

National curriculum focus

Purpose of Study	A high-quality history education will help pupils gain a coherent knowledge and understanding of how their world has been shaped by history. It should inspire pupils' curiosity to know more, remember more and do more. At Redhill, we intend to give all pupils the opportunity to learn about the narrative that is the history of our world, nation and local area. As part of the narrative of History, we intend for pupils to understand the order of events and to build a picture of how they fit into the narrative throughout their journey in school.		
Aims	<p>The national curriculum for history aims to ensure that all pupils:</p> <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 • 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 • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • 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 • 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 <p>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.</p>		
Key Stage One		Key Stage Two	Key Stage Three
<ul style="list-style-type: none"> • Pupils should be taught about: <ul style="list-style-type: none"> • 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality. 		<ul style="list-style-type: none"> • Pupils should be taught about: <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Pupils should be taught about: <ul style="list-style-type: none"> • the development of Church, state and society in Medieval Britain 1066-1509 • the development of Church, state and society in Britain 1509-1745 • ideas, political power, industry and empire: Britain, 1745-1901 • challenges for Britain, Europe and the wider world 1901 to the present day • a local history study • the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 • at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

Cultural Capital (Link to enrichment timetable Richard did at the beginning of the year).			
EYFS	KS1	LKS2	UKS2
	Stoneage Workshop Victorians visit – Blists Hill/ Statfold Barns Wedgewood Visit	Roman Visitor to school	Visit to Cannock Chase museum linked to coal mining study

<u>History in the Early Years</u>			
<u>Nursery</u>	<u>Reception</u>	<u>ELG</u>	<u>COEL</u>
<p><u>Past and Present:</u></p> <ul style="list-style-type: none"> • I will learn to talk about my own life story and how I grow and change over time. • I will engage in imaginative roleplay based around my real life experiences. • I will talk about routines and how I live my life (sequencing events) • I will learn how to recall and discuss special times and events that I have had with my family. • I will learn about different occupations and people who help us in society: e.g. doctors, teachers etc 	<p><u>Past and Present:</u></p> <ul style="list-style-type: none"> • I will learn to talk about my own life story (family) and how I grow and change over time. (Review) • I will learn about important people/ figures from the past, for example: Martin Luther King, Rosa Parks, St George, Mae Jemison. • I will learn about past events from their own experience. • I will learn about sequencing events using time vocabulary: e.g. yesterday, a long time ago, now, later. • I will learn how to discuss and compare past and modern times using photographs, rhymes and stories. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Showing a curiosity about objects, events and people • Finding ways to solve problems <p>Making links and noticing patterns in their experience</p> <ul style="list-style-type: none"> • Making predictions • Developing ideas of grouping, sequences cause and effect

Year 1		
Unit of Work	Disciplinary Knowledge	Knowledge progression
<u>The Past: Local Area</u>	Continuity and change	<p>Children study their local area and how it has changed from the past.</p> <ul style="list-style-type: none"> • Development in photography through time. • Changes in land use. • Changes in the home. • Changes in buildings.
<u>The past: Local People</u>	Continuity and change	<p>Children delve into the past looking at the lives of their families.</p> <ul style="list-style-type: none"> • 1950s and earlier. • Children explore a family tree of their own. • How toys have changed over the years. • How school has changed over the years. • How travel and transport has changed over the years. • How clothes have changed over the years.
<u>Queen Elizabeth</u>	Significance	<p>Children will be learning about Queen Elizabeth as a child and her early life.</p> <ul style="list-style-type: none"> • Explore the family tree of the royal family. • What Queen Elizabeth's early life was like. • What life was like living through different events such as WW2, Blitz. • Her coronation. • Comparisons to King Charles.
<u>Stories about the past</u>	Significance	<p>Children learnt about different stories from the pupil's heritage.</p> <ul style="list-style-type: none"> • Cover Gunpowder Plot, Titanic, Aethelflaed. • People – who they are, what they did, where and when it happened and what they changed. • Events – what the key events were, where it happened, what went wrong and what we learnt from this.
<u>Stories of rulers</u>	Significance	<p>Children will understand the term ruler and how rulers have impacted upon the lives of people.</p> <ul style="list-style-type: none"> • What a ruler is and what the concept of a ruler is. • Explore different rulers (Boudicca, Alfred the Great and Mansa Musa). • Where they lived. • How they ruled the people. • How they ruled the land.
<u>Ships and Seafarers</u>	Significance	<p>Children will learn about the earliest experiences of floating through to the ships they see today.</p> <ul style="list-style-type: none"> • What early seafaring looked like. • Life on a ship in the early days of ships. • How boats navigate around and how they navigated in the past. • How ships are involved in trade throughout the years. • How seafaring has increased where we have explored throughout time.

Year 2		
Unit of Work	Disciplinary Knowledge	Knowledge progression
<u>London</u>	Cause and consequence	<p>Children will learn about life in London in the past.</p> <ul style="list-style-type: none"> • What Stuart London looked like. • The plague. • The Great Fire of London – what happened, what did we learn from this. • How we learnt about this information – sources of Samuel Pepys. • The rebuilding of London – Including Christopher Wren.
<u>The Great Change Makers</u>	Significance	<p>Children will study people from the past who have made a significant change and impact on our lives today.</p> <ul style="list-style-type: none"> • Study James Watt (transport); Emmeline Pankhurst (activist); Amelia Earhart (Explorer); Earl of Shaftesbury (reformer); Josiah Wedgewood (industrialist). • Who they were. • What they did. • What changes they made and the impact across history.
<u>Queen Victoria</u>	Significance	<p>Children will study the life of Queen Victoria and stories of her.</p> <ul style="list-style-type: none"> • Who Queen Victoria was and when she lived and ruled. • What changes she saw throughout her life. • Focus on the Great Exhibition. • The introduction of the railway and the benefits this gave.
<u>Victorian Lives</u>	Similarity and difference	<p>Children will study the life of children throughout the period.</p> <ul style="list-style-type: none"> • What life was like for a Victorian child. • What they had to do for work in the town. • What they did for work in the countryside. • What life was like in a Victorian school. • What life was like in a Victorian home for children.
<u>Stone Age</u>	Continuity and change	<p>Children will learn about Doggerland and how Britain was connected to Europe. They will learn about hunters and gathers and stone age tools. They will learn what Stonehenge is and life on Skara Brae.</p> <ul style="list-style-type: none"> • Doggerland – what it was, where it was and where it fits into history. • How the Stone Age people lived. • What pre-historic means. Links to cave art. • Skara Brae – its importance in telling us about life in the Stone Age. • Stonehenge and the links to religion. • How Stonehenge was built.
<u>Neolithic Revolution</u>	Significance	<p>The children will look at the farming associated with this time and how life changed. They will develop the story of farming. Children will then begin to look at life in the bronze and iron ages and how life changed.</p> <ul style="list-style-type: none"> • How the Neolithic age was different for humans at the time. • The importance of animals at the time. • How humans buried the dead in the Neolithic Age. • How houses were built at the time. • How and why people began to make pots. • The importance of the wheel within history.

Year 3		
Unit of Work	Disciplinary Knowledge	Knowledge progression
<u>Ancient Egypt</u> How much did Ancient Egypt change over time?	Change/continuity	<ul style="list-style-type: none"> Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing
<u>Cradles of civilisation</u> How similar and how different were Ancient Egypt and Ancient Sumer?	Similarity and difference	<ul style="list-style-type: none"> The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations. Ziggurats
<u>Indus Valley Civilisation</u> How do we know about the Indus valley civilisation?	Evidential thinking	<ul style="list-style-type: none"> Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion
<u>Persia and Greece</u> What did Greek city-states have in common?	Similarity and difference	<ul style="list-style-type: none"> Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer’s Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses
<u>Ancient Greece</u> What can historians learn from the sources from Ancient Greece?	Evidential thinking	<ul style="list-style-type: none"> Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer’s Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.
<u>Alexander the Great</u> How did Alexander the Great conquer so much land?	Causation	<ul style="list-style-type: none"> Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?

Year 4

Unit of Work	Disciplinary Knowledge	Knowledge progression
<p><u>The Roman Republic</u></p> <p>How much power did the senate have in the Roman Republic?</p>	Similarity and difference	<ul style="list-style-type: none"> • Foundation myth of Romulus and Remus • River Tiber civilisation • The early kings of Rome Development of the Roman Republic • Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends • Roman roads • Roman politics and government during the Republic
<p><u>The Roman Empire</u></p> <p>What can sources reveal about Roman ways of life?</p>	Evidential thinking	<ul style="list-style-type: none"> • Roman army • Julius Caesar, the early emperors (inc. Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). • Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) • Amphitheatres and games • Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography)
<p><u>Roman Britain</u></p> <p>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</p>	Evidential thinking	<ul style="list-style-type: none"> • The ancient Britons – a land of diversity, a land of migrants (e.g. Celts). • Celtic language, Celtic culture. • Rebellions: Caractacus, Boudicca. • Roman town: Aquae Sulis • Life on the frontier: Hadrian's Wall • Black Romans in Britain
<p><u>Christianity in three empires (300-600CE)</u></p> <p>What made each early Christian state special?</p>	Similarity and difference	<p>This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows:</p> <ul style="list-style-type: none"> • 1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. • 2.Constantine founding of Constantinople. • 3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. • 4.Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. • 5.Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity. • 6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.
<p><u>Islamic civilisations (1)</u></p> <p>What kind of change did Muhammad bring about in Arabia?</p>	Change and continuity	<ul style="list-style-type: none"> • Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the • Makkah in the trade of the Middle East and the world. • An oral culture and a land of poetry. • Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.
<p><u>Islamic civilisations (2)</u> <u>Muslim Cordoba</u></p> <p>How did worlds come together in Muslim Cordoba?</p>	Similarity and difference	<ul style="list-style-type: none"> • Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. • How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. • The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.

Year 5

Unit of Work	Disciplinary Knowledge	Knowledge progression
<p><u>Islamic Civilisations (3)</u></p> <p>Why were there so many restless minds in Cordoba and in Baghdad?</p>	Causation	<ul style="list-style-type: none"> • Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. • The House of Wisdom, books and paper, translation of the ancient texts from Greek • The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. • How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.
<p><u>Anglo-Saxon Britain</u></p> <p>How have historians learned about Anglo-Saxon Britain?</p>	Evidence	<ul style="list-style-type: none"> • Reasons for migration • Anglo-Saxon kingdoms • Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: ‘not Angles but angels’). • Early monasteries in British Isles; Bede. • Offa and Cynethryth of Mercia • How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo
<p><u>Vikings in Britain (1) Lady of Mercians</u></p> <p>How did the Vikings change England?</p>	Change and continuity	<ul style="list-style-type: none"> • The first Viking raids and invasions • King Alfred of the Kingdom of Wessex • The ‘Great Heathen Army’ • Alfred in Athelney • Alfred’s victory over Guthrun, Guthrun’s baptism • Danelaw • Scandinavian settlements • Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures • Aethelflaed growing up. • Women in Wessex and in Mercia • Aethelflaed & Aethelred take on the Vikings, Aethelflaed & Edward build burhs and press into the Danelaw. Raid on Bardney and Battle of Tettenhall. Aethelflaed ruling in her own right from 911 as Lady of the Mercians.
<p><u>Norse Culture</u></p> <p>What connections and similarities did the Norse people have with other people?</p>	Similarities	<ul style="list-style-type: none"> • Including sagas, art, poetry, folklore. • Norse gods, goddesses, stories and customs. • Beowulf - depth. • What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion)
<p><u>Vikings in Britain (2) Changing Rulers, Changing Worlds</u></p> <p>How did the Angles, Saxons and Vikings shape England and Scotland?</p>	Change and continuity	<ul style="list-style-type: none"> • Case study of Jorvik in 910, told through fictional story of two Viking children. • Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. • Why we must tell differing stories (Vikings & Anglo-Saxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (interpretations of the period involving Aethelflaed only surfacing more recently). • Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918. • Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) • Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland)
<p><u>Local History Study</u> (Coal Mining)</p>	TBC	TBC

Year 6

Unit of Work	Disciplinary Knowledge	Knowledge progression
<p><u>The Maya</u></p> <p>How do historians know about the Maya?</p>	Evidential thinking	<ul style="list-style-type: none"> • Geography of Maya on Yucatán peninsula (link to Y5 Spring 2 North and South America). • Maya rulers, customs and structure of society • Maya agriculture including maize, chocolate. • Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as pyramids). • Maya calendar and mathematics. • Maya religious belief and practice including creation myth and ritual bloodletting. • Historians' explanations for what happened to the Maya civilisation.
<p><u>Medieval African Kingdoms</u></p> <p>How similar and how different were medieval Ethiopia and Benin?</p>	Similarities and differences	<p>This half-term's unit will focus on</p> <ul style="list-style-type: none"> • (i) material culture, society, government and technology in the medieval kingdom of Benin and • (ii) material culture, society, government and technology in Ethiopia. This builds on pupils' earlier knowledge of East African worlds gained in Year 4 work on the empire of Aksum.
<p><u>Cities through time (1)</u> <u>From Mesopotamia to Manchester</u></p> <p>Why did Manchester change so rapidly in the 19th century?</p>	Causation	<ul style="list-style-type: none"> • The story of 19th century industrial Manchester told through the life of Abel Heywood, who first arrived in the slums of Manchester in 1819 and rose to oversee numerous city improvements become mayor and build the new town hall. Recurring characteristics of cities beginning with ancient Mesopotamia (revisited from Year 3).
<p><u>Cities through time (2)</u></p> <p>How typical of urban history is the history of my city?</p>	Similarity and difference	<ul style="list-style-type: none"> • Greek and Roman Pompeii • Medieval London • 16th century Samarqand • 17th century Bristol • 18th century Liverpool • Independent study: a city (Birmingham)
<p><u>Britain in the era of the Second World War</u></p>	Causation	<ul style="list-style-type: none"> • This unit will include the impact of war and post-war developments. • It will include evacuation, the impact of WW2 on cities, towns and rural areas, and on diverse people, impact on small towns; the involvement of diverse peoples in a global war; the causes and effect of post-war migration to Britain, including Windrush; the causes and effects of the establishment of the NHS and mass secondary schooling.
<p><u>Local History – Linked to WW2</u></p> <p>TBC</p>	TBC	TBC