

RISE MULTI ACADEMY TRUST

HISTORY CURRICULUM

Some principles of the scheme of work:

Units generally in chronological order to 'tell the story' of history.

Each unit begins with a zooming out – usually in the form of a timeline and we will continually add a new period of history alongside previous ones we have learnt about in order to recap where previous learning fits in.

Children to carry out cumulative quizzes throughout alongside retrieval opportunities. Essays written to pull all knowledge gained together at the end of a sequence of learning.

Key concepts e.g. 'empire' that are revisited in a number of different concepts to ensure depth of understanding, nuances around them etc. These are stated (colour coded) for each unit.

Opportunities to reflect on the need to welcome diversity e.g. through learning about the civil rights movement, impact that the slave trade has had and still has today (Benin unit).

Black history units in all year groups with opportunities to learn about significant black figures ranging from The Roman, The Tudor Period to the modern era.

Blue = Civilization

Red = Empire

Green = Parliament

YEAR 1

UNIT 1 Walter Tull

Week	Subject	National Curriculum Statements	Learning intentions
1	Walter Tull	Pupils should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements	To understand some of the challenges he faced growing up, including racism.
2			To compare Walter's life and those of footballers today.
3			To understand the racism Walter experienced in Bristol.
4			To know that Lieutenant Walter Tull was the first British born black army officer and the first black officer to lead white British troops into battle.
5			To consider what is special about Walter Tull and Nicola Adams.

Key concepts and vocabulary: **past, then, now, pioneer, equality, racism,**

UNIT 2 Remembrance

Week	Subject	National Curriculum Statements	Learning intentions
1	Remembrance	Pupils should be taught about: events beyond living memory that are significant nationally or globally [for example, events commemorated through festivals or anniversaries]	To know that the Poppy is the symbol of the first world war.
2			Know who we remember on Remembrance Day.
3			Know why we have Remembrance Day.
4			Know what happens on Remembrance Day.
5			To consider why it is important to remember.

Key concepts and vocabulary: **Conflict, remembrance, armistice, cenotaph, veteran**

UNIT 3 Changes in Recent Memory

Week	Subject	National Curriculum Statements	Learning intentions
1	Changes in recent memory	Pupils should be taught about: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Know how our school and village/town has changed over the last 70 years.
2			Know how our school and village/town has changed over the last 70 years.
3			To know how people shopped 70 years ago and how food was packaged and stored.
4			To know how transport has changed and that this has made longer journeys faster.
5			To know where food came from 70 years ago and where it comes from today.
6			Know how decimalisation changed the UKs currency.
7			To know how we paid for things 70 years ago and how we do today.
8			To know how the way we contact each other has changed over time.
9			To know that computers have changed the way that we communicate.
10			Apply knowledge to answer the following – Which change do you think has made the most difference to the way that people live their lives and why do you think this?

Key concepts and vocabulary: **past, then, now, development, technology, globalisation, modern, obsolete**

UNIT 4 Parliament and Royalty

Week	Subject	National Curriculum Statements	Learning intentions
1	Parliament and Royalty	Aim: Gain and deploy a historically grounded understanding of abstract terms such as 'parliament' <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 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. 	Know that all countries have rules called laws.
2			Know what life was like in England 800 years ago.
3			Know that the Magna Carta stated that the monarch had to follow the law.
4			Know that Simon De Montfort called the first meeting of parliament.
5			Know that Charles I, believed that Kings should be able to rule as they pleased, without being told what to do by anyone else.
6			Know that after Charles I died, England was ruled by parliament and had no monarch.
7			Know that Charles II was known as the Merry Monarch.
8			Know that James III only served as King for three years because the nobles thought that he was not following the law.
9			Know that Robert Walpole is regarded as the first prime minister.
10			Know why some locations are named after royalty or parliament.

Key concepts and vocabulary: **past, then, now, law, parliament, monarch, rights,**

UNIT 5 Stephenson's Rocket

Week	Subject	National Curriculum Statements	Learning intentions
1	Stephenson's Rocket	Pupils should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements.	Be able to use words which show that something happened in the past. Be able to order events in own lives on a timeline.
2			Know who George Stephenson was. Use historical sources to build up a picture of someone from the past.
3			Know when George Stephenson lived and be able to draw comparisons with the timeline of their own life.
4			To know several of George Stephenson's achievements and be able to say why they were important.
5			Know why Stephenson's Rocket was such a great achievement.
6			Know how Stephenson's Rocket worked and compare to other trains – for example – those which are common today.
7			Understand how quickly the rail network grew after 1825.
8			Understand how rail being used by the public changed civilizations.
9			Answer the question – Was George Stephenson all that significant?
10			As above.

Key concepts and vocabulary: **past, then, now, significant, development, achievement, impact, national, international, local, civilization**

YEAR 2

UNIT 1 Local History

Week	Subject	National Curriculum Statements	Learning intentions
1	Local History	Significant historical events, people and places in their own locality.	Know how the local area has changed over time.
2			Know how we can compare something in the past and present to find out how it has changed.
3			Know that we can compare evidence to learn how something has changed over time.
4			Know that oral history allows us to listen to the recollection of others.
5			Know how to present historical information.

Key concepts: **Locality**

UNIT 2 Victorian Life

Week	Subject	National Curriculum Statements	Learning intentions
1	Victorian Life	Pupils should develop an awareness of the past, using common words and phrases relating the passage of time. They should know where the people and events they study fit within a chronological framework.	Know how Victoria came to be Queen.
2			To understand that industrialisation caused cities to grow rapidly.
3			Know what life was like for children in Victorian times.
4			To understand how the poor and unemployed were treated.
5			To understand how people campaigned for change.

Key concepts and vocabulary: **past, then, now, opinion, voting, democracy**

UNIT 3 Explorers

Week	Subject	National Curriculum Statements	Learning intentions
1	Explorers	Pupils should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements.	Know some reasons why people have wanted to explore throughout history.
2			Understand how explorers would need to prepare differently according to where they were exploring.
3			Know who Mary Kingsley was and where she fits on a historical timeline in relation to our lives, George Stephenson etc.

4			Know that Mary Kingsley set off to explore West Africa, what conditions would be like and how she would have to prepare.
5			Know about some of Mary Kingsley's greatest achievements e.g. climbing West Africa's highest mountain.
6			Know about Mary's experience of nursing Boer soldiers in South Africa.
7			Know what Matthew Henson wanted to achieve through his expedition to the Arctic. Understand how his preparation would differ to Mary Kingsley's
8			Know about the skills that Matthew Henson needed on his journey to the North Pole.
9			Make a decision on who achieved the most with their exploration and write about why that person's achievements were the greatest.
10			As above.

Key concepts and vocabulary: **exploration, significant, achievement, impact, travel, conditions, empire**

UNIT 4 The Great Fire of London

Week	Subject	National Curriculum Statements	Learning intentions
1	The Great Fire of London	Pupils should be taught about: <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. significant historical events, people and places in their own locality. 	To know some aspects of what Stuart London was like.
2			To know about how the Great Fire of London began.
3			To know who Samuel Pepys and John Evelyn were.
4			To know whether it would have been possible to stop what happened on 2 nd September 1666.
5			Know what people did as the fire burnt.
6			Know how the fire was put out.
7			Know what London looked like after the fire.
8			Know about changes that were made as a result of The Great Fire of London.
9			Know how fire-fighting technology changed the way we put out fires today.
10			Summarise what we have learnt about The Great Fire of London.

Key concepts and vocabulary: **past, then, now, government, architecture, population, evidence**

UNIT 5 The Space Race

Week	Subject	National Curriculum Statements	Learning intentions
1	The Space Race	The lives of significant individuals in the past who have contributed to national and international achievements	Know which countries were leading the race to travel into space. Understand reasons why they wanted to venture further into space.
2			Know that humans were not the first living things into space.
3			Know the role that Yuri Gagarin played in the Space Race.
4			Know that Valentina Tereshkova was the first woman in space.
5			Know events around and leading up to the first moon landings in 1969.
6			Know that Apollo 11 was the first crewed flight to land on the moon and that Neil Armstrong was the first person to walk on the moon.
7			How do we know what happened when Apollo 11 landed on the moon?
8			Know how other people made the space flight a success.
9			Know how countries worked together in space.
10			Summarise what you have learnt about space travel in the past.

Key concepts and vocabulary: **past, then, now, significant, development, achievement, impact, conflict**

YEAR 3

UNIT 1 Stone Age to Iron Age

Week	Subject	National Curriculum Statements	Learning intentions
1	Stone Age to Iron Age	Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age	Know that pre-history is the time before there were written records
2			Know the first evidence of humans visiting Britain is during the Palaeolithic period.
3			To know that in the Mesolithic period, people were mainly hunter-gatherers.
4			To know that farming marks the beginning of the Neolithic period.
5			Know that Stonehenge is a site of national interest.
6			To know that the period of human history when people learned to use tools made out of copper and bronze is known as the Bronze Age.
7			To know how trade and travel changed the way that people lived in the Bronze Age.
8			To know that the period of human history when the use of Iron became widespread is called the Iron Age.
9			To know that Iron Age people developed technology that helped in their everyday lives.
10			Assessment.

Key concepts – [settlement](#), [civilization](#)

UNIT 2 Ancient China

Week	Subject	National Curriculum Statements	Learning intentions
1	Ancient China	Pupils should be taught about: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	To know when and where the Shang Dynasty was in existence.
2			To use artefacts as evidence of what life was like in the Shang
3			Know how the Shang Dynasty began and who its first leader was.
4			To know what life was like for people in the Shang Dynasty and how life was different for the rich and the poor.
5			Know some religious beliefs and practices in the Shang Dynasty.
6			Know how Emperor Wu Ding brought the Shang Dynasty to its peak
7			Know who Fu Hao was and why she was important to the Shang Dynasty.
8			Know how the Shang Dynasty ended.
9			Compare and contrast life in the Shang Dynasty with that of people living in Bronze Age Britain.

10			As above.
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Key concepts – **empire, polytheism, ruler, dynasty.**

UNIT 3 Anglo Saxons

Week	Subject	National Curriculum Statements	Learning intentions
1	Anglo Saxons	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Recall the reasons the Romans left Britain and understand that the Anglo Saxons settled in Britain after this time.
2			Know the limited evidence we have about the Anglo Saxons settlement in Britain and some reasons it may or may not be reliable.
3			Know the different groups that invaded Britain after the Romans left
4			Know what life was like for Anglo Saxons.
5			Know how Anglo Saxon society was organised.
6			Know what Anglo Saxons believed and how these beliefs changed over time.
7			Know what the Heptarchy was and why Offa built a Dyke.
8			Know why the Saxons built structures such as Burghs and Forts.
9			Essay - How was the Anglo Saxon civilization similar to the Stone Age civilization? How was it more advanced?
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Key concepts – **civilization, continuity and change, heptarchy, polytheism, evidence**

UNIT 4 Ancient Greece

Week	Subject	National Curriculum Statements	Learning intentions
1	Ancient Greece	Ancient Greece – a study of Greek life and achievements and their influence on the western world	To know where Ancient Greece fits in to the historical timeline.
2			To know how ancient Greek society was organised including democracy.
3			Know about the cultural achievements of Ancient Greece including the Olympic Games.
4			Know what the Ancient Greeks contributed to language and learning
5			Understand how we know about the ancient Greeks. Understand how our knowledge of the past is constructed from a range of sources
6			Know about Ancient Greek culture and beliefs including the Gods they worshipped
7			Know some of the significant stories, myths and legends that were told by the Ancient Greeks

8			To know about the city of Athens and the significance of the Parthenon to the Ancient Greeks.
9			Understand and explain what life was like in Athens
10			To compare life in Athens and Sparta To think critically, weigh evidence, sift arguments, and develop perspective and judgement.
11			To know events leading up to the Peloponnesian Wars and the empire of Darius.
12			To know about events involved in the Greeks war with Persia including the battle of Marathon.
13			Understand the importance of and the achievements of Alexander the Great.
14			Write an essay based on an account of what the Ancient Greeks believed and what impact they had on the world.
15			As above.

Key concepts – **parliament, democracy, government, tyranny, monarchy, states, empire.**

YEAR 4

UNIT 1 Tudors

Week	Subject	National Curriculum Statements	Learning intentions
1	Tudors	The study of an aspect or theme in British history that extends pupils knowledge beyond 1066.	Know that Henry VII was the first Tudor monarch and about the deals he made with other countries in Europe.
2			Know the line of succession of the Tudor dynasty
3			To know that West Africa and Europe trading during Tudor times.
4			Know that there is evidence that people moved from abroad to work in England in Tudor times,
5			Know that John Blanke was an African trumpet player who played in the Tudor court.
6			Know how the Royal Navy expanded under the reign of Henry VIII.
7			Know that the Mary Rose is an important source of evidence of the Tudor era.
8			To know that the Elizabethan era was seen as the beginning of the English seafaring tradition.
9			To know what life was like for most people living in Tudor England.
10			Write an essay to answer who lived in Tudor England and what was life like for them

Key concepts – **racism, racially motivated incidents, solidarity**

UNIT 2 Ancient Egyptians

Week	Subject	National Curriculum Statements	Learning intentions
1	Ancient Egyptians	The achievements of the early civilisations and overview of where and when the first civilisations appeared.	To identify the location of Egypt and understand the importance of the Nile.
2			To understand what life was like for the pharaohs.
3			To understand what life was like for ordinary Egyptians.
4			To know that ancient Egyptians worshipped many Gods and believed in the afterlife.
5			To know that Howard Carter discovered the tomb of Tutankhamun.
6			Why did ancient Egyptians build the pyramids?
7			Know that artefacts can tell us about life in Egypt.
8			Understand that hieroglyphs can tell us about life in Egypt.
9			Know the significance of Cleopatra and how she is remembered.

10			What is similar about the way people lived in ancient Egypt and ancient Greece?
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Key concepts – **civilization, farming, architecture, archaeology**

UNIT 3 Vikings

Week	Subject	National Curriculum Statements	Learning intentions
1	Vikings	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Recall key periods from our historical timeline and understand the point that the Vikings fit into it.
2			Know where the Vikings came from and what life was like in their homelands.
3			Know the reasons why the Vikings invaded Britain
4			Know what happened in Lindisfarne in 793AD
5			Know why Alfred signed a Treaty with Guthrum
6			Understand the Vikings' strength as explorers and, particularly, events involving Bjarni Herjolfsson
7			Know different evidence that helps us consider whether the Vikings were the first to discover the Americas.
8			Know which Gods the Vikings worshipped
9			Know who King Cnut was and decide whether he really tried to stop the tide coming in
10			Write an essay outlining how the Vikings changed Britain
			As above

Key concepts – **raid, trade, ruler, civilization**

UNIT 4 Roman Britain

Week	Subject	National Curriculum Statements	Learning intentions
1	Roman Britain	The Roman Empire and its impact on Britain	To know how Rome grew from a small settlement to an empire.
2			Know how the Roman Republic became so powerful.
3			Know how the Romans eventually conquered Britain.
4			Know why Boudicca led a revolt against the Romans.
5			Know what archaeology evidence tells us about life in Roman Britain.
6			Know the purpose of Hadrian's Wall and how the Roman soldiers lived and worked there.
7			Know who might have lived in Roman Britain and where they were from.
8			To know how Leicester developed under Roman rule.
9			To understand the beliefs of Roman citizens.

10			To know that there is not total agreement about when the Roman empire ended.
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Key concepts – empire, ruler, conquer, continuity and change

YEAR 5

UNIT 1 Benin Kingdom

Week	Subject	National Curriculum Statements	Learning intentions
1	Benin Kingdom	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	To know how the Benin Kingdom began and grew into a successful empire
2			Know how the Benin kingdom expanded its empire into Western Africa
3			Understand how trade links were set up with European countries and what goods were traded.
4			Know what led to the Civil War in the kingdom of Benin
5			Know the route of the trafficked enslaved Africans trade and the goods that were traded
6			Understand the British involvement in the trading of enslaved Africans and the impact this still has today
7			Understand why Britain colonized Benin
8			To know key factors in the decline of the Benin Kingdom
9			Essay based on recall of knowledge of all of the above
10			As above

Key Concepts – empire, culture, trade, colonization, trans-atlantic slave trade, change and continuity, diversity

UNIT 2 Trafficking of Enslaved Africans

Week	Subject	National Curriculum Statements	Learning intentions
1	Trafficking of enslaved Africans	They should construct informed responses that involve thoughtful selection and organisation of relevant historical information – history that extends pupils chronical knowledge beyond 1066.	To recognise some of the key achievements of a variety of African cultures and societies prior to the arrival of Europeans to the continent and the start of transatlantic slavery.
2			To know that the Transatlantic Slave Trade transported millions of enslaved Africans to the Americas.
3			To understand the conditions faced by slaves during the Atlantic passage.
4			To understand the economic and social impact of the slave trade in Britain.
5			To know the role of prominent characters in the abolition of slavery.

Key concepts – racism, protest, resistance

UNIT 3 Medieval Britain

Week	Subject	National Curriculum Statements	Learning intentions
1	Medieval Britain	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	To know where the medieval period fits in to the historical timeline.
2			To know that in 1066 there was a dispute over who should be the next king.
3			To know how the battles of Stamford Bride and Hastings resulted in William, Duke of Normandy being crowned the King of England.
4			To know how Willaim the Conqueror demonstrated that he was the King of England.
5			To know that the church played an important role in medieval life.
6			To know what life was like for peasants in medieval England.
7			To know what life was like for knights in medieval England.
8			To know what life was like for nobles in medieval England.
9			To know what life was like in a medieval town.
10			To know that Henry II and Thomas Becket's friendship ended in death and controversy.
11			To know that the brothers Richard I and John I ruled very differently.
12			To answer the question: was Edward I a good king?
13			To know that Edward III came to the throne when he was fourteen after his father was forced to abdicate.
14			Write a discussion text: Which English medieval king do you think was the most successful monarch and why?
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Key concepts – **Monarchy, social class, parliament, continuity and change**

UNIT 4 Local History – Richard III

Week	Subject	National Curriculum Statements	Learning intentions
1	Local History – Dynasty, Death and Discovery of Richard III	a local history study	To know when Henry VI was on the throne of England and place this chronologically.
2			Understand how the House of Lancaster and York each had claims to the throne and compare them.
			To know about the key battles of the War of the Roses.
3			To understand the rule of succession and Richard III's claim to the throne.
4			Know that there were threats to Richard III's rule and what they were.
5		Know about events involving The Battle of Bosworth, Richard III's defeat and death.	

6			Know the events involved in the search for the remains of Richard III.
7			Know how conclusions were drawn (using evidence) that remains found were Richard III's.
8			Know about the reburial of King Richard III and the significance to the local area.
9			Plan and write a tourist brochure for Leicester Cathedral detailing the knowledge described above.
10			As above.

Key concepts – monarchy, archaeological evidence

YEAR 6

UNIT 1 British Empire

Week	Subject	National Curriculum Statements	Learning intentions
1	The British Empire	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	To know what was meant by the British Empire.
2			To know how the British empire grew.
3			To know what British colonialism looked like in the 19 th century.
4			To know the impact of the British Empire on black people.
5			To know how independence was achieved.

Key concepts – **empire, equality, diversity, slavery**

UNIT 2 Industrial Revolution

Week	Subject	National Curriculum Statements	Learning intentions
1	Industrial Revolution	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	To know where the reign of Queen Victoria fits into the historic timeline.
2			To know what life in Britain was like during the Victorian era.
3			To understand why the industrial revolution was important to Britain.
4			To understand how mechanisation changed cotton spinning.
5			To know the invention of the steam engine meant that it was possible to power machinery without being harnessed to water or wind.
6			To understand that industrialisation caused cities to grow rapidly.
7			To understand why coal and iron were important as a source of fuel.
8			To understand how the poor and unemployed were treated.
9			To know what different jobs children might have carried out in Victorian Britain.
10			Discussion text: How do Victorian inventions have impact on the world today?

Key concepts – **Continuity, change, civilization**

UNIT 3 World Wars I and II

Week	Subject	National Curriculum Statements	Learning intentions
1	The World Wars	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Know why the First World War began.
2			Know about trench warfare and why so many lives were lost.
3			To know what life was like in Britain for those that did not go to war.
4			To know what contributed to the end of the First World War.
5			Draw conclusions as to whether the Treaty of Versailles was fair.
6			Understand the reasons behind Hitler's rise to power
7			Understand the reasons behind the outbreak of the second world war
8			Know some aspects of what life was like in Nazi Germany
9			To know what the Battle of Britain was and why it is significant.
10			To know what the Blitz was and the measures put in place for safety during air raids.
11			To recognise the role of propaganda in the war effort.
12			To understand why evacuation was needed and the impact it had on society.
13			To know about rationing and why it was necessary.
14			Essay – a comparison of Hitler's rule in Nazi Germany to the rule of Emperors in the Shang Dynasty e.g. Wu Deng. To think critically, weigh evidence, sift arguments, and develop perspective and judgement.
15			As above.

Key concepts – **empire, ruler, dictator, conflict, warfare**

UNIT 4 Civil Rights

Week	Subject	National Curriculum Statements	Learning intentions
1	History Civil Rights movements in the 20th century	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Use evidence to judge how fair American society was in the 1950s.
2			Know what the Jim Crow Laws entailed and consider their impact.
3			Understand why Rosa Parks didn't give up her seat on the bus.
4			Know who Martin Luther King was and what his dream was.
5			Recall key events involving Martin Luther King such as the March on Washington.
6			Understand how the media contributed to ongoing racial tension in 1960s America.
7			To know key aspects of the Civil Rights Act of 1964.
8			To understand how the Voting rights Act of 1965 changed society and broke down barriers.
9			Know events that relate to race relations in America today.

10			Write an essay discussing the extent that discrimination of race has improved. To think critically, weigh evidence, sift arguments, and develop perspective and judgement.
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Key concepts – **parliament, civil rights, diversity, equality**