

## Substantive Historical Knowledge

N	R	Y1	Y2	Y3	Y4	Y5	Y6	
	<p><b><u>Kingdoms-Kings and Queens</u></b>                      *To know that a kingdom is an area or place lived in by Kings and Queens.                      *To be able to identify the concept of Kingdoms in the Fairy Tales they listen to and read.</p>	<p><b><u>Toys: Past and Present</u></b>                      *To know how to find out about the past.                      *To know what toys our parents and grandparents had.                      *To describe how old and new toys are similar and different.                      *To know that toys have changed over the years and <b>how and why</b>.                      *To know what toys can do now that they couldn't in the past.                      *To know how to sort which toys are old and new using a timeline                      *To know how to ask questions, make comparisons and use artefacts.</p> <p><b><u>Castles and Kingdoms</u></b>                      *To know that kingdoms are ruled by powerful people.</p> <p><b><u>Intrepid Explorers</u></b>                      *Captain Scott                      *Christopher Columbus                      *Ibn Battuta                      *Tim Peake</p>	<p><b><u>The Gunpowder Plot</u></b>                      *To know that an important event happened in November 1605.                      *To know that James VI of Scotland was also James I of England and was a Protestant king.                      *To know that this was the start of the Stuart era in History.                      *To know that England was a Protestant country and it was illegal to go to Catholic Mass.                      *To know that for 100s of years, arguments about religion had been happening.                      *To name Robert Catesby as a Catholic and the 'plot maker.'                      *To describe the plan.                      *To know that Guy (Guido) Fawkes plotted to use gunpowder to set Parliament alight.                      *To know that a letter was written by a plotter and it was discovered.                      *To know that most of the plotters were arrested for treason and sent to the Tower of London (a prison) including Guy Fawkes.                      *To understand that November 5<sup>th</sup> (Bonfire Night) came from James I's new law to commemorate the capture of the plotters.</p>	<p><b><u>Prehistoric Britain</u></b>                      *To know the definition and time scale of human prehistory.                      *To know that prehistory is divided into 3 ages: Stone Age, Bronze Age and Iron Age in that order.                      *To know that the Iron Age marks the end of prehistory.                      *To know that the Stone Age is divided into 3 periods: Palaeolithic, Mesolithic and Neolithic.                      *To know some settlements of the Stone Age and Iron Age such as ditch houses and hill forts.                      *To know what Skara Brae is and its significance.                      *To know that the first man was known as a hunter gatherer.                      *To know that Homo Habilis (skilled man) was the first human to use stone to make tools.                      *To know that the Stone Age people were nomads but became settlers.                      *To know some stone/Bronze advancements with weapons, tools, clothing and jewellery.                      *To know that Stonehenge is thought of as the world's most famous prehistoric monument.</p>	<p><b><u>Roman Invasion of Britain</u></b>                      *To know the time span of 43AD to 410AD for the Roman invasion and occupation of Britain.                      *To know that Emperor Claudius was the first to successfully invade.                      *To know why the Romans invaded Britain.                      *To know that Britain was once part of the Roman Empire.                      *To know the terms 'invade' and 'settle' in terms of the Roman timeline.                      *To know what is still present today in Britain from Roman settlements.                      *To know who Boudicca was and from different points of view.                      *To know that the Celts revolted against the invaders.                      *To know about armour and protection for the Roman Army.                      *To know that during their occupation of Britain the Romans built an extensive network of roads still in use today.                      *To understand the downfall of the Roman Empire.                      *To be able to describe the Romans' legacy.</p> <p><b><u>British History Heroes</u></b>                      *Mary Anning (Science link)                      *Emmeline Pankhurst                      *Mary Seacole                      *Grace Darling  <b>REMINDER- all of the above have good resources on BBC Teach.</b>                      *William Wilberforce (the poor, RSPCA and abolition of slavery)</p>	<p><b><u>Roman Invasion of Britain</u></b>                      *To know the time span of 43AD to 410AD for the 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Heroes</u></b>                      *Mary Anning (Science link)                      *Emmeline Pankhurst                      *Mary Seacole                      *Grace Darling  <b>REMINDER- all of the above have good resources on BBC Teach.</b>                      *William Wilberforce (the poor, RSPCA and abolition of slavery)</p>	<p><b><u>Monarchy and Power</u></b>                      *To know the term 'monarch' and be able to define it as someone who 'rules' and has power and influence.                      *To know that the concept of monarchy has changed over time.                      *To understand that the power of the monarch can be 'absolute' or guided and controlled by governments or even the people!                      *To know that the Magna Carta was issued in 1215 and was the first document to state that the King was not above the law.                      *To know that Elizabeth I had many kingdoms and how important she was.                      *To know the main events in the life of Charles I that led to his execution.                      *To know that Charles II was restored to the monarchy which is why we have monarchy today.                      *To know that the Georgian monarchy had four kings all named George and that in this era, Britain became a global power (empire)                      *To know that Victoria ruled over an Empire and had the title Empress of India too.                      *To know that Elizabeth II was the longest reigning British monarch and what her legacy is.                      *To know that Britain is a monarchy that has a strong relationship with its Government.</p> <p><b>Reminder-include comparison with what was happening in Britain at the same time.</b></p>	<p><b><u>Conflict and Empire</u></b>                      *To know the term 'empire' and be able to explain what it means.                      *To know that the British Empire began in the 16<sup>th</sup> Century to spread the country's rule and power and how this was achieved over time.                      *To know that the British Empire was at its height in 1922 and was the largest the world had ever seen.                      *To know that the Empire brought huge changes with it both positive and negative and begin to evaluate their significance and impact.                      *To know the start and end dates of WW1 and 2 to place them in time.                      *To know about the Battle of the Somme and why we have Remembrance.                      *To understand the causes of WW2.                      *To know that the Blitz and Evacuation were a consequence of War.                      *To be able to describe the effect of the Blitz on London.                      *To know about the life of Noor Inayat Khan and her bravery during WW2.                      *To know who Anne Frank was and key events in her short life.                      *To understand Anne Frank's diary is a precious historical document and legacy.</p>

## Progression in First Order Concepts (The Lens / Golden Thread)

Concepts	In EYFS and Key Stage 1, children develop an understanding of the past through a study of famous people, events and everyday life. Through these themes, they are provided with a foundation on which the components of our history curriculum can be developed further in Key Stage 2.						
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p><b><u>Invasion and Empire</u></b>                      *Reasons / causes for invasions, battles and wars.                      *Consequences of wars.                      *Comparison between <i>different</i> periods of time /different countries: similarities and differences.                      *Understanding the term Empire as a large group of countries ruled over by a single monarch or leader.                      *Begin to discuss the impact of Empires on people and places.</p> <p><b><u>Key terms:</u></b> battle, civil war, conquer, conquest, conquistador, defeat, invade, kingdom, invasion, rebellion, siege, war, empire.</p>	<p>*To know that a kingdom is an area or place lived in by Kings and Queens.</p> <p>*To be able to identify the concept of kingdoms in the Fairy Tales they listen to and read.</p>				<p>*To know <b>why</b> the Romans invaded Britain.</p> <p>*To know that Britain was once part of the Roman Empire.</p> <p>*To know the terms 'invade' and 'settle' in terms of the <b>Roman timeline.</b></p> <p>*To know what is still present today in Britain from Roman <b>settlements.</b></p> <p>*To know who Boudicca was and from <b>different points of view.</b></p> <p>*To know that the Celts revolted against the invaders.</p>	<p>*To know the term 'monarch' and be able to define it as someone who 'rules' and has power and influence.</p> <p>*To know that Elizabeth I had many kingdoms and how important she was.</p> <p>*To know that the Georgian monarchy had four kings all named George and that in this era, Britain became a global power (empire)                      *To know that Victoria ruled over an Empire and had the title Empress of India too.</p>	<p>*To know the term 'empire' and be able to explain what it means.                      *To know that the British Empire began in the 16<sup>th</sup> Century to spread the country's rule and power and how this was achieved over time.                      *To know that the British Empire was at its height in 1922 and was the largest the world had ever seen.                      *To know that the Empire brought huge changes with it both positive and negative.                      *To understand the causes of WW2.                      *To know that the Blitz and Evacuation were a consequence of War.</p>

<p><b><u>Political and Religious</u></b></p> <p>*Compare and contrast the different types of government in the past: in the UK and the ancient world: differences and similarities.</p> <p>*Compare and contrast the different types of religious practices in the past: in the UK and the ancient world: differences and similarities.</p> <p>*How the way Britain is ruled has changed / stayed the same throughout history.</p> <p>* Know how maps and political boundaries are affected by changes in government (Anglo Saxon kingdoms; Danelaw; Roman Empire; Norman conquest; )</p> <p><b>Key Terms:</b> city state, decline, democracy, dynasty, empire, kingdom, monarch, monarchy, parliament, religion, divide.</p>			<p><b><u>The Gunpowder Plot</u></b></p> <p>*To know that James VI of Scotland was also James I of England and was a Protestant king.</p> <p>*To know that this was the start of the Stuart era in History.</p> <p>*To know that England was a Protestant country and it was illegal to go to Catholic Mass.</p> <p>*To know that for 100s of years, arguments about religion had been happening.</p> <p>*To know that most of the plotters were arrested for treason and sent to the Tower of London (a prison) including Guy Fawkes.</p> <p>*To understand that November 5<sup>th</sup> (Bonfire Night) came from James I's new law to commemorate the capture of the plotters.</p>		<p>*To know that Britain was once part of the Roman Empire.</p>	<p>*To understand that the power of the monarch can be 'absolute' or guided and controlled by governments or even the people!</p> <p>*To know that the Magna Carta was issued in 1215 and was the first document to state that the King was not above the law</p> <p>*To know the main events in the life of Charles I that led to his execution.</p> <p>*To know that Charles II was restored to the monarchy which is why we have monarchy today.</p> <p>*To know that Britain is a monarchy that has a strong relationship with its Government.</p>	<p>*To know that the British Empire began in the 16<sup>th</sup> Century to spread the country's rule and power and <b>how this was achieved over time.</b></p> <p>*To know that the British Empire was at its height in 1922 and was the largest the world had ever seen.</p> <p>*To know that the Empire brought huge changes with it both positive and negative and <b>begin to evaluate their significance and impact.</b></p>
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## Progression in First Order Concepts (The Lens / Golden Thread)

### Concepts

In EYFS and Key Stage 1, children develop an understanding of the past through a study of famous people, events and everyday life. Through these themes, they are provided with a foundation on which the components of our history curriculum can be developed further in Key Stage 2.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p><b><u>Settlements and Social History</u></b></p> <p>*Compare and contrast different societies and cultures in the UK from the past and from the ancient world: differences and similarities between the daily lives of different people: rich and poor; women and men; girls and boys.</p> <p>* Significant inventions or events which changed societies.</p> <p><b><u>Key Terms:</u></b> civilisation, clan, tribe, culture, hierarchy, nomads, settlers, slavery, society, technology.</p>		<p>*To describe how old and new toys are similar and different.</p> <p>*To know that toys have changed over the years and <b>how and why.</b></p> <p>*To know what toys can do now that they couldn't in the past.</p>		<p>*To know some settlements of the Stone Age and Iron Age such as ditch houses and hill forts.</p> <p>*To know what Skara Brae is and its significance.</p> <p>*To know that the first man was known as a hunter gatherer.</p> <p>*To know that Homo Habilis (skilled man) was the first human to use stone to make tools.</p> <p>*To know that the Stone Age people were nomads but became settlers.</p> <p>*To know some stone/Bronze advancements with weapons, tools, clothing and jewellery.</p>	<p>*To know the terms 'invade' and 'settle' in terms of the <b>Roman timeline.</b></p> <p>*To know what is still present today in Britain from Roman <b>settlements.</b></p>		

<p><b><u>Legacy</u></b></p> <p>*To know that invasions, conquests, civilisations and industrialisation have had a lasting impact on Britain and the wider world.</p> <p>*To know that both Ancient civilisations and more recent historical events have played an important role in developing society and the language we use today.</p> <p><b><u>Key Terms:</u></b>  Legacy, impact, change, effect, ancient, modern, civilisations, government, democracy, language, architecture, society, predecessor, past, today.</p>				<p>*To know some stone/Bronze advancements with weapons, tools, clothing and jewellery.</p> <p>*To know that Stonehenge is thought of as the world's most famous prehistoric monument.</p>	<p>*To know that during their occupation of Britain the Romans built an extensive network of roads still in use today.</p> <p>*To be able to describe the Romans' <b>legacy</b>.</p>		
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## Progression in Second Order Concepts (Disciplinary Knowledge)

N	R	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronological Understanding</b>							
Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.	Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.	Know how to put 3 events or objects in the correct order they happened or were made.  Know how to use terms like, before, after, old and new correctly.	Know how to put 5 events or objects in the correct order they happened or were made.  Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more or less than 100 years ago.	Know how to locate key events and periods studied on a timeline.  Know the meaning of: AD, BC, century and millennium.	Know how to locate and place the key events or periods studied on a timeline.  Know the meaning of decade, ancient and modern.	Know how to order and place the key periods and events studied on a timeline.  Know that CE and BCE can be used instead of AD and BC.	Know how to order and place the key periods and events studied on a timeline.  Know the relationship between date and century (dates starting from 100AD are 2nd century).
<b>Cause and Consequences</b>							
Remembering events and losses in our past (lost toys).	Remembering events and losses in our past (lost toys).	Know about the cause of an event studied this year.	Know about the cause of an event studied this year.	Know the cause of an event and the consequence (from KS1 and this year).	Know the cause of an event and consequence (from previous years and this year).	Know the cause of an event and consequence & <b>explain why</b> (from previous years and this year).	Know the cause of an event and consequence and explain why. <b>Make links to other events in History.</b>
<b>Significance of Events / People / Places</b>							
Know the name of a significant event (birthday, bonfire night, Christmas, Easter, Eid, Divali).	Know the name of a significant event (birthday, bonfire night, Christmas, Easter, Eid, Divali).	Know the name of a famous person from History and explain why they are famous.	Know the name of a famous person from History and explain why they are famous.	Know some important events, places and people.	Know some important events, places and people.	Know, make links and draw comparisons between some important events, places and people.	Know, make links and draw comparisons between some important events, places and people.

## Progression in Second Order Concepts (Disciplinary Knowledge)

N	R	Y1	Y2	Y3	Y4	Y5	Y6
<b>Similarity and Difference / Continuity and Change</b>							
<p>Recognise they look like their family. Name the members of their immediate and extended family.</p>	<p>Recognise they look like their family and there are some differences. Name the members of their immediate and extended family.</p>	<p>Know simple facts about aspects of daily life studied this year. Know some things which have changed or stayed the same. Discuss past and present and changes.</p>	<p>Know simple facts about aspects of daily life studied this year. Know some things which have changed or stayed the same. Discuss past and present and changes. Compare with own life.</p>	<p>Know similarities and differences between daily lives of people in the past and today. Know of the main changes or constants.</p>	<p>Know similarities and differences between daily lives of people in the past and today. Know of the main changes or constants.</p>	<p>Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes or constants and compare with other periods studied.</p>	<p>Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes or constants and compare with other periods studied. Describe change through the use of general, abstract terms such as gradual, rapid, important or unimportant.</p>
<b>Historical Enquiry</b>							
<p>Use photographs and objects to talk about their family. Know that photographs tell stories about our past.</p>	<p>Use photographs and objects to talk about their family's past. Know that photographs and objects can tell stories about our past.</p>	<p>Use historical artefacts, photographs and visits to museums to find out about the past.</p>	<p>Use historical artefacts, simple written accounts, photographs and visits to museums <b>to answer simple questions about life in the past.</b></p>	<p>Use a range of sources of evidence such as witness accounts, visits, the internet, photographs, museum visits and artefacts to answer questions and to ask questions.  Ask and answer questions to find out about the past.</p>	<p>Use a range of sources of evidence such as witness accounts, visits, the internet, photographs, museum visits and artefacts to answer questions and to ask questions.  Ask and answer questions to find out about the past. Know what a <b>primary and secondary source</b> is and give examples.</p>	<p>Recognise some sources may be more reliable than others. Use sources to <b>answer a question independently.</b></p>	<p>Recognise some sources may be more reliable than others and reasons for <b>bias.</b>  Use sources to formulate a question and investigate the answers independently.</p>

## Historical Interpretation

		Know what an <b>eye-witness account</b> is.	Know what an <b>eye-witness account</b> is.	Look at different accounts of history: know what is <b>fact or opinion</b> .	Look at different version of the same event, <b>identify differences</b> and talk about reasons why.	Know that some evidence is <b>propaganda, misinformation or opinion</b> . Give reasons why.	Know that some evidence is <b>propaganda, misinformation or opinion</b> . Give reasons why. Evaluate evidence to choose the <b>most reliable</b> .
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