

History

At Alban City School, we believe that History plays a vital part in children's learning and understanding of Britain's past and that of the wider world. Our aim is for children to develop a sense of chronology from the earliest of times to the present day, and through this develop a well-rounded knowledge of the past and its events. Key concepts of making connections, cause and consequence, and similarity and difference are threaded through the whole curriculum.

We want children to enjoy and love learning about history by gaining knowledge and skills, not just through experiences in the classroom, but also through the use of fieldwork and educational enhancements such as trips and visitors. The history curriculum at Alban City draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.

We encourage our children to understand the methods of historical enquiry through asking questions and carrying out research as well as evaluating primary and secondary sources to develop their skills of analysis, contrast, interpretation and problem-solving. Our historians will be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Key historical vocabulary linked to the topic is taught within lessons and children are encouraged to develop their understanding of the past and make connections through the use of timelines.

Key Historical Concepts

Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overarching concepts: Making connections; Cause and Consequence; Similarities and Differences; Significance; Evidence						
Settlement	Great Fire of London	Local History	Stone Age to Iron Age Romans	Ancient Egypt	Victorians	Mayans
Invasion			Romans Anglo Saxons	Anglo Saxons Vikings		World War 2
Conflict	Gunpowder Plot	Significant Individuals	Romans Anglo Saxons	Anglo Saxons Vikings		World War 2
Changes in society	Changes in Living Memory First flight Great Fire of London	Significant Individuals Local History	Stone Age to Iron Age		Victorians Ancient Greece	World War 2
Democracy	Gunpowder Plot				Ancient Greece	World War 2
Empire			Romans		Ancient Greece Victorians	World War 2
Culture and Beliefs			Stone Age to Iron Age Romans	Ancient Egypt	Ancient Greece	Mayans

Reception

Topic: Understanding the World

Enrichment opportunities: Continuous and enhanced provision, mystery visitors, local walks

	<u>Changes in Living Memory</u>	<u>Events beyond Living Memory</u>
<p><u>Prior learning</u> <i>Revisit and reactivate key concepts.</i></p>	<p>Begin to make sense of their own life-story and family's history.</p>	
<p><u>Substantive knowledge</u> <i>Content- What do you want the children to know and remember? Eg. Human and physical features, location, similarities and differences</i></p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Opportunities in Reception Sharing photos from home (baby to starting school), Space topic- key events explored using stories, non-fiction and videos, key people (Neil Armstrong, Buzz Aldridge) People who help us- Roles in society, when things were invented, changes overtime Mystery visitors</p>	<p>ELG Compare and contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Opportunities in Reception Sharing photos from home (baby to starting school), Space topic- key events explored using stories, non-fiction and videos, key people (Neil Armstrong, Buzz Aldridge) Dinosaurs- key events explored using stories, non-fiction and videos People who help us- Roles in society, when things were invented, changes overtime Mystery visitors</p>
<p>Where will the learning be used next?</p>	<p>Y1- Changes in Living Memory <i>Fashion, music, technology, toys</i></p>	<p>Y1- Events beyond Living Memory <i>Great Fire of London; Gunpowder Plot; First aeroplane flight</i></p>

Year 1

Topics: Changes in Living Memory, Events beyond Living Memory

Enrichment opportunities: Visit to the St Albans Museum for toy topic, Natural History Museum

	<u>Changes in Living Memory</u> <i>Fashion, music, technology, toys</i>	<u>Events beyond Living Memory</u> <i>Great Fire of London; Gunpowder Plot; First aeroplane flight</i>
<u>Prior learning</u> <i>Revisit and reactivate key concepts.</i>	Talk about the past and present events in their own lives and in the lives of family members.	Compare and contrast characters from stories, including figures from the past
<u>Substantive knowledge</u> <i>Content- What do you want the children to know and remember? Eg. Timeline, key dates and people, events, places etc...</i>	How does fashion change over time? Colours, materials, what women and men wear now - trainers, trousers for women What materials are used to make fashion? Will fashion continue to change?	How did the Great Fire of London start? How did the Great Fire of London change how we build and live? Why did the Gunpowder plot start? Who was Guy Fawkes? When was the first Aeroplane flight? Who was Amelia Earhart and why is she significant?
<u>Substantive concepts</u> <i>What are the themes and concepts of the subject that are building?</i>	Changes in society	Settlement Changes in society Conflict Democracy
Where will the learning be used next?	Y1 - Events beyond Living Memory	Y2- Significant individuals Y2- Local history

Year 2

Topics: Significant Individuals, Local History

Enrichment opportunities: Visit to St Albans Cathedral. Visit from nurse to compare nursing then and now.

	<u>Significant Individuals</u> <i>Florence Nightingale, Mary Seacole, Rosa Parks, Martin Luther King, Nelson Mandela</i>	<u>Local History</u> <i>History of our local area St Alban</i>
<u>Prior learning</u> <i>Revisit and reactivate key concepts.</i>	Changes in society - Y1 Events in and beyond living memory Conflict -Y1 Gunpowder Plot	Changes in society - Y1 Events in and beyond living memory Settlement - Y1 Great Fire of London
<u>Substantive knowledge</u> <i>Content- What do you want the children to know and remember? Eg. Timeline, key dates and people, events, places etc...</i>	Why are these people significant? What impact have they had on society? How do their lives fit into a timeline? Comparison between significant individuals.	What were the key events in his life? What impact did Alban have? (Christianity) Compare images of St Albans then and now to reveal aspects of change. Trip to St Albans Cathedral.
<u>Substantive concepts</u> <i>What are the themes and concepts of the subject that are building?</i>	Changes in society Conflict	Settlement Changes in society
Where will the learning be used next?	Changes in society - Y2 Local History Conflict - Y3 Romans and Anglo Saxons	Settlement - Y3 Stone Age to Iron Age Changes in society- Y3 Romans and Anglo Saxons

Year 3

Topics: Changes in Britain, The Roman Empire

Enrichment opportunities: Stone Age Day, Trip to Verulamium Museum, Roman Pottery Workshop

	<u>Changes in Britain</u> <i>Stone Age, Bronze Age, Iron Age</i> <i>Eg. Housing, farming, tools</i>	<u>The Roman Empire</u> <i>E.g. Impact on Britain, invasion, culture and beliefs, technology, local history</i> <i>Roman withdrawal from Britain and Anglo-Saxon invasion</i>
<u>Prior learning</u> <i>Revisit and reactivate key concepts.</i>	Settlement - Y2 Local History Changes in society - Y2 Significant Individuals	Settlement - Y2 Local History Changes in society - Y2 Local History Conflict - Y2 Significant Individuals
<u>Substantive knowledge</u> <i>Content- What do you want the children to know and remember?</i> <i>Eg. Timeline, key dates and people, events, places etc...</i>	Stone Age Where did they live? How did their society change? What is the significance of Stonehenge? What were their beliefs? Bronze Age How did they build their houses? What were the features of a roundhouse? How were their settlements organised? What did they believe in? Iron Age What were their settlements like? How and what did they trade? What were their culture and beliefs?	Who were the Romans and how do we know? Why did the Romans invade Britain? How did the Romans change the lives of people living In Verulamium? What can we tell about Roman life from studying Verulamium? How did the Romans change beliefs in Verulamium? What did the Romans do for us? Why was the Roman army so successful? Why did Boudicca stand up to the Romans and how do we remember her? Why did the Romans leave?
<u>Substantive concepts</u> <i>What are the themes and concepts of the subject that are building?</i>	Settlement Changes in society Culture and beliefs	Invasion Conflict Empire Settlement Culture and beliefs
Where will the learning be used next?	Settlement - Romans Y3 Changes in society - Romans Y3 Culture and beliefs - Romans Y3	Invasion and Conflict - Vikings Y4 Culture and beliefs - Egyptians Y4 Settlement - Egyptians Y4

Year 4

Topics: The Vikings, Ancient Egypt

Enrichment opportunities: British Museum, Egyptian Day

	<u>The Vikings</u> <i>The Viking and Anglo-Saxon struggle for the Kingdom of England, Viking raids, Edward the Confessor, Danegold</i>	<u>Ancient Egypt</u> <i>Where and when, in-depth study</i>
<u>Prior learning</u> <i>Revisit and reactivate key concepts.</i>	Invasion and Conflict - Y3 Romans	Culture and beliefs- Y3 Romans Settlement- Y3 Romans
<u>Substantive knowledge</u> <i>Content- What do you want the children to know and remember? Eg. Timeline, key dates and people, events, places etc...</i>	<p>What was the impact of the Vikings in Britain? Who were the Vikings and why did they invade? What were Viking warriors like? (Equipment, longships) How did the people of Britain deal with the Viking invaders? (Danelaw - link to agreements with Anglo Saxon) Where did the Vikings settle and why? (Geography based) What does archaeology tell us about Vikings in Britain? (evidence lesson - Jorvik) What did the Vikings believe? What evidence could be found in Viking York? (Jorvik) How far did the Vikings travel and why? (Viking trading routes and traded items - mapping) What could Vikings craft? (Museum of artefacts) Why did they leave? What was the legacy of the Vikings in Britain? (linked to impact of Norse on English language)</p>	<p>Who were the Ancient Egyptians? When was the Ancient Egyptian civilisation? Link to Stone Age, Bronze Age, Iron Age and Romans in Britain) Why was the River Nile so important to Egyptians? (Geography link to rivers, mapping of Egypt) What can we learn from the discovery of Tutankhamun? What was everyday life like for the Ancient Egyptians? (Sources of evidence - primary and secondary sources) What did Ancient Egyptians believe in? How did Egyptians bury their dead? How do we know so much about the Ancient Egyptians? (Significance of hieroglyphs)</p>
<u>Substantive concepts</u> <i>What are the themes and concepts of the subject that are</i>	Invasion Conflict Settlement Evidence	Culture and beliefs Settlement Chronology Evidence

<i>building?</i>		
Where will the learning be used next?	Invasion and Conflict - Y6 World War 2	Culture and beliefs - Y5 Ancient Greece Settlement - Y5 Ancient Greece

<u>Year 5</u>		
Topics: Ancient Greece, The Victorians		
Enrichment opportunities: Hitchin Victorian School Museum, St Albans Museum Victorian court sessions		
	<u>Ancient Greece</u> <i>Ancient Greek life and achievements, influence on the Western World, legacy of Greek culture</i>	<u>The Victorians</u> <i>Changes in social history, significant turning point on British History</i>
<u>Prior learning</u> <i>Revisit and reactivate key concepts.</i>	Culture and Beliefs - Y4 Ancient Egypt Settlement - Y4 Ancient Egypt	Empire - Y5 Ancient Greece Changes in society - Y5 Ancient Greece Settlement - Y4 Ancient Egypt
<u>Substantive knowledge</u> <i>Content- What do you want the children to know and remember? Eg. Timeline, key dates and people, events, places etc...</i>	How did Athenian democracy change how people lived? What are the similarities and differences between Athens and Sparta? What impact did Alexander the Great have? Empire What was the Trojan War and its impact? What were the Olympics and why were they created? How did architecture, pottery, art and sculptures represent Greek culture? How did worshipping Greek Gods and Goddesses affect Greek life? What key developments in inventions and medicine were there?	What was the impact of expanding the British Empire? How does our quality of life now differ from the Victorian times? What were the positive and negative effects of the Industrial Revolution? How did the expansion of the railway impact people's lives? What key developments and inventions were there in the Victorian era? What effect did Florence Nightingale have on modern day medicine? Which individuals were significant during the Victorian era? How does the Victorian and modern day schooling compare?

<u>Substantive concepts</u> <i>What are the themes and concepts of the subject that are building?</i>	Empire Culture and beliefs Changes in society Democracy	Empire Changes in society Settlement
Where will the learning be used next?	Empire - Y5 Victorians Changes in society - Y5 Victorians Culture and beliefs- Y6 Mayans Democracy Y6- World War 2	Changes in society - Y6 World War 2 Settlement - Y6 Mayans

Year 6

Topics: The Mayan Civilisation, World War 2

Enrichment opportunities: RAF museum

	<u>The Mayan Civilisation</u> <i>Contrasting with British History</i>	<u>World War 2</u> <i>Significant turning point in British History, changes in social history</i>
<u>Prior learning</u> <i>Revisit and reactivate key concepts.</i>	Settlement - Y5 Victorians Culture and Beliefs - Y5 Ancient Greece	Changes in society - Y5 Victorians Democracy - Y5 Ancient Greece Invasion and Conflict - Y4 Vikings
<u>Substantive knowledge</u> <i>Content- What do you want the children to know and remember? Eg. Timeline, key dates and people, events, places etc...</i>	Where were the key Mayan settlements? What was the Mayan number system and how does it compare to our number system? Why was the Chichen Itza important to the Mayans? Who were the Mayan Twins and what impact did they have on Mayan culture and beliefs? Who were the Mayan Gods and how did they influence Mayan life? What was life as a Mayan child like and how does it compare to children in Britain now? Where did chocolate originate from and how is it	What events led to the outbreak of the War? What impact did Evacuation have on population and society? What was propaganda and rationing - what was their purpose? Who was Winston Churchill and why was he important? What was The Battle of Britain? Why was The Blitz a turning point in the War? How did the roles of women change during the War and what impact did this have on Britain moving forward. What is social migration and what impact did it have during and after WW2?

	different to modern day chocolate?	<p>What was D Day? Why was it important?</p> <p>Why were Atomic bombs invented and what impact did they have on the World?</p> <p>What was the overall impact of WW2?</p>
<p><u>Substantive concepts</u></p> <p><i>What are the themes and concepts of the subject that are building?</i></p>	<p>Culture and Beliefs</p> <p>Settlement</p>	<p>Invasion</p> <p>Changes in society</p> <p>Conflict</p> <p>Democracy</p>
<p>Where will the learning be used next?</p>	<p>KS3 curriculum</p>	<p>KS3 curriculum</p>