

United Curriculum

Primary History

For Teachers



United Curriculum
Primary
Part of United Learning

Contents



This document aims to provide history subject leaders and classroom teachers with an understanding of the rationale for the history curriculum, the core substantive and disciplinary knowledge that will be covered, as well as guidance on how to implement it in individual schools and classrooms.

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United Curriculum Principles



Building on the Framework for Excellence, The United Curriculum for Primary has six core principles:

- **Entitlement**
All pupils have the right to learn what is in the United Curriculum, and schools have a duty to ensure that all pupils are taught the whole of it
- **Coherence**
Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects
- **Mastery**
We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts
- **Adaptability**
The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes
- **Representation**
All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience
- **Education with character**
Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart

Subject-specific rationales are built on these six principles.



United Curriculum Principles: History



The United 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 people 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.



Structuring the History Curriculum



The United Curriculum for History has three strands:

Substantive Knowledge

By substantive knowledge we mean the core historical facts of a particular period or topic, for example key dates, individuals or events specific to a unit.

Progression in each area of substantive knowledge is outlined on slides 9 – 39.

Disciplinary Knowledge (and Procedural Knowledge)

Disciplinary knowledge refers to how historians carry out their discipline in order to maintain and add to the subject's canon. Pupils learn what it means to be a historian, for example in areas such as *Historical Significance* or *Cause and Consequence*, for example that *Changes can take place gradually (evolution) or very rapidly and completely (revolution)*.

Procedural knowledge refers to things that historians need to know how to do. An example might be reading a timeline or using vocabulary like *decade* or *century*. We have organised these alongside disciplinary knowledge as both are threaded through our curriculum in a similar way.

Progression in each area of disciplinary (and procedural) knowledge is outlined on slides 49 – 57.

Vertical Concepts

Vertical concepts are the more abstract ideas or threads that build gradually and with increasing depth across the multiple contexts encountered by pupils as they move through our curriculum. In history we use three broad categories:

- **Power, Empire and Democracy**
- **Quest for Knowledge**
- **Community and Family**

Each area has then been sub-divided into narrower threads, for example **Power, Empire and Democracy** includes i. *Power and Empires* and ii. *Democracy and Government*.

Progression in each vertical concept is outlined on slides 40 – 48.

Thinking like a Historian

We sometimes refer to the disciplinary knowledge in the United Curriculum for History as “Thinking like a historian”. We want pupils to have as authentic an experience as possible of carrying out the ‘work’ of a historian, applying what they have learnt about what it means to do so in different contexts and with increasing confidence.

Each ‘thread’ of disciplinary knowledge is broken down into smaller steps and explicitly taught and practised as pupils move between year groups.

Terminology

Providing you ensure a shared understanding across your school, and update all relevant documents, you can of course adapt the terminology used for a particular type of knowledge in our curriculum as you see fit.

For example, you may choose to use the term *disciplinary knowledge* to refer to both the disciplinary and procedural aspects identified here.



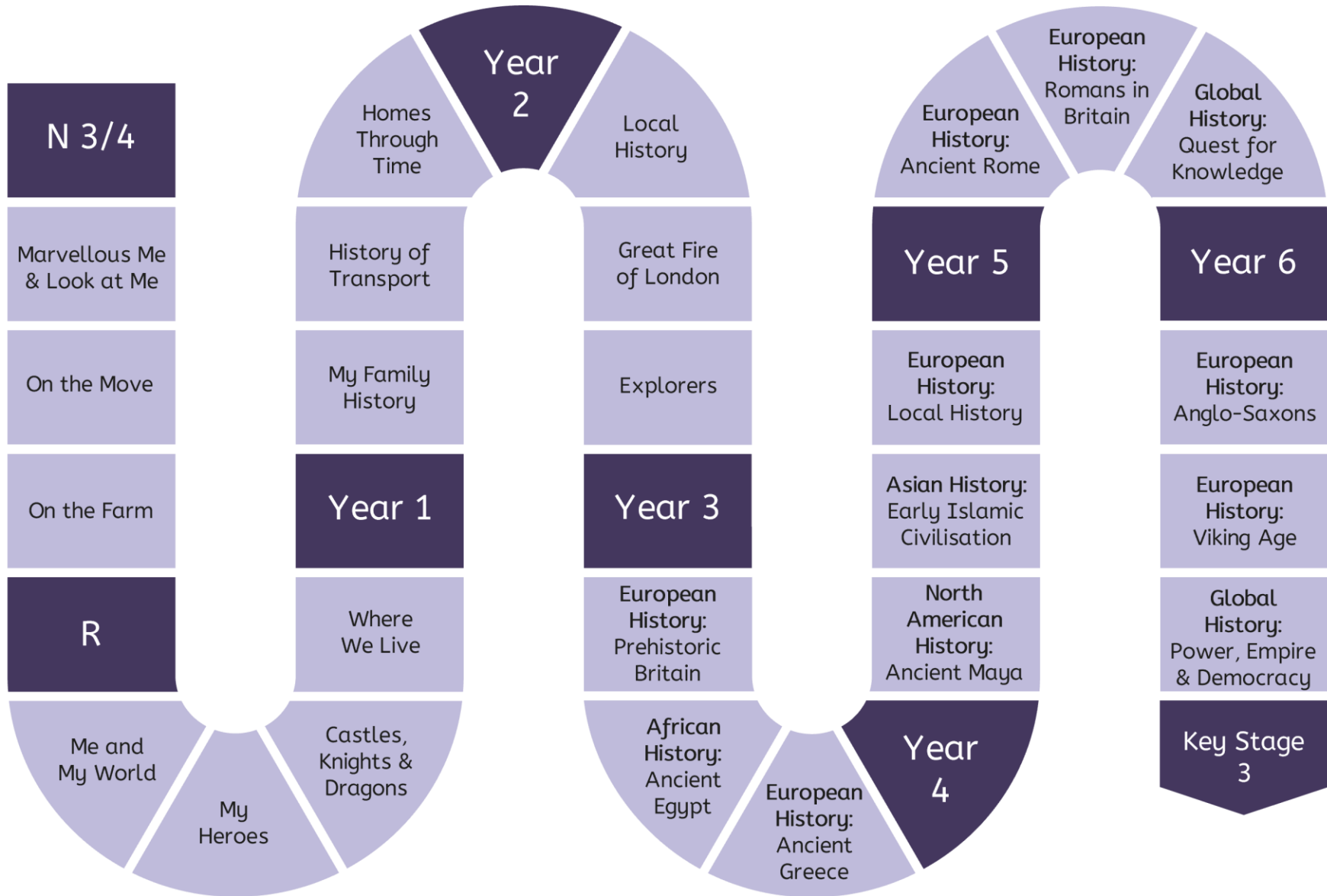
United Curriculum: History



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Marvellous Me & Look at Me [Aut1]</p> <p>Talking about family members and family routines, and exploring how children have changed since they were babies</p>	<p>Me and my world [Aut1]</p> <p>Talking about different family members and their roles in more depth</p> <p>My heroes [Aut1]</p> <p>Comparing heroic characters from the past and present</p>	<p>My family history [Aut 2]</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>Local history</p> <p>Using primary and secondary sources to learn how our local community has changed over time.</p>	<p>European history: Prehistoric Britain [Aut 2]</p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p>	<p>European history: Prehistoric Britain [Aut 2]</p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p>	<p>European history: Ancient Rome [Aut2]</p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</p>	<p>European history: Anglo-Saxons [Aut 1]</p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p>
Spring	<p>On the move [Spr1]</p> <p>Exploring occupations related to transport</p> <p>On the farm [Spr2]</p> <p>Exploring occupations related to farming</p>	<p>Castles, knights and dragons [Spr1]</p> <p>Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens</p>	<p>History of transport</p> <p>The development of transport by land, sea, air and space and the roles of key individuals</p>	<p>Great Fire of London [Spr 2]</p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London</p>	<p>African history: Ancient Egypt</p> <p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p>	<p>African history: Ancient Egypt</p> <p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p>	<p>European history: Roman Empire in Britain</p> <p>The Roman conquest of Britain, and how the Romans maintained power in Britannia</p>	<p>European history: Viking age [Spr 2]</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>Where we live [Sum1]</p> <p>Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults</p>	<p>Homes through time</p> <p>How homes looked different in the past, using pictures and videos</p>	<p>Explorers</p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins</p>	<p>European history: Ancient Greece [Sum 2]</p> <p>The contributions made by the city-states of Ancient Greece, and how these influence our lives today</p>	<p>European history: Ancient Greece [Sum 2]</p> <p>The contributions made by the city-states of Ancient Greece, and how these influence our lives today</p>	<p>Global history: Quest for knowledge [Sum 2]</p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</p>	<p>Global history: Power, empire and democracy</p> <p>A short introduction to the rise and fall of British Empire, and its legacy in Britain from the 1960s to today</p>



United Curriculum: 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	Y5 Aut
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; Y4 Spr



N3-4: Autumn



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive		<ul style="list-style-type: none"> • Say who lives in their house • Name their immediate family • Mimic familiar adults engaged in everyday tasks • Talk about the roles of adults they live with • Name and talk about their extended family • Talk about how they have changed from being a baby • Talk freely about family and home life • Say how children and adults are different • Recall special times, such as birthdays, that they remember in their life 	<ul style="list-style-type: none"> • Talk about occupations of people they live with (Rec Aut1) • A family tree shows the relationships between different generations in a family (Y1)
Disciplinary and procedural		<ul style="list-style-type: none"> • Chronology: Say how many years old I am • Change & continuity: Over time, some things about a person (me) stay the same and some things change 	<ul style="list-style-type: none"> • Chronology: Use vocabulary like, then, now, before, after, a long time ago (Rec Aut) • Change & continuity: Over time, some things about a place stay the same and some things stay the same (Rec Sum)
VCs		<ul style="list-style-type: none"> • Community & family: Talk about the lives of the people in my community, including my family, and their roles in society 	<ul style="list-style-type: none"> • Community & family: My local community was different for families at different times in history (Y1)

Relevant **Development Matters (N3-4)** statements:

- Begin to make sense of their own life-story and family's history



N3-4: Spring



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive		<ul style="list-style-type: none"> • Show an interest in occupations linked to transport • Trains (and other vehicles) can be powered by steam, diesel or electricity. 	<ul style="list-style-type: none"> • We can travel in many ways today (Y1) • People in the past could travel less far than we can today (Y1) • Transport options have changed in living memory (Y1) • Options to travel in space, in the air, by car or by train have changed over time (Y1)
Disciplinary and procedural			
VCs		<ul style="list-style-type: none"> • Community & family: Talk about the lives of the people in my community, including my family, and their roles in society 	<ul style="list-style-type: none"> • Community & family: My local community was different for families at different times in history (Y1)

Relevant **Development Matters (N3-4)** statements:

- Show interest in different occupations.



Reception: Autumn



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Talk about the roles of adults they live with (N3-4 Aut1) 	<ul style="list-style-type: none"> • Talk about occupations of people they live with • Learn about a hero from recent history (i.e. last ~100 years), who may also be important in the local community • Celebrations of special days look different today compared to when our parents and grandparents were children 	
Disciplinary and procedural	<ul style="list-style-type: none"> • Change & continuity: Over time, some things about a person (me or a hero) stay the same and some things change (N3-4 Aut1) 	<ul style="list-style-type: none"> • Historical evidence: We can look at photographs and images to see how life was different in the past • Change & continuity: Historians can describe changes that have happened over time • Chronology: Use vocabulary like now, then, before, after, a long time ago 	<ul style="list-style-type: none"> • Historical evidence: Historians learn about the past by interpreting sources (Y1 Aut) • Change & continuity: Over time, some things about a place stay the same and some things stay the same (Rec Sum) • Chronology: Historians place events in the order in which they happened (Y1 Aut)
VCs		<ul style="list-style-type: none"> • Quest for knowledge: The technology and things we have today have not always existed 	<ul style="list-style-type: none"> • Quest for knowledge: It took a long time for the knowledge that we have today to develop (Y1 Spr)

Relevant **Development Matters (Reception)** statements:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.

Relevant **Early Learning Goals** (for end of Reception):

- Talk about the lives of the people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



Reception: Spring



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive		<ul style="list-style-type: none"> • Monarchs (kings and queens) are important people who help rule a country • King Charles III is our King today. Other Kings and Queens lived in the past. • Many people lived and worked in castles in the past 	<ul style="list-style-type: none"> • Knowledge of Egyptian monarchs (Y3), Ancient Greek monarchs (Y3), Maya monarchs (Y4) • Castles as a home for people to live in (Y1 Sum)
Disciplinary and procedural	<ul style="list-style-type: none"> • Historical evidence: Look at photographs and images to see how life was different in the past (Rec Spr) • Change & continuity: Historians can describe changes that have happened over time (Rec Spr) • Chronology: Use vocabulary like now, then, before, after, a long time ago (Rec Spr) 		
VCs	<ul style="list-style-type: none"> • Quest for knowledge: The technology and things we have today have not always existed (Rec Aut) 	<ul style="list-style-type: none"> • Power, empire & democracy: The King is an important person where we live 	<ul style="list-style-type: none"> • Power, empire & democracy: The King or Queen in England has power to make new rules or laws (Y2)

Relevant **Development Matters (Reception)** statements:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Relevant **Early Learning Goals** (for end of Reception):

- Understand the past through settings, characters and events encountered in books read in class and storytelling.



Reception: Summer



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive		<ul style="list-style-type: none"> The place where we live looked different at different times in history 	<ul style="list-style-type: none"> Our homes are made of lots of different materials. They have lots of different features (Y1 Sum) Homes look different at different times in history, including in living memory (Y1 Sum) Local history of my community (Y2)
Disciplinary and procedural	<ul style="list-style-type: none"> Change & continuity: Over time, some things about a person (me or a hero) stay the same and some things change (N3-4 Aut1) Change & continuity: Historians can describe changes that have happened over time (Rec Aut) Historical evidence: Look at photographs and images to see how life was different in the past (Rec Spr) 	<ul style="list-style-type: none"> Change & continuity: Over time, some things about a place stay the same and some things stay the same 	<ul style="list-style-type: none"> Change & continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history (Y1 Spr) Historical evidence: Sources can be written, video/audio, images, artefacts or oral history (Y1 Aut)
VCs	<ul style="list-style-type: none"> Community & family: Talk about the lives of the people in my community, including my family, and their roles in society (N3-4 Aut) 		

Relevant **Development Matters (Reception)** statements:

- Comment on images of familiar situations in the past.

Relevant **Early Learning Goals** (for end of Reception):

- Understand the past through settings, characters and events encountered in books read in class and storytelling.





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Say who lives in their house, and name their immediate and extended family (N3-4) • Science: Trees are a type of plant that have a tall stem made of wood, and lots of leaves and branches (Y1) 	<ul style="list-style-type: none"> • Living memory is the time that can be remembered by people who are alive today • A family tree shows the relationships between different generations in a family • Some things in communication / toys / schools have changed in living memory (the past) 	<ul style="list-style-type: none"> • Transport has changed across history so that people can travel further (between and across continents) today than they could before (Y1 Spr) • Homes reflect the times in which they were built, and so look different at different times in history (Y1 Sum)
Disciplinary and procedural	<ul style="list-style-type: none"> • Change & continuity: Over time, some things about a place/person stay the same and some things stay the same (Rec Sum) • Historical evidence: Look at photographs and images to see how life was different in the past (Rec Aut) • Chronology: Use vocabulary like now, then, before, after, and a long time ago (Rec Aut) 	<ul style="list-style-type: none"> • Change & continuity: Historians can describe changes that have happened over time • Historical evidence: History is the study of humans who lived in the past • Historical evidence: Historians learn about the past by interpreting sources • Historical evidence: Sources can be written, video/audio, images, artefacts or oral history • Chronology: Historians place events in the order in which they happened • Chronology: Decide whether a source shows life in the past or in the present • Chronology: Place events in pupils' days in order 	<ul style="list-style-type: none"> • Change & continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history (Y1 Spr) • Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are written about primary sources (Y2 Aut) • Chronology: State, with reasons, whether one source shows life in a more or less recent time than another (Y1 Sum)
VCs	<ul style="list-style-type: none"> • Community & family: Talk about the lives of the people in my community, including my family, and their roles in society (N3-4) 	<ul style="list-style-type: none"> • Community & family: My local community was different for families at different times in history 	<ul style="list-style-type: none"> • Community & family: In the past, communities were smaller because people could not travel so far (Y1 Spr) • Community & family: People in history lived in communities that look different to ours today (Y2 Sum)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Show an interest in occupations linked to transport (and farms) (N3-4 Spr1) Living memory is the time that can be remembered by people who are alive today (Y1 Aut) 	<ul style="list-style-type: none"> We can travel in many ways today Transport options have changed in living memory Apollo 11 was the mission that sent two men to walk on the Moon for the first time The Wright brothers invented the aeroplane and Bessie Coleman was the first black woman to gain her pilot's licence Robert and George Stephenson developed the 'Rocket', one of the first locomotives Karl Benz invented the first car, and Henry Ford developed the assembly line, which was a new way of making cars that made them affordable for everyone Options to travel in space, in the air, by car or by train have changed over time. People in the past could travel less far than we can today 	<ul style="list-style-type: none"> Michael Collins was one of the first men to travel in space to the Moon (Y2 Sum) Quest for knowledge (Y5); considering how knowledge spread and developed as people travelled further across the globe at different times in history
Disciplinary and procedural	<ul style="list-style-type: none"> Change & continuity: Historians can describe changes that have happened over time (Y1 Aut) Historical evidence: History is the study of humans who lived in the past (Y1 Aut) Historical evidence: Historians learn about the past by interpreting sources (Y1 Aut) Chronology: Use vocabulary like now, before, after, and a long time ago (Rec Spring) Chronology: Decide whether a source shows life in the past or in the present (Y1 Aut) Chronology: Place events in pupils' days in order (Y1 Aut) 	<ul style="list-style-type: none"> Change & continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history Chronology: Recognise historical periods or events using arrows on a blank timeline Historical significance: Historians choose to study people or events in the past because they resulted in change Similarity & difference: Historians study the way things were different in the past. 	<ul style="list-style-type: none"> Change & continuity: Historians describe how changes affect people's lives (Y2 Spr) Change & continuity: Changes do not follow one trajectory (Y5) Chronology: Place a small selection of sources in chronological order (Y2 Aut) Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2 Spr)
VCs	<ul style="list-style-type: none"> Community & family: My local community was different for families at different times in history (Y1 Aut) 	<ul style="list-style-type: none"> Community & family: In the past, communities were smaller because people could not travel so far 	<ul style="list-style-type: none"> Community & family: In communities in the past, different people often had very defined roles. In the earliest communities families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves (Y3 Aut)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Many people lived and worked in castles in the past (Rec Spr) • Geography: Human settlements can be a city, town or village, depending on their size (Y1 Aut) • Geography: Rural means countryside; urban means towns and cities (Y1 Spr) • Science: The material is what an object is made of, e.g. a cup can be made of paper or plastic (Y1 Spr) 	<ul style="list-style-type: none"> • Different people live in lots of different types of home! • Our homes are made of lots of different materials like bricks and glass. • Our homes have lots of different features that help us do tasks like cook food, stay warm, and go to the toilet. • Homes look different at different times in history, including in living memory. • Homes and the things we use in our homes have changed during the lives of the people in our community • In the Victorian period (before living memory), people lived in cramped houses like back-to-back houses. Houses were made of bricks and glass. • Features of homes meant that Victorians did everyday tasks differently than we do today. • In the Tudor period (before the Victorians) most people lived in rural areas. • Houses were made of wood and wattle and daub. In the urban areas, jettying was used to give people more space. • Features of homes meant that Tudors did everyday tasks differently than we do today. • In the medieval period (before the Tudors), motte-and-bailey castles were built to protect people. Features included keep, motte, bailey, palisade and gatehouse. • Motte-and-bailey castles were made of wood and wattle and daub • A very long time ago, in the prehistoric period, people lived in small villages, in roundhouses with just one room. They were made of wood and wattle and daub. 	<ul style="list-style-type: none"> • Jettying and the fact that houses were built very close together was one of the reasons why the Great Fire of London could spread so quickly (Y2 Spr) • Homes became more sophisticated through the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age (Y3 Aut)
Disciplinary	<ul style="list-style-type: none"> • Historical evidence: History is the study of humans who lived in the past (Y1 Aut) • Historical evidence: Historians learn about the past by interpreting sources (Y1 Aut) • Chronology: Use vocabulary like now, before, after, and a long time ago (Y1 Aut) • Chronology: State whether a source shows life in the past or in the present 	<ul style="list-style-type: none"> • Causation: Things happen because something causes them to happen 	<ul style="list-style-type: none"> • Causation: Things happen as a result of causes. Some things have lots of causes (Y2) • Chronology: Place a small selection of sources in order, from most to least recent (Y2)
VCS	<ul style="list-style-type: none"> • Quest for knowledge: We go to school to learn new things (EYFS) 	<ul style="list-style-type: none"> • Quest for knowledge: It took a long time for the knowledge that we have today to develop 	<ul style="list-style-type: none"> • Quest for knowledge: Sometimes it was the contributions of important individuals that were important in advancing our knowledge (Y2)



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> The place where we live looked different at different times in history (Rec) Geography: The school and community are at the local scale; countries are at the national scale; continents are at the global scale (Y1) 	<ul style="list-style-type: none"> (Varies by school) 	<ul style="list-style-type: none"> The local history unit in Year 4 allows pupils to further build on their knowledge of their local area. They will focus on the significance of an individual, a local feature, or migration in their local community (Y4 Sum) <p>Year 2 teachers should liaise with their history lead and/or Year 4 teacher to ensure that there is no accidental duplication.</p>
Disciplinary and procedural	<ul style="list-style-type: none"> Historical evidence: Sources can be written, video/audio, images, artefacts or oral history (Y1 Aut) Historical evidence: History is the study of humans who lived in the past (Y1 Aut) Historical evidence: Historians learn about the past by interpreting sources (Y1 Aut) Chronology: Recognise historical periods or events using arrows on a blank timeline (Y1 Spr) Chronology: Historians place events in the order in which they happened (Y1 Aut) Chronology: Decide whether a source shows life in a more or less recent time than another (Y1 Sum) Change & continuity: Over time, some things about a place stay the same and some things stay the same (Rec) 	<ul style="list-style-type: none"> Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources Chronology: Place a small selection of sources in order, from most to least recent 	<ul style="list-style-type: none"> Historical evidence: There are limits to what historians can learn from any collection of sources (Y3 Aut) Chronology: Use vocabulary like decade and century (Y3 Sum)
VCs	<ul style="list-style-type: none"> Community & family: My local community was different for families at different times in history (Y1 Aut) 	<ul style="list-style-type: none"> Community & family: Some aspects of life in my own community have changed over time and others have stayed the same 	<ul style="list-style-type: none"> Community & family: People in history lived in communities that look different to ours today (Y2 Sum) Community & family: There are many factors which can cause communities to change over time (Y3 Aut)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Monarchs (kings and queens) are important people who help rule a country (Rec) • Geography: The capital city of England is London (Y1) • Before factories, most people lived in the countryside in cottages with two or three rooms. In small towns, homes were cramped and jettying was used to give people more space (Y1 Sum) 	<ul style="list-style-type: none"> • 1660s London was dirty, busy, cramped, and homes were made of wood • The Great Plague of 1666 meant that people lived in a locked down city • The Great Fire of London started in a bakery in Pudding Lane and spread quickly • People only had basic equipment like fire squirts, buckets and fire hooks to help them try and put it out • It lasted just under five days • Primary and secondary sources like artefacts, images and texts – such as Samuel Pepys' diary – can tell us about the fire • The fire spread quickly because most buildings were built close together out of flammable materials; there was a strong wind; fire fighting equipment was not good enough and relied on ordinary people; and the town mayor did not act quickly enough • The Great Fire of London destroyed one third of London. It killed people and made 100,000 homeless • After the Great Fire of London, building regulations were introduced, a fire service was established, and a monument to the fire was built 	<ul style="list-style-type: none"> • Applying knowledge of what life was like in London in the 1660s to learning about the Scientific Revolution (Y5)
Disciplinary and procedural	<ul style="list-style-type: none"> • Chronology: Recognise historical periods or events using arrows on a blank timeline (Y1 Spr) • Historical significance: Historians choose to study people or events in the past because they resulted in change (Y1 Sum) • Causation: Things happen because something causes them to happen (Y1 Spr) • Historical evidence: Historians learn about the past by interpreting sources (Y1 Aut) • Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut) • Science: Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum) • Change & continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history (Y1 Sum) 	<ul style="list-style-type: none"> • Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today • Causation: Some things have lots of causes • Causation: Causes can be long-term conditions or short-term triggers • Change & continuity: Historians describe how changes affect people's lives 	<ul style="list-style-type: none"> • Historical significance: Historians can set their own criteria for what they consider to be significant, and why it should be studied (Y4) • Causation: Some things that have lots of causes that are connected in some way (Y3) • Change & continuity: The impact of larger-scale changes can be seen in [my local area] (Y4 Summer)
VCs	<ul style="list-style-type: none"> • Quest for knowledge: It took a long time for the knowledge that we have today to develop (Y1 Spr) 	<ul style="list-style-type: none"> • Power, empire & democracy: The King or Queen (monarch) has power to make new rules in a country 	<ul style="list-style-type: none"> • Power, empire & democracy: Different places have different systems of government. Some can be autocratic; some can be democratic. The UK has a democracy (Y3 Sum)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Science: The Moon in the sky is more visible at night (Y1) • Geography: There are seven continents in the world, six of which people live on (Y1) • Apollo 11 was the mission that sent two men to walk on the Moon (Y1 Sum) 	<ul style="list-style-type: none"> • Sacagawea was a Shoshone (Native American) woman who lived a long time ago. She was captured by another tribe as a child and sold • Michael Collins was an American man who lived some time after Sacagawea had died. He always wanted to be a pilot and became an Air Force test pilot • Sacagawea joined the Lewis & Clark expedition to explore and make maps of North America • Michael Collins joined Apollo 11, a mission to the Moon to try and win the Space Race • Sacagawea made many contributions to her expedition, including translating the Shoshone language and finding food • Michael Collins piloted the Colombia and made sure that the other astronauts in the Eagle returned to Earth safely • Sacagawea was not celebrated at the time of the expedition but has been celebrated since • Michael Collins was widely praised at the time of the expedition, but many people forget that he was on Apollo 11 today! 	<ul style="list-style-type: none"> • The experience of Native Americans and other indigenous peoples across the world during colonisation (Y5)
Disciplinary and procedural	<ul style="list-style-type: none"> • Similarity & difference: Historians study the way things were different in the past. (Y1 Spr) • Chronology: Decide whether a source shows life in a more or less recent time than another (Y1 Sum) • Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2 Spr) • Science: Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum) • Geography: A map is a drawing of a place from above (EYFS) 	<ul style="list-style-type: none"> • Similarity & difference: Similarities and differences exist between two individuals who lived in the past 	<ul style="list-style-type: none"> • Similarity & difference: Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences (Y3 Sum)
VCS	<ul style="list-style-type: none"> • Community & family: My local community was different for families at different times in history (Y1 Aut) 	<ul style="list-style-type: none"> • Community & family: People in history lived in communities that look different to ours today • Quest for knowledge: Sometimes it was the contributions of important individuals that were important in advancing our knowledge 	<ul style="list-style-type: none"> • Community & family: In communities in the past, different people often had very defined roles. In the earliest communities, families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves (Y3 Aut) • Quest for knowledge: People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today (Y3 Aut)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Geography: Human settlements can be a city, town or village, depending on their size (Y1) • A very long time ago, people lived in small villages, in roundhouses with just one room (Y1) • Science: Natural rocks are either igneous, sedimentary or metamorphic (Y3) • Science: A fossil is physical evidence of an ancient plant or animal. It could be their preserved remains, or other traces that they made when they were alive (Y3) • Science: Trace fossils include imprints of a mark left by an animal, the imprint of a feather or poo (Y3) 	<ul style="list-style-type: none"> • Homo sapiens have lived on Earth for a relatively short time; they shared the Earth with Neanderthals but not with dinosaurs • Prehistory refers to the study of humans before there was writing • Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age • Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather • Agriculture is the farming of plants (arable) and animals (pastoral) to eat • Hunter-gatherer diets gradually gave way to agriculture and farming in the Neolithic period • The move towards farming meant that prehistoric communities became more settled, larger and homes became more sophisticated • The lack of written sources mean that it is difficult to know what people believed • The design of hillforts, stone circles and geoglyphs suggest that the natural world was very important • Stonehenge and other stone circles are made of sedimentary and igneous rocks • Burials and grave goods suggest that people believed in an afterlife • The role of women in prehistoric Britain changed over time 	<ul style="list-style-type: none"> • Comparing prehistoric Britain with the civilisations in Ancient Egypt, and recognising that the two units overlapped in time (Y3 Spr) • The similarities and differences between prehistoric communities across the world (Y5) • Geography: Hunter-gatherer communities that live in the world today (Y4) • Geography: The development of agriculture from subsistence to commercial (Y5)
Disciplinary and procedural	<ul style="list-style-type: none"> • Historical evidence: History is the study of humans who lived in the past (Y1) • Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut) • Chronology: Use vocabulary like now, before now, a long time before now to describe periods in time (Rec) • Chronology: Recognise historical periods or events using arrows on a blank timeline (Y1) 	<ul style="list-style-type: none"> • Historical evidence: Archaeology is the branch of history that deals with the remains of human life • Historical evidence: Archaeologists study artefacts, ecofacts and features • Historical evidence: There are limits to what historians can learn from any collection of sources 	<ul style="list-style-type: none"> • Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3 Spr) • Historical evidence: Archaeologists follow a similar process to scientists: Planning; Measuring & Observing; Recording & Presenting; Analysing & Evaluating (Y6)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<ul style="list-style-type: none"> • Community & family: People in history lived in communities that look different to ours today (Y2 Sum) 	<ul style="list-style-type: none"> • Community & family: In communities in history, different people often had very defined roles. In the earliest communities families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves • Community & family: There are many factors which can cause communities to change over time • Quest for knowledge: Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today • Quest for knowledge: Animal sacrifices could be an important part of worship • Quest for knowledge: People held different beliefs about an afterlife. 	<ul style="list-style-type: none"> • Community & family: Communities can be brought together by geographical location, or by a shared identity (Y4 Spr) • Community & family: Trade can impact what a community looks like (Y4 Spr) • Quest for knowledge: Knowledge was developed and shared across different civilisations across many continents (Y4 Spr) • Quest for knowledge: Some people believed in multiple Gods (Y3 Sum)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Geography: There are seven continents in the world, six of which people live on (Y1) • Geography: Hot deserts have a very hot and dry climate (Y2) • Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age (Y3 Aut) • Stonehenge and other stone circles are made of sedimentary and igneous rocks (Y3 Aut) • Burials suggest that people believed in an afterlife, and reflect the lives they lived (Y3 Aut) 	<ul style="list-style-type: none"> • Ancient Egyptians lived in Egypt (Africa) at the same time as prehistoric Britons lived in Britain (Europe). • The Nile is a river that flows through Egypt and other countries in Africa. The Ancient Egyptians relied on the Nile for farming and transport • An empire is a group of countries or places ruled by one person • An autocracy is place where one person or one group can rule exactly as they want to forever • Ancient Egypt was an empire, led by an autocratic pharaoh • Ancient Egyptians believed that the pharaoh was half man, half god • The Ancient Egyptians believed in an afterlife called the Field of Reeds. They used the Book of the Dead to navigate there • The Ancient Egyptians mummified bodies to preserve them for the afterlife • The Ancient Egyptians built and buried pharaohs inside huge pyramids, along with all the items they would need for the afterlife. Pyramids were built using sedimentary rock • Egyptians used hieroglyphics to share stories with future generations • The Ancient Egyptians made a range of developments in surgery and science • Pharaohs fought battles outside of Egypt and received tributes and riches from the people they conquered, like the Kingdom of Kush at some points • Working class people held many important jobs in Ancient Egypt, but they had little personal power 	<ul style="list-style-type: none"> • Ancient Maya also built pyramids to honour their gods but, unlike Egyptians, built temples on top of them (Y4 Aut) • Ancient Maya also used hieroglyphics to write (Y4 Aut) • Ancient Greeks (Y3 Sum) and Romans (Y5) worshipped gods who were responsible for different parts of life. • In the Roman Empire, the Imperial Cult elevated the emperor to having a god status after he died (Y5). • The Ancient Maya civilisation (Y4 Aut) and the Roman Empire (Y5) were relatively autocratic civilisations.
Disciplinary and procedural	<ul style="list-style-type: none"> • Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut) • Historical evidence: Archaeology is the branch of history that deals with the remains of human life (Y3 Aut) • Causation: Some things have lots of causes (Y2 Spr) 	<ul style="list-style-type: none"> • Historical evidence: Sources do not provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically • Causation: Some things have lots of causes that are connected in some way 	<ul style="list-style-type: none"> • Historical evidence: Historians cross-reference sources in order to build confidence (Y5) • Causation: Causes can be categorised as economic, physical, institutional, social, environmental or others (Y5)
VCs	<ul style="list-style-type: none"> • Power, empire & democracy: The King or Queen in England has power to make new rules or laws (Y2 Spr) • Quest for knowledge: Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today (Y3 Spr) 	<ul style="list-style-type: none"> • Power, empire & democracy: Different places have different systems of government. Some can be autocratic • Power, empire & democracy: Empires are large areas of land that are controlled by one person or group of people • Power, empire & democracy: People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies • Quest for knowledge: Some people believed in multiple Gods 	<ul style="list-style-type: none"> • Power, empire & democracy: Some places have a democracy. Not all democracies are the same. The UK has a democracy (Y3 Sum)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Geography: Europe is made up of 50 countries; Russia is split across Asia and Europe (Y3) • An empire is a group of countries or places ruled by one person (Y3 Spr) • An autocracy is a system of government where one person or one group can rule exactly as they want to forever (Y3 Spr) • Ancient Egypt was an empire, led by an autocratic pharaoh (Y3 Aut) • The pharaoh was considered a god on Earth, and the Egyptians built pyramids to honour them after they died (Y3 Aut) 	<ul style="list-style-type: none"> • A city-state is a city and the surrounding land that has its own government and identity • A government is the system or people who rule a place • A civilisation is a group of people and their society, culture and way of life • Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta • Democracy is a system of government where everyone has a say • Athens developed a democracy, which was more limited than ours today • Ancient Greeks used skills in architecture to build temples to honour their gods • Architectural orders include Doric, Ionic and Corinthian, and these influences can be seen in our buildings today • Ancient Greeks believed in multiple gods and wrote myths • The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy • The Ancient Greeks borrowed and built on the ideas of other civilisations like those in Ancient Sumer and Ancient Egypt 	<ul style="list-style-type: none"> • The Ancient Maya lived in city-states, but the relationships between them were generally less harmonious than those in Ancient Greece (Y4 Aut) • Ancient Rome evolved from a monarchy, to a republic, dictatorship, one empire and then two empires. Some of these contained features of a democracy, but all were more autocratic (Y5) • The Ancient Maya, like the Ancient Egyptians and Greeks, built temples to honour their gods. The Maya built these at the top of step pyramids (Y4 Aut) • Roman gods were based on Greek gods (Y5) • Science: Isaac Newton built upon Aristotle's philosophy to promote the scientific method, the approach to science that we still use today (Y5) • Science: Aristotle developed a method for classifying plants and animals, but there are reasons why we do not use this today (Y4)
Disciplinary and procedural	<ul style="list-style-type: none"> • Similarity & difference: Similarities and differences exist between two individuals who lived in the past (Y2 Sum) • Chronology: Recognise historical periods or events using arrows on a blank timeline (Y1) • Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2 Spr) 	<ul style="list-style-type: none"> • Similarity & difference: Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences • Chronology: Use vocabulary like decade and century 	<ul style="list-style-type: none"> • Similarity & difference: Historians can consider the similarities and differences between people in two different civilisations from the past (Y4 Aut) • Chronology: Describe historical periods and times using dates [AD only] and as a given number of years ago (Y4 Spr) • Chronology: Use vocabulary like decade, century and millennium (Y5)
VCS	<ul style="list-style-type: none"> • Power, empire & democracy: Different places have different systems of government. Some can be autocratic (Y3 Spr) • Power, empire & democracy: Empires are large areas of land that are controlled by one person or group of people (Y3 Spr) • Power, empire & democracy: People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies (Y3 Spr) 	<ul style="list-style-type: none"> • Power, empire & democracy: Some places have a democracy. Not all democracies are the same. The UK has a democracy • Power, empire & democracy: City-states have independent identities and governments. 	<ul style="list-style-type: none"> • Power, empire & democracy: Empires grow and shrink as the power of its leader changes (Y4 Spr) • Power, empire & democracy: Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> An empire is a group of countries or places ruled by one person (Y3 Spr) An autocracy is a system of government where one person or one group can rule exactly as they want to forever (Y3 Spr) Egyptians built pyramids to honour the pharaoh (half man half god) (Y3 Spr) Egyptians used phonetic, conceptual and pictorial hieroglyphics to share stories with future generations (Y3 Spr) A city-state is a city and the surrounding land that has its own government and identity (Y3 Sum) Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta (Y3 Sum) Democracy is a system of government where everyone has a say (Y3 Sum) Ancient Greeks used skills in architecture to build temples to honour their gods. Ancient Greeks believed in multiple gods and wrote myths (Y3 Sum) The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy (Y3 Sum) 	<ul style="list-style-type: none"> The Maya civilisation flourished in Mesoamerica from 250 to 800. It declined after that, but descendants of the Maya live in Central America today The Maya lived in city-states ruled by kings The relationships between city-states in Maya civilisation were different to those in Ancient Greece Maya worshipped multiple gods who were each responsible for something Ancient Maya sacrificed animals and sometimes humans to honour gods Maya built step-pyramids and temples to honour gods Maya cities had a plaza, temples, a ball court and sometimes an observatory Ancient Maya developed a number system and developed the concept of zero The Ancient Maya developed hieroglyphics, like the Egyptians 	<ul style="list-style-type: none"> The Maya resisted Spanish conquest but were eventually defeated in 1697. Even after that, the Maya fought to maintain their culture, language, and traditions – which still survive in descendants of the Maya today (Y5 Sum)
Disciplinary and procedural	<ul style="list-style-type: none"> Mathematics: Compare and order numbers up to 1000 (Y3) Chronology: Use vocabulary like now, before now, a long time before now to describe periods in time (Y1) Chronology: Recognise historical periods or events using arrows on a blank timeline (Y1) 	<ul style="list-style-type: none"> [Mathematics]: Number system over time has developed to include zero Chronology: Describe historical periods and times using dates [AD only] and as a given number of years ago (up to 1000) Chronology: Place dates [AD only] on a timeline Similarity & difference: Historians can consider the similarities and differences between people in two different civilisations from the past 	<ul style="list-style-type: none"> Chronology: Recognise and use AD/BC and BCE/CE accurately (Y5 Aut) Similarity & difference: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5 Aut)
VCs	<ul style="list-style-type: none"> Quest for knowledge: People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today (Y3 Aut) 	<ul style="list-style-type: none"> Quest for knowledge: Different civilisations across the world developed similar knowledge independently 	<ul style="list-style-type: none"> Quest for knowledge: Knowledge was developed and shared across different civilisations across many continents. Different civilisations place different values on knowledge and scientific development than others (Y4 Spr)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Geography: The capital city of England is London (Y1) • Science: We see when light enters our eyes (Y3) • An empire is a group of countries or places ruled by one person (Y3 Spr) • Ancient Egypt was an empire, led by a pharaoh (Y3 Spr) • A civilisation is a group of people and their society, culture and way of life (Y3 Sum) • Science: The digestive system is the group of organs that help your body digest food (Y4) • Science: Role of the stomach and the small intestine (Y4) 	<ul style="list-style-type: none"> • The Early Islamic Civilisation began with the founding of Islam by the Prophet Muhammad in 610 • The Early Islamic Civilisation was an empire, led by the caliph. • The Early Islamic Empire stretched across Eastern Europe, Northern Africa and Western Asia • The people of the Early Islamic Empire were connected by their common identity and religion, as well as geographical (political) boundaries • Baghdad was founded in 762 and became the capital city, and it was strategically designed • Knowledge and wisdom is central to Islam, and the House of Wisdom brought together the knowledge of many civilisations and welcomed scholars of all backgrounds • Education for children was also considered important and schools were established in communities, for example in mosques • Early Muslim doctors and surgeons introduced key principles of medicine including holistic treatments, free hospitals and learning from each other • Early Muslim doctors used a range of treatments that are still used in some way today. • It was an early Islamic mathematician (Al Khwarizmi) who introduced the numbers 0-9 into Europe • It was an early Islamic scientist (Ibn Al Haytham) who proved that humans see when light enters eye • In 1258, a Mongol army brutally attacked Baghdad. They killed scholars and threw books from the House of Wisdom into the river Tigris, and lots of knowledge was lost 	<ul style="list-style-type: none"> • We only know about many of the (Greek and) Roman writings and developments because they were preserved and translated by scholars in Baghdad (Y5 Aut) • The Early Islamic Empire was around at the same time as the Anglo-Saxons and Vikings in England, but the two civilisations looked very different (Y6)
Disciplinary and procedural	<ul style="list-style-type: none"> • Mathematics: Compare and order numbers up to 1000 (Y3) • Geography: Political maps show human boundaries and features; physical maps show physical boundaries and features (Y3) • Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2) • Chronology: Use vocabulary like decade and century (Y3 Sum) • Chronology: Describe historical periods and times using dates [AD only] and as a given number of years ago (Y4 Aut) 	<ul style="list-style-type: none"> • Historical significance: Historians can set their own criteria for what they consider to be significant, and why it should be studied • Historical evidence: Political maps have changed over time • Chronology: Convert between a year and a century 	<ul style="list-style-type: none"> • Historical significance: The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence (Y5 Sum) • Chronology: Recognise and use AD/BC and BCE/CE accurately (Y5 Aut)





Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
<p>VCs</p> <ul style="list-style-type: none"> • Power, empire & democracy: People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies (Y3 Sum) • Power, empire & democracy: Empires are large areas of land that are controlled by one person or group of people (Y3 Spr) • Quest for knowledge: Different civilisations across the world developed similar knowledge independently (Y4 Aut) • Community & family: In communities in history, different people often had very defined roles (Y3 Aut) • Community & family: There are many factors which can cause communities to change over time (Y3 Sut) 	<ul style="list-style-type: none"> • Power, empire & democracy: Empires grow and shrink as the power of its leader changes. • Quest for knowledge: Knowledge was developed and shared across different civilisations across many continents • Quest for knowledge: Sometimes a political leader is also a religious leader • Quest for knowledge: Different civilisations place different values on knowledge and scientific development than others • Community & family: Communities can be brought together by geographical location, or by a shared identity • Community & family: Trade can impact what a community looks like • Community & family: At some points in history the education of children has been highly valued 	<ul style="list-style-type: none"> • Quest for knowledge: Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world (Y5 Sum) • Community & family: At some points in history children have been expected to contribute to daily life in their community (Y6)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • [One aspect of the history of the local area; varies by school (Y2 Aut)] <p>Year 4 teachers should liaise with their history lead and/or Year 2 teacher to ensure that there is no accidental duplication.</p>	<ul style="list-style-type: none"> • [History of local area; varies by school] 	<ul style="list-style-type: none"> • A local history study, to consider the locality across different periods, including case studies of people, such as individuals like soldiers, suffragettes, or places, like a cathedral, castle, battlefield. (KS3)
Disciplinary and procedural	<ul style="list-style-type: none"> • Historical significance: Historians choose to study people or events in the past because they resulted in change (Y1) • Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2) • Historical significance: Historians can set their own criteria for what they consider to be significant, and why it should be studied (Y4 Spr) • Similarity & difference: Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences (Y3 Sum) • Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2) • Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3 Spr) • Chronology: Place a small selection of sources in order, from most to least recent (Y2) • Chronology: Use vocabulary like decade and century (Y3 Sum) • Chronology: Describe historical periods and times using dates [AD only] and as a given number of years ago (Y4 Aut) • Chronology: Place dates [AD only] on a timeline (Y4 Aut) • Chronology: Convert between a year and a century (Y4 Spr) • Geography: Use a range of map types, including photographs of areas in plan/oblique view, and OS maps (Y5) 	<ul style="list-style-type: none"> • Historical evidence: Local history archives can be an invaluable source of information for historians • Change & continuity: The impact of larger-scale changes can be seen in [my local area] 	<ul style="list-style-type: none"> • Historical evidence: There are limits to what historians can learn from any collection of sources (KS3) • Historical evidence: Sources do not provide an objective account of what happened in history (KS3) • Historical evidence: Begin by asking: who did the author intend it for (audience)? why was it made? To help think about the purpose of it. • Historical evidence: Evidence needs to be understood in its context (KS3) • Historical evidence: Inferences are drawn from a range of evidence to create interpretations of the past (KS3)
VCS			





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> An empire is a group of countries or places ruled by one person (Y3 Spr) An autocracy is a system of government where one person or one group can rule exactly as they want to forever (Y3 Spr) Ancient Egyptians believed that the pharaoh was half man, half god (Y3 Spr) A civilisation is a group of people and their society, culture and way of life (Y3 Sum) Democracy is a system of government where everyone has a say (Y3 Sum) Ancient Greeks believed in multiple gods and wrote myths (Y3 Sum) The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy (Y3 Sum) The Ancient Greeks borrowed and built on the ideas of other civilisations like those in Ancient Sumer and Ancient Egypt (Y3 Sum) 	<ul style="list-style-type: none"> Ancient Rome expanded gradually from 753 BC until it peaked around AD 100; it declined from 3rd century until collapse in AD 476 At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa Roman citizens were plebeians (poorer) or patricians (wealthy). Female citizens had very few rights compared to men. Slavery is a system where people are owned by other people. Enslaved people are forced to work for no money The Romans owned enslaved people, like the Greeks and Egyptians before them Roman enslaved people were the poorest people in society or prisoners of war. Roman slavery was not based on race or ethnicity The Roman family was typically multigenerational. The extended family also included enslaved people Ancient Rome was governed by kings, a republic, a dictatorship, one empire and then two empires The head of state remained the most powerful person in Rome, and he was autocratic Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods) The imperial cult elevated emperors to having a god status Many Christians were persecuted from the 1st century AD until Emperor Constantine declared tolerance for all beliefs As the Roman Empire grew, the Romans were exposed to more and more ideas from different people Roman science and technology - like roads and medicine – helped the Romans expand their empire 	<ul style="list-style-type: none"> The civilisations that came before Ancient Rome, particularly in western Asia, that contributed to Roman science and technology (Y5 Sum) British Empire and how this grew to be larger than the Roman Empire (Y6)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary and procedural	<ul style="list-style-type: none"> • Mathematics: Order and compare numbers up to and beyond 1000 (Y3) • Change & continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history (Y2) • Change & continuity: Historians describe how changes affect people's lives (Y2) • Change & continuity: The impact of larger-scale changes can be seen in [my local area] (Y4 Sum) • Historical evidence: Political maps have changed over time (Y4 Spr) • Chronology: Use vocabulary like decade and century (Y3) • Chronology: Convert between a year and a century (Y4 Spr) 	<ul style="list-style-type: none"> • Change & continuity: Changes do not follow one trajectory • Change & continuity: Changes can take place gradually (evolution) or rapidly and completely (revolution) • Similarity & difference: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics • Chronology: Recognise and use AD/BC and BCE/CE accurately 	<ul style="list-style-type: none"> • Change & continuity: Changes do not always mean progress (Y5 Sum) • Similarity & difference: Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences, beliefs, values and motivations (KS3) • Similarity & difference: Individuals have very different, diverse, experiences of the same events (KS3)
VCS	<ul style="list-style-type: none"> • Power, empire & democracy: Some places have a democracy. Not all democracies are the same. The UK has a democracy (Y3) • Quest for knowledge: Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today (Y3) • Community & family: Communities can be brought together by geographical location, or by a shared identity (Y3) 	<ul style="list-style-type: none"> • Power, empire & democracy: Governments that look democratic on paper can be autocratic in reality • Quest for knowledge: There has been tolerance and persecution of different beliefs at different points in history • Community & family: Systems of slavery have existed in communities and civilisations across the world for a long time. Enslaved people could be taken from different communities based on their wealth • Community & family: Different civilisations have different ideas about what a "family" is 	<ul style="list-style-type: none"> • Community & family: Enslaved people could be taken from different communities based on their race, ethnicity or gender (Y6 Spr)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Geography: The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2) • An empire is a group of countries or places ruled by one person (Y3) • Ancient Rome expanded gradually from 473 BC until it peaked around AD 100; it declined from 3rd century until collapse in AD 476 (Y5 Aut) • At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa (Y5 Aut) • The head of state remained the most powerful person in Rome, and he was autocratic (Y5 Aut) • Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods) (Y5 Aut) • Roman science and technology - like roads and medicine - was needed more and more as the empire expanded (Y5 Aut) 	<ul style="list-style-type: none"> • Roman Emperor Julius Caesar tried to conquer Britain twice from 55 BC but failed; Claudius was successful in AD 43 • Britain was difficult for the Romans to control because it was far from the centre of the empire, it was one of many boundaries, and many Britons fought against Roman conquest • Roman Britain was a diverse place, for example, the Aurelian Moors formed the earliest documented black community in the north of England • The Romans kept control using disciplined armies, forts, roads and walls • The Roman emperor delegated power to the Governor in Britain, who delegated power to local leaders. • Taxes were collected locally and sent to the governor and emperor. • The Romans often allowed native tribe chiefs to continue in their roles as local leaders, as long as they submitted to Roman emperor • The Romans and the Britons had some shared culture, including towns, food and religion. • Literacy – the ability to read and write – allowed Romans to communicate quickly and to write their own versions of history • Drivers of power can be categorised into institutional, economic, physical, intellectual and informal 	<ul style="list-style-type: none"> • The British Empire used similar levers of physical, informal, institutional, economic and intellectual power to keep control of its colonies (case studies of Kenya and India) (Y6 Sum)
Disciplinary and procedural	<ul style="list-style-type: none"> • Mathematics: Order and compare numbers up to and beyond 1000 (Y3) • Mathematics: Read Roman numerals (Y4) • Causation: Some things that have lots of causes that are connected in some way (Y3) • Historical evidence: Archaeology is the branch of history that deals with the remains of human life (Y3) • Historical evidence: There are limits to what historians can learn from any collection of sources (Y3) • Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3) • Chronology: Use vocabulary like decade and century (Y3) • Chronology: Recognise and use AD/BC and BCE/CE accurately (Y5 Aut) 	<ul style="list-style-type: none"> • [Mathematics]: Recognise numbers and years written in Roman numerals • Causation: Causes can be categorised as economic, physical, institutional, social, environmental or others • Causation: Historians can argue that one cause is more important than another • Historical evidence: Historians cross-reference sources in order to build confidence • Chronology: Use vocabulary like decade, century and millennium 	<ul style="list-style-type: none"> • Causation: Historians interpret primary and secondary sources and build arguments to explain the causes of events (Y6 Spr) • Chronology: Use key dates to compare the timing of two events, considering how closely together or far apart they occurred (Y6 Sum)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<ul style="list-style-type: none"> Power, empire & democracy: People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies (Y3) 	<ul style="list-style-type: none"> Power, empire & democracy: Drivers of power can be categorised into: institutional (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a country); economic (using money to give you power); physical (having physical strength or armies); intellectual (the power of knowledge and literacy); informal (soft power of influencing others) Power, empire & democracy: Leaders can delegate power to regional and local leaders 	<ul style="list-style-type: none"> Power, empire & democracy: Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power (Y6 Sum)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> •Geography: There are seven continents in the world, six of which people live on (Y1) •Homo sapiens have lived on Earth for a relatively short time; they shared the Earth with Neanderthals but not with dinosaurs. Prehistoric Britain refers to the study of humans before there was writing (Y3) •Hunter-gatherer diets gradually gave way to agriculture in the Neolithic period (Y3) •An empire is a group of countries or places ruled by one person (Y3) •A civilisation is a group of people and their society, culture and way of life (Y3) •Geography: Indigenous people are the first people who lived in the place, and the generations of people who came after (Y4) •Slavery is a system where people are owned by other people. Enslaved people are forced to work for no money (Y5 Aut) •Science: The Sun is at the centre of the solar system - the heliocentric model (Y5) 	<ul style="list-style-type: none"> •Homo sapiens first lived in Africa ~200,000 BC and migrated across the world over thousands of years •The oral tradition is the sharing of knowledge, beliefs and cultures accumulated over many generations through the spoken word •Ancient and early civilisations had many similarities with each other (e.g. irrigation, writing, numbers) and made many developments •Civilisations in history often built upon others' ideas •The Scientific Revolution prioritised the scientific method in Europe, and organisations like the Royal Society created a new standard of knowledge •The heliocentric model, first put forward by Aristarchus of Samos and Aryabhata, was published again by Copernicus in 1543. This replaced the mainstream geocentric model •Europeans believed that their knowledge was superior to the traditional knowledge of indigenous people. They imposed western knowledge and exploited traditional knowledge. •Indigenous peoples fought to resist the Europeans and maintain their traditional knowledge 	<ul style="list-style-type: none"> •The British Empire at its peaked covered a quarter of the world's land. It kept control of its colonies using a range of methods (Y6 Sum)
Disciplinary and procedural	<ul style="list-style-type: none"> •Mathematics/history: Number system over time has developed to include zero (Y4 Aut) •Historical significance: Historians can set their own criteria for what they consider to be significant, and why it should be studied (Y4 Spr) •Change & continuity: Changes do not follow one trajectory (Y5 Aut) •Change & continuity: Changes can take place gradually (evolution) or rapidly and completely (revolution) (Y5 Aut) •Similarity & difference: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5 Aut) •Chronology: Use vocabulary like decade, century and millennium (Y5 Spr) •Chronology: Recognise and use AD/BC and BCE/CE accurately (Y5 Aut) 	<ul style="list-style-type: none"> •Historical significance: The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence •Change & continuity: Changes do not always mean progress 	<ul style="list-style-type: none"> •Historical significance: What historians consider to be significant is different to different people at different places and times (Y6 Sum) •Historical significance: We, as historians, can recognise reasons for why we are studying something in a particular place or time (Y6 Sum) •Change & continuity: Change and continuity happen alongside each other within and between historical periods (KS3) •Change & continuity: Historians' understanding of how and why changes took place develops over time (Y6 Spr)



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCS	<ul style="list-style-type: none"> •Quest for knowledge: Knowledge was developed and shared across different civilisations across many continents (Y4 Spr) •Quest for knowledge: Different civilisations place different values on knowledge and scientific development than others (Y4 Spr) 	<ul style="list-style-type: none"> •Quest for knowledge: The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word •Quest for knowledge: Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world •Quest for knowledge: Official ‘belief systems’ may change quickly but, in practice, individuals’ beliefs did not change that quickly. 	<ul style="list-style-type: none"> •Quest for knowledge: People’s personal ‘belief systems’ can take on ideas from lots of places (Y6 Aut)

Table continued...





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Prehistoric Britons held spiritual beliefs about the natural world and grave goods suggest that people believed in an afterlife (Y3) • Roman Emperor Julius Caesar tried to conquer Britain twice from 55 BC but failed; Claudius was successful in AD 43 (Y5 Spr) • Many Christians were persecuted from the 1st century AD until Emperor Constantine declared tolerance for all beliefs (Y5 Aut) • Geography: Human features are man-made, physical features are those that would be there without humans (Y1) • Geography: Trade is the process of buying and selling goods (Y5) • Geography: Imports are goods that are brought into the country. Exports are goods that are traded out of the country (Y5) • Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5 Spr) 	<ul style="list-style-type: none"> • The Anglo-Saxons were groups of Germanic invaders who established kingdoms in England after the Romans left • The Anglo-Saxons established seven kingdoms which eventually became five, then three. By ~AD 1000 England was united for the first time under one Anglo-Saxon king • The term 'Anglo-Saxon' refers more generally to the period of English history from AD 410 to 1066, and includes the history of people in England with lots of backgrounds • Place names in the UK today derive from Old English words used by Anglo-Saxons • Sutton Hoo was the burial site of an Anglo-Saxon king, discovered by archeologists in 1939 • Archaeological evidence reveals that the transition from Anglo-Saxon beliefs to Christianity was slow and complicated for individuals • Archaeological evidence reveals that the Anglo-Saxons were skilled craftsmen who traded with countries as far east as India and Sri Lanka • The items the king was buried with show he wanted to present himself as having physical, economic, intellectual and informal power • Hilda of Whitby was an important woman at the time, but her legacy has often been overlooked since • Children had an important role to play in daily life and were expected to help with domestic jobs, tend to animals, and assist with farming • The working class was made up of peasants and serfs who were not slaves but had to work for their lord 	<ul style="list-style-type: none"> • The Vikings were groups of people from Scandinavia who were most powerful in the 9th and 10th centuries. The Vikings invaded and settled in Anglo-Saxon lands and established, for a time, Danelaw alongside Anglo-Saxon kingdoms (Y6 Spr)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary and procedural	<ul style="list-style-type: none"> • Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2) • Historical evidence: Archaeology is the branch of history that deals with the remains of human life. Archaeologists study artefacts, ecofacts and features (Y3) • Historical evidence: There are limits to what historians can learn from any collection of sources (Y3) • Historical evidence: Historians cross-reference sources in order to build confidence (Y5 Spr) • Chronology: Describe historical periods and times using dates and as a given number of years ago (Y4) • Chronology: Recognise and use AD/BC and BCE/CE accurately (Y5 Aut) • Science: There are four main stages of enquiry (A&P, M&O, R&P, A&E) 	<ul style="list-style-type: none"> • Historical evidence: Archaeologists follow a similar process to scientists: Planning; Measuring & Observing; Recording & Presenting; Analysing & Evaluating 	<ul style="list-style-type: none"> • Historical evidence: There are limits to what historians can learn from any collection of sources (KS3) • Historical evidence: Sources do not provide an objective account of what happened in history (KS3) • Historical evidence: Begin by asking: who did the author intend it for (audience)? why was it made? To help think about the purpose of it (KS3) • Historical evidence: Evidence needs to be understood in its context (KS3) • Historical evidence: Inferences are drawn from a range of evidence to create interpretations of the past (KS3)
VCs	<ul style="list-style-type: none"> • Quest for knowledge: The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word (Y5 Sum) • Quest for knowledge: Official 'belief systems' may change quickly but, in practice, individuals' beliefs did not change that quickly. (Y5 Sum) 	<ul style="list-style-type: none"> • Power, empire & democracy: Boundaries can change over time. • Quest for knowledge: People's personal 'belief systems' can take on ideas from lots of places. • Community & family: The achievements of women have often been undervalued in different societies in the past 	<ul style="list-style-type: none"> • Community & family: Throughout history women have often faced different obstacles to achieving the same things as men (Y6 Spr)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Geography: The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2) • Grave goods suggest that people believed in an afterlife (Y3) • Democracy is a system of government where everyone has a say (Y3) • The Ancient Egyptians (Y3), the Ancient Greeks (Y3), Ancient Maya (Y4) and the Romans (Y5 Aut) believed in multiple gods • The Romans (Y5 Aut) and the Anglo-Saxons (Y6 Aut) gradually converted to Christianity • Slavery is a system where people are owned by other people. enslaved peoples are forced to work for no money (Y5 Aut) • Geography: Trade is the process of buying and selling goods (Y5) • Geography: Trade has become increasingly global (Y5) • The Anglo-Saxons established seven kingdoms which eventually became five, then three. By ~AD 1000 England was united for the first time under one Anglo-Saxon king (Y6 Aut) • Geography: Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out) (Y6) • Geography: People migrate because of push and pull factors (Y6) • Geography: Voluntary migration usually happens because of economic or social factors (Y6) 	<ul style="list-style-type: none"> • The Vikings were groups of people from Scandinavia who were most active in 9th and 10th centuries • The Vikings were successful sailors and sailed in longships as far as North America. • In Scandinavia, Vikings lived in longhouses, in communities of farmers • Some Vikings organised themselves in ways that had democratic features (such as things) • The Vikings believed in multiple gods, like Odin, Thor and Loki • The Vikings believed in an afterlife called Valhalla, which had an end • The Vikings gradually converted to Christianity • The Vikings made and traded goods across Europe and beyond • The Vikings participated in a slave trade • The Vikings first raided monasteries England in 793 because they were rich and easy targets • The Vikings began to settle in the 850s and tried to conquer England in 865. Danelaw was established in 878 and lasted until 974 • England had three Viking kings 1013-1042 • Vikings occupy a significant place in our popular culture, and there have been many different representations of them over the years • The Vikings could be presented as violent warriors or noble explorers, depending on who was writing and when • Women had some opportunities for education and power, but some parts of life were still inaccessible to them 	<ul style="list-style-type: none"> • The transatlantic slave trade was one of the big building blocks of the British Empire (Y6 Sum) • Harald Hardrada was the king of Norway and a powerful Viking warrior who claimed that England still belonged to the Vikings as it had since the rule of King Canute and so be believed it should return to Viking rule. (KS3)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary and procedural	<ul style="list-style-type: none"> • Causation: Historians can argue that one cause is more important than another (Y5 Spr) • Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3) • Historical evidence: Historians cross-reference sources in order to build confidence (Y5 Spr) • Similarity & difference: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5 Aut) 	<ul style="list-style-type: none"> • Causation: Historians interpret primary and secondary sources and build arguments to explain the causes of events • Change & continuity: Historians' understanding of how and why changes took place develops over time 	<ul style="list-style-type: none"> • Causation: Different causes have different levels of influence (KS3) • Causation: Historians will argue for one cause over another using a criteria (KS3) • Change & continuity: Historians can identify and analyse examples of resistance to change (Y6 Sum)
VCS	<ul style="list-style-type: none"> • Power, empire & democracy: Democracies and autocracies (Y3 and Y5) • Community & family: Systems of slavery have existed in communities and civilisations across the world for a long time. Enslaved people could be taken from different communities based on their wealth (Y5 Aut) • Community & family: The achievements of women have often been undervalued in different societies in the past (Y6 Aut) 	<ul style="list-style-type: none"> • Power, empire & democracy: Some places organise themselves in ways that have autocratic and democratic features • Community & family: Enslaved people could be taken from different communities based on their race, ethnicity or gender • Community & family: Throughout history women have often faced different obstacles to achieving the same things as men 	<ul style="list-style-type: none"> • Pupils will build, deepen and widen their knowledge of slavery, abolition, colonization and so forth (KS3)





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Geography: There are seven continents in the world, six of which people live on (Y1) • An empire is a group of countries or places ruled by one person (Y3 Spr) • Geography: Indigenous (native) people are the first people who lived in the place, and the generations of people who came after (Y4) • Slavery is a system where people are owned by other people. Enslaved people are forced to work for no money (Y5 Aut) • Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5 Spr) • Geography: Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out). People migrate because of push and pull factor (Y6) 	<ul style="list-style-type: none"> • The British Empire grew from the sixteenth century and, at its peak in 1919, covered a quarter of the world's land • The British Empire forcefully colonised places around the world and substantially changed the lives of many of the people it colonised • The British maintained control of its colonies with physical, economic, institutional, intellectual and informal power (case studies of India and South Africa) • The British Empire declined after the world wars, and countries such as India and Kenya gained independence after prolonged independence movements • The Windrush generation are people who arrived in the UK from Commonwealth countries 1948-71. • Many people of the Windrush generation faced racial discrimination • The British civil rights movement in Britain gained momentum in the 1960s with the Notting Hill Race Riots, the Bristol Bus Boycott and Trial of the Mangrove Nine • The Race Relations Act of 1965, 1968, 1976 made racial discrimination illegal • Racial equality laws have not solved all of Britain's problems, and discrimination and racism is still prevalent in some forms today 	<ul style="list-style-type: none"> • Pupils will build, deepen and widen their knowledge of the British Empire, racism, civil rights movements and slavery (KS3)
Disciplinary and procedural	<ul style="list-style-type: none"> • Historical significance: The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence (Y5 Sum) • Similarity & difference: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5 Aut) • Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2) • Chronology: Convert between a year and a century (Y4) • Change & continuity: Historians' understanding of how and why changes took place develops over time (Y6 Spr) 	<ul style="list-style-type: none"> • Historical significance: What historians consider to be significant is different to different people at different places and times • Historical significance: We, as historians, can recognise reasons for why we are studying something in a particular place or time • Change & continuity: Historians can identify and analyse examples of resistance to change • Chronology: Use key dates to compare the timing of two events, considering how closely together or far apart they occurred 	<ul style="list-style-type: none"> • Historical significance: The 5 Rs: <ul style="list-style-type: none"> • Resulted in change, Revelation, • Remembrance, • Resonates, • Remarkable upon. (KS3)






	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<ul style="list-style-type: none"> • Power, empire & democracy: Drivers of power can be categorised into institutional, economic, physical, intellectual, and informal (Y5 Aut) • Power, empire & democracy: Communities can be brought together by geographical location, or by a shared identity (Y4) • Quest for knowledge: Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world (Y5 Sum) 	<ul style="list-style-type: none"> • Power, empire & democracy: Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power • Quest for knowledge: Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it • Community & family: Conflict and prejudice within communities can impact on society, as well as individuals, over time 	<ul style="list-style-type: none"> • Power, empire & democracy: Understanding how power is legitimised and wielded in different contexts and how this changes over time (KS3)



Vertical concept: Power, empire & democracy




	Power, empire and democracy	
	Power and empires	Government and democracy
EYFS	<ul style="list-style-type: none"> The King is an important person where we live 	
Y1		
Y2	<ul style="list-style-type: none"> The King or Queen (monarch) has power to make new rules in a country 	
Y3	<ul style="list-style-type: none"> Empires are large areas of land that are controlled by one person or group of people People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies 	<ul style="list-style-type: none"> Different places have different systems of government. Some can be autocratic, some can be democratic Not all democracies are the same. The UK has a democracy City-states have independent identities and governments
Y4	<ul style="list-style-type: none"> Empires grow and shrink as the power of its leader changes 	
Y5	<ul style="list-style-type: none"> Drivers of power can be categorised into: <ul style="list-style-type: none"> institutional (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a country); economic (using money to give you power); physical (having physical strength or armies); intellectual (the power of knowledge and literacy); informal (soft power of influencing others). Leaders can delegate power to regional and local leaders 	<ul style="list-style-type: none"> Governments that look democratic on paper can be autocratic in reality
Y6	<ul style="list-style-type: none"> Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power 	<ul style="list-style-type: none"> Boundaries can change over time Some places organise themselves in ways that have both autocratic and democratic features
Year 7 +	<p>At KS3 pupils will learn more about the following concepts relating to "Power": <i>absolute monarchy, authority, constitution, democracy, empire, government, grassroots, hierarchy, imperialism, institutional racism, judiciary, mercantilism, nationalism, papacy, parliament, propaganda, revolution, sanction, succession, superpowers, taxation, The Establishment, totalitarian, and tyranny.</i></p> <p>They will also learn about <i>campaign, civil liberties, activism, diversity, protest and reform</i> ("Identity").</p>	



Vertical concept: Quest for knowledge




	Quest for knowledge	
	Changing worldviews	Knowledge
EYFS		<ul style="list-style-type: none"> The technology and things we have today have not always existed
Y1		<ul style="list-style-type: none"> It took a long time for the knowledge that we have today to develop
Y2		<ul style="list-style-type: none"> Sometimes it was the contributions of important individuals that were important in advancing our knowledge
Y3	<ul style="list-style-type: none"> People in the past had different beliefs and worldviews to us Sometimes people's knowledge and beliefs are based on the natural world around them People held different beliefs about an afterlife Animal sacrifices could be an important part of worship. Some people believed in multiple Gods 	<ul style="list-style-type: none"> People in the past had different knowledge to us; this does not mean that they are more 'stupid' than people today
Y4	<ul style="list-style-type: none"> Sometimes a political leader is also a religious leader 	<ul style="list-style-type: none"> Knowledge was developed and shared across different civilisations across many continents Different civilisations place different values on knowledge and scientific development than others Different civilisations across the world developed similar knowledge independently
Y5	<ul style="list-style-type: none"> There has been tolerance and persecution of different beliefs at different points in history Official 'belief systems' may change quickly but, in practice, individuals' beliefs did not change that quickly. 	<ul style="list-style-type: none"> The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world
Y6	<ul style="list-style-type: none"> People's personal 'belief systems' can take on ideas from lots of places 	<ul style="list-style-type: none"> Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it
Year 7 +	At KS3 pupils will learn about " Connectivity ", in particular focusing on <i>discovery, education, exploration, globalism, industrialization, invention, and the spread of knowledge, science and technology and medicine.</i>	



Vertical concept: Community & family



	Community & family	
	Changing communities	Community life
EYFS		<ul style="list-style-type: none"> • Talk about the lives of the people in my community, including my family, and their roles in society
Y1	<ul style="list-style-type: none"> • My local community was different for families at different times in history • In the past, communities were smaller because people could not travel so far 	<ul style="list-style-type: none"> • Homes and the things we use in our homes have changed during the lives of the people in our community
Y2	<ul style="list-style-type: none"> • People in history lived in communities that look different to ours today 	<ul style="list-style-type: none"> • Some aspects of life in my own community have changed over time and others have stayed the same
Y3	<ul style="list-style-type: none"> • There are many factors which can cause communities to change over time 	<ul style="list-style-type: none"> • In communities in the past, different people often had very defined roles • In the earliest communities families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves
Y4	<ul style="list-style-type: none"> • Communities can be brought together by geographical location, or by a shared identity • Trade can impact what a community looks like 	<ul style="list-style-type: none"> • At some points in history the education of children has been highly valued
Y5		<ul style="list-style-type: none"> • Different civilisations have different ideas about what a “family” is • Systems of slavery have existed in communities and civilisations across the world for a long time. Enslaved people could be taken from different communities based on their wealth
Y6	<ul style="list-style-type: none"> • Conflict and prejudice within communities can impact on society, as well as individuals, over time 	<ul style="list-style-type: none"> • Enslaved people could be taken from different communities based on their race, ethnicity or gender • The achievements of women have often been undervalued in different societies in the past • Throughout history women have often faced different obstacles to achieving the same things as men • At some points in history children have been expected to contribute to daily life in their community
Year 7 +	At KS3 pupils will learn more about “ Connectivity ”, focusing on <i>feudalism, trade, free trade, globalism, humanism, interconnectedness, localism, migration, pilgrimage</i> and <i>socialism</i> .	



Progression in the History Curriculum



- Vertical Concepts
- Power, Empire & Democracy
- Quest for Knowledge
- Community & Family
- Disciplinary Knowledge
- Historical Significance
- Similarity & Difference
- Change & Continuity
- Cause & Consequence
- Evidence
- Chronology

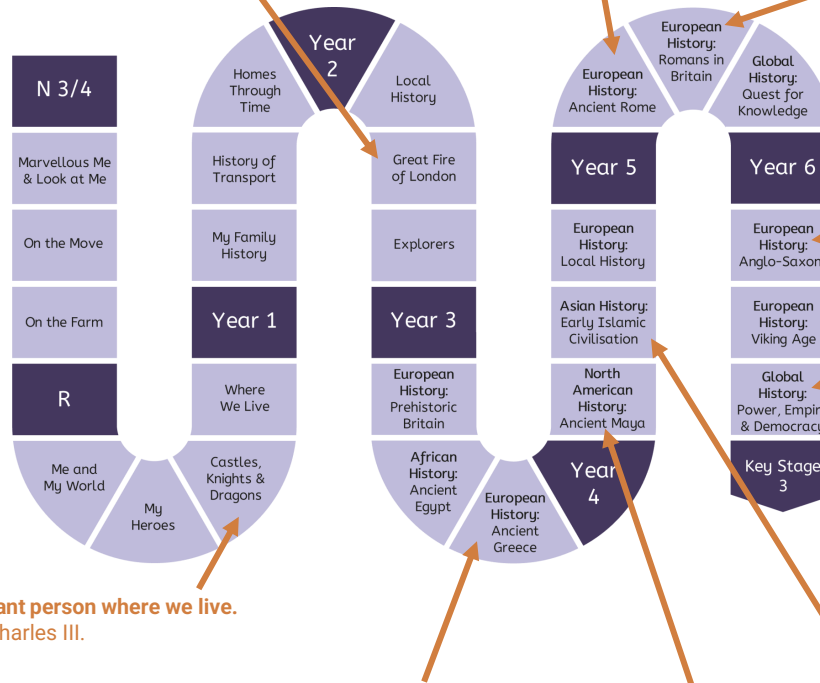
The King or Queen (monarch) has power to make new rules in a country.

We learn about the new laws that King Charles II created after the great fire.

The imperial cult meant the emperor was seen as **divine**.

Institutional, economic, physical, intellectual and informal power can be used to control others. Romans used all of these to maintain control in Britannia.

Leaders can delegate power to regional and local leaders, as did the Roman emperor (and pharaohs and caliphs).



Evidence from Sutton Hoo shows how Anglo-Saxon kings held **institutional, economic, physical, intellectual and informal power**.

Britain used **institutional, economic, physical, intellectual and informal power** to maintain control in India and Kenya.

Everyone has the power to make change. This can be through protests or other campaigns (see British civil rights movement) or using our personal power to challenge others' prejudice.

The King is an important person where we live. We learn about King Charles III.

People get their power in different ways. The pharaoh was believed to be half-man, half-god. He was believed to have divine status.

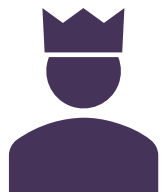
Empires are large areas of land controlled by one person or group of people. Ancient Egypt was an empire.

The early Islamic civilisation was an **empire**, led by the caliph.

Empires grow and shrink as the power of its leader changes. The empire grew and then shrank.

Maya kings were seen to be **half-man, half-god**.

Power & Empires

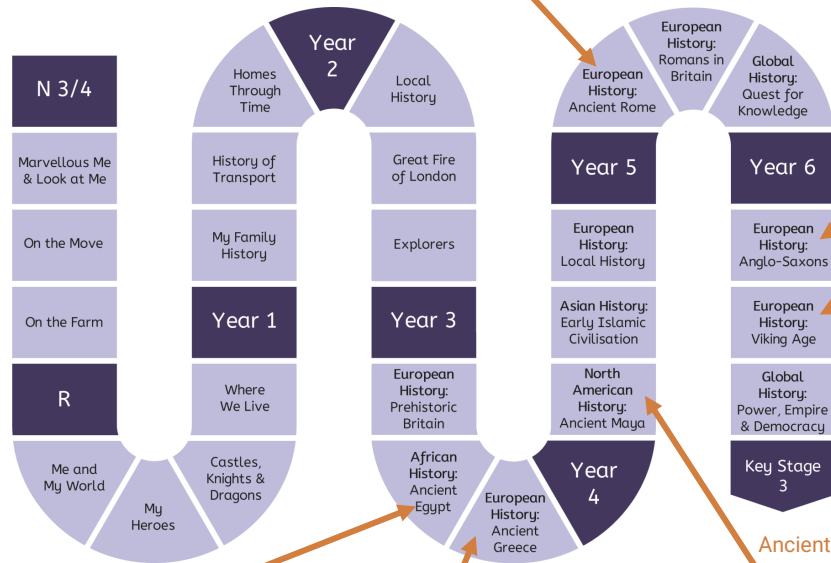


Progression in the History Curriculum



- Vertical Concepts
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Governments that look democratic on paper can be autocratic in reality. Rome's transition from kings, to republic to dictatorship to empire did not change much in practice. The Roman **empire** was ruled by an **autocratic** emperor.



Some places are ruled as an autocracy. The Egyptian pharaoh was autocratic and answerable to no one.

An **autocracy** is place where one person or one group can rule exactly as they want to forever.

Democracy is a system of **government** where everyone has a say.

Some places are ruled as a democracy. We compare Athenian democracy with Spartan (and Egyptian) kings.

Not all democracies are the same. We compare UK with Athens.

City-states have independent identities and governments.

Boundaries of Anglo-Saxon kingdoms changed over time, reflecting changing power of their kings.

The Vikings organised themselves in ways that had **autocratic** and **democratic** features (things).

Boundaries of Viking territory in England changed over time.

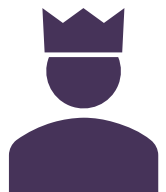
Some places organise themselves in ways that have both autocratic and democratic features.

Ancient Maya civilisation was divided **into city-states**.

The relationships between city-states in Maya civilisation were different to those in Ancient Greece.

Maya kings ruled **autocratically**.

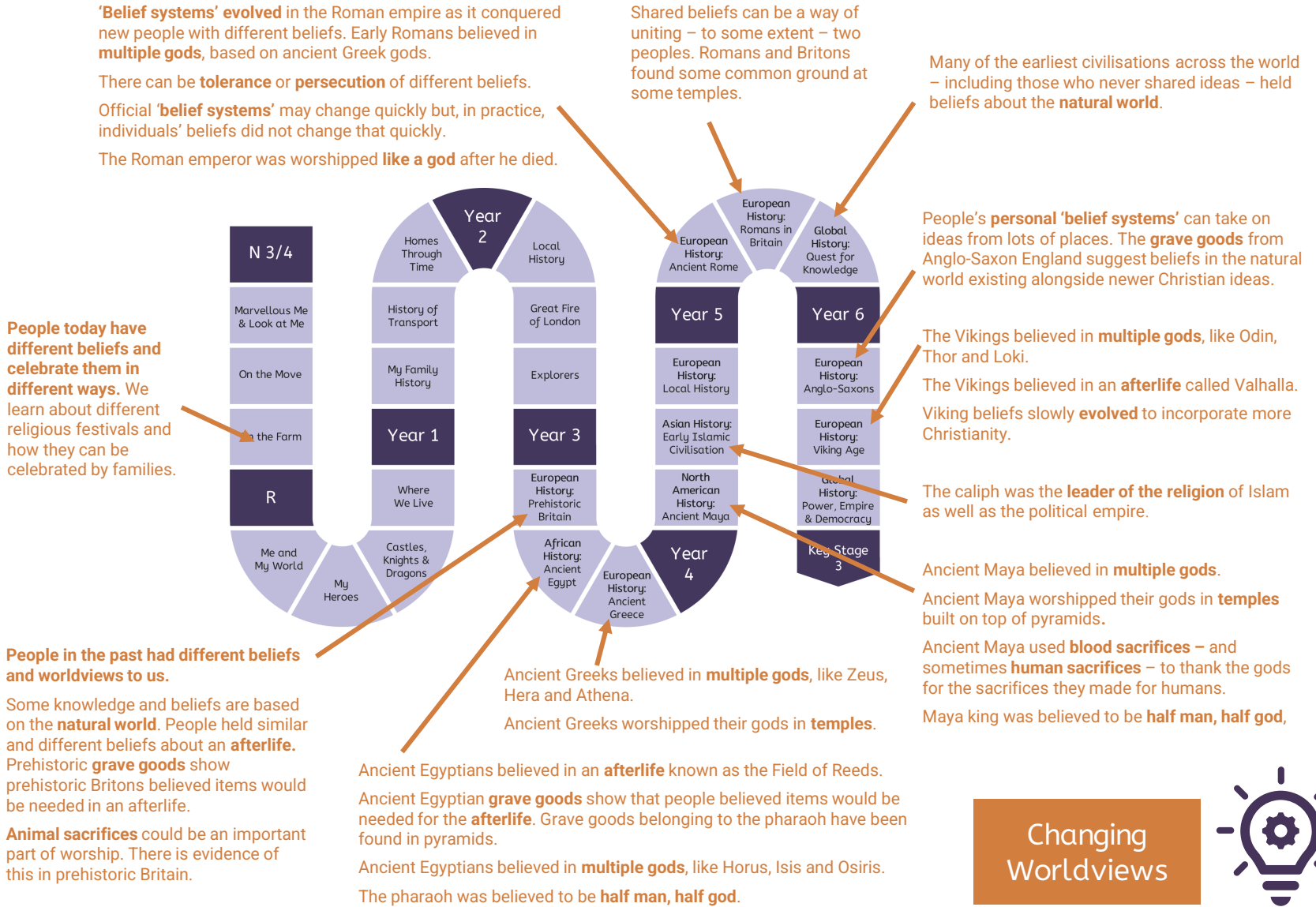
Government & Democracy



Progression in the History Curriculum



- Vertical Concepts
- Power, Empire & Democracy
- Quest for Knowledge
- Community & Family
- Disciplinary Knowledge
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- Similarity & Difference
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- Chronology



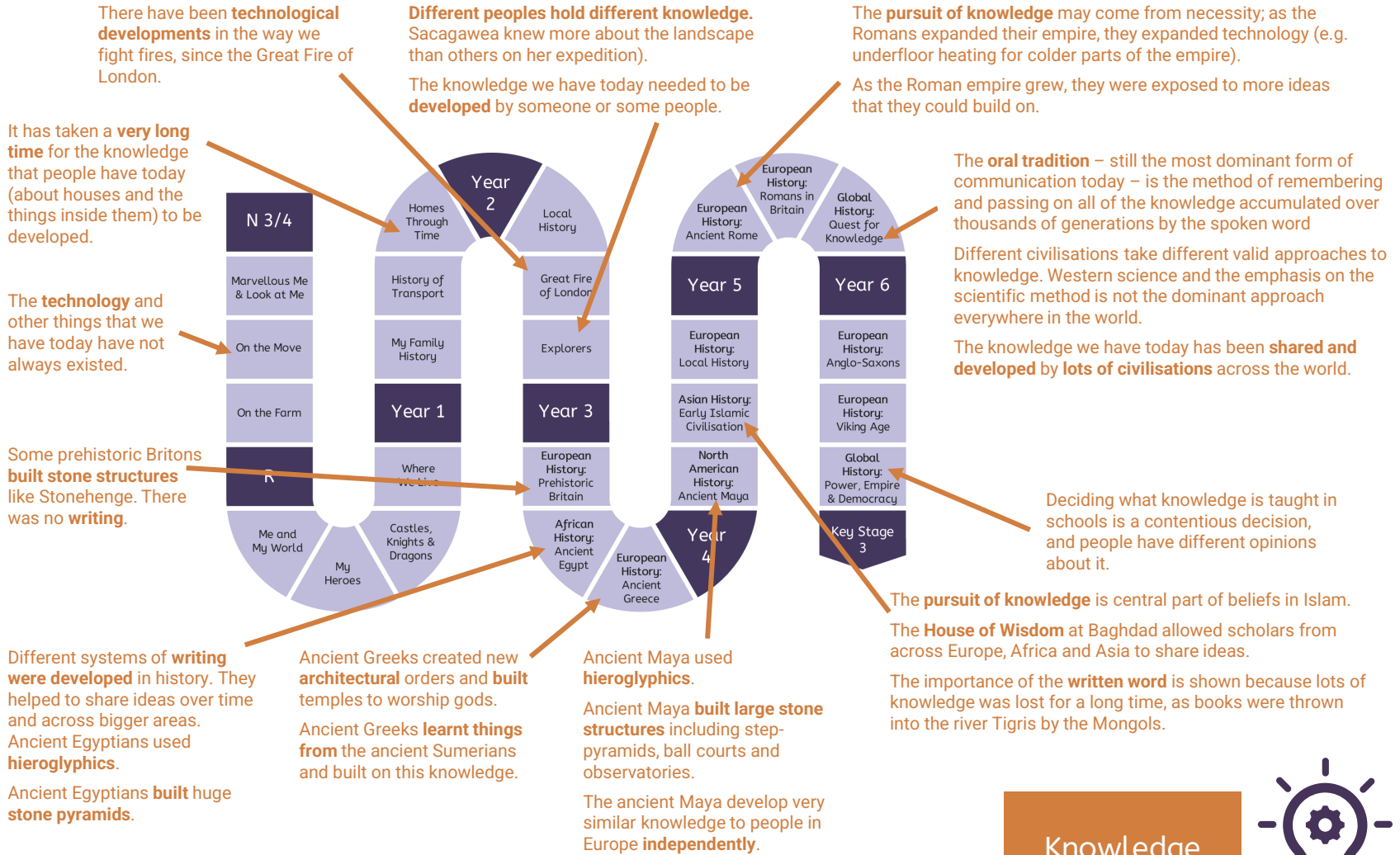
Changing Worldviews



Progression in the History Curriculum



- Vertical Concepts
- Power, Empire & Democracy
- Quest for Knowledge
- Community & Family
- Disciplinary Knowledge
- Historical Significance
- Similarity & Difference
- Change & Continuity
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- Evidence
- Chronology



Knowledge



Progression in the History Curriculum



- Vertical Concepts
- Power, Empire & Democracy
- Quest for Knowledge
- Community & Family
- Disciplinary Knowledge
- Historical Significance
- Similarity & Difference
- Change & Continuity
- Cause & Consequence
- Evidence
- Chronology

In the past, communities were smaller because people could not travel so far.
Trains, aeroplanes, cars and space travel have changed the way people live.

In the Victorian period (before living memory), people lived in cramped houses like **back-to-back** houses.

In the Tudor period (before the Victorians) most people lived in rural areas.

Britain was difficult for the Romans to control because it was far from the centre of the empire. Roman Britain was a diverse place, for example, the Aurelian Moors formed the earliest documented black community in the north of England. The Romans and the Britons had some shared culture, including towns, food and religion.

My local community was different for families at different times in history.

In Scandinavia, Vikings lived in longhouses, in communities of farmers.

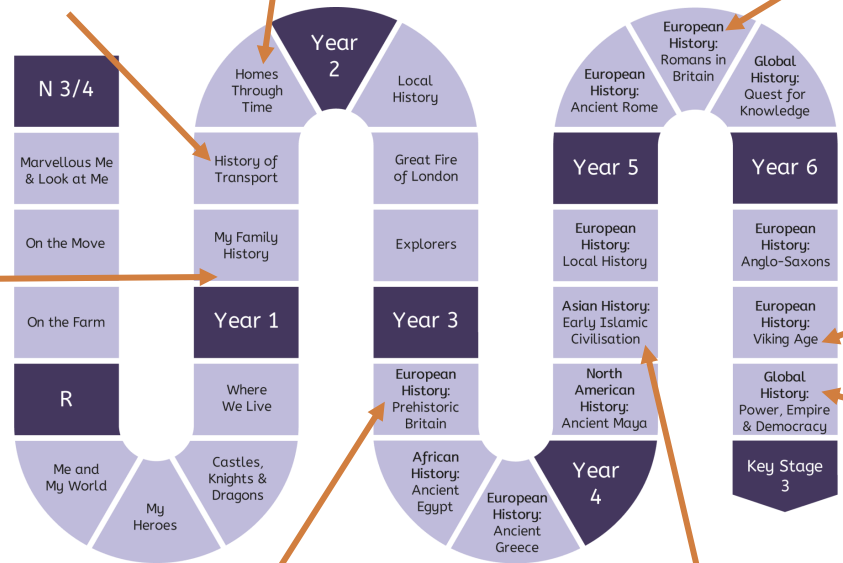
Conflict and prejudice within communities can impact on society, as well as individuals, over time.

The British Empire forcefully colonised places around the world and substantially changed the lives of many of the people it **colonized**.

The move towards farming meant that prehistoric communities became more **settled, larger**.

Communities can be brought together by geographical location, or by a shared identity. The people of the Early Islamic Empire were connected by their common identity and religion, as well as geographical (political) boundaries.

Trade can impact what a community looks like.



Changing Communities



Progression in the History Curriculum



- Vertical Concepts
- Power, Empire & Democracy
- Quest for Knowledge
- Community & Family
- Disciplinary Knowledge
- Historical Significance
- Similarity & Difference
- Change & Continuity
- Cause & Consequence
- Evidence
- Chronology

Homes and the things we use in our homes have changed during the lives of the people in our community.

Features of homes at different times have meant that people have done everyday tasks differently.

1660s London was dirty, busy and cramped.

Different civilisations have different ideas about what a "family" is. Roman citizens were plebians (poorer) or patricians (wealthy). The extended family also included enslaved people.

Female citizens had very few rights compared to men.

Systems of slavery have existed in communities and civilisations across the world for a long time. Enslaved people could be taken from different communities based on their wealth.

The achievements of women have often been undervalued in different societies in the past, for example Hilda of Whitby.

During the Anglo-Saxon period, children were expected to help with domestic jobs, tend to animals, and assist with farming.

Viking women often faced obstacles to achieving the same things as men. They had some opportunities for education and power, but some parts of life were inaccessible to them.

Enslaved people could be taken from different communities based on their race, ethnicity or gender.

The education of children was highly valued in Early Islamic society and schools were established in communities, for example in mosques.

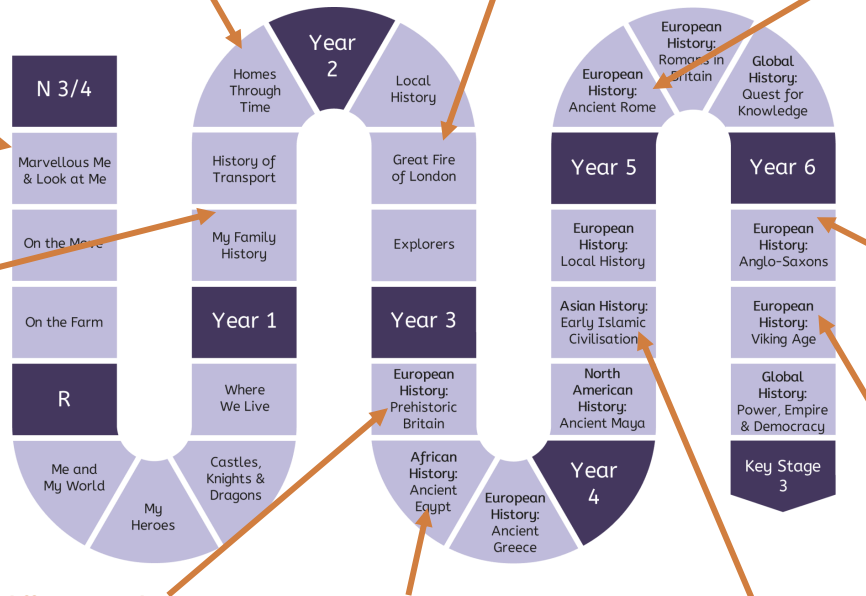
Talk about the lives of the people in my community, including my family, and their roles in society.

Some aspects of life in my own community have changed over time and others have stayed the same.

In communities in the past, different people often had very defined roles.

In the earliest communities, families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves. They were hunter-gatherers.

Agriculture (the farming of plants and animals) changed what community life looked like. In particular, the role of women in prehistoric Britain changed as communities became more settled and agriculture became more widespread.



The Ancient Egyptians relied on the Nile for farming and transport.

Working class people held many important jobs in Ancient Egypt, but they had little personal power.







Community Life



Thinking Like a Historian (EYFS & KS1)









Through developing the following **disciplinary** knowledge (“knowing that”) and **procedural** knowledge (“knowing how to”), pupils learn how to **think like a historian**. The tables below outlines where knowledge is **first taught** in KS1 or KS2:

Disciplinary knowledge						Procedural knowledge
Historical Cause and Consequence	Historical Significance	Historical Change & Continuity	Historical Similarity & Difference	Historical Evidence	Chronology	
						
EYFS	<ul style="list-style-type: none"> My actions can make something happen (e.g. pull a chair) (N3-4) 	<ul style="list-style-type: none"> Over time, some things about me/the place where I live stay the same and some things change (Rec) Historians can describe changes that have happened over time (Rec) Over time, some things about a place stay the same and some things stay the same (Rec) 		<ul style="list-style-type: none"> We can look at photographs and images to see how life was different in the past (Rec) 	<ul style="list-style-type: none"> Give my age as a number of years (N3-4) Use vocabulary like now, then, before, after, a long time ago (Rec) 	
Y1	<ul style="list-style-type: none"> Things in the past happened because something causes them to happen 	<ul style="list-style-type: none"> Historians choose to study people or events from the past because they resulted in change 	<ul style="list-style-type: none"> Historians can describe changes that have happened over time Some changes happen more quickly than others. The world is changing more quickly in more recent history 	<ul style="list-style-type: none"> Historians study the way things were different in the past 	<ul style="list-style-type: none"> History is the study of humans who lived in the past Historians learn about the past by interpreting sources Sources can be written, video/audio, images, artefacts or oral history 	<ul style="list-style-type: none"> Decide whether a source shows life in the past or life in the present Place events in pupils' days in order State whether a source shows life in a more or less recent time than another Recognise historical periods or events using arrows on a blank timeline
Y2	<ul style="list-style-type: none"> Some things have lots of causes Causes can be long-term conditions or short-term triggers 	<ul style="list-style-type: none"> Historians choose to study people or events from the past because they were important to people at the time, and/or are remembered today 	<ul style="list-style-type: none"> Historians describe how changes affect people's lives 	<ul style="list-style-type: none"> Similarities and differences exist between two individuals who lived in the past 	<ul style="list-style-type: none"> Primary sources are sources that were created by someone who experience the event firsthand. Secondary sources are written about primary sources 	<ul style="list-style-type: none"> Place a small selection of sources in order, from most to least recent



Thinking Like a Historian (LKS2)









Disciplinary knowledge					Procedural knowledge
Historical Cause and Consequence 	Historical Significance 	Historical Change & Continuity 	Historical Similarity & Difference 	Historical Evidence 	Chronology 
Y3	<ul style="list-style-type: none"> Some things have lots of causes that are connected in some way 	<ul style="list-style-type: none"> The impact of larger-scale changes can be seen in [my local area] 	<ul style="list-style-type: none"> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences 	<ul style="list-style-type: none"> Archaeology is the branch of history that deals with remains of human life Archaeologists study artefacts, ecofacts and features There are limits to what historians can learn from any collection of sources Sources do not provide an objective account of what happened in history; historians need to consider the author and purpose to analyse it critically 	<ul style="list-style-type: none"> Use vocabulary like decade and century
Y4		<ul style="list-style-type: none"> Historians can set their own criteria for what they consider to be significant and why it should be studied 	<ul style="list-style-type: none"> Historians can consider the similarities and differences between people in two historical civilisations 	<ul style="list-style-type: none"> Local history archives can be an invaluable source of information for historians Political maps have changed over time 	<ul style="list-style-type: none"> Describe historical periods using dates (AD only) and as a given number of years ago Place dates (AD only) on a timeline Convert between a year and a century



Thinking Like a Historian (UKS2)



Disciplinary knowledge					Procedural knowledge
Historical Cause and Consequence 	Historical Significance 	Historical Change & Continuity 	Historical Similarity & Difference 	Historical Evidence 	Chronology 
<p>Y5</p> <ul style="list-style-type: none"> Causes can be categorised as economic, physical, institutional, social, environmental etc Historians can argue that one cause is more important than an other 	<ul style="list-style-type: none"> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence 	<ul style="list-style-type: none"> Changes do not follow one trajectory Changes do not always mean progress Changes can take place gradually (evolution) or very rapidly and completely (revolution) 	<ul style="list-style-type: none"> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality or other characteristics 	<ul style="list-style-type: none"> Historians cross-reference sources in order to build confidence 	<ul style="list-style-type: none"> Recognise and use AD/BC and CE/BCE accurately Use vocabulary like decade, century and millennium
<p>Y6</p> <ul style="list-style-type: none"> Historians interpret primary and secondary sources and build arguments that can explain the causes of events 	<ul style="list-style-type: none"> What historians consider to be significant is different to different people at different places and times We, as historians, can recognise reasons for why we are studying something in a particular place or time 	<ul style="list-style-type: none"> Historians can identify and analyse examples of resistance to change Historians' understanding of how and why changes took place develops over time 		<ul style="list-style-type: none"> Archaeologists follow a similar process to scientists: Planning; Measure & Observe; Record & Present; Analyse & Evaluate 	<ul style="list-style-type: none"> Use key dates to compare the timing of two events, considering how closely together or far apart they occurred
<p>Year 7 +</p> <ul style="list-style-type: none"> Historical changes happen because of two main factors: <ol style="list-style-type: none"> Individuals (personal) Conditions (contextual: social and economic) There may be interplay between the two, where conditions impact individuals. 	<ul style="list-style-type: none"> Criteria is used to assess significance. It can be recalled through the 5Rs: <ul style="list-style-type: none"> Resulted in change, Revelation, Remembrance, Resonates, Remarkd upon. 	<ul style="list-style-type: none"> Change and continuity happen alongside each other within and between historical periods. Different groups in society may experience changes differently. Change is a process. Trends across time can be identified. Turning points can be identified with hindsight, such as scientific inventions. 	<ul style="list-style-type: none"> Considering individuals means to draw inferences about their lives. It does not mean using modern world views to imagine the past. Avoid presentism whereby the world views of today are applied to the past. 	<ul style="list-style-type: none"> Evidence needs to be understood in its context. The utility of evidence varies according to the questions being asked of it. Every source has a use as it tells us something about the past within a context, despite its limitations. 	<p>Pupils will apply their chronological understanding, becoming increasingly familiar with chronological narrative, the nature and events of historical periods.</p> <p>The aim is for pupils to progress towards period resonance whereby key terms and concepts can be accurately and swiftly applied within its historical context.</p>

The **Disciplinary Knowledge** curriculum for KS3 includes review of some of the objectives above, as pupils deepen and widen their learning, applying their ability to **think like a historian** to a wider range of contexts and with increasing independence. This will ensure a high and consistent standard for all pupils, including those who have not previously accessed the *United Learning Primary Curriculum*.

KS3 pupils will also learn, for the first time, about **Historical Interpretation**. This will build on their knowledge of several of the Disciplinary strands studied in the *Primary Curriculum* (in particular **Historical Evidence** and **Historical Significance**), as they develop their ability to explore the validity and wider context of historians' interpretations of the past.



Progression in the History Curriculum



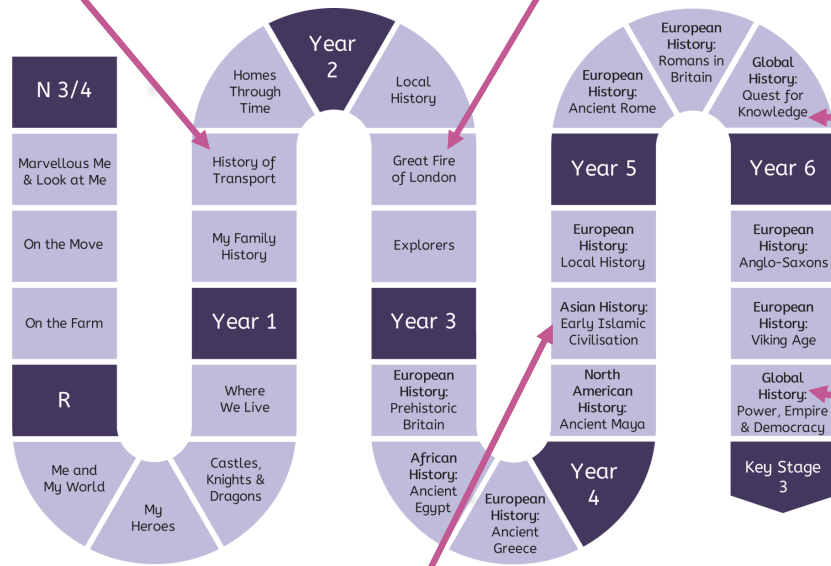
- Vertical Concepts
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Historians choose to study people or events from the past because they resulted in change.

We learn about Henry Ford or the Wright brothers because they created big changes in the way we travel.

Historians choose to study people or events from the past because they resulted in change and/or were important to people at the time and/or are remembered today.

We ask why we remember the Great Fire of London today: because of the short-term changes in the city, but also the longer-term impacts on building regulations and fire service that are relevant today.



The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence.

We talk about why some civilisations are studied more than others, and how and why this is changing.

What historians consider to be significant is different to different people at different places and times. We, as historians, can recognise reasons for why we are studying something in a particular place or time.

We talk about how today's context shapes what we learn about in history lessons, and why we are learning about (e.g.) the British civil rights movement in school, when the adults at home probably did not.

Historians can set their own criteria for what they consider to be significant and why it should be studied.

We make our own arguments as to why we – and next year's Year 4 – should learn about the Early Islamic Civilisation.

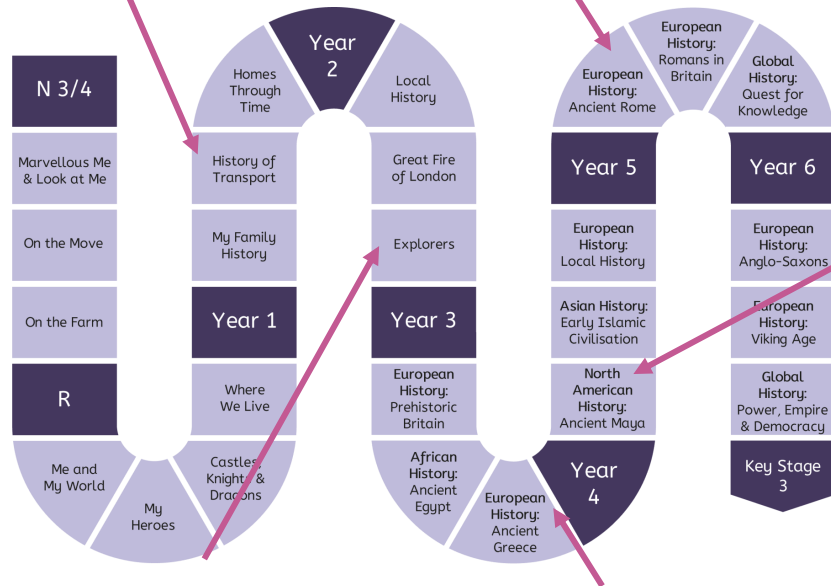


Progression in the History Curriculum



- Vertical Concepts
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Historians study the way things were different in the past.



Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics.

We learn about the diversity of the Roman empire, and the range of experiences that people could have within it.

Historians can consider the similarities and differences between people in two historical civilisations.

We can compare the experiences of people in two different civilisations. We learn about the ancient Maya and compare this civilisation with ancient Greece, e.g. city-states, beliefs and buildings.

Similarities and differences exist between two individuals who lived in the past.

We learn about Sacagawea and Michael Collins, both American explorers who went on expeditions, and describe the similarities and differences of their experiences.

Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences.

We challenge the label of 'ancient Greek', and question whether all these people would have had similar experiences. We talk explicitly about the differences in city-states, and the different experiences of men, women and children in Athens' democracy.



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Historians can describe changes that have happened over time.
We use photographs and artefacts to describe changes in living memory, focusing on schools, communication and/or toys.

Some changes happen more quickly than others. The world is changing more quickly in more recent history.

We visualise history on a timeline or roadmap, and notice how there are more differences between the changes in more recent times.

Historians describe how changes affect people's lives.

Changes do not always follow one trajectory, and changes do not always mean progress.

We learn about how Rome grows and then shrinks; how the average Roman citizen gained more power in the republic and then less in the empire; and how Romans persecuted Christians more, and then less as the empire became more tolerant.

Changes can take place gradually (evolution) or very rapidly and completely (revolution).

We visualise some of the changes taking place in Rome on a graph, e.g. the size of the empire on the y-axis and the time along the x-axis. This helps us to see how the rate of changes could vary.

Historians can identify and analyse examples of resistance to change.

Historians' understanding of how and why changes took place develops over time.

Over time, some things about me stay the same and some things change.

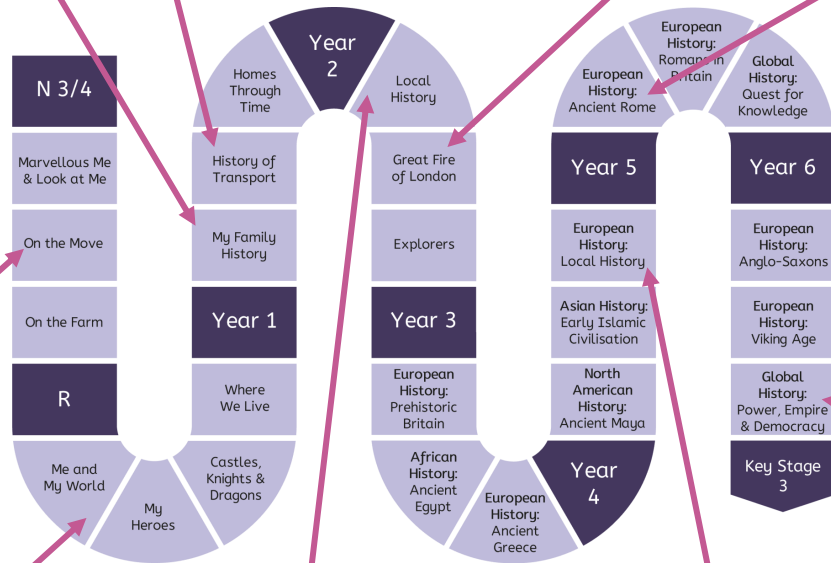
We describe how we have changed since we were a baby.

Historians can describe changes that have happened over time.

Over time, some things about the place where I live have changed, and some things have stayed the same.

We use photographs to describe how the place we live has changed over time.

The impact of larger-scale changes can be seen in [my local area].



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Things in the past happened because something caused them to happen.

In the context of homes, we explore why homes may have been built in the way there were. For example, why were Victorian houses built back-to-back? (To save space, which was limited in some places).

In Understanding the World in particular, we explore the effects of pushing and pulling, and using forces to make things happen. In Personal, Social and Emotional Development, we start to explore the effects of our actions on other people.

Some things can have lots of causes.

We learn about facts of the Great Fire of London and identify, from this list, the many reasons as to why the fire burned for so long. (i.e. 'the houses were built close together' is one part of the answer to the question, but 'the fire started in Pudding Lane' is not). We also discuss and start to rank the identified reasons as to which one had the most impact.

Causes can be long-term conditions or short-term triggers.

We consider the reasons why the Great Fire of London burned for so long, and decide if they are long-term conditions (e.g. houses being built close together) or short-term triggers (e.g. the strong wind that blew on the day, which spread the fire quickly).

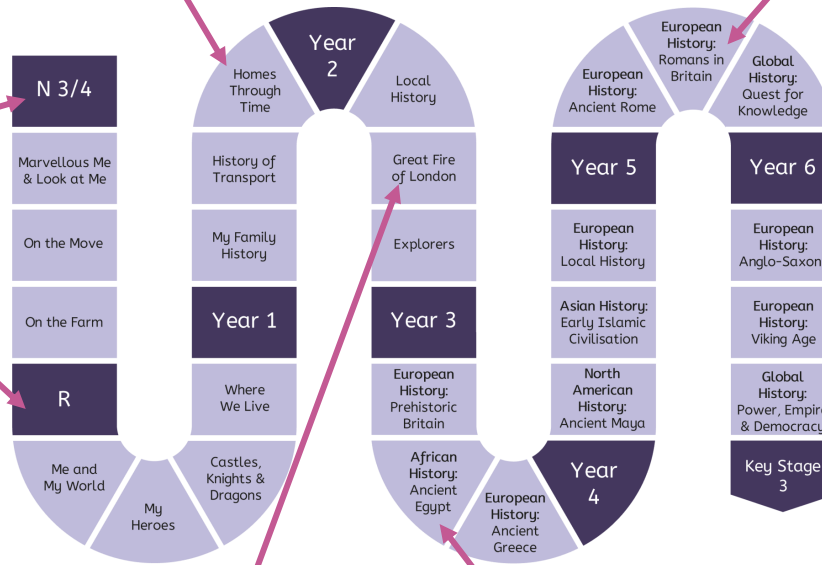
Causes can be categorised as economic, physical, social, institutional, etc.

We learn about the ways that Romans kept control of Britannia, and group these ways into economic, physical, institutional, informal and intellectual.

Historians can argue that some causes are more important than others.

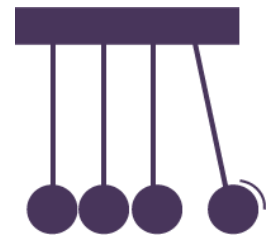
As historians, we discuss and give reasons for why we think one way of maintaining control was more effective than another.

Historians interpret primary and secondary sources and build arguments to explain the causes of events.



Some things have lots of causes that are connected in some way.

We consider the reasons why the Egyptian pharaoh was so powerful and how they are connected and can be mutually supportive (e.g. they were often viewed as warrior kings who conquered other places, and this brought new wealth which was another reason as to why the pharaoh was powerful).



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History is the study of humans who lived in the past. We can identify whether an image shows something that historians might study.

Historians learn about the past by interpreting sources.

Sources can be written, video/audio, images, artefacts or oral history We use a range of sources – including artefacts, images, oral history and some written text – to compare the past with the present.

Primary sources are sources that were created by someone who experience the event firsthand. Secondary sources are written about primary sources.

We use primary sources (e.g. photographs taken in the past) and secondary sources (e.g. leaflets about the history of our local area) to learn about our community in the past.

We can look at images and photographs to see how life was different in the past.

We look at photographs and images of castles and monarchs from the past and the present.

There are limits to what historians can learn from a collection of sources. We talk about why historians can never truly know what prehistoric Britons believed, even when using artefacts and ecofacts.

Archaeology is the branch of history that deals with remains of human life.

Archaeologists study artefacts, ecofacts and features. We consider how historians know about what life was like in prehistoric Britain, and about the artefacts, ecofacts and features they use.

Sources do not provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically.

We consider an ancient Egypt relief depicting events of a battle, and an inscription in a pharaoh's tomb. We consider the audience and purpose and talk about why we cannot take these sources as factual recordings.

Historians need to cross-reference sources in order to build confidence in what they say.

We cross-reference two written sources as well as archaeological evidence and use these to say whether or not farming was taking place in Britain before the Romans' arrival.

Archaeologists follow a very similar process to scientists.

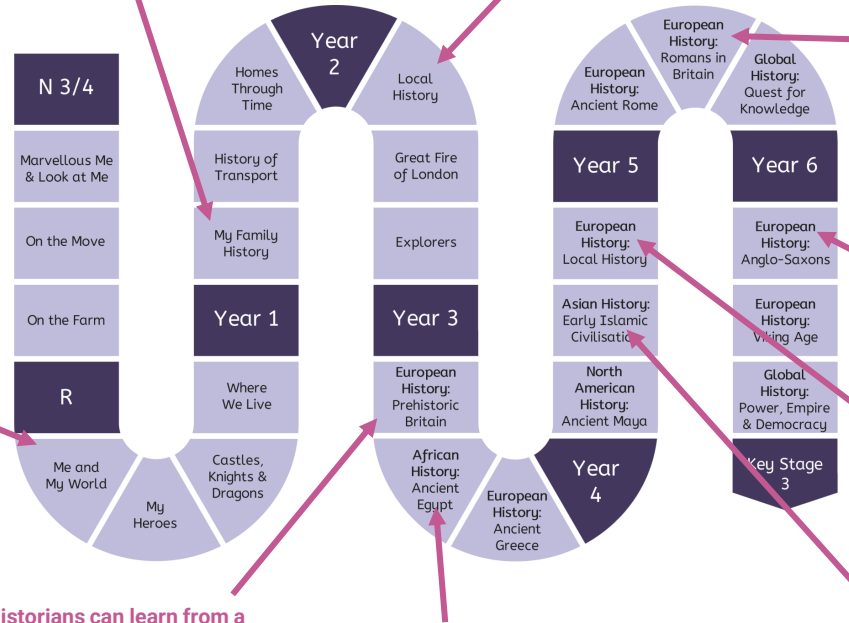
We learn about Sutton Hoo and how archaeologists went about their investigation.

Local history archives can be an invaluable source of information for historians.

We use sources in our local area as part of our local history project.

Political maps change over time.

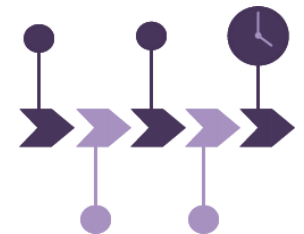
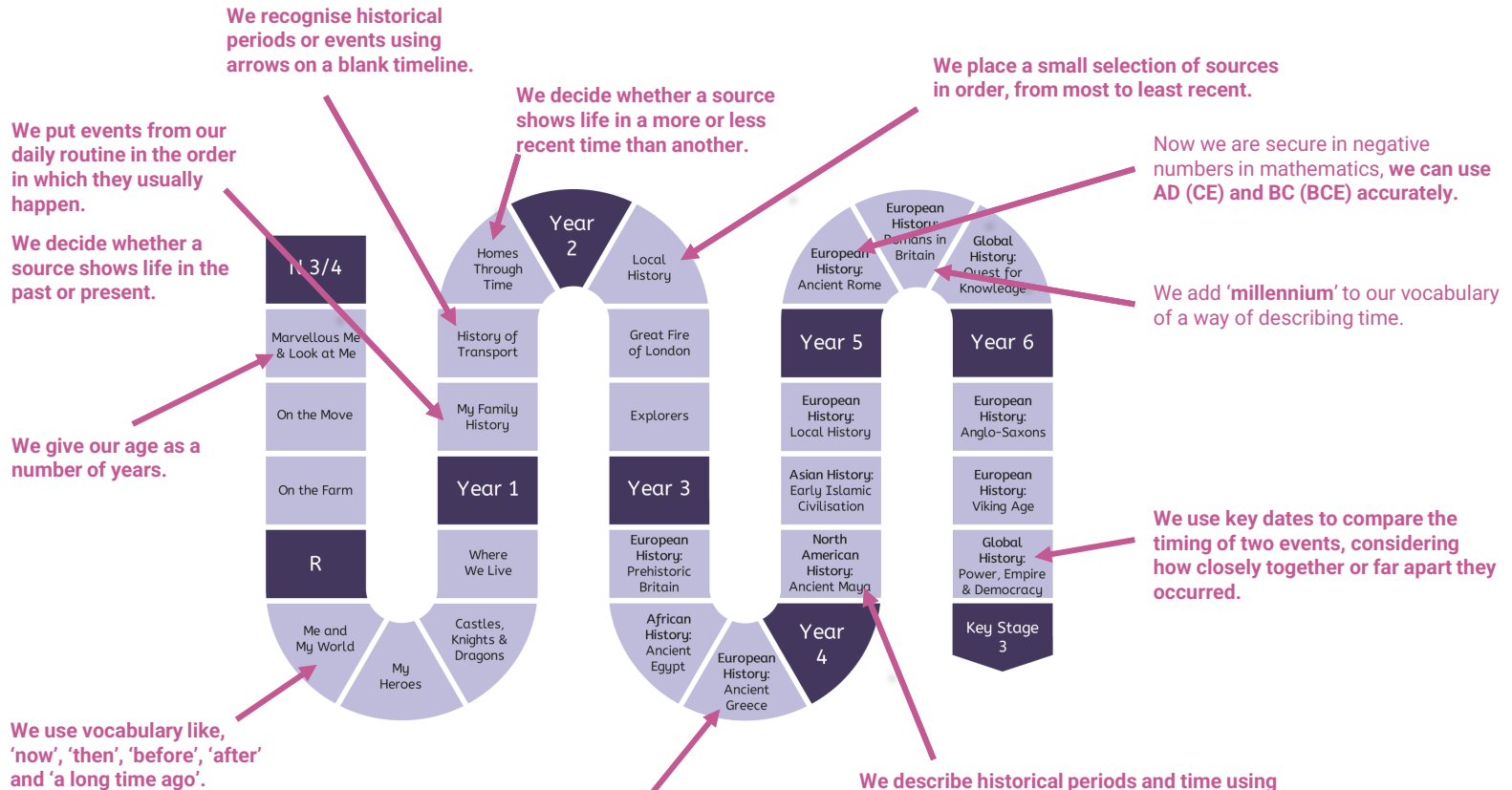
We learn about how the size and boundaries of the early Islamic civilisation changed over time, as the caliph lost or gained lands.



Progression in the History Curriculum



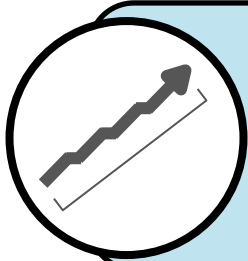
- Vertical Concepts
 - Power, Empire & Democracy
 - Quest for Knowledge
 - Community & Family
- Disciplinary Knowledge
 - Historical Significance
 - Similarity & Difference
 - Change & Continuity
 - Cause & Consequence
 - Evidence
- Chronology



Using the United Curriculum for History



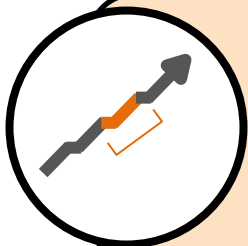
To get the most value from the United Curriculum, we recommend adhering to the sequencing and teaching the 'what', but adapting the 'how' and the lesson delivery to meet the needs of your pupils.



Within the Subject

The United Curriculum for History has been very carefully sequenced to ensure coverage and appropriate progression through substantive and disciplinary knowledge.

Implement the longer-term subject plan; avoid swapping units or 'pick and mixing' with other schemes.

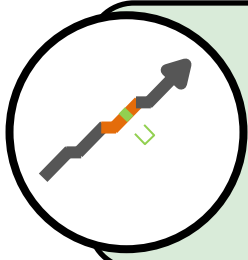


Within the Unit

Each unit clearly sets out the knowledge that should be taught and reviewed in the sequence of lessons.

Each unit is planned to cover six 1-hour lessons; this allows time before and after the unit for you to fill gaps or address misconceptions as required. A sequence of four 1-hour lessons is also provided for each unit; this allows you to teach the core, non-negotiable knowledge for the unit while allowing additional time to fill gaps if required.

Teach the core content in order suggested in the lesson sequence, filling gaps and addressing misconceptions as required.



Within the Lesson

Lesson slides and pupil resources follow the principles of the Great Teaching Toolkit; content is broken down into small steps and 'I', 'We', and 'You' sections allow for modelling, guided practice and independent practice.

Lesson slides provide **just one way** to teach the required knowledge. You should adapt these slides as much or as little as is required to meet the needs of your class.

Adapt the lesson slides as much as is required to meet the needs of your class.



History in the Local Context



Schools should adapt the History Curriculum to reflect your local context. This should include:

- Planning specific units where local history can be explored in depth (Y2 Aut and Y4 Sum),
- Weave relevant aspects of the local area into units (particularly British history units) where possible. The units where this could be done effectively include:
 - Year 1 Spring – History of Transport
 - Year 1 Summer – History of Homes
 - Year 3 Autumn – Prehistoric Britain
 - Year 5 Spring – Roman Britain
 - Year 6 Autumn – Anglo-Saxons
 - Year 6 Spring - Vikings
- In Year 5 Quest for Knowledge and Year 6 Power, Empire and Democracy, make selections about content to reflect the demographics of your local area. For example, you may choose to focus on specific civilisations or issues to reflect the experiences and interests of your class.



United Curriculum: History



We recommend that some of our units are taught in either the first or the second term of the Autumn, Spring or Summer. The rationale for each of these cases is listed below; schools should be mindful of these when planning the year.

In **Y1 Autumn**, history should be taught in Aut2, so that pupils can review their knowledge of trees and relate this to family trees in history.

In **Y2 Spring**, geography should be taught in Spr1 so that pupils can use their knowledge of hot and cold deserts in science in Spr2, where they will learn about the adaptations of camels, cacti, Arctic foxes and shrubs.

In **Y3 Autumn**, history should be taught in Aut2, to allow them to build on knowledge of fossils and rocks that is taught in science in Aut1.

In **Y3 Summer**, history should be taught in Sum2, to allow them to review locational knowledge of Europe that they are taught in geography in Sum1 in the context of Ancient Greece.

In **Y4 Spring**, geography should be taught in Spr2, so that pupils can build on knowledge of the water cycle and evaporation and condensation (first taught in science in Spr1).

In **Y4 Autumn**, history should be taught in Aut2 to allow pupils to make links with their learning about sacrifice in Religion and Worldviews lessons.

In **Y5 Autumn**, geography should be taught in Aut1 to allow pupils to make links across the sustainability curriculum (in science and geography).

In **Y5 Summer**, history should be taught in Sum2, to allow them (in lesson 4) to review the heliocentric model, which is first taught in science in Sum 2 (lesson 2). In this way, they can see the development of familiar scientific ideas in history.

In **Y6 Autumn**, geography should be taught in Aut2, because it allows them to build on scientific understanding of renewable and non-renewable energy sources which is first taught in science in Aut1.

In **Y6 Spring**, history should be taught in Spr2, so that they can use their knowledge of migration first taught in geography in Spr1, to consider the movement of the Vikings.



Why do we need to include opportunities for writing at length in history?



“Literacy is foundational for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in school and more likely to have poor educational outcomes across all subjects.”

Rickets, J., Sperring, R and Nation, K. (2014). Educational attainment in poor comprehenders. *Frontiers in Psychology*, 5. P. 445

Writing at length in other areas of the curriculum provides opportunities for pupils to:

- **master** their ‘target language’
- **apply** and **consolidate** their writing skills and knowledge of text types in new contexts
- write for plenty of **genuine** purposeful reasons
- learn to write as **scholars** of their subject.

It provides opportunities for teachers to:

- **assess** pupils’ writing away from the point of teaching
- ensure that pupils’ writing is of the same **standard** in all lessons as it is in English lessons.

To keep standards of communication high across the curriculum, opportunities for writing at length have been included within history lessons to support pupils in learning to speak and write as scholars.



What do these writing at length opportunities look like?



- Writing at length means having the chance to write **full texts**, as appropriate for the age of pupils (*e.g. for year 1 pupils in autumn term, this might be a sequence of three or more sentences, building up to fully paragraphed, cohesive texts for key stage two pupils*).
- These full texts will usually fall under one of six **text types**.
- They also incorporate the full **writing process**, whereby pupils are given time to plan, draft, revise and edit their work to ensure it is of the highest standard.

Text Types

- Report/ Information Text
- Instruction
- Discussion
- Recount
- Explanation
- Persuasion



Writing at length opportunities in the history curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	My Family History Additional: Pupils write their own questions to ask the adults at home about living memory. Lesson 4	Local history Embedded: Pupils write a simple explanation text answering the question, 'How has [my local community] changed over time?'. Lesson 6	European history: Prehistoric Britain Embedded: Pupils write an explanation text answering the question, 'How did life for prehistoric Britons change from the Palaeolithic period to the Iron Age?'. Lesson 6	North American history: Ancient Maya Embedded: Pupils write an explanation text answering the question, 'How was the ancient Maya civilisation similar and different to other civilisations?'. Lesson 6	European history: Ancient Rome Embedded: Pupils write an explanation text answering the question, 'How did Ancient Rome differ from other civilisations?'. Lesson 6	European history: Anglo-Saxons Embedded: Pupils write an explanation text answering the question, 'What do sources tell us about Anglo-Saxon England?'. This can be completed as three shorter written responses in lessons 4 - 6 or as one longer piece of writing completed after lesson 6. Lessons 4 - 6 or Lesson 6
Spring	History of Transport Additional: Pupils write an informative poster about animals or humans in space as an alternative to lesson's cloze task. Lesson 2 Additional: Pupils write a simple report on one of the important historical figures in transport that they've studied. Lesson 6	Great Fire of London Embedded: Pupils write a simple explanation text answering the question, 'What caused the Great Fire of London?'. Lesson 2	African history: Ancient Egypt Additional: Pupils write the story of why Egyptians believed the pharaoh was half-human, half-god. Lesson 2 Additional: Pupils write an explanation text on the process of mummification. Lesson 3	Asian history: Early Islamic Civilisation Embedded: Pupils write a letter to convince school to continue teaching Year 4 about the early Islamic Civilisation next year. Lesson 6	European history: Roman Empire in Britain Embedded: Pupils write an explanation text on how two cultures came together in Roman Britain. Lesson 4	European history: Viking age Embedded: Pupils write a discussion in response to the statement, 'Viking age was all brutal raiders'. Lesson 6
Summer	Homes through Time Additional: Pupils write a simple report on what they might see and smell in a prehistoric village. Lesson 6	Explorers Additional: Pupils write a report about Sacagawega in the form of a fact file. Lesson 5	European history: Ancient Greece Embedded: Pupils write an explanation text answering the question, 'What did the Greeks do for us?'. Lesson 6	European history: Local History Embedded: Pupils write an explanation text answering the question, 'Why has [local individual or local feature] been important in [my local community]?'. Lesson 6	Global history: The Silk Road Additional: Pupils write a report in the form of a fact file on a chosen civilisation. or Pupils write a discussion text debating the return of foreign artefacts by British museums. Lesson 6	Global history: Power, Empire and Democracy Additional: Pupils write an informative text about their local MP. Pupils write a letter to the MP. Pupils write a summary of what they have learnt about British citizens' rights, explaining why they believe it is valuable learning for all pupils. Lesson 6

- An overview lists every opportunity for writing at length in history for each year group.
- A writing task has been **embedded** into the lesson when it serves a genuine purpose to the subject (i.e. in consolidating or assessing pupil knowledge or understanding of the lesson/ unit).
- Sometimes, the learning in a wider curriculum lesson lays the foundation for a piece of writing at length, but there is not sufficient time for creating this in the subject lesson (or it does not serve a genuine purpose to the subject). In these instances, an **additional** opportunity for writing has been included that can be completed outside of the unit (if the teacher chooses).
- Each writing opportunity listed on the writing overview, details the **task**, **text type** and **lesson number** it appears in.

Opportunities to Write at Length in History



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>My Family History</p> <p>Additional: Pupils write their own questions to ask the adults at home about living memory. <i>Lesson 4</i></p>	<p>Local history</p> <p>Embedded: Pupils write a simple explanation text answering the question, 'How has [my local community] changed over time?'. <i>Lesson 6</i></p>	<p>European history: Prehistoric Britain</p> <p>Embedded: Pupils write an explanation text answering the question, 'How did life for prehistoric Britons change from the Palaeolithic period to the Iron Age?'. <i>Lesson 6</i></p>	<p>North American history: Ancient Maya</p> <p>Embedded: Pupils write an explanation text answering the question, 'How was the ancient Maya civilisation similar and different to other civilisations?'. <i>Lesson 6</i></p>	<p>European history: Ancient Rome</p> <p>Embedded: Pupils write an explanation text answering the question, 'How did Ancient Rome change over time?'. <i>Lesson 6</i></p>	<p>European history: Anglo-Saxons</p> <p>Embedded: Pupils write an explanation text answering the question, 'What do sources tell us about Anglo-Saxon England?'. This can be completed as three shorter written responses in lessons 4 - 6 or as one longer piece of writing completed after lesson 6. <i>Lessons 4 - 6 or Lesson 6</i></p>
Spring	<p>History of Transport</p> <p>Additional: Pupils write an informative poster about animals or humans in space as an alternative to lesson's cloze task. <i>Lesson 2</i></p> <p>Additional: Pupils write a simple report on one of the important historical figures in transport that they've studied. <i>Lesson 6</i></p>	<p>Great Fire of London</p> <p>Embedded: Pupils write a simple explanation text answering the question, 'Why did the Great Fire of London spread so uncontrollably?'. <i>Lesson 4</i></p>	<p>African history: Ancient Egypt</p> <p>Additional: Pupils write the story of why Egyptians believed the pharaoh was half-human, half-god. <i>Lesson 2</i></p> <p>Additional: Pupils write an explanation text on the process of mummification. <i>Lesson 3</i></p>	<p>Asian history: Early Islamic Civilisation</p> <p>Embedded: Pupils write a persuasive letter to convince school leaders to continue teaching Year 4 pupils about the early Islamic civilisation next year. <i>Lesson 6</i></p>	<p>European history: Roman Empire in Britain</p> <p>Embedded: Pupils write an explanation text on how two cultures came together in Roman Britain. <i>Lesson 4</i></p>	<p>European history: Viking age</p> <p>Embedded: Pupils write a discussion text in response to the statement, 'The Vikings were all brutal raiders.' <i>Lesson 6</i></p>
Summer	<p>Homes through Time</p> <p>Additional: Pupils write a simple report on what they might see, hear, and smell in a prehistoric village. <i>Lesson 6</i></p>	<p>Explorers</p> <p>Additional: Pupils write a report about Sacagawea in the form of a fact file. <i>Lesson 5</i></p>	<p>European history: Ancient Greece</p> <p>Embedded: Pupils write an explanation text answering the question, 'What did the Greeks do for us?'. <i>Lesson 6</i></p>	<p>European history: Local History</p> <p>Embedded: Pupils write an explanation text answering the question, 'Why has [local individual or local feature] been important in [my local community]?'. <i>Lesson 6</i></p>	<p>Global history: Quest for knowledge</p> <p>Additional: Pupils write a report in the form of a fact file on a chosen civilization. or Pupils write a discussion text debating the return of foreign artefacts by British museums. <i>Lesson 6</i></p>	<p>Global history: Power, empire and democracy</p> <p>Additional: Pupils write an informative letter to their local MP or to the Department for Education summarising what they have learnt about British civil rights, explaining why they believe this to be valuable learning for all pupils. <i>Lesson 6</i></p>



Transitions



To support schools with transitioning to the United Curriculum, the prior knowledge required for each unit is set out clearly in the overviews.

A low-stakes quiz is provided for each unit, which assesses pupils' understanding of this prerequisite knowledge. Teachers should use this and use the results to plan and fill any gaps before or during the unit. Teachers can do this in the time prior to teaching the 6-week unit. Alternatively – if it is a short half term or if there is lots of prerequisite content – teachers can spend more time filling gaps and teach the shortened, 4-week sequence of lessons that is also provided in the unit overview.

It is clear where the prerequisite knowledge was first taught, so teachers can use the resources in these units to help fill gaps or address misconceptions.

Some of the prerequisite substantive and disciplinary knowledge is first taught in science, mathematics or geography. Teachers can follow the same process of using resources from these units to review and fill gaps where required.

Year 4: Spring		Asian History: Early Islamic Empire	
	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Geography: The capital city of England is London (Y1 Spr) Science: We see when light enters our eyes (Y3 Aut) An empire is a group of countries or places ruled by one person (Y3 Spr) A civilisation is a group of people and their society, culture and way of life (Y3 Sum) The Ancient Greeks borrowed and built on the ideas of other civilisations like those in Ancient Sumer and Ancient Egypt (Y3 Sum) 	<ul style="list-style-type: none"> The Early Islamic Civilisation began with the founding of Islam by the Prophet Muhammad in 610 The Early Islamic Civilisation was an empire, led by the caliph. The Early Islamic Empire stretched across Eastern Europe, Northern Africa and Western Asia The people of the Early Islamic Empire were connected by their common identity and religion, as well as geographical (political) boundaries Baghdad was founded in 762 and became the capital city, and it was strategically designed Knowledge and wisdom is central to Islam, and the House of Wisdom collated the knowledge of many societies and welcomed scholars of all backgrounds Early Muslim doctors and surgeons introduced key principles of medicines including holistic treatments, free hospitals and learning from each other Al Khwarizmi was a mathematician who gave us the word 'algebra' and introduced the numbers 0-9 into Europe Ibn Al Haytham proved that humans see when light enters eye In 1258, a Mongol army brutally attacked Baghdad. They killed scholars and threw books from the House of Wisdom into the river Tigris, and lots of knowledge was lost. 	<ul style="list-style-type: none"> We only know about many of the (Greek and) Roman writings and developments because they were preserved and translated by scholars in Baghdad (Y5) The Early Islamic Empire was around at the same time as the Anglo-Saxons and Vikings in England, but the two civilisations looked very different (Y6)
Disciplinary	<ul style="list-style-type: none"> Mathematics: Compare and order numbers up to 1000 (Y3) Geography: Political maps show human boundaries and features; physical maps show natural boundaries and features (Y3 Aut) Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2 Sum) Chronology: Describe historical periods and times using dates (AD only) and as a given number of years ago (Y4 Aut) 	<ul style="list-style-type: none"> Historical significance: Historians can set their own criteria for what they consider to be significant, and why it should be studied Historical evidence: Political maps have changed over time Chronology: Convert between a year and a century 	<ul style="list-style-type: none"> Historical significance: The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as science (Y5) Chronology: Recognise and use AD/BC and BCE/BC accurately (Y5)
VCS	<ul style="list-style-type: none"> Quest for knowledge: Different civilisations across the world developed similar knowledge independently (Y4 Aut) Community & family: In communities in history, different people often had very defined roles (Y3) 	<ul style="list-style-type: none"> Quest for knowledge: Knowledge was developed and shared across different civilisations across many continents Quest for knowledge: Different civilisations place different values on knowledge and scientific development than others Community & family: Communities can be brought together by geographical location, or by a shared identity 	<ul style="list-style-type: none"> Quest for knowledge: Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world (Y5)

Year 4: Spring





Assessing impact is assessing how well pupils have learned the required knowledge from the implemented curriculum. It is not about lots of tests, or meticulously comparing pupils' outcomes at the start and end of each unit.

If pupils can keep up with a well-sequenced curriculum that has progression built in, they are making progress!

The United Curriculum has this progression built in, and so teachers and subject leads just need to be confident that pupils are keeping up with it.

This can be done through:

- **Formative assessment in lessons**
There are opportunities for formative assessment in the lesson slides provided, and teachers should continually adapt their lesson delivery to address misconceptions and ensure that pupils are keeping up with the content.
- **Low-stakes summative assessment**
A post-learning quiz is provided for every unit. These questions usually take the form of multiple-choice questions, and aim to assess whether pupils have learned the core knowledge for that unit. These should also be used formatively, and teachers should plan to fill gaps and address misconceptions before moving on.
- **Books and pupil-conferencing**
Talking to pupils about their books allows you to assess how much of the curriculum content is secure. These conversations are used most effectively to determine whether pupils have a good understanding of the vertical concepts, and if they can link recently taught content to learning from previous units. (They should not be used to assess whether pupils can recall information, as low-stakes quizzes can gather this information more efficiently).

