|  |  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |  |
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| EYFS | **Substantive Knowledge:**  Topic knowledge  Chronological awareness  Substantive (abstract) concepts - Substantive conceptsare key concepts, such as ‘empire’, ‘monarchy’, or  ‘invasion and settlement’, which children learn about during their study of  primary History. Substantive concepts are fundamental elements of  children’s historical knowledge, however they are abstract and therefore  children may find them challenging to understand.  **Disciplinary Knowledge:**  Disciplinary concepts – change and continuity, similarities and difference, cause and consequence, historical significance, sources of evidence and historical interpretations  Historical enquiry – question, investigate, interpret, evaluate and conclude and communicate | Tell Me a Story  Retelling stories characters and events | Let’s Celebrate  Bonfire Night  Gunpowder Plot | *Chinese New Year*  *Differences between countries and other cultures*  *Respecting other cultures different to our own* | A Long, Long Time Ago  Dinosaurs Mary Anning  How do we know about the past? Comparing their childhood with the past. | Changes over time –  Watching a caterpillar grow into a butterfly comparing the differences of a chick growing | Different sand sculptures and castles, with damp sand in a tuff spot tray encourage the children to make their own | Past and Present  Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.  People, Culture and Communities  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts |
| KS1  Y1 |  |  | **Space**  Historical significance  Was Tim Peake a more successful astronaut than Neil Armstrong?  H3: The lives of significant individuals in the past | **How have toys changed?**  Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and ‘interview’ an old teddy bear before considering what toys may be like in the future. |  | **Monarchy** Historical significance  What is a monarch?  H2: Events beyond living memory that are significant nationally or globally  H3: The lives of significant individuals in the past | Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world |
| KS1/KS2  Y2 | Great Fire of London  Historical Significance  Why do we call the Great Fire of London great?  H2: Events beyond living memory  H3: The lives of significant individuals in the past |  |  | **How did we learn to fly?**  Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight. |  |  |
| KS2  Y3 | Stone Age to Iron Age  Similarity & difference  H1: Changes in Britain from the Stone Age to the Iron Age. | Ancient Egypt  Causation  Would you want to be a pharaoh?  H7: Achievement of ancient civilisations | Guatemala- **Maya**  Similarity & difference  How was life similar for Mayas and Ancient Egyptians?  H7: Achievement of ancient civilisations |  |  |  | Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind  Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’  Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses  Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed |
| KS2  Y4 | The Romans  Change & continuity  How did the Roman Empire change over time?  H2: Roman Empire and its impact on Britain |  |  |  | **British history 3: How hard was it to invade and settle in Britain?**  Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end |  |
| KS2  Y5 |  |  | **Settlement by Anglo-Saxons**  Similarity & difference  What can we learn about Anglo-Saxons from what we see today?  H3: Britain’s Settlement by Anglo Saxons |  | **What did the Greeks ever do for us?**  Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of  evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the Ancient Greeks, children learn about the Olympic games, architecture, art and theatre. |  |
| KS2  Y6 | Vicious Vikings  Similarity & difference  H4: Compare to Roman civilisation in Britain and link to previous learning of Saxons in Year 5. Invasion, Kings, Viking life, laws and justice. |  |  | **British history 6: What was the impact of World War II on the people of Britain?**  Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and  photographs, children reconstruct the feelings of those living on the home front in World War II. |  | **Why did the Maya civilisation decline so quickly?**  Extending their knowledge of civilisations, children will compare and contrast the  Maya to Britons. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Learning about the achievements of the Maya, they make contrasts to the experience of the people of Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined. |
| KS3 | * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind * gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed * gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. | | | | | | | |