

Skills Overview: History

History Rationale:

At St Peter's, we follow the PKC History curriculum, which is knowledge rich. This means the knowledge children will gain has been carefully specified, ordered coherently and built over time. 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).

St Peter's 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, when they have some background knowledge of what happened before.

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. The 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. Each year, the children will study at least one unit 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. These units 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. 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. St Peter's history 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.

WHOLE SCHOOL HISTORY OVERVIEW

	Autumn Term	Spring Term	Summer Term
Year 3	The Stone Age to The Iron Age (Autumn 1)	The Anglo Saxons, Scots and the Vikings (Spring 1)	Law and Power (1154-1272) (Summer 1)
Knowledge (Substantive) - Historical events, dates and people in the past - Civilisations in ancient history - Substantive Concepts such as 'empire', 'monarchy' and 'civil war'. - Democracy - Society and how people lived - Migration - Religion - Trade Skills (Disciplinary) - Children should know that archaeologists find out about the past from what people left behind - Using timelines - How human remains can teach us about the ancestry of people - Use of artefacts	Lessons - Mesolithic Hunter Gatherers - Life in Neolithic Britain - The Bronze Age - Stonehenge - The iron Age - Assessment of unit/History Day	Lessons - Anglo Saxon England - The Scots and the Picts - Anglo Saxon Settlements - Anglo Saxon Culture and Religion - Who were the Vikings? - Viking Raids and Invasion	Lessons - Henry II and English Common Law - Henry II and Thomas Beckett - The Holy Wars and Richard the Lionheart - King John and the Magna Carta - Simon de Montfort - Assessment
	Links This unit builds on from 'Prehistoric Britain' taught in KS1 which introduces children to the idea of 'prehistory' (a time before written records). Children will build upon their knowledge of the history of Britain.	Links Builds on chronologically from The Stone Age to the Iron Age recapping on what children have learned so far. Geographical knowledge of England to look at Anglo-Saxon kingdoms/knowledge of Europe.	Links This unit builds on from 'law' under the Romans and Anglo Saxons. Substantial concepts of law, monarchy, democracy and religion will continue to be built upon across the curriculum, both in regards to national history (such as in The Stuarts unit in Year 4) as well as in the wider world (such as The French Revolution unit in Year 5). Following this unit, the children will learn about the end of the Plantagenet dynasty when studying the War of the Roses.

	Ancient Egypt (Autumn 2)	The Anglo Saxons, Scots and the Vikings cont. (Spring 2)	The War of the Roses (Summer 2)
	<u>Lessons</u> 1. Locating Egypt and the River Nile 2. Life in Ancient Egypt 3. Religion and the Afterlife 4. Tutankhamun and Howard Carter 5. Hieroglyphics 6. Assessment (Egyptian Day)	<u>Lessons</u> 1. Alfred the Great 2. Viking settlements and Danelaw 3. Viking Religion and Culture 4. Edward the Confessor 5. The Norman Invasion 6. Assessment	<u>Lessons</u> 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 6. Assessment
	<u>Links</u> Follows on from 'The Stone Age to the Iron Age'. Covers some of the same time period which should allow children to make comparisons between what was happening in Egypt and Britain at the same point in time. Children develop a sense of chronology and appreciation of the ancient world. Locating Egypt - links with Geography and continents. Looking at the importance of the River Nile (links with Settlements and Rivers in Geography).	<u>Links</u> Builds on chronologically from The Stone Age to the Iron Age recapping on what children have learned so far. Geographical knowledge of England to look at Anglo-Saxon kingdoms/knowledge of Europe.	<u>Links</u> Builds on from the previous unit on 'Law and Power' focusing on the last few Plantagenet monarchs before the establishment of the Tudor dynasty. The concepts such as civil war and monarchy build on from previous learning. This unit builds on children's previous understanding of the substantive concepts of monarchy, power and civil war. These concepts will be studied again in Year 4 and beyond, both in relation to the history of Great Britain in The Stuarts and the fall of the monarchy in France during The French Revolution.

Year 4	Ancient Greece (Autumn 1)	Life in Ancient Rome (Spring 1)	The Stuarts (Summer 1)
<u>Knowledge (Substantive)</u> - Learn about explorers and traders - Civilisations - Wars - Government and Democracy - Monarchy and Empire - Society and how people lived - Trade - Religion <u>Skills (Disciplinary)</u> - Mapwork - Children should know that archaeologists find out about the past from what people left behind - Using timelines - How human remains can teach us about the ancestry of people - Use of artefacts and written records	<u>Lessons</u> - Ancient Greece: City States - Athens and Democracy - Sparta - The Persian Wars - Alexander the Great - Greek Philosophy	<u>Lessons</u> - Life in Ancient Rome - Locating Ancient Rome - Monarchy, Republic, Empire: Rome's different Governments - Pompeii - A Day in the Life in Ancient Rome - Latin	<u>Lessons</u> - James I and the Union of the Crown - The Gunpowder Plot - Charles I - The English Civil War - Oliver Cromwell and the Commonwealth - The Restoration of Charles II
	<u>Links</u> Builds on the study of Ancient Egypt (Year 3). Prior knowledge of how civilisation began. Mapwork and location of seas (Geography).	<u>Links</u> Builds on the study of earlier civilisations - Ancient Greece and Ancient Egypt. Position of Italy and where Rome is on a map (Geography). Modern languages that come directly from Latin - French, Italian, Spanish, Portuguese and Romanian English from Latin - selection of Latin words and translations.	<u>Links:</u> Build on Kings and Queens from KS1 (British History). Show Stuart period in British History on Timeline of events.

	Ancient Greece cont. (Autumn 2)	The Rise and Fall of Rome (Spring 2)	The Stuarts (Summer 2)
	<u>Lessons</u> 1. Gods 2. Mythology 3. Art and Architecture 4. The Ancient Olympic Games 5. The Legacy of Ancient Greece 6. Assessment	<u>Lessons</u> 1. The Rise and Fall of Rome 2. The Punic Wars and the expanding empire 3. Julius Caesar 4. Caesar Augustus and the Pax Romana 5. Christianity in the Roman Empire 6. The Fall of the Roman Empire	<u>Lessons</u> 1. The Great Plague of 1665 2. The Great Fire of London 3. Christopher Wren and the Rebuilding of London 4. James II and the Monmouth Rebellion 5. William of Orange and the Bill of Rights 6. Assessment
	<u>Links</u> Builds on the study of Ancient Egypt (Year 3). Prior knowledge of how civilisation began. Mapwork and location of seas (Geography).	<u>Links</u> Builds on knowledge of Ancient Rome from the previous unit, the children will now look in more depth at the Roman Empire, how it expanded and ultimately fell. Children will explore concepts such as empire, civilisation, conflict and religion in this unit. This unit explores the Pax Romana, a time that children may later link to the enlightenment and the Islamic Golden Age in forthcoming history units in Year 5. This unit links to knowledge of Christianity and Judaism from RE.	<u>Links:</u> Build on Kings and Queens from KS1 (British History). Show Stuart period in British History on Timeline of events.

Year 5	Baghdad AD900 (Autumn 1)	The French Revolution (Spring 1)	The Industrial Revolution (Summer 1)
<u>Knowledge (Substantive)</u> - Education and learning - Religion/Power - Empires - Conflict & War - Trade - Monarchy - Inventions - Society and how people lived	<u>Lessons</u> - The Rise of Islam - Baghdad: a city of peace - Baghdad: Building a city - Baghdad: A centre for learning in the Islamic Golden Age - The Mongol attack on Baghdad and the regional powers - Assessment	<u>Lessons</u> - Life in France before the Revolution - Louis XVI and Marie Antoinette - Napoleon - Battle of Trafalgar - Battle of Waterloo - Assessment	<u>Lessons</u> - The Industrial Revolution - Cotton Production - Steam Engines and Trains - Iron and Coal - Children at Work - Assessment
<u>Skills (Disciplinary)</u> - Mapwork - Children should know that archaeologists find out about the past from what people left behind - Using timelines - How human remains can teach us about the ancestry of people - Use of artefacts and written records	<u>Links</u> This unit builds chronologically from the Romans in Year 4 Mapwork and location of countries (Geography)	<u>Links</u> This unit builds on chronologically from the unit on the 'Early British Empire'. The children will be encouraged to recall previous learning about Charles I of England, and compare his fate with the king and queen of France. The children have studied social hierarchy when learning about a number of societies in the past, including the Ancient Egyptians, the Romans and the Tudors. The concept of tax is one that has been studied before, e.g. the Law and Power unit in Year 3.) During this unit there will be a focus on the substantive concepts of society, social	<u>Links</u> This unit builds on chronologically from children's knowledge of both the French Revolution and the Transatlantic Slave Trade. This unit builds on from children's learning in geography, where children will be able to apply vocabulary previously taught in this discipline such as towns, cities, urban, rural and agriculture. During this unit, the children will look at the similarities and differences between the impact that the Industrial Revolution had on the lives of the rich and the poor; a theme that has been explored across the curriculum. Throughout the curriculum, the children

		hierarchy, monarchy, republic, empire, and battle. The children will build upon this concepts, looking at society and social division in Britain during the 19th century in units taught later on in the year (e.g. the Industrial Revolution and the Victorians)	have learned about the lives of children in the past and in this unit, they will look at the lives of poor children during the 18th and 19th centuries. They will be given the opportunity to recall what they learned in this unit when they study the History of Human Rights and Equality in Year 6 and look at children's rights today. During the next unit on the Victorians, the children will build upon their understanding of what life was like for poor, young people at this time.
	The Early British Empire (Autumn 2)	The Transatlantic Slave Trade (Spring 2)	The Victorian Age (Summer 2)
	<u>Lessons</u> 1. The British Empire 2. Global Trade 3. The Mughal Empire and the East India Company 4. The Seven Year War 5. What motivated Britain to build an Empire 6. Assessment	<u>Lessons</u> 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 *Note: Thomas Clarkson (local prominent figure from Wisbech)	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

	<u>Links</u> Builds on previous knowledge of British History, decisions and events that took place and resulted in the birth and expansion of the British Empire. Builds understanding of Britain's connection with the wider world.	<u>Links</u> The children will have come across the concept of slavery in other contexts in the history curriculum, e.g. when learning about the Ancient Egyptians and when they looked at Roman society. The children will also already have background knowledge of the British Empire, and how European powers colonised, competed and traded goods across the world. In geography, the children should have learned about the continents of the world, and be able to locate and describe where Europe, Africa and North and South America are on a world map. During this unit, the children will build upon their knowledge of empire and slavery. The children will build upon their knowledge of Africa, and North and South America in geography in Year 6. They will be able to use their knowledge of resistance and revolts when they study the French Revolution, and they will look at the role of the Empire and the Transatlantic Slave Trade during the Industrial Revolution and Victorian units.	<u>Links</u> This unit builds on from the unit on from the Industrial Revolution and looks at life in Britain during the Victorian Age. During this unit, children build on their knowledge of the substantive concepts of monarchy, industrialisation, urbanisation, empire, imperialism and poverty. This unit will provide a historical context when the children learn about the Suffragette movement in Year 6, where the children learn about Queen Victoria's views on women's suffrage! The children will also gain some background knowledge regarding the British Empire and Britain's position in the late 19th and early 20th century, which will support their understanding when they begin their unit on World War I.
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		The children will also build upon their knowledge from this unit when they look at human rights and equality in Year 6.	
Year 6	World War I (Autumn 1)	Rise of Hitler and WWII (Spring 1)	The Cold War (Summer 1)
<u>Knowledge (Substantive)</u> - Democracy - Equality - Society and how people lived - War and conflicts - Political Acts & Significant Historical Events <u>Skills (Disciplinary)</u> - Mapwork - Children should know that archaeologists find out about the past from what people left behind - Using timelines - Use of artefacts, images, written records and film clips	<u>Lessons</u> - The Causes of World War I - On land, at sea and in the air - Life on the Western Front - The Home Front - The Consequences of the War - Assessment	<u>Lessons</u> - The Armistice and the Treaty of Versailles - The Rise of the Nazi Party - Life in Nazi Germany - Kristallnacht and the Refugee Crisis - The Second World War - Assessment	<u>Lessons</u> - The Cold War - The Arms Race - The Cuban Missile Crisis - The Space Race - Proxy Wars - Assessment
	<u>Links</u> Builds on chronologically from children's learning in Year 5, and allows children to apply their knowledge of Britain before the war to develop a deeper understanding of the causes and consequences of World War I on Britain, and the wider world. Children will be able to use their existing knowledge of the British Empire to understand how there was a desire to create vast empires. During this unit, the children will be able to apply their knowledge of previous wars, such as the Seven Years War, to look at the	<u>Links</u> This unit builds on chronologically from the 'World War I' unit. During this unit the children will build on their understanding of the substantive concept: Nationalism. This unit will introduce and revisit concepts and vocabulary including: refugee/ refugee, concentration camp, racism, and nationalism.	<u>Links</u> Chronologically following on from the 'World War II' unit, this unit will challenge the pupils to consider how the Cold War differed from other wars they have previously studied. The unit begins by recapping on prior knowledge acquired from the 'World War II' unit, focusing on the relationship between the USA and the Soviet Union in the 1940s. This allows the children to build on their substantive concept of alliance: an agreement between states for mutual support in case of war.

	similarities and differences between wars fought in the past and World War I. Children will be able to use their knowledge of industrialisation to look at how the role of new technology resulted in the introduction of new weapons such as armoured tanks. Children will continue to build upon their understanding of war tactics, such as trench warfare, and weaponry when they study World War II and the Cold War. The children will learn about the Treaty of Versailles, which they will revisit when they learn about the causes of World War II. The children will also learn about the 'Representation of People Act', which will be studied in more detail next half term when the children learn about the Suffragette movement.		Building on from the 'Rise of Hitler' unit, the pupils will learn that controversially both sides of the superpowers employed scientists that were former Nazis.
	The Suffragettes (Autumn 2) <u>Lessons</u> 1. Democracy in the 19th Century 2. The National Union of Women's Suffrage Societies 3. Emmeline Pankhurst and the WSPU 4. The Anti-Suffrage Campaign	World War II and the Holocaust (Spring 2) <u>Lessons</u> 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 History of Human Rights (Summer 2) <u>Lessons</u> 1. Human Rights 2. Women's Rights 3. Children's Rights 4. Racial Equality 5. Freedom of Belief and

	5. World War I and the Representation of the People Act 6. Assessment	6. Assessment	Religion 6. Assessment
	<u>Links</u> This unit builds on from the World War I unit studied in Autumn A. The children have looked at the role of women across the curriculum, including how women were denied the right to vote in Athens as they were not classed as citizens, and the role of women in Ancient Egypt. The children have previously learned about British democracy, including the role of parliament and prime ministers. The children have previously looked at political campaigns in regards to the abolition of slavery. Later on in the year, the children will be given the opportunity to revisit their knowledge on the Suffragettes when they look at the History of Human Rights and Equality in the Summer Term.	<u>Links</u> This unit builds on chronologically from the 'Rise of Hitler' unit. Children begin by recalling the causes and outbreak of World War II, previously covered. Children will be encouraged to make connections between what they learned about World War I and other wars in the past. Children can be encouraged to use their geographical knowledge to locate battles that took place on a map of the world. The concept, conquer will be built upon, looking at the countries conquered by Germany. In previous units, including 'World War I' the children have learned about the lives of soldiers, including life in the trenches, and have discussed how battles took place on land, in the air and at sea. In this unit, the children will look in more depth at the role that intelligence and code-breaking played in winning the war.	<u>Links</u> Children apply their knowledge from across the history curriculum. Children have gained an understanding of the history of Britain and the wider world and have studied the lives of people from different backgrounds, ethnicity, religion, and gender.

		The children will build upon their knowledge of Nazi Germany, and look at what happened following the rise of Hitler and the Nazi party. Throughout the curriculum, the children have looked in some detail at groups of people from the past who were ostracised, ill-treated and even killed as a result of their beliefs, ethnicity or race. This unit will introduce a new concept: genocide. Some of the knowledge and concepts explored in this unit will be built upon when the children learn about the 'Cold War' and when children look at the 'History of Human Rights and Equality'.	
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