

Bowhill Primary School Curriculum Statement History

Our Core Values

Why we teach History	At Bowhill Primary School, our History curriculum is designed with the intent to instil in children a comprehensive understanding of the past while nurturing their curiosity and critical thinking skills. We believe that by exploring history, children not only gain insight into the events and people of the past but also develop the ability to analyse and interpret historical evidence, sat within a strong sense of chronology. From the outset, children are introduced to the role of historians, learning to examine basic sources and simplified perspectives. This foundational knowledge forms the basis for their journey towards becoming perceptive thinkers who can analyse complex sources and appreciate the constructed and contested nature of history. Throughout their studies, children at Bowhill Primary engage with disciplinary concepts such as continuity and change, cause and consequence, and similarity, difference, and significance. These concepts serve as guiding principles, enabling students to make connections across different historical periods and apply their understanding beyond the confines of individual units. Our carefully chosen curriculum covers a wide range of topics, from ancient civilizations to modern movements for freedom and equality, ensuring that children are exposed to diverse perspectives and historical figures as well as a solid understanding of how the past has impacted on our world today. By fostering a love for history and equipping children with essential knowledge for Key Stage 3 and beyond, our curriculum aims to empower them to become informed and discerning individuals who can critically assess evidence and formulate their own viewpoints on the world.
How we teach History	Our intended curriculum is translated over time in the classroom following a structured approach. Teachers are provided with detailed documents for each unit to support with subject knowledge and planning. This ensures every teacher has secure subject knowledge and reduces workload, enabling teachers to spend more time thinking about how each lesson can be effectively enacted in their classroom to support their class. Each lesson starts with a prior learning review, where children are supported to retrieve prior knowledge and make connections. We have an emphasis on explicitly teaching vocabulary, and each lesson introduces, orally rehearses, and engages with key vocabulary (e.g., looking at the etymology of new words). Key vocabulary is contextualised throughout the lesson and children are given multiple opportunities to apply new words. Our teachers enact our intended curriculum using research-based pedagogy, such as Rosenshine's Principles of Instruction, to ensure information is presented in small steps, clearly explained and modelled, and children have many opportunities to talk, answer questions, explain their learning and work independently. Throughout lessons, teachers assess/monitor pupil responses (e.g., through questioning, written and oral responses, multiple-choice quizzes or MCQs, using Knowledge Organisers) and provide effective feedback.
What we want children to learn	Assessment should assist learners in using knowledge fluently, help teachers identify next steps for learners, and provide information to shape curriculum development. Strategies like Knowledge Organisers help pupils commit core knowledge to memory and support parental engagement, while low-stakes quizzes and prior learning activities aid in identifying gaps and enhancing long-term retention. Written tasks and book looks, when used together, provide tangible representations of understanding, allowing teachers to adjust teaching strategies based on ongoing feedback and ensure effective curriculum delivery. At Bowhill we want our children to have a solid and fluent understanding and experience of: • Local History: how Exeter specifically has changed through historical events and over time. • British History: an aspect of British history is studied in every year group • History of the Wider World: history of the wider world is studied from Year 2 onwards, covering all aims of the NC including ancient civilisations, empires, non-European societies (e.g. Baghdad c.900 BCE) • Substantive Concepts: substantive concepts are covered in every unit, developed across the curriculum and listed in the unit rationales. • Historical Enquiry: an understanding of the method of historical enquiry begins to develop from 'Discovering History' in Year 1 and is developed each year. • Disciplinary Concepts: historical concepts are explored in every unit, and developed across the curriculum. Concepts covered in each unit are listed in the unit rationales • Historical Perspective and Contexts: a wide range of contexts are studied and children are supported to make connections between the local, national and global, as well as between political, cultural, social and religious contexts.

History core concepts

Chronology



Power and Conflict



Culture and Identity



Enquiry



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Our focus in our reception classes is on providing rich, hands-on experiences that lay the foundation for later historical learning, fostering children's curiosity about the past, their understanding of the passage of time, and their awareness of changes over time. During their first year at Bowhill, the history learning for our youngest children will focus on: Understanding of the World: Children should demonstrate an understanding of the past and present by engaging with historical concepts such as changes over time, similarities, and differences between past and present, and the concept of chronology. They may express this understanding through their play, discussions, and observations. Exploration and Investigation: Children should show an interest in exploring historical artifacts, stories, and events. They may engage in role-play activities related to historical periods or events, showing an emerging understanding of different time periods and historical figures. Use of Historical Vocabulary: Children should begin to use historical vocabulary related to time, such as past, present, before, after, old, and new. They may also use vocabulary related to specific historical events, people, and places as they encounter them in stories, songs, or discussions. Awareness of Cultural Diversity: Children should develop an awareness of cultural diversity and an appreciation for different traditions, celebrations, and customs from the past and present. They may explore stories, songs, and artifacts from different cultures, developing an understanding of how cultures have evolved over time.					

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims	During Key Stage 1, children embark on a captivating journey of historical exploration through various thematic units. 'Discovering History' introduces our children to fundamental concepts such as understanding the past, exploring family trees, and uncovering historical evidence. They delve into the world of archaeology, discovering the roles and methods of archaeologists. They will explore local history, encounter kings, queens, and leaders, including pivotal figures like King John I, Henry III, and Oliver Cromwell. Parliament and Prime Ministers are explored, tracing the evolution of governance from historical figures like James II to contemporary leadership. They will also learn about the Romans in Britain, exploring the Roman Empire, its armies, and significant events like the invasion of Britain and the legacy of Roman towns. Transitioning to the Tudors, children explore life in Tudor England, the reigns of monarchs like Henry VIII and Elizabeth I, and pivotal moments such as the English Reformation. Finally, 'Powerful Voices' introduces inspirational figures such as Gandhi, Rosa Parks, Malala Yousafzai, and Greta Thunberg, alongside local hero David Attenborough, fostering an understanding of impactful individuals throughout history.					
Year 1	Discovering History		Kings, Queens and Leaders		Parliament and Prime Ministers	
Year 2	The Romans in Britain		The Tudors		Powerful Voices	
LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims	In Years 3 and 4, students embark on an enriching exploration of diverse historical periods, from the Stone Age through the Anglo-Saxons, Ancient Egypt. They study units on Law and Power, the War of the Roses, Ancient Greece, Life in Ancient Rome, the Rise and Fall of Rome, and the Stuart era. They journey through the Mesolithic, Neolithic, Bronze, and Iron Ages, examining significant developments such as the construction of Stonehenge and the complexities of ancient civilizations like Egypt, including the mysteries of Tutankhamun's tomb. Moving to the Anglo-Saxons, Scots, and Vikings, students delve into the intricacies of early medieval Britain, exploring cultural exchanges, conflicts, and the formation of kingdoms. Students venture into the realms of Ancient Greece and Rome, studying the foundations of democracy, the conquests of Alexander the Great, and the cultural legacies of these ancient civilizations. They immerse themselves in the tumultuous period of the Stuarts, experiencing the upheavals of civil war, plague, and the restoration of monarchy, all the way to the Glorious Revolution and the establishment of constitutional monarchy. Through this comprehensive journey, students gain a nuanced understanding of the complexities of human history and the interconnectedness of past civilizations.					

Year 3/4 YEAR A	Ancient Egypt		Ancient Greece		The Anglo-Saxons, Scots and Vikings	
Year 3/4 YEAR B	The Stone Age to the Iron Age		Life in Ancient Rome	The Rise and Fall of Rome	Law and Power (1154 -1272)	
UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims	In Year 5 and 6, students embark on a dynamic exploration of pivotal moments in global history. Beginning with Baghdad during the Islamic Golden Age, they delve into the rise of Islam, the cultural significance of the city, and its enduring legacy as a centre of learning. Transitioning to the Early British Empire, students analyse the motivations behind imperialism, examining key events such as the Seven Years War. They then delve into the French Revolution, exploring its social, political, and military ramifications. The curriculum expands to include the Transatlantic Slave Trade and the Industrial Revolution, providing insights into the profound economic and social transformations of the era. Continuing into the Victorian Age, students examine the reign of Queen Victoria, social conditions, and the impact of industrialization. In Year 6, the focus shifts to pivotal moments of the 20th century, including World War I, the Suffragette movement, the rise of Hitler and World War II, the Holocaust, the Cold War, and the evolution of human rights. This comprehensive journey offers students a nuanced understanding of the interconnectedness and complexities of historical events that have shaped our world.					
Year 5/6 YEAR A	World War I	The Suffragettes	The Early British Empire	The Transatlantic Slave Trade	The Industrial Revolution	The Victorian Age
Year 5/6 YEAR B	Baghdad AD900		The Rise and Fall of Hitler	World War II	The Cold War	

EYFS – All Units

Early Learning Goals

- **Understanding of the World:** Children should demonstrate an understanding of the past and present by engaging with historical concepts such as changes over time, similarities, and differences between past and present, and the concept of chronology. They may express this understanding through their play, discussions, and observations.
- **Exploration and Investigation:** Children should show an interest in exploring historical artifacts, stories, and events. They may engage in role-play activities related to historical periods or events, showing an emerging understanding of different time periods and historical figures.
- **Use of Historical Vocabulary:** Children should begin to use historical vocabulary related to time, such as past, present, before, after, old, and new. They may also use vocabulary related to specific historical events, people, and places as they encounter them in stories, songs, or discussions.
- **Awareness of Cultural Diversity:** Children should develop an awareness of cultural diversity and an appreciation for different traditions, celebrations, and customs from the past and present. They may explore stories, songs, and artifacts from different cultures, developing an understanding of how cultures have evolved over time.

Planning and Resources

Planning

Resources

Year 1/2 National Curriculum Coverage and Expected Outcomes

National Curriculum Knowledge	- Changes within living memory. - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Significant historical events, people and places in their own locality. - Events beyond living memory that are significant nationally or globally (Boudicca's rebellion)	- The lives of significant individuals in the past who have contributed to national and international achievements - Significant historical events, people and places in their own locality - Events beyond living memory that are significant nationally or globally - Changes within living memory (the coronation of Elizabeth II)	- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods. - Events beyond living memory that are significant nationally or globally																											
Year 1 Autumn	Discovering History																													
	Lesson Series	Knowledge Objectives	Vocabulary																											
Outcomes	1. What is the past? 2. Family trees 3. How do we know about history? 4. What do archaeologists do? 5. Our local history 6. Assessment	- To know that history is the story of the past - To know that family trees tell us who lived in the past - Historians study books, pictures and many other sources to find out about the past - Archaeologists find out about the past through looking at things found in the ground - To understand what life was like in the past where we live	<table><tr><td>family tree</td><td>archaeology</td><td>transport</td></tr><tr><td>relation</td><td>archaeologist</td><td>London</td></tr><tr><td>parent</td><td>artefact</td><td>underground</td></tr><tr><td>grandparent</td><td>source</td><td>horse</td></tr><tr><td>great-grandparent</td><td>information</td><td>cart</td></tr><tr><td>ancestor</td><td>past</td><td>carriage</td></tr><tr><td>census</td><td>present</td><td>steam train</td></tr><tr><td></td><td>history</td><td></td></tr><tr><td></td><td>historian</td><td></td></tr></table>	family tree	archaeology	transport	relation	archaeologist	London	parent	artefact	underground	grandparent	source	horse	great-grandparent	information	cart	ancestor	past	carriage	census	present	steam train		history			historian	
family tree	archaeology	transport																												
relation	archaeologist	London																												
parent	artefact	underground																												
grandparent	source	horse																												
great-grandparent	information	cart																												
ancestor	past	carriage																												
census	present	steam train																												
	history																													
	historian																													
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 1/2 Discovering History																													
Substantive Concepts		Disciplinary Knowledge																												
ancestry, and monarchy		sources & evidence and historical significance																												

Year 1 Spring	Kings, Queens and Leaders				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Kings and Queens 2. King John I and the Magna Carta 3. King Henry III and Parliament 4. King Charles I 5. Oliver Cromwell and the Commonwealth 6. Assessment	- To know that the United Kingdom has been ruled by kings and queens for many years - To understand that King John I made an important promise to the people of England - To know that a parliament was set up to make decisions for the country - To understand that King Charles I did not want to listen to Parliament - To know that there was a time when England did not have a king	King Queen Rule majesty royalty reign inherited crown coronation throne sceptre orb	bow prison trial power Barons civil war executed Charles I capture representatives power	Republic Puritan Law Lord Protector Magna Carta Commonwealth
	Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 1/2 Kings, Queens and Leaders			
Substantive Concepts		Disciplinary Knowledge			
monarchy, law, tax, Parliament, religion, (puritan), civil war and power		causation (e.g., what caused the barons to force King John to seal the Magna Carta) and sources and evidence (children learn that we know about the Magna Carta as it was written down).			
Year 1 Summer	Parliament and Prime Ministers				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. James II, Mary II and William of Orange 2. Simon de Montfort and parliament 3. Robert Walpole 4. Our Prime Minister today 5. Elections 6. Assessment lesson	- To know that William and Mary made an important promise - To know that Parliament discuss and make decisions about our country - To know that the Prime Minister is in charge of our government - To know that the Prime Minister leads the country - To understand that adults vote to choose the people who run our country	laws government Parliament Bill of Rights Religion Budget Tax Houses of Parliament	Prime Minister Hanover, Germany 10 Downing Street Vote Election budget	polling station party ballot box

Planning and Resources	Planning (resources are embedded links within the planning)	
	PKC Year 1/2 Parliament and Prime Ministers	
Substantive Concepts		Disciplinary Knowledge
power, Parliament, and democracy		historical significance (historians believe Simon de Montfort to be the 'Father of English Parliament'), and continuity & change. The children will also look at an important source

Year 2 Autumn	The Romans In Britain				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. The Growth of the Roman Empire 2. The Roman Army 3. Roman Invasion of Britain 4. Roman Towns 5. Changes that the Romans made to Britain 6. Assessment	- To know that the Romans were an ancient civilisation with a huge empire - To know that the Romans had several large armies with many soldiers from around the Empire - To know that the Romans invaded Britain - To know that Romans built towns across Britain - To know that the Romans made changes to Britain	ancient empire Roman Roman Empire Rome Italy civilisation technology army legion soldier centurion service helmet	shield invasion Emperor tribes defeat rebellion Iceni York (Eboracum) London (Londinium) forum Basilica public baths trade	roads connect canals aqueducts sewage villa records history influence armour conquered Hadrian's Wall
Planning and Resources	Planning (resources are embedded links within the planning)				
	PKC Year 1/2 Romans in Britain				
Substantive Concepts		Disciplinary Knowledge			
civilisation, empire, invasion, conquer, and rebellion		sources & evidence (looking at how we know about the Romans from the things they left behind, included written sources), and continuity & change (looking at how the Roman invasion changed life in Britain).			

Year 2 Spring	The Tudors				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Life in Tudor England 2. Henry VIII 3. The English Reformation 4. Edward VI and Mary I 5. Queen Elizabeth I 6. Assessment	- To understand that life in Tudor England was different to life in England today - To know that Henry VIII was a Tudor king - To know that Henry VIII made himself head of the Church of England - To know that King Edward VI and Queen Mary I were the children of Henry VIII - To know that Elizabeth I was the last Tudor monarch	Tudor	heir	treason
			rich	divorce	Protestant
			poor	Catholic	Catholic
			peasants	Protestant	succession
			ornate	Pope	convert
			diet	religious	compromise
life expectancy	heir	reign			
executed	marriage	Golden Age			
reformation	divorce	colony			
dissolution of	dynasty	jousting			
the	symbol	archery			
monasteries	source				
Elizabethan	portrait				
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 1/2 The Tudors				
Substantive Concepts		Disciplinary Knowledge			
monarchy, power and religion		sources & evidence, historical significance and similarities & differences			
Year 2 Summer	Powerful Voices				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Gandhi 2. Rosa Parks and Martin Luther King 3. Malala Yousafzai 4. Greta Thunberg 5. Local: David Attenborough 6. Assessment	- To know that Gandhi is remembered as a significant person in history for his peaceful protests - To know that Rosa Parks and Martin Luther King fought for equal rights for black people in America - To know that Malala Yousafzai stood up for girls and their right to education even when it was dangerous to do so - To know that Greta Thunberg is a young, environmental activist	empire	education	disability
			British Empire	right	environment
			rule	Taliban	Earth
			colony	Nobel	broadcaster
			peace	Peace Prize	documentary
			independence	environment	climate change
protest	climate	natural historian			
peaceful protest	change	naturalist			
boycott	strike	humanity			
civil rights	Asperger's	television			
equality	syndrome	campaign			

		To know David Attenborough is a British broadcaster who makes natural history documentaries and speaks about taking care of our planet	segregation activist
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 1/2 Powerful Voices		
Substantive Concepts		Disciplinary Knowledge	
empire, protest, civil rights, and equality		sources & evidence (looking at quotes from the past), historical significance (beginning to develop children's understanding that historians choose to study people who they think are 'significant') and continuity & change (looking at the changes that have happened because of the people being studied, e.g. the Montgomery Bus Boycott which stopped segregation on buses in America)	

Year 3/4 National Curriculum Coverage and Expected Outcomes

National Curriculum Knowledge	- Ancient Greece – a study of Greek life and achievements and their influence on the western world - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: An in-depth study of Ancient Egypt - changes in Britain from the Stone Age to the Iron Age	- the Roman Empire and its impact on Britain - Britain's settlement by Anglo-Saxons and Scots - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Year 3 / 4 Autumn A	Ancient Egypt		
	Lesson Series	Knowledge Objectives	Vocabulary
Outcomes	1. Locating Egypt and the River Nile 2. Life in Ancient Egypt 3. Religion and the Afterlife 4. Tutankhamen and Howard Carter 5. Hieroglyphics 6. Assessment	- To identify the location of Egypt and understand the importance of the Nile. - To understand that Ancient Egyptian society was hierarchical - To know that Ancient Egyptians worshipped many Gods and believe - To know that Howard Carter discovered the tomb of Tutankhamun - To understand that hieroglyphics can tell us about life in Ancient Egypt	Africa Egypt continent hieroglyphics hieroglyphs scribe language translate Mummification Embalming Pyramid Pharaoh Society Hierarchy God Goddess Papyrus Afterlife Tomb Pyramid Archaeologists statues mummy Afterlife Valley of the Kings River Nile Flood silt fertile
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 3/4 Ancient Egypt		
Substantive Concepts		Disciplinary Knowledge	
civilisation, society, power, hierarchy and religion		sources & evidence (looking at how we know about life in Ancient Egypt from the things left behind), and similarities and differences.	

Year 3 / 4 Spring A	Ancient Greece				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Ancient Greece: City States 2. Athens and Democracy 3. Sparta 4. The Persian Wars 5. Alexander the Great 6. Greek Philosophy 7. Gods 8. Mythology 9. Art and Architecture 10. The Ancient Olympic Games 11. The Legacy of Ancient Greece 12. Assessment	- To know the Ancient Greeks lived in independent city-states. - To understand that Athens was a democracy. To know the Spartans were famous for being great warriors. - To know Sparta, Athens, and other city states joined together to fight in the Persian Wars. - To know Alexander the Great was a warrior who conquered a large area of land. - To know that Philosophy means 'love of wisdom'. To know that the Ancient Greeks worshipped many gods - To know that Ancient Greeks myths/stories are still read today - To understand that in the past, people removed art, architecture and artefacts from Greece. - To know the city-states came together to compete in the Ancient Greek Olympic Games. To know that the Ancient Greeks left a legacy that influences how we live and learn today.	Civilization City-states Athens Sparta Tyrant Democracy Vote Ostraca (single) Ostrakon (plural) Spartans Warrior Discipline Persia Athenian Allies Enemy Conquered Empire Conquer Slavery Gordian Knot Ruthless	Philosophy Philosopher Wisdom Student Polytheistic Mount Olympus Zeus Hera Poseidon Hades Titans Prometheus Fate Mythology Explain Moral Hero Centaur Cyclops Sphinx King Midas	Arachne the Weaver Theseus Minotaur Parthenon Architecture Acropolis Elgin Marbles Possession Olympic Olympia Compete Legacy Influence Language Theatre Sports Arts Science Mathematics Medicine
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 3/4 Ancient Greece				
Substantive Concepts		Disciplinary Knowledge			
power, democracy, empire, and civilisation		sources & evidence (looking at how we know about life in Ancient Greece) and children begin to look at similarity and difference (how the lives between rich/poor and males/females differed in this period).			

Year 3 / 4 Summer A	The Anglo-Saxons, Scots and Vikings				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Anglo Saxon England 2. The Scots and the Picts 3. Anglo Saxon Settlements 4. Anglo Saxon Culture and Religion 5. Who were the Vikings? 6. Viking Raids and Invasion 7. Alfred the Great 8. Viking settlements and Danelaw 9. Viking Religion and Culture 10. Edward the Confessor 11. The Norman Invasion 12. Assessment	- To know the Anglo Saxons came to England after the Romans left - To know that that Picts and the Scots were early settlers in Scotland - To know what life was like in an Anglo Saxon settlement - To know that over time many Anglo Saxon people converted to Christianity - To explain how shipbuilding skills helped the Vikings to explore. - To know that the Vikings invaded Britain - To know the AngloSaxons and Vikings lived in Britain - To know that King Alfred defeated the Vikings. - The Vikings believed in many gods and goddesses. - To know that King Canute understood the limits of his power - To know the Battle of Hastings was fought in England in 1066.	Anglo-Saxon Ruler Northumbria Invade Migrate Dark Ages Dál Riata Pictland Slave Famine Monasteries Vikings Scandinavia Long ships Trade Exploration Victorious Chainmail Conquered	Invasion Attack Conquer Valuable Burial site Carving Law Custom Culture Wattle Daub Victory Knight Raid Pagan Monk Pope	Weaving Firewood Retreat Defeat Marshland Oath Odin Thor Loki Freja King Canute Empire Power Edward the Confessor Confession
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 3/4 The Anglo-Saxons, Scots and Vikings				
Substantive Concepts		Disciplinary Knowledge			
migration, invasion, law, trade, settlement, religion and monarchy		similarities & differences (between the ways the Anglo Saxons and the Vikings lived on their settlements) and continuity & change (how did life change in England between 450 and 1066, how did religion change over this time period). They will also look at sources and evidence (including Julius Casear's account of the Picts, extracts from the Anglo Saxon Chronicle, and looking at artefacts left behind which tell us about life at the time)			

Year 3 / 4 Autumn B	Stone Age to Iron Age				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Mesolithic Hunter-Gatherers 2. Life in Neolithic Britain 3. The Bronze Age 4. Stonehenge 5. The Iron Age 6. Assessment	- To know how people lived in Britain during the Old Stone Age (Palaeolithic) and Middle Stone Age - To know that farming began in the Neolithic Age - To know that the Bronze Age began when people learned how to make objects from Bronze - To know that Stonehenge is a prehistoric monument built over 5000 years ago - To know that the Iron Age began around 800 BCE when people learned how to make objects from Iron	Archaeologist	Neolithic	Hill-forts
			Migration	Pottery	Excavation
			Artefacts	Trade	Timber
			Prehistory	Wheat	Stonehenge
			Palaeolithic	Barley	Henge
			Mesolithic	Cattle	Ditch
			Stone Age	Tomb	Sarsens
Planning and Resources	Planning (resources are embedded links within the planning)				
	PKC Year 3/4 Stone Age to Iron Age				
	Substantive Concepts		Disciplinary Knowledge		
	society - looking at how people lived, migration, religion, trade and how conflict between warring tribes resulted in the need for weaponry and protection (e.g. the building of Hill forts)		sources & evidence (looking at how we know about life in Britain during the Stone Age to the Iron Age from the things left behind), and continuity & change (looking at how life in Britain changed/stayed the same during this time)		
Year 3 / 4 Spring 1 B	Life in Ancient Rome				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Locating Ancient Rome 2. Monarchy, Republic, Empire: Rome's different governments 3. Pompeii 4. A day in the life of Ancient Rome 5. Latin: A Roman legacy 6. Assessment	- To know Ancient Rome was a powerful empire - To understand Roman society during the Roman Republic - To know Pompeii was a town buried after the er - To know about some of the leisure activities that took place in Ancient Rome eruption of Vesuvius	Empire	Society	Ash
			Rome	Monarchy	Archaeologist
			Romulus	Republic	Artefact
			Remus	Slave	Gladiator
			Mediterranean	Pompeii	Amphitheatre
			Century	Volcano	Chariot race
			Trade	Vesuvius	Colosseum
Conquer		Latin			
		Roman			

		To know that many words we use today come from the Ancient Roman language, Latin.	
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 3/4 Life in Ancient Rome		
Substantive Concepts		Disciplinary Knowledge	
empire, civilisation, power, monarchy, government and democracy		similarities & differences (how life in Ancient Rome was experienced differently by different people), sources & evidence (preserved ruins of Pompeii).	
Year 3 / 4 Spring 2 B	The Rise and Fall of Rome		
	Lesson Series	Knowledge Objectives	Vocabulary
Outcomes	1. The Punic Wars and the expanding empire 2. Julius Caesar 3. Caesar Augustus and the Pax Romana 4. Christianity in the Roman Empire 5. The Fall of the Roman Empire 6. Assessment	- To understand that the Punic Wars allowed Rome - To know that Julius Caesar was one of the most influential people in world history to become powerful - To know causes and consequences of Julius Caesar’s assassination - To know that Augustus was Rome’s first emperor, and the Pax Romana was a long - To know that Christianity began as a small sect of Judaism but grew to be a huge, powerful religion - To understand why the Roman Empire came to an end	Rome Carthage Punic War Hannibal Navy Conquer Power Prestige Julius Caesar Gaul Civil War Rubicon Consul Assassinate Brutus and Cassius Ides of March Dictator Mark Anthony Octavian Caesar Augustus Alliance Pax Romana Christianity Sect Judaism Judea Persecution Polytheistic
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 3/4 The Rise and Fall of Rome		
Substantive Concepts		Disciplinary Knowledge	

empire, conflict, civilisation, power, and religion		historical significance (e.g. Julius Caesar), continuity and change (e.g. the rise and fall of the Roman Empire, the rise of Christianity) causation (what led to the fall of the Roman Empire? What motivated Brutus and Cassius to assassinate Julius Caesar?)			
Year 3 / 4 Summer B	Law and Power (1154 – 1272)				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Henry II and English Common Law 2. Henry II and Thomas Beckett 3. The Crusades and Richard the Lionheart 4. King John and the Magna Carta 5. Simon de Montfort 6. Assessment	- To know that Henry II is known as the father of common law - To know that Thomas Becket was killed in Canterbury Cathedral. - To know that the Holy Wars were fought over power of the Holy Land, sacred to both Christians and Muslims. - understand why King John was asked to seal the Magna Carta. - To know that Simon de Montfort called the first Parliament to make decisions about the country	Reformer rule of law judge jury trial Assizes Justices Common Law Crusade Archbishop of Canterbury Thomas Becket Canterbury cathedral	Turbulent Saint Holy War Crusade Holy Land Religion Sacred Jerusalem Richard the Lionheart	baron tyrant Magna Carta King John Seal Saint Pope
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 3/4 Law and Power				
Substantive Concepts		Disciplinary Knowledge			
law, monarchy, invasion, and religion/church		continuity & change (looking at the changes that have happened because of the people/events being studied, e.g. the legal reforms of Henry II) and historical significance (beginning to develop children’s understanding that historians ascribe significance to people and events, such as the significance of Henry II as the ‘Father of Common Law’, the Magna Carta and Simon de Montfort setting up the first parliament) and interpretation (how historians interpret the past using evidence e.g. interpreting King John as a tyrant)			

Year 5/6 National Curriculum Coverage and Expected Outcomes

National Curriculum Knowledge	- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study - understand how our knowledge of the past is constructed from a range of sources. - A non-European society that provides contrasts with British history - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - Additional unit not covered in the NC for KS2. Building background knowledge for understanding the causes of World War 2 and preparation for KS3.	- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - Additional unit not covered in the NC for KS2. Building background knowledge in preparation for KS3.		
Year 5 / 6 Autumn 1 A	World War I				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. The Causes of World War I 2. On land, at sea and in the air 3. Life on the Western Front 4. The Home Front 5. The Consequences of the War 6. Assessment	- To explain the causes of World War One - To understand that WWI was fought on land, at sea and in the air - To understand what life was like for soldiers on the Western Front - To know what like was like on the Home Front - To begin to understand some of the consequences of the First World War	Allies Triple Alliance Triple Entente Politics Invade Militarism Alliance Nationalism Battlecruisers Zeppelins Battle of the Somme Assassination	Trenches No man’s land Entrenching Sapping Tunnelling Trench fever Trench foot Frostbite Home Front Propaganda Rationing Imperialism	Ceasefire Armistice Treaty of Versailles Democratic Vote Shell shock Territorial Military Financial Economic Enlist Conscription
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 World War I				

Substantive Concepts		Disciplinary Knowledge			
empire and war, as well as propaganda, imperialism, patriotism, nationalism, invasion, and democracy.		causation, consequence, similarities & differences (how the war was experienced differently by different people), continuity and change (in terms of warfare) and sources & evidence.			
Year 5 / 6 Autumn 2 A	The Suffragettes				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. Democracy in the 19th Century 2. The National Union of Women’s Suffrage Societies 3. Emmeline Pankhurst and the WSPU 4. The Anti-Suffrage Campaign 5. World War I and the Representation of the People Act 6. Assessment	- To understand that in the past, British democracy only included a small number of people. - To know the National Union of Women’s Suffrage Societies campaigned for equal voting rights for women. - To know the WSPU was a more radical suffrage society that campaigned on behalf of all women - To know that some people, including women, in the early 20th century opposed women’s suffrage. - To understand that Parliament finally granted women’s suffrage in 1918 (to some women) and 1928 (all women over 21).	Democracy Vote Wealthy Electorate Suffrage Politics Government Parliament Committee Gender pay gap	Radical Hunger strike Arson Marches Protests Anti-suffrage Opposition Empire Nation Equality War	Campaign Petition Suffragist Deeds Home Front Feminist Working-class
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 Suffragettes				
Substantive Concepts		Disciplinary Knowledge			
feminism, suffrage, equality and democracy		sources and evidence and similarities & differences			
Year 5 / 6 Spring 1 A	The Early British Empire				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. The British Empire 2. Global Trade 3. The Mughal Empire and the East India Company	- To know that Britain had an empire - To know the origins of the British Empire in global trade. - To know that the East India Company gained British political control in India	Empire Imperial Trade Merchants Global Conquered	Artillery Patriotism Seven Years War Rule Britannia	Merchandise Colonisation Treaty Nawab Wealth Globalisation

	4. The Seven Years War 5. What motivated Britain to Build an Empire? 6. Assessment	To know that Britain was successful during the Seven Years War To understand why Britain was motivated to build an empire.	Colony East India Company Mughal Empire	Whig Historian Victory Invade War
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 The Early British Empire			
Substantive Concepts		Disciplinary Knowledge		
empire, trade, power and war		causation, sources and evidence and interpretation		
Year 5 / 6 Spring 2 A	The Transatlantic Slave Trade			
Outcomes	Lesson Series	Knowledge Objectives	Vocabulary	
	1. The Origins of the Transatlantic Slave Trade 2. The Atlantic Passage 3. Enslaved Africans: Treatment and Resistance 4. The Abolishment of Slavery 5. An Abolitionist: Thomas Clarkson 6. Assessment	To know that the Transatlantic Slave Trade transported millions of enslaved Africans to the Americas To understand the conditions faced by enslaved Africans during the Atlantic passage To understand the conditions in which enslaved Africans faced in the Americas To know that the slave trade was abolished in 1807 To know that Thomas Clarkson was one of the leading abolitionists in Britain against the Transatlantic Slave Trade	Boycott Petition Abolitionists Quaker Activist British Empire Economic Profit Resistance Auction	Plantation Whipping Punishment Collar Revolt Atlantic passage Middle passage Slave ship West Africa America Mutiny Log book
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 The btransatlantic Slave Trade			
Substantive Concepts		Disciplinary Knowledge		
slavery, empire, trade, migration, resistance, and revolt		significance (e.g. why is the transatlantic slave trade historically significant?), causation, and sources and evidence.		

Year 5 / 6 Summer 1 A	The Industrial Revolution				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. The Industrial Revolution 2. Cotton Production 3. Steam Engines and Trains 4. Iron and Coal 5. Children at Work 6. Assessment	To begin to understand why the Industrial Revolution was important to Britain. To understand the significance of cotton spinning moving from being a hand craft, to being mechanised. To understand the significance of the steam engine during the Industrial Revolution. To understand why coal and iron were so important for the Industrial Revolution. To know that children were put to work during the Industrial Revolution	Boycott Industrial Revolution Society Industrialisation Factory Engine Mechanise Mass produce Blast furnace Steam engine	Urbanisation Migrate Water frame Mill Textile Spinning industry Pre-industrial Invention Piston	Smelting Coalfield Coalmine Mining Cotton mill Scavenger Apprentices Rotary-motion Locomotive Steam train
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 Industrial Revolution				
Substantive Concepts		Disciplinary Knowledge			
society, urbanisation and industrialisation		sources & evidence (e.g. analysing paintings of the Industrial landscape), historical significance (beginning to develop children’s understanding that historians accredit significance to people, events and inventions e.g. the invention of the steam, engine) and continuity & change and similarities and differences (e.g. looking at how life changed as a result of the industrial revolution, and how that was the same/different for different groups in society).			
Year 5 / 6 Summer 2 A	The Victorian Age				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. The Reign of Queen Victoria 2. Victorian Cities 3. The Poor Law and the Workhouse 4. Leisure 5. Life by 1900 6. Assessment	To know that historians believe Queen Victoria made a series of sensible decisions as Queen To understand how industrialisation caused urbanisation. To understand how the poor and unemployed were treated during the Victorian period.	Reign Monarchy Empire Imperialism Patron Royalty Balmoral Regimented	Great Exhibition Parliament Coronation Diamond Jubilee Workhouse Law	Poor Government Motor car Education Compulsory

		- To understand what the Great Exhibition was, and what it represented for Britain at the height of industrialisation. - To consider how much of the modern world as we know it was already in existence by 1900.	Unemployment
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 The Victorians		
Substantive Concepts		Disciplinary Knowledge	
monarchy, industrialisation, urbanisation, empire, imperialism and poverty		sources & evidence (e.g. using primary sources, including local examples), continuity & change (e.g. how life during, and after, the Victorian era has changed/stayed the same) significance (e.g. the historical significance of Queen Victoria- how she shaped Britain) and similarities and differences (e.g. looking at the lives of the rich and the poor).	

Year 5 / 6 Autumn B	Baghdad AD900				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. The Rise of Islam 2. Baghdad : A City of Peace 3. Baghdad : Building a City 4. Baghdad : A Centre for Learning in the Islamic Golden Age 5. The Mongol attack on Baghdad and the Regional Powers 6. Assessment	- To know that the religion of Islam spread around the world. - To know that Baghdad is a city that was built near the Tigris River by Caliph Al-Mansur. - To understand the layout of the city Baghdad in 900 CETo understand that many people came to Baghdad from around the world to trade, teach and learn. - To know that the Mongol attack on Baghdad destroyed the city	Caliph Caliphate Tigris River Trade route Fertile City of Peace Dynasty Location Mosque Mongols	Palace Government Accommodation Avenue Concentric Medicine Philosophy Law Translation House of	Asia Abbasid Depopulate Uninhabitable Irrigation Empire Transcontinental Wisdom Scholar empire
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 Baghdad				
Substantive Concepts		Disciplinary Knowledge			
dynasty, empire, civilisation, and invasion		continuity & change, and sources & evidence			
Year 5 / 6 Spring 1 B	The Rise and Fall of Hitler				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. The Armistice and the Treaty of Versailles 2. The Rise of the Nazi Party 3. Life in Nazi Germany 4. Kristallnacht and the Refugee Crisis 5. The Second World War 6. Assessment	- To know that after WWI, many German people were unhappy with the armistice and the Treaty of Versailles. - To know that after World War 1, Adolf Hitler became leader of the Nazi Party in Germany. - To know that The Nazi party controlled many aspects of life in Germany. - To know that Kristallnacht, or Night of the Broken Glass, saw Jewish homes, businesses and synagogues attacked, people killed, and thousands sent to concentration camps.	Armistice Treaty of Versailles League of Nations Outlaw Reparation Nationalism Intimidate Hitler Youth League of German Assassination	Maidens Aryan Race Subhuman Kristallnacht Synagogue Adolf Hitler Nazi Party	Refuge Refugee Blitzkrieg Invade Territory Coalition

		To know that World War II began when Germany invaded Poland in 1939.	Concentration camp
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 The Rise and Fall of Hitler and WWII		
Substantive Concepts		Disciplinary Knowledge	
nationalism, invasion, dictatorship, refugee and racism		causation (what led to the outbreak of WWII) and sources & evidence (analysis of Adolf Hitler quote)	
Year 5 / 6 Spring 2 B	World War II		
	Lesson Series	Knowledge Objectives	Vocabulary
Outcomes	1. An Introduction to World War Two 2. The Battle of Britain 3. Bletchley Park 4. The Holocaust 5. The Home Front 6. Assessment	- To know when and where World War II took place and who it was fought between - To know what happened during the Battle of Britain and the Blitz. - To understand the significant role that Bletchley Park played in helping the Allied Powers win the war. - To know the Holocaust was a time during WW2 when millions of people were killed by the Nazis - To know that the Home Front played a vital role in supporting the war effort.	Invasion Blitz Conquer Allied Powers Axis Powers Operation 'sealion' Red Army Nazi Nation Codebreaking Cryptology Antisemitism Cipher Intelligence Enigma Colossus Bombes Intercept Decode Ghetto Concentrati on camp Exterminati on Camp Death March Genocide Air raid shelter Blackout Evacuation Rationed Civilians Air raid siren Land Army Home Guard Propaganda Campaign
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 5/6 WWII		
Substantive Concepts		Disciplinary Knowledge	
empire, conflict, invasion, warfare, nationalism, propaganda and genocide		historical significance (e.g. why is it important to learn about the holocaust, why are these events/people studied by historians today- what makes them historically significant?), similarity and difference (between what lives were like for different people at this time) and causation (e.g. what factors may have led to the holocaust?)	

Year 5 / 6 Summer B	The Cold War				
	Lesson Series	Knowledge Objectives	Vocabulary		
Outcomes	1. The Cold War 2. The Arms Race 3. The Cuban Missile Crisis 4. The Space Race 5. Proxy Wars 6. Assessment	- To know that the Cold War was a period of tension between the capitalist democracies of the west and the communist countries of the east - To know that the USA and USSR competed to develop and stockpile the most powerful nuclear weapons - To know that the Cuban Missile Crisis was the closest the world came to nuclear war during the Cold War - To know that during the Cold War the USA and USSR competed through the space race - To know that during the Cold War the USSR and USA were involved in ‘proxy wars’ - To understand the differing interpretations of the Cold War	Superpower	Cosmonaut	Negotiation
			Capitalist	Astronaut	Historical interpretation
Planning and Resources	Planning (resources are embedded links within the planning)				
	PKC Year 5/6 The Cold War				
Substantive Concepts		Disciplinary Knowledge			
alliance, war, capitalism, communism, protectionism (containment) and expansionism		causation, historical significance (beginning to develop children’s understanding that historians accredit significance to people, events and inventions e.g. the Cuban Missile Crisis and Arkhipov) and historical interpretations and sources & evidence (e.g. looking at different historical interpretations of what led to the Cold War and discussing how and why interpretations have varied based on the evidence available)			