History Curriculum
St Marys Junior School

History Curriculum: Intent, Implementation, Impact

Intent

Our History curriculum at St Mary's Junior School is designed to reflect our core values — **Ambitious, Independent, Inclusive, Curious, Co-operation,** and **Growth** — and to embody our ethos: *Care. Believe. Succeed.* We aim to provide a broad, balanced, and knowledge-rich curriculum that enables pupils to develop:

- A secure and coherent understanding of **chronology** in Britain and the wider world
- Strong **substantive knowledge** of significant periods, events, and individuals
- Robust **disciplinary knowledge**, enabling them to think and work like historians
- An appreciation of how and why the past is interpreted in different ways
- A deep understanding of the **local history** that shapes their community identity

Our intention is that pupils learn both **about** History and **from** History, developing curiosity, critical thinking, and a sense of belonging within the wider historical narrative.

Implementation

We deliver our History curriculum through carefully sequenced units that build knowledge progressively and revisit key concepts over time. Our approach includes:

- **Clear progression** from lower to upper Key Stage 2, ensuring pupils develop chronological understanding and historical vocabulary
- **Explicit teaching** of historical enquiry, including analysing evidence, evaluating sources, and forming reasoned judgements
- **High-quality texts, artefacts, and primary sources** to deepen understanding and bring the past to life
- **Local history studies** and fieldwork that connect national and global narratives to pupils' own experiences
- **Inclusive teaching strategies** that ensure all pupils can access and engage with historical content
- **Opportunities for independence**, such as pupil-led enquiry questions and structured research tasks
- **Collaborative learning**, encouraging discussion, debate, and shared interpretation of historical events

Teachers use ongoing assessment to identify gaps, address misconceptions, and ensure pupils retain and build on prior learning.

Impact

By the time pupils leave St Mary's Junior School, they will:

- Have a **secure body of historical knowledge** and a strong sense of chronology
- Understand how historians construct interpretations of the past and be able to apply these skills themselves
- Demonstrate **curiosity**, independence, and confidence when asking and answering historical questions
- Recognise the diversity of past societies and understand how different perspectives shape historical narratives
- Appreciate the **rich heritage of their local area** and how it connects to wider historical events
- Be equipped with the ambition and critical thinking skills needed for future learning in History and beyond

The impact of our curriculum is monitored through pupil voice, book looks, assessment of disciplinary skills, and teachers' ongoing evaluation of pupils' understanding. Pupils leave St Mary's as thoughtful, reflective young historians who understand how the past influences the present and their role in shaping the future.

Subject Concepts and disciplinary learning:
These concepts are woven throughout our curriculum:
Empire Rebellion
Invasion Equality
Trade
Power
Monarchy
Settlement

Curriculum Enrichment
Herts Library Loans service
Parent enrichment afternoons
Visits to local historical houses (e.g: Knebworth, Hatfield)
Visits to museums (e.g: North Herts Museum, Duxford, Imperial War Museum, Cetic Harmony)
In school enrichment activites (e.g: plays, workshops)

Topic	Enquiry Question	Key Learning Goals	Prior Knowledge	Vocabulary	Subject Concepts
Year 3 Autumn 1 Stone Age to Iron Age	*What was life like for the first people in Britain?*	-Place Stone Age on a timeline with other periods in history -How Stone Age people collected food, prepared food and type of food eaten -Skills needed to be a hunter-gatherer -Types of houses, materials and methods used to build them -Role of the hunter-gatherers and farmers -Stonehenge and technology	-Timelines -Using primary sources of evidence	Stone Age Neolithic Mesolithic Palaeolithic Archaeology Hunter-gatherer Stonehenge Mammoth Cave paintings Stone tools Chronological Skara Brae	Settlement

Year 3 Spring 1 Ancient Egypt	*What did the Egyptians leave behind?*	-Place Ancient Egypt on a timeline -Who were the Ancient Egyptians?- society and social hierarchy -Importance of the River Nile -Importance of the Afterlife and mummification -What were the pyramids and how were they built? -Ancient Egyptian Gods	-Timelines -Roles of people in society	Mummification Afterlife Pyramid Canopic Jar Gods (individual names) Polytheism Hierarchy Ancient Civilisation Pharoah Tomb River Nike Sahduf Irrigation	Power Empire
Year 3 Summer 1 Ancient Greeks	*What did the Ancient Greeks do for us?*	-Place Ancient Greece on a timeline -Who were the Ancient Greeks?- society and social hierarchy -Athens and Sparta -The importance of Greek Pottery -Greek Gods -Architecture -The Olympics -The importance of the theatre	-Timelines -Roles of people in society -Importance of Gods	Gods (individual names) Zeus Athena Athens Sparta The Olympics Architecture Citizen Slave Democracy Myth Merchant Pottery Tunic Athlete Theatre	Power Invasion
Topic	**Enquiry Question**	**Key Learning Goals**	**Prior Knowledge**	**Vocabulary**	**Subject Concepts**
Year 4 Autumn 1 Romans	*How did the Roman Empire impact Britain?*	1) Understanding the Roman Empire -Know when and where the Roman Empire existed -How did The Roman Empire Expand across Europe -Learn about key figures- Julius Ceasar and Claudius 2) The Roman Invasion of Britain	-Compare Roman Britain with Iron Age Britain -Timelines	Roman Empire Invasion Settlement rebellion Julius Ceasar Claudius	Empire Power Rebellion Invasion

		-Know that Julis Ceasar attempted two invasions and that Claudius was successful 3) Roman Life in Britain -Understanding what daily life was like for Romans in Britain: -Roman towns and villas -Roads and engineering -Bath houses -The Roman Army 4) Roman Achievements and Legacy: -Understand the long term impact of Roman Rule on Britain - Roads and infrastructure -written records -new towns and cities -Latin influence on language -Law and governance			
Year 4 Spring 1 Anglo Saxons	*How did Britain change under the Anglo Saxons?*	1)Who were the Anglo- Saxons? -Understand who they were and where they came from -When they began settling -Key groups: Angles, Saxons, Jutes -Why they came to Britain 2) Anglo-Saxon Settlements and Kingdoms: -Britain divided into 7 Kingdoms -Important kingdoms: Mercia, Wessex and Northumbria -How villages were organised and what daily life was like 3)Anglo-Saxon beliefs and Christianity: -Understand that Anglo-Saxons were originally Pagan -Learn how Christianity spread through Britain	-Timelines -Daily life and importance of leaders	Settlement Kingdom Pagan Convert Invasion Cause Consequence	Settlements

		-Know about Augustine of Canterbury 4)Anglo-Saxon Life: -Daily life in villages -Laws and Punishment -Roles of warriors and kings -Artefacts and evidence (e.g: burial sites like Sutton Hoo) 5)Anglo-Saxon Resistance: -Viking invasions and how the Anglo-Saxons responded -How power shifted over time 6)Comparing Anglo-Saxon Britain to Roman Britain			
Year 4 Summer 1 Vikings	*How did the Viking invasions impact Britain?*	1)Who were The Vikings? 2)Viking raids and invasions 3)Viking Daily Life 4) Viking Legacy		Vikings Anglo-Saxons King Warrior Invader Settler Raid Invade Conquer Defend Battle Treaty Scandinavia Danelaw Kingdom Longship Helmet Shield Runes Settlement Trade Laws Legacy	Invasion
Topic	**Enquiry Question**	**Key Learning Goals**	**Prior Knowledge**	**Vocabulary**	**Subject Concepts**

Year 5 Autumn 1 Benin	*How do we know about Ancient Benin? Why did the Empire end? What happened to Benin?*	-Locate Ancient Benin and explain how Kingdom began -What was life like for the Edo people in Benin? -Trade links -Importance of art (Bronzes) -What do sources tell us about Ancient Benin? -The story of Eweka and oral tradition	-Vikings – Trade -Ancient Civilizations= Egypt, Greece	Ancient Benin Kingdom Oba Bronzes Civilization Nigeria Trading Eweka	Trade Empire Power Equality
Year 5 Spring 2 Tudors – Study of British Monarch	*How did Britain change as a result of Henry VIII?*	-Who were the Tudors and when did they live? -The changes Henry VIII made to religion in England -Who was Henry VIII? -Name and order Henry VIII wives -Power and importance of a Tudor King	-Anglo Saxons -Alfed the Great -Monarchy	Anne Boleyn Anne of Cleaves Catherine Howard Katherine Parr Jane Seymore Catherine of Aragon Elizabeth I Edwards VI Henry VII Henry VIII	Monarchy Equality
Year 5 Summer 1 Tudors – Local History Study	*What impact did the Tudors have on our local area?*	-How did the Tudors impact Hertfordshire? -Knebworth House visit -Local walk -Differences between rich and poor -Tudor Food -Tudor Houses- Tudor Clothes -Family Life	-As above		Monarchy Equality
Topic	**Enquiry Question**	**Key Learning Goals**	**Prior Knowledge**	**Vocabulary**	**Subject Concepts**
Year 6 Autumn 1 The Victorians	*How did the industrial revolution impact Britain?*	1)Timeline- putting periods of history in order 2)To know what The Industrial Revolution is 3)To understand the impact of The Industrial Revolution: -Cities and pollution -railways and travel -factories, mills and machinery	BCE (Before Common Era) CE (Common Era)	BCE CE Queen Victoria Industrial Revolution Child labour Class divide Poverty	Monarchy Trade

		4)Child labour and poverty			
Year 6 Spring 1 World War 2	*Why was World War 2 such a significant turning point in British history?* *What was the impact of WW2 on the people of Britain?*	1)Why did Britain go to war? 2)The Blitz 3)Evacuation 4)Women's roles in WW2 5)Migration to Britain after WW2		Dictator Equality Allies Axis Propaganda The Blitz Evacuation Migration	Power Invasion
Year 6 Summer 1 Civil and Human rights	*What are civil and human rights, and who were some of the notable people who have contributed to their advance?*	Civil and human rights: -What are human rights? - Olaudah Equiano -Fawcett and Pankhurst -Martin Luther King -Nelson Mandela -Malala Yousafzai		abolition, activism, advance, apartheid, atrocity, authority, campaign, civil rights, colony, condemnation, contribution, discrimination, ethnicity, feminism, human rights, humanitarianism, icon, indigenous, influence, infrastructure, massacre, moderation, monument, population, prominence, reconciliation, represent, resistance, segregation, suffrage, tragedy, welfare	Power Equality