

# United Curriculum

## Primary History

Information for School Websites



**United Curriculum**  
Primary

® Part of United Learning

# Principles of the History Curriculum



The United Curriculum for History provides all children, regardless of their background, with:

- **Coherent and chronological substantive knowledge** of the history of the Britain and the wider world, selected to build pupils' understanding of three vertical concepts. These vertical concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help pupils gain a deep understanding of complex, abstract ideas:
  - **Quest for knowledge**

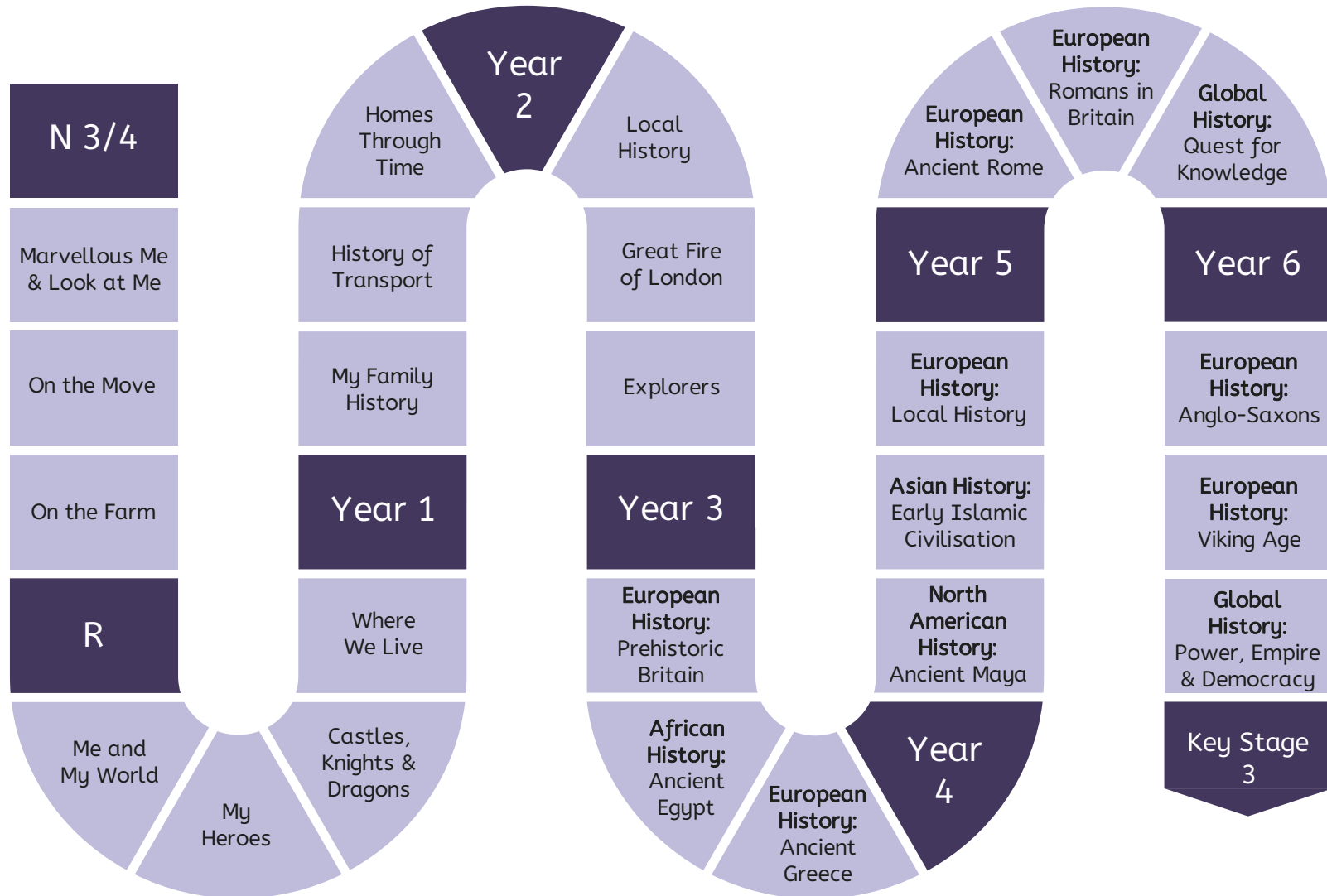
How do people understand the world around them? What is believed; what is known; what scientific and technological developments are made at the time? How is knowledge stored and shared? What shapes people's views about the world?
  - **Power, empire and democracy**

Who holds power, and what does this mean for different people in the civilisations? How is power wielded and legitimised? How are people's rights different in different historical contexts?
  - **Community and family**

What is life like for different people – men, women and children – in different societies? How are these societies structured? How are family and community roles and relationships different in different historical contexts?
- Opportunities for all **pupils to see themselves reflected** in the curriculum, but also to be taken beyond their own experiences. The history curriculum teaches pupils about civilisations from across the world, and always incorporates the experiences – positive and negative – of ethnic minorities in the history of Britain.
- Grounding in **core disciplinary and procedural knowledge**, and the ability to approach challenging, historically-valid questions, giving pupils the ability for pupils to learn how to think, read and write like a historian.
- An **excitement for history**, which inspires a curiosity to learn more about the past.



# United Curriculum: History



# United Curriculum: History



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b>Marvellous Me &amp; Look at Me</b> [Aut1]</p> <p>Talking about family members and family routines, and exploring how children have changed since they were babies</p>	<p><b>Me and my world</b> [Aut1]</p> <p>Talking about different family members and their roles in more depth</p> <p><b>My heroes</b> [Aut1]</p> <p>Comparing heroic characters from the past and present</p>	<p><b>My family history</b> [Aut 2]</p> <p>An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory</p>	<p><b>Local history</b></p> <p>Using primary and secondary sources to learn how our local community has changed over time.</p>	<p><b>European history: Prehistoric Britain</b> [Aut 2]</p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p>	<p><b>North American history: Ancient Maya</b> [Aut 2]</p> <p>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p>	<p><b>European history: Ancient Rome</b> [Aut2]</p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</p>	<p><b>European history: Anglo-Saxons</b> [Aut 1]</p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p>
Spring	<p><b>On the move</b> [Spr1]</p> <p>Exploring occupations related to transport</p> <p><b>On the farm</b> [Spr2]</p> <p>Exploring occupations related to farming</p>	<p><b>Castles, knights and dragons</b> [Spr1]</p> <p>Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens</p>	<p><b>History of transport</b></p> <p>The development of transport by land, sea, air and space and the roles of key individuals</p>	<p><b>Great Fire of London</b> [Spr 2]</p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London</p>	<p><b>African history: Ancient Egypt</b></p> <p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p>	<p><b>Asian history: Early Islamic Civilisation</b> [Spr1]</p> <p>The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology</p>	<p><b>European history: Roman Empire in Britain</b></p> <p>The Roman conquest of Britain, and how the Romans maintained power in Britannia</p>	<p><b>European history: Viking age</b> [Spr 2]</p> <p>Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation</p>
Summer		<p><b>Where we live</b> [Sum1]</p> <p>Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults</p>	<p><b>Homes through time</b></p> <p>How homes looked different in the past, using pictures and videos</p>	<p><b>Explorers</b></p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins</p>	<p><b>European history: Ancient Greece</b> [Sum 2]</p> <p>The contributions made by the city-states of Ancient Greece, and how these influence our lives today</p>	<p><b>European history: Local History</b></p> <p>Why is [X] famous today? How has [local feature] been important in our community? How has migration shaped our community?</p>	<p><b>Global history: Quest for knowledge</b> [Sum 2]</p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</p>	<p><b>Global history: Power, empire and democracy</b></p> <p>A short introduction to the rise and fall of the British Empire, and its legacy in Britain from the 1960s to today</p>



# History in Our Local Context



History is taught in 6-lesson units, once a term (History alternates with Geography).

The United Curriculum is sequenced so that meaningful links are made between subjects, and the order of units allows these connections to be made. For example, pupils are taught about the Vikings in Britain in History in Spring 2, so that they can review and build upon knowledge of migration – and consider the push and pull factors behind Viking migration – after they have been taught about migration in Geography in Spring 1.

The United Curriculum for History has been adapted for [SCHOOL NAME] by bringing in the history of our local area and considering the context of our pupils and the community.

For example:

- In Year 2, we consider the local history of our area by [...]
- In Year 4, we revisit the local history of our local area and extend our understanding by [...]
- When learning about the History of [Transport/Homes] in Year 1, we visit/focus on [...]
- When learning about Prehistoric Britain in Year 3, we visit/extend pupils' understanding with [...]
- When learning about Roman Britain in Year 5, we visit/extend pupils' understanding with [...]
- When learning our longitudinal study, 'Quest for Knowledge' in Year 5, we focus on [...] to reflect [...]
- When learning about Anglo-Saxon / Viking Britain in Year 6, we visit/extend pupils' understanding with [...]
- When learning our longitudinal study, 'Power, Empire & Democracy' in Year 6, we focus on [...] to reflect [...]



# Progression in the History Curriculum



- Vertical Concepts
- Power, Empire & Democracy
- Quest for Knowledge
- Community & Family
- Disciplinary Knowledge
- Historical Significance
- Similarity & Difference
- Change & Continuity
- Cause & Consequence
- Evidence
- Chronology

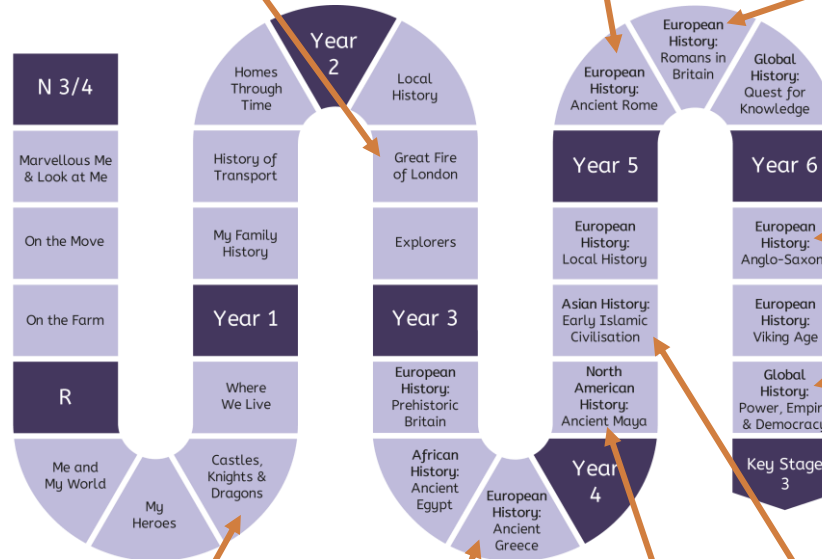
The King or Queen (monarch) has power to make new rules in a country.

We learn about the new laws that King Charles II created after the great fire.

The imperial cult meant the emperor was seen as divine.

Institutional, economic, physical, intellectual and informal power can be used to control others. Romans used all of these to maintain control in Britannia.

Leaders can delegate power to regional and local leaders, as did the Roman emperor (and pharaohs and caliphs).



The King is an important person where we live. We learn about King Charles III.

People get their power in different ways. The pharaoh was believed to be half-man, half-god. He was believed to have divine status.

Empires are large areas of land controlled by one person or group of people. Ancient Egypt was an empire.

Evidence from Sutton Hoo shows how Anglo-Saxon kings held institutional, economic, physical, intellectual and informal power.

Britain used institutional, economic, physical, intellectual and informal power to maintain control in India and Kenya.

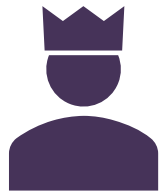
Everyone has the power to make change. This can be through protests or other campaigns (see British civil rights movement) or using our personal power to challenge others' prejudice.

The early Islamic civilisation was an empire, led by the caliph.

Empires grow and shrink as the power of its leader changes. The empire grew and then shrank.

Maya kings were seen to be half-man, half-god.

Power & Empires

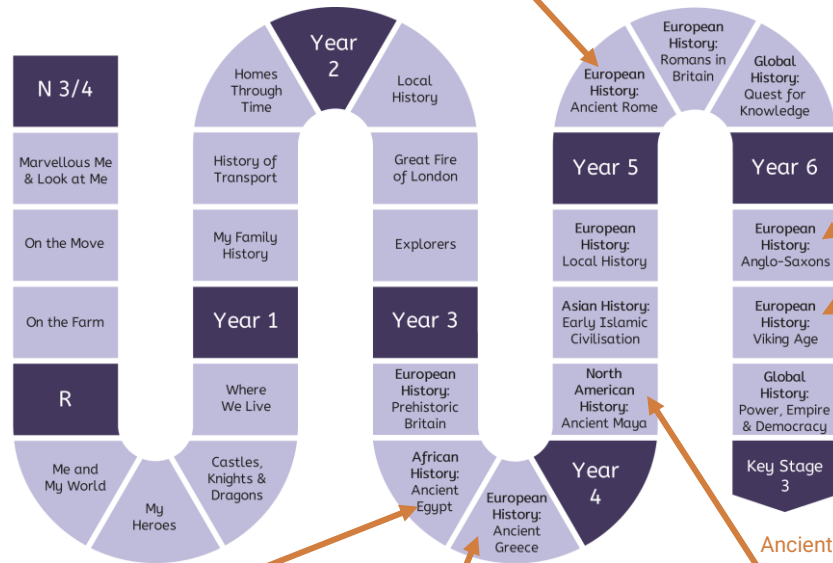


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**Governments that look democratic on paper can be autocratic in reality.** Rome's transition from kings, to republic to dictatorship to empire did not change much in practice. The Roman **empire** was ruled by an **autocratic** emperor.



**Some places are ruled as an autocracy.** The Egyptian pharaoh was autocratic and answerable to no one.

An **autocracy** is place where one person or one group can rule exactly as they want to forever.

**Democracy** is a system of **government** where everyone has a say.

**Some places are ruled as a democracy.** We compare Athenian democracy with Spartan (and Egyptian) kings.

**Not all democracies are the same.** We compare UK with Athens.

**City-states have independent identities and governments.**

**Boundaries of Anglo-Saxon kingdoms** changed over time, reflecting changing power of their kings.

The Vikings organised themselves in ways that had **autocratic** and **democratic** features (things).

**Boundaries** of Viking territory in England changed over time.

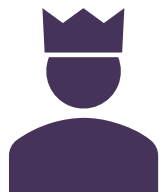
**Some places organise themselves in ways that have both autocratic and democratic features.**

Ancient Maya civilisation was divided **into city-states**.

The relationships between city-states in Maya civilisation were different to those in Ancient Greece.

Maya kings ruled **autocratically**.

Government & Democracy



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'Belief systems' evolved in the Roman empire as it conquered new people with different beliefs. Early Romans believed in **multiple gods**, based on ancient Greek gods.

There can be **tolerance** or **persecution** of different beliefs.

Official '**belief systems**' may change quickly but, in practice, individuals' beliefs did not change that quickly.

The Roman emperor was worshipped **like a god** after he died.

Shared beliefs can be a way of uniting – to some extent – two peoples. Romans and Britons found some common ground at some temples.

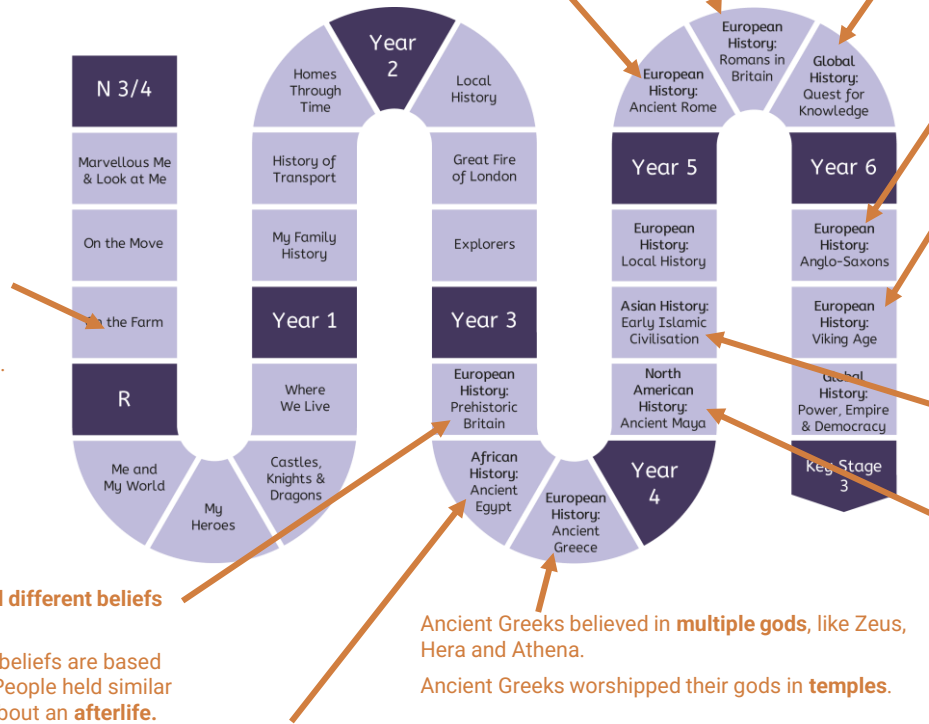
Many of the earliest civilisations across the world – including those who never shared ideas – held beliefs about the **natural world**.

People today have different beliefs and celebrate them in different ways. We learn about different religious festivals and how they can be celebrated by families.

People in the past had different beliefs and worldviews to us.

Some knowledge and beliefs are based on the **natural world**. People held similar and different beliefs about an **afterlife**. Prehistoric **grave goods** show prehistoric Britons believed items would be needed in an afterlife.

**Animal sacrifices** could be an important part of worship. There is evidence of this in prehistoric Britain.



People's **personal 'belief systems'** can take on ideas from lots of places. The **grave goods** from Anglo-Saxon England suggest beliefs in the natural world existing alongside newer Christian ideas.

The Vikings believed in **multiple gods**, like Odin, Thor and Loki. The Vikings believed in an **afterlife** called Valhalla. Viking beliefs slowly **evolved** to incorporate more Christianity.

The caliph was the **leader of the religion** of Islam as well as the political empire.

Ancient Maya believed in **multiple gods**. Ancient Maya worshipped their gods in **temples** built on top of pyramids.

Ancient Maya used **blood sacrifices** – and sometimes **human sacrifices** – to thank the gods for the sacrifices they made for humans.

Maya king was believed to be **half man, half god**.

Ancient Egyptians believed in an **afterlife** known as the Field of Reeds.

Ancient Egyptian **grave goods** show that people believed items would be needed for the **afterlife**. Grave goods belonging to the pharaoh have been found in pyramids.

Ancient Egyptians believed in **multiple gods**, like Horus, Isis and Osiris.

The pharaoh was believed to be **half man, half god**.

Changing Worldviews

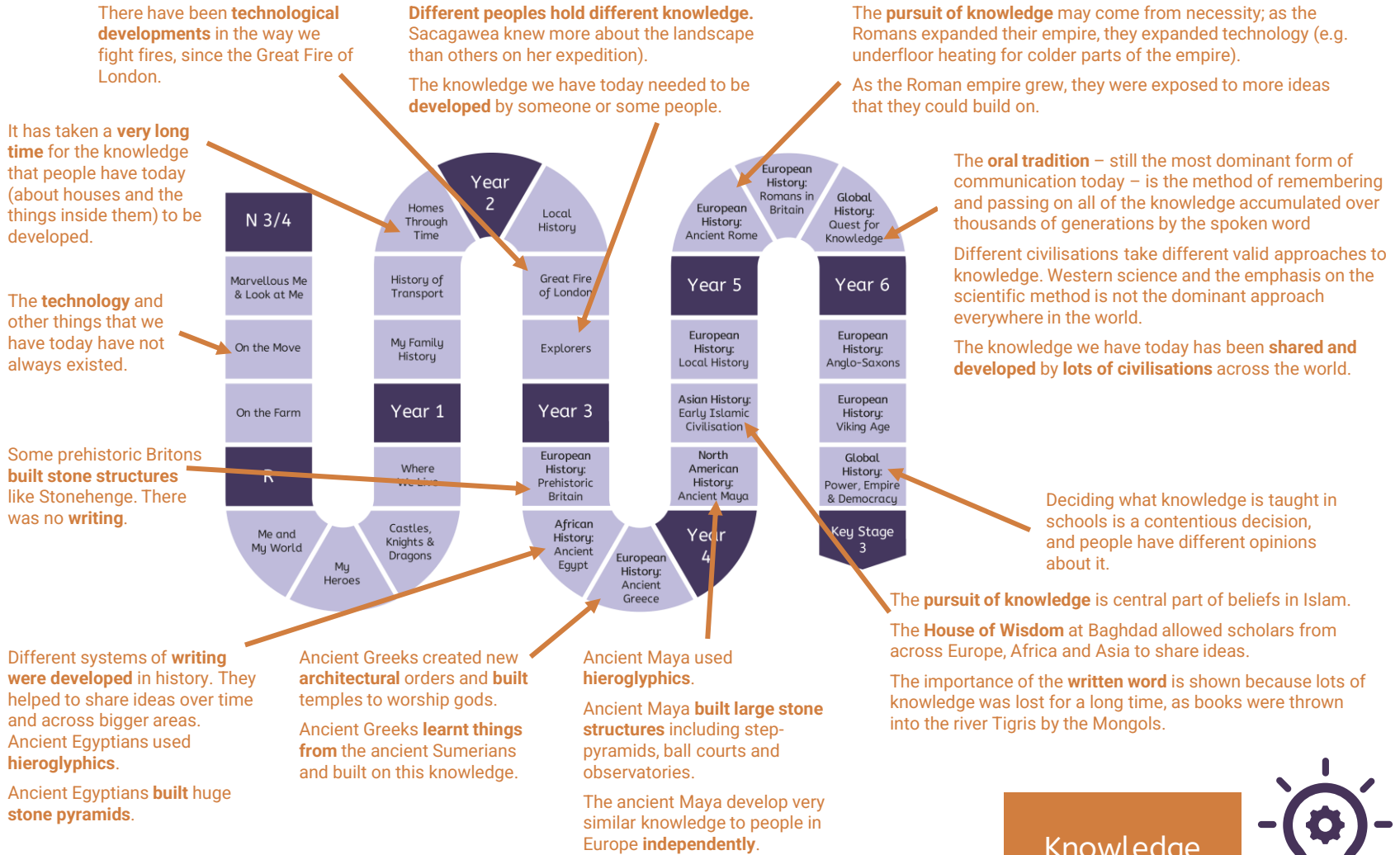




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Knowledge



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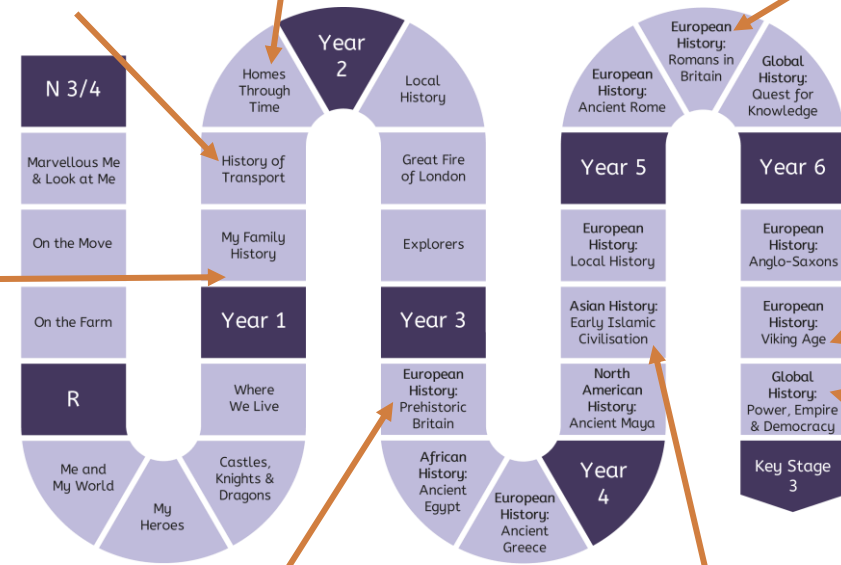
**In the past, communities were smaller because people could not travel so far.**  
Trains, aeroplanes, cars and space travel have changed the way people live.

In the Victorian period (before living memory), people lived in cramped houses like **back-to-back** houses.

In the Tudor period (before the Victorians) most people lived in rural areas.

Britain was difficult for the Romans to control because it was far from the centre of the empire. Roman Britain was a diverse place, for example, the Aurelian Moors formed the earliest documented black community in the north of England. The Romans and the Britons had some shared culture, including towns, food and religion.

**My local community was different for families at different times in history.**



The move towards farming meant that prehistoric communities became more **settled, larger**.

**Communities can be brought together by geographical location, or by a shared identity.** The people of the Early Islamic Empire were connected by their common identity and religion, as well as geographical (political) boundaries.

**Trade can impact what a community looks like.**

In Scandinavia, Vikings lived in longhouses, in communities of farmers.

**Conflict and prejudice within communities can impact on society, as well as individuals, over time.**

The British Empire forcefully colonised places around the world and substantially changed the lives of many of the people it **colonized**.

Changing Communities



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Homes and the things we use in our homes have changed during the lives of the people in our community.

Features of homes at different times have meant that people have done everyday tasks differently.

1660s London was dirty, busy and cramped.

Talk about the lives of the people in my community, including my family, and their roles in society.

Some aspects of life in my own community have changed over time and others have stayed the same.

In communities in the past, different people often had very defined roles.

In the earliest communities, families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves. They were hunter-gatherers.

**Agriculture** (the farming of plants and animals) changed what community life looked like. In particular, the role of women in prehistoric Britain changed as communities became more settled and agriculture became more widespread.

Different civilisations have different ideas about what a "family" is. Roman citizens were plebians (poorer) or patricians (wealthy). The extended family also included slaves.

Female citizens had very few rights compared to men.

Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth.

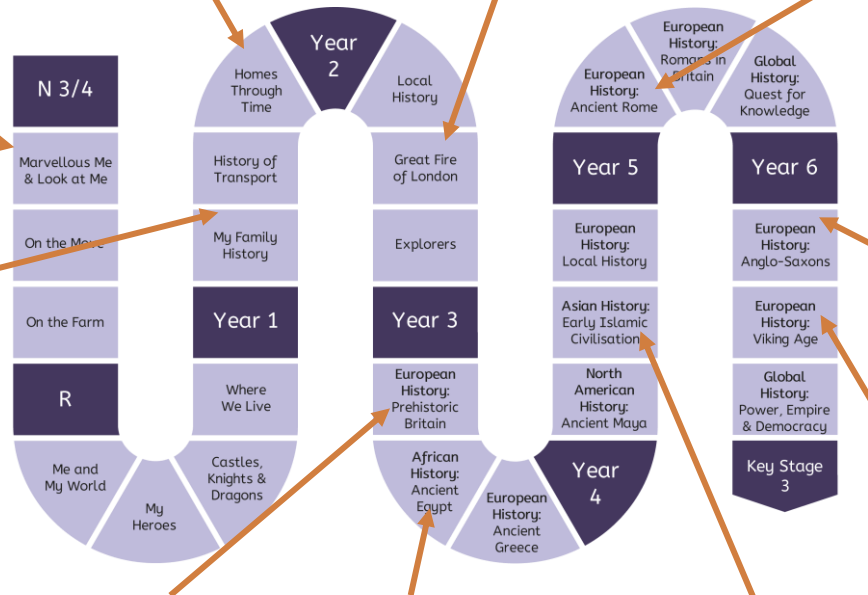
The achievements of women have often been undervalued in different societies in the past, for example Hilda of Whitby.

During the Anglo-Saxon period, children were expected to help with domestic jobs, tend to animals, and assist with farming.

Viking women often faced obstacles to achieving the same things as men. They had some opportunities for education and power, but some parts of life were inaccessible to them.

Slaves could be taken from different communities based on their race, ethnicity or gender.

The education of children was highly valued in Early Islamic society and schools were established in communities, for example in mosques.



Community Life



# Progression in the History Curriculum



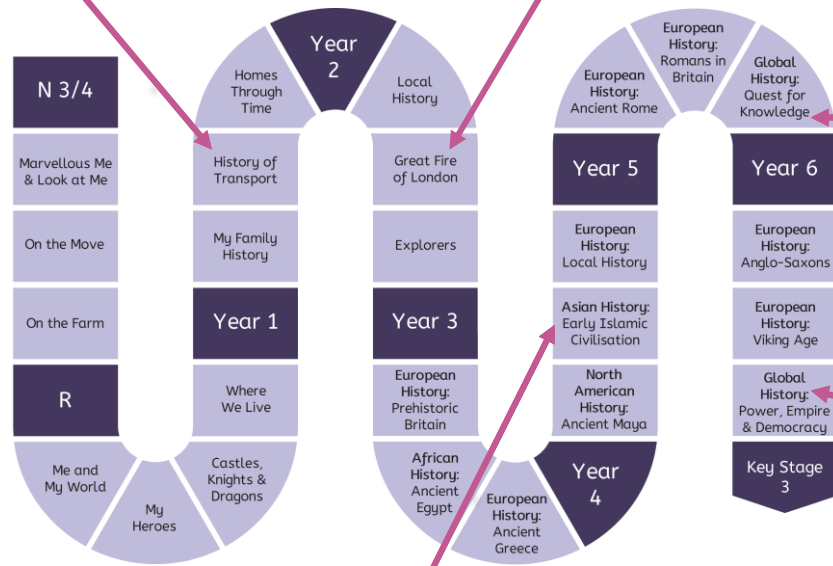
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**Historians choose to study people or events from the past because they resulted in change.**

We learn about Henry Ford or the Wright brothers because they created big changes in the way we travel.

**Historians choose to study people or events from the past because they resulted in change and/or were important to people at the time and/or are remembered today.**

We ask why we remember the Great Fire of London today: because of the short-term changes in the city, but also the longer-term impacts on building regulations and fire service that are relevant today.



**The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence.**

We talk about why some civilisations are studied more than others, and how and why this is changing.

**What historians consider to be significant is different to different people at different places and times. We, as historians, can recognise reasons for why we are studying something in a particular place or time.**

We talk about how today's context shapes what we learn about in history lessons, and why we are learning about (e.g.) the British civil rights movement in school, when the adults at home probably did not.

**Historians can set their own criteria for what they consider to be significant and why it should be studied.**

We make our own arguments as to why we – and next year's Year 4 – should learn about the Early Islamic Civilisation.

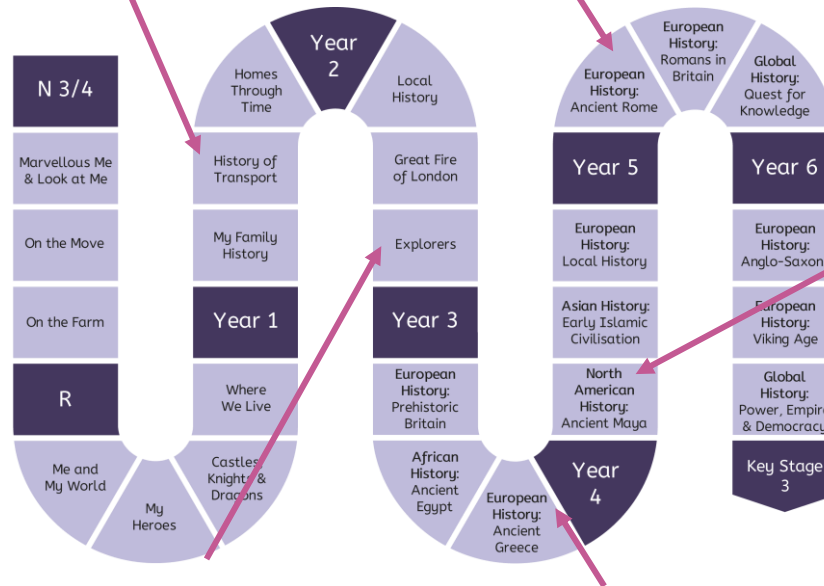


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Historians study the way things were different in the past.



Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics.

We learn about the diversity of the Roman empire, and the range of experiences that people could have within it.

Historians can consider the similarities and differences between people in two historical civilisations.

We can compare the experiences of people in two different civilisations. We learn about the ancient Maya and compare this civilisation with ancient Greece, e.g. city-states, beliefs and buildings.

Similarities and differences exist between two individuals who lived in the past.

We learn about Sacagawea and Michael Collins, both American explorers who went on expeditions, and describe the similarities and differences of their experiences.

Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences.

We challenge the label of 'ancient Greek', and question whether all these people would have had similar experiences. We talk explicitly about the differences in city-states, and the different experiences of men, women and children in Athens' democracy.



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**Historians can describe changes that have happened over time.**  
We use photographs and artefacts to describe changes in living memory, focusing on schools, communication and/or toys.

**Some changes happen more quickly than others. The world is changing more quickly in more recent history.**

We visualise history on a timeline or roadmap, and notice how there are more differences between the changes in more recent times.

**Historians describe how changes affect people's lives.**

**Changes do not always follow one trajectory, and changes do not always mean progress.**

We learn about how Rome grows and then shrinks; how the average Roman citizen gained more power in the republic and then less in the empire; and how Romans persecuted Christians more, and then less as the empire became more tolerant.

**Changes can take place gradually (evolution) or very rapidly and completely (revolution).**

We visualise some of the changes taking place in Rome on a graph, e.g. the size of the empire on the y-axis and the time along the x-axis. This helps us to see how the rate of changes could vary.

**Historians can identify and analyse examples of resistance to change.**

**Historians' understanding of how and why changes took place develops over time.**

**Over time, some things about me stay the same and some things change.**

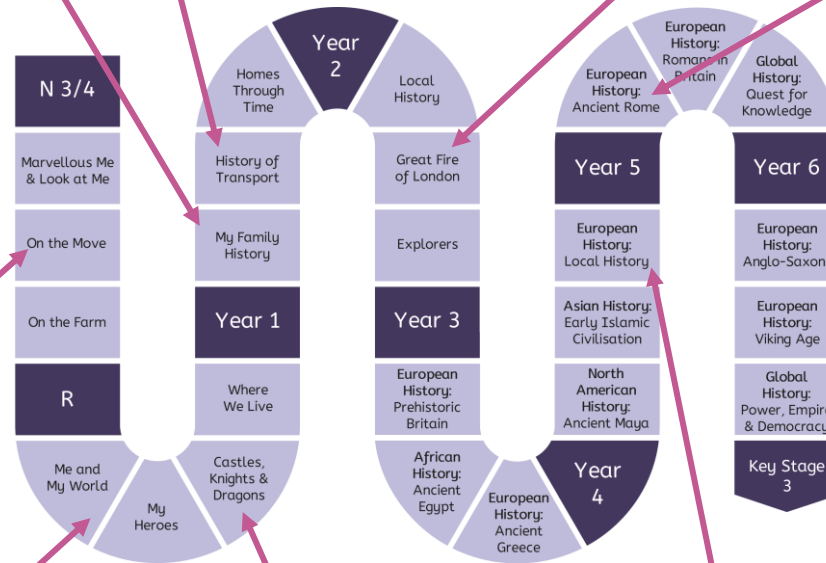
We describe how we have changed since we were a baby.

**Historians can describe changes that have happened over time.**

**Over time, some things about the place where I live have changed, and some things have stayed the same.**

We use photographs to describe how the place we live has changed over time.

**The impact of larger-scale changes can be seen in [my local area].**



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## Things in the past happened because something caused them to happen.

In the context of homes, we explore why homes may have been built in the way there were. For example, why were Victorian houses built back-to-back? (To save space, which was limited in some places).

In Understanding the World in particular, we explore the effects of pushing and pulling, and using forces to make things happen. In Personal, Social and Emotional Development, we start to explore the effects of our actions on other people.

## Some things can have lots of causes.

We learn about facts of the Great Fire of London and identify, from this list, the many reasons as to why the fire burned for so long. (i.e. 'the houses were built close together' is one part of the answer to the question, but 'the fire started in Pudding Lane' is not). We also discuss and start to rank the identified reasons as to which one had the most impact.

## Causes can be long-term conditions or short-term triggers.

We consider the reasons why the Great Fire of London burned for so long, and decide if they are long-term conditions (e.g. houses being built close together) or short-term triggers (e.g. the strong wind that blew on the day, which spread the fire quickly).

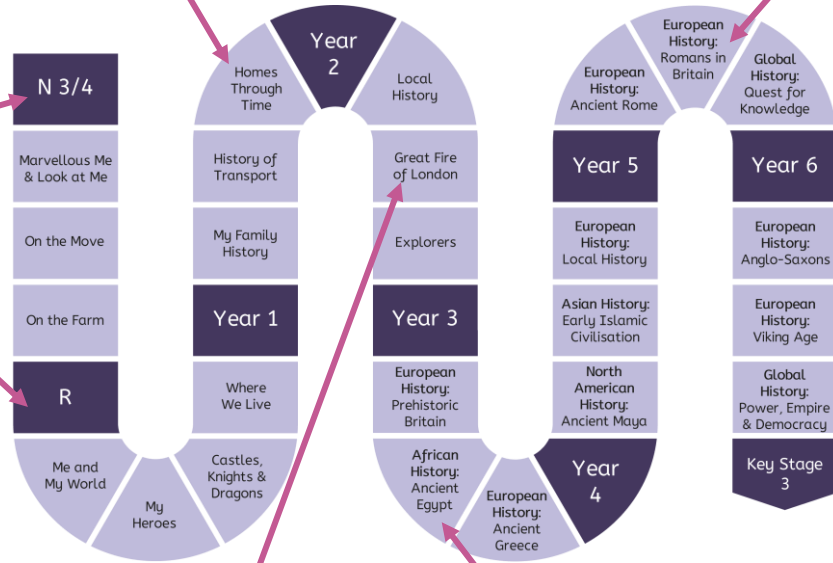
## Causes can be categorised as economic, physical, social, institutional, etc.

We learn about the ways that Romans kept control of Britannia, and group these ways into economic, physical, institutional, informal and intellectual.

## Historians can argue that some causes are more important than others.

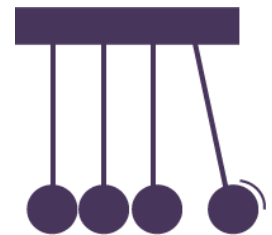
As historians, we discuss and give reasons for why we think one way of maintaining control was more effective than another.

## Historians interpret primary and secondary sources and build arguments to explain the causes of events.



## Some things have lots of causes that are connected in some way.

We consider the reasons why the Egyptian pharaoh was so powerful and how they are connected and can be mutually supportive (e.g. they were often viewed as warrior kings who conquered other places, and this brought new wealth which was another reason as to why the pharaoh was powerful).



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**History is the study of humans who lived in the past.** We can identify whether an image shows something that historians might study.

**Historians learn about the past by interpreting sources.**

**Sources can be written, video/audio, images, artefacts or oral history** We use a range of sources – including artefacts, images, oral history and some written text – to compare the past with the present.

**Primary sources are sources that were created by someone who experience the event firsthand. Secondary sources are written about primary sources.**

We use primary sources (e.g. photographs taken in the past) and secondary sources (e.g. leaflets about the history of our local area) to learn about our community in the past.

**We can look at images and photographs to see how life was different in the past.**

We look at photographs and images of castles and monarchs from the past and the present.

**There are limits to what historians can learn from a collection of sources.** We talk about why historians can never truly know what prehistoric Britons believed, even when using artefacts and ecofacts.

**Archaeology is the branch of history that deals with remains of human life.**

**Archaeologists study artefacts, ecofacts and features.** We consider how historians know about what life was like in prehistoric Britain, and about the artefacts, ecofacts and features they use.

**Sources do not provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically.**

We consider an ancient Egypt relief depicting events of a battle, and an inscription in a pharaoh's tomb. We consider the audience and purpose and talk about why we cannot take these sources as factual recordings.

**Historians need to cross-reference sources in order to build confidence in what they say.**

We cross-reference two written sources as well as archaeological evidence and use these to say whether or not farming was taking place in Britain before the Romans' arrival.

**Archaeologists follow a very similar process to scientists.**

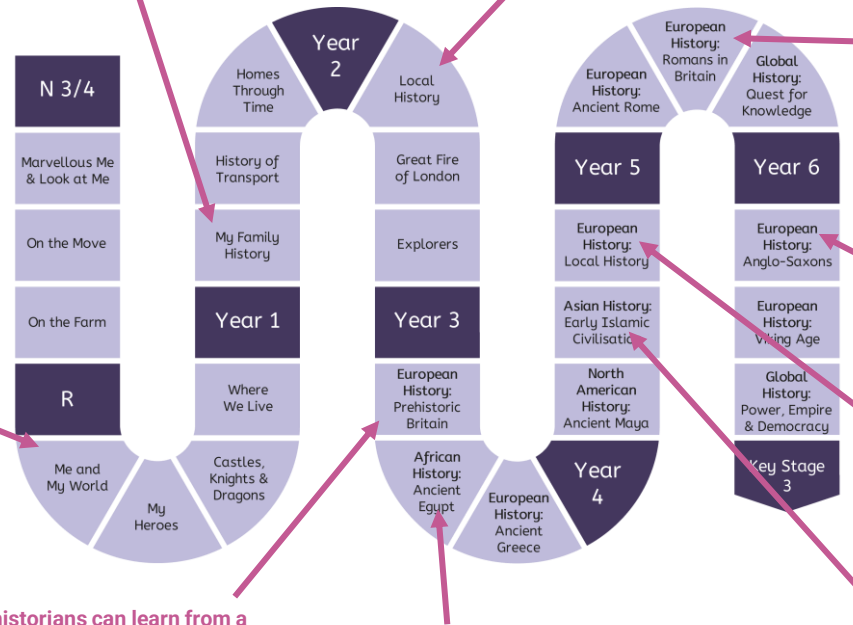
We learn about Sutton Hoo and how archaeologists went about their investigation.

**Local history archives can be an invaluable source of information for historians.**

We use sources in our local area as part of our local history project.

**Political maps change over time.**

We learn about how the size and boundaries of the early Islamic civilisation changed over time, as the caliph lost or gained lands.

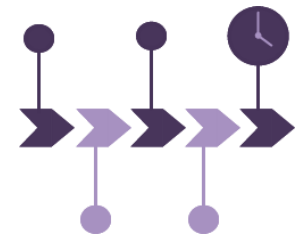
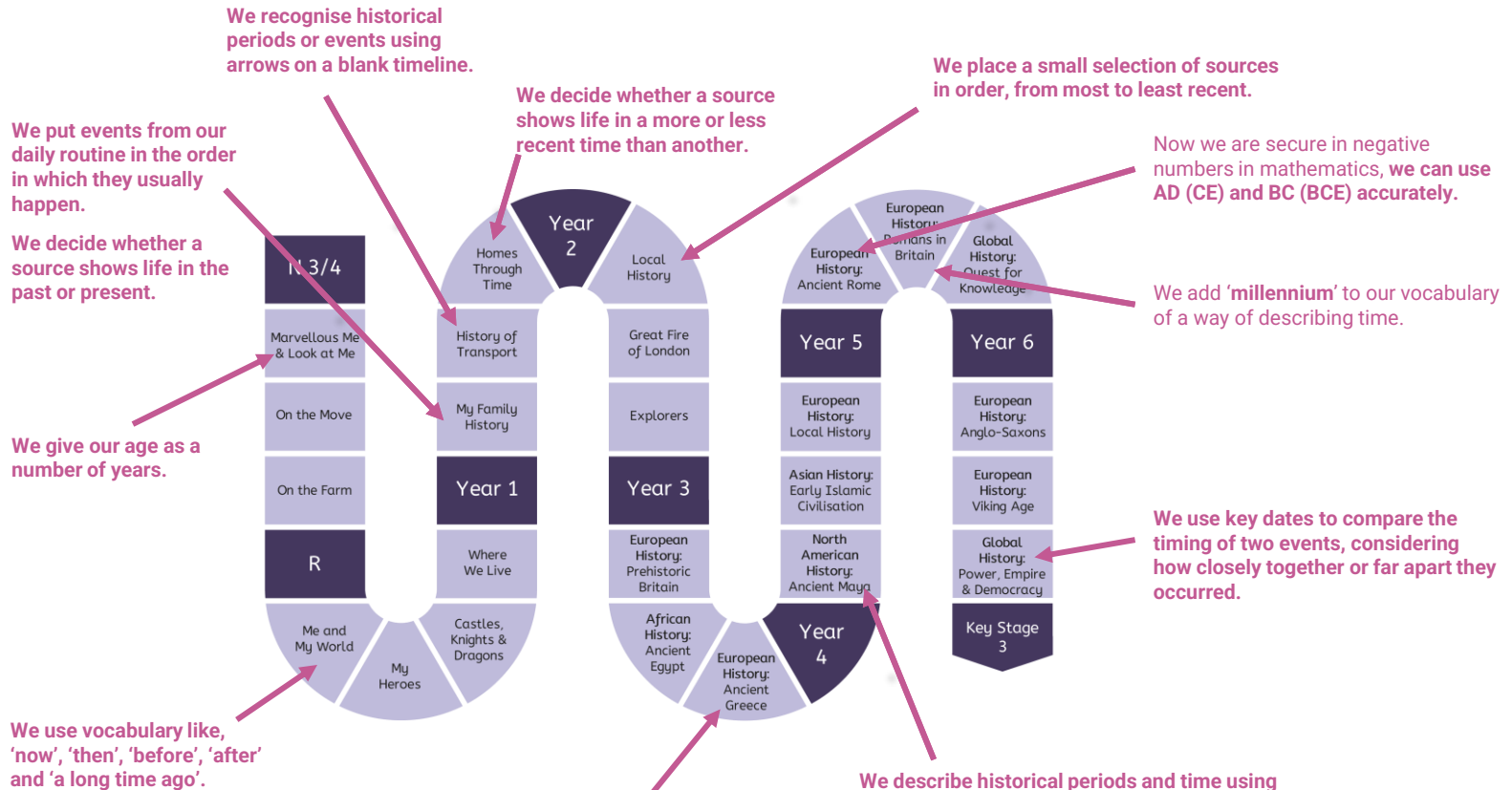




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  - Power, Empire & Democracy
  - Quest for Knowledge
  - Community & Family
- Disciplinary Knowledge
  - Historical Significance
  - Similarity & Difference
  - Change & Continuity
  - Cause & Consequence
  - Evidence
- Chronology



# Alignment to the National Curriculum



The below tables outlines where the statutory content from the National Curriculum is first taught across KS1 or KS2. The curriculum has been sequenced so that much of the content is reviewed in subsequent units. Pupils are taught disciplinary knowledge, including change, cause, similarity and difference and significance, throughout each unit. Careful attention has been paid to the mathematics Programmes of Study, as well as the content of the science and geography curriculum to ensure that pupils build on knowledge where appropriate.

## KS1

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Y1 Aut; Y1 Spr; Y1 Sum; Y2 Aut
Events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Y2 Spr
The lives of significant individuals in the past who have contributed to national and international achievements.	Y1 Spr; Y2 Sum
Lives of significant individuals who can be used to compare aspects of life in other periods	Y2 Sum
Significant historical events, people and places in their own locality	Y2 Aut

## KS2

Changes in Britain from the Stone Age to the Iron Age	Y3 Aut
The Roman Empire	Y5 Aut
The Roman Empire's impact on Britain	Y5 Spr
Britain's settlement by Anglo-Saxons and Scots	Y6 Aut
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Y6 Spr
A local history study	Y4 Sum
A study of an aspect or theme in Britain that extends pupils' chronological understanding beyond 1066	Y5 Sum; Y6 Sum
The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared	Y5 Sum
The achievements of the earliest civilisations – a depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt, the Shang Dynasty of Ancient China	Y3 Spr
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Y3 Sum
A non-European society that provides contrast with British history – one study chosen from: Early Islamic Civilisation, including a study of Baghdad c. AD 900; Maya civilisation c. AD 900; Benin (West Africa) c. AD 900-1300	Y4 Aut; Y4 Spr





The implementation of the United Curriculum for History reflects our broader teaching and learning principles, found [here](#).

For History in particular:

- Content is always carefully situated within existing schemas. Every unit always begins with the chronological and geographical contexts, so that pupils can situate new knowledge in their broader understanding of people and places in the past.
- Vertical concepts are used within lessons to connect learning about one civilisation to another. For example, when learning about Ancient Maya step-pyramids, pupils will review the stone structures of Stonehenge, Egyptian pyramids and Greek temples.
- Opportunities for extended, scholarly writing appear throughout the curriculum. These have a clear purpose and audience and, crucially, allow pupils to write as a historian. For example, after considering the subjective nature of historical significance, pupils write to the head teacher to explain why they think it is important for all subsequent Year 4 classes to learn about the Early Islamic Civilisation.





The careful sequencing of the curriculum – and how concepts are gradually built over time – is the progression model. If pupils are keeping up with the curriculum, they are making progress. Formative assessment is prioritised and is focused on whether pupils are keeping up with the curriculum.

In general, this is done through:

- Questioning in lessons. Teachers check understanding so they can fill gaps and address misconceptions as required.
- Pupil conferencing with books. Subject leads and SLT talk to pupils about what they have learnt – both substantive and disciplinary knowledge – and how this connects to the vertical concepts that they have been developing in previous years and other subjects. **For example, pupils in year 4 may be asked to talk about how Ancient Maya city-states were similar and different to Ancient Greek city-states, and how their belief systems compared with those of other civilisations.**
- Post-learning quizzes at the end of each unit. These give teachers an understanding of the knowledge that pupils can recall at the end of the unit, and can be used to identify any remaining gaps to be filled. **These are generally simple recall questions, such as key features of belief systems in prehistoric Britain, or some of the reasons why people, places and events may be seen as significant.**
- Pre-learning quizzes at the start of each unit. These assess pupils' understanding of the prior knowledge that is required to access the new content in the unit. These are used to identify gaps to be filled prior to teaching the new unit. **For example, in a unit about the Roman Empire, pupils need to recall knowledge about the Ancient Greek gods and apply this to new knowledge about religion in Rome. This knowledge is assessed in the Pre-Learning Quiz, and teachers can plan to fill any identified gaps.**

