

History Curriculum – yearly overview
Substantive knowledge and concepts

| Year Group | Autumn | Spring | Summer |
|---------------|---|---|--|
| Year 1 | <p style="text-align: center;">The Gunpowder Plot</p> <p>Substantive concepts: City, the church, commemoration, government (parliament), religion, ruler (king)</p> <p>Substantive knowledge: The plot happened in 1605 The plotters were Catholic and felt they were being treated unfairly by the King, who was Protestant. King James I was the King of England. The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament on 5th November 1605. The plot failed. On the 5th of November each year, people burn bonfires and light fireworks to commemorate the failure of the plot.</p> | <p style="text-align: center;">Nurturing Nurses</p> <p>Substantive concepts: Commemoration, discrimination (including racism and sexism), travel, war</p> <p>Substantive knowledge: Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856). The Nightingale Training School for Nurses was opened in 1860 Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War. Edith Cavell was a nurse who looked after soldiers in the First World War (1914-1918). She even helped some Allied soldiers hide from the German army.</p> | <p style="text-align: center;">Travel and Transport</p> <p>Substantive concepts: Exploration, technology, trade, transport, travel</p> <p>Substantive knowledge: The Vikings travelled in longships. They travelled to explore and trade. The Model T was a car invented by Henry Ford in 1908 and made in a factory. This was the first time cars had been made in factories. The first trains were steam engines. The first passenger train journey was in 1830. The Wright Brothers created the first aeroplane, which flew in 1903.</p> |

| | | | |
|----------------------|---|--|---|
| <p>Year 2</p> | <p>War and Remembrance</p> <p>Substantive concepts: Building, city, commemoration, ruler (king), technology.</p> <p>Substantive knowledge:</p> <p>The Great Fire of London happened in 1666. The fire started in a bakery on Pudding Lane. Buildings were close together and often made of wood, meaning that the fire spread quickly. For many years after the fire, buildings were rebuilt further apart and made with stone. Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt.</p> | <p>The Great Fire of London</p> <p>Substantive concepts: Army, commemoration, nation/country, peace, society, war (battle, conflict).</p> <p>Substantive knowledge:</p> <p>The First World War took place between 1914 and 1918. People who fought in wars, like Walter Tull, are remembered for their bravery. People are remembered in different ways, such as on monuments or plaques and by symbols such as poppies. Soldiers in the First World War often fought in trenches. Many women took on men's jobs during the First World War. Remembrance Day, on 11th November each year, is a time when people remember those who fought in wars.</p> | <p>Significant Explorers</p> <p>Substantive concepts: Commemoration, discrimination (including racism and sexism), exploration, technology, travel.</p> <p>Substantive knowledge:</p> <p>Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years. Matthew Henson was one of the first explorers to reach the North Pole. Felicity Aston is the first woman to ski across Antarctica on her own. In 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon. Significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques.</p> |
| <p>Year 3</p> | <p>The Railways</p> <p>Substantive concepts: Culture, technology, trade, transport, travel.</p> <p>Substantive knowledge:</p> <p>The first passenger railway line was built by George Stephenson in 1825, between Stockton and Darlington. The railways grew when private companies</p> | <p>Stone Age to Iron Age</p> <p>Substantive concepts: Building, economy (money), farming, migration, settlement, technology, tribe.</p> <p>Substantive knowledge:</p> <p>In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic</p> | <p>The Romans</p> <p>Substantive concepts: Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion).</p> <p>Substantive knowledge:</p> |

| | | | |
|----------------------|--|---|---|
| | <p>built new railway lines and the biggest growth was in the 1840s.</p> <p>The railways were nationalised (run by the government) from 1948 until the 1990s, when they started to be owned by private companies again.</p> <p>Many artists have been inspired by the railways.</p> <p>The railways meant that goods could be transported more easily and people could travel around the country quicker.</p> <p>The first locomotives were steam powered, then diesel engines were used and more recently trains have been run on electricity.</p> | <p>(Middle) Stone Age and Neolithic (New) Stone Age.</p> <p>The major change that happened later in the Stone Age was that people started to settle in communities and farm the land.</p> <p>People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them.</p> <p>In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.</p> <p>Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years.</p> <p>During the Iron Age, people began to make tools and weapons from iron.</p> <p>Hillforts developed during the Iron Age. Communities lived on hills for protection.</p> | <p>The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC.</p> <p>They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today.</p> <p>In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust.</p> <p>The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.</p> <p>In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall.</p> <p>The Romans' legacy can be seen in many places around Britain today.</p> |
| <p>Year 4</p> | <p>Ancient Egypt</p> <p>Substantive concepts: City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.</p> <p>Substantive knowledge: Ancient Egypt was an empire built by King</p> | <p>Vikings and Anglo-Saxons</p> <p>Substantive concepts: Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe, war (invasion, conflict).</p> <p>Substantive knowledge:</p> | <p>Riotous Royals</p> <p>Substantive concepts: Colonisation, decolonisation, empire, enslavement, exploration, nation, power, trade.</p> <p>Substantive knowledge: The Normans came to rule Britain in 1066. William the Conqueror was their leader. The Normans conquered England at the Battle of</p> |

| | | | |
|----------------------|---|---|---|
| | <p>Menes who united two Egyptian kingdoms.</p> <p>Life revolved around the Nile, which supported farming, craft and was used for trade.</p> <p>The ancient Egyptians built the pyramids.</p> <p>When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.</p> <p>The ancient Egyptians wrote in hieroglyphics on papyrus.</p> <p>The ancient Egyptians worshipped gods who were responsible for different aspects of life.</p> | <p>The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain - including monasteries for their valuable possessions - and also traded in Britain.</p> <p>The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too.</p> <p>King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw.</p> <p>Anglo-Saxon kings made continuous attempts to regain land from the Vikings.</p> <p>Danegeld was a system where Anglo- Saxon kings would pay the Vikings to make sure they did not attack their kingdoms.</p> <p>In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England.</p> | <p>Hastings in 1066.</p> <p>King John reigned between 1199-1216. King John charged the English people high taxes so he could afford more weapons and soldiers for battles. People got fed up and began to revolt. King John was forced to change English Laws which were written in the Magna Carta.</p> <p>Henry VII reigned over England from 1491-1547. Henry VII wanted an heir to the throne and he wanted the heir to be male. Henry had 8 wives - Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Kathryn Howard and Katherine Parr.</p> |
| <p>Year 5</p> | <p>Anglo-Saxon and Scots</p> <p>Substantive concepts: Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war (invasion, conflict).</p> <p>Substantive knowledge:</p> | <p>Leisure and Entertainment</p> <p>Substantive concepts: Culture, discrimination (including racism and sexism), economy, entertainment, golden age, government, leisure, society, technology, transport, travel.</p> <p>Substantive knowledge:</p> | <p>Ancient Greece</p> <p>Substantive concepts: Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict).</p> <p>Substantive knowledge:</p> |

| | | | |
|----------------------|---|---|--|
| | <p>The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo-Saxon kingdoms.</p> <p>Anglo-Saxon influence can be seen in place names in Britain today.</p> <p>Anglo-Saxons preferred to live in small villages rather than towns like the Romans did.</p> <p>The religion of the early Anglo-Saxons was Paganism. They worshipped many gods.</p> <p>At the end of this period, Christianity became the main religion in Britain.</p> <p>Many places of worship were built, including Canterbury Cathedral.</p> | <p>During the 20th century, working conditions became better for many people. Working hours were limited and workers were entitled to holidays. People had more free time and often more money to spend on doing things they enjoyed.</p> <p>Holidays at the seaside were popular, as were holiday camps. As air travel became more affordable, more people went on holidays abroad.</p> <p>Seeing and taking part in sport became easier for most people. Sport was made available on radio and television, and more sports facilities were built.</p> <p>Music technology developed so that by the end of the century, music could be listened to anywhere. Popular music became more accessible and reflected the mood of society at the time.</p> <p>Cinema experienced a golden age in which lots of famous films were created. Television also developed to entertain people at home.</p> <p>Computer games developed from universities to arcades and finally, to people's homes. Portable games were available by the end of the century.</p> | <p>Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.</p> <p>Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it.</p> <p>Many objects produced in Ancient Greece were made by enslaved people.</p> <p>The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.</p> <p>Ancient Athens is where democracy began.</p> <p>The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.</p> <p>The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them.</p> <p>There are lots of myths that originate from this time, including the Trojan War.</p> |
| <p>Year 6</p> | <p>World War II</p> <p>Substantive concepts: Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion)</p> | <p>Maya Civilisation</p> <p>Substantive concepts: Building, city, civilisation, conquest, culture, exploration, farming, knowledge, religion</p> | <p>Independent review of learning</p> <p>Becoming a Historian Children to use their historical skills and knowledge to produce a</p> |

Substantive knowledge:

The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge.

At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.

Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.

Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.

The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year

Substantive knowledge:

The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder.

The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms.

The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld.

The Maya built cities, pyramids and ornate sculptures in the rainforest.

The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilisation.

The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century.

presentation on a topic of their choice from history.

Children share and present their work to peers and children across the school.