

# Fulbridge Academy

## History Curriculum

## Whole-school definition of history

**History** is the study of the past, in particular the changes over time that have occurred within human society.

- Where new learning is based on prior learning, the block starts with a revision session of that prior learning - each topic fits into a broad sweep of history alongside thematic studies within topics
- Each topic and lesson structured around an enquiry question
- Balance between substantive and disciplinary knowledge of history
- Overview includes learning points/objectives that need to be covered
- The lesson-by-lesson knowledge may be taught and learned more flexibly than is exactly specified in the curriculum document to ensure responsive teaching
- New vocabulary to be taught is given, along with previously taught vocabulary
- Key concepts (and related concepts) to be discussed across a block are shown

# Key concepts

Nine **key concepts** of history repeat throughout the curriculum. (In brackets, you will see other important related concepts.) These provide lenses through which to consider the different aspects of history:

**community & culture** - (agriculture, architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)

**conflict & disaster** - (conquest, liberation, occupation, military, peace, surrender, treaty, war)

**exploration & invention** - (discovery, migration, navigation, progress, tools)

**hierarchy & power** - (country, democracy, empire, equality, government, law, monarchy, oppression, parliament, peasantry, politics, prejudice, slavery, poverty, protection, tyranny )

**cause & consequence**

**change & continuity**

**similarity & difference**

**evidence & interpretation** (eye-witness, source)

**significance**

second order concepts (i.e. those relating to the disciplinary knowledge of history)

Our key concepts, including the second-order concepts of history, were derived in reference to notable work on this subject, including The Historian's Toolkit ([link](#)) and that from The Historical association ([link](#)). In addition, the need to adapt the key concepts for a primary setting was considered.

# Year 1

# Year 1 Overview

Block 1

History of shopping (within living memory)

Block 3

History of transport

Block 5

History of communication

# Year 2

## Year 2 Overview

Block 1

The Great Fire of London

Block 3

Nurses from History

Block 5

History of Peterborough

# Year 3

## Year 3 Overview

Block 1

The Stone Age, the Bronze Age, the Iron Age and the transition to agriculture

Block 3

Ancient Egypt

Block 5

The Ancient Civilisations of Sumer, the Indus Valley and Shang Dynasty China

# Year 4

## Year 4 Overview

Block 1

Ancient Greece

Block 3

Ancient Rome and Roman Britain

Block 5

The Anglo-Saxons, the Vikings and the Norman Conquest

# Year 5

# Year 5 Overview

Block 1

Early Islamic civilisation

Block 3

The Tudors

Block 5

The kingdom of Benin

# Year 6

# Year 6 Overview

Block 1

The Industrial Revolution and the Victorians

Block 3

World War 2

Block 5

Civil rights and human rights icons