

Progression in the PKC History: A Summary

Progression in PKC History

Our curriculum has been designed to be the 'progression model' by setting out the specific knowledge we want children to learn, ordering it coherently and building in opportunities to check that children are remembering what they have been taught.

This means that as children progress from unit to unit, year to year, they will be learning more and remembering more in history.

Pupil's progress in history through developing their substantive and disciplinary knowledge.

- **Substantive knowledge** means their *knowledge about the past*. This includes their knowledge of when things happened and their understanding of substantive concepts.
- **Disciplinary knowledge** is their *knowledge of the discipline*. This includes how historians investigate the past, construct claims, arguments, and accounts.

Substantive and disciplinary knowledge are used in combination when pupils analyse sources or construct historical arguments.

Using this document

This document has been designed to support teachers and leaders with understanding how the curriculum enables children to make progress in history, which will support them with ensuring the curriculum is enacted effectively in school. This document is **not** designed to be used as a checklist, assessment document or to be used with children.

Aims of the National Curriculum

The PKC has been designed to support pupils with securing historical knowledge that enables them to build the foundations needed to meet the aims of the National Curriculum in England. The aims set out in the National Curriculum are overarching aims of the history curriculum from the beginning of Key Stage 1 to the end of Key Stage 3. The 6 core aims of the curriculum are to:

British History	know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
World History	know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
Historical perspective	gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales
Substantive Concepts	gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
Disciplinary Knowledge	understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
Disciplinary Concepts	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

British History

One of the aims of the National Curriculum for key stages 1-3 is that pupils should:

- *know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world*

The PKC History Curriculum supports pupils to do this by:

1. Building coherent, chronological frameworks across the curriculum

Pupil's chronological knowledge relates to their knowledge of broader chronological frameworks, narratives and features of historical periods which support them to develop a 'sense of period'. Within KS1 and KS2, pupils study a wide breadth of historical periods and are supported to make connections between new content they are studying and what they have learned previously, adding to their mental timeline as they progress through the curriculum. These units support pupils with developing a coherent chronological narrative of British history and are taught in a largely chronological order within phases to help pupils understand how aspects of the past have impacted on what happened later on in time (e.g. making connections between early European empire building, the Transatlantic Slave Trade and the Industrial Revolution).

2. Studying the lives of significant individuals who have shaped British history

Throughout the history curriculum, pupils learn about a diverse range of people in the past who have in some way shaped the British nation. This includes individuals who were born into powerful positions, such as Henry VIII, whose decision to 'break with Rome' and create the Church of England had a significant impact on religious practices in Britain, as well those in less powerful positions such as the code-breakers, Mavis Batey and Alan Turing, who made significant contributions during World War II.

3. Making connections between local, national and global history to understand how Britain has influenced, and been influenced by the wider world

PKC History is a geographically broad curriculum designed to develop pupils understanding of the interconnectedness of human history. Through studying stories from different scales, from local through to global perspectives, pupils are able to deepen their understanding of modern multi-cultural Britain today.

Developing chronological understanding: British historical periods studied across the curriculum

	Key Stage 1	Key Stage 2
Early Britain (Before 400 CE)	Discovering History Romans in Britain	The Stone Age to the Iron Age The Rise and Fall of Rome
Medieval/Middle Ages (400-1500 CE)	Kings, Queens and Leaders Parliament and Prime Ministers	The Anglo Saxons, the Scots and the Vikings Law and Power The Wars of the Roses
Early Modern (1500-1800 CE)	The Tudors	The Stuarts The Early British Empire The French Revolution The Transatlantic Slave Trade The Industrial Revolution
Modern (1800 CE to the present day)	Kings, Queens and Leaders Parliament and Prime Ministers Powerful Voices	The Transatlantic Slave Trade The Industrial Revolution The Victorian Age World War I The Suffragettes World War II The Cold War The History of Human Rights and Equality in Britain

Example of some key narratives studied across the curriculum which support pupils with understanding British history over time

EYFS	KS1	LKS2	UKS2
<p>Children begin by looking at their family history and are introduced to simple language that supports with building a sense of chronology, e.g. 'a long time ago when grandparents were little'. They build on this when they look at 'Stories from the Past'.</p> <p>Children learn about transport in the past and today, including George Stevenson and the Steam Train – they will look at this again in Year 1 when they look at transport in 'Discovering History' and in Year 5 when they study the Industrial Revolution.</p> <p>Children learn about the importance of farming. This will be built upon in Year 3 when the children look at the 'Agricultural revolution' in Britain – the introduction of farming in Neolithic Britain.</p> <p>The children learn about British kings and queens, including King Charles III, Elizabeth II and King John and the Magna Carta. They will continue to learn about the British monarchy across the curriculum, starting in Year 1 with 'Kings, Queens and Leaders'.</p>	<p>Children begin their formal history education with 'Discovering History' – a unit designed to introduce pupils to the discipline to history. This unit looks at local and national history, including local transport, and archaeological discoveries such as 'Must Farm' that help us learn more about early Britain.</p> <p>Children build on their knowledge of British monarchy in KS1 through learning about significant stories of kings and queens from a range of time periods, including King John and the Magna Carta, Charles I and the English Civil War, Henry VIII and Elizabeth I. These units explore the themes of power and religion which are built upon in KS2.</p> <p>The children study the Romans in Britain in KS1 and are introduced to the concept of 'empire'. The children will build on this knowledge, including the impact of the Romans on Britain and the wider world, in LKS2.</p> <p>Children begin to learn about democracy in Britain and the history of Parliament and Prime Ministers. This is built upon in KS2.</p>	<p>Children begin KS2 learning about Britain from the earliest times, looking at important aspects of British history that took place from the Stone Age to the Iron Age, including the introduction of farming, settlements, migration and religious practises. Building on from this, children will also study the Anglo Saxons, the Scots and the Vikings, looking again at society, settlements, migration and religion. Retrieving prior knowledge from the Romans in Britain, studied in KS1, children will study the Romans in more depth in LKS2, supporting children to develop a coherent chronological narrative of early Britain.</p> <p>In LKS2, children develop essential knowledge of Britain and the British monarchy during the Middle Ages when they learn 'Law and Power' and 'The Wars of the Roses', including what life was like for the rich and the poor, the legal system and the importance of religion. These themes will be built upon in KS3 where children will study the development of the Church, state and society in Medieval Britain in greater depth.</p> <p>Children will move on from the Middle Ages, to look at life in early modern Britain when they study the Stuarts. Building on from KS1, the children will look at the monarchy and the transition of power, moving away from the idea of the 'Divine Right of Kings' through to the 'Glorious Revolution' and increasing power of Parliament.</p>	<p>By UKS2, children will have learned about life in Britain prior to the 18th century. They will have looked at the changing role of the monarchy in Britain, the growing significance of Parliament, and the impact of the state and the Church on the lives of ordinary people (e.g. laws relating to religious practices instructed people what they should believe and how they should behave).</p> <p>In UKS2, children build on their knowledge of the British monarchy when they look at the role that monarchs, who have previously been studied, had on the development and growth of the British empire. This enables pupils to explore in more depth the impact that Britain had on the wider world, as well as the wider world's influence on Britain. Furthermore, children look at the French Revolution – regarded as a turning point in the history of Europe- and the consequences of this that were felt in Britain and abroad.</p> <p>Building on their knowledge of the British Empire, the children look in more depth at the Transatlantic Slave Trade and the opposition, and later abolition, of the use of slavery in Britain. The children can use their knowledge of the British Empire and Transatlantic Slave Trade when they study the Industrial Revolution, particularly when they study cotton production. Following on from this, pupils study the Victorian Age, building on their knowledge of the empire, as well as looking at the State and society, and the impact on the lives of different people at the time.</p> <p>The children look at the impact of WWI and WWII on British society, including the move towards universal suffrage. The children complete Y6 looking at the theme of human rights and equality across time and reflect upon modern Britain today.</p>



World History

One of the aims of the National Curriculum for key stages 1-3 is that pupils should:

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

The PKC History Curriculum supports pupils to do this by:

1. Introducing pupils to significant aspects of the history of the wider world, including the achievements and atrocities committed by humankind across the ages

The PKC history curriculum is rich and diverse and introduces pupils to historically significant aspects and events of the past, including the two World Wars, the French Revolution, the Transatlantic Slave Trade, the Civil Rights movement and the Haiti revolution. The curriculum includes the stories of many well-known people in the past, such as Napoleon and Julius Caesar, as well as looking at the lives of more ordinary people who may have been previously overlooked, such as the lives of ancient women.

2. Building knowledge of diverse ancient civilisations

The key ancient civilisations covered in depth are: **Ancient Egypt, Ancient Greece, and Ancient Rome**. In addition, the children learn about the Ancient Persian Empire when they study Ancient Greece, and Ancient Carthage when they learn about Ancient Rome. If following PKC Geography, the children will also learn about the Ancient Incan civilization and Ancient Africa. The children also build on their knowledge of Ancient Greece, Egypt and Rome in PKC Art when they look at paintings depicting ancient myths in KS1, Art of Ancient Egypt and the Parthenon in Year 3 and monuments of Ancient Rome in Year 4.

3. Providing an in-depth study of a non-European society that provides contrasts with British history

The PKC history curriculum provides an in-depth study of Baghdad c. 900 CE which includes the rise of Islam.


4. Developing an understanding of the rise and fall of empires across time and place

The PKC history curriculum ensures that by the end of KS2, children have begun to develop a secure, historicised understanding of what an empire is, examples of empires across time and place, and some understanding of the impact of empire building on politics and people.

Understanding empire is a significant concept taught in our curriculum as we believe it to be essential to understanding modern Britain and the wider world today. Although we now view nation-states as the most common method of governing people, empires have been the most common type of political entity; more people have lived under empires than any other type of government.

The pupils focus on the ‘rise’ of the Roman, Greek and British empires, and study the ‘fall’ of the Roman empire.

World History: Empires



Y2 Roman Empire	Y4 Ancient Greece	Y4 Roman Empire	Y5 Mongol Empire
Y5 Early British Empire	Y5 Mughal Empire	Y5 Napoleon	Y5 Transatlantic Slave Trade
Y5 Victorian Empire	Y6 WW1	Y6 WW2	Y6 Cold War

Empires studied across the curriculum



Historical Period studied across the curriculum: Wider world

	Key Stage 1	Lower KS2	Upper KS2
Before 400 CE	Discovering History Romans in Britain	Ancient Egypt Ancient Greece Life in Ancient Rome The Rise and Fall of Rome	
400-1500 CE		The Anglo Saxons, the Scots and the Vikings Law and Power The Rise and Fall of Rome	Baghdad c.900CE The Early British Empire
1500-1800 CE			The Early British Empire The French Revolution The Transatlantic Slave Trade
1800 CE to the present day	Powerful Voices		The French Revolution The Transatlantic Slave Trade World War I The Rise and Fall of Hitler World War II The Cold War

Local, national and global history

Schools need to add in their own local context to the PKC history curriculum. The PKC history curriculum supports schools to make connections between national and international developments. An understanding of the interconnectedness of the history of the wider world and national and local history grows over time as pupils progress through the curriculum. Here are some examples of this in the PKC history curriculum:

	Local	National	World
KS1	<p>Y2 Romans in Britain – local example of a Roman town</p> <p>Y2 The Tudors – Tudor life/buildings/monasteries in the local area</p>	<p>Y2 Romans in Britain – Roman invasion of Britain, Boudicca’s rebellion, towns, Hadrian’s Wall, roads, aqueducts, canals</p> <p>Y2 The Tudors – life in Tudor England, Church of England, Elizabethan Religious Settlement</p>	<p>Y2 Romans in Britain - the Roman Army and growth of the Roman Empire across the world</p> <p>Y2 The Tudors - Henry VIII’s relationship with the Pope and queens from other countries. Religious debates happening outside of Britain</p>
LKS2	<p>Y3 Stone Age to Iron Age – through a local lens (e.g. hill forts, archaeological sites)</p> <p>Y3 Anglo Saxons, the Scots and the Vikings – through a local lens e.g. Anglo Saxon kingdoms</p>	<p>Y3 Stone Age to Iron Age – archaeological sites (e.g. Howick House, Stonehenge) hill forts, farming, weapons, religious ceremonies</p> <p>Y3 Anglo Saxons, the Scots and the Vikings – life in Anglo Saxon settlements, the rise of Christianity</p>	<p>Y3 Stone Age to Iron Age – making a connection with what was happening globally at the same time – e.g. Ancient Egypt</p> <p>Y3 Anglo Saxons, the Scots and the Vikings – looking at migration and invasion, including the Saxons and the Vikings</p>
UKS2	<p>Y5 The Industrial Revolution - impact locally of the industrial revolution, railways</p> <p>Y5 The Victorian Age – Victorians locally – e.g. local workhouses</p>	<p>Y5 The Industrial Revolution – at a national scale (e.g. mill and coal towns)</p> <p>Y5 The Victorian Age – reign of Queen Victoria, urbanisation, industrialisation</p>	<p>Y5 The Industrial Revolution – impact on world, position and status of Britain, global trade, the Transatlantic slave trade and cotton industry</p> <p>Y5 The Victorian Age – Victorian empire building</p>



Substantive concepts across the curriculum

There are a wide range of substantive concepts taught across the curriculum. Some are more general and can be applied across multiple units, e.g. 'empire' and 'monarchy', and some more specific to time period or event being studied, e.g. 'expansionism'.

<p>KS1</p>	<p>ancestry monarchy law tax parliament religion civil war power democracy</p>	<p>civilisation empire invasion conquer rebellion protest civil rights equality</p>	
<p>KS2</p>	<p>society migration religion trade conflict civilisation power hierarchy invasion law settlement monarchy civil war empire democracy</p>	<p>Government war dynasty alliance tax social hierarchy slavery resistance revolt urbanisation industrialisation imperialism poverty propaganda patriotism</p>	<p>nationalism feminism suffrage equality dictatorship refugee racism warfare genocide capitalism communism protectionism expansionism race</p>

Example of some key substantive concepts/ themes taught across the curriculum

In the curriculum, there are core concepts, or themes, that are explored in meaningful contexts across the curriculum. These concepts are generative, enabling children to build a deeper understanding over time which will support them in secondary and beyond.

	Key Stage 1	Lower KS2	Upper KS2
Society	<p>Parliament and Prime Ministers – how we are governed and how people vote</p> <p>Romans in Britain – life in Roman towns</p> <p>The Tudors – Tudor feudal society, comparing the lives of the rich and poor</p>	<p>The Stone Age to the Iron Age – how society was organised, from Mesolithic hunter-gatherers to larger societies who were able to work together to construct larger structures, e.g. Iron age forts, Stonehenge</p> <p>Anglo Saxon, the Scots and the Vikings – looking at Anglo Saxon and Viking settlements, Danelaw and how Britain was divided into kingdoms during this period.</p> <p>Ancient Egypt – the social hierarchy of Ancient Egypt</p> <p>The Stuarts – some aspects of life in this period are studied as well as how people were governed, and including significant events such as the Plague and the Fire of London</p>	<p>French Revolution – the inequality in French society prior to the French Revolution</p> <p>The Industrial Revolution – the move from a society based on hand manufacturing and more rural settlements, to urbanisation and industrialisation.</p> <p>The Victorian Age – life in Victorian cities, the Poor Law and the Workhouse, leisure and Victorian inventions that impacted on the way people lived their lives</p> <p>World War I – life on the Home Front, how people were governed</p> <p>The Suffragettes – society’s treatment of women</p>

			<p>The History of Human Rights and Equality in Britain – how people have been treated in British society from earliest times to the present day</p>
<p>Power</p>	<p>Kings, Queens and Leaders – the role of the monarch and challenges to their power</p> <p>Parliament and Prime Ministers – the changing role of the monarchy and the introduction of Parliament, as well as the role of the Prime Minister and Parliament today.</p> <p>Romans in Britain – Boudicca’s resistance to the Roman invasion of Britain</p> <p>The Tudors – Tudor feudal society, the power of the monarchy and the Church.</p> <p>Powerful Voices – the way that people, not born into powerful positions, have had an impact on the world</p>	<p>Ancient Egypt – social hierarchy, pharaohs seen as Gods on Earth</p> <p>The Anglo Saxons, the Scots and the Vikings – Anglo Saxon Kingdoms and the fight for power with the Vikings, Danelaw</p> <p>Law and Power – the struggle for power between the monarchy, the Barons, and the Church</p> <p>The Wars of the Roses – the battle for the throne during this period, resulting in Civil War</p> <p>Ancient Greece – the origin of democracy</p> <p>Life in Ancient Rome – power of the empire, governance in Rome from absolute monarchy to republic and empire</p> <p>The Rise and Fall of Rome – how the Punic Wars increased Rome’s power, Julius Caesar as dictator-for-life, Brutus, Cassius, Augustus, Octavian, the fight for power and the decline of the empire.</p>	<p>The Early British Empire – how Britain exerted power across the world, and designated power to people abroad, e.g. The East India Company who took power in India</p> <p>The Transatlantic Slave Trade – inequity of power, resistance to power, how the abolitionists sought to change the law using power of boycotts, petitions and speeches</p> <p>The Industrial Revolution – power of the wealthy elite</p> <p>The Victorian Age – the power of the monarchy and the impact of laws passed by the powerful</p> <p>The Suffragettes - those excluded from power and the power that comes from having the right to vote</p> <p>The Cold War – Global superpowers</p>



		<p>The Stuarts – the power struggle between the kings and Parliament, including the English Civil Wars, Cromwell and the Commonwealth, the restoration of Charles II and the Bill of Rights</p>	
<p>Monarchy</p>	<p>Discovering History – the concept of a family tree and the royal family in Britain</p> <p>Kings, Queens and Leaders – what a king/queen is, what they do. Looking at the reigns of some significant monarchs including King John I, Henry III and Charles I</p> <p>Parliament and Prime Ministers – challenges to the power of the monarchy, James II, Mary II and William of Orange, Simon de Montfort’s Parliament and King George I</p> <p>The Tudors – the Tudor dynasty (Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I)</p>	<p>Ancient Egypt – pharaohs</p> <p>Anglo Saxons, the Scots and the Vikings – leaders of Anglo Saxon Kingdoms, Alfred the Great</p> <p>Law and Power – Henry II and his legal reforms and power struggle with the Church, Richard the Lionheart and the ‘Crusades’, King John and the Magna Carta and Henry III and the first Parliament.</p> <p>The Wars of the Roses – the battle for the throne during this period, resulting in Civil War. Focus on Henry VI, Edward IV, Richard III and Henry VII.</p> <p>Life in Ancient Rome – Rome’s absolute monarchy</p> <p>The Stuarts – James I and the Union of the Crowns, Charles I and Charles II, James II and William and Mary</p>	<p>The Early British Empire – involvement of monarchs studied in previous units in early empire building</p> <p>The French Revolution – monarchy in Britain and France</p> <p>The Victorian Age – reign of Queen Victoria</p>



Democracy	Parliament and Prime Ministers – the changing role of the monarchy and the introduction of Parliament, as well as the role of the Prime Minister and Parliament today	Law and Power – Simon de Montfort’s ‘Parliament’. Ancient Greece – Athenian democracy Life in Ancient Rome – the transition from absolute monarchy to Republic and then to Empire The Stuarts – the power of Parliament and the Bill of Rights	World War I – The Defence of the Realm Act passed in Parliament The Suffragettes – the fight for universal suffrage The history of Human Rights and Equality – the impact of democracy in the 20 th and 21 st century
Religion	Kings, Queens and Leaders – religion in Britain at the time, Oliver Cromwell and puritan beliefs The Tudors – looking at the Reformation, ‘break with Rome’, and the ‘dissolution of the monasteries’ during the reign of Henry VIII. Studying the impact that Tudor monarchs had on religious policy and the religious lives of people at the time.	The Stone Age to the Iron Age – religious beliefs during this period Ancient Egypt – gods and goddesses, afterlife, Pharaohs represented Gods on Earth Anglo Saxons, the Scots and the Vikings – looking at polytheistic religious beliefs and the rise of Christianity Law and Power – the power of the Church during the Middle Ages The Rise and Fall of Rome – rise of Christianity	The History of Human Rights and Equality in Britain – the history of religion in Britain, including laws to protect freedom of thought, belief and religion in Britain today



		<p>The Stuarts – the significant role that religion played during this period, including the Gunpowder plot, and the ‘Glorious Revolution’ and ‘Bill of Rights.’</p>	
<p>Empire</p>	<p>Romans in Britain – what an empire is and the impact of the Roman invasion on Britain</p> <p>Powerful Voices – Gandhi’s peaceful protests against the British Empire</p>	<p>Ancient Greece – Alexander the Great</p> <p>Life in Ancient Rome – The Roman empire</p> <p>The Rise and Fall of Rome – The Roman empire</p>	<p>Baghdad 900CE – Mongol empire</p> <p>The Early British Empire – the start of the British Empire</p> <p>The French Revolution – Britain’s response to Napoleon’s empire building</p> <p>The Transatlantic Slave Trade – the British Empire</p> <p>The Industrial Revolution – link to the British Empire and trade</p> <p>The Victorian Age – the British Empire during the reign of Queen Victoria</p> <p>World War I and World War II – the role of European empire building, the involvement of empire in WWI and WWII</p> <p>The History of Human Rights and Equality in Britain – empire and Windrush</p>



Disciplinary Knowledge

Disciplinary knowledge is woven through the PKC history curriculum through each unit being studied. Pupils learn about how historians study the past, make meaning and construct claims, argument and accounts within the historical context that they are studying. For example, when they look at the Wars of the Roses, they look at real academic debates that are taking place today.

The disciplinary concepts taught in the curriculum fall into two categories:

1. Those focused on the processes by which evidence is established and accounts are constructed

- Sources and evidence
- Historical interpretations

2. Those focused on the types of arguments taught

- Cause
- Consequence
- Continuity and change
- Similarity and difference
- Historical significance

Historical interpretations

In Key Stage 2, pupils begin to learn about historical interpretations, including the ways in which the past have been represented and how and why different interpretations exist. For example:

- **Y3 Law and Power** – historians' interpretation of King John
- **Y3 War of the Roses** – interpretations of Richard III
- **Y4 The Stuarts** – different interpretations of Oliver Cromwell
- **Y5 The Early British Empire** – interpretations of Britain's motivations for building an empire
- **Y6 The Cold War** – interpretations of what led to the Cold War

Sources and evidence

Pupils are given the opportunity to explore, discuss and analyse sources in each unit to develop their understanding of how historians use sources as evidence to back up their claims. For example:

KS1	LKS2	UKS2
<p>Y1 Discovering History – introduce to different types of sources, look at Mary Seacole’s autobiography</p> <p>Y1 Kings, Queens and Leaders – the Magna Carta</p> <p>Y1 Parliament and Prime Ministers – Bill of Rights</p> <p>Y2 Romans in Britain – written sources and things the Romans left behind (e.g. armour, weapons)</p> <p>Y2 The Tudors – analysing an image of Elizabeth I</p> <p>Y2 Powerful Voices – quotes from people in the past</p>	<p>Y3 Stone Age to the Iron Age – looking at how we find out about the past, including how archaeological discoveries have challenged pre-existing beliefs e.g. Howick House, Cheddar Man</p> <p>Y3 Ancient Egypt – artefacts and remains of villages, the Rosetta Stone, Howard Carter’s discovery of Tutankhamun’s tomb</p> <p>Y3 Anglo Saxons, the Scots and the Vikings – Julius Caesar’s account of the Picts, extracts from the Anglo Saxon Chronicle, and looking at artefacts left behind which tell us about life at the time</p> <p>Y3 The Wars of the Roses – Richard III’s remains</p> <p>Y4 Ancient Greece – the Parthenon, Elgin Marbles, Plutarch’s description of Spartan boys</p> <p>Y4 Life in Ancient Rome – preserved ruins of Pompeii</p> <p>Y4 The Stuarts – speech given by James I to Parliament about the Divine Right of Kings</p>	<p>Y5 Baghdad 900 CE – the Alhambra, maps of trade routes, translated manuscript, tapestry on the Siege of Baghdad</p> <p>Y5 The Early British Empire – looking at painting depicted events in the past</p> <p>Y5 Transatlantic Slave Trade – speeches given, plan of the Brookes ship, quote from Olaudah Equiano</p> <p>Y5 The Victorian Age – painting of a Casual Ward, contemporaneous quotes, locally relevant sources</p> <p>Y6 World War I – first-hand accounts from soldiers, diary entry from Amar Singh</p> <p>Y6 The Suffragettes – NUWSS pamphlet, memoir of Frederick Pethick-Lawrence</p> <p>Y6 The Rise of Hitler – Adolf Hitler quote, clip of Neville Chamberlain announcing the outbreak of war, Klaus Langer’s diary entry</p> <p>Y6 World War II – propaganda posters, speeches</p> <p>Y6 Cold War – sources available to different historians at different times, analysing the historiography</p>

Types of arguments

These disciplinary concepts frame the questions and types of arguments that come up again and again in meaningful examples across the curriculum. Sometimes these concepts are discussed through questions discussed in lessons, including during the 'Talk Tasks', as well as being explored through 'Tasks' set by the teacher. These concepts frame the enquiry questions set for the end of unit assessments. Here are some examples across the curriculum:

Causation	Consequence	Change and continuity	Similarities and difference	Historical significance
<p>Y1 Kings, Queens and Leaders – what caused the barons to force King John to seal the Magna Carta?</p> <p>Y3 Wars of the Roses – what caused the Wars of the Roses</p> <p>Y4 The Rise and Fall of Rome – what led to the fall of the Roman Empire? What motivated Brutus and Cassius to assassinate Julius Caesar?</p> <p>Y4 The Stuarts – what were the causes of the Civil War</p>	<p>Y2 The Romans in Britain -what was the impact of the Romans in Britain</p> <p>Y4 Ancient Greeks – legacy of Ancient Greece</p> <p>Y4 The Rise and Fall of Rome – how did winning the Punic Wars help the Romans. Did Brutus and Cassius get what they wanted after Julius Caesar's death?</p> <p>Y4 The Stuarts – what were the consequences of the Great Fire of London and the Civil War</p> <p>Y5 The French Revolution – what were the</p>	<p>Y1 Parliament and Prime Ministers – how has democracy changed over time?</p> <p>Y2 Romans in Britain – how did the Romans change Britain?</p> <p>Y3 Stone Age to the Iron Age – what changed and what stayed the same?</p> <p>Y3 Anglo Saxons, the Scots and the Vikings – how did life change between 450 and 1066?</p> <p>Y5 The Industrial Revolution – how society changed because of the Industrial Revolution</p>	<p>Y2 The Tudors – between the rich and poor, religious beliefs and practises between Catholic and Protestants</p> <p>Y3 Ancient Egypt – studying the lives of different people in Egyptian society</p> <p>Y3 Anglo Saxons, the Scots and the Vikings – looking at the similarities and differences between way of life/settlements for Anglo Saxons and Vikings, life of the rich and poor</p> <p>Y4 Ancient Greece – how the lives between</p>	<p>Y1 Discovering History – why people study the past</p> <p>Y2 The Tudors – the significance of the Reformation</p> <p>Y2 Powerful Voices – beginning to develop children's understanding that historians choose to study people who they think are 'significant'</p> <p>Y3 Anglo Saxons, the Scots and the Vikings – why have these people been ascribed historical significance?</p> <p>Y3 Law and Power – historical significance of</p>



<p>Y5 The Early British Empire – what motivated Britain to build an empire?</p> <p>Y5 The French Revolution – what led to the French Revolution and the Storming of the Bastille?</p> <p>Y6 World War I – what were the causes of the war</p> <p>Y6 The Rise of Hitler – what led to the outbreak of WWII?</p> <p>Y6 The Cold War – what caused the Cold War?</p>	<p>consequences of the French Revolution?</p> <p>Y6 World War I – what were the consequence of the war</p>	<p>Y5 The Victorian Age – how life during, and after, the Victorian era has changed/stayed the same</p> <p>Y6 World War I – how warfare changed with the first ‘modern war’</p> <p>Y6 The History of Human Rights and Equality in Britain – how life in Britain has changed over time</p>	<p>rich/poor and males/females differed in this period</p> <p>Y4 Life in Ancient Rome – how life in Ancient Rome was experienced differently by different people</p> <p>Y5 The Industrial Revolution – between those owning factories and those working in them.</p> <p>Y6 The Suffragettes – comparing how the NUWSS and WSPU campaigned for suffrage</p> <p>Y6 The History of Human Rights and Equality in Britain – between the way that women and men were treated in the past</p>	<p>Henry II legal reforms, the sealing of the Magna Carta and Simon de Montfort’s Parliament</p> <p>Y4 The Rise and Fall of Rome – significance of Julius Caesar crossing of the Rubicon</p> <p>Y5 The French Revolution – Napoleon, Battle of Trafalgar, Nelson</p> <p>Y5 The Industrial Revolution – the invention of the steam engine</p> <p>Y5 The Victorian Age – Queen Victoria and Victorian inventions</p> <p>Y6 The History of Human Rights and Equality in Britain – the Civil Rights movement</p>
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Skills in history

We must be careful when thinking about how we measure progress of 'skills' in history'. Unlike in subjects like music and PE, the tasks we ask children to 'do' in history cannot be improved in isolation through repeated practice. Therefore, we cannot measure discrete skills in history, as our skills in history are dependent on our level of background knowledge (both substantive, and disciplinary).

The type of tasks we engage with in our history lessons include, but are not limited to:

- analysing sources
- making comparisons and drawing contrasts
- discussing and constructing historical narratives
- constructing informed responses, or arguments, through selecting and organising historical information

Progression in these areas is intrinsically linked to a pupil's substantive and disciplinary knowledge. For example, a pupil's ability to analyse a source well does not improve through engaging in discrete 'source exercises' but is dependent upon their knowledge of the historical content required to access the source, and their knowledge of how historians use sources.

The curriculum has been designed to develop both substantive and disciplinary through repeated encounters in meaningful contexts over time. There is no need for schools to create 'progression in skills' statements, such as 'I am beginning to analyse simple sources' as these marginalise knowledge and understanding, create additional workload and are not an effective way of measuring progress in history.