

Substantive knowledge, pupils should be taught about...

(See separate document for more detail)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Changes in living memory:</u> Changes with respect to toys and transport, and how these reveal changes to aspects of national life <u>Significant people:</u> A person is significant because they changed events at the time they lived. • Mary Seacole • Mary Anning . • Emmeline Pankhurst - • Neil Armstrong - <u>Kings, Queens and castles:</u> The Monarchy. Henry VIII, Queen Victoria and Elizabeth I and Henry VII.	<u>Florence Nightingale</u> The life of Florence Nightingale, her achievements and a make a comparison with Mary Seale. <u>The Great Fire of London</u> The causes, events and consequences of the Great Fire of London. <u>The Victorians</u> Queen Victorian's reign and the life and times of the Victorians.	<u>Stone Age to Iron Age:</u> Changes in Britain from the Stone Age to the Iron Age, including the chronology and changes during this time period, the lifestyle of stone age man, farming, the discovery Stonehenge. <u>Ancient Egypt</u> A depth study of Ancient Egypt, including the importance of the River Nile, the Great Pyramids, mummification and the life of ancient Egyptians. <u>Local History</u> Significant historical events, people and places in their own locality – Burnham on Crouch.	<u>Romans</u> The Roman empire and its impact on Britain, including the invasions on Britain, the success if its armies, Boudica's rebellion, Roman towns and the legacy of the Romans. <u>Anglo Saxons and Scots</u> Britain's settlement by Anglo-Saxons and Scots, including the Anglo-Saxon invasions, their life, kingdoms, culture and Christian conversion. <u>Ancient Greece</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world	<u>World War 2</u> An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, focussing on the World War 2 – the causes, evacuation, the Home Front and importance of propaganda. <u>Mayans</u> A non-European society that provides contrasts with British history, focussing on the Mayans – their importance, society, number system and religious beliefs	<u>Industrial Revolution</u> An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, focussing on the industrial revolution – its importance, the cotton industry, the steam engine, the importance of coal and iron and the development of canals. <u>Anglo Saxons and Vikings – Alfred The Great</u> Britain's settlement by Anglo-Saxons including the Anglo-Saxon invasions, their life, kingdoms and culture. Vikings way of life, culture, invasions and kingdoms.

History **substantive concepts** covered

	<u>Archaeology</u>	<u>Social justice</u>	<u>Conflict</u>	<u>Civilisation</u>	<u>Monarchy</u>	<u>Religion</u>
Year 1	Significant people – Mary Anning			Changes in living memory- Toys, homes, transport	Kings and Queens	Kings and Queens
Year 2	The Great fire of London	The Victorians		The Victorians Florence Nightingale	The Victorians	The Victorians
Year 3	The Stone Age			The Stone Age Local History – Burnham on Crouch		The Egyptian's
Year 4	The Romans The Greeks Anglo Saxons		The Romans The Greeks	The Romans The Greeks Anglo Saxons		The Romans The Greeks Anglo Saxons
Year 5	The Maya	WW2	WW2	The Maya	The Tudors	The Tudors
Year 6	Anglo Saxons and Vikings- Alfred the Great	WW2 Industrial Revolution	WW2	Industrial Revolution		Anglo Saxons and Vikings- Alfred the Great

Disciplinary knowledge and Historical enquiry - knowledge concepts and the approach of historical enquiry. Children should know how to....

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------	--------	--------

<u>Changes in Living memory:</u> Changes over time - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <u>Significant people:</u> Cause and effect - Understand that a consequence is something that happens as a direct result of something else. <u>Kings and Queens:</u> Changes over time - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. Cause and effect - Explain that historical events are caused by	<u>The Great Fire of London</u> Cause and effect - Understand that a consequence is something that happens as a direct result of something else. <u>Florence Nightingale</u> Cause and effect - Understand that a consequence is something that happens as a direct result of something else. <u>The Victorians</u> Changes over time - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same.	<u>Stone Age to Iron Age</u> Cause and effect - Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences. <u>Ancient Egypt</u> Changes over time - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <u>Local Study</u> Changes over time - Begin to understand that some things change and some	<u>The Romans</u> Cause and effect - Understand that historical events have consequences that sometimes last long after the event is over. Changes over time - Identify key things that stayed the same between periods. - Identify key things that changed between periods. - Identify that there are reasons for continuities and changes across periods of time and explain some of these. <u>Anglo-Saxons and Scots</u> Changes over time - Identify key things that stayed the same between periods. - Identify key things that changed between periods. - Identify that there are reasons for continuities and changes across periods of time and explain some of these	<u>WW2</u> Changes over time - Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity. - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. - Understand and describe in some detail the main changes to an aspect of a period in history. Cause and effect - Examine in more detail the short and long term causes of an event being studied. - Understand that one event can have multiple consequences that impact on many countries and civilisations. - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end	<u>Industrial Revolution</u> Changes over time - Identify why some changes between different periods of time have had more significant consequences than others. - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. - Understand and describe in some detail the main changes to an aspect of a period in history. Cause and effect - Examine in more detail the short and long term causes of an event being studied. - Understand that the consequences of one historical event can sometimes become the causes of another. <u>Anglo-Saxons and Vikings</u> Changes over time
--	--	---	---	---	--

things that occurred before them.		things stay nearly the same.	<u>The Greeks</u> Cause and effect - Understand that historical events have consequences that sometimes last long after the event is over.	of the First World War being cited as one cause of the Second World War. - Address and devise historical questions about cause and consequence. <u>The Mayan Civilisation</u> Changes over time - Identify why some changes between different periods of time have had more significant consequences than others. - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. - Understand and describe in some detail the main changes to an aspect of a period in history. . Cause and effect - Examine in more detail the short and long term causes of an event being studied. - Understand that one event can have multiple consequences that impact	- Identify why some changes between different periods of time have had more significant consequences than others. - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. - Understand and describe in some detail the main changes to an aspect of a period in history.
-----------------------------------	--	------------------------------	---	--	---

				on many countries and civilizations. - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.	
--	--	--	--	---	--

Second order concepts			
	Key stage 1	Lower key stage 2	Upper Key Stage 2
Historical Interpretations	Identify that there are different ways that the past is represented, including written sources, visual sources and artefacts.	Understand that different versions of the past exist, and explore possible reasons for this.	Understand that different versions of the past exist, explaining how & why this is possible, appreciating that historical figures had points of view. Understand that some accounts of history may be affected by historical propaganda, opinion or misinformation.
Historical Enquiry – Using Sources and Communicating Ideas	Ask questions and produce answers to a few historical enquiries. Choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries.	Devise a range of valid questions for different historical enquiries, and construct substantiated, informed responses. Use a range of historical sources when answering historical enquiries, including stories,	Independently plan historical enquiries and construct substantiated, informed, valid conclusions. Use, understand the uses of and comment on the value of a range of historical sources when

	Communicate ideas about the past in writing, drawing, drama and ICT.	archive materials, photos, images, artefacts, historical buildings, oral accounts and music. Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT	answering historical enquiries, inc stories, archive materials, photos, images, artefacts, historical buildings, oral accounts & music. Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.
Chronological Understanding	Understand the difference between the past and present and describe simple features of themes, events and people from the past and present. Sequence people, events, objects and photos and fit them onto a preprepared timeline with a scale. Use a range of words and phrases relating to the passing of time (e.g. nowadays, yesterday, when I was younger, a long time ago, before I was born, when my parents were young, previously, in the past etc), and recount changes in own life.	Identify historical details and demonstrate some overall chronological awareness of themes, societies, events and people. Sequence the most significant people, events, objects, themes, societies and periods studied so far, and fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.	Identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people. Sequence a range of key people, events, objects, themes, societies and periods studied in Key Stage 2, and independently fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD
Similarities and Differences	Make simple observations about different types of people, events, beliefs within a society or time period, identifying simple similarities and differences.	Make observations about similarities and differences between people, groups, experiences or places in the same historical period	Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.