

# **St Bartholomew's C of E Primary School**

## **History Curriculum Overview**

### **Disciplinary Historical Concepts-**

Lens/Focus of Learning  
Significance/Impact- UKS2  
Cause/Consequence- LKS2  
Continuity/Change  
Similarity/Difference  
Sources and Evidence  
Interpretation

### **Substantive Knowledge- Golden Threads of our Curriculum**

#### 1. Civilisation

Students are taught about the development of societies and civilisations from the earliest form (Stone Age) to the development of societies, rules of law and order, which are comparable to today (Victorians).

#### 2. Conflict/Invasion

Students are taught about the changing nature of conflict and invasion from the invasion of small areas, to large scale empires to invasions in World War II into sovereign land.

#### 3. Empire and Power

Students see the rise and fall of large empires, both in Britain and around the world, having the opportunity to see similarities and differences in the meaning of power as the world arguable became 'smaller' and more of the world was up for grabs.

#### 4. Monarchy

Students see how the meaning of monarchy changes depending on the empire or civilisation you're researching. We discuss emperors, pharaohs, caliphates and dynasties, questioning whether hereditary rulers are fair and effective.

#### 5. Migration (immigration/settlement)

Students look at a fact of human life for millions of years- movement and settlement, beginning with the earliest evidence of movement and settlement in the Stone Age, and finishing with migration due to discrimination in World War II and migration of the Windrush generation.

#### 6. Trade

Trade has been a constant in civilisations and societies through history. Children learnt that trade is not only about money, but about objects valued at that time in history, from silk and lapis in the Islamic Empire to coinage and currency in the Roman and Greek Empires.

#### 7. Governance

Students learn about the changing governance and rules of law of civilisations and societies through history. They understand democracies and dictatorships whilst also questioning some of the rules of law at the time.

# **St Bartholomew's C of E Primary School**

## **History Curriculum Overview**



**St Bartholomew's C of E  
Primary School**

| EYFS  |   |  |   |
|---|---|--|---|
| Autumn  | Spring  | Summer   | Early Learning Goals  |
| <p><b><u>Who am I and where do I belong?</u></b></p> <p>Through their learning about religious celebrations, children in EYFS look back at celebrations in their own life. Children learn about their families and how they have changed since being a baby. They talk about how things were different when their parents , grandparents etc were young.</p>  | <p><b><u>Where can I go and how can I get there?</u></b></p> <p>Children learn about different places around the world and the ways in which we can travel. Children will learn about how the area around us has changed and learn about how different transport was a long time ago. Children will learn about historical events such as the moon landing</p>  | <p><b><u>What can I see and how does it change?</u></b></p> <p>Children will learn about the changing seasons. They will learn about how things change over time and what happens as things grow. Children will talk about the year they have had in Reception and the key events they have shared .</p>   | <ul style="list-style-type: none"><li>• Be able to talk about the lives of the people around them and their roles in society.</li><li>• Be able to know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Be able to understand the past through settings, characters, and events encountered in books read in class and encountered in storytelling.</li></ul> |
| <p>Milestones</p> <ul style="list-style-type: none"><li>• Children can talk about special times, celebrations/ birthdays they remember in their life.</li><li>• Begin to recognize that we celebrate certain events, such as bonfire night because of events that happened many years ago.</li><li>• Children can talk about how they have changed from being a baby</li><li>• Children will talk about how children and adults are different</li></ul>   | <p>Milestones</p> <ul style="list-style-type: none"><li>• Comments on images of familiar situations in the past</li><li>• Children will compare and contrast characters from stories including figures from the past</li></ul>  | <p>Milestones</p> <ul style="list-style-type: none"><li>• Children will compare and contrast characters from stories including figures from the past</li></ul>   |   |
| Year 1  |   |  |   |
| Autumn  | Spring  | Summer   |   |
| <p><b>Enquiry Question:</b><br/><b><u>Be Bold Be Brave Be You – Our local area.</u></b><br/><b>Enquiry Question: What was Town Street like in the past and is it the same today?</b></p> <p><b><u>Topic overview</u></b></p> <p>In this topic, the children will look at how our local area has changed over time. They will compare the similarities and differences between past and present photos of Town Street. They will gain an understanding</p> | <p><b>Enquiry Question:</b><br/><b><u>Intrepid Explorers- Robert Falcon Scott</u></b><br/><b>Enquiry Question:</b></p> <p><b><u>Topic overview</u></b></p> <p>Children will gain an understanding of significant individuals and their contribution to national and world history. Children will find out about the explorer Sir Robert Falcon Scott and his expedition to the pole. They will look at pictures from his trip and show an understanding of the hardship, the food</p> | <p><b>Enquiry Question:</b><br/><b><u>Childhood Now and Then</u></b><br/><b>Enquiry Question:</b></p> <p><b><u>Topic overview</u></b></p> <p>Children will look at toys from the past and compare these to toys today. They will ask questions and share their memories of toys. They will use photos as a source of evidence. Children will look at how clothes, homes and entertainment has changed over the past.</p> |   |

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| of the different types of homes and name the type of home they live in, e.g. flat, terraced house, etc. They will then look at photos and compare the similarities and differences between old and modern homes. We will look at shops in both the past and present and discuss what shops they see in both the past and present photos, as well as shops that we only see in the past/present. | rationing, the weather conditions and the equipment taken on the trip. Children will compare and contrast this expedition to another explorer Christopher Columbus and look at how his journey contributed to British/world history.   |  |
| <u><b>National Curriculum Coverage:</b></u> <ul style="list-style-type: none"> <li>Changes within living memory (local history)</li> <li>Significant historical events, people and places in their own locality</li> </ul>  | <u><b>National Curriculum Coverage:</b></u> <ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>   | <u><b>National Curriculum Coverage:</b></u>  |
| <u><b>Substantive Concepts (Golden Threads) to be explicitly taught</b></u><br>Civilisation   | <u><b>Substantive Concepts (Golden Threads) to be explicitly taught</b></u><br>Migration<br>Trade  | <u><b>Substantive Concepts (Golden Threads) to be explicitly taught</b></u>  |
| <u><b>Disciplinary Focus (lens of learning)</b></u><br>Continuity/Change  | <u><b>Disciplinary Focus (lens of learning)</b></u>  | <u><b>Disciplinary Focus (lens of learning)</b></u>  |
| <u><b>First-hand experience:</b></u><br><br>Local area walk.  | <u><b>First-hand experience:</b></u>   | <u><b>First-hand experience:</b></u><br><br>Leeds Museum artefacts   |
| <ol style="list-style-type: none"> <li>Homes</li> <li>Houses</li> <li>Local area</li> <li>Past</li> <li>Present</li> <li>Similarities</li> <li>Differences</li> <li>Compare</li> <li>Chronological order.</li> </ol>  | <u><b>Vocabulary to be taught in this topic:</b></u> <ol style="list-style-type: none"> <li>Sir Robert Falcon Scott,</li> <li>expedition,</li> <li>Antarctica,</li> <li>voyage,</li> <li>diary,</li> <li>huskies,</li> <li>equipment,</li> <li>supplies,</li> <li>frost bite.</li> <li>Christopher Columbus,</li> <li>discover,</li> <li>Europe,</li> <li>East, tribes,</li> <li>voyage,</li> <li>ship,</li> </ol> | <u><b>Vocabulary to be taught in this topic:</b></u> <ol style="list-style-type: none"> <li>Old,</li> <li>new,</li> <li>toy</li> <li>past,</li> <li>today,</li> <li>sequence,</li> <li>interior,</li> <li>exterior,</li> <li>compare,</li> <li>explain,</li> </ol> |

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| <p><b><u>Curriculum links</u></b></p> <p>'Be Bold Be Brave Be You' topic looking at our families and local area.</p>  | <p><b><u>Curriculum links</u></b></p> <p>Geography – Learning about the 7 continents and Antarctica</p> <p>Science – Learning about weather and the seasons.</p> <p>English: learning about facts – non fiction</p> | <p><b><u>Curriculum links</u></b></p> <p>English ; Learning about ourselves and others.</p> <p>Re; Friendship</p> <p>PHSE: Feelings.</p> |
| <p><b><u>Links to Previous Learning</u></b></p> <p>Reception – What can I see and how does it change?</p> <ul style="list-style-type: none"> <li>• Comments on images of familiar situations in the past.</li> <li>• Children will compare and contrast characters from stories including figures from the past.</li> </ul> | <p><b><u>Links to Previous Learning</u></b></p>   | <p><b><u>Links to Previous Learning</u></b></p>  |
| <p><b><u>Links to Future Learning</u></b></p> <p>Year 4 – Victorians - What was it like to be a Victorian child in Armley?</p> <p>Year 6 – Windrush - Who were the Windrush generation and what impact did they have on the city of Leeds?</p>  | <p><b><u>Links to Future Learning</u></b></p>   | <p><b><u>Links to Future Learning</u></b></p>  |

Year 2

| Autumn   | Spring   | Summer  |
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| <p><b>Topic: Castles, Kings, Knights and Queens</b><br/> <b>Enquiry Question:</b><br/> <u>What is a castle and what do we know from sources and evidence that it was used for?</u><br/> <b>Topic overview</b><br/>                     In this topic, the children begin by exploring different types of buildings in our local area, including Kirkstall Abbey. They will become familiar with timelines, ordering events and buildings. They will look at castles and learning about the similarities and differences between them. They then explore different sources to find out about the interior and exterior of a castle. They compare castles in the past to our homes now and learn about the people who lived in a castle and what their roles were. They also visit Skipton Castle to enable them to have first-hand experience of seeing a castle.</p> | <p><b>Topic: Great Fire of London</b><br/> <b>Enquiry Question:</b><br/> <u>How do we know so much about what happened in the Great Fire of London?</u><br/> <b>Topic overview</b><br/>                     The children begin this topic by comparing life now to what life was like in 1666. They then learn about the main events of the Great Fire of London and put them in chronological order. They explore different sources from the past and discuss what these sources tell us and how useful they are to learn about the past. The children learn about why the fire spread quickly as well as the changes in London that took place after the fire.</p> | <p><b>Topic: Pirates</b><br/> <b>Enquiry Question:</b><br/> <u>Can we call Grace O'Malley a pirate?</u><br/> <b>Topic overview</b><br/>                     This topic encourages pupils to explore the past by examining their ideas about pirates, with particular reference to Grace O'Malley. The key question leads children to consider what are the characteristics of a pirate and to challenge stereotypes in the light of historical enquiry. The key question also leads to an understanding of the complexities of the life and values of a significant woman living in the 16th /17th century.</p> |
| <p><b>National Curriculum Coverage:</b><br/>                     Significant historical places in their own locality</p>   | <p><b>National Curriculum Coverage:</b><br/>                     Events beyond living memory that are significant nationally or globally.</p>  | <p><b>National Curriculum Coverage:</b><br/>                     Changes within living memory.<br/>                     The lives of significant individuals in the past who have contributed to national and international achievements.</p>   |
| <p><b>Substantive Concepts (Golden Threads) to be explicitly taught</b><br/>                     Empire and Power<br/>                     Monarchy</p>  | <p><b>Substantive Concepts (Golden Threads) to be explicitly taught</b><br/>                     Civilisation<br/>                     Governance</p>  | <p><b>Substantive Concepts (Golden Threads) to be explicitly taught</b><br/>                     Migration<br/>                     Conflict and Invasion</p>   |
| <p><b>Disciplinary Focus (lens of learning)</b><br/>                     Sources and evidence<br/>                     Continuity/Change</p>   | <p><b>Disciplinary Focus (lens of learning)</b><br/>                     Sources and evidence<br/>                     Cause and consequence</p>   | <p><b>Disciplinary Focus (lens of learning)</b><br/>                     Similarity/difference</p>  |
| <p><b>First- hand experience:</b><br/>                     Skipton Castle</p>  | <p><b>First- hand experience:</b><br/>                     Visitor as Samuel Pepys</p>   | <p><b>First- hand experience:</b></p>   |
| <p><b>Vocabulary to be taught in this topic:</b><br/>                     1. Timeline<br/>                     2. Abbey<br/>                     3. Middle Ages<br/>                     4. Normans<br/>                     5. Defend<br/>                     6. Types of castles (e.g. Motte and Bailey)<br/>                     7. Features of castles (e.g. drawbridge)<br/>                     8. Rooms within a castle (e.g. Great Hall)<br/>                     9. Compare<br/>                     10. Past<br/>                     11. Present</p>   | <p><b>Vocabulary to be taught in this topic:</b><br/>                     1. Similarities<br/>                     2. Differences<br/>                     3. Chronological order<br/>                     4. Samuel Pepys<br/>                     5. King Charles II<br/>                     6. Types of historical source (writing, pictures, objects)<br/>                     7. Change<br/>                     8. Cause<br/>                     9. Consequence<br/>                     13. Tudor houses (e.g. materials, wattle and daub)</p>  | <p><b>Vocabulary to be taught in this topic:</b><br/>                     1. Pirate<br/>                     2. Queen<br/>                     3. Ireland<br/>                     4. England<br/>                     5. Trade<br/>                     6. Chieftain<br/>                     7. Century</p>   |

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| 12. Roles within a castle (e.g. Lord)  |  |  |
| <p><b><u>Curriculum links</u></b></p> <p>Writing through theme – diary entry about attending a pageant<br/> English – Rapunzel and non-chronological report about Queen Elizabeth<br/> D.T – making a castle<br/> Art – pencil drawings in the style of Leonid Afremov<br/> Science – making catapults<br/> Computing – collecting data on their favourite Disney princes and princesses<br/> Geography – using maps to navigate around a castle scene</p> | <p><b><u>Curriculum links</u></b></p> <p>Writing through theme – newspaper article about the events of the GFoL<br/> English – Toby and the Great Fire of London and poem on fire<br/> D.T – making fire engines<br/> Art – fire collage in the style of Jesse Treece<br/> Computing – creating a GFoL scene by superimposing a photograph of themselves onto a background depicting a Tudor street<br/> Science – testing materials to see which would make the best pair of curtains for a house in London<br/> Geography – comparing out local area to London</p> | <p><b><u>Curriculum links</u></b></p> <p>Writing through theme – postcard and poster about Edwardian seaside holidays<br/> English – Lighthouse Keepers Lunch and ocean creature riddles<br/> D.T – making a seaside picnic<br/> Art – weaving seaside scenes in the style of Lucy Poskitt<br/> Computing – PowerPoint about pirates<br/> Science – food chains<br/> Geography –physical and human features of the seaside</p> |
| <p><b><u>Links to Previous Learning:</u></b></p> <p>Links to monarchy - the effect that the religion of the monarchy once had. (Y1 Autumn)</p>   | <p><b><u>Links to Previous Learning:</u></b></p>   | <p><b><u>Links to Previous Learning:</u></b></p> <p>Links to comparing past and present (Y1 Summer)</p>  |
| <p><b><u>Links to Future Learning:</u></b></p> <p>Prepares children for learning about Henry VIII and the monarchy (Y3 Summer)<br/> Prepares children for learning about the monarchy of Egypt (Y4 Summer)<br/> Children can use their knowledge of Armley for local history topic (Y3 Autumn, Y4 Autumn)</p>  | <p><b><u>Links to Future Learning:</u></b></p> <p>Prepares children for using sources and evidence to find information about events beyond living memory (Y3 Spring)</p>   | <p><b><u>Links to Future Learning:</u></b></p> <p>Prepares children for learning about the Roman invasion (Y3 Autumn)</p>  |

Year 3

| Autumn  | Spring  | Summer   |
|---|---|--|
| <p><b>Topic: The Romans</b></p> <p><b>Enquiry Question:</b> How did the arrival of the Romans change Britain?</p> <p><b>Topic overview</b></p> <p>The topic starts with the children using their chronology skills to map their own lives; they then use this skill to map the Roman occupation of Britain. The children will then investigate in depth why the Romans invaded Britain. They then look at the story of Boudicca and impact it had on the Roman army. The children will take part in a Roman Day, where they will find out about Roman soldiers and then use this information to write letters and label the a Roman soldiers equipment.</p> | <p><b>Topic: Anglo-Saxons</b></p> <p><b>Enquiry Question:</b> Who were the Anglo –Saxons and how do we know what was important to them?</p> <p><b>Topic overview</b></p> <p>The topic starts by teaching the children about why the Romans left Britain. The children will then learn about where the Anglo Saxons came from and why they choose not to live in Roman towns. They will investigate how Anglo Saxons lives changed after Ethelbert met Augustine. They will identify and describe a number of Anglo Saxon gods. They will explain why Britain converted to Christianity.</p> | <p><b>Topic: Tudors</b></p> <p><b>Enquiry Question:</b> Did the Tudors change Britain for better or worse?</p> <p><b>Topic overview</b></p> <p>Children will begin by looking at Henry VIII and his wives to give some context to the historical period. The focal point will be the idea that monarchs had more power than now, which leads them into the discussion of the dissolution of the monasteries, and the change of religions in Britain (linking to Kirkstall Abbey and The Pilgrimage of Grace). Children then compare Elizabeth and Mary as monarchs as well as the expansion of the British Empire, debating their positive and negative impacts on Britain and the wider world, and answering the enquiry question explicitly. Local links with Temple Newsam and Martin Frobisher are made.</p> |
| <p><b>National Curriculum Coverage:</b></p> <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> </ul>  | <p><b>National Curriculum Coverage:</b></p> <ul style="list-style-type: none"> <li>Britain’s settlement by Anglo-Saxons and Scots</li> </ul>  | <p><b>National Curriculum Coverage:</b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>  |
| <p><b>Substantive Concepts (Golden Threads) to be explicitly taught</b></p> <ul style="list-style-type: none"> <li>Empire/Power</li> <li>Conflict/Invasion</li> </ul>   | <p><b>Substantive Concepts (Golden Threads) to be explicitly taught</b></p> <ul style="list-style-type: none"> <li>Monarchy</li> <li>Migration</li> </ul>   | <p><b>Substantive Concepts (Golden Threads) to be explicitly taught</b></p> <ul style="list-style-type: none"> <li>Empire/power</li> <li>Monarchy</li> </ul>   |
| <p><b>Disciplinary Focus (lens of learning)</b></p> <ul style="list-style-type: none"> <li>Change and continuity</li> </ul>   | <p><b>Disciplinary Focus (lens of learning)</b></p> <ul style="list-style-type: none"> <li>Sources and evidence</li> <li>Interpretation</li> </ul>  | <p><b>Disciplinary Focus (lens of learning)</b></p> <ul style="list-style-type: none"> <li>Significance and Impact</li> </ul>  |
| <p><b>First- hand experience:</b></p> <ul style="list-style-type: none"> <li></li> </ul>  | <p><b>First- hand experience:</b></p> <ul style="list-style-type: none"> <li>Anglo Saxon experience day</li> </ul>  | <p><b>First- hand experience:</b></p> <ul style="list-style-type: none"> <li>Shakespeare backstage tour</li> <li>Kirkstall Abbey trip</li> <li>Temple Newsam Murder Mystery</li> </ul>   |



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| <p><b><u>Vocabulary to be taught in this topic:</u></b></p> <ol style="list-style-type: none"> <li>1. AD/BC</li> <li>2. Ancient civilisations</li> <li>3. Artefact</li> <li>4. Century</li> <li>5. Invasion</li> <li>6. Conquest</li> <li>7. Decade</li> <li>8. Emperor/Empire</li> <li>9. Gods</li> <li>10. International</li> <li>11. Rebellion</li> </ol> | <p><b><u>Vocabulary to be taught in this topic:</u></b></p> <ol style="list-style-type: none"> <li>1. Agriculture</li> <li>2. Archaeology</li> <li>3. Church/Christianity</li> <li>4. Conquest</li> <li>5. Gods</li> <li>6. Invasion</li> <li>7. Migration</li> <li>8. Trade</li> <li>9. Settler</li> <li>10. Monastery</li> <li>11. Lindisfarne</li> <li>12. Sutton Hoo</li> </ol> | <p><b><u>Vocabulary to be taught in this topic:</u></b></p> <ol style="list-style-type: none"> <li>1. Pilgrimage</li> <li>2. Church/Christianity</li> <li>3. Court</li> <li>4. Empire</li> <li>5. Voyage/ Exploration</li> <li>6. Execution</li> <li>7. Monarchy</li> <li>8. Dissolution</li> <li>9. Pope</li> <li>10. Revolt</li> <li>11. Monasteries</li> <li>12. Treason</li> </ol> |
| <p><b><u>Curriculum links</u></b></p> <p>Geography- compare England and Italy</p>  | <p><b><u>Curriculum links</u></b></p> <p>English- Beowulf story<br/>Geography- Settlements</p>  | <p><b><u>Curriculum links</u></b></p> <p>English- Shakespeare</p>  |
| <p><b><u>Links to Previous Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Kings and castles - Power</li> </ul>   | <p><b><u>Links to Previous Learning:</u></b></p> <ul style="list-style-type: none"> <li>• The Romans and why the Anglo-Saxons made huge changes to the life the Romans left behind.</li> </ul>  | <p><b><u>Links to Previous Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Voyages and explorers link back to Year 2- Can you remember any famous voyages and what did they bring back? Is the goods they bring changing i.e people?</li> <li>• Monarchy- what is a monarch and what monarchs have you learnt about? What power does a monarch have?</li> </ul>         |
| <p><b><u>Links to Future Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Conflict and Invasion– WWII – Year 6- look at a more modern day conflict and idea of invasion</li> <li>• Idea of Empire looked at in year 6 when looking at ww2 and Islamic Empire.</li> </ul>   | <p><b><u>Links to Future Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Year 5 Vikings – recap that Anglo-Saxons were concurrent with Vikings</li> <li>• Year 6 Islamic Empire- revisit when comparing to Anglo-Saxon lifestyles, homes and achievements</li> <li>• Migration links to Windrush and Vikings in Year 5 and year 6</li> </ul>                         | <p><b><u>Links to Future Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Henry VIII and monarchy- does a man made you a good leader? Link to Egyptian monarchy topic in Year 4.</li> <li>• Activism Year 5- We recap Pilgrimage of Grace looking at its causes, consequences and limited impact.</li> </ul>   |

| Year 4   |  |  |
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| Autumn   | Spring   | Summer   |
| <p><b>Topic: Victorians</b></p> <p><b>Enquiry Question:</b> What was it like to be a Victorian child in Armley?</p> <p><b>Topic overview</b></p> <p>This topic is a local history unit that teaches children about what it would have been like to be a Victorian child in Armley. The children learn about Queen Victoria and learn about how her choices affected children. They learn about what schools were like, crimes and housing. Throughout the topic, knowledge is relayed back to how that would affect a child at the time. The topic links to aspirations through learning about the social order.</p> | <p><b>Topic: Stone Age to Iron Age</b></p> <p><b>Enquiry Question:</b> Why did hunter-gatherers settle in Britain and what were the consequences of this?</p> <p><b>Topic overview</b></p> <p>This topic teaches the children about the longest period in human history: The Stone Age. This topic teaches the children about where and how Stone Age people lived. They learn about how they settled and how farming based settlements were created and about the birth of agriculture. We look at the interpretation of artefacts due to the fact that no written records exist from this time period.</p> | <p><b>Topic: Ancient Egypt</b></p> <p><b>Enquiry Question:</b> How was Ancient Egypt governed and how is that different to what we've already learned?</p> <p><b>Topic overview</b></p> <p>This topic allows children to explore what life might have been like in Ancient Egypt. Using this information, they make connections to their own lives. They learn about famous kings and pharaohs and explore different artefacts. The children also learn about Howard Carter and why the afterlife was so important to Ancient Egyptians.</p> |
| <p><b>National Curriculum Coverage:</b></p> <ul style="list-style-type: none"> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>   | <p><b>National Curriculum Coverage:</b></p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul>  | <p><b>National Curriculum Coverage:</b></p> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations</li> </ul>   |
| <p><b>Substantive Concepts (Golden Threads) to be explicitly taught</b></p> <p>Governance</p>  | <p><b>Substantive Concepts (Golden Threads) to be explicitly taught</b></p> <p>Migration<br/>Trade</p>   | <p><b>Substantive Concepts (Golden Threads) to be explicitly taught</b></p> <p>Monarchy<br/>Civilisation</p>   |
| <p><b>Disciplinary Focus (lens of learning)</b></p> <p>Sources and evidence<br/>Interpretation</p>   | <p><b>Disciplinary Focus (lens of learning)</b></p> <p>Cause and consequence</p>   | <p><b>Disciplinary Focus (lens of learning)</b></p> <p>Similarity and difference</p>   |
| <p><b>First- hand experience:</b></p> <p>Armley Mills</p>  | <p><b>First- hand experience:</b></p>  | <p><b>First- hand experience:</b></p> <p>Leeds City Museum</p>   |
| <p><b>Vocabulary to be taught in this topic:</b></p> <ol style="list-style-type: none"> <li>Society,</li> <li>social order,</li> <li>era,</li> <li>primary source,</li> <li>industrial,</li> <li>workhouse,</li> <li>census,</li> <li>invention</li> <li>monarchy</li> <li>reign</li> </ol>  | <p><b>Vocabulary to be taught in this topic:</b></p> <ol style="list-style-type: none"> <li>Ancient civilisations</li> <li>Archaeology</li> <li>BC</li> <li>Hunter- gatherer</li> <li>Iron Age/ Stone Age</li> <li>Nomadic</li> <li>Prehistory</li> <li>Palaeolithic</li> <li>Neolithic</li> <li>Mammoth</li> </ol>  | <p><b>Vocabulary to be taught in this topic:</b></p> <ol style="list-style-type: none"> <li>Pharaoh</li> <li>Interpretation</li> <li>Gods</li> <li>Ancient civilisations</li> <li>Artefact</li> <li>Afterlife</li> <li>Tomb</li> <li>Archaeology</li> </ol>  |

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| <p><b><u>Curriculum links</u></b></p> <p>English – Oliver Twist and spooky Victorian stories.<br/> Geography – The British Empire<br/> Art – L.S. Lowry and William Morris</p>          | <p><b><u>Curriculum links</u></b></p> <p>English – instructional writing<br/> Art – Cave paintings</p>   | <p><b><u>Curriculum links</u></b></p> <p>Geography – River Nile<br/> Art – Death Masks<br/> English – Newspaper reports</p>  |
| <p><b><u>Links to Previous Learning:</u></b></p> <p>Y3 – Tudors – how were the monarchs and punishments different in Victorian times?</p>   | <p><b><u>Links to Previous Learning:</u></b></p> <p>Y3 – Anglo-Saxons also migrated.</p>   | <p><b><u>Links to Previous Learning:</u></b></p> <p>Y3- Monarchy – how is the Egyptian monarchy different to the Tudor monarchy?<br/> Y2- Kings and Castles</p>  |
| <p><b><u>Links to Future Learning:</u></b></p> <ul style="list-style-type: none"> <li>Year 6 look at Luddites that were woollen mill workers who revolted against machinery.</li> </ul> | <p><b><u>Links to Future Learning:</u></b></p> <ul style="list-style-type: none"> <li>Migration links to Windrush in Year 6 who migrated for different, more modern day reasons e.g. work, and in Year 5, Vikings and their migration to England is also discussed.</li> <li>Trade- trade links with Anglo-Saxons, Vikings and Islamic Empire and the Silk Road and other trading routes in Europe.</li> <li></li> </ul> | <p><b><u>Links to Future Learning:</u></b></p> <ul style="list-style-type: none"> <li>Idea of civilisation repeated when Year 5 do Greeks, similarities and differences between the two e.g. gods etc.</li> <li>Changing ideas of civilisations from ancient to more modern day, particularly in activism, ww2 and Windrush in year 5 and 6</li> </ul> |

Year 5

| Autumn  | Spring   | Summer  |
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| <p><b><u>Enquiry Question:</u></b><br/> <b><u>Topic: How have activists made change over time and were they always successful?</u></b></p> <p><b><u>Topic overview</u></b><br/> This topic looks at different forms of activism from the Magna Carta to the Suffragettes and asks children to interrogate reasons for activism, who was protesting, against whom and the changes that were a consequence of activism, or not as the case may be. The children compare forms of activism over time, spotting similarities and differences.</p> | <p><b><u>Enquiry Question:</u></b><br/> <b><u>Topic: What do sources and evidence tell us about The Vikings invasion and settlement in Britain?</u></b></p> <p><b><u>Topic overview</u></b><br/> This topic begins by recapping learning from previous year groups about the state of Britain in the 4<sup>th</sup> century, looking at the collapse of Roman Britain and the Anglo-Saxons. The topic then moves to the invasion and settlement of the Vikings, their impact upon Yorkshire and the Danelaw agreement. We use sources and evidence from people of the time and artefacts to answer our enquiry question.</p> | <p><b><u>Enquiry Question:</u></b><br/> <b><u>The story of the Trojan Horse: historical fact, legend or classical myth?</u></b></p> <p><b><u>Topic overview</u></b><br/> Through this topic, the children will describe and explain the main events in the siege of the city of Troy during the Trojan War. They will evaluate written and visual archaeological evidence. They will then investigate the evidence to help them decide if the story is in their opinion fact, legend or myth.</p> |
| <p><b><u>National Curriculum Coverage:</u></b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>  | <p><b><u>National Curriculum Coverage:</u></b></p> <ul style="list-style-type: none"> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>  | <p><b><u>National Curriculum Coverage:</u></b></p> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>   |
| <p><b><u>Substantive Concepts (Golden Threads) to be explicitly taught</u></b><br/> <b><u>Governance</u></b><br/> <b><u>Civilisation</u></b></p>  | <p><b><u>Substantive Concepts (Golden Threads) to be explicitly taught</u></b></p>   | <p><b><u>Substantive Concepts (Golden Threads) to be explicitly taught</u></b></p>  |
| <p><b><u>Disciplinary Focus (lens of learning)</u></b><br/> <b><u>Continuity and Change</u></b></p>   | <p><b><u>Disciplinary Focus (lens of learning)</u></b></p>   | <p><b><u>Disciplinary Focus (lens of learning)</u></b></p>  |
| <p><b><u>First- hand experience:</u></b></p>  | <p><b><u>First- hand experience:</u></b><br/> <b><u>Leeds museum artefacts</u></b><br/> <b><u>Leeds museum zoom with historian</u></b></p>   | <p><b><u>First- hand experience:</u></b></p>  |
| <p><b><u>Vocabulary to be taught in this topic:</u></b></p> <ol style="list-style-type: none"> <li>Feudal</li> <li>Baron/Lord</li> <li>Magna Carta</li> <li>Dissolution</li> <li>Monastery</li> <li>Catholic</li> <li>Deeds</li> <li>Suffrage</li> <li>Rights</li> </ol>  | <p><b><u>Vocabulary to be taught in this topic:</u></b></p> <ol style="list-style-type: none"> <li>Viking</li> <li>Norsemen</li> <li>Settlement</li> <li>Primary and secondary source</li> <li>Scandinavia</li> <li>Invasion</li> <li>Danelaw</li> <li>Conquest</li> <li>Lindisfarne</li> <li>Monastery</li> </ol>   | <p><b><u>Vocabulary to be taught in this topic:</u></b></p> <ol style="list-style-type: none"> <li>The Trojan Horse</li> <li>Ancient Greece</li> <li>Authentic</li> <li>Exploits</li> <li>Judgement</li> <li>Sparta</li> <li>Paris of Troy</li> <li>Queen of Helen</li> <li>Evaluate</li> <li>Kingdoms</li> <li>Government</li> </ol>   |

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| <p><b><u>Curriculum links</u></b><br/> Art- Activism and Banksy<br/> English- newspaper articles<br/> PSHE- Human Rights</p>  | <p><b><u>Curriculum links</u></b><br/> Explanation Text (How A Viking Longship worked),<br/> Adventure Stories (Viking invasion)</p>   | <p><b><u>Curriculum links</u></b><br/> English; Myths and Legends (Who Let the Gods Out)<br/> Art- Greek sculptures</p> |
| <p><b><u>Links to Previous Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Governance- idea of kings/queens/pharaohs, ruling over nations and making decisions for all.</li> <li>• Links back to Tudors, dissolution and POG from Year 3</li> <li>• Link back to Normans from Year 2</li> <li>• Civilisation- idea of civilisation changes from being about ancient societies to more modern day societies and how people take on responsibility for human rights in society.</li> </ul> | <p><b><u>Links to Previous Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Links back to learning on Roman Britain and Anglo-Saxons to understand the state of Britain prior to the Viking invasion.</li> <li>• Links of invasion, empire and power back to Romans</li> </ul> | <p><b><u>Links to Previous Learning:</u></b></p>  |
| <p><b><u>Links to Future Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Idea of governance challenged by looking at dictatorships under WW2 and Adolf Hitler.</li> </ul>  | <p><b><u>Links to Future Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Invasion and compromise of deals links to WW2 and Nazi Germany</li> </ul>  | <p><b><u>Links to Future Learning:</u></b></p>  |

| Year 6   |   |   |
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| Autumn   | Spring  | Summer  |
| <p><b>Topic: WORLD WAR 2</b><br/> <u>Enquiry Question: How did Britain achieve victory and why was winning the Battle of Britain a significant turning point in WW2?</u></p> <p><b>Topic overview</b><br/> This topic covers some of the main battles and issues connected to WW2. The topic's main focus, however, is the BoB and why it was a significant turning point in the history of WW2. To understand this, children look at the warfare during the 1940s, The Blitz and evacuation of major cities. This allows children to understand the complexity of the war as well as the urgency for victory in 1940. Children write an explanation text, explaining the reasons why Britain won the BoB.</p> | <p><b>Topic: Early Islamic Civilisation</b><br/> <u>Enquiry Question: How was life in Britain different to life in the Islamic Caliphate?</u></p> <p><b>Topic overview</b><br/> This topic compares the Golden Age of Islam to that of Anglo-Saxon England, a direct link to children's previous learning in Year 3.<br/> Children will compare the cities and burghs of both civilizations, the trading links of both civilizations and the overall lives of their citizens. Furthermore, some direct comparisons are made with the Vikings, a topic studied in Year 5.<br/> Children will complete a Venn Diagram comparing the two civilizations and identifying their similarities and differences.</p> | <p><b>Topic: Windrush</b><br/> <u>Enquiry Question: Who were the Windrush generation and what impact did they have on the city of Leeds?</u></p> <p><b>Topic overview</b><br/> Pupils look at the Windrush generation who travelled to England from commonwealth countries post WW2. They look at local history links with the Jamaican society of Leeds as well as debate the scandal today of certain Windrush immigrants denied certain rights and points of travel. The children study high-profile Windrush descendants who have come to Leeds and study their impact and significance for the city in which we live. Direct links to previous learning in Autumn term are high-profile when looking at the reasons the Windrush generation travelled to 'the motherland'.</p> |
| <p><b><u>National Curriculum Coverage:</u></b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>   | <p><b><u>National Curriculum Coverage:</u></b></p> <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history</li> </ul>  | <p><b><u>National Curriculum Coverage:</u></b></p> <ul style="list-style-type: none"> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>   |
| <p><b><u>Substantive Concepts (Golden Threads) to be explicitly taught</u></b></p> <ul style="list-style-type: none"> <li>Conflict/Invasion</li> <li>Governance</li> </ul>   | <p><b><u>Substantive Concepts (Golden Threads) to be explicitly taught</u></b></p> <ul style="list-style-type: none"> <li>Civilization</li> <li>Trade</li> </ul>  | <p><b><u>Substantive Concepts (Golden Threads) to be explicitly taught</u></b></p> <ul style="list-style-type: none"> <li>Migration</li> <li>Governance</li> </ul>  |
| <p><b><u>Disciplinary Focus (lens of learning)</u></b><br/> Cause/Consequence</p>  | <p><b><u>Disciplinary Focus (lens of learning)</u></b><br/> Similarity and difference</p>   | <p><b><u>Disciplinary Focus (lens of learning)</u></b><br/> Significance and Impact</p>   |
| <p><b><u>First- hand experience:</u></b><br/> Eden Camp trip<br/> Leeds Museum artefacts</p>   | <p><b><u>First- hand experience:</u></b></p>  | <p><b><u>First- hand experience:</u></b><br/> <u>Windrush National Archive Assembly</u><br/> <u>Assembly into school</u></p>  |

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| <p><b><u>Vocabulary to be taught in this topic:</u></b></p> <ol style="list-style-type: none"> <li>1. Refugee</li> <li>2. Evacuation</li> <li>3. Jewish, jew</li> <li>4. Nazi</li> <li>5. Totalitarian</li> <li>6. Propaganda</li> <li>7. War, war effort, theatre</li> <li>8. Ideology</li> <li>9. Rationing</li> <li>10. Blitzkreig, blitz, blackout</li> <li>11. VE/VJ Day</li> <li>12. Surrender</li> </ol>  | <p><b><u>Vocabulary to be taught in this topic:</u></b></p> <ol style="list-style-type: none"> <li>1. Caliph</li> <li>2. Abbasid</li> <li>3. Baghdad</li> <li>4. Empire</li> <li>5. Merchants</li> <li>6. Markets</li> <li>7. Bayt al-Hikma</li> <li>8. House of Wisdom</li> <li>9. Saxons</li> </ol>  | <p><b><u>Vocabulary to be taught in this topic</u></b></p> <ol style="list-style-type: none"> <li>1. Empire</li> <li>2. Racist</li> <li>3. Opportunities</li> <li>4. Immigration</li> <li>5. Discrimination</li> <li>6. Caribbean</li> <li>7. Racial</li> <li>8. Nation</li> <li>9. Change</li> </ol>     |
| <p><b><u>Curriculum links</u></b></p> <p>Anne Frank/Letters From the Lighthouse - English text<br/>Art – Sketching and Charcoal evacuee<br/>Speaking - War Speech/debate</p>   | <p><b><u>Curriculum links</u></b></p> <p>Art – Islamic repeating patterns</p>  | <p><b><u>Curriculum Links</u></b></p> <p>English- Hello England by Floella Benjamin.</p>  |
| <p><b><u>Links to Previous Learning:</u></b></p> <ul style="list-style-type: none"> <li>• What other conflicts have we studied at St Bart's- how were these conflicts different to this modern-day conflict?</li> <li>• Relate invasion of Czechoslovakia and other European nations to the invasion other empires conducted in history e.g. Greeks, Romans, Egyptians.</li> <li>• Relate idea of empire to Nazi Germany- what did Hitler want and how is it similar to the empires we have studied?</li> </ul>  | <p><b><u>Links to Previous Learning:</u></b></p> <ul style="list-style-type: none"> <li>• How has your idea of monarchy changed throughout St Bart's?- from kings and queens to caliphate.</li> <li>• Links to Anglo-Saxon and Viking England studied in year 3 and 5. What do you remember and how is this similar or different to the Islamic Empire?</li> </ul> | <p><b><u>Links to Previous Learning:</u></b></p> <ul style="list-style-type: none"> <li>• WW2 fro Year 6 autumn term- children look at the need to re-build post WW2.</li> <li>• Migration- children recall that migration has been a key part of history, from hunter gatherer to modern day.</li> </ul> |
| <p><b><u>Links to Future Learning:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>All learning of substantive concepts link to those taught in high school through studies of various eras or periods of time.</u></b></li> <li>• <b><u>The teaching of disciplinary concepts links to the skills pupils will use through their journey into KS3, KS4 and beyond</u></b></li> <li>• <b><u>The teaching of disciplinary concepts links to the historiography studies that pupils will do when studying historians and their opinions based on evidence from primary and secondary sources.</u></b></li> </ul> |  |   |