

Ouston Primary School History Curriculum: Substantive Knowledge & Strands Mapping

Purpose of this Document

This document establishes a rigorous progression map for three core strands of substantive knowledge across our school's two-year split curriculum cycles (Cycle A and Cycle B). By grouping learning into these distinct thematic strands, we ensure that knowledge is intentionally revisited, cumulative, and structured to prevent gaps in our mixed-age classes.

Our core strands are defined as:

1. **Significant Individuals (Including Monarchy):** Tracing human agency, leadership, choices, and characters that reshaped British, local, and world history.
 2. **Civilisations and Empires:** Exploring how complex human societies, power structures, and global systems emerged, functioned, and declined.
 3. **Invasion and Settlement:** Analysing the root causes of mass migrations, military conflicts, and how diverse groups settled and reshaped landscapes.
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Strand 1: Significant Individuals (Including Monarchy)

This strand traces how individual choices, actions, leadership, and personal characters have fundamentally influenced human history across local, national, and international contexts.

Early Years Foundation Stage (EYFS / Reception)

- **Cycle A (Autumn 2 - Special Days):** Pupils learn about **Guy Fawkes** and discover that Bonfire Night started hundreds of years ago because of his actions.
- **Cycle A (Spring 2 - Growing Up):** Pupils learn to recognize and name the main members of the present **Royal Family** and explore differences across generations.
- **Cycle A (Summer 2 - The Seaside):** Pupils learn about **Mary Anning**, discovering that she found the first fossils and demonstrating how objects help us uncover the past.
- **Cycle B (Autumn 2):** Pupils explore the story of **Guy Fawkes** through targeted, age-appropriate historical storytelling.

- **Cycle B (Spring 1 - People Who Help Us):** Pupils are introduced to **Thomas the Baker**, exploring his role in how the Great Fire of London started. They also look at inspiring historical figure stories during storytime, including **Florence Nightingale** and **Marie Curie**.
- **Cycle B (Summer 2 - On the Move):** Pupils study **George Stephenson**, learning about him as a local historical figure whose pioneering designs completely changed the way things are made.
- **Key Vocabulary (EYFS):** Past, present, generation, fossil, King, Queen, coronation, crown, history maker, local, design, bakery, engine.

Key Stage 1 (Years 1 & 2)

- **Cycle A (Spring 1 - Great Fire of London):** Focus shifts to **Samuel Pepys**, an vital eyewitness who kept a private diary that provides historians with crucial primary evidence of the fire. Pupils also study **Thomas Farriner**, the baker whose Pudding Lane oven sparked the disaster.
- **Cycle A (Summer 1 - Durham Cathedral):** Pupils learn about **Saint Cuthbert**, a highly significant Anglo-Saxon monk and figure of peace. They discover that Durham Cathedral was built explicitly to safeguard and honor his body.
- **Cycle A (Summer 2 - How Life Has Changed):** Pupils learn about **Tim Berners-Lee**, who invented the World Wide Web in 1989, initiating massive societal shifts in digital technology and daily connectivity.
- **Cycle B (Spring 1 - History Makers):** Students evaluate and debate the historical significance of a diverse group of figures:
 - **Guy Fawkes & King James I:** The 1605 Gunpowder Plot to assassinate the Protestant King.
 - **Malala Yousafzai:** Championing girls' right to education.
 - **Margaret Thatcher:** Britain's first female prime minister.
 - **Hatshepsut:** A highly successful female pharaoh of Ancient Egypt who ruled 3,500 years ago.
 - **Marie Curie:** Ground-breaking discoveries in radioactivity and the first person to win two Nobel Prizes.
 - **Grace O'Malley:** A powerful Irish sailor and leader who actively resisted English control.
 - **Queen Elizabeth I:** Defeated the Spanish Armada in 1588 during a golden era of exploration.
- **Cycle B (Summer 1 - Titanic):** Pupils track **Delia McDermott**, a young, impoverished Irish migrant passenger whose journey and survival on the Titanic highlights the realities of migration in 1912.
- **Cycle B (Summer 2 - Explorers):** Children analyse and compare the profiles of famous explorers:
 - **Ranulph Fiennes:** Recognised as the world's greatest living polar explorer.
 - **Amy Johnson:** First woman to fly solo from England to Australia (1930), overcoming severe gender discrimination.
 - **Christopher Columbus:** His 1492 voyage connected Europe and the Americas, though his harsh treatment of indigenous populations is critically examined.

- **Neil Armstrong:** Commander of Apollo 11, taking a "giant leap for mankind" as the first human on the Moon in 1969.
- **Key Vocabulary (KS1):** Eyewitness, primary evidence, diary, monk, saint, shrine, miracle, continuity, change, chronology, significant, prime minister, pharaoh, radioactivity, passenger, migrant, explorer, solo, aviator, gender discrimination, lunar.

Lower Key Stage 2 (Years 3 & 4)

- **Cycle A (Autumn 1 - Romans):** Focuses on **Emperor Claudius**, who ordered the successful invasion of Britain to prove his strength. Pupils study **Boudica**, the Iceni Queen who led a massive, bloody rebellion against Roman authority. They also study **Claudia Severa** and **Sulpicia Lepidina**, whose surviving handwritten Latin letters at Vindolanda provide primary evidence that wealthy Roman women in Britain were literate and socially active.
- **Cycle A (Summer 1 - Bronze Age):** Pupils study the **Amesbury Archer**, an elite individual buried near Stonehenge whose rich grave goods indicate he may have introduced crucial bronze-working skills from continental Europe.
- **Cycle B (Autumn 2 - Ancient Egypt):** Focuses on **Howard Carter**, the British archaeologist who discovered the intact tomb of **Tutankhamun** in 1922. Pupils learn that Tutankhamun became the "Boy King" at age nine, died suddenly at eighteen, and left a wealth of artefacts that shed light on pharaonic rule.
- **Cycle B (Spring 2 - Anglo-Saxons):** Pupils analyse **Augustine**, sent by Pope Gregory in AD 596 to convert Anglo-Saxons. He met **King Ethelbert of Kent**, whose conversion led to the spread of Christianity across England. They also investigate the ship burial at Sutton Hoo, likely containing **King Redwald of East Anglia**.
- **Cycle B (Summer 2 - Vikings):** Studies **King Alfred the Great**, the only English monarch awarded this title. He successfully defended Wessex from the Vikings, negotiated peace with Guthrum, established fortified towns (*burhs*), codified laws, and championed literacy.
- **Key Vocabulary (LKS2):** Emperor, empress, tribe, rebellion, status, grave goods, archaeologist, intact, pharaoh, mummification, pagan, convert, Christianity, burh, legacy.

Upper Key Stage 2 (Years 5 & 6)

- **Cycle A (Autumn 2 - Early Islamic Civilisation):** Focuses on **Abbasid Caliph Abu Jafar al-Mansur**, who founded the circular "City of Peace" (Baghdad) in AD 762. Pupils track brilliant figures of the Golden Age: **Al-Khwarizmi** (mathematician), **Ibn Hawqal** (geographer who drew 'The Face of the Earth' map), and **Al-Jazari** (the genius mechanical engineer who invented the crankshaft). Pupils also study **King Athelstan**, who defeated an alliance of Vikings and Scots at the Battle of Brunanburh in AD 937 to become the first king of a unified England.
- **Cycle A (Spring 1 - Shang Dynasty):** Focuses on the discovery of the elite, intact burial chamber of **Fu Hao** at Yin Au in 1976, revealing her status as a powerful military general and queen. Rulers like **King Cheng Tang**

(benevolent founder) and **King Di Xin** (the cruel final monarch) are evaluated. The scholar **Wang Yirong** is recognized for identifying Shang writing on oracle bones in 1899.

- **Cycle A (Summer 1 - Ancient Maya):** Tracks the explorer-travellers **John Stephens** and **Frederick Catherwood**, whose 1839 jungle expeditions rediscovered and documented advanced, abandoned Maya cities like Chichén Itzá.
 - **Cycle B (Autumn 1 - British Empire):** Investigates **David Livingstone** and the role of missionaries in spreading Christianity and Western influence, alongside the political and economic actions of imperial rulers.
 - **Cycle B (Spring 2 - Trojan War):** Analyses the legendary Greek general **Odysseus**, whose clever wooden horse stratagem ended the ten-year siege of Troy.
 - **Cycle B (Summer 2 - Battle of Britain):** Focuses on Prime Minister **Winston Churchill's** wartime leadership alongside **Air Chief Marshal Hugh Dowding**, whose brilliant tactical management of RAF Fighter Command and radar technology defeated the Luftwaffe.
 - **Key Vocabulary (UKS2):** Caliph, scholar, geographer, cartographer, mechanical engineer, crankshaft, nation state, general, siege, subterfuge, Prime Minister, Fighter Command, missionary.
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Strand 2: Civilisations and Empires

This strand traces how complex human societies, trade networks, power structures, and sprawling global empires emerged, functioned, interacted, and ultimately declined over time.

Early Years Foundation Stage (EYFS / Reception)

- **Cycle B (Summer 2 - On the Move):** Pupils sort modern-day transport from historical transport, visiting heritage railways to compare how communities traveled in the past with life today.
- **Cycle B (Spring 1 - People Who Help Us):** Pupils explore how the fire service has evolved, linking safety improvements back to the layout of 17th-century London.

Key Stage 1 (Years 1 & 2)

- **Cycle A (Spring 1 - Great Fire of London):** Pupils investigate the urban conditions of London in 1666 (crowded, narrow, dirty, timber-framed houses). They discover how the disaster forced positive civil changes: widening streets, banning wood in favour of brick and stone, and founding London's first organized fire service.
- **Cycle A (Summer 1 - Durham Cathedral):** Pupils explore the immense social power of the medieval Church. They look at cathedral architecture (Norman style constructions, central towers, sanctuary rings) as expressions of religious authority.

- **Cycle B (Summer 1 - Titanic / Edwardian Era):** Students analyse the rigid class divisions of the Edwardian era, noting how extreme poverty (slums, tenements) and immense wealth lived side-by-side. They study how everyday items, like hats, were used as clear indicators of wealth, social class, and status.
- **Key Vocabulary (KS1):** Flammable, timber-framed, firebreaks, medieval, cathedral, Norman style, social class, aristocracy, working-class, domestic service, status.

Lower Key Stage 2 (Years 3 & 4)

- **Cycle A (Autumn 1 - Romans):** Pupils define an empire as multiple lands ruled by one central government. They look at how the Romans introduced advanced urban planning to Britain (grid patterns, forums, basilicas, bathhouses, amphitheatres). They also study gladiatorial games, discovering how wealthy sponsors used these brutal events to entertain the lower classes (*plebeians*) and prevent rebellions.
- **Cycle B (Autumn 2 - Ancient Egypt):** Pupils study the highly organized structure of Egyptian society, led by a pharaoh who governed and created laws. They focus on their deep religious belief in an afterlife, investigating the complex mummification process, symbolic wall murals, and the "weighing of the heart" ritual.
- **Cycle B (Spring 2 - Anglo-Saxons):** Pupils analyse the major cultural shift from paganism to Christianity across Britain. They discover how conversion changed daily life, bringing literacy, monasteries, and medical care, while establishing the wealth and power of the Church via tithes and dues.
- **Key Vocabulary (LKS2):** Empire, civilization, grid pattern, forum, amphitheatre, plebeian, lanistae, dynasty, afterlife, mummification, canopic jars, sarcophagus, craftspeople.

Upper Key Stage 2 (Years 5 & 6)

- **Cycle A (Autumn 2 - Early Islamic Civilisation):** Pupils investigate the Golden Age of Islam around AD 900, studying Baghdad as a massive trade metropolis sitting at the "crossroads of the universe". They look at the **House of Wisdom** (*Bayt al-Hikma*) as a global centre of learning where scholars translated international knowledge into Arabic, sparking major advances in math, medicine, and engineering.
- **Cycle A (Spring 1 - Shang Dynasty):** Students study ancient Chinese civilization along the Yellow River (1600 BC–1046 BC). They look at its rigid social hierarchy (kings, nobles, craftsmen, farmers, slaves) and analyse oracle bones as direct evidence of early Chinese writing, ancestor worship, and royal court divination.
- **Cycle A (Summer 1 - Ancient Maya):** Pupils analyse the advanced rainforest civilization of Central America. They look at how ceremonial cities like Chichén Itzá functioned as centres for complex religious rituals, advanced astronomy, and the high-stakes ball game *Pok-a-tok*. They study their math systems, highlighting that the Maya were the first civilization to independently develop the concept of zero.

- **Cycle B (Autumn 1 - British Empire):** Students study the vast extent of the British Empire at its peak in 1921. They analyse the core economic reasons behind empire-building (sourcing raw materials for the Industrial Revolution, trading finished goods, exploiting slave labour). They also examine the harsh impacts on indigenous peoples and track how colonies eventually gained independence, leading to the modern Commonwealth.
 - **Key Vocabulary (UKS2):** Metropolis, international trade, House of Wisdom, translation, oracle bones, bronze casting, Central America, Mayan codices, zero, sustainability, colony, Industrial Revolution, raw materials, missionary, self-government, sovereign nation, Commonwealth.
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Strand 3: Invasion and Settlement

This strand traces the migration of human groups, focusing on the root causes of conflict, the military tactics of invaders, and the long-term impact of new settlements on the British landscape and identity.

Early Years Foundation Stage (EYFS / Reception)

- **Both Cycles (Autumn 2 - Remembrance Day):** Children learn that Remembrance Day serves to honour and remember the sacrifices, bravery, and achievements of soldiers who fought in past wars and battles.
- **Cycle A (Spring 2 - Growing Up):** Introduces vocabulary like *Medieval*, *Outlaw*, and *Rebel* through historical stories about knights, castles, and figures like Robin Hood.

Key Stage 1 (Years 1 & 2)

- **Cycle A (Spring 1 - Great Fire of London):** Pupils look at the physical layout and structural density of 17th-century settlements, learning how narrow streets and a lack of organized firebreaks allowed the fire to jump rapidly between buildings.
- **Cycle B (Summer 1 - Titanic / Irish Migration):** Focuses on the causes of human migration, studying how years of severe potato blight caused intense hardship and forced poor Irish families to leave home to settle in America.
- **Key Vocabulary (KS1):** Soldier, war, battle, battlefield, poppy, memorial, medal, potato blight, hardship, migrant, Third Class/Steerage, passage.

Lower Key Stage 2 (Years 3 & 4)

- **Cycle A (Autumn 1 - Romans):** Pupils explore the AD 43 invasion of Britain, discovering that the Romans wanted access to valuable natural resources (metals, wood, agricultural lands) and slaves. They study **Hadrian's Wall**, built to protect Roman settlements from raids by the northern Pictish tribes.
- **Cycle A (Summer 1 - Stone Age to Bronze Age):** Tracks how early Britons shifted from being nomadic hunter-gatherers living in temporary, seasonal

camps to building permanent, settled farming villages (like Skara Brae) due to the development of metalworking and bronze smelting.

- **Cycle B (Spring 2 - Anglo-Saxons):** Pupils analyse why Germanic tribes (Angles, Saxons, Jutes) migrated to Britain after the Roman legions left in AD 410. They learn that the Anglo-Saxons bypassed stone Roman towns, choosing instead to clear forests and settle in small, wooden farming villages.
- **Cycle B (Summer 2 - Vikings):** Investigates the Viking Age, beginning with the brutal surprise raid on the Lindisfarne monastery in AD 793. Pupils discover that while early raids were driven by a desire for gold and silver, later campaigns were full migrations aimed at settling families on Britain's fertile farming lands. They study how the unique engineering of Viking longships (lightweight, shallow draft, symmetrical design) made surprise coastal and river invasions highly effective.
- **Key Vocabulary (LKS2):** Invasion, conquest, fort, Hadrian's Wall, Picts, prehistory, nomadic, hunter-gatherer, settlement, cist, legion, withdraw, Anglo-Saxon, pagan, longship, Lindisfarne, Danelaw, raid, settlement.

Upper Key Stage 2 (Years 5 & 6)

- **Cycle A (Autumn 2 - Early Islamic Civilisation / Anglo-Saxons):** Focuses on the **Battle of Brunanburh (AD 937)**, where King Athelstan led Anglo-Saxon forces to defeat a major combined invasion of Vikings, Scots, and Irish, successfully securing territory and creating a single, united English nation-state.
 - **Cycle A (Summer 1 - Ancient Maya):** Pupils analyse the mysterious collapse of classic Maya cities between AD 600 and 900. They learn that a combination of environmental and human pressures—overpopulation, severe drought, deforestation, and warfare—made urban life unsustainable, forcing populations to abandon their grand stone cities and resettle in smaller rural groups.
 - **Cycle B (Spring 2 - Trojan War):** Pupils study the legendary ten-year siege of Troy, sparked by the kidnapping of Queen Helen. They evaluate artistic and archaeological evidence to debate whether the Trojan Horse was a real military stratagem (like a covered battering ram) or a myth.
 - **Cycle B (Summer 2 - Battle of Britain):** Investigates the serious risk of a Nazi invasion of Britain in June 1940 after the fall of France. Pupils analyse Hitler's invasion plan (*Operation Sea Lion*), discovering that Germany's weaker navy (*Kriegsmarine*) could not transport soldiers across the English Channel unless the Luftwaffe first defeated the RAF to win complete air superiority.
 - **Cycle B (Autumn 1 - British Empire / Falklands War):** Studies the **Falklands War (1982)** as a modern conflict triggered by Argentina's invasion of the islands, highlighting Britain's ongoing responsibility to defend its overseas territories.
 - **Key Vocabulary (UKS2):** Nation-state, conflict, battlefield, abandonment, environmental crisis, resource depletion, siege, fortification, evacuation, air superiority, Luftwaffe, RAF Fighter Command, radar, task force, surrender.
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Teacher Implementation Guidance: Managing Mixed-Age Classes

When delivering this curriculum to mixed-age cohorts (e.g., Year 3/4 or Year 5/6), teachers must focus on explicitly highlighting connections across eras to help children build a clear sense of chronology:

1. **Contrast Urban Settlements:** During **Cycle B (Anglo-Saxons)**, explicitly remind pupils of **Cycle A (The Romans)**. Highlight the contrast between the highly structured, stone-built Roman towns and the small, wooden, rural villages preferred by the Anglo-Saxons.
2. **Trace Military Strategies:** When exploring **Cycle B (The Battle of Britain)** in Year 5/6, connect the concept of defensive boundaries back to **Hadrian's Wall** from Year 3/4. Emphasize how the British used radar networks and fighter command to turn the English Channel into a modern defensive wall.
3. **Vocabulary Reinforcement:** Use the Tier 3 vocabulary listed at the end of each phase on working walls. Ensure children understand how core concepts like *Invasion*, *Settlement*, and *Empire* apply equally whether they are studying Roman soldiers in Britain or the Abbasid Caliphs in Baghdad.