

Progression in the PKC History: A Summary

Our curriculum has been designed to be the 'progression model' by setting out the specific knowledge we want children to learn, ordering it coherently and building in opportunities to check that children are remembering what they have been taught.

This means that as children progress from unit to unit, year to year, they will be learning more and remembering more in history.

Pupils progress in history through developing their substantive and disciplinary knowledge.

- **Substantive knowledge** means their knowledge about the past. This includes their knowledge of when things happened and their understanding of substantive concepts.
- **Disciplinary knowledge** is their knowledge of the discipline. This includes how historians investigate the past, construct claims, arguments, and accounts.

Substantive and disciplinary knowledge are used in combination when pupils analyse sources or construct historical arguments.

Using this document

This document has been designed to support teachers and leaders with understanding how the curriculum enables children to make progress in history, which will support them with ensuring the curriculum is enacted effectively in school. This document is **not** designed to be used as a checklist, assessment document or to be used with children.

Aims of the National Curriculum

The PKC has been designed to support pupils with securing historical knowledge that enables them to build the foundations needed to meet the aims of the National Curriculum in England. The aims set out in the National Curriculum are overarching aims of the history curriculum from the beginning of Key Stage 1 to the end of Key Stage 3. The 6 core aims of the curriculum are to:

British History	know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
World History	know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
Historical perspective	gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales
Substantive Concepts	gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
Disciplinary Knowledge	understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
Disciplinary Concepts	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

British History

One of the aims of the National Curriculum for key stages 1-3 is that pupils should:

- *know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world*

The PKC History Curriculum supports pupils to do this by:

1. Building coherent, chronological frameworks across the curriculum

Pupil's chronological knowledge relates to their knowledge of broader chronological frameworks, narratives and features of historical periods which support them to develop a 'sense of period'. Within KS1 and KS2, pupils study a wide breadth of historical periods and are supported to make connections between new content they are studying and what they have learned previously, adding to their mental timeline as they progress through the curriculum. These units support pupils with developing a coherent chronological narrative of British history and are taught in a largely chronological order within phases to help pupils understand how aspects of the past have impacted on what happened later on in time (e.g. making connections between the British Empire, Slave Trade and the Industrial Revolution).

1. Studying the lives of significant individuals who have shaped British history

Throughout the history curriculum, pupils learn about a diverse range of people in the past who have in some way shaped the British nation. This includes individuals who were born into powerful positions, such as Henry VIII, whose decision to 'break with Rome' and create the Church of England had a significant impact on religious practices in Britain, as well those in less powerful positions such as the code-breakers, Mavis Batey and Alan Turing, who made significant contributions during World War II.

1. Making connections between local, national and global history to understand how Britain has influenced, and been influenced by the wider world

PKC History is a geographically broad curriculum designed to develop pupils understanding of the interconnectedness of human history. Through studying stories from different scales, from local through to global perspectives, pupils are able to deepen their understanding of modern multi-cultural Britain today.



Developing chronological understanding: British historical periods studied across the curriculum

	Key Stage 1	Key Stage 2
Early Britain (Before 400 CE)	Discovering History Romans in Britain	The Stone Age to the Iron Age
Medieval/Middle Ages (400-1500 CE)	Kings, Queens and Leaders Parliament and Prime Ministers	The Anglo Saxons, the Scots and the Vikings
Early Modern (1500-1800 CE)	The Tudors	The Industrial Revolution
Modern (1800 CE to the present day)	Kings, Queens and Leaders Parliament and Prime Ministers Powerful Voices	The Industrial Revolution The Victorian Age World War I The Suffragettes World War II

Example of some key narratives studied across the curriculum which support pupils with understanding British history over time

EYFS	KS1	LKS2	UKS2
<p>Children begin by looking at their family history and are introduced to simple language that supports with building a sense of chronology, e.g. ‘a long time ago when grandparents were little’. They build on this when they look at ‘Stories from the Past’.</p> <p>Children learn about transport in the past and today, including George Stevenson and the Steam Train– they will look at this again in Year 1 when they look at transport in ‘Discovering History’ and in Year 5 when they study the Industrial Revolution.</p> <p>Children learn about the importance of farming. This will be built upon in Year 3 when the children look at the ‘Agricultural revolution’ in Britain – the introduction of farming in Neolithic Britain.</p> <p>The children learn about British kings and queens, including King Charles III, Elizabeth II and King John and the Magna Carta. They will continue to learn about the British monarchy across the curriculum, starting in Year 1 with ‘Kings, Queens and Leaders’.</p>	<p>Children begin their formal history education with ‘Discovering History’ – a unit designed to introduce pupils to the discipline to history. This unit looks at local and national history, including local transport, and archaeological discoveries such as ‘Must Farm’ that help us learn more about early Britain.</p> <p>Children build on their knowledge of British monarchy in KS1 through learning about significant stories of kings and queens from a range of time periods, including King John and the Magna Carta, Charles I and the English Civil War, Henry VIII and Elizabeth I. These units explore the themes of power and religion which are built upon in KS2.</p> <p>The children study the Romans in Britain in KS1 and are introduced to the concept of ‘empire’. The children will build on this knowledge, including the impact of the Romans on Britain and the wider world, in LKS2.</p> <p>Children begin to learn about democracy in Britain and the history of Parliament and Prime Ministers. This is built upon in KS2.</p>	<p>Children begin KS2 learning about Britain from the earliest times, looking at important aspects of British history that took place from the Stone Age to the Iron Age, including the introduction of farming, settlements, migration and religious practises.</p> <p>Building on from this, children will also study the Anglo Saxons, the Scots and the Vikings, looking again at society, settlements, migration and religion.</p> <p>Retrieving prior knowledge from the Romans in Britain, studied in KS1, children will study the Romans in more depth in LKS2, supporting children to develop a coherent chronological narrative of early Britain.</p>	<p>The children will be introduced to the British Empire and Transatlantic Slave Trade when they study the Industrial Revolution, and look at the how the Industrial Revolution in the UK was interconnected with the wider world.</p> <p>Following on from this, pupils study the Victorian Age, building on their knowledge of the empire, as well as looking at the State and society, and the impact on the lives of different people at the time.</p> <p>The children look at the impact of WWI and WWII on British society, including the move towards universal suffrage. The children also look at the Suffrage movement in more depth when they study the British Suffrage movement.</p>

World History

One of the aims of the National Curriculum for key stages 1-3 is that pupils should:

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

The PKC History Curriculum supports pupils to do this by:

1. Introducing pupils to significant aspects of the history of the wider world, including the achievements and atrocities committed by humankind across the ages

The PKC history curriculum is rich and diverse and introduces pupils to historically significant aspects and events of the past, including the two World Wars. The curriculum includes the stories of many well-known people in the past, such as Alexander the Great and Julius Caesar, as well as looking at the lives of more ordinary people who may have been previously overlooked, such as the lives of ancient women.

2. Building knowledge of diverse ancient civilisations

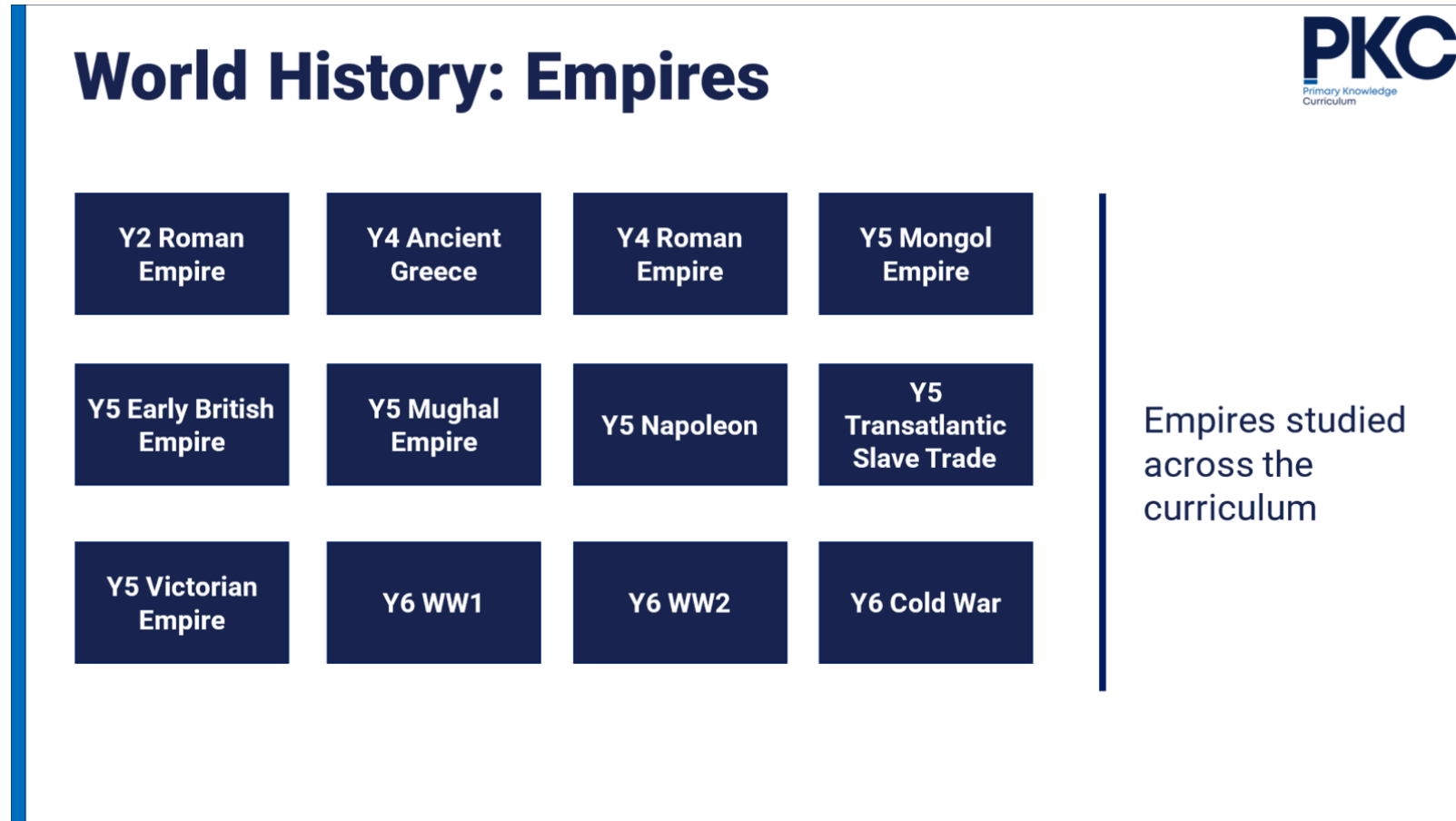
The key ancient civilisations covered in depth are: **Ancient Egypt, Ancient Greece, and Ancient Rome**. In addition, the children learn about the Ancient Persian Empire when they study Ancient Greece. If following PKC Geography, the children will also learn about the Ancient Incan civilization and Ancient Africa. The children also build on their knowledge of Ancient Greece, Egypt and Rome in PKC Art when they look at paintings depicting ancient myths in KS1, Art of Ancient Egypt and the Parthenon in Year 3 and monuments of Ancient Rome in Year 4.

3. Providing an in-depth study of a non-European society that provides contrasts with British history

The PKC history curriculum provides an in-depth study of Baghdad c. 900 CE which includes the rise of Islam.

4. Developing an understanding of the rise and fall of empires across time and place

The PKC history curriculum ensures that by the end of KS2, children have begun to develop a secure, historicised understanding of what an empire is, examples of empires across time and place, and some understanding of the impact of empire building on politics and people.



Understanding empire is a significant concept taught in our curriculum as we believe it to be essential to understanding modern Britain and the wider world today. Although we now view nation-states as the most common method of governing people, empires have been the most common type of political entity; more people have lived under empires than any other type of government.



Historical Period studied across the curriculum: Wider world

	Key Stage 1	Lower KS2	Upper KS2
Before 400 CE	Discovering History Romans in Britain	Ancient Egypt Ancient Greece Ancient Rome	
400-1500 CE		Ancient Rome The Anglo Saxons, the Scots and the Vikings	Baghdad c.900CE
1800 CE to the present day	Powerful Voices		World War I World War II

Local, national and global history

Schools need to add in their own local context to the PKC history curriculum. The PKC history curriculum supports schools to make connections between national and international developments. An understanding of the interconnectedness of the history of the wider world and national and local history grows over time as pupils progress through the curriculum. Here are some examples of this in the PKC history curriculum:

	Local	National	World
KS1	<p>Y2 Romans in Britain – local example of a Roman town</p> <p>Y2 The Tudors – Tudor life/buildings/monasteries in the local area</p>	<p>Y2 Romans in Britain – Roman invasion of Britain, Boudicca’s rebellion, towns, Hadrian’s Wall, roads, aqueducts, canals</p> <p>Y2 The Tudors – life in Tudor England, Church of England, Elizabethan Religious Settlement</p>	<p>Y2 Romans in Britain - the Roman Army and growth of the Roman Empire across the world</p> <p>Y2 The Tudors - Henry VIII’s relationship with the Pope and queens from other countries. Religious debates happening outside of Britain</p>
LKS2	<p>Y3 Stone Age to Iron Age – through a local lens (e.g. hill forts, archaeological sites)</p> <p>Y3 Anglo Saxons, the Scots and the Vikings – through a local lens e.g. Anglo Saxon kingdoms</p>	<p>Y3 Stone Age to Iron Age – archaeological sites (e.g. Howick House, Stonehenge) hill forts, farming, weapons, religious ceremonies</p> <p>Y3 Anglo Saxons, the Scots and the Vikings – life in Anglo Saxon settlements, the rise of Christianity</p>	<p>Y3 Stone Age to Iron Age – making a connection with what was happening globally at the same time – e.g. Ancient Egypt</p> <p>Y3 Anglo Saxons, the Scots and the Vikings – looking at migration and invasion, including the Saxons and the Vikings</p>
UKS2	<p>Y5 The Industrial Revolution - impact locally of the industrial revolution, railways</p> <p>Y5 The Victorian Age – Victorians locally – e.g. local workhouses</p>	<p>Y5 The Industrial Revolution – at a national scale (e.g. mill and coal towns)</p> <p>Y5 The Victorian Age – reign of Queen Victoria, urbanisation, industrialisation</p>	<p>Y5 The Industrial Revolution – impact on world, position and status of Britain, global trade, the Transatlantic slave trade and cotton industry</p> <p>Y5 The Victorian Age – Victorian empire building</p>

Substantive concepts across the curriculum

There are a wide range of substantive concepts taught across the curriculum. Some are more general and can be applied across multiple units, e.g. 'empire' and 'monarchy', and some more specific to time period or event being studied, e.g. 'expansionism'.

<p>KS1</p>	<p>ancestry monarchy law tax parliament religion civil war power democracy</p>	<p>civilisation empire invasion conquer rebellion protest civil rights equality</p>	
<p>KS2</p>	<p>society migration religion trade conflict civilisation power hierarchy invasion law settlement</p>	<p>government war dynasty alliance tax social hierarchy slavery urbanisation industrialisation imperialism poverty</p>	<p>propaganda warfare genocide monarchy empire feminism suffrage equality democracy patriotism</p>

Example of some key substantive concepts/ themes taught across the curriculum

In the curriculum, there are core concepts, or themes, that are explored in meaningful contexts across the curriculum. These concepts are generative, enabling children to build a deeper understanding over time which will support them in secondary and beyond.

	Key Stage 1	Lower KS2	Upper KS2
Society	<p>Parliament and Prime Ministers – how we are governed and how people vote</p> <p>Romans in Britain – life in Roman towns</p> <p>The Tudors – Tudor feudal society, comparing the lives of the rich and poor</p>	<p>The Stone Age to the Iron Age – how society was organised, from Mesolithic hunter-gatherers to larger societies who were able to work together to construct larger structures, e.g. Iron age forts, Stonehenge</p> <p>Anglo Saxon, the Scots and the Vikings – looking at Anglo Saxon and Viking settlements, Danelaw and how Britain was divided into kingdoms during this period.</p> <p>Ancient Egypt – the social hierarchy of Ancient Egypt</p>	<p>The Industrial Revolution – the move from a society based on hand manufacturing and more rural settlements, to urbanisation and industrialisation.</p> <p>The Victorian Age – life in Victorian cities, the Poor Law and the Workhouse, leisure and Victorian inventions that impacted on the way people lived their lives</p> <p>World War I – life on the Home Front, how people were governed</p> <p>The Suffragettes – society’s treatment of women</p>
Power	<p>Kings, Queens and Leaders – the role of the monarch and challenges to their power</p> <p>Parliament and Prime Ministers – the changing role of the monarchy and the introduction of Parliament, as well as the role of the Prime Minister and Parliament today.</p> <p>Romans in Britain – Boudicca’s resistance to the Roman invasion of Britain</p> <p>The Tudors – Tudor feudal society, the power of the monarchy and the Church.</p> <p>Powerful Voices – the way that people, not born into powerful positions, have had an impact on the world</p>	<p>Ancient Egypt – social hierarchy, pharaohs seen as Gods on Earth</p> <p>The Anglo Saxons, the Scots and the Vikings – Anglo Saxon Kingdoms and the fight for power with the Vikings, Danelaw</p> <p>Ancient Greece – the origin of democracy</p> <p>Ancient Rome – power of the empire, governance in Rome from absolute monarchy to republic and empire, Julius Caesar as dictator-for-life</p>	<p>The Industrial Revolution – power of the wealthy elite</p> <p>The Victorian Age – the power of the monarchy and the impact of laws passed by the powerful</p> <p>The Suffragettes - those excluded from power and the power that comes from having the right to vote</p>



	Key Stage 1	Lower KS2	Upper KS2
Monarchy	<p>Discovering History – the concept of a family tree and the royal family in Britain</p> <p>Kings, Queens and Leaders – what a king/queen is, what they do. Looking at the reigns of some significant monarchs including King John I, Henry III and Charles I</p> <p>Parliament and Prime Ministers – challenges to the power of the monarchy, James II, Mary II and William of Orange, Simon de Montfort’s Parliament and King George I</p> <p>The Tudors – the Tudor dynasty (Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I)</p>	<p>Ancient Egypt – pharaohs</p> <p>Anglo Saxons, the Scots and the Vikings – leaders of Anglo Saxon Kingdoms, Alfred the Great</p> <p>Ancient Rome – Rome’s absolute monarchy</p>	<p>The Victorian Age – reign of Queen Victoria</p>
Democracy	<p>Parliament and Prime Ministers – the changing role of the monarchy and the introduction of Parliament, as well as the role of the Prime Minister and Parliament today</p>	<p>Ancient Greece – Athenian democracy</p> <p>Ancient Rome – the transition from absolute monarchy to Republic and then to Empire</p>	<p>World War I – The Defence of the Realm Act passed in Parliament</p> <p>The Suffragettes – the fight for universal suffrage</p>
Religion	<p>Kings, Queens and Leaders – religion in Britain at the time, Oliver Cromwell and puritan beliefs</p> <p>The Tudors – looking at the Reformation, ‘break with Rome’, and the ‘dissolution of the monasteries’ during the reign of Henry VIII. Studying the impact that Tudor monarchs had on religious policy and the religious lives of people at the time.</p>	<p>The Stone Age to the Iron Age – religious beliefs during this period</p> <p>Ancient Egypt – gods and goddesses, afterlife, Pharaohs represented Gods on Earth</p> <p>Anglo Saxons, the Scots and the Vikings – looking at polytheistic religious beliefs and the rise of Christianity</p>	



	Key Stage 1	Lower KS2	Upper KS2
Empire	<p>Romans in Britain – what an empire is and the impact of the Roman invasion on Britain</p> <p>Powerful Voices – Gandhi’s peaceful protests against the British Empire</p>	<p>Ancient Greece – Alexander the Great</p> <p>Ancient Rome – The Roman empire</p>	<p>Baghdad 900CE – Mongol empire</p> <p>The Industrial Revolution – link to the British Empire and trade</p> <p>The Victorian Age – the British Empire during the reign of Queen Victoria</p> <p>World War I and World War II – the role of European empire building, the involvement of empire in WWI and WWII</p>

Disciplinary Knowledge

Disciplinary knowledge is woven through the PKC history curriculum through each unit being studied. Pupils learn about how historians study the past, make meaning and construct claims, argument and accounts within the historical context that they are studying.

The disciplinary concepts taught in the curriculum fall into two categories:

1. Those focused on the processes by which evidence is established and accounts are constructed

- Sources and evidence
- Historical interpretations

2. Those focused on the types of arguments taught

- Cause
- Consequence
- Continuity and change
- Similarity and difference
- Historical significance

Historical interpretations

In Key Stage 2, pupils begin to learn about historical interpretations, including the ways in which the past have been represented and how and why different interpretations exist. For example, they discuss a number of different historical interpretations when they study WWI.

Sources and evidence

Pupils are given the opportunity to explore, discuss and analyse sources in each unit to develop their understanding of how historians use sources as evidence to back up their claims. For example:

KS1	LKS2	UKS2
<p>Y1 Discovering History – introduce to different types of sources, look at Mary Seacole’s autobiography</p>	<p>Y3 Stone Age to the Iron Age – looking at how we find out about the past, including how archaeological discoveries have challenged pre-existing beliefs e.g. Howick House, Cheddar Man</p>	<p>Y5 Baghdad 900 CE – the Alhambra, maps of trade routes, translated manuscript, tapestry on the Siege of Baghdad</p>
<p>Y1 Kings, Queens and Leaders – the Magna Carta</p>	<p>Y3 Ancient Egypt – artefacts and remains of villages, the Rosetta Stone, Howard Carter’s discovery of Tutankhamun’s tomb</p>	<p>Y5 The Victorian Age – painting of a Casual Ward, contemporaneous quotes, locally relevant sources</p>
<p>Y1 Parliament and Prime Ministers – Bill of Rights</p>	<p>Y3 Anglo Saxons, the Scots and the Vikings – Julius Caesar’s account of the Picts, extracts from the Anglo Saxon Chronicle, and looking at artefacts left behind which tell us about life at the time</p>	<p>Y6 World War I – first-hand accounts from soldiers, diary entry from Amar Singh</p>
<p>Y2 Romans in Britain – written sources and things the Romans left behind (e.g. armour, weapons)</p>	<p>Y3 Ancient Greece – the Parthenon, Elgin Marbles, Plutarch’s description of Spartan boys</p>	<p>Y6 The Suffragettes – NUWSS pamphlet, memoir of Frederick Pethick-Lawrence</p>
<p>Y2 The Tudors – analysing an image of Elizabeth I</p>	<p>Y4 Ancient Rome – preserved ruins of Pompeii</p>	<p>Y6 World War II – propaganda posters, speeches</p>
<p>Y2 Powerful Voices – quotes from people in the past</p>		

Types of arguments

These disciplinary concepts frame the questions and types of arguments that come up again and again in meaningful examples across the curriculum. Sometimes these concepts are discussed through questions discussed in lessons, including during the ‘Talk Tasks’, as well as being explored through ‘Tasks’ set by the teacher. These concepts frame the enquiry questions set for the end of unit assessments. Here are some examples across the curriculum:

Causation	Consequence	Change and continuity	Similarities and difference	Historical significance
<p>Y1 Kings, Queens and Leaders – what caused the barons to force King John to seal the Magna Carta?</p> <p>Y3 Ancient Egypt– Why was the location of Egypt a good place for an ancient settlement?</p> <p>Y4 Ancient Rome– What motivated Brutus and Cassius to assassinate Julius Caesar?</p> <p>Y6 World War I – what were the causes of the war?</p>	<p>Y2 The Romans in Britain - what was the impact of the Romans in Britain</p> <p>Y3 Ancient Greeks – legacy of Ancient Greece</p> <p>Y6 World War I – what were the consequence of the war</p>	<p>Y1 Parliament and Prime Ministers – how has democracy changed over time?</p> <p>Y2 Romans in Britain – how did the Romans change Britain?</p> <p>Y3 Stone Age to the Iron Age – what changed and what stayed the same?</p> <p>Y3 Anglo Saxons, the Scots and the Vikings – how did life change between 450 and 1066?</p> <p>Y5 The Industrial Revolution – how society changed because of the Industrial Revolution</p> <p>Y5 The Victorian Age – how life during, and after, the Victorian era has changed/stayed the same</p> <p>Y6 World War I – how warfare changed with the first ‘modern war’</p>	<p>Y2 The Tudors – between the rich and poor, religious beliefs and practises between Catholic and Protestants</p> <p>Y3 Ancient Egypt – studying the lives of different people in Egyptian society</p> <p>Y3 Anglo Saxons, the Scots and the Vikings – looking at the similarities and differences between way of life/settlements for Anglo Saxons and Vikings, life of the rich and poor</p> <p>Y3 Ancient Greece – how the lives between rich/poor and males/females differed in this period</p> <p>Y4 Ancient Rome – how life in Ancient Rome was experienced differently by different people</p> <p>Y5 The Industrial Revolution – between those owning factories and those working in them.</p> <p>Y6 The Suffragettes – comparing how the NUWSS and WSPU campaigned for suffrage</p>	<p>Y1 Discovering History – why people study the past</p> <p>Y2 The Tudors – the significance of the Reformation</p> <p>Y2 Powerful Voices – beginning to develop children’s understanding that historians choose to study people who they think are ‘significant’</p> <p>Y3 Anglo Saxons, the Scots and the Vikings – why have these people been ascribed historical significance?</p> <p>Y4 The Romans – significance of Julius Caesar crossing of the Rubicon</p> <p>Y5 The Industrial Revolution – the invention of the steam engine</p> <p>Y5 The Victorian Age – Queen Victoria and Victorian inventions</p>

Skills in history

We must be careful when thinking about how we measure progress of 'skills' in history'. Unlike in subjects like music and PE, the tasks we ask children to 'do' in history cannot be improved in isolation through repeated practice. Therefore, we cannot measure discrete skills in history, as our skills in history are dependent on our level of background knowledge (both substantive, and disciplinary).

The type of tasks we engage with in our history lessons include, but are not limited to:

- analysing sources
- making comparisons and drawing contrasts
- discussing and constructing historical narratives
- constructing informed responses, or arguments, through selecting and organising historical information

Progression in these areas is intrinsically linked to a pupil's substantive and disciplinary knowledge. For example, a pupil's ability to analyse a source well does not improve through engaging in discrete 'source exercises' but is dependent upon their knowledge of the historical content required to access the source, and their knowledge of how historians use sources.

The curriculum has been designed to develop both substantive and disciplinary through repeated encounters in meaningful contexts over time. There is no need for schools to create 'progression in skills' statements, such as 'I am beginning to analyse simple sources' as these marginalise knowledge and understanding, create additional workload and are not an effective way of measuring progress in history.