u> ✓ <u>Activity 4: Picture detective</u> ✓ <u>Activity 5: Transport through time</u>
Understand the past through settings, characters and events encountered in books read in class and storytelling.		✓ <u>Activity 1: Family tree</u> ✓ <u>Activity 2: My achievements</u> ✓ <u>Activity 3: Treasure box</u> ✓ <u>Activity 4: Picture detective</u> ✓ <u>Activity 5: Transport through time</u>

National Curriculum across Kapow Primary's units - Year 1

National curriculum History subject content Pupils should be taught about:	How am I making history?	How have toys changed?	How have explorers changed the world?
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	✓	✓	✓
Events beyond living memory that are significant nationally or globally			✓
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods			✓
Significant historical events, people and places in their own locality.	✓		
National curriculum History aims The national curriculum for history aims to ensure that all pupils:	How am I making history?	How have toys changed?	How have explorers changed the world?
know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world		✓	✓
know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind			✓
understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	✓	✓	✓

National Curriculum across Kapow Primary's units - Year 1

National curriculum History aims The national curriculum for history aims to ensure that all pupils:	<u>How am I making history?</u>	<u>How have toys changed?</u>	<u>How have explorers changed the world?</u>
understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed			✓
gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	✓	✓	✓

National Curriculum across Kapow Primary's units - Year 2

National curriculum History subject content Pupils should be taught about:	How was school different in the past?	How did we learn to fly?	What is a monarch?
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	✓	✓	✓
Events beyond living memory that are significant nationally or globally		✓	✓
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods		✓	
Significant historical events, people and places in their own locality.	✓		✓
National curriculum History aims The national curriculum for history aims to ensure that all pupils:	How was school different in the past?	How did we learn to fly?	What is a monarch?
know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	✓	✓	✓
know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind		✓	
understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid	✓	✓	✓

National Curriculum across Kapow Primary's units - Year 2

National curriculum History aims
The national curriculum for history aims to ensure that all pupils:

How was school
different in the
past?

How did we learn to
fly?

What is a monarch?

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

✓

✓

✓

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

✓

✓

✓

National Curriculum across Kapow Primary's units - Lower key stage 2

National curriculum History subject content Pupils should be taught about:	Year 3			Year 4		
	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans settle in Britain?	What did the Egyptians believe?	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: Were the Vikings raiders, traders or settlers?
changes in Britain from the Stone Age to the Iron Age	✓					
the Roman Empire and its impact on Britain		✓				
Britain's settlement by Anglo-Saxons and Scots					✓	
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor					✓	✓
a local history study	This subject content is covered in UKS2					
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				✓		
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China			✓			
Ancient Greece – a study of Greek life and achievements and their influence on the western world	This subject content is covered in UKS2					
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	This subject content is covered in UKS2					

National Curriculum across Kapow Primary's units - Lower key stage 2

National curriculum History aims The national curriculum for history aims to ensure that all pupils:	Year 3			Year 4		
	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans settle in Britain?	What did the Egyptians believe?	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: Were the Vikings raiders, traders or settlers?
understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	✓	✓	✓	✓	✓	✓
gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	✓	✓	✓	✓	✓	✓
know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	✓	✓		✓	✓	✓
know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind		✓	✓			
gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	✓	✓	✓	✓	✓	✓
understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	✓	✓	✓	✓	✓	✓

National Curriculum across Kapow Primary's units - Upper key stage 2

National curriculum History subject content Pupils should be taught about:	Year 5			Year 6			
	British history 5: What was life like in Tudor England?	What did the Greeks ever do for us?	How did the Maya civilisation compare to the Anglo-Saxons?	What does the census tell us about our local area?	British history 6: What was the impact of World War 2 on the people of Britain?	Choose one of:	
changes in Britain from the Stone Age to the Iron Age							
the Roman Empire and its impact on Britain							
Britain's settlement by Anglo-Saxons and Scots							
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor							
a local history study				✓			
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	✓				✓	✓	
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China							
Ancient Greece – a study of Greek life and achievements and their influence on the western world		✓					
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.			✓				* N.B. This unit alone does not give coverage of this NC subject content

National Curriculum across Kapow Primary's units - Upper key stage 2

National curriculum History aims The national curriculum for history aims to ensure that all pupils:	Year 5			Year 6			
	British history 5: What was life like in Tudor England?	What did the Greeks ever do for us?	How did the Maya civilisation compare to the Anglo-Saxons?	What does the census tell us about our local area?	British history 6: What was the impact of World War 2 on the people of Britain?	Choose one of:	
						Unheard histories: Who should go on the banknote?	The Sikh Empire
understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	✓	✓	✓	✓	✓	✓	✓
gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	✓	✓	✓	✓	✓	✓	✓
know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	✓		✓		✓		
know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind		✓	✓		✓	✓	✓
gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	✓	✓	✓			✓	✓
understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	✓	✓	✓	✓	✓	✓	✓

Nursery		Key Vocabulary	
	<u>Me and my family's history</u>	past	Family (tree)
		old	new

Reception		Key Vocabulary	
	<u>Peek into the past</u>	Now Old	past present
	<u>Adventures through time</u>	changes similarities	Differences Timeline

Year 1		Key Vocabulary	
Autumn	<u>How am I making History?</u>	Chronological timeline	Comparison (similarities and differences from EYFS) event
Spring	<u>How have toys changed?</u>	present past recent	Sequence modern
Summer	How did the East Lancashire Railway change the way people travelled and lived in the past?	Heritage Industry	Settlement transport

Year 2		Key Vocabulary	
Autumn	<u>How was school different in the past?</u>	Primary source Evidence	Historic Eye witness
Spring	<u>How did we learn to fly?</u>	beyond living memory Eyewitness	Inventor lifetime
Summer	<u>What is a monarch?</u>	Monarch Battle Conquer	Coronation government

Year 3		Key Vocabulary	
Autumn	<u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u>	Secondary source Archaeological Evidence	Reconstruction Settlement
Spring	<u>Why did the Romans settle in Britain?</u>	Enslave Settlers Empire	Legacy invasion
Summer	<u>What did the Ancient Egyptians believe?</u>	Civilisation Delta Chronology	Pharaoh preserve

Year 4		Key Vocabulary	
Autumn	<u>What changed after the anglo saxon invasion?</u>	Impact Invasion Claimants	Missionaries kingdom
Spring	<u>How have children's lived changed?</u>	Life expectancy Perspective Working condition	Reform Act
Summer	<u>How did the achievements of Ancient Maya impact their society and beyond?</u>	ritual Settlement	Decline Civilisation

Year 5		Key Vocabulary	
Autumn	<u>What was life like in Tudor times?</u>	Tyrant Heir Nobles	Reliable interpretation
Spring	<u>What did the Greeks ever do for us?</u>	Democracy Assembly Philosophy	Ethics legacy
Summer	Were the Vikings raiders, traders or something else?	exchange trade route Settlement Sources	Invasion Achievement

Year 6		Key Vocabulary	
Autumn	<u>What was the impact of WW2 on the people of Britain?</u>	Appeasement Reparations	Disarm prosperity
Spring	<u>How did the Maya civilisation compare to the Anglo-Saxons?</u>	Abandon Settlement	Decline deforestation
Summer	<u>Unheard histories: Who should go on the bank note?</u>	Cultural diversity Watermark	Trustworthy legacy

Autumn		Key Vocabulary		Key Concepts
Year 1	<u>How am I making History?</u>	Chronological timeline	comparison event	
Year 2	<u>How was school different in the past?</u>	primary source Evidence	Period Beyond living memory	
Year 3	<u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u>	secondary source archaeological evidence	reconstruction settlement	
Year 4	<u>What changed after the anglo saxon invasion?</u>	invasion convert	missionaries kingdom	
Year 5	<u>Were the Vikings raiders, traders or settlers?</u>	Trader exchange trade route	Raider	
Year 6	<u>What was the impact of WW2 on the people of Britain?</u>	Appeasement conflict	Evacuation Alliance propaganda	

Spring		Key Vocabulary		Key Concepts
Year 1	<u>How have toys changed?</u>	present past recent	sequence modern	
Year 2	<u>How did we learn to fly?</u>	primary source eyewitness	evidence historic	
Year 3	<u>Why did the Romans settle in Britain?</u>	enslaved settlers	legacy legion	
Year 4	<u>How have children’s lives changed?</u>	life expectancy Class working conditions	Apprentice Significance Deduction	
Year 5	<u>What was life like in Tudor times?</u>	tyrant heir nobles	reliable interpretation	
Year 6 2025-26	<u>What does the Census tell us about our local area?</u>	Condition Severance pay	Workhouse suffragette	
Year 6 2024-25	<u>How did the Maya civilisation compare to the Anglo-Saxons?</u>	abandon settlement	decline deforestation	

Summer		Key Vocabulary		Key Concepts
Year 1	<u>How have explorers changed the world?</u>	timeline exploration voyage	achievement discovery	
Year 2	<u>What is a monarch?</u>	monarch battle conquer	coronation government	
Year 3	<u>What did the Ancient Egyptians believe?</u>	civilisation delta chronology	Pharaoh preserve	
Year 4	<u>How did the acievements of Ancient Maya impact their society and beyond?</u>	Abandon settlement	Decline deforestation	
Year 5 (2025-26)	<u>What did the Greeks ever do for us?</u>	democray Citizen philosophy	ethics legacy	
Year 5 (2024-25)	<u>How did the achievements of Ancient Maya impact their society and beyond?</u>	Abandon settlement	Decline deforestation	
Year 6	<u>Unheard histories: Who should go on the bank note?</u>	cultural diversity watermark	trustworthy legacy	

Flashback Four Focus

		Autumn 1	Spring 1	Summer 1
Y1	Last Unit	EYFS Me and my Family	<u>Y1 How am I making History?</u>	<u>Y1 How have toys changed</u>
	Last Term	Bury: What's changed?	EYFS Me and my Family	<u>Y1 How am I making History?</u>
	Last Year	The Seaside	Bury: What's changed?	EYFS Me and my Family
Y2	Last Unit	Y1 <u>How have explorers changed the world?</u>	<u>How was school different in the past?</u>	<u>How did we learn to fly?</u>
	Last Term	Y1 <u>How have toys changed?</u>	Y1 <u>How have explorers changed the world?</u>	<u>How was school different in the past?</u>
	Last Year	Y1 <u>How am I making History?</u>	Y1 <u>How have toys changed?</u>	Y1 <u>How have explorers changed the world?</u>
Y3	Last Unit	<u>Y2 What is a monarch?</u>	<u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u>	<u>Why did the Romans settle in Britain?</u>
	Last Term	Y2 <u>How did we learn to fly?</u>	<u>Y2 What is a monarch?</u>	<u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u>
	Last Year	Y2 <u>How was school different in the past?</u>	Y2 <u>How did we learn to fly?</u>	<u>Y2 What is a monarch?</u>
Y4	Last Unit	Y3 <u>What did the Ancient Egyptians believe?</u>	<u>How hard was it to invade and settle in Britain?</u>	<u>How have children's lives changed?</u>
	Last Term	Y3 <u>Why did the Romans settle in Britain?</u>	Y3 <u>What did the Ancient Egyptians believe?</u>	<u>How hard was it to invade and settle in Britain?</u>
	Last Year	Y3 <u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u>	Y3 <u>Why did the Romans settle in Britain?</u>	Y3 <u>What did the Ancient Egyptians believe?</u>
Y5	Last Unit	Y4 <u>How did the achievements of the Ancient Maya impact their society and beyond?</u>	<u>What was life like in Tudor times?</u>	<u>What did the Greeks ever do for us?</u>
	Last Term		Y4 <u>How did the achievements of the Ancient Maya impact their society and beyond?</u>	<u>What was life like in Tudor times?</u>
	Last Year	Y4 <u>How have children's lives changed?</u>	Y4 <u>How have children's lives changed?</u>	Y4 <u>How did the achievements of the Ancient Maya impact their society and beyond?</u>
Y6	Last Unit	Y5 <u>How did the achievements of the Ancient Maya impact their society and beyond?</u>	<u>What was the impact of WW2 on the people of Britain?</u>	<u>What was the impact of WW2 British people?</u>
	Last Term	Y5 <u>What did the Greeks ever do for us?</u>	Y5 <u>How did the achievements of the Ancient Maya impact their society and beyond?</u>	<u>How did the Maya civilisation compare to A-Saxons?</u>
	Last Year	Y5 <u>What was life like in Tudor times?</u>	Y5 <u>What did the Greeks ever do for us?</u>	Y5 <u>How did the achievements of the Ancient Maya impact their society and beyond??</u>

Autumn 1

Y1	Last Unit Last Term Last Year	EYFS Me and my Family Bury: What's changed? The Seaside	What changes over time in our families? How is our town different since our Grandparents were born? What has changed about seaside holidays over time?
Y2	Last Unit Last Term Last Year	Y1 <u>How have explorers changed the world?</u> Y1 <u>How have toys changed?</u> Y1 <u>How am I making History?</u>	Why is Christopher Columbus famous? Why did our Grandparents not play with an iPad? Do you have to be famous to be remembered?
Y3	Last Unit Last Term Last Year	Y2 <u>What is a monarch?</u> Y2 <u>How did we learn to fly?</u> Y2 <u>How was school different in the past?</u>	How does someone get to be King or Queen? Who were the first people to invent an airplane? What do we have in school to help us learn that people in the past would not have had?
Y4	Last Unit Last Term Last Year	Y3 <u>What did the Ancient Egyptians believe?</u> Y3 <u>Why did the Romans settle in Britain?</u> Y3 <u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u>	Why did the Ancient Egyptians have lots of different Gods and Goddesses? Why was Britain such an attractive place for the Romans to Invade? <u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u>
Y5	Last Unit Last Term Last Year	Y4 <u>How did the achievements of the Ancient Maya impact their society and beyond?</u> Y4 <u>How have children's lives changed?</u> Y4 <u>How hard was it to invade and settle in Britain?</u>	What impact did the Mayan civilisation have on the world? What would amaze our Great Grandparents about life in Britain now? Why did so many different civilisations invade Britain?
Y6	Last Unit Last Term Last Year	Y5 <u>How did the achievements of the Ancient Maya impact their society and beyond?</u> Y5 <u>What did the Greeks ever do for us?</u> Y5 <u>What was life like in Tudor times?</u>	What impact did the Mayan civilisation have on the world? What scientific ideas do we have now that were discovered by the Ancient Greeks? What would be different for a child in Tudor times?

Flashback Four Focus

		Spring 1	
Y1	Last Unit Last Term Last Year	<u>Y1 How am I making History?</u> EYFS Me and my Family Bury: What's changed?	What changes over time in our families? How is our town different since our Grandparents were born? What has changed about seaside holidays over time?
Y2	Last Unit Last Term Last Year	<u>How was school different in the past?</u> Y1 <u>How have explorers changed the world?</u> Y1 <u>How have toys changed?</u>	What technology do we have in school that wouldn't have been used in the past? Why was it difficult to be an explorer in the past? What toys did we play with before electricity?
Y3	Last Unit Last Term Last Year	<u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u> Y2 <u>What is a monarch?</u> Y2 <u>How did we learn to fly?</u>	What was life like in the Stone age? How do you get to be King or Queen? Who were the first people to invent the airplane?
Y4	Last Unit Last Term Last Year	<u>How hard was it to invade and settle in Britain?</u> Y3 <u>What did the Ancient Egyptians believe?</u> Y3 <u>Why did the Romans settle in Britain?</u>	Why did other civilisations want to invade Britain? What did the Egyptians believe about the afterlife? What did the Romans leave behind when they left?
Y5	Last Unit Last Term Last Year	<u>What was life like in Tudor times?</u> Y4 <u>How did the achievements of the Ancient Maya impact their society and beyond?</u> Y4 <u>How have children's lives changed?</u>	What was it like to live in Tudor England? What impact did the Mayan civilisation have on the world? What would our Great-great grandparent's lives have been like?
Y6	Last Unit Last Term Last Year	<u>What was the impact of WW2 on the people of Britain?</u> Y5 <u>How did the achievements of the Ancient Maya impact their society and beyond?</u> Y5 <u>What did the Greeks ever do for us?</u>	What was life like in post-war Britain? What impact did the Mayan civilisation have on the world? What technology did the Ancient Greeks leave behind?

Flashback Four Focus

		Summer 1	
Y1	Last Unit Last Term Last Year	<u>Y1 How have toys changed</u> <u>Y1 How am I making History?</u> EYFS Me and my Family	What changes over time in our families? How is our town different since our Grandparents were born? What has changed about seaside holidays over time?
Y2	Last Unit Last Term Last Year	<u>How did we learn to fly?</u> <u>How was school different in the past?</u> <u>Y1 How have explorers changed the world?</u>	What are the important parts of an airplane? What tools did children in the past use to help them learn? What areas of the world could we still explore?
Y3	Last Unit Last Term Last Year	<u>Why did the Romans settle in Britain?</u> <u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u> <u>Y2 What is a monarch?</u>	What natural resources did we have that the Romans wanted? Where would people have lived in the Stone Age? What is the role of a Monarch?
Y4	Last Unit Last Term Last Year	<u>How have children's lives changed?</u> <u>How hard was it to invade and settle in Britain?</u> <u>Y3 What did the Ancient Egyptians believe?</u>	What games do we play that our ancestors would have played? Britain is an Island- why does this make it hard to invade? Why did the Ancient Egyptians believe in lots of different Gods?
Y5	Last Unit Last Term Last Year	<u>What did the Greeks ever do for us?</u> <u>What was life like in Tudor times?</u> <u>Y4 How did the achievements of the Ancient Maya impact their society and beyond?</u>	The Greeks invented lots of Maths! Why is Maths important? What jobs would children do in Tudor times? What games did the Mayans play that were similar to ours?
Y6	Last Unit Last Term Last Year	<u>What was the impact of WW2 British people?</u> <u>How did the Maya civilisation compare to A-Saxons?</u> <u>Y5 How did the achievements of the Ancient Maya impact their society and beyond?</u>	How did WW2 change the lives of women in Britain? How was religion different in Maya and A. Saxon civilisations? What impact did the Mayans have on South American culture?

Peel Tower - Built in 1852 this well known Bury landmark was erected in tribute to one of Bury's most famous sons, Sir Robert Peel; founder of the Police force and Prime Minister 1841-1846. The tower stands 128ft high and offers stunning views over Manchester and North Wales.

East Lancashire Railway - The East Lancashire Railway is a 12-mile heritage steam railway line through the Irwell Valley in northwest England. With its scenic blend of rolling countryside and post-industrial landscapes, the journey gives a taste of what train travel was like in Victorian England. The route stretches between the towns of Rawtenstall and Heywood, stopping off at six stations and skirting the edge of the West Pennine Moors. The original track opened in 1846 at the peak of England's 'railway mania' and is today preserved by more than 600 volunteers. It has access to the mainline too, allowing for a constant turnover of celebrated steam and diesel engines. Journeys for the Railway depart from Bolton Street station in the town of Bury, 10 miles (16km) north of Manchester. To get there, it's a 30 minute tram journey from Manchester Victoria station. Manchester is 2 hours 10 minutes by train from London.

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Bury Black Pudding - If there is one product synonymous with Bury Market is the town's famous black pudding and Chadwick's Original Black Puddings is a Bury institution. The recipe dates back to 1865 and the black puddings have been sold on the market since 1929. Occurring every September, the Black Pudding Throwing Competition is launched by the Mayor of Bury throwing the first black pudding. Entrants must donate £1 to charity to get their turn at throwing the puddings and the winner receives a grand prize of £100.

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Famous People from Bury

- John Kay (1704-c.1779), the inventor of the flying shuttle, one of the key inventions of the Industrial Revolution.
- Sir Robert Peel (1788-1850), the 19th century Prime Minister of the United Kingdom best known today for the repeal of the Corn Laws and his introduction of the modern police force (hence the terms "Bobbies" and "Peelers"), was born in Bury. He is also notable for forming the famous British Police division, 'Scotland Yard' in London.
- Andrew Higginson, businessman and chairman of Wm Morrison Supermarkets Plc.
- Cherie Blair, barrister and wife of former Prime Minister Tony Blair.
- Gary Neville, former Manchester United F.C. captain.
- Phil Neville, former Everton F.C. midfielder and captain, and younger brother of Gary Neville.
- Kieran Trippier, footballer for Newcastle United and England international.
- Victoria Wood, comedian, composer and actor. Although from nearby Prestwich, Bury has the honour of hosting a statue of the celebrated comedian and writer, which stands opposite Bury's central library.

Information for consideration in our curriculum

- Robert Peel to be part of our local history curriculum
- Steam Trains and Transport Museum to be part of our local history curriculum
- Bury Market be part of our local Geography curriculum
- Look for opportunities to learn about the Black Pudding - link to Sport curriculum?
- Industrial revolution to be part of local history curriculum - cotton mills/steam/John Kay
- Victoria Wood to be part of learning about influential women in the world of work

Walmersley

Historically in Lancashire, the name Walmersley is said to be derived from Old English, and translates as Waldmer's wood, or clearing. Once a rural village in the wilds, in recent decades, it has become a northern suburb of Bury. Old stone cottages remain in the area, but much of the district's housing is of post-war construction.

The Walmersley conservation area was designated in November 2003. It covers Christ Church, its churchyard, the former school and school master's house, together with the adjacent Spur Petroleum site which contains the former Walmersley Brewery buildings. The whole site is an excellent record of a small but important part of Walmersley, and illustrates generally well preserved elements of stone built ecclesiastical and industrial architecture from the mid to late 19th century.

Christ Church, Walmersley is located on Walmersley Road. In 1838 the Walmersley parish was formed by sub-dividing the ancient, larger Bury parish. A church was built beside what was then the 'new' road but in 1883 the present church, a neo-gothic design by Maxwell and Tuke was built. The east window of the first church was preserved and built into the new building. Amongst other buildings Maxwell & Tuke designed Blackpool Tower and, in 1894, the Technical School, Broad Street, Bury now housing the Fusilier Museum, which is dedicated to the Lancashire Fusiliers.

Walmersley



Walmersley Post Office



Location within Greater Manchester

Metropolitan borough	Bury
Metropolitan county	Greater Manchester
Region	North West
Country	England
Sovereign state	United Kingdom

Post town	BURY
Postcode district	BL9

Police	Greater Manchester
Fire	Greater Manchester
Ambulance	North West

UK Parliament	Bury North
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List of places: [UK](#) · [England](#) · [Greater Manchester](#)

 53.6166°N 2.3°W

Walmersley

Springside is within walking distance of Burrs Country Park - Burrs Country Park lies on the River Irwell covering an area of 36 hectares of scenic countryside, one mile north west of Bury town centre. Burrs has been awarded a Green Flag. Burrs features a wide variety of different wildlife habitats - woodland, open space, wetland, ponds and waterways. The park owes part of its existence to Bury's industrial past, many remnants of which still exist today. Burrs Country Park is overlooked by Castlesteads, a raised area where a settlement was established in pre-Roman times. In 1792 a group of entrepreneurs, Peel, Howarth and Yates built a water powered spinning mill at Burrs along with a manager's house, smithy, workers' cottages and ash pit. During the Second World War Burrs Mill and the associated buildings were used as a billet and then to house Italian prisoners of war. In 1952 the earliest part of Burrs Mill was demolished. The rest of the mill followed in 1982 leaving only the workers cottages and the chimney. The site was acquired by Bury Metro in 1986 and work started on redeveloping the site as a country park.

Clarence Park opened as a public park in 1888 and is the largest urban local community public park in the Borough. The park is located just over a mile from Bury town centre in an area named Moorside. Clarence Park is adjoined by Miss Walkers Field and Clarence Lido. It is also bordered by Chesham Woods and Chesham Local Nature Reserve.

Walmersley



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List of places: UK · England · Greater Manchester

 53.6166°N 2.3°W

At the bottom of Walmersley Road is Fernhill Traveller Site. Many Traveller children have attended Springside in the past and have integrated very well into the school population. Permission has been granted to Bury Council to demolish the existing 30-year-old Fernhill caravan site in Every Street which currently contains 17 pitches and other associated buildings. In its place 12 permanent Gypsy and Traveller pitches will be created including new amenity buildings and a management block.

Information for consideration in our curriculum

- Christ Church Walmersley is a church which contains lots of traditional features and was designed by the same people who designed Blackpool Tower. This church has a lot of history and is located very close to school.
- Old brewery buildings can be seen very close to school.
- Burrs Country Park has a lot of industrial history before becoming a country park. A lot of this history can still be seen. It is within walking distance of school.
- Clarence park is the largest park in Bury. It contains the Lido and a nature reserve and is within walking distance of school.
- Fernhill Traveller Site. Good opportunity to study the different ways people live and the traveller culture. Although no traveller children attend Springside today, we have a long association with traveller children.

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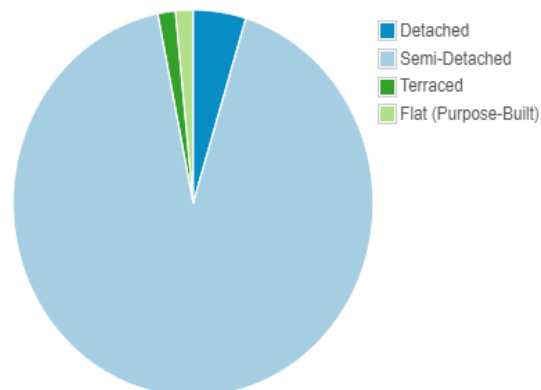
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Walmersley Road Statistics

Housing Types

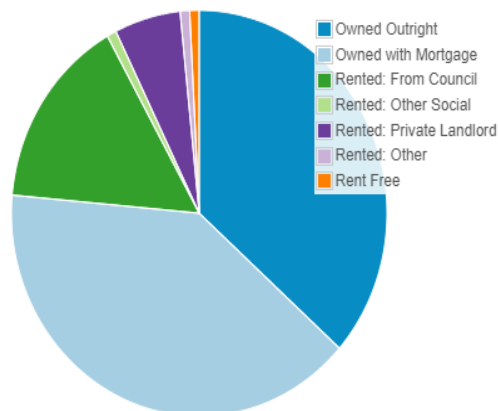
Detached	6
Semi-Detached	117
Terraced	2
Flat (Purpose-Built)	2
Flat (Converted)	0
Total	127



Are these numbers higher than you expected? [Click here for explanation.](#)

Housing Tenure

Owned Outright	45
Owned with Mortgage	49
Shared Ownership	0
Rented: From Council	19
Rented: Other Social <i>inc. charities and housing associations</i>	1
Rented: Private Landlord <i>inc. letting agents</i>	7
Rented: Other	1
Rent Free	1
Total	123

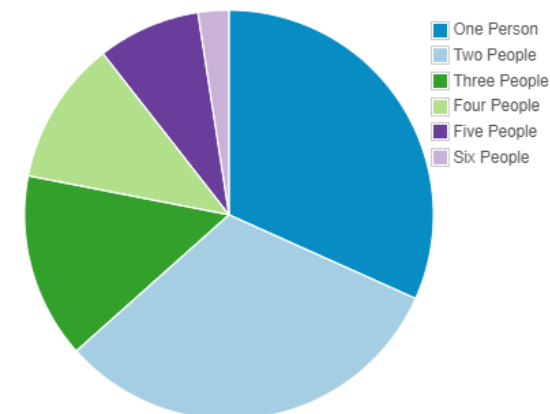


Housing Occupancy

This data lists the total number of residents normally resident within each household. The figures do not record under- or over-occupancy.

Housing Occupancy

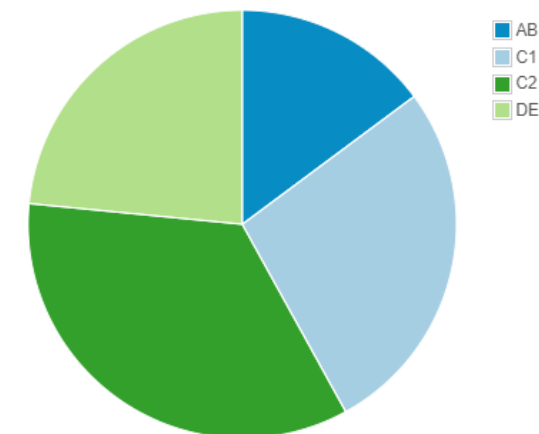
One Person	39
Two People	39
Three People	18
Four People	14
Five People	10
Six People	3
Seven People	0
8+ People	0
Total	123



[Back to Top](#) [Embed This](#)

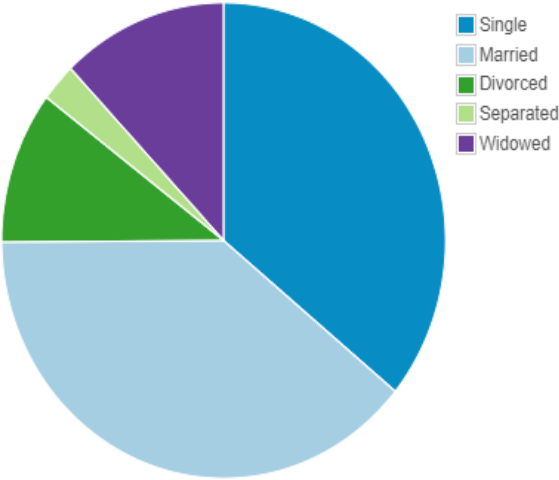
Social Grade

AB - Higher and intermediate managerial, administrative, or professional positions	12
C1 - Supervisory, clerical, and junior managerial/administrative/professional positions	22
C2 - Skilled manual workers	28
DE - Semi-skilled and unskilled manual workers; those on state benefit/unemployed, & lowest grade workers	19
Total	81



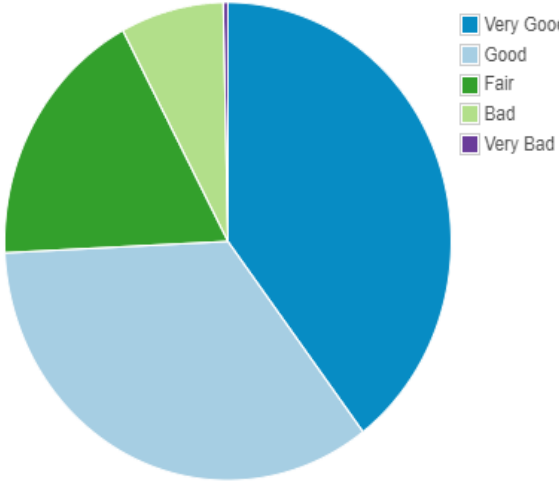
Relationship Status

Single	83
Married	90
Divorced	24
Separated	6
Widowed	28
Same Sex	0
Total	231



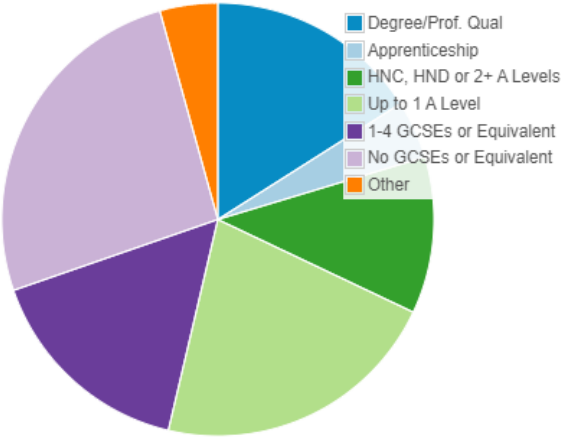
Health

Very Good	117
Good	102
Fair	53
Bad	22
Very Bad	1
Total	295



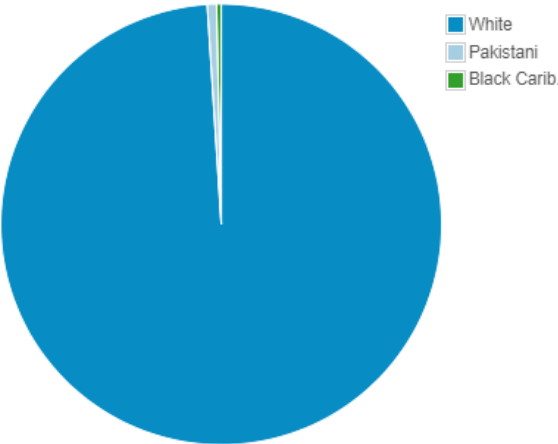
Highest Qualification Level Achieved

Degree or Similar <i>e.g. professional qualification (accountancy etc)</i>	37
Apprenticeship	10
HNC, HND or 2+ A Levels	27
5+ GCSEs, an A-Level or 1-2 AS Levels	50
1-4 GCSEs or Equivalent	37
No GCSEs or Equivalent	60
Other	10
Total	231



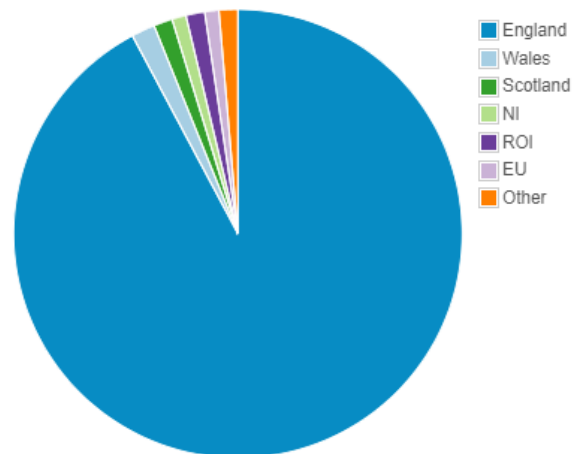
Ethnic Group

White	292
Pakistani	2
Black Caribbean	1
Total	295



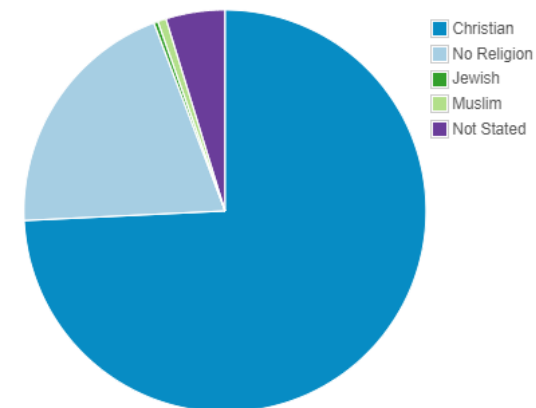
Country of Birth

England	272
Wales	5
Scotland	4
Northern Ireland	3
Republic of Ireland	4
European Union	3
Other	4
Total	295



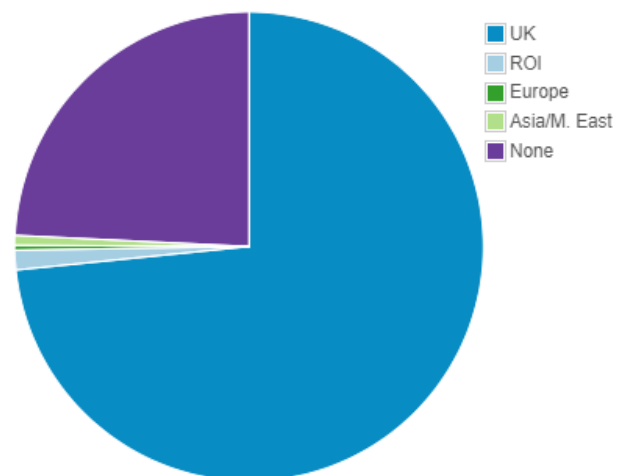
Religion

Christian	219
No Religion	59
Buddhist	0
Hindu	0
Jewish	1
Muslim	2
Sikh	0
Other Religion	0
Not Stated	14
Total	295



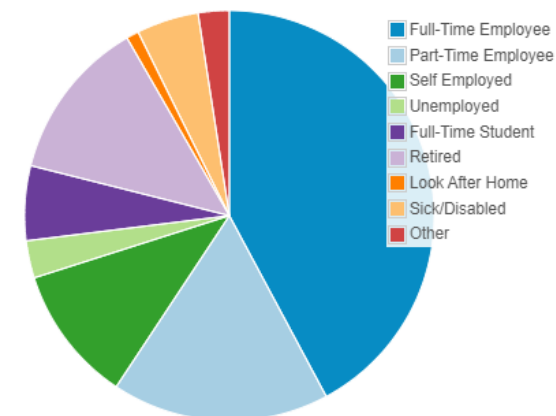
Passport(s) Held

United Kingdom	218
Republic of Ireland	4
Europe (including European Union)	1
African Countries	0
Middle East or Asia	2
North America or Caribbean	0
Central America	0
South America	0
Oceania (Australia, New Zealand, Indonesia and nearby islands)	0
None	72



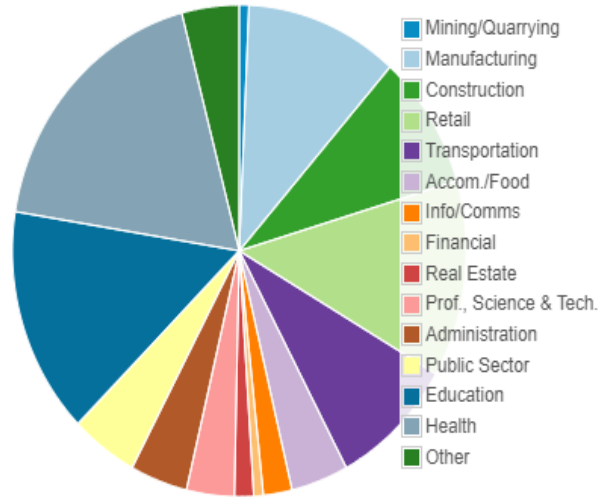
Economic Activity

Full-Time Employee	86
Part-Time Employee (defined as 30 hours or less per week)	35
Self Employed	22
Unemployed	6
Full-Time Student (with or without job)	12
Retired	26
Looking After Home or Family	2
Long-Term Sick or Disabled	10
Other	5
Total	204



Employment Industry

Mining/Quarrying	1
Manufacturing	16
Construction	13
Retail <i>Inc. Wholesale</i>	19
Transportation <i>Inc. Storage and Logistics</i>	13
Accommodation and Food	6
Information and Communication	3
Financial Services <i>Inc. Insurance</i>	1
Real Estate	2
Professional, Scientific and Technical	5
Administration	6
Public Administration and Defence	7
Education	22
Health <i>Inc. Social Work</i>	27
Other <i>Inc. Arts, Recreation etc.</i>	6
Total	147



Information for consideration in our curriculum

- 23% are semi-skilled, unskilled or on benefits
- 8% consider their health to be 'fair' or 'bad'
- 26% have no GCSEs or equivalent
- 16% have 1-4 GCSEs only
- 99% White British
- 24% do not have a passport
- 74% are Christian
- 20% no religion
- 70% employed full time, part time or self employed
- 33% of employed people are employed in education or health