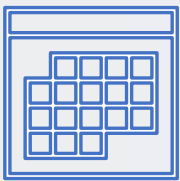


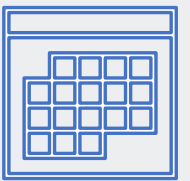
Life Skills Progression Document



St. John the Baptist
Catholic Primary School



Our History Curriculum



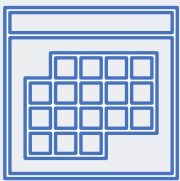
Intent



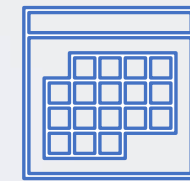
At St John's, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

To develop the essential characteristics that will help our children become historians, we enable them to:

- Learn about what a historian does, looking at basic sources and simplified perspectives to develop an appreciation and understanding of what it means to be a historian;
- Explore the connection between significant events and people and how they have influenced the modern world;
- Have a secure overview of a period, before studying aspects in more depth;
- Have more time to study the period in more detail;
- Develop a solid understanding of the political context of each period as well as studying a wide range of contexts in more depth, including the cultural, social and religious context of the time;
- Understand how the past is constructed and contested;
- Ask perceptive questions, analyse more complex sources and begin to use their knowledge to develop perspective;
- Explore continuity and change, cause and consequence and similarity, difference and significance



Our History Curriculum

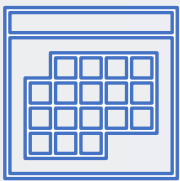


Implementation

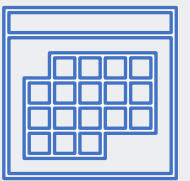


We use the Primary Knowledge Curriculum to teach History. The PKC has been designed to be both knowledge-rich and coherently sequenced. It allows our children to develop a chronologically secure knowledge and understanding of local, British and world history. The knowledge taught in the curriculum has been carefully chosen and sequenced using a largely chronological approach. Each unit of work is not viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world.

From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior knowledge. For example, the children develop a secure understanding of 'monarchy' in Britain. They begin to learn about British monarchs in Year 1, and build upon their knowledge of monarchy in British society throughout the curriculum, looking at the reigns of significant monarchs. Each British history unit allows children to add to their understanding of 'monarchy' in Britain, the impact it had on the lives of the British people, and analyse the significance and legacy of each monarch.



Our History Curriculum



Impact

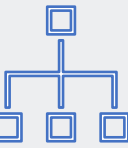


The Primary Knowledge Curriculum aspires to create curious and knowledgeable young people, who hold a deep understanding and appreciation of the discipline of history and are able to sift and weigh evidence to begin to formulate their own viewpoints and perspectives of the world.

Ultimately, the impact and measure of this is to ensure that children at St John's are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Curriculum Rationale



History
PKC

Rationale and National Curriculum Coverage

PKC
Primary Knowledge
Curriculum

The PKC history curriculum has been designed to be both knowledge-rich and coherently sequenced. Knowledge, in the realm of history, means not only *substantive knowledge* of historical events, dates and people in the past, but also knowledge of *substantive concepts* in history (such as 'empire', 'monarchy' and 'civil war'), and *disciplinary historical concepts* (such as evidence, causation, significance and interpretation).

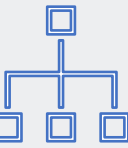
The PKC history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history. The *substantive knowledge* taught in the curriculum has been carefully chosen and sequenced using a largely chronological approach. Each unit of work should not be viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative. Understanding in history requires an understanding of causation. Children will be able to understand the causes of significant national and global events, (such as World War I), when they have some background knowledge of what happened before (such as the origins and growth of European empires, including the British Empire).

Knowledge of *substantive concepts* and *disciplinary concepts* have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior *substantive* and *disciplinary* knowledge. For example, the children develop a secure understanding of 'monarchy' in Britain. They begin to learn about British monarchs in Year 1, and build upon their knowledge of monarchy in British society throughout the curriculum, looking at the reigns of significant monarchs such as Henry II, Henry VIII and Queen Elizabeth I, with a focus on understanding the transition from the autocratic and unlimited power of early monarchs to the limited constitutional role of contemporary British monarchs. Each British history unit allows children to add to their understanding of 'monarchy' in Britain, the impact it had on the lives of the British people, and analyse the significance and legacy of each monarch.

The PKC history curriculum is balanced to enable children to look in some depth at local, national and world history, encouraging children to explore the connection between significant events and people and how they have influenced the modern world. The content in the curriculum ensures children have a secure overview of a period, before studying aspects in more depth. While many of the units are 6 weeks long, some units are longer, ensuring children secure the complexities of the content and have more time to study the period in more detail.

Each year, the children will study at least one unit of British history, looking at significant 'turning points' that help children understand modern Britain (for example, the sealing of the Magna Carta in 1215, the 'break with Rome' during the reign of Henry VIII, the 'Glorious Revolution' of 1688 and the building of the British Empire). While time is spent developing a solid understanding of the political context of each period (usually first), children will then embark on studying a wide range of contexts in more depth, including the cultural, social and religious context of the time.

Curriculum Rationale



History
PKC

PKC
Primary Knowledge
Curriculum

For example, when the children learn about the Victorians in Year 5, they look at Queen Victoria as a monarch, the British Empire during her reign and legal reforms, before using sources to understand how the political context affected the lives of ordinary Victorian people in Britain. During this unit, as with many of the British history units, teachers are encouraged to apply the local context, making each unit unique and allowing children to place local stories within the grand narrative of British history.

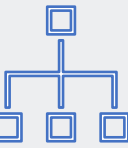
The curriculum aims to help children understand how the past is constructed and contested. Children begin by learning about what a historian does, looking at basic sources and simplified perspectives to develop an appreciation and understanding of what it means to be a historian. As their *substantive knowledge* grows, children will be able to ask perceptive questions, analyse more complex sources and begin to use their knowledge to develop perspective. *Disciplinary concepts*, such as continuity and change, cause and consequence and similarity, difference and significance, are explored in every unit, and children are supported to think outside of their current unit of work and apply these concepts across the curriculum.

In addition to learning about British and local history, the children will also learn about the history of the wider world. Some of these units, such as the units on The Early British Empire and the Transatlantic Slave Trade, will look at the influence that Britain had on the wider world, and how the wider world has influenced Britain. All of these units are studied to provide an understanding of the history of the wider world and our place within it. They cover fascinating ancient civilisations, the expansion and dissolutions of empires, and the achievements and atrocities committed by humankind across the ages.

The curriculum aims to ignite children's love for history, preparing them with essential knowledge for Key Stage 3 and beyond. All history is worth studying, but as we do not have the time to cover everything, the units have been carefully chosen to cover as wide ranging content as possible without compromising depth. From ancient civilisations and prehistoric Britain to the Cold War and the Civil Rights Movement; looking at law and power across the ages to the impacts of industrialisation and technological advances; understanding invasion and migration, exploitation and political movements for freedom and equality. The curriculum aims to introduce the children to a wide variety of men, women and children from the past; from the widely venerated, to the lives of the less well-known who offer us a rich insight into life at the time- from Aristotle to Martin Luther King, from Emmeline Pankhurst to Alan Turning.

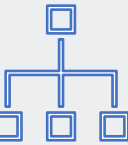
The Primary Knowledge Curriculum aspires to create curious and knowledgeable young people, who hold a deep understanding and appreciation of the discipline of history, and are able to sift and weigh evidence to begin to formulate their own viewpoints and perspectives of the world.

Curriculum Overview



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1		Discovering History		Kings, Queens, and Leaders		Parliament and Prime Ministers
Year 2		Romans in Britain		The Tudors		Powerful Voices
Year 3	Stone Age to the Iron Age	Ancient Egypt	The Anglo Saxons, Scots, and the Vikings		Law and Power (1154-1272)	The Wars of the Roses
Year 4	Ancient Greece		Life in Ancient Rome	The Rise and Fall of Rome	The Stuarts	
Year 5	Baghdad c.900 CE	The Early British Empire	The French Revolution	The Transatlantic Slave Trade	The Industrial Revolution	The Victorian Age
Year 6	World War I	The Suffragettes	The Rise of Hitler and World War II	World War II and the Holocaust	The Cold War	The History of Human Rights

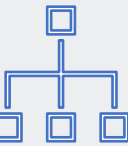
Curriculum Coverage



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1		Discovering History 1. What is the Past? 2. Family Trees 3. How do we know about history? 4. What do archaeologists do? 5. Our Local History		Kings, Queens and Leaders 1. Kings and Queens 2. King John I and the Magna Carta 3. Henry III and Parliament 4. Charles I 5. Oliver Cromwell and the Commonwealth		Parliament and Prime Ministers 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
Year 2		Romans in Britain 1. The Roman Empire 2. Roman armies and soldiers 3. The invasion of Britain and Boudicca 4. Roman towns 5. Roman legacy on		The Tudors 1. Life in Tudor England 2. Henry VIII 3. The English Reformation 4. Edward VI and Mary I 5. Elizabeth I		Powerful Voices 1. Gandhi 2. Rosa Parks and Martin Luther King 3. Malala Yousafzai 4. Greta Thunberg 5. Local: David Attenborough
Year 3	Stone Age to the Iron Age 1. Mesolithic Hunter Gatherers 2. Life in Neolithic Britain 3. The Bronze Age 4. Stonehenge 5. The Iron Age	Ancient Egypt 1. Locating Egypt and the River Nile 2. Life in Ancient Egypt 3. Religion and the Afterlife 4. Tutankhamun and Howard Carter 5. Hieroglyphics	The Anglo Saxons, Scots and the Vikings 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	Law and Power (1154-1272) 1. Henry II and English Common Law 2. Henry II and Thomas Beckett 3. The Holy Wars and Richard the Lionheart 4. King John and the Magna Carta 5. Simon de Montfort		The War of the Roses 1. An Introduction to the War of the Roses 2. Henry VI vs. Edward IV 3. Richard III and the Princes in the Tower 4. The Battle of Bosworth Field 5. Henry VII and the Tudors

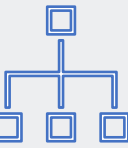
Year 4	Ancient Greece 1. Ancient Greece: City States 2. Athens and Democracy 3. Sparta 4. The Persian Wars 5. Alexander the Great 6. Greek Philosophy 7. Gods 8. Mythology 9. Art and Architecture 10. The Ancient Olympic Games 11. The Legacy of Ancient Greece	Life in Ancient Rome 1. Locating Ancient Rome 2. Monarchy, Republic, Empire: Rome's different Governments 3. Pompeii 4. A Day in the Life in Ancient Rome 5. Latin	The Rise and Fall of Rome 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	The Stuarts 1. James I and the Union of the Crown 2. The Gunpowder Plot 3. Charles I 4. The English Civil War 5. Oliver Cromwell and the Commonwealth 6. The Restoration of Charles II 7. The Great Plague of 1665 8. The Great Fire of London 9. Christopher Wren and the Rebuilding of London 10. James II and the Monmouth Rebellion 11. William of Orange and the Bill of Rights		
Year 5	Baghdad c.900 CE 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	The Early British Empire 1. The British Empire 2. Global Trade 3. The Mughal Empire and East India Company 4. The Seven Years War 5. What motivated Britain to want an Empire?	The French Revolution 1. Life in France before the Revolution 2. Louis XVI and Marie Antoinette 3. Napoleon 4. Battle of Trafalgar 5. Battle of Waterloo	The Transatlantic Slave Trade 1. The Origins of the Transatlantic Slave Trade 2. The Atlantic Passage 3. Enslaved Africans: Treatment and Resistance 4. The Abolition of Slavery 5. The Abolitionists: Clarkson, Wilberforce and Equiano	The Industrial Revolution 1. The Industrial Revolution 2. Cotton Production 3. Steam Engines and Trains 4. Iron and Coal 5. Children at Work	The Victorian Age 1. The Reign of Queen Victoria and the British Empire 2. Victorian Cities 3. The Poor Law and the Workhouse 4. Leisure 5. Life by 1900
Year 6	World War I 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	The Suffragettes 1. Democracy in the 19 th 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	The Rise of Hitler and World War II 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	World War II and the Holocaust 1. World War Two 2. The Battle of Britain and the Blitz 3. The Codebreakers at Bletchley Park 4. The Holocaust 5. The Home Front	The Cold War 1. The Cold War 2. The Arms Race 3. The Cuban Missile Crisis 4. The Space Race 5. Proxy Wars	The History of Human Rights 1. Human Rights 2. Women's Rights 3. Children's Rights 4. Racial Equality 5. Freedom of Belief and Religion

Curriculum Coverage



PKC Coverage	General Aims of the History National Curriculum for KS1 and KS2
British History: an aspect of British history is studied in every year group	<ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
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)	<ul style="list-style-type: none"> • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
Substantive Concepts: substantive concepts are covered in every unit, developed across the curriculum and listed in the unit rationales.	<ul style="list-style-type: none"> • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
Historical Enquiry: an understanding of the method of historical enquiry begins to develop from 'Discovering History' in Year 1 and is developed each year.	<ul style="list-style-type: none"> • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
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	<ul style="list-style-type: none"> • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
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.	<ul style="list-style-type: none"> • gain historical perspective by placing their growing knowledge into different contexts, 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

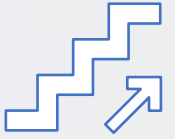
Curriculum Coverage



National Curriculum for KS1		PKC History Curriculum					
		Year 1			Year 2		
Pupils should be taught about:		Discovering History	Kings and Queens	Parliament and Prime Ministers	Romans in Britain	The Tudors	Powerful Voices
<ul style="list-style-type: none">changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		✓	✓	✓			✓
<ul style="list-style-type: none">events beyond living memory that are significant nationally or globally		✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none">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		✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none">significant historical events, people and places in their own locality.		✓		✓	✓	✓	

National Curriculum for KS2		PKC History Curriculum	
Pupils should be taught about:			
changes in Britain from the Stone Age to the Iron Age		LKS2: Stone Age to the Iron Age (Year 3)	
the Roman Empire and its impact on Britain		LKS2: Life in Ancient Rome, The Rise and Fall of Rome (Year 4) (KS1: Romans in Britain (Year 2)	
Britain's settlement by Anglo-Saxons and Scots		LKS2: The Anglo Saxons, Scots and the Vikings (Year 3)	
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		LKS2: The Anglo Saxons, Scots and the Vikings (Year 3)	
a local history study		Teachers can include a local study in the following units: LKS2: The Stone Age to the Iron Age LKS2: The Anglo Saxons, the Scots and the Vikings UKS2: The Industrial Revolution UKS2: The Victorians UKS2: World War I UKS2: World War II	
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		LKS2: Law and Power LKS2: The War of the Roses LKS2: The Stuarts UKS2: The Early British Empire UKS2: The Transatlantic Slave Trade UKS2: The Industrial Revolution UKS2: The Victorians UKS2: World War I UKS2: The Suffragettes UKS2: World War II UKS2: The History of Human Rights and Equality	
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		LKS2: Ancient Egypt (Year 3)	
Ancient Greece – a study of Greek life and achievements and their influence on the western world		LKS2: Ancient Greece (Year 4)	
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.		UKS2: Baghdad c.900 CE	

Progression of Knowledge



Key Stage 1 End points for History:

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should 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.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year 1

Pupils will be taught about:

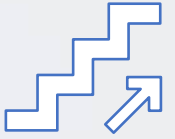
- Changes within living memory (e.g. the coronation of Elizabeth II)
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality.

Year 2

Pupils will be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally (e.g. 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

Progression of Knowledge



Key Stage 2 End points for History:

- Pupils should be taught about: 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 local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.

Year 3

Pupils will be taught about:

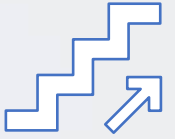
- Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- changes in Britain from the Stone Age to the Iron Age
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: An in-depth study of Ancient Egypt
- changes in Britain from the Stone Age to the Iron Age

Year 4

Pupils will be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the Roman Empire and its impact on Britain
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

Progression of Knowledge



Key Stage 2 End points for History:

- Pupils should be taught about: 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 local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.

Year 5

Pupils will be taught about:

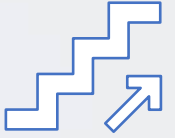
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- understand how our knowledge of the past is constructed from a range of sources.
- 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 non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 6

Pupils will be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Progression of Vocabulary



Year 1

Year 2

Vocabulary

Anglo-Saxon, kingdom, ruler, crops, Mercia, Wessex, Northumbria, invade, migrate, Dark Ages, Pict, Invade, Scotti, Scots, Hadrian's Wall, Dál Riata, Pictland, Migrate, Farm, Settlement, Slave, Famine, Crop, Hunt, Stonemason, Carpenter, Glassmaker, feasting, Christianity, convert, Pagan, Monk, Pope, craft workers, monasteries, Vikings, Scandinavia, long ships, trade, migrate, invade, raid, exploration, raids, invasion, attack, conquer, valuable, burial site, carving, Danegeld, Danelaw, law, custom, culture, conquered, crops, farming, wattle, daub, thatched roof, pit, weaving, firewood, retreat, defeat, marshland, oath, Pagan, Odin, Thor, Loki, Freja, defeat, victorious, victory, knight, chainmail, lance, mace

Archaeologist, Migration, Artefacts, Prehistory, Palaeolithic, Mesolithic, Stone Age, Ice Age, Hunter-gatherer, Nomad, Auroch, Palaeolithic, Mesolithic, Neolithic, Migration, Pottery Trade, Wheat, Barley, Cattle, Crop,

Vocabulary

Heir, Inherit, Crown, Union, Union Jack, Kingdom, Tax, Monarchy, 'Divine Right of Kings', Primary source, Plot, Treason, Gunpowder, Catholic, Protestant, Conspirators, Cellars, Trial, Execution, Radicalised, civil war, tax, Parliament, Puritan, Catholic, Protestant, Power, rebellion, tyranny, 'Divine Right of King', Noble, Gentry, Civil war, Catholic, Protestant, Grand Remonstrance, Parliamentarians, Roundheads, Royalists, Cavalier, Treason, Gentry, Puritan, New Model Army, Cause, Consequence, Lord Protector, Commonwealth, Military, Dictatorship, Calvary, Restoration, Crown, Parliament, Exile, Illegitimate, Patron, Habeas Corpus, Plague, Bubonic plague, Plague doctor, Black Death, Cart, Symptom, Cure, Epidemic, Fumigate, Fire hook, Firebreak, Pudding Lane

Rome, Carthage, Punic War, Hannibal, navy, conquer, Power, Prestige, Julius Caesar, Gaul, Civil War, Pompey, Rubicon, Consul, Julius Caesar,

Year 3

Year 4

Vocabulary

Laws, government, Parliament, Bill of Rights, Religion, Barons, Bow, Capture, Civil War, Commonwealth, Coronation, Crown, Curtsey, Execute, Inherited, King, Parliament, government, Budget, tax, Houses of Parliament, Prime Minister, Hanover, Germany, 10 Downing Street, Government, Minister, vote, election, polling station, party, ballot box. Lord Protector, Majesty, Orbit, Parliament, Power Prison, Puritan, Queen, Reign, Republic, Ring, Royalty, Rule, Sceptre, Tax, The Magna Carta, Throne, Trial. Past, present, story, history, historian, family tree, related relationship, parent, grandparent, great-grandparent, ancestor, census, source, information, archaeology, archaeologist, artefact

Vocabulary

Empire, British Empire, rule, colony, peace, independence protest, peaceful protest, boycott, civil rights, equality, segregation, activist, education, campaign, right, Taliban, Nobel Peace Prize, environment, climate change, strike, Asperger's syndrome, disability, environment, Earth, broadcaster, documentary, natural historian, naturalist, humanity, television. Break with Rome, Burnt at the Stake, Catholic, Colony, Compromise, Diet, Dissolution of the Monasteries, Divorce Dynasty, Elizabethan, Execute, Golden Age, Harpischord, Heresy, Heretics, Jousting, King, Life Expectancy, Lute Marriage, Ornate, Peasant, Poor, Pope, Portrait, Primary source, Queen, Religious Settlement, Rich, Source Symbol, The English Reformation, Treason, Succession Tudor Ancient, empire, Roman, Roman Empire, Rome, Italy, civilisation, technology, army, legion, soldier, centurion, service, helmet, shield, armour, conquered, invasion, Emperor, tribes, defeat, rebellion, Icen, roads, cities, towns, York (Eboracum), London (Londinium), forum, Basilica,

Year 5

Year 6

Vocabulary

Reign, Monarchy, Empire, Imperialism, Patron, Royalty, Balmoral, Great Exhibition, Parliament, Coronation, Diamond Jubilee, 'Industrial Revolution', Urbanisation, industrialisation, 'factory system', Slum, cholera, workhouse, unemployment, Poor Law, Regimented, Poor, Government, Wealthy, Leisure, Great Exhibition, Crystal Palace, Inventions, V&A, Motor, car, Education, Parliament, Compulsory

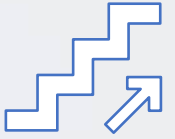
Industrial Revolution, Society, industrialisation, factory, engine, machine, mechanise, mass produce, urbanisation, migrate, water frame, mill, textile, mass produce, cotton, spinning, 'cottage industry', 'pre-industrial',

Vocabulary

Liberty, Human right, United Nation, Legal, Law, Trial, Discrimination, European Convention, Discrimination, Rights, Equal pay, Equality, Pay Gap, Suffragettes, Gender/ sex, Feminism/ feminist, Human rights, Childhood, Child, Poverty, Refugee, UN, Treaty, Ethnicity, Windrush, The Civil Rights Movement, Colonisation, British Empire, Slavery, Discrimination, Racism, Boycott, Persecution, Heretical, Discrimination, Catholic, Protestant Religion, Faith, Belief,

Superpower, Capitalist, Communist, Domino theory, Expansionism, Containment, Atomic Bomb, Arms Race, Space Race, Ideologies,

Progression of Knowledge



Year 1

Key Substantive Concepts:

Power, Parliament, and democracy
Monarchy, law, tax, Parliament, religion, (puritan), civil war and power.
Ancestry, and monarchy.

Key Disciplinary Concepts:

Historical significance (historians believe Simon de Montfort to be the 'Father of English Parliament')
Continuity & change.
Important sources - an image of the Bill of Rights
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 2

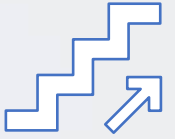
Key Substantive Concepts:

Empire, protest, civil rights, and equality.
Civilisation, invasion, conquer, and rebellion.

Key Disciplinary Concepts:

Sources & evidence (looking at how we know about the Romans from the things they left behind, included written sources)
Continuity & change (looking at how the Roman invasion changed life in Britain).

Progression of Knowledge



Year 3

Key Substantive Concepts:

migration, invasion, law, trade, settlement, religion and monarchy.
civilisation, society, power, hierarchy and religion.

Key Disciplinary Concepts:

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 Caesar'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)

sources & evidence (looking at how we know about life in Ancient Egypt from the things left behind), and **similarities and differences**.

Year 4

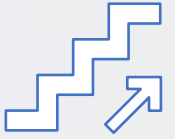
Key Substantive Concepts:

monarchy, law, religion and war
empire, conflict, civilisation, power, and religion.

Key Disciplinary Concepts:

historical significance (by explaining that historians study people and events that they ascribe historical significance too, such as Charles I and the Great Fire of London), **causation** (e.g. looking at the causes of the English Civil War, the Gunpowder Plot and the Great Fire of London), **consequence** (e.g. analysing some of the consequences of the Great Fire of London and the English Civil War) **historical interpretations** (e.g. using evidence to look at different historical perspectives of Oliver Cromwell) and **continuity & change** (e.g. how did the impact of each leader keep things the same/ change things for the people in Britain at the time). They will also look at a wide range of **sources and evidence** including transcripts of speeches, books, diary entries, paintings, death record, and architect plans.

Progression of Knowledge



Year 5

Key Substantive Concepts:

monarchy, industrialisation, urbanisation, empire, imperialism and poverty.
society, urbanisation and industrialisation
slavery, empire, trade, migration, resistance, and revolt.
alliance, tax and social hierarchy
power and war.
civilisation, and invasion.

Key Disciplinary Concepts:

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).

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).

historical significance (e.g. why is the transatlantic slave trade historically significant?), **causation**, and **sources and evidence**.

causation (what led to the French revolution and the storming of the Bastille), **consequence** (the abolition of the monarchy) and **historical significance** (why have historians assigned historical significance to the events that happened before, during and after the French Revolution).
interpretation.

Year 6

Key Substantive Concepts:

migration, empire, religion, race, and law
alliance, war, capitalism, communism, protectionism (containment) and expansionism.
empire, conflict, invasion, warfare, nationalism, propaganda and genocide
nationalism, invasion, dictatorship, refugee and racism
feminism, suffrage, equality and democracy

Key Disciplinary Concepts:

sources & evidence (e.g. using primary sources, including local examples),
continuity & change (e.g. how life in Britain has changed over time)
significance (e.g. the historical significance of people and events such as the Civil Rights Movement, the introduction of important legislation) and
similarities and differences (e.g. between the way that women and men were treated in the past).

causation (e.g. looking at the cause of the Cold War) **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)

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?)

causation (what led to the outbreak of WWII) and **sources & evidence** (analysis of Adolf Hitler quote).

similarities & differences (how the war was experienced differently by different people), **continuity and change** (in terms of warfare)

Assessment



Written Assessment

Children are assessed at the end of each History unit, where they complete a multiple-choice quiz as well as an essay-style task. The task is designed to consolidate learning as well as giving the class teacher a clear understanding of knowledge retention.

Summative Assessment

Children are formally assessed using Family Fisher Trust.

The Roman Empire spread across:	A Europe and India	
	B Europe and North Africa	
	C North Africa and Asia	
	D Asia and Australia	
How many soldiers was a Centurion responsible for?	A 100	
	B 30	
	C 5,000	
	D 1,000	
The unsuccessful invasion of Britain was led by:	A Emperor Nero	
	B Emperor Claudius	
	C Augustus Caesar	
	D General Julius Caesar	
The Roman's successful invasion of Britain was led by:	A Augustus Caesar	
	B Emperor Claudius	
	C Emperor Nero	
	D General Julius Caesar	
Boudicca was the queen of what tribe?	A The Romans	
	B Iceni Tribe	
	C Celt Tribe	
	D Scottish Tribe	
What language did the Romans use?	A Roman	
	B English	
	C Italian	
	D Latin	

History

Romans in Britain

the Roman Empire

Julius Caesar tries to invade Britain but unsuccessful 54 BCE

Roman Emperor Claudius conquers Britain 43 CE

Boudicca leads a rebellion against the Romans 61 CE

Romans withdraw from Britain and Anglo Saxons enter 401-410 CE

empire a group of states or countries ruled over by a single person or ruling power

legion a large group of soldiers who form one section of an army

cavalry soldiers who fought on horseback

invasion the entering or taking over of a place, by force

rebellion when a group of people are angry about something, usually something done by the people in power, and rise up and fight them

emperor a person who rules an empire

defeat to lose against someone in a fight, war, or competition

aqueduct bridge-like system built to move water from one location to another

centurion soldier in the Roman army responsible for the command of one hundred men

Julius Caesar tried to invade Britain but was unsuccessful

Emperor Claudius successfully invaded Britain and made it part of the Roman Empire

Boudicca led a rebellion against the Romans

Roman Empire, 117 AD

History

The Romans in Britain

Lesson 6: Assessment

Assessment Outcome

- The Romans were an ancient civilisation that built a large empire.
- Romans had well-organised large armies with many soldiers.
- Romans invaded Britain and Boudicca led a rebellion against the Roman invasion.
- Romans built towns across Britain.
- After the fall of the Romans empire, many people and aspects of roman life remained in Britain.
- Romans created written records which is why we know about their history.

Suggested Assessment Tasks

Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa.

Multiple Choice Quiz: Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.

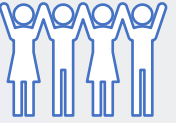
Extended Writing Task:

Option A: Write an essay: How did the Romans change Britain over time? (Disciplinary concept: Continuity & Change). Pupils can include information on the introduction of Roman roads, Roman towns, Roman's using bricks to build buildings, Roman baths, introducing Latin and teaching people to read and write. They could be provided with sentence stems and planning documents to support them with writing their answers, e.g. Before the Romans came to Britain the people lived in wooden houses. The Romans changed Britain by building houses made from stone bricks.

Option B: Write a non-chronological report on the Romans in Britain. Sub-headings could include: Roman Army, Roman Towns, Roman Language.

Option C: Create a 'Knowledge Showcase' with drawings and text showing everything you have learned about the Romans.

Inclusion



1.Explicit instruction - step-by-step modelling of what we want children to do, chunking the content and introducing new material in small steps

2.Cognitive and metacognitive strategies – opportunity to recall information to transfer it to our long-term memory

3.Scaffolding – pre-teaching, visual, verbal, written

Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take, what their work should look like, an aid to access teaching and learning

Verbal scaffolds may involve re-teaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions

Written scaffolds will be provided for a pupil to support them with an independent written task. It could be notes made on a whiteboard during a discussion, a word bank, a sentence starter, a writing frame, it could even be the child's own previous work used to support their recall.

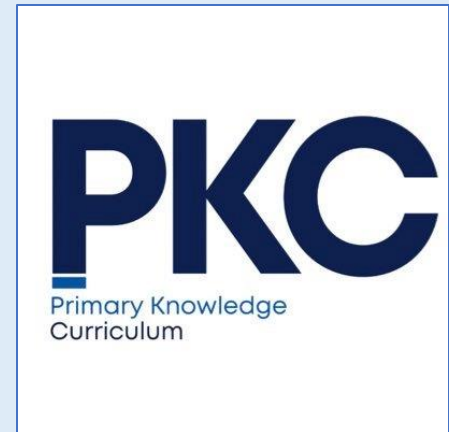
Scaffolds provide temporary assistance to pupils so they can successfully complete tasks that they cannot yet do independently. We use scaffolds flexibly, evaluate their effectiveness and gradually remove them once they are no longer needed.

4.Flexible grouping - peer tutoring, Kagan grouping, flexible grouping

5.Assistive technology – to support delivery and recording of work

Rosenshine's Principles of instruction:

- Begin a lesson with a short review of previous learning
- Present new material in small steps with pupil practice
- Ask questions and check responses
- Provide models
- Guide pupil practice, provide scaffolding and support
- Encourage independent practice and check pupil understanding



All children receive a high quality and ambitious education

All learners have access to the same academic opportunities by offering a stimulating and ambitious curriculum, adjusted to the needs of pupils with SEND, so that they are able to reach their full potential

It is vital that our children are equipped with the tools needed to become independent learners

Our curriculum will ensure that all pupils gain a greater understanding of how they learn and the skills of resilience, collaboration, participation, investigation, thinking, creativity, motivation and reflection

We provide an accessible learning environment which is tailored to the individual needs of all pupils

Pupils are supported by adults following a cycle of assess, plan, do, review, making necessary adjustments to the curriculum to meet the needs of all pupils

All learners are respected and acknowledged for their personal contribution