

**INTENT**

**History Curriculum Year A: Planning, Progress and Long-Term Knowledge Growth**

YEAR 5/6	Substantive historical content	Recurring substantive themes, ideas and language (Key Concepts)	Subject rationale: Supporting pupils' wider history curriculum journey	Basic disciplinary training in history
<p><b>Autumn Term</b></p> <p><b>The Victorians</b></p>	The end of the Industrial Revolution: An era of Discovery, Invention and Exploration.	<p>As well as helping to develop understanding of <b>chronology</b>, this unit helps secure knowledge of the Victorian Era, ensuring pupils leave primary school with a strengthened understanding of the changes that have occurred in Britain and the wider world that have shaped society as it is today. They will develop their knowledge of <b>law &amp; lawmakers, trade, industry and money, culture, sports arts and entertainment, home life, education, transport, health &amp; wellbeing and design &amp; technology</b>. Stories learned will ensure that words such as 'empire', 'monarchy', 'parliament' and 'industry' are embedded.</p>	<p>As a result of developing their knowledge of Victorian Britain, pupils will be contextualise their learning around Darwin &amp; Evolution next term. The work around Queen Victoria and monarchy builds upon work on the Tudors studied in LKS2, giving a greater depth and broadness to the understanding of monarchy. Pupils will previously have studied Florence Nightingale in KS1, which will provide a hook for developing knowledge of class, war and health during the Victorian Era. Their work on the Duke of Wellington in KS1 also gives understanding and context to the beginning of the Victorian Era.</p>	<p><b>Continuity &amp; Change:</b> What changed in Britain during the Victorian Period, and what evidence remains now?</p> <p>Pupils consider <b>similarities &amp; differences</b> between key aspects of society during Victorian times.</p> <p>Pupils consider <b>evidence</b> through museum loans and visits and <b>interpretation</b> of oral history.</p>
	Queen Victoria: Family; privilege; importance of portraits			
	The growth of the Empire			
	Social Class – diversity of life experiences. Life of a working class child. Life in the city v countryside.			
	Public Health Act of 1848. Lord Shaftesbury and Dr Barnardo and the impact on children.			
	Attitudes towards children: workhouses etc. 1870 Education Act and introduction of free schooling in 1891.			
	The expansion of the Railways and its impact on trade and industry.			
	Census Data (changes over time)			
	Literature: Charles Dickens, Lewis Carroll, Rudyard Kipling,			
Slavery and its abolition (William Wilberforce)				
<p><b>Spring Term</b></p>	Darwin's Childhood – what was life like at home, interests and hobbies	Providing knowledge and understanding of a significant turning point in national and global history, the study of Darwin and Evolution	Darwin and Evolution, when taught following unit on 'The Victorians', contextualises many changes in science,	<p><b>Significance:</b> Why was Darwin's theory of evolution a</p>

<b>Darwin &amp; Evolution</b>	Darwin as Fossil hunter & Geologist	develops pupils' knowledge of <b>chronology, religion, philosophy &amp; beliefs, transport, education and health &amp; wellbeing</b> . This thematic study will ensure words such as 'ancient', 'symbol', 'generation' and 'ancestor' are embedded.	health and beliefs nationally and globally during the Victorian Era. It builds upon the unit on 'Mary Anning' in KS1, adding another story of significant scientific discovery to the pupils' understanding of science in society today.	significant turning point in History?  Pupils also consider <b>cause &amp; consequence</b> of key events during this period and beyond.  Pupils consider <b>evidence</b> through museum loans and visits and <b>interpretation</b> of oral history.
	HMS Beagle (1831) and the Galapagos Islands			
	Darwin on extinction			
	Darwin on evolution/Natural selection – on the origin of species and The Finch Study			
	Church and society in Victorian times and beyond – Darwin's Legacy.			
<b>Summer Term</b>  <b>The Ancient Egyptians</b>	The start of the most powerful empire in the world: an era of advancements in literature, science and the arts.	As well as helping to develop understanding of <b>chronology</b> of Ancient civilisations, this unit helps pupils to secure knowledge and understand of importance of the Ancient Egyptians in the development of practices, processes and structures as they developed one of the most successful and lengthy and powerful empires in the world. Pupils will also develop their knowledge of <b>law and lawmakers; trade, industry &amp; money; culture, sports, art &amp; entertainment; religion philosophy &amp; beliefs; home life; education; food &amp; farming; transport; communication and design &amp; technology</b> . Stories learned will ensure that words such as 'empire', 'ruler', 'civilisation' and 'industry' are embedded.	Pupils will consolidate previous learning of chronology and allow comparisons and contrasts to be made between Ancient Greeks studied in LKS2 and The Maya in UKS2. The study of structures and their purpose will be developed from previous learning in LKS2 on the Tudors and Castles and from the KS1 unit, Castles, Kings and Queens plus the relevance of statues to war time British leaders in UKS2.  The concepts of trade and religion will build on previous learning in KS1 in the unit Castles, Kings and Queens and LKS2 Tudors and Castles. Links will be made to the study of Anglo Saxons and Vikings, Stone Age to Iron Age, The Romans (all LKS2) and to Ancient Maya in UKS2 in relation to trade, transport and technology.	<b>Significance:</b> Why is Ancient Egypt still significant today?  Pupils consider <b>similarities &amp; differences</b> between key aspects of modern society.  Pupils consider <b>evidence</b> through museum loans and visits and <b>interpretation</b> of artefacts.
	Social Class (Ancient Egyptian hierarchy: Pharaohs and their status.)			
	Pyramids and tombs (levers and pulleys).			
	Crime and punishment.			
	Merchants, craftsmen and farmers in society and how the River Nile was vital to the success of the Empire.			
	Parties and banquets: music – flutes, lutes, lyres and drums; wrestlers and dancers; storytellers.			

	The Story of Creation (Compare and contrast religion, philosophy and beliefs)			
	Egyptian Gods			
	Funeral beliefs and mummification			
	Life in Egyptian home; houses, clothing, what it was to be a child, food, preservation and irrigation.			
	Technology to move large objects.			
	The development of communication; hieroglyphics, scribes and the spoken language.			
	The development of early medicines: ill people kept in temples, flames used for sterile environments, early anaesthetics and prayer.			
	Archaeology: Moral dilemma facing Lord Carnarvon and Howard Carter.			