

# History

At Ellistown, our history curriculum is designed to provide our students with the knowledge base they need to enable them to study the subject at university, to access subject knowledge in their future career, and enable them to be active members of society.

The history curriculum seeks to give students a solid foundation and broad overview in some of the most important periods, events and themes in British and world history. It is comprehensive but necessarily selective. The curriculum gives pupils a strong grounding in British history, taught chronologically from the first settlements through to the modern day.



We have carefully selected the five KS2 units exploring world history to provide global coverage and introduce a number of themes. The unit on Ancient Greece introduces key ideas around power and its legitimacy, the Shang Dynasty gives insight into the progress and achievements in China at a time when there was much less occurring in Europe. The unit on the Middle East gives pupils an overview of the history of this vitally important region and the reasons for the intractable problems faced today. We chose to include units on the Benin Kingdom to challenge the narrative often prevalent in the teaching of African history – celebrating a highly successful civilisation while introducing the slave trade. Finally the unit on Civil Rights provides a survey of the way black people have been treated in the USA, through the Civil Rights movement and Dr King, right the way to the Black Lives Matter. By bringing pupils up to the present day – in the case of Civil Rights and the Middle East – the curriculum demonstrates the importance of past events in shaping the world of today.

Throughout the curriculum connections and comparison are made between events and individuals. Throughout the curriculum, students are taught the substantive content which defines each period. This knowledge is meticulously planned and regularly revisited and elaborated upon. More abstract concepts, too, are carefully developed, so that pupils gain an increasingly sophisticated understanding of, for example, monarchy. However, it is not only substantive knowledge that is taught. The disciplinary skills of history, such as source analysis, interpretation, perspective, continuity and change are all explicitly taught and practised. The curriculum is deliberately ambitious. It challenges pupils to make connections across time and place and sets up pupils for, we hope, a life-long love and understanding of an important subject, while providing a foundation of understanding that will make them curious, active citizens of this country and the world.

	Block 1	Block 2	Block 3
Year 1	The Gunpowder Plot	Travel & Transport	The Real Pocahontas
Year 2	The Great Fire of London	Explorers and Adventurers	Coal and Canals
Year 3	Prehistoric Britain	Shang Dynasty	Ancient Greece
Year 4	Roman Britain	Anglo-Saxons	Vikings
Year 5	Benin Kingdom	Medieval Monarchs	Changing Britain
Year 6	Industrial Revolution	Civil Rights	20 <sup>th</sup> Century Conflict

# Coverage of the EYFS Framework

	Statement	Reception Curriculum Themes
Development Matters- Understanding the World	Comment on images of familiar situations in the past.	Who lives where? What Makes A Hero? Ticket To Ride!
	Compare and contrast characters from stories, including figures from the past..	Who lives where? What Makes A Hero? Once Upon A Time.. Ticket To Ride!
ELG-Understanding the World-Past and Present	Talk about the lives of people around them and their roles in society.	Who lives where? What Makes A Hero? Let's Go Outside!
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Who lives where? What Makes A Hero? All Creatures Great and Small Ticket To Ride!
	Understand the past through settings, characters and events encountered in books read in class and storytelling.	What Makes A Hero? Once Upon A Time.. All Creatures Great and Small Ticket To Ride!

# Coverage of the National Curriculum for KS1

Curriculum	Year 1	Year 2
<b>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</b>	Travel and Transport	Explorers and Adventurers Coal and Canals
<b>Events beyond living memory that are significant nationally or globally</b>	The Gunpowder Plot The Real Pocahontas	The Great Fire of London Explorers and Adventurers
<b>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</b>	The Gunpowder Plot Travel and Transport The Real Pocahontas	The Great Fire of London Explorers and Adventurers
<b>significant historical events, people and places in their own locality.</b>	Remembrance Week	Remembrance Week Explorers and Adventurers Coal and Canals

# Coverage of the National Curriculum for KS2

Curriculum	Year 3	Year 4	Year 5	Year 6
Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	Prehistoric Britain			
Pupils should be taught about the Roman empire and its impact on Britain		Roman Britain		
Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots		Anglo Saxons		
Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Anglo Saxons Vikings		
Pupils should be taught about an aspect of local history			Medieval Monarchs (King Richard)	Industrial Revolution
Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066			Changing Britain Medieval Monarchs,	Civil Rights Industrial Revolution 20 <sup>th</sup> Century Conflict
Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China	The Shang Dynasty			
Pupils should be taught a study of Greek life and achievements and their influence on the western world	Ancient Greece			
Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; or Benin (West Africa) c. AD 900-1300			Benin Kingdom	



















# Progression in Key Substantive Concepts

	R	1	2	3	4	5	6
<b>Significant Figures</b> 	What Makes a Hero?	The Gunpowder Plot Travel and Transport The Real Pocahontas	The Great Fire of London, Explorers and Adventurers	Shang Dynasty Ancient Greece	Roman Britain Vikings	Medieval Monarchs	Civil Rights 20 <sup>th</sup> Century Conflict
<b>Monarchy</b> 	Once Upon a Time	The Gunpowder Plot	The Great Fire of London	Shang Dynasty Ancient Greece	Roman Britain Vikings	Medieval Monarchs	Industrial Revolution
<b>Conflict</b> 		The Gunpowder Plot The Real Pocahontas	Explorers and Adventurer s	Prehistoric Britain Shang Dynasty Ancient Greece	Roman Britain Anglo-Saxons Vikings	Benin Kingdom Medieval Monarchs Changing Britain	20 <sup>th</sup> Century Conflict
<b>Conquest and Empire</b> 		The Real Pocahontas		Shang Dynasty	Roman Britain Anglo-Saxons Vikings	Benin Kingdom	20 <sup>th</sup> Century Conflict
<b>Belief Systems</b> 	All Creatures Great and Small	The Gunpowder Plot		Shang Dynasty Ancient Greece	Roman Britain Anglo-Saxons Vikings	Medieval Monarchs	
<b>Societal &amp; Political Change</b> 	Who Lives Where? Ticket To Ride!	The Gunpowder Plot, Castles & Monarchy TTravel and Transport	The Great Fire of London, Explorers and Adventurers Coal and Canals	Prehistoric Britain Shang Dynasty Ancient Greece	Roman Britain Anglo -Saxons Vikings	Benin Kingdom Medieval Monarchs Changing Britain	Industrial Revolution Civil Rights 20 <sup>th</sup> Century Conflict
<b>Innovation</b> 		Travel and Transport	The Great Fire of London Explorers and Adventurers Coal and Canals	Prehistoric Britain Shang Dynasty Ancient Greece			Industrial Revolution
<b>Culture</b> 	What Makes a Hero? Once Upon a Time... Ticket To Ride!	The Real Pocahontas	Coal and Canals	Shang Dynasty Ancient Greece	Anglo-Saxons	Benin Kingdom	
<b>Local History</b> 	Who Lives Where?		Coal and Canals			Medieval Monarchs Changing Britain	Industrial Revolution
<b>British History</b> 	Ticket To Ride!	The Gunpowder Plot, Travel and Transport	The Great Fire of London Explorers and Adventurers Coal and Canals	Prehistoric Britain	Roman Britain Anglo-Saxons Vikings	Medieval Monarchs Changing Britain	Industrial Revolution 20 <sup>th</sup> Century Conflict
<b>World History</b> 	What Makes a Hero?	The Real Pocahontas	Explorers and Adventurers	Shang Dynasty Ancient Greece		Benin Kingdom	Civil Rights 20 <sup>th</sup> Century Conflict



# Key Substantive Knowledge in Geography

Significant figures	Monarchy	Conflict	Conquest & Empire	Belief Systems	Society & Politics	Innovation	Culture	Local History
								

	1	2	3	4	5	6
Autumn	<b>The Gunpowder Plot</b>  Who was Guy Fawkes? What problems did the plotters face? How did the plot end? What happened to the plotters after the plot was discovered? What were the main events of the plot? How is the Gunpowder Plot remembered?	<b>The Great Fire of London</b>  How can we safely build a fire? What were the problems with London in 1666? What happened and how do we know? What did eyewitnesses say about the Great Fire? What are causes and consequences? Why did the Great Fire of 1666 spread so easily?	<b>Prehistoric Britain</b>  What was life like during the Stone Age? What tools did early humans use? What was life like in a Stone Age settlement? Why was Bronze used for tools and weapons? What can we learn from Skara Brae and other Stone Age sites? What were the major differences between the different eras of the Stone Age?	<b>Roman Britain</b>  How did the Roman Empire become so successful? How did the Romans invade Britain? How did Britain change under the Romans? Can you plan your own Roman town? Which factors were most important in the fall of the Roman Empire? How far do you agree with the following statement? 'Life for most Britons didn't change much when Romans came to Britain.'	<b>Benin Kingdom</b>  How did the Benin Kingdom begin? What was life like for the Edo people in the Benin Kingdom? How were trade links established and what goods were traded? What was the Transatlantic Slave Trade? Why can the Benin Bronzes teach us about the Benin Kingdom? What are the achievements of the Benin Kingdom?	<b>Industrial Revolution</b>  What are the main features of Victorian Society? What were living and working conditions like during the Industrial Revolution? How successful were political acts at making Victorian Britain fairer? What was it like for children working during the Industrial Revolution? How did the Industrial Revolution change Feltham? What advantages and disadvantages did the Industrial Revolution have on working-class people?
	<b>Travel and Transport</b>  How did the wheel begin to change lives? How much has changed? Did everyone welcome the railways? How has the car developed and did everyone benefit? How much has changed since the Wright Flyer? How has transport changed over time?	<b>Explorers and Adventurers</b>  What is an explorer and why are they significant? Who is Bessie Coleman? Who was Neil Armstrong? Who is Valentina Tereshkova? Who was Sir Ernest Shackleton?	<b>Shang Dynasty</b>  How did the Shang Dynasty begin? Who was Fu Hao and how do we know about her? How did the Shang Dynasty end? How did the Shang Dynasty create and use Chinese writing? What was life like for people in the Shang Dynasty? What do we know about the Shang Dynasty?	<b>Anglo-Saxons</b>  How did control of Britain change after the Romans left? What was life like in Anglo-Saxon Britain? Who ruled Anglo-Saxon Britain? What can written sources tell us about life in Anglo-Saxon Britain? Can you design an Anglo-Saxon Burh? How did the Anglo-Saxons change life in Britain?	<b>Medieval Monarchs</b>  Why was there a succession crisis in 1066? Who was responsible for the death of Thomas Becket? Which king was worse, John or Richard? What makes a great medieval monarch? How did power change during the medieval period? Who was the greatest medieval monarch?	<b>Civil Rights</b>  What was the United States of America like in the 1950s? Why did Oliver Brown take the Board of education to the Supreme Court? Why didn't Rosa Parks give up her seat on the bus? Why did 3,200 people march from Selma to Montgomery? What is the Black Lives Matter Movement and why is it needed? Non-violent protest is enough? Do you agree?
Summer	<b>How should we remember Pocahontas?</b>  How can we find out whether a story is real or imaginary? What makes a person historically important? Do you know the life history of Pocahontas? What was life like for Pocahontas and the Powhatan people? Why did the colonists leave England and risk their lives in North America? Why should we remember Pocahontas?	<b>Coal and Canals</b>  What is Coal Mining? What was life like in the mines? What was the Whitwick Colliery Disaster? Why and how were canals built? What was life like on the canal?	<b>Ancient Greece</b>  What do we know about Ancient Greece? What did the Ancient Greeks believe? Who was Alexander the Great? How has Ancient Greece influenced our lives? How equal was society in Ancient Greece?	<b>Vikings</b>  Why did the Vikings raid and invade Britain? Who were the Norse Gods? Why did Alfred sign a treaty with Guthrum? Was Alfred right to make a deal with the Vikings? What were the similarities and differences between Norse and Anglo-Saxon beliefs?	<b>Changing Britain</b>  How have people fought for civil rights in Britain? What was the Bristol Bus Boycott? What was the Grunwick Strike? Why were there protests about Section 28? How did the wheelchair warriors fight for their rights?	<b>20<sup>th</sup> Century Conflict</b>  What were the different causes of the First World War? Why were so many lives lost on the Western Front? Was the treaty of Versailles fair? How did Hitler rise to power? What caused the second world war?

# Disciplinary Skills in History

## Cause and Consequence

Understanding causal relationships is at the core of understanding history. Historians not only look at what happened, they also analyse why events and changes occurred.

To do this, we look at a whole range of reasons to see how they are connected – rather like a web. We look at the interrelationship between the actions of individuals and groups, their varied motivations and the context or conditions in which those actions took place.

Consequence is clearly bound up with causation. The event you are explaining will be the consequence of the causes you identify, and may itself become the cause of another.

## Evidence

Sources of evidence are the very stuff of history! Without experiencing the vibrant immediacy of sources – the excitement of observing and handling a remnant of a past society or hearing voices from the past – how can children gain a feel for the past, a sense of period?

Engaging pupils with evidence helps them see the past as real, helps them connect to past experiences. Learning to use and interrogate evidence in order to make rational claims, and test the claims of others, gets to the heart of what history is about (and is an equally important skill in today's world). It is not about pupils exactly replicating what historians do, but it is about understanding what historians do and, in the attempt to understand, experiencing similar challenges in a way that is appropriate for children.

## Chronology, Change and Continuity

Developing chronological understanding goes beyond teaching events in chronological order or enabling pupils to identify dates and put events correctly on a timeline. It also involves helping pupils to develop a sense of scale (exactly how long ago was the Stone Age?) and build a framework of the past to examine patterns of change and continuity across increasingly extended periods of time, both within and across periods of study.

Pupils need to develop a deeper sense of period in order to fully develop chronological understanding

## Significance

Making decisions about significance is a fundamental aspect of historical thinking. These decisions shape the way historians select their source material and organise their enquiries. Without any attempt to determine historical significance, history would risk becoming just a list of events. Discriminating between the significant and the insignificant is central to what historians do and is fast becoming an essential intellectual skill for us all in our so-called 'information age'. But how do we introduce this fundamental aspect of historical thinking to young children? How do we give them some insight into how decisions about significance are made?

Pupils can be actively engaged in reflecting upon why a particular person, event or development has been deemed significant and begin to make judgements of their own. In this way they will learn to see historical significance as a process of reasoning, something that is up for grabs, rather than a given condition; a debate in which they can begin to make a genuine contribution of their own.

# Progression in Disciplinary Skills-Cause and Consequence

KS1 Waypoints	1: Identifying causes	2. Explaining How	3. Causal links and webs
	I can spot more than one cause	I can say why a cause helped something to happen	I can show how some causes link to others

KS2 Waypoints	1: Identifying causes	2. Explaining How	3. Causal links and webs	4. Influence of factors
	n/a	I can identify multiple causes and explain why each one led to an event or change	I can identify causes which have a “knock on” effect on others	I can explain how causes link together in a web of related causes and consequences

# Progression in Disciplinary Skills-Chronology, change and continuity

KS1 Waypoints	1: Identifying similarity and difference	2. Identifying changes over time	3. Analysing change and continuity
	I can say how two things are similar and how they are different	I can sequence events on a timeline	I can describe how something has changed over time

KS2 Waypoints	1: Identifying similarity and difference	2. Identifying changes over time	3. Analysing change and continuity
	I can identify similarities and differences e.g. between different periods or between different groups within the same period	I can create dated, scaled timeline	I can describe developments over an extended period of time

I can use my timelines of the past to:

Identify different types of change

Make statements about the speed and extent of

Identify key turning points and trends

## Progression in Disciplinary Skills-Evidence

KS1 Waypoints	1: Sources as evidence	2. Using evidence to make cautious claims	3. Making inferences from evidence	4. Evaluating Evidence
	I know the difference between history and story	I can use sources to find out about and make cautious claims about people or events in the past	I can use objects and images to make guesses about the past that go beyond what I can see for certain	I can say which sources are useful for my enquiry and which are less useful

KS2 Waypoints	1: Sources as evidence	2. Using evidence to make cautious claims	3. Making inferences from evidence	4. Evaluating Evidence
	I know the difference between history and story	I can cross-reference sources to find out about and make cautious claims about the past	I can use sources to make inferences about the past that go beyond what I can see for certain	I can ask questions of my sources to decide whether they are useful or reliable for my enquiry.

## Progression in Disciplinary Skills-Significance

KS1 Waypoints	1: Resulting in change (personal experience)	2. Resulting in change (historical context)	3. Applying significance criteria
	I can say how significant events and people in my life helped me or led to change	I can decide whether events or people in the past were significant by looking for how they affected people and led to change	I can think of other reasons why an event or person in the past might be significant

KS2 Waypoints	1: Resulting in change (personal experience)	2. Resulting in change (historical context)	3. Applying significance criteria
	I can say how significant events and people in my life helped me or led to change	I can decide whether events or people in the past were significant by looking for how they affected people and led to change	I can use a range of different criteria to make a judgement about the significance of a past event, person or development