

History – building strong schema

Layering content sequentially, to scaffold pupils to build upon prior-knowledge and retain information over time

We recognise that complex concepts and prior knowledge for some of our pupils is difficult for multiple reasons:

1. Children are new to the curriculum. Some schools having only adopted this curriculum in the last 2-3 years.
2. Some children are missing wider component parts that build strong schema.

This document supports teachers with ensuring that complex schema that is missing can be 'linked' and covered quickly to ensure that children build knowledge and skills on secure foundations.

Unit of learning:	What should pupils already know? <small>(Prior knowledge essential for children to be able to make tangible connections between units to build strong schemas)</small>		Wider subject links
<p>Year 6 Autumn 1</p> <p><i>British History Unit: The Industrial Revolution</i></p> <p>Year 6 Autumn 2</p> <p><i>British History Unit: 19th Century Britain's - Victorians</i></p>	Year 5 – British History – 18th Century Britain (Autumn 1)		
	Substantive Knowledge components	Disciplinary Knowledge components	
	<ul style="list-style-type: none"> • Queen Anne's reign. Final monarch of the Stuart dynasty. She was a devout Protestant and refused to lead England back into Catholic ways. She signs the Act of Union in 1707, uniting England and Scotland forming the Union Jack • George I's reign. Succeeded Queen Anne, a Protestant – maintaining the Protestant Church. George didn't speak English, which impacted his understanding of English policy. Many rebellions against him because people wanted a Catholic monarch. 	<ul style="list-style-type: none"> • Impact of Queen Anne and George I's reign on Britain • The role of monarchy by 18th Century • Cause and Effect: The Act of Union and Protestant Monarchy in the development of Britain • Analysing key figures: Queen Anne's reign. • Social and economic change in Britain as factories begin to mechanise Britain. 	
	Year 5 – British History – How Britain gained an empire (Autumn 2)		
Substantive Knowledge components	Disciplinary Knowledge components	<ul style="list-style-type: none"> • Colonisation and trade. Britain's role in invading countries (America, West Indies, Africa, India). How those colonies improved the British economy by providing raw materials that could be traded. Exports to Britain such as tea, spices, silk which could be traded easily from Britain's colonies. • India and The British Empire. India was an important colony in the British Empire because of trade – East India Company. 	<ul style="list-style-type: none"> • Historical impact and context: The significance of Britain on global trade and the economy. The role of colonialism on both colonisers and colonised countries. • Cause and Effect: How the exploitation of counties taken into British rule, took resources from their people. The consequences of Britain's rule in India.

	<ul style="list-style-type: none"> • The Seven Years War. Britain and France fought over North America for trade. Britain becomes a superpower. 	<ul style="list-style-type: none"> • Links to the economic improvement and how this funded Britain to begin to industrialise. How raw materials from colonies were used. 	
<p>Year 6 Spring 2</p> <p><i>Civilisation Study Unit:</i> South America - Inca</p>	<p>Year 4 – Civilisation Study – Ancient Rome (Autumn 1 and 2) Year 3 – Civilisation Study – Ancient Greece (Autumn 1) Year 3 – Civilisation Study – China (Autumn 2) Year 2 – Civilisation Study – Mesopotamia (Autumn 1) Year 2 – Civilisation Study – Ancient Egypt (Autumn 2)</p>		
	<p>Substantive Knowledge components</p>	<p>Disciplinary Knowledge components</p>	
	<ul style="list-style-type: none"> • Vocabulary that pupils should be familiar with: <ul style="list-style-type: none"> ○ Archaeological: The study of buildings, graves, tools, and other objects to learn about people from the past. ○ Civilisation: The culture and social structure of a group or country during a particular time. ○ Myth: A traditional story told about the past, often involving gods or heroes. ○ Creation: The process of bringing something into existence. ○ Principles: Basic ideas or rules that explain how something works or happens. ○ Value: The importance or worth of something to people. ○ Royalty: People of royal blood or status. ○ Commoner: Ordinary people or folk. 	<p>Understanding the Concept of Civilization:</p> <ul style="list-style-type: none"> • How civilizations are defined by their social structures, cultures, religions, and innovations. • Comparing the Inca civilization with other ancient civilizations, such as The Romans, to understand common features and differences. • Recognizing the importance of location and geography in the development of a civilization (e.g., Machu Picchu’s strategic location). <p>Evaluating Sources and Evidence:</p> <ul style="list-style-type: none"> • Using archaeological evidence, such as the remains of Machu Picchu, to understand the Inca way of life. Consider the archaeological evidence of civilisations such as The Romans – and how we learn about their way of life from these digs. • Evaluating myths and stories from the Inca civilization to understand their beliefs and values. Compare to those of the Roman Empire. 	
<p>Year 6 Summer 1</p> <p><i>British History Unit:</i> The British Empire</p>	<p>Year 5 – British History – How Britain Gained an Empire (Autumn 2) Year 4 – Civilisation Study – Ancient Rome (Autumn 1 and 2) Year 2 – British History – The Romans in Britain (Spring 1)</p>		
	<p>Substantive Knowledge components</p>	<p>Disciplinary Knowledge components</p>	
	<p>Vocabulary and Meanings:</p> <ul style="list-style-type: none"> • Empire: An extensive group of states or countries ruled by a single sovereign (e.g., the Roman Empire or British Empire). 	<p>Understanding Historical Context and Continuity:</p> <ul style="list-style-type: none"> • Expansion of Empires: Children need to understand why empires like Rome and Britain expanded—whether for economic gain, military power, or prestige. The concept of extending control over foreign territories is key to the idea of empire. 	

	<ul style="list-style-type: none"> • Colony: A country or area under the control of another country (e.g., Britain’s control over India or Roman provinces). • Territory: An area of land under the jurisdiction of a ruler or state (e.g., Roman territories in Europe and British colonies in Africa). • Imperialism: Gaining political and economic control over another country (e.g., Britain's imperialism in Africa during the Scramble for Africa). • Exploitation: Treating people unfairly to benefit from their work (e.g., the use of enslaved people in Roman agriculture or British colonies). <p>Key Historical Facts:</p> <ul style="list-style-type: none"> • Roman Empire: Spanned much of Europe, North Africa, and parts of Asia, known for its military power, engineering, and political control. Key leaders like Julius Caesar and Augustus expanded the empire. • British Empire: At its height in the 19th century, controlled vast territories in Africa, India, and North America. The Scramble for Africa in the late 1800s added 16 colonies to British control. 	<ul style="list-style-type: none"> • Political and Economic Control: Both the Roman and British empires asserted control over vast territories through military might, economic dominance, and political influence. <p>Analysing Cause and Effect:</p> <ul style="list-style-type: none"> • Reasons for Expansion: Why did the Romans and British seek to control other lands? Children should explore motivations such as wealth, resources, strategic advantage, and spreading culture or civilization. • Consequences of Empire: Both empires left lasting legacies, including infrastructure (Roman roads and British railways), legal systems, and cultural influences, but also oppression and exploitation of local populations. <p>Connecting to Broader Historical Themes:</p> <ul style="list-style-type: none"> • Imperialism and Resistance: Explore how both empires faced resistance from local populations. For example, Boudicca’s rebellion against the Romans in Britain and the Indian Rebellion of 1857 against British rule. • The End of Empires: Understand how empires decline, often due to overextension, economic strain, and internal rebellion, as seen in the fall of the Roman Empire and the eventual dissolution of the British Empire in the 20th century. 	
<p>Year 5 Autumn 1</p> <p><i>British History Unit: 18th Century Britain</i></p>	<p>Year 1 – British History – Significant Kings and Queens (Summer 1)</p> <p>Year 4 – British History – The English Civil War (Spring 1)</p>		
	<p>Substantive Knowledge components</p>	<p>Disciplinary Knowledge components</p>	
	<p>Vocabulary and Meanings:</p> <ul style="list-style-type: none"> • Empire: A group of countries or areas ruled by a single authority, usually a monarch (e.g., British Empire). • Monarch: A king or queen, the head of state in a monarchy. • Parliament: The group of people who make the laws for a country, consisting of the Sovereign, House of Lords, and House of Commons. 	<p>Understanding the Concept of Empire:</p> <ul style="list-style-type: none"> • Monarchs and Empire: Children must understand how monarchs, such as Queen Elizabeth I and King George III, expanded the British Empire through colonization and military conquest. • Empire-Building: Exploring how the British Empire, like the Roman Empire, sought to control vast territories around the world, spreading British influence, law, culture, and economic control. 	

	<ul style="list-style-type: none"> • Revolution: A forcible overthrow of a government or social order, in favor of a new system (e.g., the English Civil War). • Jacobite: A supporter of James II who believed his son should take the throne. • Protestant: A member of the Christian churches that separated from the Roman Catholic Church during the Reformation. • Catholic: A member of the Roman Catholic Church. • Acts of Union: Laws passed in 1707 that united Scotland and England under one monarch and one Parliament, forming Great Britain. <p>Key Historical Facts:</p> <ul style="list-style-type: none"> • English Civil War (1642-1651): A series of conflicts between Parliamentarians ("Roundheads") and Royalists ("Cavaliers") over the governance of England, ending with the trial and execution of King Charles I and the temporary overthrow of the monarchy. • The Glorious Revolution (1688): The overthrow of King James II and the establishment of William III and Mary II as co-monarchs, which helped secure Protestantism in England and limited the powers of the monarchy. • The Reign of Queen Anne (1702-1714): The last monarch of the Stuart dynasty, who oversaw the union of Scotland and England in 1707, creating the United Kingdom of Great Britain. Her reign solidified the succession of Protestant monarchs in Britain. 	<ul style="list-style-type: none"> • The Impact of Union on Empire: The significance of the 1707 Act of Union, which strengthened Britain's ability to manage and expand its empire by creating a unified state with a central government. <p>Analysing Cause and Effect:</p> <ul style="list-style-type: none"> • Civil War and Monarchical Power: Understanding how the English Civil War weakened the absolute power of the monarchy and established Parliament as a central political force, impacting how Britain ruled its empire. <p>Connecting to Broader Historical Themes:</p> <ul style="list-style-type: none"> • Empire and Religion: Understanding how religious conflicts in Britain, such as those between Protestants and Catholics, influenced the expansion and governance of the British Empire. • Colonialism and Rebellion: Children should explore how British colonies, similar to territories in the Roman Empire, experienced resistance and rebellion against imperial rule, such as the American Revolution. • From Monarchy to Industrial Revolution: The political stability provided by the union of England and Scotland and the rise of strong parliamentary governance helped pave the way for the Industrial Revolution, which further fueled the growth of the British Empire. 	
<p>Year 5 Autumn 2</p> <p><i>British History Unit:</i> How did Britain gain an Empire?</p>	<p>Year 4 – Civilisation Study – Ancient Rome (Autumn 1 and 2) Year 3 – Civilisation Study – China (Autumn 2) Year 4 – British History – The Glorious Revolution (Summer 2)</p>		
	<p>Substantive Knowledge components</p> <ul style="list-style-type: none"> • Empire: A group of states or countries ruled by a single monarch or sovereign state. Examples include the Roman Empire and the British Empire. • Colonialism: Gaining control over another country, often through force, and using its resources to benefit the ruling empire. This was a key aspect of both Roman 	<p>Disciplinary Knowledge components</p> <p>Understanding the Concept of Empire:</p> <ul style="list-style-type: none"> • Expansion and Control: Children need to understand how empires expand by conquering new territories and controlling them, as seen with both the Roman and British Empires. They should explore how both empires used military force and diplomacy to maintain control over vast areas. 	

expansion and British expansion in the 17th and 18th centuries.

- **Civilisation:** A society and culture of a particular area and how advanced they are. The Romans brought roads, laws, and cities to Britain, contributing to its development.
- **Trade:** The exchange of goods and services. For the British Empire, trade with colonies such as India and the Americas was essential to its growth.
- **Economy:** A system of trading things and making money as a result. Colonization allowed Britain to grow its economy by extracting raw materials from its colonies.
- **Revolution:** A forcible overthrow of a government or social order, in favour of a new system. The Glorious Revolution of 1688 helped secure a Protestant monarchy and parliamentary rule in Britain.

Key Historical Facts:

- **The Roman Empire in Britain:** The Romans invaded and colonized Britain, bringing with them new technologies, roads, and cities. They introduced advanced engineering and governance that shaped early British society.
- **Roman Influence on Britain:** Roads like Watling Street and cities like Londinium (modern London) were built by the Romans. This laid the foundation for infrastructure that would later contribute to Britain's development.
- **The Glorious Revolution:** The overthrow of James II in favor of William of Orange in 1688 ensured Protestant rule and the rise of parliamentary power, which created a stable environment for British imperial expansion.
- **Colonialism and Trade:** During the 17th and 18th centuries, Britain expanded its empire by colonizing parts of Africa, India, and North America. The colonies produced raw materials like cotton and tea, which boosted the British economy.
- **India in the British Empire:** India became a crucial part of the British Empire due to its resources and trade

- **Empire's Impact on Britain:** The Romans brought order and infrastructure to Britain, while the British Empire's wealth from colonies like India and the Americas contributed to Britain's rise as a global power.

Analysing Cause and Effect:

- **Roman Influence on British Development:** Understanding how Roman innovations like roads, laws, and military garrisons helped stabilize and organize early Britain, laying the groundwork for future prosperity.
- **Economic Growth through Empire:** The British Empire's control over colonies and resources provided wealth and raw materials that fueled the Industrial Revolution, leading to Britain's prosperity in the 18th century.

Connecting Broader Historical Themes:

- **The Rise and Fall of Empires:** Comparing the Roman Empire's rise, dominance, and eventual decline with the British Empire's expansion and its eventual decline in the 20th century. Understanding the similarities and differences in how these empires maintained control over diverse territories.
- **Trade and Wealth:** Both empires relied heavily on trade and the exploitation of resources from conquered lands, which enriched their economies and helped sustain their military and political dominance.

	potential. The East India Company was instrumental in controlling trade and governance in India.	
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