History Curriculum Overview

Curriculum Intent

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Pudsey Primrose Hill, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding as well as reinforcing their comprehension, reasoning and problem solving skills.

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations and significance of historical periods; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge.

Our four key substantive knowledge strands are:

- **Invasion and Conflict**
- **Empire and Civilisation**
- **Monarchy and Power**
- **Invention and Innovation**

These themes run throughout our history curriculum and allow our children to recognise the impact and influence key historical events and eras have had on both Britain and the world up to the modern day. Our children also develop an understanding that the interpretation of these key moments is always changing.

We aim for all children to develop a genuine interest in history and a real sense of curiosity about how humanity has reached the point it has in the modern day and how they have been influenced by both key moments, eras and individuals.

Substantive Knowledge			
Invasion and Conflict	**Empire and Civilisation**	**Monarchy and Power**	**Invention and Innovation**
• Children understand that invasions and conflict have happened throughout history. • Children understand that there are a variety of reasons for invasions and conflict. • Children understand that power is often gained or lost through conflict. • Children understand that people throughout history are severely impacted by invasion and conflict. • Children understand that the legacy of invasion and conflict has shaped Britain today. • Children understand that invaders and settlers have different meanings and can be interpreted as either a cause and effect or as separate concepts depending on the case study.	• Children understand the concepts of empire and civilisation. • Children understand that countries around the world have changed over time and that boundaries and names of countries have altered over time. • Children understand that empires and civilisations have had a positive and negative impact on society across the world. • Children understand that civilisations have contributed to innovating how humans live today.	• Children understand which people had power in the eras studied. • Children understand that Britain has a Monarch and can recognise and name some of the Kings and Queens.. • Children understand that the role of the Monarchy in Britain has changed over time. • Children understand that different countries/civilisations have been ruled in different ways and these have changed over time.	• Children understand that human beings have invented and innovated from the Stone Age to the Modern Day. • Children understand that the inventions and innovations influence all elements of human life such as transport, health, communication, weapons, housing etc • Children understand that past innovations and inventions influence how we live today. • Children understand that invention and innovations have been contributed by people throughout the world.

Historical Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Understand the difference between BC and AD.	Place events from period studied on a time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on a time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and depth of historical understanding (Reasons and Results)	Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Study different aspects of different people Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Interpretations and Significance of history	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant material to describe and explain one aspect of life in time past Ask a variety of questions Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to describe and explain a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account

Organisation and communication	**Communicate their knowledge through: Discussion, Drawing pictures, Drama/role play, Making models, Writing.. Using ICT**	**Recall, select and organise historical information Communicate their knowledge and understanding.**	**Select and organise information to produce structured work, making appropriate use of dates and terms.**

History Long Term Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All About Me	Let's Celebrate	Stories	Shapes Are Everywhere	In the Garden	People Who Help Us
Rec	What Makes Us Unique	Around the World	Once Upon a Time	Build It	The Great Outdoors	We're Going on an Adventure
History in early years is taught through a focus on children's own personal history; stories from their past (favourite stories and stories linked to previous events and experiences); simple chronology – linked to everyday events, events across the year, the passing of time and vocabulary linked to the past and present.						
1			Significant Figures - Florence Nightingale and Mary Seacole	Changes within living memory- Toys		
2			Events beyond living memory- The Great Fire of London	Significant figures- Explorers (Amy Johnson and James Cook)		
3	Achievements of the earliest civilisations Ancient Egyptians-				British History - Stone Age to Iron Age	
4	British History- Romans impact on Britain				Local History- Victorians	
5	A non-European society - Mayans					British History- Saxons/ Vikings struggle for control of England
6	Influence on the western world- Ancient Greece		A significant turning point in British history- WW2			

Substantive Knowledge Summary

Year 1		
	The History of Toys	**The History of Nursing**
Invention and Innovation	• Investigate changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Investigate that the toys children play with have both stayed the same and changed over time. • Investigate the notion, past innovations and inventions influence how we live today. • Children develop an understanding of the terms same and different and begin to use them. • They start to distinguish old and new • Children are able to sort by colour, shape and material, • They start to generate their own questions	• Investigate the lives of significant individuals in the past who have contributed to national and international achievements. • Investigate how inventions and innovations influence all elements of human life such as transport, health, communication, weapons, housing etc • Investigate that past innovations and inventions influence how we live today. • Investigate inventions and innovations that have been contributed towards by people throughout the world.
Invasion and Conflict		• Investigate that conflicts were a factor for the advancement in nursing.

Year 2			
	To Boldly Go across the Land, Sea and Air: Explorers (Ibn Battuta, James Cook, Amy Johnson)	**The Transformation of London: The Great Fire of London**	**Local History**
Monarchy and Power	Investigate who was the monarch at the time of this explorer?	Investigate who was the Monarch during the Great Fire Of London? Investigate the role of the king during the fire?	

Invention and Innovation	Investigate what was significant about their achievements? Investigate what challenges did they overcome? Investigate what modes of transport did they use? Investigate how was their experience different to how it would be today. Investigate what is the legacy of their experiences (links to today cook v Ellen mcarther)	Investigate how was the fire tackled and how is this different to present days. Investigate how did London change after the fire (buildings, streets) Investigate how we know about the GFOL (Pepys diary/paintings)	Investigate historical buildings in Pudsey. Identify their use, now and in the past. Investigate how and why these buildings have changed over time. Investigate how the area around these buildings has changed (development of roads, buildings, housing etc).

Year 3		
	Britain from the Stone Age to Iron Age	**Ancient Egyptians - the importance of archaeology**
Monarchy and Power		● Investigate that the Egyptians had a system of hierarchy. ● Investigate who had power and influence during this period. ● Investigate that a person's place in the hierarchy influenced the jobs and responsibilities and beliefs they had.
Invention and Innovation	● Investigate how hunter-gatherers evolved into farmers and how diet changed as a result. ● Understand how the formation of settlements affected the lives of stone age people. ● Investigate the importance of StoneHenge and how it may have been built. ● Investigate the role of stone, iron and bronze in technological advancement.	● Investigate the importance of the River Nile in where settlements were built and how they used the land. ● Investigate how historians believe the Egyptians built the pyramids. ● Investigate the beliefs and processes undertaken by Egyptians in relation to the afterlife.

Empire and Civilisation	● Investigate what early settlements were like and what they tell us about the people that lived there. ● Investigate the importance of resources and the development of settlements.	● Investigate why the Ancient Egyptian era is an area of importance to study. ● Investigate what is meant by 'civilisation'. ● Investigate the similarities and differences with other civilisations through history. ● Investigate how historians/archaeologists know about Ancient Egypt. ● Investigate the importance of archaeology and the possibility of misinterpretation.
Invasion and Conflict	● Investigate how settlements interacted with each other and the rise in conflicts and invasion.	● Investigate how Egypt expanded its empire.

Year 4		
	Romans and their impact on Britain	**The Victorians and how the Industrial Revolution transformed Leeds**
Monarchy and Power	● Investigate the hierarchy and role of the emperor in controlling the Roman Empire. ● Investigate the role and importance of the Roman army. ● Investigate the struggle for power in Britain. ● Investigate why the Romans invaded Britain.	● Investigate why this period of history is called the Victorian era. ● Investigate how Victoria's reign differed to monarchy's of the past. ● Investigate the influence of Britain across the world and the formation of its empire.
Invention and Innovation	● Investigate how the Romans transformed Britain. ● Investigate how British towns and cities were established and grew during Roman reign. ● Investigate the importance of Roman roads. ● Investigate the benefits the ROmans brought in reference to sanitation. ● Investigate why Hadrian's Wall was built.	● Investigate the impact of steam power on Britain. ● Investigate the origins of the Industrial revolution and its impact on Britain and the world. ● Investigate the lives of children and how it was impacted by the IR. ● Investigate the impact the IR had on Leeds. ● Investigate the role of workhouses. ● Investigate the impact the Victorian era had on

		schools and education. ● Investigate the impact of the Victorian era on sanitation.
Empire and Civilisation	● Investigate the formation and decline of the Roman empire. ● Investigate the similarities and differences between the Roman and Egyptian empire. ● Investigate the legacy of the Romans in Britain.	● Investigate the growth and impact of the British Empire. ● Investigate the positives and negatives associated with the British Empire. ● Investigate the roles of explorers and pioneers on Britain (Nightingale, Brunei, inventors)
Invasion and Conflict	● Investigate why the Romans invaded Britain. ● Investigate the resistance to Roman rule. ● Investigate the influence of Boudicca in resisting Roman rule. ● Investigate why the Celts caused great problems for the Romans.	● Investigate the role of the British Empire around the world and its legacy.

Year 5		
	Saxons and Vikings - the struggle for control of Britain	**The Golden Age of the Mayans: the Rise and Fall of an Empire**
Monarchy and Power	● Investigate the origin of the British monarchy. ● Investigate the differences in rule between the Anglo-Saxons and Romans. ● Investigate the hierarchy in settlements. ● Investigate the rise and fall of both Viking and Saxon rule in Britain and how this changed over time. ● Investigate the influence and role of significant Kings. ● Investigate the establishment of the seven kingdoms of Britain.	● Investigate the hierarchy of the city states and the roles people had within them. ● Investigate the role of the high priests and religion in their rule. ● Investigate why the Mayans sacrificed humans and animals. ● Investigate the significance of Gonzales Guerrero and conflicts with the Spanish.

	• Investigate the Danelaw line.	
Invention and Innovation	• Investigate the differences between Roman and Saxon ways of life. • Investigate the legacy of the Saxons and Vikings in Britain. • Investigate the influence of trade and natural resources in their way of life.	• Investigate how the Mayans survived/thrived in a harsh, tropical climate. • Investigate the farming methods to grow maize. • Investigate the innovations the Mayans adopted/invented such as astrology, calendars, clothing, beliefs, books and sport. • Investigate the similarities in archaeology with the Egyptians. • Investigate why they survived for so long.
Empire and Civilisation	• Investigate the differences between Roman and Saxon rule. • Investigate the rejection of Roman ways of life. • Investigate the fluid balance of power in Saxon/Viking Britain. • Investigate how Christianity spread through Britain.	• Investigate the intricacies of city states. • Investigate the similarities and differences of Roman and Egyptian civilisations. • Investigate the conflicts with the Spanish and the role of Columbus.
Invasion and Conflict	• Investigate the misconceptions of Vikings. • Investigate how, when and why the Vikings/Saxons invaded Britain. • Investigate where they came from. • Investigate why they were able to invade and conquer large areas of Britain. • Investigate what historical sources tell us about the Saxons and Vikings. • Investigate the influence of Bede and Gildas in forming our views of Anglo-Saxon/Viking ways of life/influence in Britain.	• Investigate the roles of warriors and myths in Mayan history. • Investigate how the empire grew but was different to the Roman and Egyptian empires. • Investigate the conflict between the Mayans and South America.

Year 6		
	World War 2 and how British lives were affected at home.	**Ancient Greece and the birth of democracy**
Monarchy and Power	● To investigate what a dictatorship is and how it differs from monarchy. ● Investigate the role of the monarchy vs government in key decision making ● To investigate the Treaty of Versailles and the chain of events that allowed Hilter to rise to power. ● Investigate the role appeasement played in triggering WW2.	● Investigate that Ancient Greece had a system of hierarchy. ● Investigate city states and the roles people had in them. ● Investigate role of women in Ancient Greece
Invention and Innovation	● To investigate how Britons adapted to survive the Blitz. ● Investigate if it was necessary for children to be evacuated ● Investigate how Britons stopped the Germans ● Investigate what the first hand accounts of key moments tell us about British life.	● Investigate how the Greeks thrived and ● Understand the birth of Greek democracy and how it differs from modern day. ● Understand that a study of Greek theatre can tell us about Greek life.
Empire and Civilisation	● Investigate the changes in the lives of British people as a result of war- rationing, women's role, Blackouts, Blitz, Home Guard ● Investigate the role propaganda played in morale and how it misled the British public. ● Investigate why there is uncertainty about what life was like during this time.	● Investigate why there is uncertainty about life in this period. ● Investigate what everyday life was like in Athens ● Understand how events/facts can be misinterpreted by the evidence we choose to use. ● Understand how we can learn about life in Ancient Greek from a study of the Olympic Games. ● Understand the legacy of the Ancient Greeks
Invasion and Conflict	● Investigate how, when and why Hitler invaded European countries. ● Understand how Hitler attempted to take control of Britain and how close he came to succeeding.	● Investigate conflict between Greeks and Spartans ● Investigate how Ancient Greece became more powerful. ● Investigate what historical sources tell us about Ancient Greece and the lives of Greeks (at all levels

	• Investigate what historical sources tell us about Hitler and the lives of Britons during this time.	of society) at this time. • Investigate what physical evidence remains and the part myths and legends have played in helping us understand what life was like.

Substantive Knowledge Overview						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Invasion and Conflict	• Understand that a war involves soldiers fighting. • Investigate that conflicts were a factor for the advancement in nursing.		• Investigate how settlements interacted with each other and the rise in conflicts and invasion.	• Investigate why the Romans invaded Britain. • Investigate the resistance to Roman rule. • Investigate the influence of Boudicca in resisting Roman rule and the differing interpretations.. • Investigate why the Celts caused great problems for the Romans. • Investigate the impact of steam power on Britain. • Investigate the origins of the Industrial revolution and its impact on Britain and the world. • Investigate the lives of children and how it was impacted by the IR. • Investigate the impact the IR had on Leeds. • Investigate the role of workhouses. • Investigate the	• Investigate the misconceptions of Vikings. • Investigate how, when and why the Vikings/Saxons invaded Britain. • Investigate where they came from. • Investigate why they were able to invade and conquer large areas of Britain. • Investigate what historical sources tell us about the Saxons and Vikings. • Investigate the influence of Bede and Gildas in forming our views of Anglo-Saxon/Viking ways of life/influence in Britain. • Investigate the roles of warriors and myths in Mayan history. • Investigate how the empire grew but was different to the Roman and Egyptian empires. • Investigate the	• Investigate how, when and why Hitler invaded European countries. • Understand how Hitler attempted to take control of Britain and how close he came to succeeding. • Investigate what historical sources tell us about Hitler and the lives of Britons during this time. • Investigate conflict between Greeks and Spartans • Investigate how Ancient Greece became more powerful. • Investigate what historical sources tell us about Ancient Greece and the lives of Greeks (at all levels of society) at this time. • Investigate what physical evidence remains and the part myths and legends have played in helping

				impact the Victorian era had on schools and education.	conflict between the Mayans and South America.	us understand what life was like.
Empire and Civilisation			• Investigate what early settlements were like and what they tell us about the people that lived there. • Investigate the importance of resources and the development of settlements. • Investigate why the Ancient Egyptian era is an area of importance to study. • Investigate what is meant by 'civilisation'. • Investigate the similarities and differences with other civilisations through history. • Investigate how historians/archaeologists know about Ancient Egypt. • Investigate the importance of archaeology and the possibility of misinterpretation.	• Investigate the formation and decline of the Roman empire. • Investigate the similarities and differences between the Roman and Egyptian empire. • Investigate the legacy of the Romans in Britain. • Investigate the growth and impact of the British Empire. • Investigate the positives and negatives associated with the British Empire. • Investigate the roles of explorers and pioneers on Britain (Nightingale, Brunei, inventors)	• Investigate the differences between Roman and Saxon rule. • Investigate the rejection of Roman ways of life. • Investigate the fluid balance of power in Saxon/Viking Britain. • Investigate how Christianity spread through Britain. • Investigate the intricacies of city states. • Investigate the similarities and differences of Roman and Egyptian civilisations. • Investigate the conflicts with the Spanish and the role of Columbus. • Investigate how the Mayans survived/thrived in a harsh, tropical climate. • Investigate the farming methods to grow maize. • Investigate the innovations the Mayans adopted/invented such as astrology, calendars, clothing, beliefs, books and sport. • Investigate the	• Investigate the changes in the lives of British people as a result of war- rationing, women's role, Blackouts, Blitz, Home Guard • Investigate the role propaganda played in morale and how it misled the British public. • Investigate why there is uncertainty about what life was like during this time. • Investigate why there is uncertainty about life in this period. • Investigate what everyday life was like in Athens • Understand how events/facts can be misinterpreted by the evidence we choose to use. • Understand how we can learn about life in Ancient Greek from a study of the Olympic Games. • Understand the legacy of the Ancient Greeks

					similarities in archaeology with the Egyptians. • Investigate why they survived for so long.	
Monarchy and Power		• Investigate who was the monarch at the time of this explorer? • Investigate who was the Monarch during the Great Fire Of London. • Investigate the role of the king during the fire.	• Understand that during the Iron Age Britain had a number of separate tribes that had their own social structures. • Investigate that the Egyptians had a system of hierarchy. • Investigate who had power and influence during this period. • Investigate that a person's place in the hierarchy influenced the jobs and responsibilities and beliefs they had.	• Investigate the hierarchy and role of the emperor in controlling the Roman Empire. • Investigate the role and importance of the Roman army. • Investigate the struggle for power in Britain. • Investigate why the Romans invaded Britain. • Investigate why this period of history is called the Victorian era. • Investigate how Victoria's reign differed to monarchy's of the past. • Investigate the influence of Britain across the world and the formation of its empire.	• Investigate the origin of the British monarchy. • Investigate the differences in rule between the Anglo-Saxons and Romans. • Investigate the hierarchy in settlements. • Investigate the rise and fall of both Viking and Saxon rule in Britain and how this changed over time. • Investigate the influence and role of significant Kings. • Investigate the establishment of the seven kingdoms of Britain. • Investigate the hierarchy of the city states and the roles people had within them. • Investigate the role of the high priests and religion in their rule. • Investigate why the Mayans sacrificed humans and animals. • Investigate the significance of Gonzales	• To investigate what a dictatorship is and how it differs from monarchy. • Investigate the role of the monarchy vs government in key decision making • To investigate the Treaty of Versailles and the chain of events that allowed Hilter to rise to power. • Investigate the role appeasement played in triggering WW2. • Investigate that Ancient Greece had a system of hierarchy. • Investigate city states and the roles people had in them. • Investigate the role of women in Ancient Greece.

					Guerrero and conflicts with the Spanish.	
Invention and Innovation	• Begin to recognise that people have ideas for new toys and these are designed and made. • To understand that some new toys are influenced by older toys. • Investigate that the toys children play with have both stayed the same and changed over time. • Investigate the notion, past innovations and inventions influence how we live today. • Investigate how changes in nursing improved the care given by hospitals. • Investigate the new hygiene approaches introduced by Florence Nightingale/ Mary Seacole/ Edith Cavele. • Investigate how the changes introduced by Florence Nightingale/ Mary Seacole/ Edith Cavele changed nursing and how they influence	• Investigate how the fire was tackled and how this is different to present days. • Investigate how London changed after the fire (buildings, streets). • Investigate historical buildings in Pudsey/Calverley/ Armley. • Identify their use, now and in the past. • Investigate how and why these buildings have changed over time. • Investigate how the area around these buildings has changed (development of roads, buildings, businesses, housing etc).	• Investigate how hunter-gatherers evolved into farmers and how diet changed as a result. • Understand how the formation of settlements affected the lives of stone age people. • Investigate the importance of StoneHenge and how it may have been built. • Investigate the role of stone, iron and bronze in technological advancement. • Investigate the importance of the River Nile in where settlements were built and how they used the land. • Investigate how historians believe the Egyptians built the pyramids. • Investigate the beliefs and processes undertaken by Egyptians in relation to the afterlife.	• Investigate how the Romans transformed Britain. • Investigate how British towns and cities were established and grew during Roman reign. • Investigate the importance of Roman roads. • Investigate the benefits the Romans brought in reference to sanitation. • Investigate why Hadrian's Wall was built. • Investigate how the Greeks thrived and • Understand the birth of Greek democracy and how it differs from modern day. • Understand that a study of Greek theatre can tell us about Greek life.	• Investigate the differences between Roman and Saxon ways of life. • Investigate the legacy of the Saxons and Vikings in Britain. • Investigate the influence of trade and natural resources in their way of life.	• To investigate how Britons adapted to survive the Blitz. • Investigate if it was necessary for children to be evacuated • Investigate how Britons stopped the Germans • Investigate what the first hand accounts of key moments tell us about British life. • Investigate how the Greeks thrived and • Understand the birth of Greek democracy and how it differs from modern day. • Understand that a study of Greek theatre can tell us about Greek life.

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