

# History Curriculum

West London Primary Cluster



# Aims:

**Our curriculum provides children 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:

- **Community and family**

- What is life like for people in different societies? How are these societies structured? How are family and community relationships different in different historical contexts?

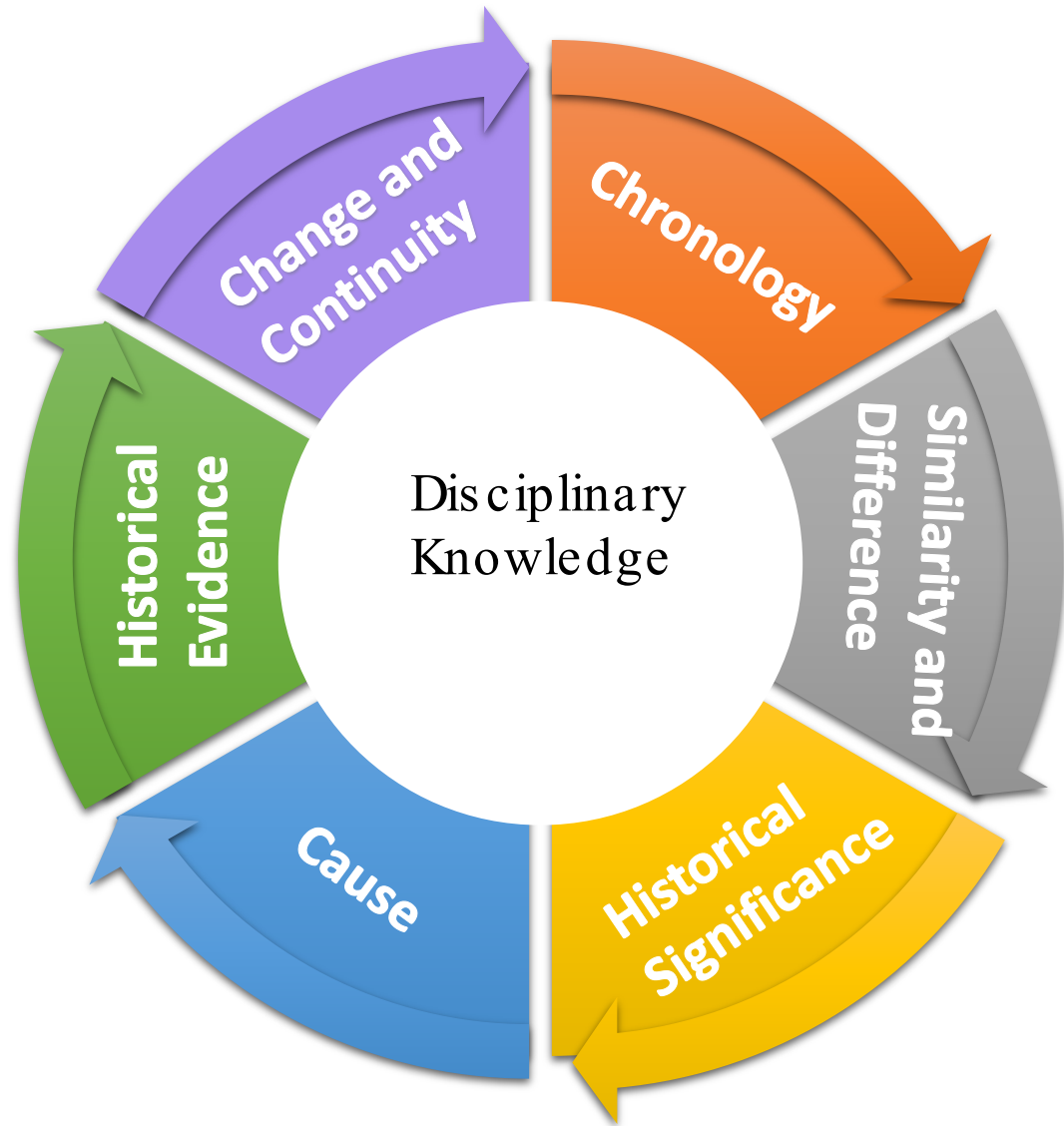
- **Quest for knowledge**

- 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?

- **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?

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b>Ourselves</b> – Begin to make sense of themselves and their own family history.</p> <p><b>Traditional Tales</b> – Learn that people and events happened in the past.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p><b>Ourselves</b> – Comment on familiar situations in the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>Talk about members of their immediate family and community.</p> <p><b>Castles</b> - Compare and contrast characters from stories, including figures from the past.</p>	<p><b>What was life like for people in the past?</b></p> <p>An introduction to the discipline of history with my family tree, and how schools, toys and the way we communicate have changed over time.</p>	<p><b>Local history: community &amp; family</b></p> <p>Exploring how our community has changed over time through one lens like food or music.</p>	<p><b>European history: Prehistoric Britain</b></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></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></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: Settlement by Anglo-Saxons</b></p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons.</p>
Spring	<p><b>Our World</b> – Begin to make sense of their own life-story and family's history.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>Powerful People</b> Read stories and learn about important people in the past.</p> <p>Timeline in the classroom Revisited through the continuous provision.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p><b>How did people travel in the past?</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></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></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></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>Review prior learning: Begin to make sense of their own life-story and family's history.</p>	<p><b>Seaside</b> – Know some similarities and differences between things in the past and now.</p> <p>Comment on images of familiar situations in the past.</p>	<p><b>Where did people live in the past?</b></p> <p>How homes looked different in the past, using pictures and videos.</p>	<p><b>Comparison of explorers</b></p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins</p>	<p><b>European history: Ancient Greece</b></p> <p>The contributions made by the city-states of Ancient Greece, and how these are influence our lives today.</p>	<p><b>European history: Local History</b></p> <p>How has migration shaped our community?</p>	<p><b>Global history: Quest for knowledge</b></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 British Empire, and its legacy in Britain from the 1960s to today.</p>



Pupils make progress in history by developing:

- Their knowledge about the past (this knowledge is often described as 'substantive knowledge') e.g. monarchy, civilization and empire.
- Their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (often described as 'disciplinary knowledge')

# Beyond KS2:

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

[KS3 National Curriculum Programme of Study](#)