

# United Curriculum

## Primary History

For Teachers



**United Curriculum**  
Primary  
Part of United Learning

# United Curriculum Principles



**Building on the Framework for Excellence, The United Learning Primary Curriculum has six core principles:**

- **Entitlement**  
All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it
- **Coherence**  
Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects
- **Mastery**  
We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts
- **Adaptability**  
The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes
- **Representation**  
All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience
- **Education with character**  
Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart

**Subject-specific rationales are built on these six principles.**



# United Curriculum Principles: History



The United Curriculum for history provides all children, regardless of their background, with:

- **Coherent** and **chronological substantive knowledge** of the history of the Britain and the wider world, selected to build pupils' understanding of three vertical concepts. These vertical concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help pupils gain a deep understanding of complex, abstract ideas:
  - **Quest for knowledge**  
How do people understand the world around them? What is believed; what is known; what scientific and technological developments are made at the time? How is knowledge stored and shared?
  - **Power, empire and democracy**  
Who holds power, and what does this mean for different people in the civilisations? How is power wielded and legitimised? How are people's rights different in different historical contexts?
  - **Community and family**  
What is life like for people in different societies? How are these societies structured? How are family and community relationships different in different historical contexts?
- Opportunities for all pupils to **see themselves reflected** in the curriculum, but also to be taken **beyond their own experiences**. The history curriculum teaches pupils about civilisations from across the world, and always incorporates the experiences – positive and negative – of ethnic minorities in the history of Britain.
- Grounding in core **disciplinary knowledge**, and the ability to approach challenging, historically-valid questions.
- An **excitement** for history, which inspires a curiosity to learn more about the past.



# United Curriculum: History



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b>Marvellous Me &amp; Look at Me</b> [Aut1]</p> <p>Talking about family members and family routines, and exploring how children have changed since they were babies</p>	<p><b>Me and my world</b> [Aut1]</p> <p>Talking about different family members and their roles in more depth</p> <p><b>My heroes</b> [Aut1]</p> <p>Comparing heroic characters from the past and present</p>	<p><b>My family history</b> [Aut 2]</p> <p>An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory</p>	<p><b>Local history: community &amp; family</b></p> <p>Using primary and secondary sources to learn how our local community has changed over time.</p>	<p><b>European history: Prehistoric Britain</b> [Aut 2]</p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p>	<p><b>North American history: Ancient Maya</b></p> <p>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p>	<p><b>European history: Ancient Rome</b></p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</p>	<p><b>European history: Settlement by Anglo-Saxons</b> [Aut 1]</p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p>
Spring	<p><b>On the move</b> [Spr1]</p> <p>Exploring occupations related to transport</p> <p><b>On the farm</b> [Spr2]</p> <p>Exploring occupations related to farming</p>	<p><b>Castles, knights and dragons</b> [Spr1]</p> <p>Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens</p>	<p><b>How did people travel in the past?</b></p> <p>The development of transport by land, sea, air and space and the roles of key individuals</p>	<p><b>Great Fire of London</b> [Spr 2]</p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London</p>	<p><b>African history: Ancient Egypt</b></p> <p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p>	<p><b>Asian history: Early Islamic Civilisation</b></p> <p>The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology</p>	<p><b>European history: Roman Empire in Britain</b></p> <p>The Roman conquest of Britain, and how the Romans maintained power in Britannia</p>	<p><b>European history: Viking age</b> [Spr 2]</p> <p>Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation</p>
Summer		<p><b>Where we live</b> [Sum1]</p> <p>Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults</p>	<p><b>Where did people live in the past?</b></p> <p>How homes looked different in the past, using pictures and videos</p>	<p><b>Comparison of explorers</b></p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins</p>	<p><b>European history: Ancient Greece</b> [Sum 2]</p> <p>The contributions made by the city-states of Ancient Greece, and how these influence our lives today</p>	<p><b>European history: Local History</b></p> <p>Why is [X] famous today?</p> <p>How has [local feature] been important in our community?</p> <p>How has migration shaped our community?</p>	<p><b>Global history: Quest for knowledge</b> [Sum 2]</p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</p>	<p><b>Global history: Power, empire and democracy</b></p> <p>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today</p>

