

# History curriculum

*Ambitious topics, where appropriate linked to high-quality texts, are used to engage young minds and appropriately challenge all children. An over-arching Big Question is asked at the beginning of the topic and answered by the end.*

## Intent

The learning journey in History that children engage in at St John's enables them to acquire a breadth of knowledge of places and people and significant events through time. Children are equipped with sufficient historical knowledge so they can engage in historical enquiry that exposes them to key questions and challenges them to ask their own questions. Pupils are given the opportunity to develop historical concepts: investigate and interpret the past, build an overview of world history, understand chronology and communicate historically. These concepts structure the History curriculum and are revisited, multiple times throughout the year and progress across milestones. Children leave St John's with a clear historical perspective that empowers them to be active global citizenships - understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Implementation

Through the History curriculum, all children begin in Key Stage 1 by developing their understanding of the past – beginning with familiar objects and places within living memory before moving beyond living memory. Pupils study toys, transport and the seaside in milestone 1 and then further develop their understanding of the past by studying the lives of significant individuals both nationally and internationally as well as studying a significant event beyond living memory continuing to study Kings and Queens, The Great Fire of London and significant individuals who have made a difference. In milestone 2, the curriculum divides into two main strands. A study of Britain's past and a series of studies focussing on civilizations and people around the world. When studying British History, units are taught chronologically from the Stone Age, to the Roman invasions and an in depth study into Roman Britain in milestone 2, to the Anglo-Saxons, Scots and Vikings and ending with the Battle of Hastings in milestone 3. After this chronological study of British History, pupils move to studying three isolated units, each chosen because of their significance: The Industrial Revolution, WW1 and WW2. Pupils then end Year 6 with a chronological study of how groups of people have stood up for their own rights and the rights of others in order to influence change – Making our Mark. Units about world civilizations have been linked to the geographical studies of continents focussed on in each milestone. These civilizations often overlap with one another and comparisons will be made between the civilizations but also with the different periods of British History occurring at the time. The pupils gain an overview of the locations of the earliest civilizations before studying Ancient Greece, the Maya, Baghdad in its Golden Age and the Ancient Egyptians.

Children are supported to gain subject-specific knowledge and skills in history. Where appropriate, experiences and visits are planned to enrich children's learning and understanding of historical concepts. History unit knowledge organisers within our 'Curiosity Envelopes' are shared with parents/carers at the start of a unit of study to spark engagement with History beyond school. These include key terms and questions to spark curiosity for the unit ahead.

## Impact

Pupils record their knowledge and understanding in a humanities book. The work capture children's existing knowledge and also enable each pupil to reflect on new learning required throughout each lesson. As appropriate, a double-page spread provides an opportunity for children to showcase their developed history knowledge and understanding at the end of a unit. Children are then invited to engage in learning dialogues to share what they have learnt with their peers, teachers and/or leaders.

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## Breadth of study

### Key Stage 1

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
- Significant historical events, people and places in their own locality.

### Key Stage 2

- 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.
  - A local history study.
  - A study of a theme in British history.
  - Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.
  - Ancient Greece.
  - A non- European society that contrasts with British history
- chosen from:
- Early Islamic Civilization
  - Mayan Civilization
  - Benin.

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		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
EYFS		Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life.	Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.	Developing an understanding of growth, decay and changes over time.		Developing an understanding of growth, decay and changes over time.	They know about similarities and differences between themselves and others, and among families, communities and traditions.
Milestone 1	Cycle A		They made a difference	Transport and Travel		Toys in time	
	Cycle B		The Great Fire of London			Kings and Queens	Seaside (now & then)
Milestone 2	Cycle A		Stone, Bronze & Iron age			Ancient Greece	
	Cycle B	Roman Invasion	Roman Britain			Contrasting civilization- Ancient Mayans	
Milestone 3	Cycle A	Anglo Saxons and Scots	Vikings	Conflict and Resolution (WWI/WWII)		Victorians	
	Cycle B		Ancient Egypt			Baghdad & The Middle East	Making our mark

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	Cycle B		<p>The Great Fire of London</p> 			<p>Kings and Queens</p> 	<p>Seaside (now &amp; then)</p> 

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Milestone 2	Cycle A		Stone, Bronze & Iron age 			Ancient Greece 	
	Cycle B	Roman Invasion 	Roman Britain 			Contrasting civilization- Ancient Mayans 	



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# History skill progression

## History progression across all milestones

*'A people without the knowledge of their past history, origin and culture is like a tree without roots.'* (Marcus Garvey)

Concept	Milestone 1	Milestone 2	Milestone 3
<p><b>Investigate and interpret the past</b></p> <p>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>
<p><b>Build an overview of world history</b></p> <p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different section.</p>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>

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Concept	Milestone 1	Milestone 2	Milestone 3
<p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different</p>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>
<p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> </ul>

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# History knowledge progression

History knowledge progression across EYFS

*'A people without the knowledge of their past history, origin and culture is like a tree without roots.'* (Marcus Garvey)

## Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- - Understand the past through settings, characters and events encountered in books read in class and storytelling.

### ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

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# History knowledge progression

## History knowledge progression across milestone 1

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		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 1	Cycle A		<p><b>They made a difference</b> The human rights heroes pupils will study are: Marcus Rashford, Nelson Mandela, Rosa Parks, Martin Luther King and Malala Yousafzai.</p>	<p><b>Transport and Travel</b> -How people used to travel in the past -How to compare and contrast old modes of transportation with how we travel today -An understanding of how technology has changed transport, focusing on different modes of transportation in land, sea and air -Significant events and people, such as the Wright brothers and the first space flight in 1961 -How transport might change and what it could look like in the future</p>		<p><b>Toys in time</b> -How to distinguish between old and new -An understanding of chronological order -How to order artefacts on timelines -How toys have changed over time – going back two generations -How the materials toys are made of can tell us how old they are -How toys have changed due to technology – mechanical vs battery powered</p>	
	Cycle B		<p><b>The Great Fire of London</b> -What London was like in 1666 -The key events of the Great Fire of London -How we know about the Great Fire – the diaries of Samuel Pepys and John Evelyn -Why the fire spread so quickly -The damage the fire caused -How London changed after the fire</p>			<p><b>Kings and Queens</b> -What a monarch is -Why King William is known as 'William the Conqueror' -Why King John is known as 'Bad King John' -Comparison of who was more powerful King Henry VIII or Queen Elizabeth I -How the Stuarts battled for power -How the Hanoverians and Windsor's shared power with the government</p>	<p><b>Seaside (now &amp; then)</b> -The coastlines of the UK connections between physical geography and how the areas are used -How to identify how Britain's beaches and seaside are used for recreation and tourism -The difference between seaside destinations now and in the Victoria era -How the invention of the passenger locomotives made it easy for everyone to travel to the seaside.</p>

# History knowledge progression

## History progression across milestone 2

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 2	Cycle A		<p><b>Stone, Bronze &amp; Iron age</b></p> <p>What life was like in early Stone Age Britain</p> <ul style="list-style-type: none"> <li>-How they lived and who the people were</li> <li>-How life changed within Stone Age Britain – farming and a study of Skara Brae</li> <li>-How life changed in Bronze Age Britain – analysis of objects and a comparison with the Stone Age</li> <li>How life changed in Iron Age Britain – the people and how they lived, a comparison with Bronze Age</li> <li>-What the Stonehenge tells us about prehistoric Britain – why it was built and how it was used</li> <li>-How prehistoric Britain compares to the earliest world civilizations – identifying characteristics of a civilization and comparing prehistoric Britain to Ancient Egypt, Shang Dynasty, Indus Valley and Ancient Sumer</li> </ul>			<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>-Learn about the first Greek civilizations – the Minoans and the Mycenae</li> <li>-Life in classical Greece.</li> <li>-That Ancient Greece was separated into different city-states – including Athens and Sparta.</li> <li>-Learn about Greek democracy, the Olympics, Greek philosophers</li> <li>-Consider the legacy of the Ancient Greeks on our lives today.</li> </ul>	
	Cycle B	<p><b>Roman Invasion</b></p> <p>What the Roman Empire was and what happened to Julius Caesar when he tried to invade Britannia</p> <p>Who the Celts were and what happened to Claudius when he invaded in 41AD</p> <ul style="list-style-type: none"> <li>-The strength of the Roman military</li> <li>-The resistance from Boudicca and her tribe</li> <li>-The building of Roman forts and Hadrian's Wall</li> <li>-The causes of decline of Roman rule in Britain</li> </ul>	<p><b>Roman Britain</b></p> <p>Who lived in Roman Britain – analysis of human remains that indicate the diversity of people living in Roman Britain</p> <ul style="list-style-type: none"> <li>-What life was like in a Roman town and how those towns were connected</li> <li>-Roman town buildings, Roman bathhouse, Roman roads</li> <li>-Roman beliefs – Gods and Goddesses and Christianity</li> <li>-How the Roman's linked Britain to the rest of the Empire – trade and slave trade</li> <li>-Influence of the Romans on our words and numbers</li> <li>– Latin and Roman Numerals</li> <li>-What we can learn about Roman Britain from an archaeological site - Caerwent</li> </ul>			<p><b>Contrasting civilization-Ancient Mayans</b></p> <ul style="list-style-type: none"> <li>-The Mesoamerica region - climate and conditions at the time</li> <li>-How people lived - structure of Maya society</li> <li>Ancient Maya beliefs</li> <li>-How they wrote, counted and told the time Daily life – food and drink</li> <li>-The decline of the Maya – many factors including the arrival of European invaders -Descendants of Maya people</li> </ul>	

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# History knowledge progression

## History progression across milestone 3



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 3	Cycle A	<b>Anglo Saxons and Scots</b> -The Seven Kingdoms -Anglo-Saxon tribes -The invasion of Britain -The structure of Anglo-Saxon society -Laws and Justice -Anglo-Saxon village life -Art and culture – jobs -Anglo-Saxon beliefs including the gods they believed in and the how/when they converted to Christianity -In depth study of 'Alfred the Great' -The myth of the 'Dark Ages' – lack of historical evidence of Anglo-Saxons -Sutton Hoo discovery	<b>Vikings</b> -Who the Vikings were and where they came from – the role of longships in battle, travel and trade -Viking raids and invasion – where they raided, what they took, how they fought -Resistance by Alfred the Great and Athelstan, first king of England - The Danelaw -Life in Viking Britain – homes, jobs, laws, societal structure -Unification of England – the role of Edward the Elder, Aethelflaed and Athelstan in defeating the Vikings -Further Viking invasions – King Cnut -Edward the Confessor and his death in 1066 – the outcomes of The Battle of Hastings and the view the Bayeux Tapestry provides	<b>Conflict and Resolution (WWI/WWII)</b> -How WW1 began -The role of the British Empire in WW1 -Who fought in WW1 – representing the soldiers that fought -The role of women in WW1 -How WW1 ended and the lasting effects it had on soldiers and civilians -Who Hitler was and how WW2 began -Who was persecuted during WW2 – focusing on the Holocaust -The impact of the war on Britain – Churchill, evacuation, local history study -How Britain was rebuilt after WW2 – focusing on the reason for, the impact of and the later scandal of the Windrush generation -How countries maintain peace – League of Nations vs United Nations, reference to modern conflicts, how war is not inevitable	<b>Victorians and the Industrial Revolution</b> -The roots of the industrial revolution o Midlands and North of England – machines to turn cotton into thread and cloth, built using money made by investing in slave trade o Merchants invested money into slave-powered businesses o 1860's cotton was the UK's main export -James Watts -Significant inventions -Trade and Empire - USA		
	Cycle B		<b>Ancient Egypt</b> -Kingdoms of Egypt – Old, Middle and New Notable Pharaohs – Ramesses II and Cleopatra -Ancient Egypt's societal structure -The importance of the River Nile in relation to landscape and what it provided -The Giza Pyramids; the who and how of the building of the pyramids -Egyptian beliefs – Gods, Afterlife, Mummification -The extent of artefacts the Ancient Egyptians left behind which created a rich historical knowledge base for modern day		<b>Baghdad &amp; The Middle East</b> -How the round city of Baghdad was built -The technological advances made during the Golden Age of Islam -How Baghdad become a centre of learning: focusing on the House of Wisdom, astronomy and the Arabic number system -Analyse a range of primary sources to learn about Baghdad's art and culture -Comparison of the capital city of Baghdad to London at AD. 1000 -Understanding Baghdad's decline	<b>Making our mark</b> -Types of protest, their impact and the people who have made their mark Examples may include: -The Emancipation of Slavery -The Suffragettes -Indigenous Tribes in Australia -The Windrush -The Civil Rights Movement -Climate Change -Black Lives Matter	

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