



## Curriculum Foundations

The history curriculum is carefully mapped out so that all pupils leave primary school equipped with an understanding of the past that paves the way for their future. Throughout their journey in history, pupils will acquire a breadth of knowledge: of places and people and significant events through time. Pupils will be given the opportunity to develop their ability to ask perceptive questions, think critically, analyse evidence, examine arguments, develop judgement, and understand differing perspectives.

There are four core pillars underpinning the discipline of history:

1. **Historical enquiry** exposes pupils to key questions and gives them the opportunity to ask their own questions.
2. Historical enquiry relies on pupils acquiring sufficient **historical knowledge**.
3. Alongside this knowledge, pupils are given the opportunity to develop **historical concepts**: evidence, interpretation, cause and consequence, change and continuity and significance. Historical concepts provide the structure that shapes the practice of history. These will be revisited multiple times throughout the year and progress across year groups.
4. Finally, pupils learn to **communicate historical findings** in a sequenced, coherent manner both in verbal and written form.

Identifying and combining these core pillars work towards the overall goal of history education – gaining **clear historical perspective**. With clear historical perspective pupils will be empowered to be active global citizens: 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.



## Primary History Design Architecture

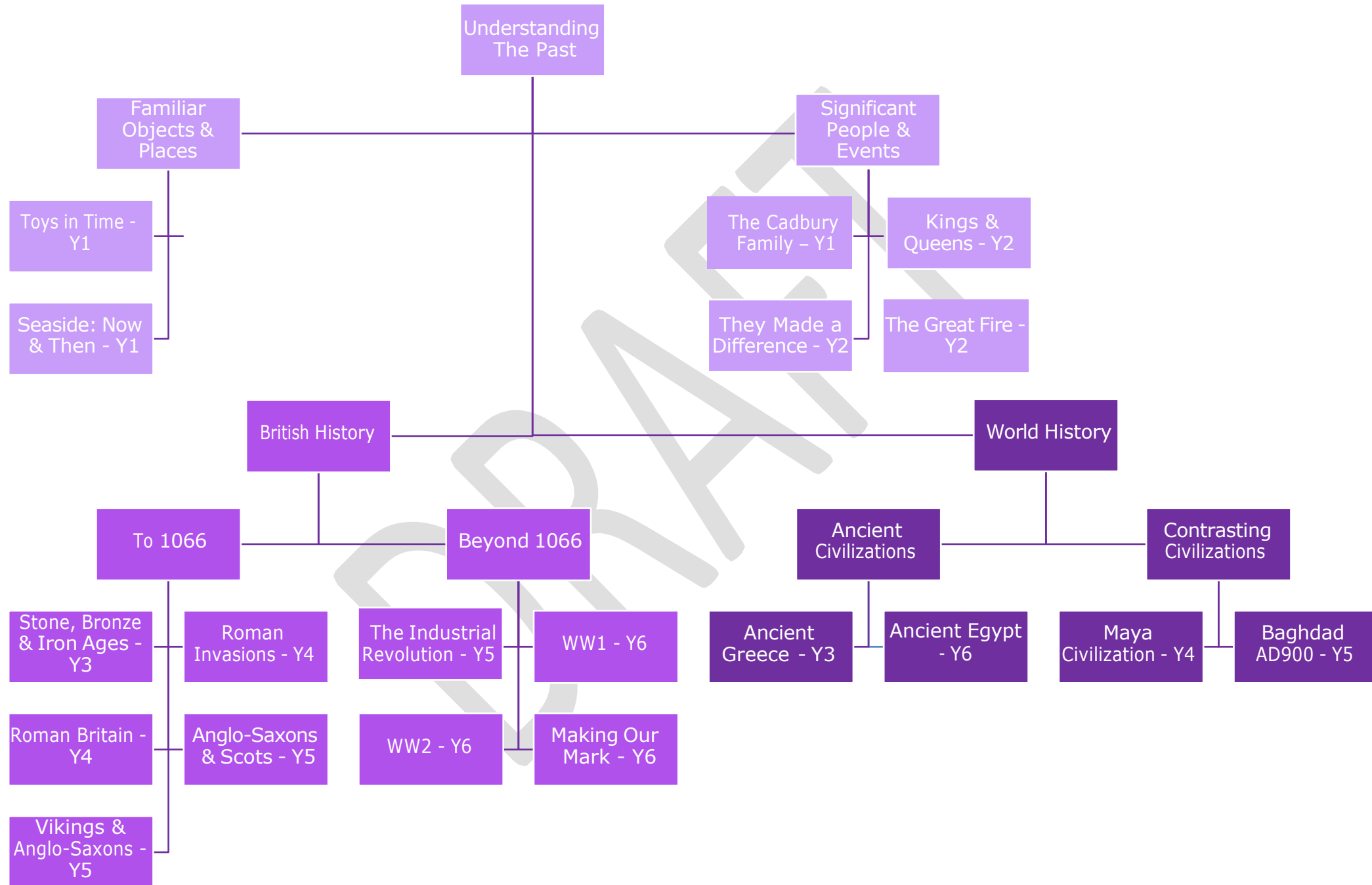
In Key Stage 1, pupils develop their understanding of the past – beginning with familiar objects and places within living memory before moving beyond living memory. Pupils study toys and the seaside in Year 1. They then further develop their understanding of the past by studying the lives of significant individuals both nationally and internationally as well as studying a significant event beyond living memory. Pupils study the Cadbury Family in Year 1 and then Kings and Queens, The Great Fire of London and significant individuals who have made a difference in Year 2.

In Key Stage 2, the curriculum divides into two main strands. A study of Britain's past and a series of studies focussing on civilizations and people around the world. When studying British History, units are taught chronologically from the Stone Age in Year 3, to the Roman invasions and an in depth study into Roman Britain in Year 4, to the Anglo-Saxons, Scots and Vikings and ending with the Battle of Hastings in Year 5.

After this chronological study of British History, pupils move to studying three isolated units, each chosen because of their significance: The Industrial Revolution, WW1 and WW2. Pupils then end Year 6 with a chronological study of how groups of people have stood up for their own rights and the rights of others in order to influence change – Making our Mark.

Units about world civilizations have been linked to the geographical studies of continents focussed on in each year group. These civilizations often overlap with one another and comparisons will be made between the civilizations but also with the different periods of British History occurring at the time. The pupils gain an overview of the locations of the earliest civilizations before studying Ancient Greece, the Maya, Baghdad in its Golden Age and the Ancient Egyptians. When studying the Ancient Egyptians pupils investigate how a later archaeological discovery can change our interpretation of the past and question whether artefacts should ever be taken from their country of origin.

# Primary History Design Architecture





## Curriculum Map

### *Year 1, Autumn 2, Toys in Time*

Rationale	Core Knowledge
<p><b>Scope:</b></p> <p>Pupils will study changes within living memory. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of the past.</p>	<p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> <li>• How to distinguish between old and new</li> <li>• An understanding of chronological order</li> <li>• How to order artefacts on timelines</li> <li>• How toys have changed over time – going back two generations</li> <li>• How the materials toys are made of can tell us how old they are</li> <li>• How toys have changed due to technology – mechanical vs battery powered</li> </ul>
<p><b>Sequence:</b></p> <p>This unit begins the journey of understanding the past. Pupils will go on to study other objects and places that are familiar to them before studying significant people and events.</p>	

### *Year 1, Spring, The Cadbury Family*

Rationale	Core Knowledge
<p><b>Scope:</b></p> <p>Pupils will study a local history unit based on the Cadbury Family. They will explore the impact that they had on Birmingham and the world. Pupils will also study changes within living memory. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of the past.</p>	<p>Pupils will acquire the following historical knowledge throughout the unit:</p> <ul style="list-style-type: none"> <li>• The life of the Cadbury Family</li> <li>• The impact of Cadbury on Birmingham and the world today</li> <li>• Changes in chocolate making, packaging and advertising over time</li> <li>• How people used to travel in the past</li> <li>• How to compare and contrast old modes of transportation with how we travel today</li> </ul>



## Primary History Design Architecture

**Sequence:**

This unit continues the journey of understanding the past. Pupils will go on to study other familiar objects and places, such as the Seaside, before studying other significant people and events.

- An understanding of how technology has changed transport

### *Year 1, Summer 2, Our Seaside Now and Then*

#### Rationale

#### Core Knowledge

**Scope:**

Pupils will study changes within living memory. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of the past.

Pupils will acquire the following historical knowledge throughout the unit:

- The coastlines of the UK connections between physical geography and how the areas are used
- How to identify how Britain's beaches and seaside are used for recreation and tourism
- The difference between seaside destinations now and in the Victoria era
- How the invention of the passenger locomotives made it easy for everyone to travel to the seaside.

**Sequence:**

This unit continues the journey of understanding the past. Following this unit, pupils will go on to study significant people such as the British Monarchy from 1066 to the present day and events such as The Great Fire of London.



## *Year 2, Autumn 1, Kings and Queens*

Rationale	Core Knowledge
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**Scope:**  
Pupils will study an aspect of British history to extend their chronological knowledge beyond 1066. Pupils will study the British Monarchy from 1066 to the present day, acquiring historical knowledge whilst developing their use of historical concepts to evaluate the theme of ‘balance of power’.

Pupils will acquire the following historical knowledge throughout the unit:

- What a monarch is
- Why King William is known as ‘William the Conqueror’
- Why King John is known as ‘Bad King John’
- Comparison of who was more powerful King Henry VIII or Queen Elizabeth I
- How the Stuarts battled for power
- How the Hanoverians and Windsor’s shared power with the government

**Sequence:**  
Prior to this unit pupils will have studied objects and places that are familiar to them such as toys, transport and travel and the seaside to develop an understanding the past.  
  
Following this unit, pupils will go on to study the significant event, the Great Fire of London.

## *Year 2, Autumn 2, The Great Fire*

Rationale	Core Knowledge
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**Scope:**  
Pupils will study an event beyond living memory that is significant nationally. Pupils will study the Great Fire of London, acquiring historical knowledge whilst developing their use of historical concepts to evaluate the significance of the event.

Pupils will acquire the following historical knowledge throughout the unit:

- What London was like in 1666
- The key events of the Great Fire of London
- How we know about the Great Fire – the diaries of Samuel Pepys and John Evelyn
- Why the fire spread so quickly



## Primary History Design Architecture

**Sequence:**

Prior to this unit pupils will have studied objects and places that are familiar to them such as toys, transport and travel and the seaside to develop an understanding the past. Pupils will have also studied significant people of the British Monarchy from 1066 to the present day.

Following this unit, pupils will go on to study the lives of significant individuals in the past and evaluate the contributions they made nationally and internationally.

- The damage the fire caused
- How London changed after the fire

### *Year 2, Summer 2, They Made a Difference*

#### Rationale

**Scope:**

Pupils will study the lives of significant individuals in the past who have contributed to national and international achievements. Pupils will acquire historical knowledge whilst developing their use of historical concepts to evaluate the significance of the individuals of the past.

#### Core Knowledge

Pupils will acquire the following historical knowledge throughout the unit:

- What makes someone significant
- What human rights are
- How Nelson Mandela fought against racism
- How Rosa Parks stood up for black people’s rights
- The impact of Martin Luther King
- How Malala Yousafzai fought for equality



**Sequence:**

Prior to this unit pupils will have studied objects and places that are familiar to them such as toys, transport and travel and the seaside to develop an understanding the past. Pupils will have also studied significant people in the British Monarchy from 1066 to the present day and the significant event, the Great Fire of London.

Following this unit, pupils will begin their chronological study of British history from the Stone, Bronze and Iron Age.

*Year 3, Autumn 2, Stone, Bronze and Iron Age*

**Rationale**

**Scope:**

Pupils will study the changes in Britain from the Stone Age to the Iron Age to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.

**Core Knowledge**

Pupils will acquire the following historical knowledge throughout the unit.

- What life was like in early Stone Age Britain – how they lived and who the people were
- How life changed within Stone Age Britain – farming and a study of Skara Brae
- How life changed in Bronze Age Britain – analysis of objects and a comparison with the Stone Age





# Primary History Design Architecture

**Sequence:**

Prior to this unit pupils will have studied objects and places that are familiar to them such as toys, transport and travel and the seaside as well as significant people in the British Monarchy from 1066 to the present day and the significant event, the Great Fire of London, to develop an understanding the past.

This is the first history unit of KS2 and the first unit of British history. The unit begins approximately 3000 years ago, before written records began. Following this unit, pupils will continue to study British history in chronological order until 1066: The Roman Empire, Anglo-Saxons and Scots, Vikings and Anglo-Saxons.

- How life changed in Iron Age Britain – the people and how they lived, a comparison with Bronze Age
- What the Stonehenge tells us about prehistoric Britain – why it was built and how it was used
- How prehistoric Britain compares to the earliest world civilisations – identifying characteristics of a civilisation and comparing prehistoric Britain to Ancient Egypt, Shang Dynasty, Indus Valley and Ancient Sumer

## *Year 3, Summer 2, Ancient Greeks*

**Rationale**

**Core Knowledge**

**Scope:**

Pupils will study the achievements of the Ancient Greek civilisation, identifying their influence on the western world. Pupils will study Ancient Greece in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.

Pupils will acquire the following historical knowledge throughout the unit:

- Learn about the first Greek civilizations – the Minoans and the Mycenae
- Life in classical Greece.
- That Ancient Greece was separated into different city-states – including Athens and Sparta.
- Learn about Greek democracy, the Olympics,
- Greek philosophers



## Primary History Design Architecture

This is the first unit where pupils will study another civilisation. Pupils will be able to make contrasts between this unit and prehistoric Britain. This unit has been placed before the Romans as the Romans were heavily influenced by the Greeks. This unit is also placed after the study of Europe, so pupils have some contextual understanding of where Greece is.

Following this unit pupils will go on to study other world civilisations and peoples: The Maya, Baghdad in AD900 and the Ancient Egyptians.

- Consider the legacy of the Ancient Greeks on our lives today.

### *Year 4, Autumn 1, Roman Invasions*

#### Rationale

**Scope:**

Pupils will study the Roman Empire and its impact on Britain to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.

#### Core Knowledge

Pupils will acquire the following historical knowledge throughout the unit.

- What the Roman Empire was and what happened to Julius Caesar when he tried to invade Britannia
- Who the Celts were and what happened to Claudius when he invaded in 41AD
- The strength of the Roman military
- The resistance from Boudicca and her tribe
- The building of Roman forts and Hadrian's Wall



## Primary History Design Architecture

### Sequence:

Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Iron Age. This unit picks up from the end of the Iron Age and expands pupils' knowledge of Britain by following the timeline of the Roman conquest of Britain from the failed attempts by Julius Caesar in 55BC and 54BC to the Roman withdrawal in 410AD.

Following this unit, pupils will study Roman Britain in depth before continuing to study British History chronologically through the Anglo-Saxons and Vikings until 1066.

- The causes of decline of Roman rule in Britain

### *Year 4, Autumn 2, Roman Britain*

#### Rationale

#### Scope:

Pupils will study the 'Romanisation' of Britain in depth. This unit provides pupils with an opportunity to explore Roman Britain on a local and national scale. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.

#### Core Knowledge

Pupils will acquire the following historical knowledge throughout the unit.

- Who lived in Roman Britain – analysis of human remains that indicate the diversity of people living in Roman Britain
- What life was like in a Roman town and how those towns were connected – Roman town buildings, Roman bathhouse, Roman roads
- Roman beliefs – Gods and Goddesses and Christianity
- How the Roman's linked Britain to the rest of the Empire – trade and slave trade
- Influence of the Romans on our words and numbers – Latin and Roman Numerals
- What we can learn about Roman Britain from an archaeological site - Caerwent



**Sequence:**

Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Roman withdrawal in 410AD. This unit is a depth study into Roman Britain. It looks specifically at how the Romans influenced Britain and the legacy they left behind.

Following this unit, pupils will continue to study British History chronologically through the Anglo-Saxons and Vikings until 1066.

## *Year 4, Summer 2, Maya Civilisation*

### Rationale

### Core Knowledge

**Scope:**

Pupils will study a non-European society that provides contrasts with British history. Pupils will study the Mayan civilization in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.

- Pupils will acquire the following historical knowledge throughout the unit.
- The Mesoamerica region - climate and conditions at the time
  - How people lived - structure of Maya society
  - Ancient Maya beliefs
  - How they wrote, counted and told the time
  - Daily life – food and drink
  - The decline of the Maya – many factors including the arrival of European invaders
  - Descendants of Maya people



**Sequence:**

This unit provides the opportunity to study a civilisation from another continent and expands their knowledge of those previously studied.

This unit falls between geographical studies of North and South America which provide pupils with additional context. The unit provides pupils with an insight into what life was once like before European invaders.

Prior to this unit, pupils will also have studied The Ancient Greeks. They will then go on to study other world civilisations and peoples: Baghdad in AD900 and the Ancient Egyptians.

*Year 5, Autumn 1, Anglo-Saxons and Scots*

**Rationale**

**Scope:**

Pupils will study Britain’s settlement by Anglo-Saxons and Scots to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain’s past.

**Core Knowledge**

Pupils will acquire the following historical knowledge throughout the unit.

- The Seven Kingdoms
- Anglo-Saxon tribes
- The invasion of Britain
- The structure of Anglo-Saxon society
- Laws and Justice
- Anglo-Saxon village life
- Art and culture – jobs



## Primary History Design Architecture

**Sequence:**

Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Roman withdrawal in 410AD. This unit expands pupils' knowledge of settlers in Britain through the Anglo-Saxons and Scots.

Following this unit, pupils will continue to study British History chronologically through the Vikings until 1066. They will also go on to study other aspects of British history beyond 1066: The Industrial Revolution, WW1 and WW2 and actions of individuals and movements throughout British history.

- Anglo-Saxon beliefs including the gods they believed in and the how/when they converted to Christianity
- In depth study of 'Alfred the Great'
- The myth of the 'Dark Ages' – lack of historical evidence of Anglo-Saxons
- Sutton Hoo discovery

### *Year 5, Autumn 2, Vikings and Anglo-Saxons*

**Rationale**

**Core Knowledge**

**Scope:**

Pupils will study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.

Pupils will acquire the following historical knowledge throughout the unit.

- Who the Vikings were and where they came from – the role of longships in battle, travel and trade
- Viking raids and invasion – where they raided, what they took, how they fought
- Resistance by Alfred the Great and Athelstan, first king of England - The Danelaw



## Primary History Design Architecture

**Sequence:**

Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Anglo-Saxon settlement in Britain (793AD). This unit continues to build the chronological journey of Britain’s past.

Following this unit, pupils will go on to study other aspects of British history beyond 1066: The Industrial Revolution, WW1 and WW2 and actions of individuals and movements throughout British history.

- Life in Viking Britain – homes, jobs, laws, societal structure
- Unification of England – the role of Edward the Elder, Aethelflaed and Athelstan in defeating the Vikings
- Further Viking invasions – King Cnut
- Edward the Confessor and his death in 1066 – the outcomes of The Battle of Hastings and the view the Bayeux Tapestry provides

### *Year 5, Spring, Baghdad and the Middle East*

**Rationale**

**Core Knowledge**

**Scope:**

Pupils will study a non-European society that provides contrasts with British history. Pupils will study Baghdad c. AD 900 in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.

Pupils will acquire the following historical knowledge throughout the unit.

- How the round city of Baghdad was built
- The technological advances made during the Golden Age of Islam
- How Baghdad become a centre of learning: focusing on the House of Wisdom, astronomy and the Arabic number system
- Analyse a range of primary sources to learn about Baghdad’s art and culture
- Comparison of the capital city of Baghdad to London at AD. 1000
- Understanding Baghdad’s decline

**Sequence:**

This unit provides the opportunity to study a civilisation from another continent and expands their knowledge of those previously studied. Prior to this unit, pupils will have studied a series of world civilizations and peoples: The Ancient Greeks and The Maya. They will then go on to study the Ancient Egyptians.

### *Year 5, Summer 2, The Industrial Revolution*



# Primary History Design Architecture



Rationale	Core Knowledge
<p><b>Scope:</b></p> <p>Pupils will study an aspect of British history to extend their chronological knowledge beyond 1066. Pupils will study the Industrial Revolution in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other aspects of British history studied.</p>	<p>Pupils will acquire the following historical knowledge throughout the unit.</p> <ul style="list-style-type: none"> <li>• The roots of the industrial revolution             <ul style="list-style-type: none"> <li>○ Midlands and North of England – machines to turn cotton into thread and cloth, built using money made by investing in slave trade</li> <li>○ Merchants invested money into slave-powered businesses</li> <li>○ 1860's cotton was the UK's main export</li> </ul> </li> <li>• James Watts</li> <li>• Significant inventions</li> <li>• Trade and Empire - USA</li> </ul>
<p><b>Sequence:</b></p> <p>Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Battle of 1066.</p> <p>This unit expands pupils' understanding of Britain's History. They explore the wider context of the Industrial Revolution in Britain to understand how the products of slavery fuelled the rise of industry.</p> <p>Following this unit, pupils will also go on to study other aspects of British history beyond 1066: WW1 and WW2 and actions of individuals and movements throughout British history.</p>	
<i>Year 6, Autumn 1, Ancient Egyptians</i>	
Rationale	Core Knowledge





## Primary History Design Architecture

<p><b>Scope:</b></p> <p>Pupils will study the achievements of the earliest civilisations, gaining an overview of where and when the first civilisations appeared. Pupils will study the Ancient Egyptian civilisation in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.</p>	<p>Pupils will acquire the following historical knowledge throughout the unit.</p> <ul style="list-style-type: none"> <li>• Kingdoms of Egypt – Old, Middle and New</li> <li>• Notable Pharaohs – Ramesses II and Cleopatra</li> <li>• Ancient Egypt’s societal structure</li> <li>• The importance of the River Nile in relation to landscape and what it provided</li> <li>• The Giza Pyramids</li> <li>• The who and how of the building of the pyramids</li> <li>• Egyptian beliefs – Gods, Afterlife, Mummification</li> <li>• The extent of artefacts the Ancient Egyptians left behind which created a rich historical knowledge base for modern day</li> </ul>
<p><b>Sequence:</b></p> <p>This unit provides the opportunity to study a civilisation from another continent and expands their knowledge of those previously studied.</p> <p>This unit is not in the chronological sequence. It is important for pupils to understand that history does not only happen sequentially and that everything they study does not come after what they have studied before. This unit spans from 3000BC – 1922 and the discovery of Tutankhamun’s tomb where pupils grapple with the wider idea of where artefacts should remain: in the host country or in museums around the globe.</p> <p>Prior to this unit, pupils will have studied a series of world civilizations and peoples: The Ancient Greeks, The Maya and Baghdad in AD900.</p>	
<p><i>Year 6, Spring, Conflict and Resolution</i></p>	
<p>Rationale</p>	<p>Core Knowledge</p>



## Primary History Design Architecture

<p><b>Scope:</b></p> <p>Pupils will study an aspect of British history to extend their chronological knowledge beyond 1066. Pupils will study the First and Second World War in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other aspects of British history studied.</p>	<p>Pupils will acquire the following historical knowledge throughout the unit.</p> <ul style="list-style-type: none"> <li>• How WW1 began</li> <li>• The role of the British Empire in WW1</li> <li>• Who fought in WW1 – representing the soldiers that fought</li> <li>• The role of women in WW1</li> <li>• How WW1 ended and the lasting effects it had on soldiers and civilians</li> <li>• Who Hitler was and how WW2 began</li> <li>• Who was persecuted during WW2 – focusing on the Holocaust</li> <li>• The impact of the war on Britain – Churchill, evacuation, local history study</li> <li>• How Britain was rebuilt after WW2 – focusing on the reason for, the impact of and the later scandal of the Windrush generation.</li> <li>• How countries maintain peace – League of Nations vs United Nations, reference to modern conflicts, how war is not inevitable</li> </ul>
<p><b>Sequence:</b></p> <p>Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Battle of 1066 and then of the Industrial Revolution.</p> <p>This unit is studied at this point in Y6 as both World Wars were significant turning points in British History. The level of understanding required to access the historical knowledge and to develop the use of historical concepts is appropriate at this point in Y6.</p> <p>Following this unit, pupils will also go on to study other aspects of British history beyond 1066: actions of individuals and movements throughout British history.</p>	
<p><i>Year 6, Summer 2, Making our Mark</i></p>	
<p>Rationale</p>	<p>Core Knowledge</p>



## Primary History Design Architecture

<p><b>Scope:</b></p> <p>Pupils will study an aspect of British history to extend their chronological knowledge beyond 1066. Pupils will study a range of individuals and movements from across a time period, acquiring historical knowledge whilst developing their use of historical concepts to examine a key thread: peaceful protest.</p>	<p>Pupils will acquire the following historical knowledge throughout the unit.</p> <ul style="list-style-type: none"><li>• Types of protest, their impact and the people who have made their mark</li></ul> <p>Examples may include:</p> <ul style="list-style-type: none"><li>• The Emancipation of Slavery</li><li>• The Suffragettes</li><li>• Indigenous Tribes in Australia</li><li>• The Windrush</li><li>• The Civil Rights Movement</li><li>• Climate Change</li><li>• Black Lives Matter</li></ul>
<p><b>Sequence:</b></p> <p>Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Battle of 1066 and then of the Industrial Revolution and WW1 and WW2.</p> <p>This unit is placed at the end of Y6 as it encompasses a range of time periods that the pupils will have already encountered. For example, Conflict and Resolution already references The Suffragettes and The Windrush. Therefore, pupils can access this unit with context they have already acquired.</p>	<p>Peaceful protest will also be a key thread that pupils examine throughout the unit.</p>



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