



## History Vertical Concepts

### Community and Family

#### Nursery

**Marvellous Me and Look at Me-** Begin to make sense of their own life-story and family's history.

**On the Move and On the Farm-** Show interest in different occupations.

#### Year 1

**What was life like for people in the past?** My local community was different for families at different times in history.

**How did people travel in the past?** In the past, communities were smaller because people could not travel so far.

Name and describe people who are familiar to them.

#### Year 3

**Prehistoric Britain:** In communities in history, different people often had very defined roles. The earliest communities and some families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves.

#### Year 5

**Ancient Rome:** Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth.

#### Year 7

Issues of modern slavery that remain in the world today

#### Reception

**Me and My World** - Talk about members of their immediate family and community.

**My Heroes-** Find out about real life heroes.

#### Year 2

**Local History-** How has my community changed over 4 different time periods? Exploring how our community has changed over time through lens of festivals, food and music.

**Explorers:** People in history lived in communities that look different to ours today. The similarities and differences between the lives of Sacagawea and Michael Collins.

#### Year 4

**Early Islamic:** Communities can be brought together by geographical location, or by a shared identity.

**Local History-** Coal Mining- The impact that mining had on the local area.

#### Year 6

**Anglo-Saxons:** Sutton Hoo is an archaeological site in East Anglia that houses many artefacts that tell us about Anglo-Saxon life. There were distinct classes of people in Anglo-Saxon England. Slaves were at the bottom of the hierarchy, and women were not much more important.

**Vikings:** Slaves could be taken from different communities based on their race, ethnicity or gender.



## History Vertical Concepts

### Quest for Knowledge

#### Nursery

We go to school to learn new things

#### Year 1

**Where did people live in the past?** It took a long time for the knowledge that we have today to develop

#### Year 3

**Prehistoric Britain:** Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today

#### Year 5

**Quest for Knowledge Unit:** The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word

**Quest for Knowledge Unit:** Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world

#### Year 7

Recognising and debating issues around 'decolonising' the curriculum and western

#### Reception

**Castles, Knights and Dragons-** Find out more about a historical figure who lived in a castle, and the people who worked in castles through books and online learning.

**Where We Live-** Look at historic pictures of their locality e.g. important buildings, high street, the school. Invite parents/grandparents to talk about what they remember.

#### Year 2

**Explorers:** Sometimes it was the contributions of important individuals that were important in advancing our knowledge

#### Year 4

**Early Islamic:** Knowledge was developed and shared across different civilisations across many continents

**Early Islamic:** Different civilisations place different values on knowledge and scientific development than others

**Local History-** Coal Mining- How coal mining has changed over time.

#### Year 6

**Anglo-Saxons:** Like the Romans, Anglo-Saxons were gradually **converted** to Christianity from Paganism by Augustine, who became the first Archbishop of Canterbury.



## History Vertical Concepts

### Power, Empire and Democracy

#### Nursery

We can choose to join in with a bully or to tell a teacher

#### Year 1

Everyone – including pupils – has some level of power, and they can choose to use it in good or bad ways (e.g. pupils have the power to join in with a bully, or to tell a teacher).

#### Year 3

**Ancient Egypt:** Different places have different systems of government. Some can be autocratic

**Ancient Egypt:** Empires are large areas of land that are controlled by one person or group of people

**Ancient Egypt:** People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have

**Roman Britain:** Drivers of power can be categorised into:

1. **institutional**
1. **economic**
2. **physical**
4. **intellectual**
5. **informal**

**Empires** form when one country or area exerts power over other areas.

#### Year 7

Understanding how power is legitimised and wielded in different contexts and

#### Reception

**Castles, Knights and Dragons-** Compare pictures of Queen Elizabeth II with those of historical queens (Queen Elizabeth I and Queen Victoria).

We can choose to join in with a bully or to tell a teacher

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#### Year 2

Pupils' power will come through their **personal power** to make choices.

**GFOL:** - The King or Queen in England has power to make new rules or laws

#### Year 4

**Ancient Maya:** Different civilisations across the world developed similar knowledge independently

#### Year 6

##### Power, Empire and Democracy

**Unit:** Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power

##### Power, Empire and Democracy

**Unit:** Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it