



**Tudor Grange
Academies Trust**



Primary History Curriculum



'Pupils make progress in history through building their knowledge of the past (substantive knowledge) and of how historians study the past and construct accounts (disciplinary knowledge). Teaching supports pupil progress by embedding frameworks of content and concepts that enable pupils to access future material. Abstract concepts are best learned through meaningful examples and repeated encounters in different contexts.' (Ofsted 2021)

Substantive Knowledge

Substantive concepts underpin the curriculum, and are revisited continually through the use of carefully chosen examples:

Concept	KS1	KS2
Settlement of people: how and where they lived	London in 1666 (Great Fire of London)	House construction: Stone Age, Bronze Age, Iron Age, Ancient Greece, Romans, Anglo Saxons, Vikings, Ancient Maya, Baghdad (c. AD760) Settlement type/location: Stone Age, Bronze Age, Iron Age, Ancient Egypt, Romans, Baghdad
Movement of people through invasion, migration and trade .	Methods of travel (Transport)	Invasion: Romans, Anglo Saxons, Vikings, Early Islamic Civilisation Migration: Vikings, Trade: Iron Age
Religion: how beliefs shaped civilisations and impacted on the daily lives of people		Ancient Egypt, Ancient Maya, Early Islamic Civilisation
Progress: how developing technology, new discoveries and inventions changed the course of history	Telephone (Communication) Florence Nightingale (health care)	Tool development: Stone Age, Bronze Age, Iron Age Public Health: Ancient Greece, Romans Education: Ancient Egypt, Ancient Greece, Ancient Maya
Government: the similarities and differences in power structures in civilisations around the world	King Richard III	Stone Age, Iron Age, Ancient Greece, Romans, Anglo Saxons, Ancient Maya



The periods of history studied are ordered chronologically in KS2 to enable children to develop a secure mental timeline as they deepen their understanding of these fundamental concepts.

	KS1	KS2
Substantive Knowledge: Historical Contexts and Examples	Changes within living memory: e.g. Travel Toys Communication Holidays Significant events beyond living memory: e.g. Great Fire of London Moon Landing Significant people: e.g. Florence Nightingale Mary Seacole George Stephenson Neil Armstrong Amelia Earhart Significant local people, places or events: e.g. King Richard III Shakespeare	Changes in Britain from Stone Age to Iron Age Earliest civilisations: e.g. - Ancient Egypt - Shang Dynasty Ancient Greece Roman Empire's impact on Britain Britain's settlement by Anglo Saxons and Scots Viking and Anglo Saxon struggle Non-European society: e.g. - Ancient Maya - Early Islamic Civilisations Local Study: e.g. - Meon Hill - Bradgate Park Aspects or themes in British history: e.g. - World War 2 - Migration - Plague



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge: Chronology	Remember and talk about significant events in their own experiences. Sequence photographs from different parts of their life.	Uses words and phrases: old, new, young, days, months, recently, now, later. Sequence some events or related objects in order.	Uses words and phrases such as: past, present, change, before, after, timeline. Puts people, events or objects in order using a given scale.	Uses words and phrases: BC/AD or BCE/CE Uses timelines to place events in order. Understands timeline can be divided into BC and AD.	Uses words and phrases: chronological, era Locate current study period on timeline in relation to present day and other periods previously studied.	Describes events using words and phrases such as: century, decade, millennium, Sequences historical periods studied so far.	Uses these key periods as reference points: Stone Age, Roman Empire, World Wars, today. Name and date any significant event studied from past and place it correctly on a timeline.



Disciplinary Knowledge

Children learn how historians investigate the past and how they construct historical claims, arguments and accounts. They learn to evaluate sources and evidence, to determine historical significance and to discuss cause, consequence, change, continuity, similarity and difference.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary Knowledge: Sources and Evidence	Can find out about things that have happened in my life by asking questions and looking at pictures	Can ask questions from sources e.g.: when was this written/made? What is this object? What was it used for?	Can use two different sources to make inferences about the past	Understand how historians use different sources to make inferences about the past. Can research information to answer specific historical questions.	Understands how historical artefacts can be used to build up a picture of the past. Presents historical information in a variety of ways.	Understand how historians have used sources, including sources that show bias, to answer questions about the past. Uses a range of information, including own research, to present a historical argument	Asks thought provoking questions and can make comparisons between periods studied.
Disciplinary Knowledge: Similarity and difference	Can identify and describe similarities and differences between myself and others	Can identify different roles and activities during the period studied.		Can describe similarities and differences within a time period in relation to the experience of people e.g. how was the hunter-gatherer life different to farming?	Can describe similarities and differences within a time period in relation to groups, places or societies. Eg: how did the Roman invasion of Britain affect different groups or places?	Can explain the differences in the lives of people from different social classes, cultures, religions or race	Can undertake research in order to find similarities and differences between groups, places or societies and draw own conclusions.



Disciplinary Knowledge: Cause and Consequence	Can say why something happened.	Can explain why an important person from history acted the way they did and what the impact of this was.	Can explain why a historical event happened and what happened as a result.	Can identify and give reasons for historical events and explain the impact.	Can explain how a historical event impacted on personal life, power or progress.	Understand the impact of historical events in a historical period or on later periods of history	Can explain a range of factors that caused historical events
Disciplinary Knowledge: Continuity and Change	Can talk about some things that have changed during my lifetime	Can identify things that have changed or stayed the same during my lifetime	Can identify things that have changed or stayed the same by comparing the present with a time before I was born	Can explain how significant changes or developments changed the way that people lived.	Can explain what changed and stayed the same between 2 periods of history	Can summarise the main events from a period of history, explaining the order of events and making connections between them.	Can justify opinion of how or why things changed or did not change over time in relation to key themes such as government, religion or settlement.



Disciplinary Knowledge: Historical Significance	Can recognise and describe special times or events for me, my friends or family	Know about some significant people or events from before I was born	Know that some historical events and people are remembered as significant	Aware of some pivotal events and people in British history and why historians see them as significant	Aware of some pivotal events and people in world history and why historians see them as significant	Understand the reasons why some events or people are deemed to be significant	Aware of a range of significant people and events from British and World history and their relative importance.
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Curriculum Map



Year 1	Autumn	Spring	Summer
National Curriculum	- 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. - events beyond living memory that are significant nationally or globally. - develop an awareness of the past, using common words and phrases relating to the passing of time. - know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - use a wide vocabulary of everyday historical terms. - ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. understand some of the ways in which we find out about the past and identify different ways in which it is represented.		
	Toys: What did our grandparents play with?	Real Life Superheroes: What makes someone significant?	Holidays: Have holidays changed?
Substantive Knowledge	Chronology: Use words such as old, new, now, long ago when discussing toys. What do we play with? - Modern toys are often made of plastic and/or are powered by electricity. What did children in the past play with? - Toys from parents era - Toys from grandparents era How have toys changed? - Materials: Toys in the past were made from natural materials such as wood, paper, fabric, leather or wool. Introduction of plastic changed toys significantly.	Chronology: Know that Florence Nightingale lived a long time ago. Place on timeline that has key people such as their parents and grandparents. How was medicine different 200 years ago? - Most people were treated by doctors at home. - Hospitals were had poor standards of hygiene and ventilation and were often overcrowded and dark. - Most 'medicine' was herbal. - Scientists did not yet understand about germs or hygiene. Why was Florence Nightingale important? - Nightingale was born in 1820. - She was a nurse who saved many soldiers during the Crimean War.	Chronology: Use words such as recently and now when discussing holidays. Where did your grandparents go on holiday when they were children? - Usually within UK - East coast popular with Leicester families How did they travel on holiday? - Train link to East coast Similarities and differences of a typical beach holiday (including activities, toys, clothing, food)



	- Technology: Introduction of electricity to toys (either via battery or mains wiring). Mergence of screen. Why are some toys so successful? (e.g. Lego) - Ole Kirk first made toys from wood and then began using plastic. - He designed Lego bricks so that children could create and use their imaginations rather than being given a finished toy	- She revolutionised ideas of hygiene, hospital design. - She introduced training for nurses Why was Mary Seacole important? - Seacole was a British-Jamaican nurse born in 1805. - Offer of support in the Crimean war rejected by Government refused. She funded her own trip. - Role model of achievement and resilience in the face of racism and sexism. How has the work Florence Nightingale changed the way we live? - Hospitals are now clean and safe. - We have learnt the importance of washing our hands to stay healthy. - Nurses have proper training.	
Disciplinary Knowledge	Sort toys into old and new – giving reasons for decisions. Use words old, new, now and past to discuss toys. Examine old toys (or replicas) and ask questions about them. Ask questions about photographs of old toys. Use a variety of sources of evidence to describe how toys have changed. Talk to people older than themselves (e.g. parents, grandparents, visitors) about how toys are different now to those from the past.	Understand that the people being studied were alive before their grandparents. Use words such as before, after, now and past to compare the modern day with events in the life of Florence Nightingale and Mary Seacole. Ask questions about sources of evidence about the lives of Florence Nightingale and Mary Seacole e.g. photographs, paintings, newspaper reports Use sources of evidence (e.g. photographs, paintings, diary entries, newspaper reports) to describe how hospitals were different during the Crimean war to modern hospitals.	Ask questions from sources e.g.: about photos of beach holidays from the past. Talk to people older than themselves about holidays in the past. Research past holidays using old family photos. Identify things that are the same and different about holidays now and in the past.



	Compare and contrast images and toys from different time periods (within and beyond living memory).	Give reasons for why Florence Nightingale and Mary Seacole are significant.	
Curriculum Links	Children should apply knowledge from Science about different types of materials.	Children will have learnt about people who help them during Reception. They will revisit Florence Nightingale in Year 6 during the Pandemics unit.	Children will also experience handling different sources of evidence in the unit about Toys.
Assessment	Teacher assessment shows that child: Uses words and phrases: old, new, young, days, months, recently, before, after, now, later, past, change. Sequences some events or related objects in order. Can ask questions from sources e.g.: when was this written/made? What is this object? What was it used for? Can identify things that are the same and different within a period studied and the modern day Can explain why an important person from history acted the way they did and what the impact of this was. Can identify things that have changed or stayed the same during own lifetime Know about some significant people or events from past		
Enriching Experiences	Artefact collection from local museum Museum learning session or visit to local museum	BBC Documentary - Florence Nightingale: Nursing Pioneer (Note: this is an adult documentary so not all of content will be appropriate)	Trip to the seaside
Vocabulary	young, old, new, days, months, now, later, recently different, museum		



Year 2	Autumn	Spring	Summer
National Curriculum	- 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. - events beyond living memory that are significant nationally or globally. - develop an awareness of the past, using common words and phrases relating to the passing of time. - know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - use a wide vocabulary of everyday historical terms. - ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - understand some of the ways in which we find out about the past and identify different ways in which it is represented.		
	Transport	Why did London burn?	King Richard III: How did a king end up under a carpark?
Substantive Knowledge	How did people move around in the past? - Horse, horse drawn vehicles, boats, - Powered by animals or wind - Development of first engines (steam powered) was major change How did railways change Britain? - Initial used for mining - moving materials backwards and forwards. - George Stephenson created the Rocket – first vehicle faster than a horse. - GS vision was for national system of rail tracks - Public trains meant people could move across the country more quickly, going wherever they wanted. How have cars changed the way people live? - First cars were steam powered and very slow!	How was London different in 1666? - London was very crowded. - The Plague (1665). - Most houses were timber framed and very close together. - There were no firemen to stop fires. How did Samuel Pepys help us? - Born in London in 1633. - He wrote a diary about The Great Fire of London. Why did the fire do so much damage? - The fire began on 2nd September 1666 in the premises of the King's baker in Pudding Lane. - The fire raged for the days. - Water sources were cut off so no fires could be put out.	Who was King Richard III? - Part of the Plantagenet dynasty - King of England after his brother (also king) died (1483) - He was a controversial figure – people didn't agree on whether he should be king. What were the Wars of the Roses? - House of Lancaster and House of York were fighting for the crown - Richard was Lord Protector for his young nephew - His nephews disappeared and Richard was crowned instead - Final battle was the Battle of Bosworth (near Leicester) - Henry Tudor defeated King Richard III and became Henry VII



	- Cars have been developed to be bigger, safer, faster, and more fuel efficient - Cars changed where people could live, work and visit - Cars changed how houses and cities were designed: size of roads, space for parking, location of facilities How has flight connected the world? - The Wright Brothers (Wilbur and Orville) were American inventors. - On 17th December 1903 they achieved one of the first flights with a powered airplane. - Amelia Earhart and Bessie Colman: champions of gender and race equality. - Commercial flights from 1949 changed how people travelled internationally.	How did London change after the fire? - More than 100,000 people lost their homes. - When rebuilding, they used less wood, made wider streets, and no houses built near the river	- Richard's body was paraded around Leicester and thrown in an unmarked grave - Following research by historians at Leicester University, grave was found after 540 years where the church used to be, under a car park Was Richard III a good king? - Many people rebelled against Richard and fought him - Common people liked him as he translated laws into English and reformed tax laws - Lord Stanley was undecided at the start of the battle – both sides had to convince him to support them - Stanley fought for Henry mid-way through the battle and Henry defeated Richard - Shakespeare's play was written for a Tudor audience – can we trust it as fact?
Disciplinary Knowledge	Place events in their own life along a simple timeline. Place significant people such as their parents and grandparents on the same timeline. Understand that the people being studied were alive before their grandparents. Use the words recently, before, after, now and past to talk about their timeline. Ask questions about range of objects from the past e.g. railway ticket etc Ask questions about photographs of old methods of transport e.g. steam trains Use sources of evidence (e.g. photographs, diary entries) to describe how the first trains, cars and	Use sources of evidence (e.g. paintings, newspaper articles, transcripts, maps, diary) to learn about what life was like in London in 1666. Place the events of 1666 onto a chronological timeline. Use recounts of the events to understand the causes and consequences. Ask questions about sources of evidence about the events of 1666 e.g. paintings, newspaper articles, transcripts, maps, diary Ask questions about range of objects from the past e.g. leather water bucket, fire hook, maps.	Place the events of the Wars of the Roses in order (children do not need to remember dates). Understand that the Battle of Bosworth was around 200 years before the Great Fire of London. Understand that Richard's grave was found recently - nearly 500 years after his death. Understand some of the ways in which we find out about King Richard and identify different ways in which he is represented. E.g. Shakespeare's play, skeleton remains, writing of historians Ask questions about sources of evidence about the events of the Battle of Bosworth e.g. poems,



	aeroplanes are different to those that they travel in now. Give reasons for why George Stephenson, Wilbur and Orville Wright, Amelia Earhart and Bessie Colman are significant.	Examine Samuel Pepys diary entries from this time period (eyewitness account).	writing of historians, maps, the play, skeleton remains. Explain why Richard III was significant. How did his actions impact Britain?
Curriculum Links	Children have already encountered the impact of train travel during the Holidays unit.	Children will be learning about the properties of materials in Science and should apply this knowledge to the construction materials commonly used at the time of the fire.	Children will go on to develop the concept of monarchy in future years.
Assessment	Teacher assessment shows that child: - Uses words and phrases such as: past, present, memory, timeline - Puts people, events or objects in order using a given scale - Can use two different sources to make inferences about the past - Can identify things that are the same and different within a period studied and the modern day - Can explain why a historical event happened and what happened as a result. - Can identify things that have changed or stayed the same by comparing the present with a time before they were born - Can explain how historical events and people changed things		
Enriching Experiences	<i>Flying Scotsman and the Best Birthday Ever</i> by Michael Morpurgo	<i>Great Fire of London</i> by Emma Adams and James Weston Lewis Virtual reality tour of 1666 London: https://www.openculture.com/2013/11/fly-through-17th-century-london.html Artefact collection from local library/museum service	<i>Richard III</i> by William Shakespeare – Easy Classics (A Children's Story) Museum learning workshop or visit
Vocabulary	present, past, before, after, modern, timeline, living memory, king similar, change, significant, evidence		



Year 3	Autumn	Spring	Summer
National Curriculum	- changes in Britain from the Stone Age to the Iron Age - a local history study - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		
	Stone Age to Iron Age Britain: How did life change?	Local History: E.g. What does Bradgate Park mean to Leicester?	Ancient Egypt
Substantive Knowledge	Chronology - Stone Age is the period of time from when humans began to use stone tools until about 3300 BC. - No one knows exactly how long this was. - Broken into three periods: Palaeolithic (during the ice age), Mesolithic (post ice age) and Neolithic (beginning of farming) - Bronze Age: No defined beginning – between 3300 and 2500 BC in Britain. - Iron Age: No defined beginning – around 800 BC Progress Technology: - Movement from hunter gatherer to settled farmers - Arrival of metal (Beaker people, Great Orme Copper Mine). Tools for food preparation and farming changed from stone and bone (e.g. stone axes, microliths, antler picks) to include metal (bronze and copper axes) - Arrival of iron technology. Sharper, stronger tools. (e.g. iron plough) - Settlements: - Natural materials: wood, turf, animal skins, stone, thatch. Use of wattle and daub.	Example local unit: Chronology - Locate focus of local study on timeline - Draw links to KS1 curriculum (e.g. before/after Great Fire of London) History of Bradgate Park: - Settlements in Bronze and Iron Ages - Enclosed as deer park - Bradgate House built between 16th century - House abandoned in 18th century - Land bought as gift for citizens of Leicester in 1928 Evidence of the past: Ancient trees: Unveiling the Hidden Oak Tree Treasures: Adding Bradgate Park's Ancient Trees to the ATI Map - Ancient Tree Inventory woodlandtrust.org.uk Archaeology Field School: Bradgate Park Fieldschool Archaeology and Ancient History University of Leicester	Chronology - Rule of the Pharaohs – from 3100 BC - Covers Bronze Age and Iron Age - Ended around 30BC when became part of Roman empire. - Time of Pharaohs divided into three periods: Old Kingdom, Middle Kingdom and New Kingdom Settlement: - All settlements built along Nile - Annual flooding dictated farming calendar - Transport and trade mostly dependant on Nile Government: - Pharaoh was King of whole country. Worshipped as gods. - Famous Pharaohs: Akhenaten and Nefertiti, Tutankhamun, Ramesses the Great Religion: - Many gods - Priests and priestesses - very wealthy and powerful



	- Permanent houses used from Mesolithic period (Horton House, Skara Brae) - Round houses in Bronze and Iron ages. - Settlements became larger and more complex. Surrounded by palisade fencing in Bronze age. Hill forts in Iron age. Government: - Change from smaller groups of nomadic people to settled tribal kingdoms.	Memorials: - War memorial - Plaque to Charles Bennion	- Belief in afterlife – pyramids and mummification Pyramids: - Tombs for kings - Great Pyramid of Giza – largest building in ancient world, one of 7 wonders of ancient world - Complex structure to protect treasures and body Mummification: - Canopic jars, natron salts, linen wrapping - Mask and treasures - Initially just pharaohs but by end of period many people and animals were embalmed.
Disciplinary Knowledge	Understand how historians learn about homes in the past by reconstructing buildings, using evidence such as materials that would have been available and holes left in the ground (e.g. Horton House). Can describe how life changed from the Stone Age to the Iron Age. Can explain how the arrival of metal changed the way that people lived.	Identify the various sources of information about the history of Bradgate Park (ancient trees, ruined buildings, memorials, etc). Present information about Bradgate Park through maps, photographs, drawings and text.	Understand how historians used: - the Rosetta stone to unlock the mystery of hieroglyphics. - Contents of tombs and pyramids to learn about what was important to ancient Egyptians. Can research information to answer the question: Why was the Nile so important in Ancient Egypt? Can describe similarities and differences between the way Ancient Egypt was governed and the tribal kingdoms of Iron Age Britain (united country rule versus many smaller groups or kingdoms).



			Can explain how religion affected different aspects of life in ancient Egypt.
Curriculum Links	History: - Year 3: Study of Ancient Egypt (concurrent world civilisation) - Year 4: Ancient Greeks (concurrent world civilisation)	History: - E.g. Year 3: Stone Age to Iron Age unit	History: - Year 3: Stone Age to Iron Age unit and local study of Bradgate Park (concurrent world civilisation) - Year 4: Ancient Greeks (concurrent, and ultimately conquering, world civilisation)
Assessment	Teacher assessment shows that child: - Uses words and phrases: BC/AD or BCE/CE - Uses timelines to place events in order. - Understands how historians use different sources to make inferences about the past. - Can research information to answer specific historical questions. - Can describe similarities and differences between a period of history and now. - Can identify and give reasons for historical events and explain the impact. - Can explain how significant changes or developments changed the way that people lived. - Aware of some pivotal events and people in British history and why historians see them as significant		
Enriching Experiences	Art - Stone Age cave paintings Artefact collection from Museum Service Text Suggestions: <i>Stig of the Dump</i> by Clive King <i>Stone Age Boy</i> by Satoshi Kitamura	Trip to local site Meeting with local historian/archaeologist: https://le.ac.uk/archaeology/research/people-and-places/bradgate-park-fieldschool/background	Egyptian sculptures virtual tour– British Museum website: British Museum, London, United Kingdom — Google Arts & Culture
Vocabulary	BC, AD, prehistory, settlement, nomad, hunter-gatherer, rebellion,		



Primary History

hieroglyphics, irrigation, cultivation,

tribe,

archaeology, ancient civilisation



Year 4	Autumn	Spring	Summer
National Curriculum	- Britain's settlement by Anglo-Saxons and Scots - the Roman Empire and its impact on Britain - Ancient Greece – a study of Greek life and achievements and their influence on the western world		
	Ancient Greeks	Roman Britain	Anglo Saxons and Scots
Substantive Knowledge	Chronology - Multiple ancient civilisations in Greece - Focus: 500BC - 300BC – Classical Golden Age - Concurrent with Iron Age in Britain and New Kingdom in Ancient Egypt Government: City States: - Collection of city states rather than single country - Cooperated and fought with each other - Sparta and Athens were most powerful Democracy: - System of government developed in Athens - Rule by citizens – both rich and poor Progress Architecture: - Use of columns in formal buildings - Influence of style on buildings until modern times Medicine: - Development from belief that illness was punishment from gods to use of science to explain disease.	Chronology Roman Empire lasted from c. 750 BC til c. AD470 but focus is Roman occupation of Britain from AD 43 – 410. - Followed Iron Age in Britain - Attempted invasions in 55-54BC by Julius Caesar. - Successful invasion in AD43 by Emperor Claudius - Most troops leave Britain in AD410 Settlement: Homes - Villas for Romans alongside roundhouses for Britons - Mosaics - Hypocaust Invasion: - Spread of Roman Empire into Europe, Asia and Africa - Reasons for invasion of Britain: wealth, infighting amongst tribes made them an easy target	Chronology - Increasing settlement by Angles, Saxons and Jutes from end of Roman occupation in AD 410 - Anglo Saxon Kingdoms approx.. AD 650 – 800 - Anglo Saxon era in Britain ended in AD 1066 Make links between other time periods studied (i.e. followed Roman era in Britain) Settlement: Homes - Wooden structure, thatched roof, single room, central fire, no chimney - Importance of resource production: food, heating, lighting, clothing etc all had to be grown, farmed, hunted or traded. Crafts - Spinning, weaving, carpentry, metalwork, pottery Invasion: - Angles, Saxons and Jutes invited to help Britons defend against Picts (from Scotland)



	- Hippocrates – beginning of modern medicine based on observation of symptoms Olympic Games: - Originated in 776BC as festival for Zeus - Male athletes from all over Greece competed - Modern Olympic Games began in 1896	- Resistance from tribes e.g. Boudicca Army - Armour, training battle formations, legions and auxiliaries Progress Roads: - Construction - Network across Britain - Local examples of Roman Roads e.g. Fosse Way Baths/Aqueducts: - Fresh water brought into towns - Running water in wealthy homes - Public baths [taught through Latin curriculum]	- Picts defeated and replaced by Scots (from Ireland) - Angles and Saxons settled in east, pushing Britons to west (modern day Cornwall and Wales) Kingdoms - Emergence of 7 kingdoms - Power structure: Eoldermen (king and family), thegns (local leaders), ceorls (farmers and craftsmen), thralls (slaves). Progress ‘Dark’ ages - Term used by Petrarch in 14th century - Referred to abandoning of Roman roads, buildings and rule of law in Britain - Term now challenged as simplistic
Disciplinary Knowledge	Place Ancient Greece on timeline which also includes Stone Age, Bronze Age and Iron Age in Britain, Ancient Egypt and modern day. Refer to these time periods as ‘eras’. Use replica artefacts or a trip to a museum to learn about daily life in Ancient Greece. Describe how life would have been different in Ancient Greece for rich and poor (including slaves) and for male and female. Consider particularly the differences in experiences of citizens of Sparta and Athens Explain how Hippocrates teachings changed the way people viewed illness.	Place Roman invasion and occupation of Britain on timeline which also includes Stone Age, Bronze Age and Iron Age in Britain, Ancient Egypt, Ancient Greece and modern day. Know where BC and AD (or BCE and CE) fit on timeline. Use replica artefacts and/or a trip to a museum to see genuine artefacts to learn about daily life in Roman Britain. Present historical information in a variety of ways including annotated maps (e.g. of the extent of Roman Empire) and labelled diagrams (e.g. structure of Roman villa).	Place Anglo-Saxon and Scot settlement of Britain on timeline which also includes Stone Age, Bronze Age and Iron Age in Britain, Ancient Egypt, Ancient Greece and Roman occupation of Britain and the modern day. Understand how archaeological discoveries, such as Sutton Hoo, help us to learn about the past. Present historical information in a variety of ways including annotated maps (of the movement of people in the settlement of Britain and the 7 kingdoms). Explain how the removal of the Roman army changed life for those remaining in Britain.



	Understand why the introduction of democracy in Athens was so influential on world history.	Describe how life was different for Roman soldiers, Roman citizens and tribal Britons in Roman Britain. Understand how the development of Roman roads increased travel around the country. Describe ways in which life in Britain changed after Roman invasion.	
Curriculum Links	History: - Year 2 topic about medicine – compare Florence Nightingale and Hippocrates. - Year 3: other world ancient civilisations e.g. Stone to Iron Age in Britain and Ancient Egypt Geography: - Year 4: Europe and Greece Latin: - Latin curriculum contains lessons about Greek myths and other aspects of Ancient Greek culture	Latin: - Latin curriculum contains many lessons to support teaching of Roman civilisation. Geography: - Mapping the World unit	Geography: - Europe unit
Assessment	Teacher assessment shows that child: - Uses words and phrases: chronological, era - Can locate current study period on timeline in relation to present day and other periods previously studied. - Understands how historical artefacts can be used to build up a picture of the past. - Presents historical information in a variety of ways. - Can describe similarities and differences within a time period in relation to groups, places or societies. Eg: how did the Roman invasion of Britain affect different groups or places? - Can explain how a historical event impacted on personal life, power or progress. - Can explain what changed and stayed the same between 2 periods of history - Aware of some pivotal events and people in world history and why historians see them as significant		
Enriching Experiences	Artefact collection from local library or museum service Museum visit (either in person or virtual)	Visit to Lunt Fort (Coventry) or interactive session in school led by experts. <i>Empire's End – A Roman Story</i> by Leila Rasheed	Artefact collection from local library or museum service Museum visit (either in person or virtual)



Vocabulary	era, chronological order
	conquest, invasion, migration
	democracy, city-state, aristocrat, citizen, slave, empire, emperor, Republic, monarchy
	artefact



Year 5	Autumn	Spring	Summer
National Curriculum	- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		
	Viking and Anglo-Saxon Conflict	Non-European Civilisations: Ancient Maya	Non-European Civilisations: Baghdad and Benin
Substantive Knowledge	Chronology AD 793 Attack on Lindisfarne AD 850 Beginning of invasion AD 878 Battle of Edington – Danelaw AD 937 Battle of Brunanburh – establishment of unified England AD 1016 Cnut – Viking king conquers England AD 1066 Death of Edward the Confessor leads to Norman invasion Make links between other time periods studied Invasion: - Attack on Lindisfarne - Raids by Viking longships - Raids changed to invasion and settlement Conflict with Anglo-Saxons: - Power struggle for England between Anglo Saxons and Vikings from AD 850 until AD 1066 - Alfred the Great (Anglo Saxon king) - division of England and creation of Danelaw - Retaking of England by Aethelflaed and others, leading to unification of England by Anglo Saxon king Athelstan.	Chronology Ancient civilisations date from 1800 BC but focus is Classical Period from AD 250 – 900 AD 900 cities abandoned AD 1500 invasion by Spanish conquistadors Make links between other time periods studied (i.e. concurrent with Anglo-Saxon/Viking Age in Britain, Ancient Greece in Europe and Ancient Egypt in Africa) Settlement: Homes - Villages and cities - Houses – single room, central fire, wood/mud/thatch Cities - Plazas, causeways, pyramids - Very large e.g., Tik'al (more than 16km²) Food/Farming - Slash and burn, irrigation - Maize, cacao, beehives	Chronology Rise of Islamic civilisation (from AD 637) until the destruction of Baghdad (in AD 1258) - understanding that Islamic culture and influence extends beyond this time. c. AD 760 Baghdad built as capital city c. AD 780 House of Wisdom established AD 1258 Mongol army destroy Baghdad Make links between other time periods studied (i.e. concurrent with Viking era in Britain) Kingdom of Benin during period between 1440 and 1897 AD1440 First Oba (king), Ewuare the Great AD1897 Destruction of Benin City Settlement: - Baghdad: largest city in world in AD900, concentric circles, architecture - Benin: surrounded by largest earthworks pre mechanical era, fractal design, early form of street lighting Government: Caliphates (Baghdad)



	- Aethelred the Unready – payment of danegeld - Invasion and conquering of England by Cnut (Viking king) – king of England, Norway and Denmark. - Invasion by Normans from France in 1066 ended the Anglo Saxon and Viking era.	Government: City states - Ruled by king (believed to be god) Religion: - Many gods (main god: Itzamna) - Priests were very powerful Progress Writing: - Extensive writings - hieroglyphs - Folded strip, made from fig bark - Almost all books destroyed by invaders Calendar: - Multiple calendars including 260 and 365 day calendars - Long Count calendar	- Regions under the control of a caliph (ruler) - Rashidun Caliphate (AD 632-661), Umayyad Caliphate (AD 661-750), Abbasid Caliphate (AD 750-945) Kingdom (Benin) - Ruled by dynasty of warrior kings known as Obas - Obas worshipped as gods Religion: - Baghdad: One God (supreme power) - Benin: many gods, including obas (believed to have descended from the gods). Invasion: - Islamic Empire and Kingdom of Benin expanded through military invasion - During Umayyad Caliphate, empire stretched from Northern India to Spain and North Africa. Progress: House of Wisdom (Baghdad) - Contributions to Maths, Science, Medicine, Astronomy - Legacy – contribution to world knowledge - Destruction Metalwork (Benin) - Benin bronzes
Disciplinary Knowledge	Describes events using words and phrases such as: century, decade, Sequences historical periods studied so far along a timeline. Understand that Viking Age in Britain overlapped with Anglo-Saxon Age. Understand how historians have used sources (e.g. accounts of attack on Lindisfarne), including sources that show bias, to answer questions about the past.	Describes events using words and phrases such as: century, decade, Sequences historical periods studied so far along a timeline. Understand that period of Maya Civilisation studied was concurrent with Anglo-Saxon and Viking Age in Britain. Understand how historians have used sources (Mayan codex, archaeological remains, accounts	Describes events using words and phrases such as: century, decade, Sequences historical periods studied so far along a timeline. Understand that period of Early Islamic Civilisation studied was concurrent with Viking era in Britain. Understand how historians have used sources (images and maps of Baghdad or Benin, written descriptions



	Uses a range of information, including own research, to present a historical argument (e.g. place names on modern and ancient maps, writings of historians, documentaries) Understand the impact of defeat of Vikings at Battle of Edington on Britain – division of country/ Danelaw. Can summarise the main events from the period – raids, invasion, power struggle with Anglo-Saxons for England, defeat in 1066.	from European invaders), including sources that show bias, to answer questions about the past. Uses a range of information, including own research, to present a historical argument (e.g. Why were the ancient Mayan cities abandoned?) Can explain the differences in the lives of people from different social classes, cultures, religions or race (e.g. compare the experience of a farmer and priest) Understand the impact of the burning of Mayan books by Bishop Dego de Landa in 1562 on the Maya at the time and on the understanding now of this time period. Can summarise the main events from this period – rise of large city states, conflict between city states, eventual abandonment of cities, arrival of Spanish conquistadors	from era), including sources that show bias, to answer questions about the past. Uses a range of information, including own research, to present a historical argument (e.g. How important was the House of Wisdom in the development of world knowledge? Should the British Museum return the Benin bronzes to the current oba of Benin?). Understand the impact of the House of Wisdom on the development of world knowledge. Can summarise the main events from a period of history, explaining the order of events and making connections between them (e.g. spread of Islam/expansion of the Islamic empire, founding of Baghdad and the House of Wisdom, invasion by Mongol army) Understand why Harun al-Rashid (founder of the House of Knowledge) is considered to be a person of historical significance.
Curriculum Links		History: Year 4: Anglo-Saxons unit (concurrent British civilisation) Geography: Year 4: Europe unit	History: Year 5: Vikings civilisations (concurrent world civilisation) RE: Islam
Assessment	Teacher assessment shows that child: - Describes events using words and phrases such as: century, decade, millennium, - Can sequence historical periods studied so far. - Understand how historians have used sources, including sources that show bias, to answer questions about the past. - Uses a range of information, including own research, to present a historical argument - Can explain the differences in the lives of people from different social classes, cultures, religions or race - Understand the impact of historical events in a historical period or on later periods of history - Can summarise the main events from a period of history, explaining the order of events and making connections between them.		



	- Understand the reasons why some events or people are deemed to be significant		
Enriching Experiences	Text Suggestions: <i>Viking Boy</i> by Tony Bradman <i>Riddle of the Rhunes</i> by Janina Ramirez <i>Way of the Waves</i> by Janina Ramirez		<i>History of the World in 25 Cities</i> by Tracey Turner and Andrew Donkins
Vocabulary	decade, century, millennium, raids, trade, beliefs, pagan dynasty, caliphate, caliph, chieftain, comparison		



Year 6	Autumn	Spring	Summer
National Curriculum	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		
	World War 2: How did WW2 change the world?	Migration: What does it mean to be British?	Pandemic: Do we learn from the past?
Substantive Knowledge	Chronology 1919 End of WW1 Treaty of Versailles 1933 Adolf Hitler came to power in Germany 1939 German invasion of Poland and Allied declaration of war Causes of WW2 - Treaty of Versailles - Rise of Nazism - Invasion of Poland Key points during the war - Dunkirk, Battle of Britain and Blitz, Pearl Harbour, D-Day, Hiroshima/Nagasaki Child experience of war - Blackouts - Evacuation - Rationing Changes to the roles of women in society - Land Girls - Women's Auxiliary Air Force and Auxiliary Territorial Service - Factory work	Chronology Recap migration studied so far in history curriculum: Romans, Anglo Saxons, Vikings, Normans. Causes of migration Push factors: - persecution - famine - war Pull factors: - job opportunities - quality of life: social security, education, health etc Experiences of migration - Ivory Bangle Lady (wealthy Roman of North African descent) - Diego (African circumnavigator who circumnavigated globe with Sir Francis Drake) - Windrush (personal story of local significance) - Ugandan Asians [or alternative group of local significance]	Chronology Use the key reference points of Stone Age, Roman Empire, World War 2 and modern day when discussing pandemics through history. Bubonic Plague - Earliest recorded pandemic - Spread along Silk Road from Steppes of Central Asia to Europe, Middle East and North Africa - Occurred at time of emerging empires, exploration and global trade - Control measures: medical inspection, isolation in plague hospitals, quarantining ships, controlling movement of people/goods Smallpox and Vaccination - Inoculation practises in Asia and Africa - Ideas reached Europe through travellers and enslaved people (e.g. Onesimus in Boston) - Lady Wortley Montagu - Edward Jenner - Global eradication via mass vaccination Covid 19



	Commonwealth soldiers - Contribution and experiences (Note: The Holocaust is taught during KS3 and so not covered in this unit)		- Origins - Global spread - Control measures - Personal/local stories Epidemiology - Maths and Science changing history - Florence Nightingale: pioneering medical statistician. - Dr John Snow: cholera
Disciplinary Knowledge	Sequences historical periods studied so far along a timeline. Understand that World War 2 is still within living memory. Can explain a range of factors that caused the start of World War 2. Can justify opinion of how or why things changed during the war for women and how these experiences caused permanent change after the war. Aware of significance of Winston Churchill and Adolf Hitler in British and world history. Aware of significance events during World War 2 and their relative importance to the course of the war.	Use the key reference points of Stone Age, Roman Empire, World War 2 and modern day when discussing migration. Explain a range of factors that have caused migration. Ask thought provoking questions about the experiences of people who have migrated to England. Research the experiences of different groups of people who have migrated to the UK – including interviews with local people where possible.	Make comparisons between the way pandemics have been understood and controlled in different time periods. Make the link between beliefs, attitudes and knowledge at the time and the actions people took. Research the experiences of pandemic [either Covid 19 or another pandemic] in different groups of people around the world. Were all people equally affected? Explain the reasons for the spread of bubonic plague. Explain the significance of contributions from Florence Nightingale and Edward Jenner. Show awareness that their knowledge built on that of people who have not been so well remembered.



Curriculum Links	This unit draws together what children know about power structures, the building of empires and conflict between nations. It develops their knowledge of the role of women and how it has changed. It also draws on knowledge of world geography.	Migration has been considered in multiple previous units. This unit allows children to make a more up-to-date application of this learning.	Developments in medicine and public health were studied in units about the Ancient Greeks and Romans. Children have already met Florence Nightingale in KS1. This unit allows them to take a more critical look at the way history recalls and learns from the past.
Assessment	Teacher assessment shows that child: - Uses these key periods as reference points: Stone Age, Roman Empire, World Wars, today. - Name and date any significant event studied from past and place it correctly on a timeline. - Asks thought provoking questions and can make comparisons between periods studied. - Can undertake research in order to find similarities and differences between groups, places or societies and draw own conclusions. - Can explain a range of factors that caused historical events - Can justify opinion of how or why things changed or did not change over time in relation to personal life, power or progress. - Aware of a range of significant people and events from British and World history and their relative importance.		
Enriching Experiences	Museum Workshop Artefact collection from local museum loaning service	Visit from local people with experience of migration.	
Vocabulary	duration, evacuation, (invasion), (migration), plague, pandemic, consequence, impact, primary source, secondary source		

(words introduced in a previous year group to be revisited explicitly)



Planning Templates



History: Year [number] Curriculum Unit Plan [Unit Title]

Tudor Grange
Academies Trust

1. Links to prior learning (rationale for sequencing):		2a. National Curriculum minimum expectations:	
[Hyperlink learning journey] What do children already know? What will this prepare them for? Consider what is being over learnt and what is new knowledge. Consider what will be considered in retrieval practice.		National curriculum objectives]	
		2b. Trust plus:	
		How does your curriculum go above and beyond the NC?	
3. Knowledge:			
(Link to Ofsted/EEF subject reviews- using your subject disciplinary sub-headings) <u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>	
4a. Assessment Tasks: Formative (incremental preparation for summative)	4b. Assessment Tasks: Summative	5. Common Misconceptions to address:	
Add Hyperlinks	Add Hyperlinks	Refer to subject association support and previous assessment outcomes	
6. Reading, writing, vocabulary and numeracy outcomes	7a. Enriching Experiences	7b. Personal and Character Development	
Consider what texts will be read, what writing opportunities will be completed and what Tier 2/3 vocabulary will be explicitly learnt.	Consider trips, visits, visitors, clubs and classroom experiences.	Consider British Values, Protected Characteristics, Careers, Personal Development, and Character development.	



External Resources



 Historical Association The voice for history https://www.history.org.uk/	Lesson resources Subject knowledge support	Subscription required for most access
 https://www.britishmuseum.org/learn/schools	Virtual sessions Learning resources	Many resources for free. Cost for virtual sessions.