



Salford Priors Church of England Academy



History Curriculum

Our curriculum drivers – Christian Values and Learning Qualities					
FAITH	HOPE	COURAGE	FORGIVENESS	PEACE	GENEROSITY
Resilience	Curiosity / Determination	Curiosity / Determination	Respect / Responsibility	Respect / Responsibility	Resourcefulness

‘Rooted in love and faith – Growing in hope and courage – Thriving in light and harmony’

Rooted	Growing	Thriving
To provide a carefully planned curriculum rooted in a clear progression of historical knowledge and understanding of Britain’s past and that of the wider world.	To inspire pupils’ curiosity to know more about the past. Equipping pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.	To help pupils to thrive and understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The Salford Priors history curriculum has been designed to be both knowledge-rich and coherently sequenced, supported by resources from the Primary Knowledge Curriculum. Knowledge, in the realm of history, means not only substantive knowledge of historical events, dates and people in the past, but also knowledge of substantive concepts in history (such as ‘empire’ and ‘monarchy’), and disciplinary historical concepts (such as evidence, causation, significance and interpretation).

The history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history. The substantive knowledge taught in the curriculum has been carefully chosen and sequenced using a largely chronological approach. Each unit of work should not be viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative. Understanding in history requires an understanding of causation. Children will be able to understand the causes of significant national and global events, when they have some background knowledge of what happened before.

Knowledge of substantive concepts and disciplinary concepts have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior substantive and disciplinary knowledge. For example, the children develop a secure understanding of ‘monarchy’ in Britain. They begin to learn about British monarchs in KS1 and build upon their knowledge of monarchy in British society throughout the curriculum. Each British history unit allows children to add to their understanding of ‘monarchy’ in Britain, the impact it had on the lives of the British people and analyse the significance and legacy of each monarch.

The history curriculum is balanced to enable children to look in some depth at local, national and world history, encouraging children to explore the connection between significant events and people and how they have influenced the modern world. The content in the curriculum ensures children have a secure overview of a period, before studying aspects in more depth. While many of the units are 6 weeks long, some units are longer, ensuring children secure the complexities of the content and have more time to study the period in more detail.

Each year, the children will study at least one unit of British history, looking at significant ‘turning points’ that help children understand modern Britain. While time is spent developing a solid understanding of the political

context of each period (usually first), children will then embark on studying a wide range of contexts in more depth, including the cultural, social and religious context of the time. With many of the British history units, teachers are encouraged to apply the local context, making each unit unique and allowing children to place local stories within the grand narrative of British history.

The curriculum aims to help children understand how the past is constructed and contested. Children begin by learning about what a historian does, looking at basic sources and simplified perspectives to develop an appreciation and understanding of what it means to be a historian. As their substantive knowledge grows, children will be able to ask perceptive questions, analyse more complex sources and begin to use their knowledge to develop perspective. Disciplinary concepts, such as continuity and change, cause and consequence and similarity, difference and significance, are explored in every unit, and children are supported to think outside of their current unit of work and apply these concepts across the curriculum.

In addition to learning about British and local history, the children will also learn about the history of the wider world. Some of these units, such as the units on The Early British Empire, will look at the influence that Britain had on the wider world, and how the wider world has influenced Britain. All of these units are studied to provide an understanding of the history of the wider world and our place within it. They cover fascinating ancient civilisations, the expansion and dissolutions of empires, and the achievements and atrocities committed by humankind across the ages.

The curriculum aims to ignite children’s love for history, preparing them with essential knowledge for Key Stage 3 and beyond. All history is worth studying, but as we do not have the time to cover everything, the units have been carefully chosen to cover as wide-ranging content as possible without compromising depth. It aims to introduce the children to a wide variety of men, women and children from the past; from the widely venerated, to the lives of the less well-known who offer us a rich insight into life across history.

The Primary Knowledge Curriculum aspires to create curious and knowledgeable young people, who hold a deep understanding and appreciation of the discipline of history and are able to sift and weigh evidence to begin to formulate their own viewpoints and perspectives of the world.

History - Long Term Planning Cycles

		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
KS1 Year 1 and 2	Cycle A		Discovering History		Kings, Queens and Leaders		Parliament and Prime Ministers
	Cycle B		Romans in Britain		The Tudors		Powerful Voices
LKS2 Year 3 and 4	Cycle A		The Stone Age to the Iron Age		Ancient Egypt		Ancient Greece
	Cycle B			The Anglo- Saxons, Scots and Vikings	The Anglo- Saxons, Scots and Vikings		Ancient Rome
UKS2 Year 5 and 6	Cycle A		Baghdad AD900		The Victorian Age		The Suffragettes
	Cycle B		World War 1		The Industrial Revolution	The Early British Empire	

Additional information on our units:

Year 1/2 - Cycle A

Discovering History

When teaching Cycle A, all children are introduced to 'Discovery History' at the start of the year which introduces the discipline of history. This unit is adapted to incorporate local history. For Year 2, some children may already be familiar with the idea of history but can be extended to think more deeply about how we find out about the past, e.g. using 'sources'. They can apply their prior knowledge of history studied in Year 1 to make connections, such as, 'when we learned about the Romans in Britain, we learned about some of the things that Romans left behind that help us know more about them, such as buildings and weapons.' A common misunderstanding is that historians dig to find things in the ground. This unit is an introduction to the discipline of history to serve as a foundation, but it is not expected that all children fully master these ideas until Key Stage 2 and beyond.

Kings and Queens

The Kings and Queens unit is an introduction to the history of the British monarchy through a series of 'stories' about monarchs in the past, with an emphasis on events that have challenged the authority of the king (such as the English Civil War and the sealing of the Magna Carta). The children will be familiar with the story of King John and the Magna Carta from EYFS, however, it is not essential that they have this prior knowledge. For Year 2, children may come with some prior knowledge of the Tudor monarchy – these children are extended by supporting them with placing the reigns of these monarchs in order and making connections between the kings and queens studied.

Parliament and Prime Ministers

This unit introduces the idea of democracy - new content for all pupils.

Year 1/2 - Cycle B

Romans in Britain

When teaching Cycle B, some children will begin KS1 by learning about the Romans in Britain before completing the 'Discovering History' unit. While ideally children would have studied this first, it is not essential pre-requisite knowledge and will not impact on their ability to access the unit. Teachers start the unit explaining that we are learning history, which is where we learn about 'the stories people tell about the past' and emphasise this throughout the units.

Tudors

When teaching the Tudors in Cycle B, teachers are aware that not all children will have studied kings and queens before – so emphasise what a monarch is, as well as an heir (particularly to Year 2 children).

Powerful Voices

All children, regardless of year group, are able to access powerful voices. Children in Year 2 will have even more knowledge of 'powerful people', including kings and queens, and more knowledge of history as a discipline, and will therefore be able to make more connections.

Year 3/4

In LKS2, much of the history curriculum is related to ancient civilisations. Due to the nature of the cycle and children remaining in the class for two years, the children will not always encounter the units in chronological order. To ensure that all children begin to develop an understanding of chronology, regardless of the order they

study the units in, teachers use a timeline and plot the time period being studied, alongside other time periods that have been taught.

Ancient Greece

The Ancient Greece unit prioritises learning around Athens, Democracy, Sparta, Gods and the Olympic Games.

Ancient Rome

When teaching about Ancient Rome, teachers should prioritise 'Life in Ancient Rome'.

Year 5/6

The Upper Key Stage 2 curriculum has been planned to support children with making connections between WWI and in particular, the Representation of the Peoples Act 1918, and the Suffrage movement and teachers explicitly explain how the two units are interconnected. The children are also supported to make connections between the British Empire, the Industrial Revolution and the Victorian Age. Teachers incorporate local elements where possible, and support children with making connections between the global, national and local stories being studied. Ordering the cycles in this way means that regardless of the order studied, all children will have the essential pre-requisite knowledge to access the units.