

| Unit of Work | Key concept | Unit of Work | Key Concept | Unit of work | Key Concept |
|---|-----------------------|--|-----------------------|-----------------------------|-------------------------|
| KSI | | LKS2 | | UKS2 | |
| The Victorians | Equality | Wolverhampton (Local Area) | Local significance | Ancient Greece | Equality |
| | Influential Women | | Achievements | | Civilization |
| | Leisure and Lifestyle | | Leisure and Lifestyle | | Power |
| | Local significance | | | | Beliefs |
| Florence Nightingale and Mary Seacole | Influential Women | Anglo-Saxons and The Vikings | Invasion | World War II | Leisure and Lifestyle |
| | Equality | | Settlement | | Settlement (evacuation) |
| | Achievements | | Beliefs | | Invasion |
| Castles | Power | The Tudors | Beliefs | Medicine and Disease | Beliefs |
| | Invasion | | Equality | | Equality |
| | Settlement | | Leisure and Lifestyle | | Local Significance |
| All About Me and Where do I Live? Wednesfield Now and Then (Local Area) | Local Significance | Stone Age to Iron Age | Settlement | Early Islamic Civilisations | Leisure and Lifestyle |
| | Leisure and lifestyle | | Achievements | | Power |
| | Trade | | Farming | | Civilization |
| Communication Now and Then | Achievements | The Roman Empire and its Impact on Britain | Invasion | Shang Dynasty | Leisure and Lifestyle |
| | | | Settlement | | Achievements |
| | | | Achievements | | Civilization |
| Great Fire of London | Trade | Incredible India | Influential Women | Zulu Kingdom | Achievements |
| | | | Civilization | | Trade |
| | | | Trade | | Achievements |
| Intrepid Explorers | Power | Achievements | Achievements | Power | Leisure and Lifestyle |
| | | | Beliefs | | Civilisation |
| | | | Invasion | | Beliefs |

History Key Concepts

1. Local Significance
2. Trade
3. Leisure and Lifestyle
4. Power and hierarchy
5. Influential Women
6. Equality
7. Achievements
8. Invasion
9. Settlement
10. Beliefs
11. Farming
12. Civilization



At D'Eyncourt Primary, the children learn through a concept-based curriculum allowing them to learn beyond solely the topic facts. Concepts or 'big ideas' allow 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 enabling them to be held within their long-term memory. Please find below are a list of concepts that the children at D'Eyncourt focus upon in history and our reasoning behind their choice.

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| 1. Local Significance | The focus around this concept is on recognising why a local person or event is of importance. Children are encouraged to evaluate the relevance of the contribution of different individuals or how an event came to affect future generations. Local history helps students better understand their community, as well as the inequities in education, poverty, health outcomes and other issues that they see around them every day. |
| 2. Trade | This concept focuses upon the transfer of goods and services from one person or entity to another, often in exchange for money. Economists refer to a system or network that allows trade as a market. When studying the Great Fire of London, children will understand that London was the centre of trade at the time and the reasons for this. In the following phase, children revisit trade when learning how trade between settlements started during the Neolithic period. This then develops into the Bronze and Iron Age, where hillforts were built to protect trade routes that now spanned into Europe. |
| 3. Leisure and Lifestyle | This concept surrounds aspects of everyday life including houses, jobs, transport school and entertainment and changes over time. These may be similar or different to those used today. Also fulfils research about family life, the different roles and lifestyles of men, the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns. Also includes the rise, fall and actions of the monarchy; religion; improvements in technology; exploration; disease; the lives of the rich and poor. |
| 4. Power | This concept starts with an understanding that children will learn the hierarchy of a past society. They will understand that hierarchy is a way of organising people according to how important they were. Most past societies had a monarch/leader at the top, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. |
| 5. Influential Women | This concept considers significant individuals who made a difference in the world. It includes women who have helped people, stood up for their beliefs, made discoveries or provided leadership. The understanding of these women can provide greater knowledge of the world. Women become significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Beliefs can prompt an individual to act, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice. |
| 6. Equality | This concept ensures that children understand that equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability. |
| 7. Achievements | This concept includes all achievements around the world including technology, exploration, workplaces, houses and jobs, leisure, family and social structures. Achievements can happen rapidly or slowly and are affected by the desire for people to change their beliefs, the availability of resources and technology, and social and economic circumstances. Achievements include ideologies, institutions, results of oppression and the immediate motivations and actions of individuals or groups of people. Important individual achievements include great discoveries and actions that have helped many people. |
| 8. Invasion | This concept involves looking at invaders or an invasion where an army or country that uses force to enter and take control of another country. Invasions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration or invading space. |
| 9. Settlement | This concept shares the fact that settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land. Children will understand that through history communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. |
| 10. Beliefs | This concept encompasses the understanding of what it means to believe in something. It may be to be a member of a religion by understanding the significance for the believer of their beliefs and practices; appreciate how the study of religion highlights key similarities and differences, which can form the basis of dialogue between religions; reflect on how the experience of being human is responded to and interpreted in the religions being studied |
| 11. Farming | Farming is the act or process of working the ground, planting seeds, and growing edible plants. You can also describe raising animals for milk or meat as farming. Farming is a concept to describe the lifestyle and work of people whose jobs are in the agriculture industry. It covers empowerment and responsibility of all people involved around food-related practices (breeding, farming, processing, food preparation, distribution and consumption), creating and promoting "food culture". |
| 12. Civilization | This concept encompasses how civilisations changed and developed over time. It also includes understanding the characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Motives include birth right; the desire to acquire land, money and natural permanent settlements. It covers great achievements or discoveries that may be significant because it affects the lives of other people or the natural world. |