



#### History Progression of Knowledge

History is factual knowledge of the past - key events, place, people etc - and includes two types - '**generative knowledge**' and '**fingertip knowledge**':

**Generative knowledge** is the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning and thus supports pupils to generate more knowledge. Generative knowledge can be categorised into 'substantive concepts (such as invasion, empire, settlement, social history, crime and punishment, communication and invention) and abstract concepts such as chronological knowledge (knowledge relating to broader developments and the features of historical periods).

**Substantive Concepts** are concepts concerned with the subject matter of history, such as rights, peace, invasion, trade, war, empire and monarchy. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way. Substantive concepts are classed as generative knowledge because they support the learning of new material. For example, understanding the concept of invasion from an earlier topic supports understanding of the next topic which involves invasion. **Chronological knowledge** is also generative knowledge. This is the specific knowledge of the broad characteristics of historical periods and supports pupils to build coherent schema for particular topics.

**Fingertip knowledge** is the knowledge of the key facts and dates which pupils need in their minds, or at their fingertips, whilst undertaking historical enquiries, without which they would be incapable of constructing answers. Without essential fingertip knowledge, working memory is overloaded when undertaking enquiries. Fingertip knowledge must be taught and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long term aim of the primary classroom, and it may not be needed beyond the current topic.

### **Disciplinary Knowledge and Historical Enquiry.**

**Disciplinary knowledge** is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry. Pupils learn disciplinary knowledge within relevant historical contexts (i.e. the substantive topics such as Ancient Greece) - through application to substantive knowledge. They answer key questions and this enables them to place their historical knowledge in a broad context. It helps pupils to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.

**Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts that are systematically developed in our history curriculum:**

- **Historical Enquiry** - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
- **Cause** - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation
- **Consequence** - understanding the relationship between an event and other future events.
- **Change and continuity** - analysing the pace, nature and extent of change.
- **Similarity and difference** - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- **Historical significance** - understanding how and why historical events, trends and individuals are thought of as being important.
- **Historical interpretations** - understanding how and why different accounts of the past are constructed.

### **Chronology:**

Our History FOS seeks to help students enhance their ***understanding of chronology at each year level, make connections across different time periods***, and develop a solid, chronological knowledge of History.

Each FOS has a focus on chronology, enabling children to explore the historical context of the period they are studying and make comparisons with other parts of the world. In EYFS, children begin by reflecting on significant experiences from their own past, helping them understand that everyone has their own history. They then participate in activities that compare and contrast characters from stories, including historical figures, which deepens their understanding of how individual lives are part of larger historical narratives. In Key Stage 1, children continue to develop their awareness of the past, ***understanding where people and events fit within a chronological framework***. This supports the creation of a ***'mental timeline'*** that children can reference throughout their learning in Key Stage 2, helping them identify connections, contrasts, and trends over time.

Throughout the school, our Lock, Link and Load document supports the children with making chronological links. As a school, we put value on the children building their knowledge through **connecting prior learning**.

Each classroom will also display a **timeline** to support the children in **knowing more and remembering more**. The timeline displays the history that the children have previously been taught to support them with making links.

### **National Curriculum Programmes of Study**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Pupils should be taught about:		Pupils should be taught about:			
<b>Knowledge &amp; Understanding of British History</b>	<ul style="list-style-type: none"> <li>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> </ul>		<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain</li> <li>Britain’s settlement by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>			
<b>Local History</b>	<ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality</li> </ul>		<ul style="list-style-type: none"> <li>A local history study</li> </ul>			
<b>Knowledge &amp; Understanding of Wider World History</b>	Events beyond living memory that are significant nationally or globally <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</li> </ul>		<ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world (Tudors until 2024-25)</li> <li>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>			
<b>History Skills and Concepts</b>	<ul style="list-style-type: none"> <li>Be aware of the past, using common words and phrases relating to time</li> <li>Fit people and events into a chronological framework</li> <li>Identify similarities and differences between periods</li> <li>Use wide vocabulary of everyday historical terms</li> <li>Ask and answer questions</li> </ul>		<ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history</li> <li>Establish clear narratives within and across periods studied</li> <li>Note connections, contrasts and trends over time</li> <li>Develop the appropriate use of historical terms</li> <li>Regularly address and sometimes devise historically valid questions</li> <li>Understand how knowledge of the past is constructed from a range of sources</li> <li>Construct informed responses by selecting and organising relevant historical information</li> <li>Understand that different versions of the past may exist, giving some reasons for this</li> </ul>			

	<ul style="list-style-type: none"> <li>• Choose and use from stories and other sources to show understanding</li> <li>• Understand some ways we find out about the past</li> <li>• Identify different ways in which past is represented</li> </ul>	
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### Termly Units

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<p><b>Out of this World (Moon Zoom)</b></p> <p>This project teaches children about <b>significant people and events</b>, including <b>comparisons</b> with other astronauts. The children will learn how to compare lives of a astronaut and place facts on a timeline. The children will research how space travel has had an impact on everyday life.</p>	<p><b>Unlimited (Maestro: Movers &amp; Shakers)</b></p> <p>This project teaches children about <b>historically significant people</b> who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance</p>	<p><b>Tribal Tales (Maestro: Through the Ages)</b></p> <p>This project teaches children about British prehistory from the <b>Stone Age to the Iron Age</b>, including changes to people and lifestyle caused by ingenuity, invention and technological advancement</p>	<p><b>Swords &amp; Settlers (Maestro: Invasion)</b></p> <p>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about <b>Anglo-Saxon and Viking invasions</b> up to the Norman conquest.</p>	<p><b>Legacy of the Dynasties</b></p> <p>This project teaches children about the history of ancient China, focusing primarily on the <b>Shang Dynasty</b>, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.</p>	<p><b>Stand up, Stand out! (Maestro: Maafa)</b></p> <p>This project teaches children about <b>Africa past and present</b> and the development of the slave trade. It also explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.</p>
<b>Summer</b>	<p><b>Children of the Revolution (Maestro: School Days)</b></p> <p>This project teaches children about their own school and locality, both today and in the past. They compare schooling in the <b>Victorian era</b> to their experiences today</p>	<p><b>Long Live our Noble King Cornerstones: Magnificent Monarchs)</b></p> <p>This project teaches children about the <b>English and British monarchy from AD 871 to the present day</b>. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.</p>	<p><b>Hail, Caesar! (Maestro: Emperors and Empires)</b></p> <p>This project teaches children about the history and structure of <b>ancient Rome</b> and the Roman Empire, including a detailed exploration of the Romanisation of Britain.</p>	<p><b>You'd find in in a Museum!</b></p> <p>This project teaches children about the history of three of the world's first ancient civilisations: <b>ancient Sumer, ancient Egypt</b> and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.</p>	<p><b>Tudors (from then onwards it will be The Greeks) Summer</b></p>	<p><b>Britain at War</b></p> <p>This project teaches children about the causes, events and consequences of the <b>First and Second World Wars</b>, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.</p>

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## **EYFS**

ELGs:

- Past and Present - Children at the expected level of development will:
- 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.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.

## **Adapting the curriculum for pupils with SEND in history**

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, history learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.

**End points:**

**By the end of EYFS**, children will: Know the meaning of new and old. They will begin to compare past and present events in their own lives, those of their families and other people they know. They will also be able to sequence events using language relating to time.

**By the end of KS1:** Previous learning will be built upon further as children develop an awareness of the past and know where the people and events they study fit within a chronological framework. They will be able to make comparisons by identifying similarities and differences between life in different historical periods and recall some significant people from events beyond living memory.

**By the end of KS2, children will:** Have developed a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time. They will be able to use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people and construct informed responses that involve thoughtful selection and organisation of historical information.

**Substantive Knowledge KS1**

<b>Key Concepts:</b>			
<b>1. Invasion &amp; Empire</b>	<b>2. Settlements &amp; Social History</b>	<b>3. Crime &amp; Punishment</b>	<b>4. Communication &amp; Invention</b>
<b>Area of Study</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
Scope	<ul style="list-style-type: none"> <li>Understanding of the world</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory</li> <li>Significant events beyond living memory and the lives of significant individuals</li> <li>Significant historical events, people and places in their own locality (Stoke Mandeville Guttman Centre)</li> </ul>	
Chronology	<ul style="list-style-type: none"> <li>Past and present Living memory</li> <li>To talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>Within living memory</li> <li>Beyond living memory</li> </ul> <p>➔ 1950's – childhood</p> <p>➔ The coronation of Queen Elizabeth II took place in 1953</p>	<ul style="list-style-type: none"> <li>Within living memory</li> <li>Beyond living memory</li> </ul> <p>➔ Vasco da Gama was the first European to find an ocean trading route to India.</p>

		<p>at Westminster Abbey, London.</p> <ul style="list-style-type: none"> <li>• To place known events and objects in chronological order</li> <li>• To sequence events and recount changes within living memory</li> <li>• To use common words and phrases relating to the passing of time e.g. now, then, yesterday, days, weeks, years, nowadays, past, old, new</li> </ul>	<ul style="list-style-type: none"> <li>➔ Christopher Columbus was the first European to discover the Americas.</li> <li>➔ Captain James Cook drew detailed maps of New Zealand and discovered Australia.</li> <li>➔ Roald Amundsen led the first expedition to reach the South Pole.</li> <li>➔ Neil Armstrong was the first man to walk on the Moon.</li> </ul> <ul style="list-style-type: none"> <li>• To describe events from the past, using common words and phrases relating to the passing of time</li> <li>• To sequence events on a timeline</li> </ul>
Invasion & Empire			<ul style="list-style-type: none"> <li>• To know that Christopher Columbus was an explorer.</li> <li>• To know that Christopher Columbus discovered the Americas.</li> </ul>
Settlements & Social History		<ul style="list-style-type: none"> <li>• To know that in the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the radio, visited dance halls and began to watch television.</li> <li>• To know that in the 1950s, families watched television and ate dinner together. Children played unsupervised</li> </ul>	<ul style="list-style-type: none"> <li>• To know why Rosa Parks is remembered.</li> <li>• To know how Rosa Park's actions influenced the Civil Rights movement in the USA <ul style="list-style-type: none"> <li>• To know the term activist and how certain activists changed the world.</li> </ul> </li> </ul>

		<p>in the streets and spent their pocket money on sweets.</p> <ul style="list-style-type: none"> <li>• To know that in the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing.</li> <li>• To know that by the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines.</li> <li>• To know that Victorian schools, boys and girls were separated into large classes. They were taught different subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy.</li> </ul>	
Crime & Punishment			
Communication & Invention		<ul style="list-style-type: none"> <li>• To know that Geographical features such as roads and towns can change over time. (1950's to present day)</li> <li>• To know that during the Industrial Revolution, new machines were invented, and factories, railways and canals were built. Goods could now be made and transported quickly, which made the UK a</li> </ul>	<ul style="list-style-type: none"> <li>• To know that television and radio brought the events of the Moon Landing to a global audience.</li> <li>• To know about advancements in technology e.g. spacecraft <ul style="list-style-type: none"> <li>• To know that Christopher Columbus brought things to Europe that had not been seen before, such as tobacco.</li> <li>• To know that Neil Armstrong was the first person to walk on</li> </ul> </li> </ul>



		<p>very powerful and rich country.</p> <ul style="list-style-type: none"> <li>To know that Samuel Wilderspoon opened schools with playgrounds during the Victorian era.</li> </ul>	<p>the Moon in 1969. This event started a new era of space exploration.</p> <ul style="list-style-type: none"> <li>To know that explorers' modes of transport have changed over time. For example, early explorers used sailing ships and modern explorers use rockets.</li> </ul>
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### Substantive Knowledge KS2

Key Concepts:			
2. Invasion & Empire	2. Settlements & Social History	3. Crime & Punishment	4. Communication & Invention
Area of Study	Year 3	Year 4	
Scope	<ul style="list-style-type: none"> <li>Changes to Britain from the Stone Age to Iron Age</li> <li>The Roman Empire and its impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>Viking and Anglo-Saxon struggle for control of England</li> <li>The Egyptians</li> </ul>	
Chronology	<p>15000 – 3000BC Stone Age 3000BC – 800BC Bronze Age 800BC – 43AD Iron Age 43AD – 410AD Romans</p> <ul style="list-style-type: none"> <li>To use an increasing range of common words, dates and phrases relating to the passing of time e.g. BC and AD.</li> <li>To know the Stone Age is divided into three periods: <ul style="list-style-type: none"> <li>➤ Palaeolithic 30,000 BC – 10,000 BC</li> <li>➤ Mesolithic 10,000BC – 8,000BC</li> <li>➤ Neolithic 8000BC – 3000BC</li> </ul> </li> </ul>	<p>449AD – 1066AD Anglo Saxons 793AD – 1066 Viking 7500BC – 30AD Egyptians Ancient Sumer was the first civilisation to develop c4500 BC.</p> <ul style="list-style-type: none"> <li>To place and describe some historical periods and eras on a timeline.</li> <li>To use historic vocabulary to discuss and describe dates, time, periods, eras, chronology and changes.</li> <li>To use dates (BC and AD) and terms accurately in describing events.</li> </ul>	
Invasion & Empire	<ul style="list-style-type: none"> <li>To know about tribal attacks e.g. Celts during the Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>To know about the invasion of the Anglo-Saxons.</li> </ul>	

	<ul style="list-style-type: none"> <li>• To know that the Iron Age ended in 43AD after the final Roman invasion of Britain.</li> <li>• To know that the Britain was once part of the Roman Empire.</li> <li>• To know that Claudius successfully invaded Britain in 43AD.</li> <li>• To know that Julius Caesar invaded Britain twice in 55BC and 54BC.</li> <li>• To know the impact Romans had on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the Vikings conflicted with the Anglo Saxons between 793AD to 1066AD for control over Britain.</li> <li>• They travelled from Scandinavia and landed in Lindisfarne.</li> <li>• To know that the Vikings captured 'Jorvik' (York) and it was the Viking capital in England</li> <li>• To know in the third century BC, Sargon the Great took control of the city states of ancient Sumer, tearing down defensive walls, building roads creating a single language. He became the first person to rule over an empire.</li> <li>• To know that the ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves.</li> <li>•</li> </ul>
Settlements & Social History	<ul style="list-style-type: none"> <li>• To know some settlements of the Stone Age.</li> <li>• To know some settlements of the Iron Age.</li> <li>• To know some settlements of the Romans.</li> <li>• To know that Homo Sapien (wise man) evolved creatively to make more complex tools and equipment to farm</li> <li>• To know that the first man was known as a hunter gatherer</li> <li>• To know that Stonehenge is thought of as the world's most famous prehistoric monument</li> <li>• To know that the Stone Age people were nomads but then became settlers.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the Anglo-Saxons came looking for farmland and the Vikings were also searching for farmland and treasures to make them rich.</li> <li>• To know the rulers of Viking times.</li> <li>• To know jobs and education during the Viking era.</li> <li>• To know the Vikings came from Scandinavia (Norway, Sweden and Denmark) on longships and stole gold and jewels from monks in monasteries.</li> <li>• To know that the Vikings landed at Lindesfarne</li> <li>• To know many British places were named by the Vikings (the suffix -by coming from the Scandinavian word for 'homestead' or village)</li> <li>• To know that The Fertile Crescent in the Middle East is known as the birthplace of farming.</li> <li>• To know that the hierarchy in ancient Sumerian city states had the lugal at the top followed by priests and priestesses, upper class professionals then lower class craftspeople, farmers and slaves.</li> </ul>

		<ul style="list-style-type: none"> <li>To know that the 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs.</li> <li></li> </ul>
Crime & Punishment	<ul style="list-style-type: none"> <li>To know that there were no laws in the Stone Age and Iron Age Britain</li> <li>To know about the role of the Emperor and Senate during different Roman periods.</li> </ul>	<ul style="list-style-type: none"> <li>To know laws and justice during the Anglo-Saxon era.</li> <li>To know the Vikings stole treasures from Monasteries.</li> <li>To know the types of punishments for committing crimes in.</li> <li>To know laws and justice during the Anglo-Saxon era.</li> </ul>
Communication & Invention	<ul style="list-style-type: none"> <li>To know that Homo Habilis (skilled man) was the first human to use stone to make tools (hunter gathers).</li> <li>To know some Stone/Bronze advancements with weapons, tools, clothing and jewellery</li> <li>To know that during their occupation of Britain the Romans built an extensive network of roads</li> </ul>	<ul style="list-style-type: none"> <li>To know how the Egyptians used the River Nile for their way of life.</li> <li>To know that Ingenious farming methods and amazing inventions meant that ancient Sumer grew surplus food that they could trade</li> </ul>

Key Concepts:			
1. Invasion & Empire	2. Settlements & Social History	3. Crime & Punishment	4. Communication & Invention
<b>Area of Study</b>	<b>Year 5</b>	<b>Year 6</b>	
Scope	<p>Ancient Greece</p> <p>China – Shang Dynasty - China is the longest lasting civilisation starting with the Xia Dynasty in c2070.</p>	<p>World War 1 &amp; 2</p> <p>Kingdom of Benin</p>	
Chronology	<p>776BC – 146BC – Ancient Greece</p> <ul style="list-style-type: none"> <li>To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> </ul>	<p>The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897.</p> <p>The First World War started in 1914. Important events during the First World War include the First Battle of Ypres (1914),</p>	

	<ul style="list-style-type: none"> <li>To sequence local, national and international events as well as historical periods.</li> <li>To use dates (BC and AD) and terms accurately in describing events.</li> </ul>	<p>the Battle of the Somme (1916) and the United States joining the Allied Powers (1917).</p> <ul style="list-style-type: none"> <li>To identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li> </ul>
Invasion & Empire	<ul style="list-style-type: none"> <li>To know the origin of the Greek Empire</li> <li>To know that the Shang Dynasty hierarchy had the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves, some of whom were offered as human sacrifices.</li> </ul>	<ul style="list-style-type: none"> <li>To know how WW1 &amp; WW2 began and ended</li> <li>To know and which countries and world leaders were involved in WW2</li> <li>To know what the Blitz was</li> <li>To know that common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status.</li> <li></li> </ul>
Settlements & Social History	<ul style="list-style-type: none"> <li>To know about gods, goddesses and religious beliefs in ancient Greece.</li> <li>To know about the city states of Sparta and Athens and make comparisons.</li> <li>To know the three main types of government in ancient Greece: monarchy, oligarchy and democracy.</li> <li>To know key aspects of daily life in ancient Greece</li> <li>To know that Oracle bones are pieces of turtle shell, cow bone or sheep bone that were used by diviners in the Shang Dynasty. Their inscriptions provide information about life in that civilisation.</li> <li>To know that people of the Shang Dynasty had five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits.</li> <li>To know the bronze casting technique in the Shang Dynasty was technologically advanced, enabling</li> </ul>	<ul style="list-style-type: none"> <li>To know that the key causes of the First World War include alliances, imperialism, militarism and nationalism.</li> <li>To know that when Germany invaded France, the Allied Powers pushed them back to north-west France. This became known as the Western Front.</li> <li>To know that Germany had to fight on two fronts because Russia put up more resistance than expected on the Eastern Front.</li> <li>To know about safety measures during the Blitz</li> <li>To know that children were evacuated during WW2 and the benefits of this.</li> <li>To know why rationing was introduced.</li> <li>To know about the 'Dig for Victory' campaign</li> <li>To know who Anne Frank was and why she is remembered.</li> <li>To know the effects of the war on the lives of everyday people</li> </ul>

	<p>craftspeople to make high quality objects, including ritual bronzes for sacrifices and burials.</p> <ul style="list-style-type: none"> <li>• To know that silk was a luxurious status symbol in ancient China and jade was believed to have special powers.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a variety of kingdoms developed in Africa over the last 6000 years.</li> <li>• To know that Britain played a key role in the maafa, which is a term meaning the history and effects of the transatlantic slave trade.</li> <li>• To know that Elizabeth I gave John Hawkins permission to become the first British slave trader.</li> <li>• To know that British privateers seized lands in the West Indies from Spain, and built plantations that used enslaved workers.</li> <li>• To know that Britain transported over three million enslaved people across the Atlantic, more than any other country.</li> <li>• To know that the slave trade caused human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies</li> <li>• To know that enslaved people had poor living conditions and food supplies when working long hours on the plantations.</li> <li>• To know that enslaved people were subjected to racism and punished by their owners, who tried to turn them against each other.</li> <li>• To know that after slavery was abolished, formerly enslaved people were made to work as apprentices and the enslavers were compensated for the loss of their property.</li> <li>• To know that emancipated people settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora.</li> </ul>
<p>Crime &amp; Punishment</p>		<ul style="list-style-type: none"> <li>• To know that the triangular slave trade consisted of three journeys: ships from Europe sailed to Africa</li> </ul>

		<p>and exchanged European goods for enslaved people, the enslaved people were transported to the Caribbean and the Americas where they worked on plantations, then the ships took the goods from the plantations back to Europe where they were sold at a profit.</p> <ul style="list-style-type: none"> <li>To know that throughout the 20th century, black people from territories in the British Empire fought in both World Wars, helped to rebuild Britain after the Second World War and staffed the NHS, even though they suffered racial discrimination.</li> </ul>
Communication & Invention	<ul style="list-style-type: none"> <li>To know how modern life has been influenced by the Ancient Greeks</li> <li>To know that Fu Hao was a queen in the Shang Dynasty and one of the most important military leaders of her time. She demonstrated that women could be key members of society in a civilisation that did not value them.</li> </ul>	<ul style="list-style-type: none"> <li>To know the impact that war had on the people of Britain.</li> <li>To know that new weaponry technology developed at a rapid rate during the First World War.</li> <li>To know that during the First World War, there were food shortages, women had to take on roles traditionally done by men and bombing raids caused damage and loss of life.</li> <li>To know that many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery.</li> </ul>

### Disciplinary knowledge:

Disciplinary knowledge is taught and embedded within the teaching of each unit of substantive knowledge.

Key Concepts:			
3. Invasion & Empire	2. Settlements & Social History	3. Crime & Punishment	4. Communication & Invention
Area of Study	EYFS	Year 1	Year 2
Scope	<ul style="list-style-type: none"> <li>Understanding of the world</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory</li> </ul>	

		<ul style="list-style-type: none"> <li>• Significant events beyond living memory and the lives of significant individuals</li> <li>• Significant historical events, people and places in their own locality (Stoke Mandeville Guttman Centre)</li> </ul>	
Cause & Consequence	<ul style="list-style-type: none"> <li>• To talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise some causes to historical events.</li> <li>• To identify consequences to historical events.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that there are reasons why people in the past acted as they did.</li> <li>• To identify causes and consequences from the past.</li> </ul>
Change and Continuity		<ul style="list-style-type: none"> <li>• To recognise some similarities and differences between the past and the present</li> </ul>	<ul style="list-style-type: none"> <li>• To identify similarities and differences between ways of life in different periods.</li> </ul>
Similarity and differences	<ul style="list-style-type: none"> <li>• To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise some similarities and differences between individuals e.g. within the life and times of Queen Victoria / astronauts and space travel</li> </ul>	<ul style="list-style-type: none"> <li>• To identify similarities and differences between societies e.g. the time of different monarchs</li> </ul>
Historical significance	<ul style="list-style-type: none"> <li>• To understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise why certain individuals e.g. Queen Victoria / Time Peake are significant in history (achievements and impact)</li> </ul>	<ul style="list-style-type: none"> <li>• To identify why certain people/events are significant in the wider context of history e.g. Rosa Parks</li> </ul>
Sources and evidence	<ul style="list-style-type: none"> <li>• To comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at simple artefacts and pictures to ask questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at a source (such as photographs) to find answers to questions about the past.</li> <li>• To choose and select evidence (from a selection provided) and say how it can be used to find out about the past.</li> </ul>

Historical Interpretations	<ul style="list-style-type: none"> <li>To use stories or accounts to distinguish between fact and fiction.</li> <li>To look at more than two versions of the same event or story in history and identify differences.</li> </ul>	<ul style="list-style-type: none"> <li>To start to compare two versions of a past event.</li> <li>To explain that there are different types of sources that can be used to help represent the past.</li> <li>Looking at changes on a map to see how a place has changed over time</li> <li>Artefacts— School Days in the past (trip)</li> <li>Looking at photographs to see how I have changed</li> </ul>	<ul style="list-style-type: none"> <li>To look at more than two versions of the same event or story in history and identify differences.</li> <li>Historical account— Guttman and why Stoke Mandeville Stadium was created</li> <li>Using historical models to judge if we think someone is significant or not</li> <li>Artefacts at the Guttman Stadium to discover what life was like</li> </ul>
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<b>Key Concepts:</b>				
<b>Invasion &amp; Empire</b>	<b>2. Settlements &amp; Social History</b>	<b>3. Crime &amp; Punishment</b>	<b>4. Communication &amp; Invention</b>	
<b>Area of Study</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Cause & Consequence	<ul style="list-style-type: none"> <li>To find out about the cause of an event.</li> <li>To identify key consequences over a period of time and be able to give reasons for those changes.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how people and events in the past have influenced life today.</li> <li>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and note connections, contrasts and trends over time in the everyday lives of people.</li> <li>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</li> </ul>	<ul style="list-style-type: none"> <li>To examine causes and results of great events and the impact these had on people.</li> <li>To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>
Change & Continuity	<ul style="list-style-type: none"> <li>To find out about the everyday lives of</li> </ul>	<ul style="list-style-type: none"> <li>To explain how people and events in the past</li> </ul>	<ul style="list-style-type: none"> <li>To describe connections and contrasts between aspects of history,</li> </ul>	<ul style="list-style-type: none"> <li>To use appropriate historical terms such as culture, religious,</li> </ul>



	people compared with our life today.	have influenced life today.	people, events and artefacts studied.	social, economic and political when describing the past.
Similarity and differences	<ul style="list-style-type: none"> <li>To find similarities and differences between places e.g. Britain and the rest of the Roman Empire.</li> </ul>	<ul style="list-style-type: none"> <li>To explain similarities and differences between an aspect of society e.g. the religious beliefs of Anglo Saxons and the native Britons.</li> </ul>	<ul style="list-style-type: none"> <li>To describe connections and contrasts between aspects of history, people, events and artefacts e.g. within the Tudors / Ancient Greece.</li> </ul>	<ul style="list-style-type: none"> <li>To examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children</li> </ul>
Historical Significance	<ul style="list-style-type: none"> <li>To find out why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.</li> <li>To identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence.</li> </ul>	<ul style="list-style-type: none"> <li>To describe the achievements of the Ancient Egyptians and their significance to human development.</li> </ul>		
Sources & Evidence	<ul style="list-style-type: none"> <li>To gather more detail from sources such as maps to build up a clearer picture of the past.</li> <li>To suggest sources of evidence to help answer questions to present findings.</li> </ul>	<ul style="list-style-type: none"> <li>To devise my own questions to find answers about the past.</li> <li>To begin to undertake my own research.</li> <li>To compare different accounts of an event and explain why they may differ.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise when I am using primary and secondary sources of information to investigate the past.</li> <li>To use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts,</li> </ul>	<ul style="list-style-type: none"> <li>To use sources of information to form testable hypothesis about the past.</li> <li>To locate and analyse relevant information to justify claims about the past.</li> <li>To investigate my own lines of enquiry by posing historically valid questions to answer.</li> </ul>

			historic statues, figures, sculptures, historic sites.	
Historical Interpretations	<ul style="list-style-type: none"> <li>To look at more than two versions of the same event or story in history and identify differences.</li> </ul>	<ul style="list-style-type: none"> <li>To find and analyse a wide range of evidence about the past.</li> <li>To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</li> <li>To consider different ways of checking the accuracy of interpretations of the past.</li> <li>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</li> </ul>	<ul style="list-style-type: none"> <li>To show an awareness of the concept of propaganda.</li> <li>To know that people in the past represent events or ideas in a way that may be to persuade others.</li> <li>To begin to evaluate the usefulness of different sources.</li> </ul>