

St Barnabas and St Philip's KS2 History Curriculum



Skills Overview: History

History Rationale:

At SBSP we follow the PKC History curriculum, which is knowledge rich. This means the knowledge children will gain has been carefully specified, ordered coherently and built over time. Knowledge, in the realm of history, means not only substantive knowledge of historical events, dates and people in the past, but also knowledge of substantive concepts in history (such as 'empire', 'monarchy' and 'civil war'), and disciplinary historical concepts (such as evidence, causation, significance and interpretation).

SBSP's history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history. The substantive knowledge taught in the curriculum has been carefully chosen and sequenced using a largely chronological approach. Each unit of work should not be viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative. Understanding in history requires an understanding of causation. Children will be able to understand the causes of significant national and global events, when they have some background knowledge of what happened before.

Knowledge of substantive concepts and disciplinary concepts have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior substantive and disciplinary knowledge. The history curriculum is balanced to enable children to look in some depth at local, national and world history, encouraging children to explore the connection between significant events and people and how they have influenced the modern world. Each year, the children will study at least one unit of British history. The curriculum aims to help children understand how the past is constructed and contested.

Children begin by learning about what a historian does, looking at basic sources and simplified perspectives to develop an appreciation and understanding of what it means to be a historian. As their substantive knowledge grows, children will be able to ask perceptive questions, analyse more complex sources and begin to use their knowledge to develop perspective. Disciplinary concepts, such as continuity and change, cause and consequence and similarity, difference and significance, are explored in every unit, and children are supported to think outside of their current unit of work and apply these concepts across the curriculum. In addition to learning about British and local history, the children will also learn about the history of the wider world. These units cover fascinating ancient civilisations, the expansion and dissolutions of empires,

and the achievements and atrocities committed by humankind across the ages. The curriculum aims to ignite children's love for history, preparing them with essential knowledge for Key Stage 3 and beyond. All history is worth studying, but as we do not have the time to cover everything, the units have been carefully chosen to cover as wide-ranging content as possible. The curriculum aims to introduce the children to a wide variety of men, women and children from the past; from the widely venerated, to the lives of the less well-known who offer us a rich insight into life at the time. SBSP's history curriculum aspires to create curious and knowledgeable young people, who hold a deep understanding and appreciation of the discipline of history and are able to sift and weigh evidence to begin to formulate their own viewpoints and perspectives of the world.



KS2 History Overview

Year 3	Autumn The Stone Age to The Iron Age	Spring Ancient Egypt	Summer The Anglo-Saxons, Scots and Vikings
<p><u>Knowledge (Substantive)</u></p> <ul style="list-style-type: none"> ● Historical events, dates and people in the past ● Civilisations in ancient history ● Substantive Concepts such as 'empire', 'monarchy' and 'civil war'. ● Society and how people lived ● Migration ● Religion ● Trade 	<p><u>Lessons</u></p> <ol style="list-style-type: none"> 1 - Mesolithic Hunter Gatherers 2 - Life in Neolithic Britain 3 - The Bronze Age 4 - Stonehenge 5 - The iron Age 6 - Assessment of unit/History Day 	<p><u>Lessons</u></p> <ol style="list-style-type: none"> 1 - Locating Egypt and the River Nile 2 - Life in Ancient Egypt 3 - Religion and the Afterlife 4 - Tutankhamun and Howard Carter 5 - Hieroglyphics 6 - assessment (Egyptian Day) 	<p><u>Lessons</u></p> <ol style="list-style-type: none"> 1 - Anglo-Saxon England 2 - The Scots and the Picts 3 - Anglo-Saxon Settlements, Culture and Religion 4 - Who were the Vikings? 5 - Viking Raids and Invasion 6 - Alfred the Great 7 - Viking settlements and Danelaw
<p><u>Skills (Disciplinary)</u></p> <ul style="list-style-type: none"> ● Children should know that archaeologists find out about the past from what people left behind ● Using timelines ● How human remains can teach us about the ancestry of people ● Use of artefacts 	<p><u>Links</u></p> <p>This unit builds on from 'Prehistoric Britain' taught in KS1 which introduces children to the idea of 'prehistory' (a time before written records).</p> <p>Children will build upon their knowledge of the history of Britain.</p>	<p><u>Links</u></p> <p>Follows on from 'The Stone Age to the Iron Age'.</p> <p>Covers some of the same time period which should allow children to make comparisons between what was happening in Egypt and Britain at the same point in time.</p> <p>Children develop a sense of chronology and appreciation of the ancient world.</p> <p>Locating Egypt - links with Geography/continents</p> <p>Looking at the importance of the River Nile (links with Settlements and Rivers in Geography)</p>	<p><u>Links</u></p> <p>Builds on chronologically from The Stone Age to the Iron Age recapping on what children have learned so far.</p> <p>Geographical knowledge of England to look at Anglo-Saxon kingdoms/knowledge of Europe.</p>

Year 4	Ancient Greece	Life in Ancient Rome	The Stuarts
<p><u>Knowledge (Substantive)</u></p> <ul style="list-style-type: none"> ● Learn about explorers and traders ● Civilisations ● Wars ● Government and Democracy ● Monarchy and Empire ● Society and how people lived ● Trade ● Religion 	<p><u>Lessons</u></p> <ol style="list-style-type: none"> 1 - Ancient Greek City States 2 - Athens - The birthplace of democracy 3 - Sparta 4 - Persian Wars 5 - Alexander the Great 6 - Greek Philosophy 7 - Greek Gods/Greek Mythology 	<p><u>Lessons</u></p> <ol style="list-style-type: none"> 1 - Locating Ancient Rome 2 - Monarchy, republic, Empire: Rome's different governments 3 - Pompeii 4 - A day in the life of Ancient Rome 5 - Latin: A Roman Legacy 6/7 - Julius Caesar (from the Rise and Fall of Rome unit) 	<p><u>Lessons</u></p> <ol style="list-style-type: none"> 1 - James I and VI and the Union of the Crowns 2 - The Gunpowder Plot 3 - Charles I and the causes of the English Civil War 4 - The English Civil War 5 - Oliver Cromwell and the Commonwealth 6 - The Restoration of Charles II 7 - The Great Plague of 1665 & The Great Fire
<p><u>Skills (Disciplinary)</u></p> <ul style="list-style-type: none"> ● Mapwork ● Children should know that archaeologists find out about the past from what people left behind ● Using timelines ● How human remains can teach us about the ancestry of people ● Use of artefacts and written records 	<p><u>Links</u></p> <p>Builds on the study of Ancient Egypt (Year 3).</p> <p>Prior knowledge of how civilisation began.</p> <p>Mapwork and location of seas (Geography).</p>	<p><u>Links</u></p> <p>Builds on the study of earlier civilisations - Ancient Greece and Ancient Egypt.</p> <p>Position of Italy and where Rome is on a map (Geography).</p> <p>Modern languages that come directly from Latin - French, Italian, Spanish, Portuguese and Romanian</p> <p>English from Latin - selection of Latin words and translations.</p>	<p><u>Links:</u></p> <p>Build on Kings and Queens from KS1 (British History).</p> <p>Show Stuart period in British History on Timeline of events.</p>

Year 5	Baghdad AD900	The Early British Empire	The Industrial Revolution/The Victorians
<p><u>Knowledge (Substantive)</u></p> <ul style="list-style-type: none"> ● Education and learning ● Religion/Power ● Empires ● Conflict & War ● Trade ● Monarchy ● Inventions ● Society and how people lived 	<p><u>Lessons</u></p> <ol style="list-style-type: none"> 1 - The Rise of Islam 2 - Baghdad: a city of peace 3 - Baghdad: Building a city 4 - Baghdad: A centre for learning in the Islamic Golden Age 5 - The Mongol attack on Baghdad and the regional powers 6 - Assessment 	<p><u>Lessons</u></p> <ol style="list-style-type: none"> 1 - The British Empire 2 - Global Trade 3 - The Mughal Empire and the East India Company 4 - The Seven Year War 5 - What motivated Britain to build an Empire 6 - Assessment 	<p><u>Lessons</u></p> <ol style="list-style-type: none"> 1 - The Industrial Revolution (Lesson 1 from The Industrial Revolution Unit) 2 - Cotton Spinning, Steam Engines and Trains (Lesson 2/3 from The industrial Revolution Unit) 3 - Iron and Coal (Lesson 4 from The Industrial Revolution Unit) 4 - Children at work (Lesson 5 from The industrial Revolution Unit) 5 - The Reign of Queen Victoria (Lesson 1 from The Victorians) 6 - Victorian Cities: Life in the slums (Lesson 2 from The Victorians) 7 - The Great Exhibition (Lesson 4 from The Victorians) 8 - Assessment
<p><u>Skills (Disciplinary)</u></p> <ul style="list-style-type: none"> ● Mapwork ● Children should know that archaeologists find out about the past from what people left behind ● Using timelines ● How human remains can teach us about the ancestry of people ● Use of artefacts and written records 	<p><u>Links</u></p> <p>This unit builds chronologically from the Romans in Year 4</p> <p>Mapwork and location of countries (Geography)</p>	<p><u>Links</u></p> <p>Builds on previous knowledge of British History, decisions and events that took place and resulted in the birth and expansion of the British Empire.</p> <p>Builds understanding of Britain's connection with the wider world.</p>	<p><u>Links</u></p> <p>Builds on knowledge of towns, cities, urban, rural and agriculture.</p>

Year 6	The Suffragettes	Rise of Hitler/WWII and The Holocaust	The History of Human Rights and Equality in Britain
<p><u>Knowledge (Substantive)</u></p> <ul style="list-style-type: none"> ● Democracy ● Equality ● Society and how people lived ● War and conflicts ● Political Acts & Significant Historical Events 	<p><u>Lessons</u></p> <ol style="list-style-type: none"> 1 - Democracy in the 19th Century 2 - The National Union of Women's Suffrage Societies 3 - Emmeline Pankhurst and the WSPU 4 - The Anti-Suffrage Campaign 5 - World War I and the Representation of the People Act 6 - Assessment 	<p><u>Lessons</u></p> <ol style="list-style-type: none"> 1 - The Armistice and The Treaty of Versailles (Lesson 1 from The Rise of Hitler and WWII) 2 - The Rise of the Nazi Party (Lesson 2 from The Rise of Hitler and WWII) 3 - Life in Nazi Germany (Lesson 3 from The Rise of Hitler and World War II) 4 - The outbreak of The Second World War (Lesson 5 from The Rise of Hitler and WWII) 5 - An Introduction to World War II (Lesson 1 from World War II and The Holocaust) 6 - The Battle of Britain and the Blitz (Lesson 2 from World war II and The Holocaust) 7 - The Holocaust (Lesson 4 from World War Two and The Holocaust) 	<p><u>Lessons</u></p> <ol style="list-style-type: none"> 1 - Human Rights 2 - Women's Rights 3 - Children's Rights 4 - Racial Equality 5 - Freedom of Thought, Belief and Religion 6 - Assessment
<p><u>Skills (Disciplinary)</u></p> <ul style="list-style-type: none"> ● Mapwork ● Children should know that archaeologists find out about the past from what people left behind ● Using timelines ● Use of artefacts, images, written records and film clips 	<p><u>Links</u></p> <p>Looking at democracy in Britain up until the 19th century.</p> <p>Children have learnt about the changing power of the British Monarchy and the rise of parliament.</p>	<p><u>Links</u></p> <p>Mapwork and locations of countries and battles/conflict.</p>	<p><u>Links</u></p> <p>Children apply their knowledge from across the history curriculum</p> <p>Children have gained an understanding of the history of Britain and the wider world and have studied the lives of people from different backgrounds, ethnicities, religion and gender.</p>

