
THE UNITED LEARNING HISTORY CURRICULUM



United Learning
The best in everyone™

- Ambition
- Confidence
- Creativity
- Respect
- Enthusiasm
- Determination

The UL History Curriculum: Rationale

The history curriculum at United Learning provides children with a:

- **Coherent, chronological knowledge** of the history of Britain and the wider world, explored through the lenses of three ‘vertical concepts’:
 - **‘Quest for knowledge’**
How do people understand the world around them? What is believed; what is known; and what scientific and technological advances are made at the time?
 - **‘Power, empire and democracy’**
Who holds power, and what does this mean for individuals at different levels of society? How are people’s rights different in different political contexts?
 - **‘Community and family’**
What is life like for people in different societies? How are family or community relationships different at different times and in different places?
- **Grounding in core disciplinary knowledge**, and the ability to approach challenging, historically-valid enquiry questions
- Excitement for history, that **inspires a curiosity** to learn more about the past.

The UL History Curriculum: Rationale

Enquiry questions provide pupils the opportunity to **develop second order concepts**, and to **consider the past in the same way as historians**.

Substantive knowledge is **chronological**, aligned to the National Curriculum, and **prepares pupils for KS3**.

Longitudinal studies improve pupils' **general chronological understanding**, and allows for **purposeful review** of prior knowledge.

Year	Substantive knowledge	Disciplinary knowledge	Enquiry question	Vertical concepts
5	Roman Empire	Change & continuity	How did the Roman Empire change over time?	<ul style="list-style-type: none"> • Quest for knowledge • Power, empire and democracy • Community and family
5	Roman Empire in Britain	Causation	How did the Romans keep control of Britain?	<ul style="list-style-type: none"> • Power, empire and democracy • Community and family
5	Longitudinal study: quest for knowledge	Change and continuity	When did Europe have a Golden Age in technology?	<ul style="list-style-type: none"> • Quest for knowledge
6	Settlement by Anglo-Saxons and Scots	Similarity & difference	What can we learn about the Anglo-Saxons from what we see today?	<ul style="list-style-type: none"> • Community and family • Quest for knowledge
6	Viking invasions	Causation	Why do the Vikings have a violent reputation, and do they deserve it?	<ul style="list-style-type: none"> • Community and family • Power, empire and democracy
6	Longitudinal study: empire and democracy	Change and continuity	How have people's rights in Europe changed over time?	<ul style="list-style-type: none"> • Power, empire and democracy

Vertical concepts are revisited in every unit, providing a consistent context that allows pupils to **situate new knowledge in their wider historical understanding**.

Pre learning quizzes highlight the core **substantive knowledge required** for the new unit. Post learning quizzes are **cumulative**, and provide opportunities for pupils to review core knowledge.

Disciplinary knowledge is taught alongside substantive knowledge, and is **revisited and developed across KS1 and KS2**. Source work is embedded in all units.

The UL History Curriculum: KS1

Year	Substantive knowledge	Disciplinary knowledge	Enquiry question	Vertical concepts
1	Family History	Historical significance	What is my family history?	<ul style="list-style-type: none"> Community and family
1	Castles	Causation	How do castles keep people safe?	<ul style="list-style-type: none"> Quest for knowledge Power, empire and democracy
1	History of transport	Change & continuity	How has transport changed over time?	<ul style="list-style-type: none"> Quest for knowledge
2	Longitudinal study: Community and family	Change & continuity	How has my community changed over time?	<ul style="list-style-type: none"> Community and family
2	The Great Fire of London	Historical significance	Why do we call the Great Fire of London 'great'?	<ul style="list-style-type: none"> Power, empire and democracy Community and family
2	Comparison of explorers	Similarity & difference	Was Tim Peake a better astronaut than Neil Armstrong?	<ul style="list-style-type: none"> Quest for knowledge



The UL History Curriculum: Lower KS2

Year	Substantive knowledge	Disciplinary knowledge	Enquiry question	Vertical concepts
3	Stone Age & Iron Age	Similarity & difference	How was life in a prehistorical settlement different to life today?	<ul style="list-style-type: none"> • Quest for knowledge • Community and family
3	Ancient Egypt	Causation	Why were Pharaohs so powerful?	<ul style="list-style-type: none"> • Quest for knowledge • Power, empire and democracy
3	Ancient Greece	Historical significance	How did the Ancient Greeks change the way we think today?	<ul style="list-style-type: none"> • Power, empire and democracy • Community and family
4	Mayans	Similarity & difference	How was life similar for Mayans and Ancient Greeks?	<ul style="list-style-type: none"> • Quest for knowledge • Community and family
4	Early Islamic Civilisation	Historical significance	What did the early Islamic civilisations do for us?	<ul style="list-style-type: none"> • Quest for knowledge • Power, empire and democracy
4	Local history	Historical significance	Why is [X] famous today? How was [town] changed since [X]? How was [feature] been important in our community?	<ul style="list-style-type: none"> • Quest for knowledge • Power, empire and democracy • Community and family



The UL History Curriculum: Upper KS2

Year	Substantive knowledge	Disciplinary knowledge	Enquiry question	Vertical concepts
5	Roman Empire	Change & continuity	How did the Roman Empire change over time?	<ul style="list-style-type: none"> • Quest for knowledge • Power, empire and democracy • Community and family
5	Roman Empire in Britain	Causation	How did the Romans keep control of Britain?	<ul style="list-style-type: none"> • Power, empire and democracy • Community and family
5	Longitudinal study: quest for knowledge	Change and continuity	When did Europe have a Golden Age in technology?	<ul style="list-style-type: none"> • Quest for knowledge
6	Settlement by Anglo-Saxons and Scots	Similarity & difference	What can we learn about the Anglo-Saxons from what we see today?	<ul style="list-style-type: none"> • Community and family • Quest for knowledge
6	Viking invasions	Causation	Why do the Vikings have a violent reputation, and do they deserve it?	<ul style="list-style-type: none"> • Community and family • Power, empire and democracy
6	Longitudinal study: empire and democracy	Change and continuity	How have people's rights in Europe changed over time?	<ul style="list-style-type: none"> • Power, empire and democracy

United Learning Primary History Curriculum: Y1

	Unit title	Disciplinary knowledge	Enquiry question	Vertical concepts [more detail to come]
Autumn	Family History	Historical significance	What is my family history?	
Spring	Castles	Causation	How do castles keep people safe?	
Summer	History of transport	Change and community	How has transport changed over time?	

United Learning Primary History Curriculum: Y2

	Unit title	Disciplinary knowledge	Enquiry question	Vertical concepts [more detail to come]
Autumn	Longitudinal study: community and family	Change and continuity	How has my community changed over time?	
Spring	Great Fire of London	Historical significance	Why do we call the Great Fire of London 'great'?	
Summer	Comparison of explorers	Similarity and difference	Was Tim Peake a better astronaut than Neil Armstrong?	

United Learning Primary History Curriculum: Y3

	Unit title	Disciplinary knowledge	Enquiry question	Vertical concepts [more detail to come]
Autumn	Stone Age & Iron Age	Similarity & difference	How was life in a prehistoric settlement different to life today?	<p>Quest for knowledge e.g. the impact that development of stone, bronze and iron tools had on life.</p> <p>Community & family e.g. the types of houses that people lived in, the size of communities and the different roles people had within them</p>
Spring	Ancient Egypt	Causation	Why were Pharaohs so powerful?	<p>Power, empire & democracy e.g. the absolute nature of pharaoh's power, and the way this was displayed in life and in the afterlife (mummies and pyramids)</p> <p>Quest for knowledge e.g. development of tools and pulleys that made the Egyptians a powerful empire</p>
Summer	Ancient Greece	Historical significance	How did the Ancient Greeks change the way we think today?	<p>Power, empire & democracy e.g. introduction to the idea of democracy and how this links to the UK today</p> <p>Community & family e.g. Greek gods and myths, and how they influenced communities and families then and now</p>



United Learning Primary History Curriculum: Y4

	Unit title	Disciplinary knowledge	Enquiry question	Vertical concepts [more detail to come]
Autumn	Mayans	Similarity & difference	How was life similar for Mayans and Ancient Greeks?	<p>Quest for knowledge e.g. the religious practices that Mayans had, and how these were different to those in Ancient Greece</p> <p>Community & family e.g. the types of houses that people lived in, the size of communities and the different roles people had within them</p>
Spring	Early Islamic Civilisations	Historical significance	What did the early Islamic civilisations do for us?	<p>Power, empire & democracy e.g. building of Baghdad as a centre for a new empire</p> <p>Quest for knowledge e.g. scientific and mathematical advancements and the individuals who discovered them</p>
Summer	Local history	Historical significance	<p>One of:</p> <p>Why is [person from local community] famous today?</p> <p>How was [location] changed since [date]?</p> <p>How has [local feature, e.g. river, canal, castle, hill, ruin] been important in our community?</p>	<p>Quest for knowledge Power, empire & democracy Community & family</p> <p><i>Skeleton unit plans and lessons will be provided for each of these questions, but schools should adapt and add detail based on their on local area.</i></p>



United Learning Primary History Curriculum: Y5

	Unit title	Disciplinary knowledge	Enquiry question	Vertical concepts [more detail to come]
Autumn	Roman Empire	Change & continuity	How did the Roman Empire change over time?	<p>Quest for knowledge <i>e.g. the development of technology like aqueducts, or the change in religion from Roman gods (link to Greek gods) to Christianity</i></p> <p>Power, empire & democracy <i>e.g. linking back to Greek democracy, and the development of the Roman Republic and empire</i></p>
Spring	Roman Empire in Britain	Causation	How did the Romans keep control of Britain?	<p>Power, empire & democracy <i>e.g. the 'hard' levers, like sieges and the success of the Roman army; the building of Hadrian's wall</i></p> <p>Community & family <i>e.g. the 'softer' levers, like the 'Romanisation' of Britain, and the introduction of Roman values into families</i></p>
Summer	Longitudinal study: Quest for knowledge	Change & continuity	When did Europe have a Golden Age in technology?	<p>Quest for knowledge</p> <p><i>Pupils can spend a lesson reviewing the technological developments they have learned about in the ancient civilisations, and then learn about the Enlightenment and the early British Empire, and the advancements in the Victorian era.</i></p>



United Learning Primary History Curriculum: Y6

	Unit title	Disciplinary knowledge	Enquiry question	Vertical concepts [more detail to come]
Autumn	Settlement by Anglo-Saxons and Scots	Similarity & difference	What can we learn about Anglo-Saxons from what we see today?	<p>Community & family e.g. using Sutton Hoo and other archaeological finds to learn about ways of life</p> <p>Power, empire & democracy e.g. language in Anglo-Saxon England, and what this tells us about who ruled different settlements, as well as what has remained the same today</p>
Spring	Viking invasions	Causation	Why did the Vikings have a violent reputation, and do they deserve it?	<p>Community & family e.g. the fact that Vikings were also settlers, and the role that families played in Viking life</p> <p>Power, empire & democracy e.g. Viking warships and siege warfare and the way that Vikings gained control</p>
Summer	Longitudinal study: Power, empire & democracy	Change & continuity	How have people's rights in Europe changed over time?	<p>Power, empire & democracy</p> <p><i>Pupils can spend a lesson reviewing the rights of people in the history they have studied (e.g. absolute power in Egypt and democracy in Greece/Rome) before learning about the British Empire and British rule in India, as well as the fall of the British Empire and segregation in 1960s</i></p>



	Unit	Historical concept	Enquiry Question	Key Knowledge
3				
3	Ancient Egypt	Causation	Why were Pharaohs so powerful?	<p>Quest for knowledge</p> <ul style="list-style-type: none"> - Egyptians believed in multiple gods, and that you needed to be buried with items or images to be used in the afterlife. - Egyptians used hieroglyphics to communicate, but not everyone could read them. <p>Power, empire and democracy</p> <ul style="list-style-type: none"> - The Egyptian pharaohs ruled with absolute power. - The Egyptians believed that the pharaohs should have all the power because they were gods on earth. - Pharaohs were usually male, but it was possible to be a female pharaoh.
3				



TRANSITION

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Ensuring continuity

As we transition to a new curriculum, we are aware that there will be some gaps in pupils' knowledge and conceptual understanding.

Teachers will take this into account at the start of a new unit when they check for prior knowledge.

Units will be adapted slightly at the start to take account of this but teachers will ensure that the key knowledge and concepts from the new unit are applied and understood by pupils.

