

# Principles of the History Curriculum

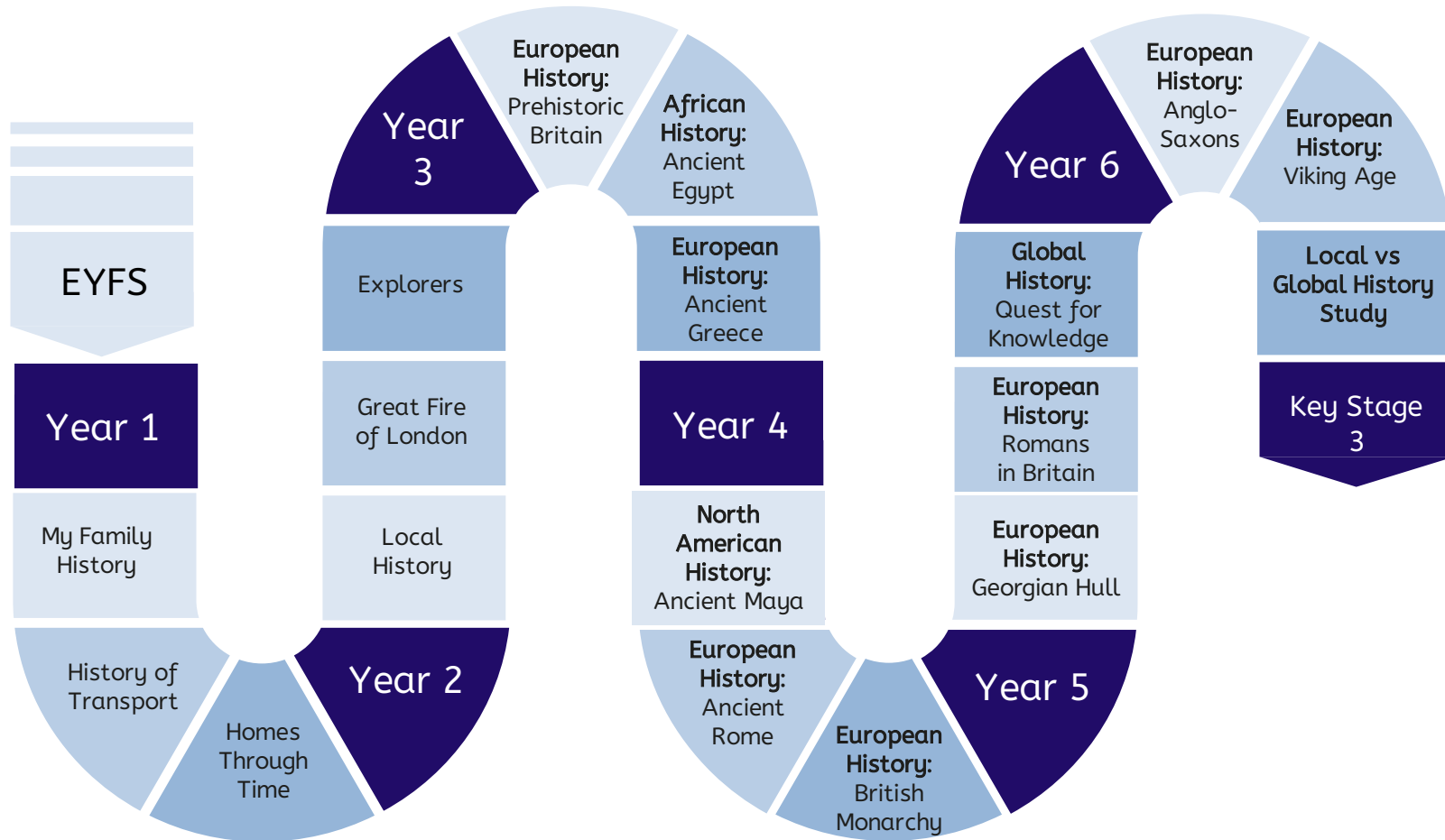


Our curriculum for History provides all children, regardless of their background, with:

- **Coherent and chronological substantive knowledge** of the history of the Britain and the wider world, selected to build pupils' understanding of three vertical concepts. These vertical concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help pupils gain a deep understanding of complex, abstract ideas:
  - **Quest for knowledge**  
How do people understand the world around them? What is believed; what is known; what scientific and technological developments are made at the time? How is knowledge stored and shared? What shapes people's views about the world?
  - **Power, empire and democracy**  
Who holds power, and what does this mean for different people in the civilisations? How is power wielded and legitimised? How are people's rights different in different historical contexts?
  - **Community and family**  
What is life like for different people – men, women and children – in different societies? How are these societies structured? How are family and community roles and relationships different in different historical contexts?
- Opportunities for all **pupils to see themselves reflected** in the curriculum, but also to be taken beyond their own experiences. The history curriculum teaches pupils about civilisations from across the world, and always incorporates the experiences – positive and negative – of ethnic minorities in the history of Britain.
- Grounding in **core disciplinary and procedural knowledge**, and the ability to approach challenging, historically-valid questions, giving pupils the ability for pupils to learn how to think, read and write like a historian.
- An **excitement for history**, which inspires a curiosity to learn more about the past.



# History Curriculum



Key Stage 3





|        | Year 1   | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
|--------|--|--|---|---|---|---|
| Autumn | <p><b>My family history</b></p> <p>An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory</p> | <p><b>Local history</b></p> <p>Using primary and secondary sources to learn how our local community has changed over time.</p> | <p><b>European history: Prehistoric Britain</b></p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p> | <p><b>North American history: Ancient Maya</b></p> <p>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p> | <p><b>European history: Local History</b></p> <p>Why is William Wilberforce famous today?<br/>How has trade been important in our community?</p>                                  | <p><b>European history: Anglo-Saxons</b></p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p>   |
| Spring | <p><b>History of transport</b></p> <p>The development of transport by land, sea, air and space and the roles of key individuals</p>                                    | <p><b>Great Fire of London</b></p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London</p>         | <p><b>African history: Ancient Egypt</b></p> <p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p>                   | <p><b>European history: Ancient Rome</b></p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</p>        | <p><b>European history: Roman Empire in Britain</b></p> <p>The Roman conquest of Britain, and how the Romans maintained power in Britannia</p>                                    | <p><b>European history: Viking age</b></p> <p>Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation</p> |
| Summer | <p><b>Homes through time</b></p> <p>How homes looked different in the past, using pictures and videos</p>  | <p><b>Explorers</b></p> <p>The similarities and differences between the lives of significant explorers through time</p>        | <p><b>European history: Ancient Greece</b></p> <p>The contributions made by the city-states of Ancient Greece, and how these influence our lives today</p>                                | <p><b>European history: Local History</b></p> <p>How has the monarchy impacted our local community?</p>   | <p><b>Global history: Quest for knowledge</b></p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</p> | <p><b>Global history: Power, empire and democracy</b></p> <p>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today</p>                          |



# History in Our Local Context



History is taught in 6-lesson units, once a term (History alternates with Geography).

Our curriculum is sequenced so that meaningful links are made between subjects, and the order of units allows these connections to be made. For example, pupils are taught about the Vikings in Britain in History in Spring 2, so that they can review and build upon knowledge of migration – and consider the push and pull factors behind Viking migration – after they have been taught about migration in Geography in Spring 1.

Our curriculum for History has been adapted for Keyingham Primary School by bringing in the history of our local area and considering the context of our pupils and the community.

For example:

- In KS1, we consider the local history of our area by comparing how our village and school have changed over time, in living memory and beyond.
- In Year 4 and Year 5, we revisit the history of our local area and extend our understanding by studying the significance of the name **Kings**ton Upon Hull and by learning about the important work of William Wilberforce.
- When learning about the History of Transport in Year 1, we visit the Transport Museum in Hull
- When learning about Prehistoric Britain in Year 3, we extend pupils' understanding with a visit from Dinostar
- When learning about Roman Britain in Year 5, we are planning a new adventure to Hadrian's Wall to extend our knowledge and understanding
- When learning about Anglo-Saxon / Viking Britain in Year 6, we visit/extend pupils' understanding with artifacts from the Staffordshire Hoard
- When learning our longitudinal study, 'Power, Empire & Democracy' in Year 6, we focus on aspirations through History.



# Alignment to the National Curriculum



The below tables outlines where the statutory content from the National Curriculum is first taught across KS1 or KS2. The curriculum has been sequenced so that much of the content is reviewed in subsequent units. Pupils are taught disciplinary knowledge, including change, cause, similarity and difference and significance, throughout each unit. Careful attention has been paid to the mathematics Programmes of Study, as well as the content of the science and geography curriculum to ensure that pupils build on knowledge where appropriate.

## KS1

|  |                                |
|--|--------------------------------|
| Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life   | Y1 Aut; Y1 Spr; Y1 Sum; Y2 Aut |
| Events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | Y2 Spr                         |
| The lives of significant individuals in the past who have contributed to national and international achievements.  | Y1 Spr; Y2 Sum                 |
| Lives of significant individuals who can be used to compare aspects of life in other periods   | Y2 Sum                         |
| Significant historical events, people and places in their own locality   | Y2 Aut                         |

## KS2

|   |                |
|---|----------------|
| Changes in Britain from the Stone Age to the Iron Age   | Y3 Aut         |
| The Roman Empire  | Y4 Sum         |
| The Roman Empire's impact on Britain  | Y5 Spr         |
| Britain's settlement by Anglo-Saxons and Scots  | Y6 Aut         |
| The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  | Y6 Spr         |
| A local history study   | Y4 Sum         |
| A study of an aspect or theme in Britain that extends pupils' chronological understanding beyond 1066   | Y5 Sum; Y6 Sum |
| The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared   | Y5 Sum         |
| The achievements of the earliest civilisations – a depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt, the Shang Dynasty of Ancient China  | Y3 Spr         |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world  | Y3 Sum         |
| A non-European society that provides contrast with British history – one study chosen from: Early Islamic Civilisation, including a study of Baghdad c. AD 900; Maya civilisation c. AD 900; Benin (West Africa) c. AD 900-1300 | Y4 Aut         |

