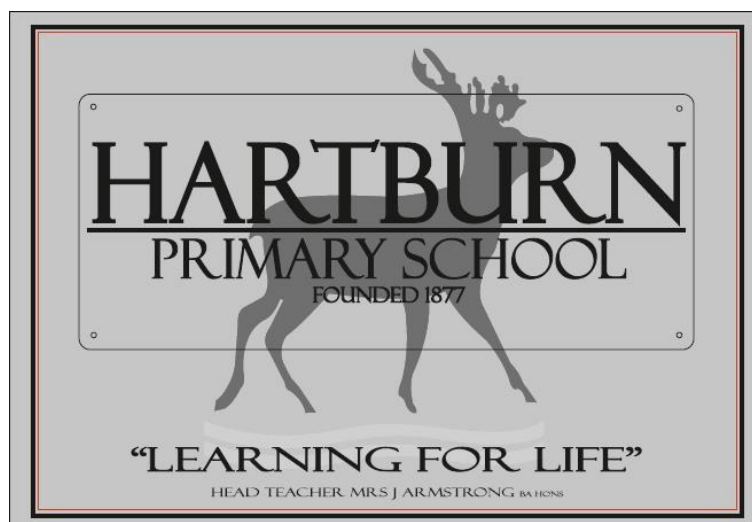




Hartburn Key History Concepts

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
 Hierarchy

Significant People
 Invasion

Trade

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

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

Concept	What do children learn about this concept?	Year group
Empire <i>Key vocabulary:</i> 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 the rise 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. 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.	Year 1/2 (Cycle B) Year 3/4 (Cycle A) Year 3/4 (Cycle B) Year 3/4 (Cycle B) Year 5/6 (Cycle A)
Hierarchy <i>Key vocabulary:</i>	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.	Year 1/2 (Cycle A)

Monarchy Democracy Power Parliament Government Rule	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.’	Year 1/2 (Cycle A)
	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.	Year 1/2 (Cycle A)
	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.	Year 3/4 (Cycle B)
	Ancient Civilisations: Children learn that the king or ruler 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.	Year 3/4 (Cycle B)
	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	Year 5/6 (Cycle A)

	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. Hola Mexico In this project, children will discover the mysterious world of the Ancient Maya civilisation through an in-depth study of its people, culture, art, politics, and especially its hierarchy. They will learn how Maya society was structured, from powerful kings and priests to hardworking farmers and slaves. Pupils will explore the key roles people played, how they interacted, and why this social structure was important. They will also compare the Maya hierarchy to the way our society is organised today, helping them understand how power and roles shape the way people live—both in the past and now.. Revolution Children will explore the idea of hierarchy by learning about Queen Victoria’s life and role as a monarch. They will begin by examining images of Victoria as a child and making thoughtful assumptions about her early life, before comparing these ideas with historical sources such as animations and documentaries. Through this, they will understand how Victoria’s position in the royal hierarchy shaped her experiences and decisions. Pupils will investigate key moments in her reign—such as the death of Prince Albert—and consider how her choices impacted others. They will also compare leadership and lifestyles across different time periods, create a family tree of her successors, and reflect on how Queen Victoria’s legacy lives on through her descendants.	Year 5/6 (Cycle A) Year 5/6 (Cycle B)
Significant People <i>Key vocabulary:</i> Influence Influential Change Leader	Children will learn about significant historical people and how their contributions still influence life today:- Movers and Shakers: In this exciting project, children will explore the lives of <i>historically significant people</i> who have made a lasting impact on the world. Through engaging stories, timelines, and historical sources, pupils will discover how these individuals helped shape history. They will learn about the adventurous journeys of Christopher Columbus and Neil Armstrong, two explorers who changed how we see the world—and space! They will also explore the powerful stories of Emmeline Pankhurst and Rosa Parks, who stood up for equal rights and helped bring about important social change. Using timelines and simple historical models, children will begin to understand the idea of <i>significance</i>—why these people are remembered and how their actions affected the lives of others. This project will help pupils ask questions, compare lives from different	Year 1/2 (Cycle B)

	periods, and think about how one person's actions can influence the world. 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 (Cycle A) Year 1/2 (Cycle B) Year 3/4 (Cycle A) Year 3/4 (Cycle B) Year 5/6 (Cycle A) Year 5/6 (Cycle B)
Trade <i>Key vocabulary:</i> 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.	Year 1/2 (Cycle B) Year 3/4 (Cycle A) Year 3/4 (Cycle B) Year 3/4 (Cycle A)

	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.	Year 5/6 (Cycle A)
Invasion <i>Key vocabulary:</i> Empire Emperor Cause Consequence Culture Ruler	Emperors and Empires: In this project, Children will learn the 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 3/4 (Cycle A) Year 3/4 (Cycle B) Year 5/6 (Cycle B)