St Francis Xavier Catholic Primary School

History Curriculum 2026-2027

What do we want for our pupils?

Intent

History is all around us. Our History Curriculum ignites children's interest about the past in Britain and the wider world and is designed to build on children's prior learning, introduce new experiences and enable children to make connections between their skills, knowledge and concepts and work independently and collaborating with others. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What children will learn through history can influence their decisions about personal choices, attitudes and values and enable them to enhance their cultural capital and know about life beyond Balby. At St Francis Xavier, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

Implementation

We teach the National Curriculum 2014 and Understanding the World, Past and Present, in the Early Years. History at St Francis Xavier is delivered using the 'ARK Curriculum Plus' once per week. A progression grid is in place to ensure that History is taught in a systematic and progressive way, as well as long term planning. This ensures that skills and knowledge are built on year by year and sequenced suitably to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at St Francis Xavier and do not just learn a series of facts about the past. In History, children at St Francis Xavier, find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; a skill that will help them in their adult life.

What is our goal?

Impact

By the time the children at St Francis Xavier leave our school they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

Assessment in History

Attainment of History is reported on Otrack; staff are also supported through moderation with examples of WTS, EXS and GDS shared to support judgements.

Pre-unit assessments are completed to show prior knowledge and understanding. Assessments are then revisited at the end of the unit as a post-unit assessment to show the knowledge and understanding of pupils.

Monitoring– Book looks, monitoring with other schools will also take place. The assessment tool is kept up to date on a regular basis. The History team check the data at the end of Autumn, Spring and Summer.

Teachers will revisit learning from previous session, revisit driving question and learning journey so far, to assess what pupils have retained.

Substantive and Disciplinary concepts

The content of the history curriculum is structured so that pupils learn substantive content (the 'what') and disciplinary content (the 'how') at the same time; pupils learn both historical 'facts' and how to make sense of them simultaneously.

Disciplinary Concepts

The disciplinary concepts we focus on in Key Stage 1 and Key Stage 2 are:

DC1 Cause and consequence

DC2 Continuity and change

DC3 Similarity and difference

DC4 Significance

DC5 Evidence

DC6 Interpretation

Substantive Concepts

There are 19 substantive concepts that we want our pupils to gain understanding of by the end of Key Stage 2. They learn these substantive concepts through repeated encounters, with meaningful examples that develop in depth and complexity as the years progress. The main substantive concepts highlighted for each unit show the overarching main focus of that lesson but within each lesson there are many examples of multiple substantive concepts touched and built upon.

Substantive concept	Year 1 Unit 1	Year 1 Unit 2	Year 2 Unit 1	Year 2 Unit 2	Year 2 Unit 3	Year 3 Unit 1	Year 3 Unit 2	Year 4 Unit 1	Year 4 Unit 2	Year 4 Unit 3	Year 5 Unit 1	Year 5 Unit 2	Year 5 Unit 3	Year 6 Unit 1	Year 6 Unit 2
chronology	X	X				X	X								
civilisation							X		X	X				X	
communication			X						X	X					
conflict				X	X			X				X			X
defence											X		X		
democracy														X	
empire								X		X				X	X
government			X	X	X		X							X	X
invasion				X				X				X		X	
migration											X				
monarchy			X	X							X	X	X		
peace															X
power				X	X		X	X			X			X	
religion						X	X		X	X	X				
settlement			X			X	X	X	X	X	X				
society	X	X	X		X	X	X	X	X	X	X	X	X	X	X
technology	X	X	X				X		X	X		X			X
trade						X			X	X		X	X		
warfare												X	X		X

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our Local Area	Toys Over Time	Transport and Travel		The United Kingdom	Beside the Sea
Year 2	The Great Fire of London	Kings and Queens	Planet Earth		People Who Made a Difference	Life in Kenya
Year 3	Stone, Bronze and Iron Ages	Settlements and Land Use	Ancient Egypt		Climate and Climate Zones	Europe
Year 4	The Romans	Roman Britain	Amazon: rivers and rainforests		Maya Civilisation	The USA
Year 5	Anglo-Saxons and Scots	Vikings	Asia: mountains, volcanoes and earthquakes		Baghdad and the Middle East	Biomes and Vegetation
Year 6	Ancient Greece	Mapping the World	Conflict and Resolution		Global Challenges: Climate Change	Global Challenges: Trade

KS1

National Curriculum Guidance

KS1 pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

Working historically

In KS1 children apply historical skills by…

- Use basic historical vocabulary
- Recognise changes in living memory
- Enquire about the past with simple questions
- Sequence simple events in chronological order
- Describe simple historical events, people and places
- Analyse simple sources and artefacts
- Compare simple similarities and differences of past and present
- Observe simple features of the past

Year 1	Toys Over Time	Autumn 2

Pupils will acquire the following **historical knowledge** throughout this unit of work:

- How to distinguish between old and new
- An understanding of chronological order
- How to order artefacts on timelines
- How toys have changed over time – going back two generations
- How the toys are made of can tell us how old they are
- How toys have changed due to technology – mechanical vs battery powered

Vocabulary

Different, group, similar, describe, labels, past, timeline, modern, present, material, technology, newest, oldest, timeline

Substantive Concepts

Chronology

Society

Technology

	<u>Disciplinary Concepts</u> Continuity and Change (DC2) Similarity and difference (DC3)

Year 1	**Transport and Travel**	**Spring**
<u>Pupils will acquire the following **historical knowledge** throughout this unit of work:</u> • How people used to travel in the past • How to compare and contrast old modes of transportation with how we travel today		**<u>Vocabulary</u>** Journey, local, transport, travel, vehicle, goods, invented, modern, past, present, timeline, boat, engine, power, ship, solar, coal, diesel, electricity, locomotive, steam, cheaply, station, factory, motor, passengers, petrol, brakes, comfortable, pedal, safe, aircraft, flight, glider, jet, pilot, advantages, canal, disadvantages, funicular, traffic, scientists, space, spacecrafts

• An understanding of how technology has changed transport, focusing on different modes of transportation in land, sea and air • Significant events and people, such as the Wright brothers and the first space flight in 1961 • How transport might change and what it could look like in the future	**<u>Substantive Concepts</u>** Chronology Society Technology **<u>Disciplinary Concepts</u>** Continuity and Change (DC2) Similarity and difference (DC3) Significance (DC4)

Year 2	**The Great Fire of London**	**Autumn 1**

Pupils will acquire the following **historical knowledge** throughout this unit of work:

- What London was like in 1666
- The key events of the Great Fire of London
- How we know about the Great Fire – the diaries of Samuel Pepys and John Evelyn
- Why the fire spread so quickly
- The damage the fire caused
- How London changed after the fire

Vocabulary

Compare, disease, electricity, technology, destroyed, event, gunpowder, fire-breaks, mayor, diary, portrait, source, witness, cause, drought, materials, damage, homeless, shelter, improvements, monument, prevent, rebuild

Substantive Concepts

Monarchy	Society
Technology	Settlement
Communication	Government

Disciplinary Concepts

Cause and Consequence (DC1)

Continuity and Change (DC2)

Evidence (DC5)

Year 2	Kings and Queens	Autumn 2

Pupils will acquire the following **historical knowledge** throughout this unit of work:

- What a monarch is
- Why King William is known as 'William the Conqueror'
- Why King John is known as 'Bad King John'
- Comparison of who was more powerful King Henry VIII or Queen Elizabeth I
- How the Stuarts battled for power
- How the Hanoverians and Windsor's shared power with the government

Vocabulary

Coronation, monarch, hereditary monarchy, power, throne, army, battle, conquer, barons, Manga Carta, invade, portrait, power, powerful, civil war, rule, defeated, supporters, parliament, constitutional monarchy, Prime Minister, government, role

Substantive Concepts

Monarchy

Power

Invasion

Conflict

Government

Disciplinary Concepts

Cause and Consequence (DC1)

Continuity and Change (DC2)

Evidence (DC5)

Year 2	People Who Made a Difference	Spring 1

Pupils will acquire the following **historical knowledge** throughout this unit of work:

- What makes someone significant?
- What are human rights?
- How Nelson Mandela fought against racism?
- How Rosa Parks stood up for black people's rights?
- Why we celebrate Martin Luther King Day?
- How Malala Yousafzai fought for equality?

Vocabulary

Campaign, important, poverty, significant, human rights, Universal Declaration of Human Rights, Apartheid, leader, president, racism, civil rights, protest, segregation, equality, opportunity, Taliban, target, punished, equality, inequality, protest

Substantive Concepts

Power

Conflict

Government

Society

	Disciplinary Concepts Similarity and Difference (DC3) Significance (DC4)

Lower KS2

National Curriculum Guidance

KS2 pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study

Working historically

In LKS2 children apply historical skills by…

- Use appropriate historical vocabulary
- Recognise and describe changes in a historical period
- Enquire about the past with relevant questions
- Sequence events in chronological order
- Describe and recall significant historical events, people and places
- Analyse a variety of sources and artefacts
- Compare and make simple links between past and present
- Observe features of the past and make simple links to the present

Year 3	**Stone, Bronze and Iron Ages**	**Autumn 1**

Pupils will acquire the following **historical knowledge** throughout this unit of work:

- What life was like in early Stone Age Britain – how they lived and who the people were
- How life changed within Stone Age Britain – farming and a study of Skara Brae
- How life changed in Bronze Age Britain – analysis of objects and a comparison with the Stone Age
- How life changed in Iron Age Britain – the people and how they lived, a comparison with Bronze Age
- What the Stonehenge tells us about prehistoric Britain – why it was built and how it was used
- How prehistoric Britain compares to the earliest world civilisations – identifying characteristics of a civilisation and comparing prehistoric Britain to Ancient Egypt, Shang Dynasty, Indus Valley and Ancient Sumer

Vocabulary

Archaeologist, artefact, Bronze Age, BCE, CE, Iron Age, prehistory, Stone Age, agriculture, artefact, hunter-gatherers, Mesolithic, Neolithic, Palaeolithic, settlement, bronze, communities, conflict, goods, trade, defend, hillfort, iron, druid, monument, Stonehenge, theories, barrow, festival, ritual, sacred

Substantive Concepts

Chronology

Religion

Settlement

Society

Trade

Disciplinary Concepts

Evidence (DC5)

Continuity and Change (DC2)

(DC6)

Year 3	Ancient Egypt	Spring

Pupils will acquire the following **historical knowledge** throughout this unit of work:

- Ancient Egypt was a civilisation in north-east Africa.
- Ancient Egypt began about 5,000 years ago and existed for around 3,000 years.
- Pharaohs ruled over the people, like royalty.
- Ancient Egyptian society was structured like a pyramid.
- Life was different for people at different levels.
- The pharaoh was at the top and enslaved people were at the bottom.
- The Ancient Egyptian system of writing was called hieroglyphics.
- Hieroglyphics used pictures to show sounds and meaning.
- Ancient Egyptians wrote on papyrus.
- Pharaohs built temples and statues for the gods.

Vocabulary

Civilisation, Old Kingdom, Middle Kingdom, New Kingdom, River Nile, channel, desert, flood, irrigation, papyrus, trade, wealth, archaeologist, crook, dynasty, flail, pharaoh, pyramid, afterlife, monument, Deir el-Medina, Giza Pyramids, tomb, artisans, enslaved people, farmers, hierarchy, priests, scribes, society, soldiers, officials, hieroglyphics, Rosetta Stone, Anubis, Bastet, Isis, Osiris, Ra, temple, Thoth, preserve, mummification, natron, sarcophagus, Egyptology, Howard Carter, tomb robber, Tutankhamun, Valley of the Kings, calendar, Egyptologist, legacy, medicine

Substantive Concepts

Chronology	Society	Civilisation
Religion	Trade	Government
Settlement	Power	Technology

• The Ancient Egyptian civilisation left behind an important legacy. • There were important Ancient Egyptian discoveries to do with maths, medicine,	**Disciplinary Concepts** Cause and Consequence (DC1) Continuity and Change (DC2) Similarity and difference (DC3) Significance (DC4) Evidence (DC5)

Year 4	**The Romans**	**Autumn 1**
Pupils will acquire the following **historical knowledge** throughout this unit of work: • What the Roman Empire was and what happened to Julius Caesar when he tried to invade Britannia • Who the Celts were and what happened to Claudius when he invaded in 41AD • The strength of the Roman military • The resistance from Boudicca and her tribe	**Vocabulary** Britannia, province, empire, Roman, expand, Gallia, invade, alliance, invasion, barbaric, roundhouses, Claudius, emperor, army, general, auxiliary, legion, centurion, legionary, century, citizen, Boudicca, Colchester, Iceni, rebellions, rebels, barracks, Caledonia, defence, fort, Hadrian's Wall, Angles, decline, Honorius, provinces, Saxons	

• The building of Roman forts and Hadrian's Wall • The causes of decline of Roman rule in Britain	**Substantive Concepts** Empire Invasion Power Rebellion Settlement Society **Disciplinary Concepts** Cause and Consequence (DC1) Continuity and Change (DC2) Evidence (DC5) (DC6)

Year 4	**Roman Britain**	**Autumn 2**

Pupils will acquire the following **historical knowledge** throughout this unit of work:

- Who lived in Roman Britain – analysis of human remains that indicate the diversity of people living in Roman Britain
- What life was like in a Roman town and how those towns were connected – Roman town buildings, Roman bathhouse, Roman roads
- Roman beliefs – Gods and Goddesses and Christianity
- How the Roman's linked Britain to the rest of the Empire – trade and slave trade
- Influence of the Romans on our words and numbers – Latin and Roman Numerals
- What we can learn about Roman Britain from an archaeological site - Caerwent

Vocabulary

Ancestry, archaeologist, burial site, DNA, empire, human remains, multicultural, aqueduct, sewers, bathhouse, foundations, settlement, archaeological site, Caerwent, evidence, sources, currency, import, enslaved people, provinces, trade, export, belief, Christianity, persecuted, polytheism, religion, Julian calendar, society, Latin, stylus, literacy

Substantive Concepts

Empire	Religion
Communication	Trade
Settlement	Society

Disciplinary Concepts

Cause and Consequence (DC1)

Continuity and Change (DC2)

Similarity and Difference (DC3)

Significance (DC4)

Evidence (DC5)

(DC6)

Year 4	Maya Civilisation	Summer 1

Pupils will acquire the following **historical knowledge** throughout this unit of work:

- The Mesoamerica region - climate and conditions at the time
- How people lived - structure of Maya society
- Ancient Maya beliefs
- How they wrote, counted and told the time
- Daily life – food and drink
- The decline of the Maya – many factors including the arrival of European invaders
- Descendants of Maya people

Vocabulary

Cenote, hunter-gatherer, city-state, region, civilisation, settlement, crafts-people, king/queen, pyramid, enslaved people, merchant, social structure, noble, farmer, peasant, warrior, hierarchy, priest, ancestor, religion, codices, sacrifice, festival, worship, myth, agriculture, currency, irrigation, slash and burn, dam, forage, base20, decipher, glyph, climate change, greed, colonisation, natural disaster, decline, population, drought, warfare

Substantive Concepts

Empire	Religion
Communication	Trade
Settlement	Society

	Disciplinary Concepts Significance (DC4) Evidence (DC5) (DC6)

Upper KS2

National Curriculum Guidance

KS2 pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study

Working historically

In UKS2 children apply historical skills by...

- Apply specialised vocabulary
- Recognise, describe and compare changes in a historical period
- Enquire about the past with relevant questions and draw informed conclusions
- Sequence events and dates in chronological order
- Describe and justify reasons for significant historical events, people and places
- Compare and evaluate a variety of sources and artefacts
- Compare and make links between past and present
- Observe features of the past and hypothesise links to the present.

Year 5	**Anglo-Saxons and Scots**	**Autumn 1**

Pupils will acquire the following **historical knowledge** throughout this unit of work:

- The Seven Kingdoms
- Anglo-Saxon tribes
- The invasion of Britain
- The structure of Anglo-Saxon society
- Laws and Justice
- Anglo-Saxon village life
- Art and culture – jobs
- Anglo-Saxon beliefs including the gods they believed in and the how/when they converted to Christianity

Vocabulary

Angles, migration, Anglo-Saxons, Picts, invader, Saxons, Jutes, Scots, archaeologist, archaeology, ruin, sources, discovery, Sutton Hoo, earl, punishment, hue and cry, Tithing, kingdom, wergild, agriculture, roles, community, crops, skilled, livestock, buildings, Christianity, literacy, pagan, convert, schools, burgh, reign, Danelaw, significant, justice

Substantive Concepts

Power

Religion

Settlement

Society

Monarchy

• In depth study of 'Alfred the Great' • The myth of the 'Dark Ages' – lack of historical evidence of Anglo-Saxons • Sutton Hoo discovery	**Disciplinary Concepts** Cause and Consequence (DC1) Significance (DC4) Evidence (DC5)

Year 5	**Vikings**	**Autumn 2**
Pupils will acquire the following **historical knowledge** throughout this unit of work: • Who the Vikings were and where they came from – the role of longships in battle, travel and trade • Viking raids and invasion – where they raided, what they took, how they fought		**Vocabulary** Danes, Norse people homelands, Scandinavia, longship, treasure, monasteries, Viking, artefact, goods, enslaved people, hoard, trade, excavation, chieftain, priory, Freya, raid, Monastery, Thor, Odin, Valhalla, battle, heathen, Danelaw, Thing, Guthrum, conquer, reign, defeated, territory, hierarchy, unification, longhouse, Danegeld, massacre, revenge, truce

• Resistance by Alfred the Great and Athelstan, first king of England - The Danelaw • Life in Viking Britain – homes, jobs, laws, societal structure • Unification of England – the role of Edward the Elder, Aethelflaed and Athelstan in defeating the Vikings • Further Viking invasions – King Cnut • Edward the Confessor and his death in 1066 – the outcomes of The Battle of Hastings and the view the Bayeux Tapestry provides	**Substantive Concepts** Exploration Technology Trade Society Monarchy Warfare **Disciplinary Concepts** Cause and Consequence (DC1) Continuity and Change (DC2) Significance (DC4) Evidence (DC5) (DC6)

Year 5	**Baghdad and the Middle East**	**Summer 1**

Pupils will acquire the following **historical knowledge** throughout this unit of work:

- How the round city of Baghdad was built
- The technological advances made during the Golden Age of Islam
- How Baghdad become a centre of learning: focusing on the House of Wisdom, astronomy and the Arabic number system
- Analyse a range of primary sources to learn about Baghdad's art and culture
- Comparison of the capital city of Baghdad to London at AD. 1000 Sequence:
- Understanding Baghdad's decline

Vocabulary

Allies, caliph, Muhammad, Muslim, dynasty, prophet, mosque, Round City, industry, textile, merchant, trade, Silk Road, wealth, House of Wisdom, scribe, text, Qur'an, translator, scholar, advancement, astronomy, algebra, observatory, astrolabe, telescope, astrology, craftworkers, embroiderer, developed, meals, education, Civil war, decline, crusade, invasion

Substantive Concepts

Travel

Trade

Monarchy

Military

Society

Disciplinary Concepts

Cause and Consequence (DC1)

Continuity and Change (DC2)

Similarity and Difference (DC3)

Year 6	Ancient Greece	Autumn 2

Pupils will acquire the following **historical knowledge** throughout this unit of work:

- The Minoan civilisation was the first to develop in Ancient Greece around 4000 years ago.
- The Mycenaeans had come to dominate mainland Greece and expanded through former Minoan territory after 1450BCE.
- Greece was a mountainous country, which made it difficult to unite under a single government.
- The Greeks lived in smaller cities called city-states. Each city-state ruled itself and had its own government, laws, and army.
- From 508BCE, Athenian democracy was established. Athenian democracy was structured in three separate parts: Ekklesia, Boule and Dikasteria.
- After defeating the Persians at war, Greek culture flourished.
- Athens and Sparta were the two most important city-states.

Vocabulary

Archaeologist, Minoan, civilisation, excavation, Mycenaean, ruins, city-state, mountainous, democracy, oligarchy, government, tyranny, monarchy, unite, acropolis, Boule, Dikasteria, citizens, Ekklesia, Classical Period, government, culture, Parthenon, military, warrior, alliances, customs, conquer, conquest, tactics, alphabet, ethics, drama, influence, enquiry, philosophy

Substantive Concepts

Civilisation	Empire
Government	Society
Power	Invasion

• Alexander the Great conquered an empire and several kingdoms between 333BCE and 323BCE. Alexander was successful because he accepted foreign customs in an attempt to be accepted by local people. • Poetry and theatre were an important aspect of Ancient Greek culture and influenced modern drama. • The Ancient Greeks gave us the Olympic games. • The Ancient Greeks also developed an alphabet and a way of recording history. • The Ancient Greeks were one of the first civilisations to scientifically study medicine.	**Disciplinary Concepts** Cause and Consequence (DC1) Continuity and Change (DC2) Similarity and Difference (DC3) Significance (DC4)

Year 6	**Conflict and Resolution**	**Spring**
Pupils will acquire the following **historical knowledge** throughout this unit of work: • How WW1 began • The role of the British Empire in WW1 • Who fought in WW1 – representing the soldiers that fought • The role of women in WW1 • How WW1 ended and the lasting effects it had on soldiers and civilians	**Vocabulary** Alliance, Empire, annexed, propaganda, assassinate, Triple Alliance, colonies, Triple Entente, adversities, colonies, conscription, enlist, Allies, No Man's Land, artillery, trench warfare, front, Western Front, Front Line, shells, Home Front, vote, munitions, armistice, cenotaph, rationing, remembrance, appeasement, occupy, Fuhrer, Reichstag, Nazi Party, unemployment, Axis, occupation, surrendered, Blitzkrieg, technology, conscription, air raids, rural, evacuate, The Blitz, evacuees, Beveridge Report, poverty, Commonwealth, welfare state, Immigrant, National Health Service, human rights, security, international peace, United Nations, resolution	

• Who Hitler was and how WW2 began • Who was persecuted during WW2 – focusing on the Holocaust • The impact of the war on Britain – Churchill, evacuation, local history study • How Britain was rebuilt after WW2 – focusing on the reason for, the impact of and the later scandal of the Windrush generation. • How countries maintain peace – League of Nations vs United Nations, reference to modern conflicts, how war is not inevitable	**<u>Substantive Concepts</u>** Conflict Empire Technology Warfare Society Peace Government **<u>Disciplinary Concepts</u>** Cause and Consequence (DC1) Continuity and Change (DC2) Similarity and Difference (DC3) Significance (DC4)