

**Hartburn Key History Concepts**

At Hartburn Primary School the children learn through a concept-based curriculum allowing them to learn beyond solely the topic facts. Concepts or ‘big ideas’ enable children to make connections between their learning and in turn gain a deeper understanding allowing them to make sense of the facts and the world around them. As part of our conceptual curriculum we involve the use of specific key questions which focus upon factual, conceptual and debatable content. Concepts are returned to throughout the year groups to ensure children have a clear understanding of them and their knowledge is held within their long-term memory.   
  
Empire Significant People Trade   
Hierarchy Voyage Invasion

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|  | Autumn | Spring | Summer |
| Y1/Y2 Cycle A | Childhood  Hierarchy | Bright Lights Big City  Hierarchy  Significant People | School Days  Hierarchy |
| Y1/Y2 Cycle B | Movers and Shakers Voyage  Invasion | Coastline  Voyage  Trade  Significant People | Magnificent Monarchs Hierarchy Empire |
| Y3/Y4 Cycle A | Through The Ages Voyage  Trade | Rocks, Relics & Rumbles  Significant People | Emperors and Empires  Empire Invasion |
| Y3/Y4 Cycle B | Invasion Invasion  Empire  Voyage | Misty Mountain  Trade  Significant People | Ancient Civilisations  Hierarchy Empire |
| Y5/Y6 Cycle A | Dynamic Dynasties  Hierarchy Empire | Sow Grow and Farm  Trade  Significant People | Groundbreaking Greeks  Hierarchy  Empire |
| Y5/Y6 Cycle B | Maafa Empire Trade | Frozen Kingdom  Voyage  Significant People | Britain at War Invasion |

Please find below a list of concepts that the children at Hartburn focus upon in History and our reasoning behind their choice.

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| Concept | What do children learn about this concept? | Year group |
| Empire  *Key vocabulary:*  Monarchy  Democracy  Conquer  Cause  Consequence | **Magnificent Monarchs:** In this project, children will learn about Queen Victoria and how she was the Queen of the United Kingdom and head of the British **Empire**. She supported social reform and laws to make the lives of poor people better. Her children and grandchildren married into the royal families of Europe.  **Emperors and Empires:** Pupils will learn about the Roman **Empire** and its impact on Britain. They will also study Boudicca, who was the warrior queen of the Celtic Iceni tribe. She rebelled against the Roman **Empire** because Emperor Nero tried to take the land of the Iceni tribe, charged unfair taxes and attacked her family. Children will learn that the Roman **Empire** grew over time, as the Roman army fought wars and conquered lands around the Mediterranean Sea, including countries in Europe, North Africa and the Middle East. The growth of the Roman **Empire** spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity.  **Invasion**: During this project, pupils learn about attacks from barbarian tribes on the Roman **Empire** and how they caused the Roman withdrawal from Britannia. They also learn about the many effects of the Roman withdrawal. These include: how citizens abandoned Roman towns, which became deserted, coins were no longer made so people bartered for goods, reading and writing declined and Britons rebuilt old hillforts and returned to their old, Celtic way of life.  **Ancient civilisations:** Pupils will learn about therise of the ancient Sumer **empire**. The concept of empire is explored as the children study the story of King Sargon the Great, the world’s first **emperor**.  **Dynamic Dynasties:** Children will learn about how power in ancient civilisations drove the growth of **empires** and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline.  **Groundbreaking Greeks:** Children will learn that after Alexander the Great’s death, his **empire** was shared amongst his generals. New dynasties were created, but infighting weakened ancient Greece. The Romans took control of Greece after the Battle of Corinth in 146 BC. They embraced Greek culture by adopting Greek gods and myths, making Greek an official language of the Roman Empire, borrowing sculpting techniques, attending Greek universities and using the Greek orders of architecture. This meant that Greek ideas spread throughout the Roman **Empire** instead of fading away.  **Maafa**: In this project, children will learn that a variety of kingdoms developed in Africa over the last 6000 years. Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the **Mali Empire**, were powerful, highly-evolved civilisations that created wealth and power from Africa’s abundant natural resources, trade and military prowess.  In the 1880s, European countries began to colonise Africa in the hope of trading with the continent, taking advantage of Africa’s natural resources and building their overseas **empires**.  Throughout the 20th century, black people from territories in the **British Empire** were recruited and invited to Britain. Troops came to fight in both World Wars, people of the Windrush generation arrived to help rebuild Britain after the Second World War and nurses were recruited to establish the NHS. Black people who came to live in Britain suffered racial discrimination, and many were treated unfairly. | **Year 1/2** (Cycle B) **Year 3/4** (Cycle A&B) **Year 5/6**  (Cycle A&B) |
| Hierarchy  *Key vocabulary:*  Monarchy  Democracy  Power  Parliament  Government  Rule | **Childhood:** Through the key concept, ‘**hierarchy’**, children will develop their understanding of **monarchy**. They will study important aspects of our monarch’s reign and explore significant events such as coronations of the past.  **Bright Lights Big City:** Through the key concept, ‘**hierarchy’**, children will develop their understanding of **monarchy**. Children will learn that Queen Elizabeth II is the current monarch of the United Kingdom and a monarch is a king or queen who rules a country. Their understanding of ‘democracy’ will also be developed during this unit of study**.** Children learn about significant London landmarks include the Royal Albert Hall, Tower Bridge, **Houses of Parliament**, Westminster Abbey, Big Ben, Buckingham Palace and Monument to the Great Fire of London. Children will learn about our **democratic government** and have an understanding of the term ‘**parliament**.’  **Magnificent Monarchs:** Children will learn that **hierarchy** is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their **hierarchy**, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.  Children will learn that the power of the English and British **monarchy** has changed over time. In the past, some monarchs had absolute power and could make their own rules and laws. Today, the Queen, Elizabeth II, is a constitutional monarch, which means that laws are made by **parliament** and the Queen represents the nation.  **Invasion**: Through the key concept, ‘**hierarchy’**, children will develop their understanding of **monarchy**. At the end of this project, pupils will know that England was not a peaceful kingdom after Athelstan. The kingdom was ruled by a succession of Anglo-Saxon and Viking **monarchs** who fought for power, until 1066, when Edward the Confessor died without leaving an heir to the throne. Children will understand how individual events linked to themes, such as ‘**hierarchy’** and the rise and fall of the **monarchy**, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.  **Ancient Civilisations**: Children learn that the king or lugal was at the top of the ancient Sumerian **hierarchy**. He made laws, led the army and ordered taxes to be paid. Priests and priestesses were next. They were powerful and told people how to behave to please the gods. The upper classes were successful merchants, scribes, high-ranking soldiers and other professionals. The lower classes were craftspeople, farmers and other workers. Slaves were prisoners of war who were at the bottom of the hierarchy. They worked for the king, priests or upper classes.  Children also learn that **hierarchy** structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.  **Dynamic dynasties:** In this project, children will learn that The king was at the top of the **hierarchy**. He had absolute power, fought enemy clans and communicated with the gods and ancestors. Aristocrats were the king’s relatives and other nobles. They worked as priests, advisors or government officials. The military included foot soldiers, archers and chariot warriors. They were very well respected. Craftspeople made objects from bronze, jade, stone, wood and silk, and were wealthy. Peasants farmed the land. They were respected, but paid heavy taxes and were often without a home or food. Slaves were criminals or prisoners of war, and were at the bottom of the social **hierarchy**.  **Groundbreaking Greeks:**  In this project, children will learn about significant figures in ancient Athens including: Cleisthenes, the ‘Father of Athenian Democracy’. Pupils will learn how city states were independent and isolated from each other by mountains and the sea, but shared a common language and religion. However, they were **governed** differently, had their own cultures and systems of **hierarchy** and were often at war with each other. Athens was the most powerful city state, with a **democracy**, judicial system and a powerful navy. Children will study the achievements and influences of the ancient Greeks on the wider world including the English alphabet and language; **democracy**, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. | **Year 1/2**  (Cycle A&B) **Year 3/4** (Cycle B) **Year 5/6**  (Cycle A) |
| Significant People  *Key vocabulary:*  Influence  Influential  Change  Leader | **Children will learn about significant historical people and how their contributions still influence life today:-**  **Bright Lights Big City:** Sir Francis Beaufort and Vice Admiral Robert Fitzroy  **Coastline:** Captain James Cook  **Rocks, Relics & Rumbles:** Mary Anning. She discovered the first complete Ichthyosaur fossil. They will understand that this was an important discovery because it challenged the way scientists had believed the natural world had developed.  **Misty Mountains:** Anders Celsius  **Sow Grow and Farm:** Rob Hudson, Minister for Agriculture who led the ‘Dig for victory’ campaign.  **Frozen Kingdom:** Robert Falcon Scott and Ernest Shackleton | **Year 1/2**  **Year 3/4 Year 5/6** (Cycles A&B) |
| Trade  *Key vocabulary:*  Efficiency  Improvements  Settlements  Continuity  Change | **Coastline:** The children will learn about Whitby’s coastal jobs of the past such as, ship builders, factory workers, jet workers, fishermen, and herring girls and how aspects of **trading** ports have changed or stayed the same over time.  **Through the ages:**  In this project, children will learn about how the discovery of bronze changed the way that people lived, farmed, fought, **traded** and dressed. Metal tools and weapons were more efficient than stone, farming, **trade** and wealth increased. Knowledge of ironworking arrived with the Celts. Celts in Britain also **traded** metal, cloth and luxury goods with other Celts in Europe.  **Misty Mountains:** Cross-curricular links to Geography will see children learn about settlement and land use, economic activity including **trade** links, and the distribution of natural resources including energy, food, minerals and water in various places around the world, past and present.  **Emperors and Empires:** In this project, children will study how many people who lived near new Romans towns and forts became Romanised. Merchants used Roman money and **traded** with others across the Empire. Wealthier Britons began to learn Latin and use written communication and many people benefited from Roman engineering and technology. The growth of the Roman Empire spread the influence of Roman culture. Their achievements include the development of **trade**, building towns, creating a road system, the use of the Latin language and the spread of Christianity.  **Sow, grow and farm:** Children will learn about farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair **trade** and technology are ways in which these challenges can be reduced.  **Maafa:** Pupils will learn about how Britain played a key role in the Maafa. Elizabeth I gave John Hawkins permission to become the first British slave **trader** in 1562, and subsequent monarchs granted control of the British slave **trade** to private companies. British privateers seized lands in the West Indies from Spain, and Britain built plantations on the islands, which used enslaved workers. In total, Britain transported over 3 million enslaved people across the Atlantic, more than any other country. This **trade** had many consequences, including human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies. | **Year 1/2**  (Cycle B)  **Year 3/4** (Cycle A&B)  **Year 5/6**  (Cycle A&B) |
| Voyage  *Key vocabulary:*  Significant journey  Discovery  Exploration  Civilisation  Settlement  Invasion | **Movers and shakers:** In this project, children will learn about many significant explorers and their **voyages** including: Vasco de Gama's **voyage** to India, Christopher Columbus' voyage  to the Americas, Captain James Cook's **voyage** to New Zealand and Australia, Roald Amundsen's voyage to the South Pole and Neil Armstrong's **voyage** to the Moon.  **Through the ages:** Children will learn about the **voyages** of hunter-gatherers during the Stone Age to find land and create settlements such as Skara Brae.  **Coastline**: Children will continue their learning of Captain James Cook and his significant **voyages** and what made him a significant naval explorer. Born 27th October 1728, he lived, worked and sailed from Whitby.  **Frozen kingdom:** Pupils will learn about the great achievements and **voyages** within Antarctic exploration including Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of Antarctic Exploration. | **Year 1/2**  (Cycle B)  **Year 3/4**  (Cycle A&B)  **Year 5/6**  (Cycle B) |
| Invasion  *Key vocabulary:*  Empire  Emperor  Cause  Consequence  Culture  Ruler | **Movers and shakers: Christopher Columbus**  **Emperors and Empires:** In this project, Children will learnthe cause of the **invasion** in AD 43 was for Emperor Claudius to show he was a skilled military leader and a great emperor. The impact of the invasion was that Britannia became Romanised. The cause of the Roman **invasion** of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of **invasion** was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture.  **Invasion:** Children will have an understanding of how the geography of Britain affected **invading** groups in many ways. Physical features, such as the sea, high cliffs, marshland and mountains made invasion and travel in Britain difficult and affected which area the invaders landed in and conquered.  Children will learn about **invaders** such as: the Anglo-Saxons, the Vikings, the Normans, William Duke of Normandy.  **Britain at War:** Children will learn how Germany used a strategy called the Schlieffen Plan at the beginning of the conflict. They aimed to **invade** France through Belgium and gain control quickly. The **invasion** failed with the loss of 250,000 men. Pupils will learn about significant battles such as: The Battle of Britain, which was a major air campaign fought over southern Britain. Adolf Hitler wanted to defeat the RAF and gain control of the skies so he could launch Operation Sealion, a land **invasion** of Britain. The Battle of Britain was a significant turning point in the Second World War because it was a major defeat for Adolf Hitler, Operation Sealion was put on hold and Germany failed to **invade** and occupy Britain.  Children will learn about key events at the beginning of the Second World War include Adolf Hitler **invading** Poland (1st September 1939), Poland surrendering (27th September 1939), the occupation of Poland (September 1939–May 1945), the Phoney War (October 1939–March 1940), the **invasion** of Norway (April 1940), the **invasion** of Luxembourg, Belgium and the Netherlands (10th May–28th May 1940), the battle of France (May–June 1940), Operation Dynamo (26th May–4th June 1940) and the fall of France (22nd June 1940). | **Year 1/2** (Cycle B)  **Year 3/4** (Cycle A&B)  **Year 5/6**  (Cycle B) |