

## History

### Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 6, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

History in the Early Years focuses on each student's personal history and the history of their families and friends. Students begin to look at primary and secondary sources to enhance their understanding. At the beginning of Key Stage One, students look at historical concepts such as the monarchy and explore primary sources in detail and artefacts to develop an intellectual curiosity of the subject. Next, students look back at key events in our living history that shaped the current day including significant individuals, historic events such as the moon landing. Students then delve further back in time, studying Victorians, the Great Fire of London before finally studying voyages of discovery.

After their introduction to history, Key Stage Two students are taught history in chronology from Prehistoric Britain to Twentieth Century conflicts. Key concepts are introduced and revisited throughout the units being studied.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
EYFS	<b>Know and remember</b>	Similarities and difference between themselves and others	Development of themselves and others over time	Sources of evidence e.g. black and white videos and photos; diaries; information books
	<b>Do</b>	Talk about past and present events in their own lives and in the lives of family members; ask questions; paying attention to details, making links, showing curiosity about objects, events and people, representing their experiences in play		
YEAR 1	<b>Knowledge introduced</b>	<b>Modern Monarchs</b> Concepts of the monarchy, power, rulers, Early life of Queen Elizabeth II: plotting key life and national events on time lines; Family trees: personal and the House of Windsor Historical Artefacts associated with monarchs e.g. orb, crown, throne (primary sources) Expedition to Royal Armouries	<b>Living History: People who have influenced the present</b> Concepts of cause and consequence, continuity and change Space: Neil Armstrong, Buzz Aldrin, Tim Peak Technology: Tim Berners-Lee, Steve Jobs Health: The NHS	<b>The Victorians</b> Concepts of peasantry; difference; time periods An introduction to the more distant past through life in Victorian times; Victorian toys; indoor and outdoor toys; rich and poor families; making a peg doll Expedition to Armley Mills
	<b>Knowledge revisited</b>	Studying sources: artefacts; vocabulary relating to the passing of time Personal family history	Timelines	Primary sources Monarch - Queen Victoria
YEAR 2	<b>Knowledge introduced</b>	<b>Famous Bradfordians</b> Titus Salt; Bronte Sisters; David Hockney and William Rothenstein; Impact on Bradford (and wider) today	<b>Great Fire of London</b> The causes and impact of the Great Fire of London; studying sources: Samuel Pepys diary (understanding primary sources); impact on modern London	<b>Voyages of Discovery</b> Colonisation of the Americas; Impact on Europe; Key individuals in the Voyages of Discovery  Significant individual in the past: Christopher Columbus, Ernest Shackleton - Life and legacy.



**Knowledge, skills and understanding to be gained at each stage\***

		Cycle 1	Cycle 2	Cycle 3
	<b>Knowledge revisited</b>	Time periods; Victorian Britain; studying sources; vocabulary relating to the passing of time; cause and consequence	Studying significant individuals; Art: William Rothenstein - self portraits; Life in Victorian times	Geography - continents and countries
<b>YEAR 3</b>	<b>Knowledge introduced</b>	<p><b>Prehistoric Britain</b></p> <p>Evolution of humans into homo sapiens; various eras including: Ice Age; Stone Age (Palaeolithic, Mesolithic and Neolithic); Bronze Age (introduction of writing and importance of metal/ smelting); Iron Age</p> <p>Importance of settlements, farming and developing tools in each of the eras above</p>	<p><b>The Shang Dynasty</b></p> <p>Location of Shang; How the dynasty began; Life in the Shang Dynasty; Afterlife and ancestor worship; General Fu Hao; the end of the Shang Dynasty; Importance of metal tools and weapons; Archaeology skills</p>	<p><b>Ancient Greece</b></p> <p>Geography of ancient Greece; Greek mythology; Olympians; Golden age and Greek culture; Greek philosophers: Socrates, Plato and Aristotle; Alexander the Great</p>
	<b>Knowledge revisited</b>	History: Timelines; hieroglyphs Science: metals, animals (mammals), fossils	History: Archaeology skills; scrutinising written sources and diaries; concept of 'civilisation'; importance of rivers; farming; rulers  Other: Respecting elders	History: ancient times; expansion of empires;
<b>YEAR 4</b>	<b>Knowledge introduced</b>	<p><b>Roman Britain</b></p> <p>Roman Empire; Romulus and Remus; Roman society Invasion; Claudius, Hadrian Resistance; Boudicca, Tacitus. Romanisation of Britain including culture, beliefs and religion.</p>	<p><b>Anglo Saxons and Scots</b></p> <p>Dissolution of the Roman Empire; written sources from Gildas and Bede; Vortigen's deal with the Anglo Saxons; life as an Anglo Saxon; Anglo Saxon Gods; King Aethelbert, King Offa and King Arthur; defence systems</p>	<p><b>Vikings</b></p> <p>Viking raids and invasion; Resistance by Alfred the Great and Athlestan; Viking travel; religious retaliation; wealth and honour; Viking settlements; Danelaw; Raid on Lindisfarne; Viking gods, Christopher Columbus</p>
	<b>Knowledge revisited</b>	History: expansion of empires; civilisation; settlements; invasion;	History: settlements; invasion; civilisation;	History: invasion; resistance; Geography: continents and countries in Europe
<b>YEAR 5</b>	<b>Knowledge introduced</b>	<p><b>Benin Kingdom</b></p> <p>Kingdom of Igodomigodo, becoming an Empire; the Oba; religion; trade and transatlantic trade; slavery; civil war; British Colonisation</p>	<p><b>Medieval Monarchs</b></p> <p>Battle of Hastings; Edward the Confessor; Succession Crisis; Death of Thomas Becket; civil war; King Richard v King John; Edward I; Henry VIII and the reformation; Elizabeth I</p>	<p><b>Middle East</b></p> <p>Ancient History and the Middle East (Mesopotamia, Sumerians); The story of Exodus; Importance of religion; Ottoman Empire; Arab-Israeli war of 1948; Balfour declaration; Six Day war; present day conflict</p>
	<b>Knowledge revisited</b>	Geography: Continents including Africa and Europe; oceans; trade	History: Monarchs; William the Conqueror; Magna Carta; Religion in history	Geography: Continents and countries; religion in history;  Cross curriculum: Immigration and importance of rivers



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 6	<b>Knowledge introduced</b>	<b>Industrial Revolution</b> Features of Victorian society; living conditions in industrial towns and cities (disease and crime); working conditions in factories and mines; inventions (Spinning Jenny, work of James Hargreaves and Richard Arkwright); Industrial Revolution in Bradford; Great Reform Act  Local History Study – Armley Mills	<b>Civil Rights</b> USA in 1930s; Oliver Brown; Jim Crow Laws; NAACP; Rosa Parks; Martin Luther King's dream; Bloody Sunday; Black Lives Matter Movement	<b>Twentieth Century Conflict</b> The beginning of WWI; The Western Front; weaponry and life in the trenches; peace treaties; Hitlers in 1930s; Life in Nazi Germany; Outbreak of WWII
	<b>Knowledge revisited</b>	History: British Empire; London; Inventions; Victorians	History: Resistance Other: Equality Act and British Values	History: Resistance; invasion; treaties; conflict

\*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

