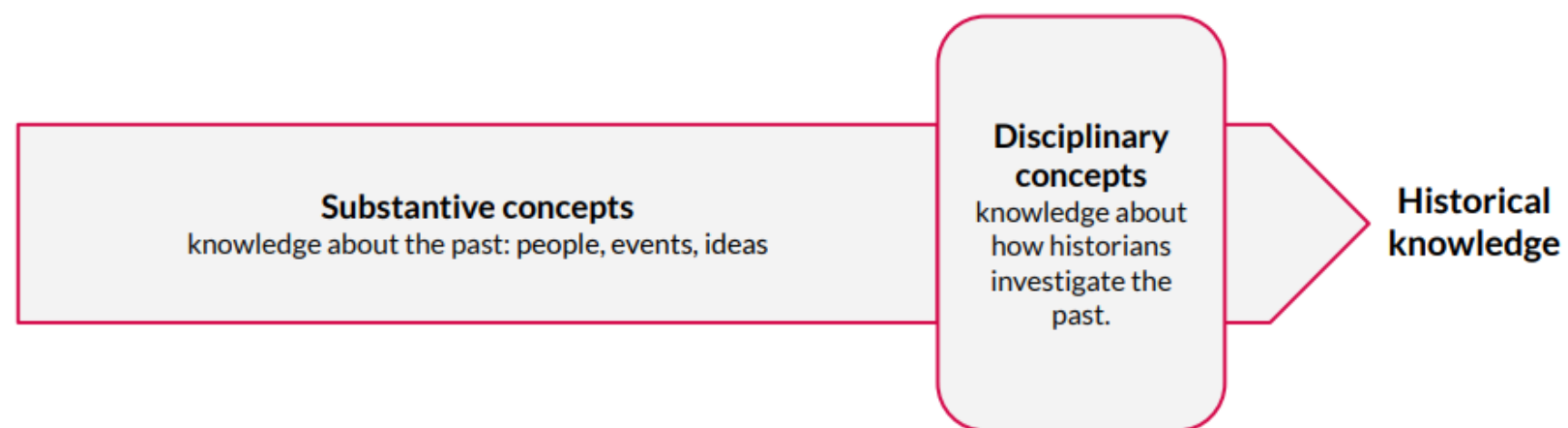
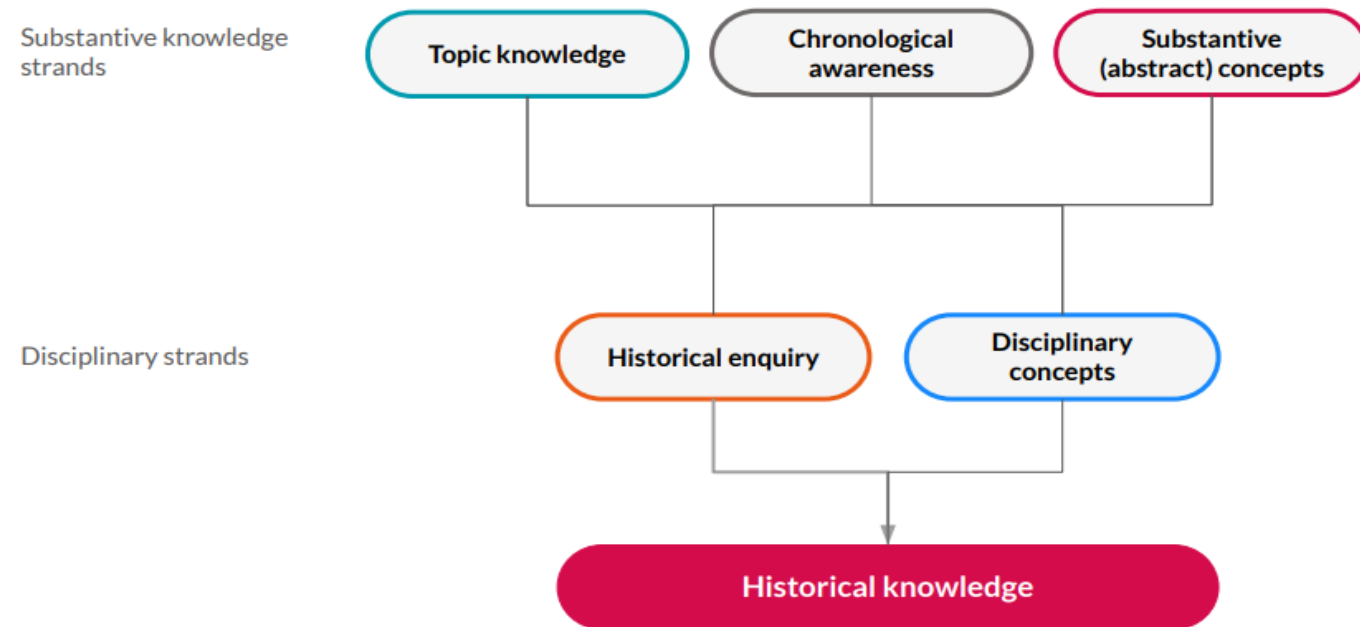




# History Curriculum

## How is our scheme of work organised?

Our scheme of work is organised to reflect the fact that knowledge of the past must be shaped by disciplinary approached to become historical knowledge. We use an enquiry-based model so that children can learn substantive knowledge using the disciplinary knowledge and methods that historians use to find out about the past.



### Substantive knowledge

This refers to the content within history learning, the knowledge of the past: people, events, ideas and so on. This is regularly taught within primary school history with children learning about the key events and people of a variety of historical periods.

### Disciplinary knowledge

This refers to a knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.



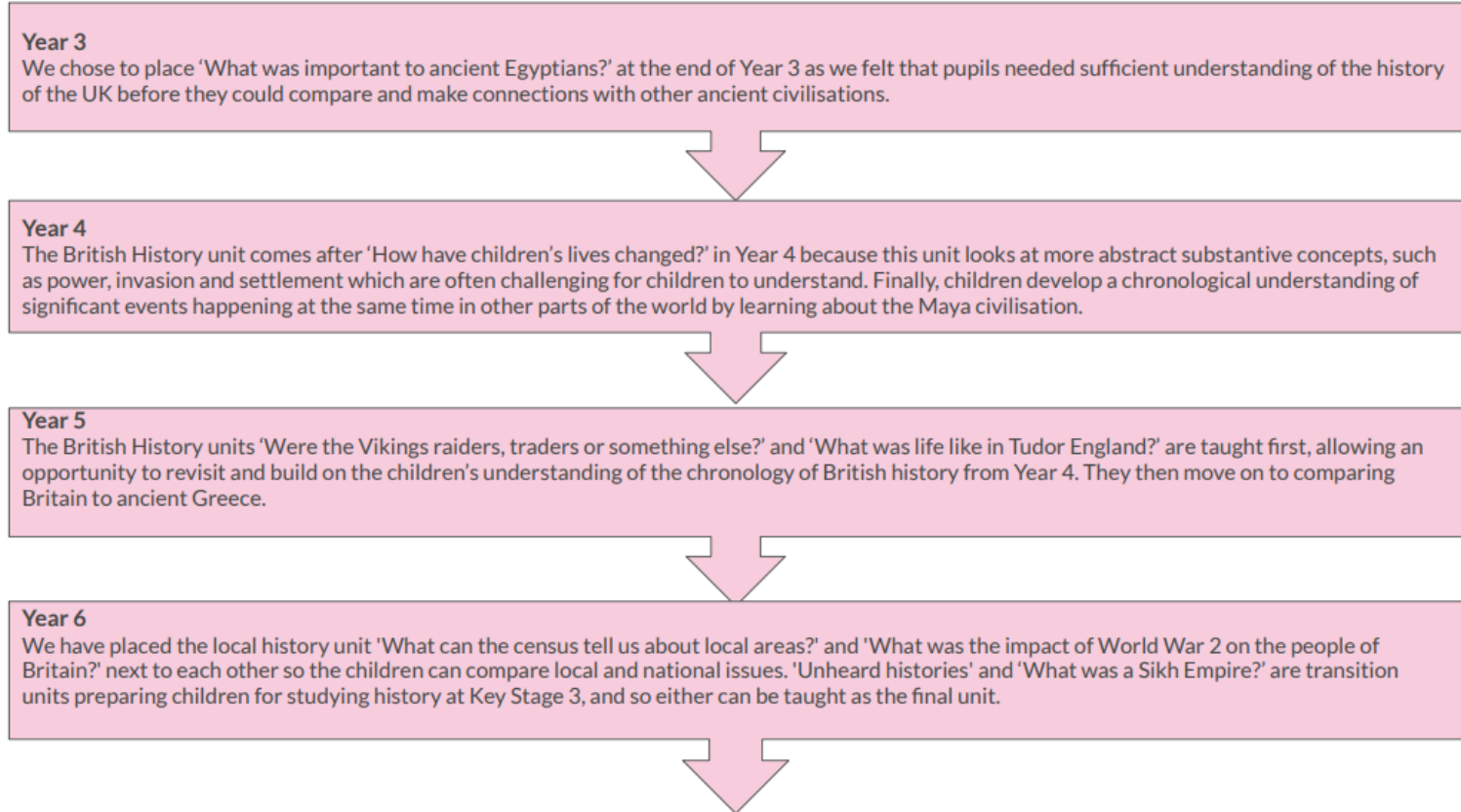
Developing Substantive (abstract) Concepts	Developing Disciplinary Concepts		Developing historical enquiry skills
In KS2 children deepen their understanding of Power and the achievements of mankind and other concepts and while learning to identify changes in meaning in different time periods and contexts. For example, the concept of monarchy evolves over time; during the reign of Henry VIII the monarch enjoyed absolute power whereas by the 20th century the power of the monarch was devolved to the Government.	An understanding of the key disciplinary concepts which underpin the study of history supports children in broadening their skills, knowledge and understanding.		Allowing children to experience the processes historians use to find out about the past.
	Change and continuity	Children identify and explain change and continuity across periods of history, focusing on chronology. They refer to the timeline throughout each unit, looking at sequencing, intervals between events and the duration of each key event	<p><b>Historical enquiry cycle</b></p> <ul style="list-style-type: none"> <li><b>Question</b> <ul style="list-style-type: none"> <li>Ask a historical question or hypothesis.</li> <li>Clarify events, issues or concepts to be explored.</li> </ul> </li> <li><b>Investigate</b> <ul style="list-style-type: none"> <li>Collect evidence from a variety of sources.</li> <li>Decide how useful and reliable the sources are.</li> <li>Identify the points of view in each source.</li> <li>Organise the information in different ways.</li> </ul> </li> <li><b>Interpret</b> <ul style="list-style-type: none"> <li>Identify the key points in each source.</li> <li>Analyse events and issues.</li> <li>Make connections between the past and present.</li> </ul> </li> <li><b>Evaluate and conclude</b> <ul style="list-style-type: none"> <li>Bring evidence together from a range of sources to give a viewpoint.</li> <li>Decide consequences of events.</li> <li>Draw conclusions supported by evidence.</li> </ul> </li> <li><b>Communicate</b> <ul style="list-style-type: none"> <li>Present arguments, conclusions and perspectives with supporting evidence.</li> <li>Use a variety of presentation methods, e.g. drama, art, writing, posters, etc.</li> </ul> </li> </ul>
	Similarities and differences	Children identify similarities and differences across periods of time. They will explain similarities and differences between social, cultural, religious and ethnic diversity in Britain across time periods and suggest reasons for these.	
	Cause and consequence	Looking into the reasons for, and results of, historical events and analysing these, children develop an understanding of cause and consequence. Children explain the reasons for and results of historical events, situations and changes.	
	Historical significance	Considering what makes events and people significant in their historical context and the present day, children compare significant people and events across different time periods and explain the significance of these.	
	Sources of evidence	Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use.	
	Historical interpretations	Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality.	

## A Spiral Curriculum

- Children return to the same disciplinary and substantive concepts over the key stage.
- Each time a concept is revisited it is covered with greater complexity.
- Upon returning to each concept, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

## Why are the units sequenced this way?

The National curriculum states that pupils should 'know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day', and so our British History units across Key stage 2 are sequenced chronologically to allow pupils to understand this narrative. For world history, The Historical Association states that 'You don't have to teach topics in chronological order but need to relate the topics you teach to their chronological context', and our Primary timeline allows the teachers to place all units in their chronological context, and in relation to pupils' prior learning in History.



# Assessment

## Formative:

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on. Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson.



Abstract Concepts	Power (monarchy, government and empire) Invasion, settlement and migration Civilisation (social and cultural) Trade Beliefs Achievements and follies of mankind		Disciplinary Concepts	Change and Continuity Cause and Consequence Similarities and differences Historical significance Sources of evidence Historical interpretations	Historical enquiry	Posing historical questions Gathering, organising, and evaluating evidence Interpreting findings, analysing and making connections Evaluating and drawing conclusions Communicating findings	
	Year 3				YEAR 4		
Topic	British History 1 Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British History 2: Why did the Romans invade and settle in Britain?	What was important to ancient Egyptians? (inc an overview of the earliest civilisations)	How have children's lives changed?	British History 3: How hard was it to invade and settle in Britain?	How did the achievements of the Mayan civilisation influence their society and beyond?	
National Curriculum	<i>Changes in Britain from the Stine Age to the Iron Age</i>	<i>The Roman Empire and its impact on Britain</i>	<i>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</i>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>  <i>A local history study</i>	<i>Britain's settlement by Anglo-Saxons and Scots</i>  <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	<i>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.</i>	
	Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's past. They use archaeological evidence to learn about the changes from the Stone to the Bronze Age and answer historical questions. They identify the limitations of this type of evidence and when reconstructing the life of the Amesbury Archer.	Developing their chronological awareness of AD and BC, children explore the reasons behind the Roman invasion of Britain and the Celtic response. They discover how Roman innovations transformed everyday life and how archaeological discoveries help piece together Roman lifestyles. By contrasting Roman life with modern times, children learn how the Romans still influence lives today.	Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.	Investigating the lives of children in history, pupils study leisure activities, health issues, and work from the past, recognising both continuities and changes. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws.	Investigating the lives of children in history, pupils study leisure activities, health issues, and work from the past, recognising both continuities and changes. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws.	Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.	
	Year 5				YEAR 6		
Topic	British History 4: Were the Vikings raiders, traders or something else?	British History 5: What was life like in Tudor England?	What is the legacy of the ancient Greek civilisation?	What can the census tell us about the local areas?	British History 6: What was the impact of World War 2 on the people of Britain?	What was the Sikh Empire?	
National Curriculum	<i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	<i>A local history study</i>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<i>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.</i>	
	Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.	Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.	Investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.	Investigating the census records of different areas, children make inferences about the lives of people from the past. They explore what the census can show about Victorian jobs, the suffrage movement and the interwar period. Children identify how the census changes and consider the usefulness and limitations of census data. In Lesson 6, they plan and carry out their own enquiries about who lived in their local school area.	Extending their chronological knowledge beyond 1066, children learn about how World War 2 affected society in Britain. They explore the causes of war in 1939 and examine the experiences of families during the Blitz. Using photographs, propaganda posters and oral histories, children investigate how the war affected soldiers, civilians and migrants.	Using a wide range of sources, children learn about the development of the Sikh Empire under the leadership of Ranjit Singh. They use criteria to explore what makes Ranjit Singh historically significant and compare his achievements to his granddaughter, goddaughter of Queen Victoria and suffragette, Princess Sophia.	



[illegible]



historically-valid questions and create their own structured accounts, including written narratives and analyses												
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## Chronological Awareness

Year 3 and Year 4	Year 5 and Year 6
<ul style="list-style-type: none"><li>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</li><li>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</li><li>To know that BC means 'before Christ' and is the term used to date the years before Jesus was born.</li><li>To know that AD means Anno Domini and can be used to show years from the year 1AD.</li><li>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</li><li>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</li><li>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</li><li>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</li><li>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled</li></ul>	<ul style="list-style-type: none"><li>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</li><li>To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.</li></ul>
<ul style="list-style-type: none"><li>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</li><li>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</li><li>Using dates to work out the interval between periods of time and the duration of historical events or periods.</li><li>Using BC/AD/Century.</li><li>Sequencing eight to ten artefacts, historical pictures or events.</li><li>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li><li>Placing the time studied on a timeline.</li><li>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li><li>Noticing connections over a period of time. Making a simple individual timeline.</li></ul>	<ul style="list-style-type: none"><li>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</li><li>Understanding the term "century" and how dating by centuries works.</li><li>Putting dates in the correct century. Using the terms AD and BC in their work.</li><li>Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians</li><li>Developing a chronologically secure understanding of British, local and world history across the periods studied.</li><li>Placing the time, period of history and context on a timeline.</li><li>Relating current study on timeline to other periods of history studied.</li><li>Comparing and making connections between different contexts in the past.</li><li>Sequencing 10 events on a timeline.</li></ul>



## Substantive Concepts

Substantive Concepts	Year 3 and Year 4	Year 5 and Year 6	Disciplinary Concepts	Year 3 and Year 4	Year 5 and Year 6	Historical Enquiry	Year 3 and Year 4	Year 5 and Year 6
Power (monarchy, government and empire)	To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse.	To understand how the monarchy exercised absolute power. To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires.	Change and Continuity	Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies  To know that change can be brought about by advancements in transport and travel. To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade	Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity.  To know that change can be brought about by conflict. To know that change can be traced using the census.	Posing historical questions	Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence.	Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others.
Invasion, settlement and migration	To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems. To understand the impact	To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. To know about the diverse experiences of the different groups coming to Britain over time.	Cause and Consequence	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes.  To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that advancements in	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change.  To know that members of society standing up for their	Gathering, organising, and evaluating evidence	Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a	Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a



	of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time.			science and technology can be the cause of change.	rights can be the cause of change.		source. Comparing and contrasting different historical sources.	historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
Civilisation (social and cultural)	To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups.	To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different cultures, times and groups. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations.	Similarities and Differences	Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time.	Interpreting findings, analysing and making connections	Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?"	Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing within a period and across time. Beginning to interpret simple statistical sources.
Trade	To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that the Roman invasion led to a great increase in	To know that trade routes from Britain expanded across the world. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. To understand that the expansion of trade	Historical significance	Recalling some important people and events. Identifying who is important in historical sources and accounts.  To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments.  To know how historians select criteria for significance and that this changes.	Evaluating and drawing conclusions	Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.





	British trade with the outside world. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society.	routes increased the variety of goods available. To understand that the methods of trading developed from in person to boats, trains and planes. To understand the development of global trade.		an impact for many years to come.				
Beliefs	To know that trade routes from Britain expanded across the world. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. To understand that the expansion of trade routes increased the variety of goods available. To understand that the methods of trading developed from in person to boats, trains and planes. To understand the development of global trade.	To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society.	Sources of evidence	<p>Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. Identifying sources which are influenced by the personal beliefs of the author.</p> <p>To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past.</p>	<p>Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. Describing how secondary sources are influenced by the beliefs, cultures and time of the author</p> <p>To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date. To understand the types of information that can be extracted from the census. To understand that inventories are useful sources of evidence to find out about people from the past. To understand some of the key terms on the census, for example, scholar,</p>	Communicating findings	Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today.	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.



					ditto, occupation and marital status. To understand how to compare different census extracts by analysing the entries in individual columns. To know that the most reliable sources are primary sources which were created for official purposes			
Achievements and follies of mankind	To be able to identify achievements and inventions that still influence our lives today from Roman times. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.	To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To know some of the impacts of war on daily lives.	Historical interpretations	<p>Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources.</p> <p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence.</p>	<p>Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians.</p> <p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events.</p>			