KHALSA PRIMARY SCHOOL
HISTORY OVERVIEW

INTENT

Khalsa Primary School aims to ignite children's curiosity about history, both in Britain and the wider world.
We are determined to equip every child with the best possible start to their education and make their own unique difference to society. History is an area that children can learn detailed knowledge about the world and significant events through time. History holds crucial life skills such as empathy, persuasive reasoning, and independent thinking, all of these skills are highly valued in adulthood. With this in mind, our school strives to deliver a high-quality history curriculum meticulously designed and organised to provide our pupils with a solid and interconnected knowledge of British, local, and global history.

Enrichment Opportunities in History

Children across the school take part in a range of enrichment opportunities to bring their history learning to life and deepen their understanding of the past. Educational visits to places of historical significance, including Windsor Castle, Maidenhead Heritage Museum, Eton College Museum and Hampton Court Palace, allow children to explore history beyond the classroom and make meaningful connections with their learning. History-related workshops, including Roman and World War workshops, provide immersive experiences that develop children's historical knowledge and curiosity. Where appropriate, children have opportunities to explore historical artefacts, investigate sources and learn from visiting experts, helping them to develop their understanding of how we learn about the past. Links to local history enable children to explore how their local area and community have changed over time. Throughout the year, assemblies commemorate important historical events and introduce children to significant historical figures who have made an impact. In November, children learn about the significance of Remembrance Sunday and the importance of observing a minute's silence, developing their understanding of remembrance and its relevance today.

These enrichment opportunities encourage children to appreciate different cultures, perspectives and ways of life, while developing an understanding of how the past has shaped the present.

	Autumn 1/2	Spring 1/2	Summer 1/2
Nursery	History	History	History
	What was I like when I was a baby?	**What is my family like?**	**What is the life story of my Family?**
	Key Content: Begin to make sense of their own life-story and family's history. Talk about photographs of themselves when they were younger.	**Key Content:** Begin to make sense of their own life-story and family's history. Talk about memories of special times, people or places.	**Key Content:** Focus Begin to make sense of their own life-story and family's history. Retell what their parents say about their life story and family history.
	Key vocabulary: baby, adult, change, growing-up	**Key vocabulary:** family, birthday, age, change	**Key vocabulary:** life-story, parents, home, family
	Autumn 1/ 2	**Spring 1/ 2**	**Summer 1/2**
Reception	History	History	History
	How has transport changed over time?	**How do we know that dinosaurs were real if they are not here now?**	**What changes occur in plants and minibeasts?**
	Key Content: Our key objective for this unit is children to ask and answer questions and consider the views of others. Children research using a range of sources and put dates and events in chronological order. To understand and talk about the past and present in relation to transport and understand important events and people. To find similarities and differences in transport and find out about changes over time.	**Key Content:** Our key objective for this unit is children to locate where they think dinosaurs would go on a timeline. To use common words and phrases relating to the passing of time. To find answers to some simple questions about the past from simple sources of information. Children to know what we now know about dinosaurs from the sources we have used?	**Key Content:** Our key objective for this unit is for children to know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Key vocabulary: transport, cars, penny-father bicycle, trains, steam, electic, donkey, rockets.	**Key vocabulary:** past, extinct, dinosaurs, evolve, earth.	**Key vocabulary:** change, life-cycle, grow, past, present, future, time
	Autumn 1	**Spring 1**	**Summer 1**
Year 1	History	History	History
	What is History?	**Has England always had a King and Queen?**	**What is the important of our Prime Minister and Parliament?**
	Key Content: The 'Discovering History' unit introduces children to discipline of history and creates a solid foundation to help our children understand what a historian is, what an archaeologist is, and how sources and evidence help in uncovering facts about the past. Our key objective for this unit is for all pupils to understand that history is the story of the past. As the children move throughout the curriculum, their disciplinary knowledge (how knowledge is established and continues to be revised) in history will continue to be built upon in each year group.	**Key Content:** This 'Kings, Queens & Leaders' unit provides the foundation for understanding the changing power of the monarchy in Britain. It will explore how the power that Kings and Queens hold has changed over time, from the all-powerful monarchs who could dictate how the country was run and managed, to the establishment of parliament which created a check on the power of the King or Queen. Understanding this change will create a foundation for children who will go on to understand modern society and politics today.	**Key Content:** This unit directly builds on from the 'Kings, Queens & Leaders' unit. Told like stories, the children will be introduced to historically significant events that highlight the development of British democracy, including the introduction of the Bill of Rights and the introduction of the first Prime Minister: Robert Walpole. As well as learning about the changing role of Parliament, and the introduction of the office of Prime Minister, the children will also learn about what Parliament and the Prime Minister do today. This includes looking at changes in living memory, such as the change in government/Prime Minister/local MP. Through roleplay, children will experience what it is like to vote, and how all the votes are counted and the person who has the most votes wins. This activity will support fruitful conversations around some of the difficulties of voting, especially when everyone has different opinions.
	Key vocabulary: History, historian, pre-history, archaeologist, artefact	**Key vocabulary:** throne, sceptre, Majesty, reign, baron, the Magna Carta, civil war, royalty	**Key vocabulary:** Bill of Rights, parliament, election, Prime Minister, government, political party, vote, budget, services

	Autumn 1	Spring 1	Summer 1
Year 2	**History**	**History**	**History**
	How did the Romans change Britain over time?	**Why do Historians study the Tudors?**	**How have people from the past changed the way we live today?**
	Key Content: This unit provides children with an early understanding of the Roman Empire in the familiar context of Britain, which will be built on in later years. This unit is the first real introduction of the key substantive concept of empire. Before this unit, they will have some understanding of power and monarchy from their units on Kings and Queens and Parliament and Prime Ministers. They will have also looked at what a country is when learning about the UK and Seven Continents in geography. This will enable them to develop a basic understanding of an empire being a 'group of states and/or countries ruled over by a single person or ruling power'.	**Key Content:** This unit provides children with an introduction to the Tudor monarchs. Chronologically, it leaps from the 'Romans in Britain' unit and focuses on another historically significant period in British history. Building on from the Y1 Kings, Queens & Leaders unit, this unit aims to deepen pupils' understanding of how Britain in the past was ruled. The pupils will learn that powerful dynasties, where power was inherited and passed down through generations predominately through the male line, ruled over Britain. This unit focuses on the lives on Henry VIII and his three children: Mary I, Elizabeth I and Edward VI. All three of Henry VIII children ruled over Britain at various points. Throughout the unit, the children will look at the Tudor family tree and learn about each monarch and look at how they sought to shape England during their reigns.	**Key Content:** This unit introduces key figures from the past and today, who have fought for human rights and helped others. This unit builds on chronologically from the history studied across KS1 and covers history spanning from the 19th century until the present day. Previously, the children have learned about powerful and significant people in time, such as kings and queens and prime ministers. In this unit, we look at the stories of some significant people who were not born into powerful positions (like a king or queen) but were able to use their voices to spread their beliefs to influence change. Pupils go on to develop their understanding of human rights as they progress through the curriculum.
	Key vocabulary: Empire, legion, cavalry, invasion, rebellion, emperor, defeat, aqueduct, centurion	**Key vocabulary:** Protestant, Catholic, The English Reformation, Dissolution of Monasteries, heir, execute, peasant	**Key vocabulary:** Empire, protest, boycott, activist, civil rights, campaign, climate change

	Autumn 1	Spring 1	Summer 1
Year 3	**History**	**History**	**History**
	What are the changes in Britain from the Stone Age to the Iron Age?	**What were the Greatest Achievements of the Ancient Egyptians?**	**How did life in England change between 450 and 1066?**
	Key Content: This unit builds on from 'Discovering History' in Year 1 which introduces children to the idea of 'prehistory'. It is important that all children understand that 'prehistory' means a time before written records, and they know that archaeologists find out about the past from what people left behind. It is likely that some children may have prior knowledge of 'prehistory', perhaps from books or films, but may hold misconceptions (such as Stone Age people lived with Dinosaurs!) Studying this unit helps children to understand the history of Britain as a coherent, chronological narrative, starting from the earliest times. Throughout the curriculum, children will build upon their knowledge of the history of Britain. This unit leads on well to the study of Ancient Egypt as children will be able to look for similarities and differences between civilisations in Britain and Europe, with the advanced civilisation in Egypt in Africa at some of the same points in time.	**Key Content:** This unit focuses on Ancient Egypt and follows on from The Stone Age to the Iron Age. These units cover some of the same time period which should allow children to make comparisons between what was happening in Egypt and Britain at the same point in time (for example, hieroglyphics were used in Egypt from c.3100 BCE while there was no equivalent writing system in Britain until the Roman invasion in 43 CE). During this unit, the children will look at Ancient Egypt's hierarchal society at this time. Children will look at social pyramids and be introduced to the terminology- slaves, Viziers, Craftsmen/Artisans, and Pharaoh. They will also learn about what it would be like to live in Egypt at this time- looking at how archaeologists have been able to find out about the food they ate, the clothes they wore, the houses they lived in and the jobs they did. The children will learn about the similarities and differences between the lives of the rich and the poor, and the lives of men and women at this time. This unit will also focus on fascinating Ancient Egyptian religious beliefs.	**Key Content:** This unit builds on chronologically from previous units include the Stone Age to the Iron Age, and Romans in Britain and covers approximately 650 years, from around 410 CE – 1066 CE. The pupils begin the unit recapping what they have learned so far about the Romans in Britain. They learn that after the Romans left, a mix of tribes from Germany, Denmark and the Netherlands began to migrate to England. The three biggest tribes were the Angles, the Saxons and the Jutes. This group of people are known today as the Anglo Saxons.
	Key vocabulary: Archaeologist, artefacts, prehistory, hunter-gatherer, nomad, druid, wattle and daub, long barrow, quern stone, hill fort, henge	**Key vocabulary:** River Nile, Black Land, irrigation, archaeologist, Pharaohs, artefacts, hieroglyphics, mummification, pyramid	**Key vocabulary:** Anglo-Saxon, Viking, kingdom, Scots, Picts, migration, settlement, raid, trade, invasion, Pagan, Danelaw, danegeld

	Autumn 1	Spring 1	Summer 1	
Year 4	**History**	**History**	**History**	
	How did the Ancient Greeks change the world?	**What was the is the difference between Life in Ancient Rome and life today?**	**What led to the fall of the Roman Empire?**	
	Key Content: This unit builds on chronologically from the study of Ancient Egypt. Children should have some prior knowledge of how civilisation began along the Nile in Ancient Egypt. It also elaborates on substantive concepts of power and democracy which were first developed in Year One in 'Kings and Queens' and 'Parliament and Prime Ministers', deepening children's understanding of both. This unit covers the National Curriculum requirement to study Ancient Greece, Greek life and achievements and their influence on the Western World.	**Key Content:** In this Year 4 unit, the pupils will learn about the changing political context of Rome, beginning by being governed by an absolute monarchy, to later the Republic and finally the Empire. Pupils will build on their substantive knowledge of the concepts of government and democracy, and, during this unit, will analyse how Rome was ruled compared with other ancient and modern civilisations, and how the role of democracy varied during the Roman Empire compared to Britain today. In addition, the pupils will also look at the social context of Ancient Rome and will learn about Rome's social classes, comparing the lives of patricians, plebeians and slaves (disciplinary concept: similarities & differences).	**Key Content:** Building on knowledge of Ancient Rome from the previous unit, the children will now look in more depth at the Roman Empire, how it expanded and ultimately fell. This unit will help children to understand how power and influence was important to the success of the Roman Empire, but ultimately how the struggle for power led to the fall of the Empire. Children will explore concepts such as empire, civilisation, conflict, and religion in this unit.	
	Key vocabulary: Ancient Greece, Athenian, Spartan, democracy, Persia, Olympics, legacy	**Key vocabulary:** Roman Empire, republic, Mediterranean, Latin, Pompeii, aqueduct, gladiator, forum	**Key vocabulary:** Punic Wars, assassinate, Pax Romana, persecution, barbarian, sack	

	Autumn 1	Spring 1	Summer 1	Summer 2
Year 5	**History**	**History**	**History**	
	Why was Baghdad 900 CE so Historically Significant?	**What do Historians believe led to abolition of Slavery?**	**To what extent did the Industrial Revolution change the lives of people in Britain in the 18th Century?**	**The Victorian Era – Golden Age or Dark Age?**
	Key Content: This unit builds chronologically from the Romans unit in LKS2. During this unit, children are building on well-established substantive concepts of power, religion, civilisation and conflict. Again, as has happened throughout their history curriculum, they see people rise and fall, power change hands and a violent end to a golden age in the history of a city. They also have a chance to build on their ideas of scholarship and wisdom through looking at the focus on academic study in Baghdad in c.900CE.	**Key Content:** Before teaching this unit, the children will have come across the concept of slavery in other contexts in the history curriculum, e.g. when they looked at Roman society. The children will also already have background knowledge of the British Empire, and how European powers colonised, competed, and traded goods across the world. During this unit, the children will build upon their knowledge of empire and slavery. They will look at the atrocities of the Transatlantic Slave Trade, looking at how and why the forced migration of millions of Africans took place. Teachers should use carefully chosen primary and secondary sources to teach children about how enslaved Africans were treated, what conditions were like on the 'Atlantic Passage' and what life was like for enslaved Africans who worked on the plantations.	**Key Content:** This unit builds on chronologically from children's knowledge of the Transatlantic Slave Trade. During the 'Transatlantic Slave Trade' unit, the children learned how Britain imported and exported goods at this time. When the children learn about the significance of cotton during the Industrial Revolution, they will understand that much of the cotton used in Britain had been imported from America and India, and often grown by enslaved workers. During this unit, the children will look at the similarities and differences between the impact that the Industrial Revolution had on the lives of the rich and the poor; a theme that has been explored across the curriculum, (e.g., looking at the lives of the rich and poor during Ancient Egypt)	**Key Content:** This unit builds on from the unit on from the Industrial Revolution and looks at life in Britain during the Victorian Age. Before teaching this unit, children should have learned about what happened during the Industrial Revolution and have some knowledge of the British Empire. During this unit, the children learn about the significant life of Queen Victoria: both her personal life and some of her decisions as a monarch, including her involvement with the British Empire. In addition to the political context of this time, this unit also delves deeper into the social aspects of Victorian Britain, looking in particular at the lives of the poor. During the unit, children will consider the similarities and differences between the lives of the rich and the poor in Victorian England. Children will have access to

				primary sources to explore what it was like to live in a Victorian slum or Workhouse and discuss how attitudes to the poor were reflected in new legislation. Teachers may wish to consider the local context in this unit and use local primary sources.
	Key vocabulary: Scholarship, civilisation, City of Peace, House of Wisdom, Mongols	**Key vocabulary:** Transatlantic slave trade, enslaved Africans, Atlantic passage, plantation, abolitionists	**Key vocabulary:** Industrial Revolution, Locomotive, cottage industry, factory, cotton spinning machine, mass production	**Key vocabulary:** Victorian Age, Industrial Revolution, urbanisation, slum, cholera, workhouse, The Great Exhibition
	Autumn 1	**Spring 1**	**Summer 1**	**Summer 2**
Year 6	**History**	**History**	**History**	
	What were the causes of WWI?	**Who were the Suffragettes and what impact have they had on life today?**	**How did people in Britain help support the allies win the war? (WWII unit along with some contextual learning from Rise of Hitler)**	**How has Britain become a more equal society over time?**
	Key Content: This unit builds on chronologically from children's learning in Year 5 and allows children to apply their knowledge of Britain before the war to develop a deeper understanding of the causes and consequences of World War I on Britain, and the wider world. This unit focuses on developing two key substantive concepts: Empire and War. An understanding of the role that empire played in European politics at this time is essential to understanding the growing tension that eventually sparked the First World War. The children will begin this unit looking at the causes that led to the war.	**Key Content:** This unit builds on from the World War I unit studied in Autumn. Although chronologically the Suffragette movement began before World War I, World War I is taught first so that children have the background knowledge regarding the role that women played in the war as well as the Representation of the Peoples Act that followed. The children have looked at the role of women across the curriculum, including how women were denied the right to vote in Athens, as they were not classed as citizens, and the role of women in Ancient Egypt.	**Key Content:** Throughout this unit, children will be encouraged to make connections between what they learned about World War I and other wars in the past. The unit begins by securing essential background knowledge about the war before looking in more depth- including when and where it took place, and who was involved. We will emphasise that this was a 'world war'. Maps will be provided to locate where battles took place, and children can be encouraged to use their geographical knowledge to locate battles that took place on a map of the world. Children will understand the significant role people from across the empire played in supporting allied forces.	**Key Content:** This unit is taught as the last unit in Year 6, as it provides children an opportunity to apply their knowledge from across the history curriculum to enable them to study an important theme in British and world history- the history of human rights and equality. Throughout the curriculum, the children have gained a coherent and chronological understanding of the history of Britain and the wider world and have studied the lives of people from different backgrounds, ethnicity, religion, and gender. In this unit children can use this knowledge to enable them to make connections, think critically, and use evidence to support their judgements.
	Key vocabulary: Imperialism, alliance, mechanised warfare, chemical warfare, trench warfare, no-man's-land, home front, conscription, armistice	**Key vocabulary:** Suffrage, electorate, democracy, campaign, petition, anti-suffragism, hunger strike, suffragist, suffragette	**Key vocabulary:** Encryption, the Blitz, evacuation, the Holocaust, genocide, Enigma Machine, Operation Sealion, propaganda	**Key vocabulary:** Human rights, discrimination, race, ethnicity, equality, feminism, treaty, convention