

Intent:

The ELPS History curriculum aims to provide all pupils with a strong understanding of the past. The curriculum focuses on four Key Substantive (Knowledge) Concepts: King, Invasion, Conflict, Settlements. As children progress through the school, their disciplinary knowledge (thinking like a historian) deepens. We focus on four key aspects of disciplinary knowledge: cause and consequence, similarities and differences, historical interpretations and sources and evidence. The sophistication of the children's understanding is increased by regularly recapping and building on these key concepts. A secure understanding of these concepts means pupils can construct their own historical arguments and compare events throughout the past.

In KS1, children complete presentations at the end of the Summer term units, based on the overall topic question.

In KS2, children complete an extended writing task about the overall topic question, as well as individual presentation about the topic.

Year 1		
Autumn Term	Spring Term	Summer Term
<p><u>The Family</u></p> <p>In this unit, pupils learn about their immediate family. They will learn a range of vocabulary associated with the family: parent, grandparent, uncle, aunt, cousin. They will learn different ways we can discover information about our families using primary sources. They will engage in practical activities and share artefacts which reveal information about themselves and their loved ones. They will make comparisons between their lives and those of their family and use artefacts, photos and videos to analyse the differences in our lives.</p>	<p><u>London</u></p> <p>In this unit, pupils will discover how London has developed over time. Through the use of maps and images, they will discover how London has become the capital city of England. This topic will closely link to their Geography topic and there will be a strong focus on developing vocabulary, such as sparse, dense and settlements.</p>	<p><u>The Great Fire of London</u></p> <p><u>What were the causes and consequences of the Great Fire of London?</u></p> <p>In this unit, pupils carry out an in-depth case study about a significant event in British history. Using a range of sources, children will investigate the events of the Great Fire. They will engage with Samuel Pepys's diary and imagine what life was like during this time. They will develop their chronological understanding and place the events in time order. They will be introduced to the term 'cause and consequence' and discover the aftermath of the Great Fire.</p>

Year 2		
Autumn Term	Spring Term	Summer Term
<p>Significant People in British History</p> <p>In this unit, children will learn about a range of significant historical figures and develop their chronological understanding of when they lived. They will build on the 'My Family' topic in Year 1 and recap the important inventions that contributed to their family's lives. They will learn about the significant inventors and innovators who created these inventions. They will use a range of sources to study these individuals and begin to understand how there is a wider range of sources available when studying people who lived more recently.</p>	<p>Significant Events in British History</p> <p>In this unit, pupils will review and build on their learning from the 'London' and the 'Great Fire of London' units. They will use their existing knowledge of London when investigating significant events, such as the Roman invasion of Britain. Pupils will be introduced to a wider range of sources and engage with artefacts. They will interpret these sources and begin to make comparisons between different groups that lived within London at different moments in time.</p>	<p>Medieval History</p> <p><u>How did England change after the Battle of Hastings?</u></p> <p>In this unit, pupils carry out an in-depth case study about life in Medieval Britain. They will apply their existing knowledge of the development of London when investigating the Norman invasion of Britain. Pupils will study a range of settlements and the groups of people that lived within them. Castles are introduced and children will analyse their development over this period in history.</p>

Year 3		
Autumn Term	Spring Term	Summer Term
<p align="center">Gods and Goddesses</p> <p><u>What are the similarities and differences between the gods of these civilisations?</u></p> <p>Pupils are introduced to the gods and goddesses of the civilisations they will study within KS2: Ancient Egyptians, Greeks, the Norse, and the Maya. They will use this newly acquired knowledge of the gods, to interpret these civilisations outlooks and aims. They will compare the gods of these groups of people and make predictions about how they lived their lives. They will develop their oracy skills when retelling creation stories to the class.</p>	<p align="center">Ancient Egypt</p> <p><u>What did the Ancient Egyptians believe happened to them after they died?</u></p> <p>Pupils begin by building on their knowledge of Ancient Egyptian gods which they developed during the Autumn term. They will engage with a range of primary sources to investigate what the Egyptians believed happened to them after they died. They will act as detectives when investigating the contents of a pharaoh's tomb and making interpretations about him from the artefacts discovered.</p>	<p align="center">Ancient Greece</p> <p><u>The Ancient Greeks left a lasting legacy of culture, beliefs, and inventions that we still see today. How much do you agree with this statement?</u></p> <p>Pupils begin by building on their knowledge of gods which they developed during the Autumn term. They will be focus on the key substantive concept of invasion and conflict when investigating the Persian Wars. They will compare the Ancient Greek Olympics to the modern-day equivalent and analyse the impact the Ancient Greeks have made on the modern world.</p>

Year 4		
Autumn Term	Spring Term	Summer Term
<p align="center">Pre-History</p> <p><u>How did Britain develop during pre-history?</u></p> <p>In this unit, pupils are introduced to the concept of pre-history. They begin by understanding what pre-history means and discussing the difficulties we have in learning about this period of History. The children participate in a number of investigations and case studies during this topic. They will investigate the settlement of Skara Brae and use the artefacts discovered in the site to make predictions about the people that lived there. They will complete a case study of Stonehenge and analyse the different historical interpretations about how the rocks were moved.</p>	<p align="center">Roman Britain</p> <p><u>What changes did the Romans introduce to Britain?</u></p> <p>In this unit, pupils build on the knowledge they gained in KS1 when learning about London and significant events in British History. Pupils will focus on the substantive concepts of settlements, invasion and conflict when investigating the Roman invasion of Britain. They will compare the Iron Age Britons with the Romans and use a range of sources to understand how the Romans changed the areas they conquered.</p>	<p align="center">Anglo Saxons and the Vikings</p> <p><u>The Vikings were violent savages. How much do you agree with this statement?</u></p> <p>Pupils will build on their existing knowledge of settlements, invasions and conflict when studying the Anglo Saxons. They will compare Celtic, Roman and Saxon settlements. Pupils will gain a chronological understanding of how Britain changed and developed under Saxon rule. Pupils will engage with a wide range of sources when forming their opinion of the Vikings. They will be introduced to the concept of bias and how by only using all the sources available, can we form opinions about groups of people.</p>

Year 5		
Autumn Term	Spring Term	Summer Term
Children will complete a geography topic during this term	<p>Changing power of the monarchy</p> <p><u>How has the power of the monarchy changed within Britain?</u></p> <p>In this unit, pupils will focus heavily on the key substantive concept of the monarchy. Pupils will analyse a number of key historical events and interpret how the power of the monarch changed at each moment. They will investigate the signing of the Magna Carta, the Reformation, the English Civil War, the Restoration, and the Glorious Revolution. Pupils will compare the changing power of the British monarch to other European countries, such as France and Russia.</p>	Children will complete a geography topic during this term

Year 6		
Autumn Term	Spring Term	Summer Term
<p><u>World War One</u></p> <p><u>What were the causes and consequences of WW1?</u></p> <p>In this unit, pupils will investigate the causes, consequences, and key events of World War One. They will build an understanding of the world in the early 20th century and interpret the causes of WW1. Pupils will engage with photos, videos and oral accounts when discovering the horrors of trench warfare. They will be introduced to vocabulary such as propaganda and censorship.</p>	<p><u>World War Two</u></p> <p><u>The events of 1941 represented a turning point in the war</u> <u>How much do you agree with this statement?</u></p> <p>When investigating the causes of WW2, pupils will focus heavily on life within Germany after the signing of the Treaty of Versailles. They will learn key vocabulary such as manipulate, nationalism, appeasement, hyperinflation, and indoctrination.</p>	Children will complete a geography topic during this term

Enrichment Opportunities:

History Trips

In Year 5, children go on the Horrible Histories Thames Boat Tour. Children learn about London's past. After the tour, children take part in a walking tour around Westminster, where they see a range of sites linked to the Changing power of the Monarchy topic: Tower of London, Westminster Abbey, Houses of Parliament.

Assemblies

Throughout the year, important historical moments will be remembered and commemorated within assemblies. In November, pupils across the school will learn about the reasons behind Remembrance Sunday and why we observe a minute's silence.