

Intent

The History curriculum at The Duston School provides the foundations for pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world and it inspires pupils' curiosity to know more about the past. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The Primary Knowledge Curriculum is used to plan The Duston School History curriculum. Our curriculum is well-sequenced, using a largely chronological approach, and knowledge is valued and specified. Knowledge is taught to be remembered through retrieval practice and prior knowledge being revisited. Substantive and disciplinary knowledge are intertwined and revisited to ensure that children have a firm understanding of key concepts including: democracy, migration, monarchy and empire.

Each year, the children will study at least one unit of British history, looking at significant 'turning points' that help children understand modern Britain (for example, the sealing of the Magna Carta in 1215, the 'break with Rome' during the reign of Henry VIII, the 'Glorious Revolution' of 1688 and the building of the British Empire). While time is spent developing a solid understanding of the political context of each period (usually first), children will then embark on studying a wide range of contexts in more depth, including the cultural, social and religious context of the time.

Discrete History lessons are taught, recognising the identity of the discipline, fostering a love for subject content that will flourish as children move through the curriculum. Links are made across the curriculum so that children can make connections to further embed their learning.

The Duston School History curriculum covers all objectives from the National Curriculum. To ensure that our History curriculum is ambitious and meets the needs of the children at The Duston School, we have also included the History units:

- Parliament and Prime Ministers (Year 1)
- Powerful Voices (Year 2)
- Law and Power (Year 3)
- The French Revolution (Year 5)
- The Transatlantic Slave Trade (Year 5)
- The Suffragettes (Year 6)
- The Cold War (Year 6)

These units have been chosen to either give children a foundational understanding before they revisit the units further on in their school journey (The Cold War, Parliament and Prime Ministers) or because we believe that these are important world issues (Powerful Voices, The Transatlantic Slave Trade) which we want our children to have a firm understanding about so that they can have an informed opinion in discussions.

Implementation

Detailed unit plans are provided, which support teachers with their subject knowledge and sequences learning progressively.

History lessons are blocked into three half terms in Key Stage 1 and weekly lessons are taught in Key Stage 2. Lessons take a structured approach with all lessons starting with a prior learning review, where children are supported to retrieve prior knowledge and make connections.

We have an emphasis on explicitly teaching vocabulary, and each lesson includes introducing, orally rehearsing, and engaging with key vocabulary. Key vocabulary is contextualised throughout the lesson and children are given opportunities to apply new language.

Information is presented in small steps, clearly explained and modelled, and children have many opportunities to talk, answer questions, explain their learning and work independently. Throughout lessons, teachers assess/monitor pupil responses and provide effective feedback. Assessment tasks are undertaken at the end of each unit and can include: multiple choice quizzes and essays

Curriculum Map and Key Knowledge Goals

British History	
History of the Wider World	
Historical Enquiry	
Key Knowledge Goal	

Curriculum Map and Key Knowledge Goals						
EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me To know that humans change over time. To understand that families grow and change over time.	Transport – Past and Present To know that transport in the past was different from the present day. To know that George Stephenson designed a steam train called Rocket.	Space To know that people have been looking into space and asking questions for many years. To know that Astronauts have walked on the moon.	Growing and Changing To know that we grow and change throughout our lives. To understand that when we become adults there are many different things we can do.	Kings and Queens To know that in England we have a King. To know that the crown of England is passed down through the Royal Family. To know that King and Queens have a Coronation. To know that King John made promises in the Magna Carta.	Stories from the Past To understand that stories can help to explain things. To know the Ancient Greeks told stories a long time ago.
	<u>Key Vocabulary:</u> baby, toddler, child, teenager, adult, elderly person, past, present, future, mother, mum, father, dad, sister, brother, cousin, aunt, uncle, grandmother, grandfather, stepmother, step father, step brother/sister.	<u>Key Vocabulary:</u> Technology, horse and cart, carriage, motor, penny farthing, astronaut, past, present, future, steam, coal, power, chimney, funnel, Rocket, speed, railway.	<u>Key Vocabulary:</u> Astronomer, telescope, Galileo, Caroline Herschel, comets, stars, planets, Moon landing, astronaut, Neil Armstrong, Apollo 11, crater, surface.	<u>Key Vocabulary:</u> Baby, toddler, child, teenager, adult, elderly person, size, Adult, (grown up), job, home, travel, various types of jobs.	<u>Key Vocabulary:</u> King, Commonwealth, United Kingdom, crown, throne, Union Jack, Royal Standard, flag, throne, family tree, cypher, Coronation, orb, sceptre, ceremony, oath, King John, army, ships, tax, prison, promise, Magna Carta, tyrant.	<u>Key Vocabulary:</u> Ancient, Greek, myth, ex-plain, Prometheus, Gods, fire, humans, earth, punish, heroes

	Key Stage 1		
	Autumn	Spring	Summer
Year 1	Discovering History How do we know about the past? Know that History is the story of the past. Know that people who study history are called historians. Understand that historians use sources to learn about the past. Understand that archaeologists find out about the past from looking at things in the ground.	Kings, Queens and Leaders What is the job of Kings and Queens? Know that England has been ruled by Kings and Queens for a long time. Know that His Royal Highness King Charles III is our current King. Parliament was set up to make decisions for the country.	Parliament and Prime Ministers Who is the Prime Minister and what is their job? Know that Parliament makes decisions about our country. Know that the Prime Minister is the leader of the government. Understand that the Prime Minister leads the country. To know that adults vote to choose the people who run our country.
	<u>Key Vocabulary:</u> past present history historian relation ancestor source archaeology artefact	<u>Key Vocabulary:</u> King queen rule majesty royalty reign inherited crown coronation Throne sceptre orb ring bow power Law parliament	<u>Key Vocabulary:</u> Laws government Parliament Bill of Rights government Prime Minister vote election
Year 2	The Romans in Britain How did the Romans change Britain over time? Where the Romans came from The Romans were an ancient civilisation that built a large empire. Romans had well-organised large armies with many soldiers. Romans invaded Britain. After the fall of the Romans empire, many people and aspects of roman life remained in Britain.	The Tudors Why do historians study the Tudors? Know that Tudor times were different than life today. Henry VII was the first Tudor monarch. Elizabeth I reigned for 44 years and was the last Tudor monarch.	Powerful Voices What changes did these significant people make? Rosa Parks and Martin Luther King were influential people in the Civil Rights movement in the USA. Malala Yousafzai fights for all children to have a right to Education. Greta Thunberg is a young Swedish environmental activist.
	<u>Key Vocabulary:</u> Ancient empire Roman Empire Rome Italy civilisation army soldier centurion Emperor forum trade influence	<u>Key Vocabulary:</u> Tudor rich poor peasants ornate diet life expectancy source jousting archery executed protestant catholic reformation	<u>Key Vocabulary:</u> British Empire colony segregation Independence protest boycott civil rights equality activist education campaign right

	Lower Key Stage 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Stone Age to the Iron Age What was life like in the Stone Age? Know that the Stone Age is divided into three sections: The Palaeolithic, Mesolithic and Neolithic Know that the Bronze Age began when people learned how to make objects from Bronze Know that Stonehenge is a prehistoric monument built over 5000 years ago	Ancient Egypt What did ancient Egyptians leave behind? Know the ancient Egyptians were an ancient civilization who lived near the Nile in Egypt. To know that ancient Egyptian society was hierarchal and the Pharaoh was the leader at the top To know the Ancient Egyptians used a writing system called hieroglyphics	The Anglo Saxons, Scots and the Viking How did life change in England between 450 and 1066? Know the Anglo Saxons came to England after the Romans left and were made up of the Angles, Saxons and the Jutes Know that during this time, England was divided into kingdoms. Know that the Picts and the Scots were early settlers in Scotland. Explain what life was like in an Anglo Saxon settlement. The Vikings raided, invaded and settled in England. Danelaw was an area of England ruled by the Vikings.		Law and Power (1154-1272) Which significant historical events took place in the period 1154-1272? Know that Henry II is known as the father of common law. Know that the Holy Wars were fought over power of the Holy Land, sacred to both Christians and Muslims. Understand why King John was asked to seal the Magna Carta.	The War of the Roses What happened during the War of the Roses? The Wars of the Roses was a civil war fought between 1455 and 1485 between two families for the English throne - the House of York and the House of Lancaster. Henry Tudor was a Lancastrian and married Elizabeth of York. This ended the Wars of the Roses

	<u>Key Vocabulary:</u> Archaeologist Migration Artefacts Prehistory Palaeolithic Mesolithic Stone Age Ice Age Hunter-gatherer Nomad Auroch Neolithic migration excavation druids conflict	<u>Key Vocabulary:</u> Africa Egypt continent country River Nile Flood silt Fertile Pyramid Pharaoh Vizier Slave Society Hierarchy god goddess mummification tomb hieroglyphics	<u>Key Vocabulary:</u> Anglo Saxon kingdom ruler crops Mercia Wessex Northumbria Invade migrate Dark Ages Pict Scots Hadrian's Wall Dál Riata Pictland settlement Christianity pagan Vikings Scandinavia raid conquer Dane geld Danelaw	<u>Key Vocabulary:</u> Reformer rule of law judge jury trial by ordeal Assizes Royal Justices Jury of Presentment Common Law Excommunicate Crusade Saint Pope religion sacred knight Magna Carta Parliament	<u>Key Vocabulary:</u> Civil War York Lancaster Plantagenet Readeption Exile pious War Heir Usurper Coronation Legitimate Crime Innocent Guilty battle Tudor Rose	
Year 4	Ancient Greece How did the Ancient Greeks change the world? Know that Ancient Greece was made up of independent city - states Know that Athens is considered to be the birthplace of democracy. Know that the Spartans were warriors and lived very modestly. Know the Ancient Greeks built important buildings with large columns and that this style has been copied around the world. Know the Ancient Olympic Games included competitive sports, including running, javelin and equestrian events.	Life in Ancient Rome What was different between life in Ancient Rome and life today? Know where Ancient Rome originated from Understand that Rome started as an absolute monarchy and became a republic Know about some of the leisure activities	The Rise and Fall of Rome What led to the fall of the Roman Empire? The Punic Wars allowed Rome to become more powerful. Know that Julius Caesar was one of the most influential people in World history. Understand why the Roman Empire ended	The Stuarts Which things changed during the Stuart period? Know that James VI of Scotland became James I of England and believed in the 'Divine Right of kings. Know that during the reign of James I there was a plot to blow up the Houses of Parliament (Gunpowder Plot). Understand how Charles I's decisions led to Civil War Know that when England did not have a king, Oliver Cromwell led the country. Know that the Great Fire of London in 1666 spread quickly and destroyed much of the city.		
	<u>Key Vocabulary:</u> Civilization city-states Athens Sparta Tyrant Democracy Vote Ostraca (single) Ostracon (plural) Athenian Allies Enemy Conquered Civilization Empire Philosophy Polytheistic Zeus Hera Poseidon Hades Titans Prometheus Fate Mythology	<u>Key Vocabulary:</u> Romulus Remus Consul Republic Senate slave Patrician forum Plebeian Latin gladiator amphitheatre	<u>Key Vocabulary:</u> Carthage Consul Civil War Punic War Hannibal navy conquer Julius Caesar Gaul Rubicon	<u>Key Vocabulary:</u> Heir Inherit Crown Union Jack Kingdom Tax Monarchy protector 'Divine Right of Kings' civil war Plot Treason dictatorship Gunpowder Catholic Protestant Conspirators Trial Execution Radicalised parliament round heads royalists puritan consequence Lord		
	Upper Key Stage 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Baghdad 900 CE What was the historical significance of Baghdad 900CE? Understand that Baghdad 900 CE is historically significant. Know Baghdad is a city that was built a long time ago near the River Tigris. Know that Baghdad was invaded in 1258 and much of the city was destroyed.	The Early British Empire What led Britain to build an empire? Know that Great Britain had an empire from the 16th to the 20th century. Know that Britain traded with countries all over the world. Know that Britain was successful during the Seven Years War. Understand why Britain was motivated to build an empire.	The French Revolution Why was the French Revolution an important time in History? The French Revolution changed inequality in France. King Louis XVI and Queen Marie Antoinette were executed. Know that Napoleon seized power in France. Know who fought in the Battle of Trafalgar.	The Transatlantic Slave Trade What led to the abolition of slavery in the British Empire? The Transatlantic Slave Trade transported millions of enslaved Africans to the Americas. The conditions faced by slaves. The slave trade was abolished in 1807. Know that Thomas Clarkson was a leading abolitionists.	The Industrial Revolution How did the Industrial Revolution change people's lives? That 'Industrial Revolution' describes the transition from a society based on human or animal power, to one based on machinery. The Industrial Revolution had an impact on British society. That there was a surge in child labour.	The Victorian Age What major changes happened during the Victorian era? Queen Victoria reigned from 1837 to 1901. Know that the Industrial Revolution caused cities to grow called urbanisation. Understand the impact of the 1834 Victorian Poor Law. The Great Exhibition took place in 1851.

	<u>Key Vocabulary:</u> Islam Empire persecution Mecca Medina Alhambra Palace Cordoba Mosque Asia philosophy Caliphate Mosque Abbasid philosophy	<u>Key Vocabulary:</u> Empire Wealth Imperial Trade Monarch treaty Chronology Colonies Merchants Conquered Imperial Trade Globalisation artillery patriotism	<u>Key Vocabulary:</u> Clergy nobles peasant exiled Monarch invade revolution inequality society axation colonisation guillotine allied revolution royalists nobility	<u>Key Vocabulary:</u> Transatlantic Enslaved African slavery petition plantation Atlantic passage trade mutiny resistance auction punishment abolitionists	<u>Key Vocabulary:</u> industrial Revolution Society engine industrialisation factory engine machine mass produce urbanisation migrate mill textiles steam	<u>Key Vocabulary:</u> Reign Monarchy Imperialism Patron Royalty Balmoral Great Exhibition Slum Parliament Industrial Empire Revolution Urbanisation workhouse
Year 6	World War I What were the causes of World War I? Understand the causes of World War One. Understand that WWI was fought on land, at sea and in the air. Understand what life was like for soldiers on the Western Front and Home Front. Begin to understand some of the consequences of the First World War.	The Suffragettes Were all women in Britain fighting for women's suffrage between 1830-1928? Know the National Union of Women's Suffrage Societies campaigned for equal voting rights for women. Know the WSPU was a more radical suffrage society. Know that Parliament granted women's suffrage in 1918 (to some women) and 1928 (all women over 21).	The Rise and Fall of Hitler What led to the outbreak of WWII by 1939? Understand that after WWI, many German people were unhappy with the armistice and the Treaty of Versailles. Know that after World War I, Adolf Hitler became leader of the Nazi Party in Germany. Know that World War II began when Germany invaded Poland in 1939.	World War II How did people in Britain help support the allies win the war? Understand that WW2 was a war fought around the world from 1939-1945. Know that the war was fought between the Allied Powers and Axis Powers. Understand that The Holocaust is the name given to the genocide that took place at this time.	The Cold War To what extent do Historians agree about the causes of the Cold War? Understand that the Cold War was a period of tension led by the capitalist superpower, the USA, and the communist superpower, the USSR. Know that the USA and USSR competed to develop and stockpile nuclear weapons. Know that in 1962 the world came close to nuclear war	The History of Human Rights And Equality in Britain How has Britain become a more equal society over time? Know that Human Rights are the rights and freedoms that belong to every person. Know that women's rights in the UK are protected by the law. Know that racial discrimination was made illegal in the UK in the 1960s.
	<u>Key Vocabulary:</u> Allies War Empire Politics Invade Militarism Alliance Nationalism Imperialism Assassination trenches Battle of the Somme	<u>Key Vocabulary:</u> Democracy Vote Wealthy Electorate Suffrage Politics Government Parliament campaign radical opposition equality	<u>Key Vocabulary:</u> Armistice Treaty of Versailles League of Nations reparation Nazi Party Nationalism Aryan Race refugee coalition	<u>Key Vocabulary:</u> Invasion Blitz conquer Allied & Axis Powers Red Army Nazi nation Luftwaffe codebreaker enigma Ghetto Concentration Camp Genocide	<u>Key Vocabulary:</u> Superpower Capitalist Communist Expansionism Containment Atomic Bomb Arms Race Space Race Ideologies Dictatorship	<u>Key Vocabulary:</u> Liberty Human right United Nation Legal Law Discrimination European Convention Discrimination Equality

Impact

We have clearly specified what we want our children to know, do and remember. When reviewing impact, we assess against the Knowledge Goals laid out in the curriculum, enabling us to check whether children can remember what we set out for them to learn. Assessment tasks are carefully planned and take the form of: multiple choice quizzes, written tasks or blanked out Knowledge Organisers. We carry out subject-specific monitoring and curriculum reviews to assess impact and use these to plan for future development. Monitoring includes: Pupil Voice activities, Book Looks, conversations with teachers, learning walks and planning and resource (PPT) checks. Children talk enthusiastically about what they have learned, in their History lessons, using ambitious historical vocabulary in context. They can make connections between units and give their opinions about significant people and events backed up by sound evidence.

Values

All Children demonstrate the Primary Phase values of Care, Challenge and Succeed through their History learning. They show care by recognising the sacrifices and bravery made by others who strived to change the world positively. Children are challenged to succeed throughout the History curriculum and learn about significant people who have, themselves, faced challenge and overcome these to bring improvements/developments for the life of others.



Care:

Care is threaded throughout the History curriculum. Children show care by understanding and explaining the importance of human rights and recognising the significant people that have had an impact on the way we live. In Year 2, the children learn about those people that had and have Powerful Voices and have highlighted injustice in the world. These include: Gandhi, Rosa Parks, Martin Luther King, Malala Yousafzai, Greta Thunberg and local historical figure Edgar Mobbs. The Transatlantic Slave Trade Unit, in Year 5, explains what the slave trade was and the appalling treatment and ultimately the abolition of slavery. In Year 6, The History of Human Rights unit is taught which focusses on: Women's Rights, Children's Rights, Racial Equality and Freedom of Belief and Religion. All of these units ensure that children have the knowledge to take part in discussions and make informed decisions as they move forward.



Challenge:

All children are challenged to learn new knowledge throughout the History curriculum. All children have the opportunity to challenge themselves further with a 'step for depth' task in all History lessons. Threaded throughout the curriculum are significant people who have, themselves, faced and overcome challenges to bring about Historic change. Some of these people are: Gandhi, Rosa Parks, Martin Luther King, Malala Yousafzai, Greta Thunberg, local historical figure Edgar Mobbs, Clarkson, Wilberforce, Equiano, Alan Turing and Emmeline Pankhurst.



Succeed:

All children have opportunities to succeed in all their History learning. Scaffolding and assessment for learning is used effectively so that all children can succeed in their History lessons. Throughout the History curriculum, children have opportunities to apply their knowledge and to succeed in multiple choice quizzes, blanked out knowledge organisers and in explaining their learning either through talk or written work.