

## Progression of Knowledge in History

|        | Autumn 1                   | Autumn 2              | Spring 1                  | Spring 2          | Summer 1                 | Summer 2             |
|--------|----------------------------|-----------------------|---------------------------|-------------------|--------------------------|----------------------|
| Year 1 |                            | Great Fire of London  |                           | History of food   | Mary Seacole             |                      |
| Year 2 |                            |                       |                           |                   |                          |                      |
| Year 3 |                            | Stone Age to Iron Age |                           | Roman Britain     |                          | Bulwell Hall         |
| Year 4 |                            | Ancient Egypt         | Anglo Saxon Settlements   |                   | Anglo Saxons and Vikings |                      |
| Year 5 |                            | Ancient Greece        |                           |                   |                          | Crime and Punishment |
| Year 6 | Early Islamic Civilisation |                       | The causes of World War 2 | Battle of Britain |                          |                      |

| EYFS                     |                         |                  |  |
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| Three and Four-Year-Olds | Understanding the World |                  | <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>  |
| Reception                | Understanding the World |                  | <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>  |
| ELG                      | Understanding the World | Past and Present | <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> |

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| Year 1 | The Great Fire of London | History of Food | Mary Seacole |
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| <p><b>Key Vocabulary</b></p>        | <p>Before, after, now, then, fire engine, fire fighter, bakery, change, same, different, London, diary, embers,</p>   | <p>Past, present, timeline, changes, seasonal, before, after, now, then, same, different, supermarket, shops, decade, storage, cost.</p>  | <p>Nurse, soldier, Crimea, medicine, disease, battle, infection, racism, discrimination, remedies, healer, front line.</p>  |
| <p><b>Substantive Knowledge</b></p> | <p>The fire of London started in a bakery in Pudding Lane on 2nd September 1666.</p> <p>It hadn't rained for months so the city was very dry. In 1666, lots of people had houses made from wood which burns easily. Houses were built too close together and there was no organised fire brigade.</p> <p>They used leather buckets and squirts filled with water, axes, firehooks and gunpowder to make firebreaks.</p> <p>The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out.</p> <p>13,200 houses were destroyed by the fire and 70,000 people were left</p> | <p>That food and what we ate has changed over the decades and what their grandparents and their parents ate may have been different.</p> <p>To know that food changed in different decades and people ate more seasonal food in previous decades.</p> <p>To know that people in the past ate more seasonal food due to cost and storage.</p> <p>To know that food that was out of season was expensive and people could not store some foods without a freezer or fridge (which many did not have).</p> <p>To know that some foods were imported and this changed over the decades.</p> | <p>To know that she was Jamaican and lived about 200 years ago.</p> <p>To know that she was not a trained nurse but helped British soldiers during important battles, especially in the Crimean War.</p> <p>To know of her determination to help despite being rejected many times and having to fund her own way to the Crimea.</p> <p>To know that Mary paid her passage to the Crimea and was determined to go despite being rejected as a nurse.</p> <p>To know that she was brave, even visiting the soldiers on the battlefield</p> |

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|                                     | <p>homeless. Many left London to live elsewhere and some slept in tents.</p> <p>An ember from one of Thomas' bakery ovens ignited some nearby firewood. The fire quickly spread around the room and to nearby buildings.</p> <p>One of the ways we know about the fire is because people wrote about it in their own personal diary.</p> <p>Charles II was the King of England in 1666. After the fire, he made a decree that houses must be built further apart and built from stone not timber.</p> | <p>To know that sweet treats have changed in appearance and taste over the decades</p> <p>To know people's shopping habits changed from shopping in several different shops (such as a butchers or grocers) to using supermarkets and ordering online.</p>          | <p>They know what she did to improve soldier's lives in terms of providing food, comfort etc.</p> <p>To know that she visited the battlefield to tend to injured soldiers during ceasefires.</p> <p>To know that on her return to England Mary fell on hard times and had a lot of unpaid bills</p> <p>To know she was destitute under William Russell of the Times newspaper stepped in to help.</p> |
| <p><b>Disciplinary Concepts</b></p> | <p>Cause and Consequence</p> <p>Understand that a cause makes something happen and that historical events have causes.</p> <p>Understand that a consequence is something that happens as a direct result of something else.</p> <p>Similarities and Differences</p> <p>Recognise some similarities and differences between the past and the present.</p> <p>Historical Significance</p> <p>Talk about why the event or person was important and what changed/happened.</p>                            | <p>Continuity and Change</p> <p>Begin to understand that some things change and some things stay nearly the same.</p> <p>Similarities and Differences</p> <p>Start to understand that during the same period of time, life was different for people in the past</p> | <p>Continuity and Change</p> <p>Begin to identify old and new things across periods of time through pictures, photographs and objects.</p> <p>Historical Significance</p> <p>Explain reasons why someone might be significant.</p> <p>Talk about why the event or person was important and what changed/happened.</p>   |

| Chronological understanding   | Range and depth of historical knowledge  | Interpretations of history   | Historical Enquiry   |
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| <p>Sequence events in their life<br/>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p> | <p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p> | <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p> | <p>Find answers to simple questions about the past from sources of information e.g. artefacts,</p> |

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| Year 2 | The Great Fire of London | History of Food | Mary Seacole |
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| <p><b>Key Vocabulary</b></p>        | <p>Before, after, now, then, fire engine, fire fighter, bakery, change, same, different, London, diary, embers,</p>  | <p>Past, present, timeline, changes, seasonal, before, after, now, then, same, different, supermarket, shops, decade, storage, cost.</p>  | <p>Nurse, soldier, Crimea, medicine, disease, battle, infection, racism, discrimination, remedies, healer, front line.</p>  |
| <p><b>Substantive Knowledge</b></p> | <p>The fire of London started in a bakery in Pudding Lane on 2nd September 1666.</p> <p>It hadn't rained for months so the city was very dry. In 1666, lots of people</p> <p>had houses made from wood which burns easily. Houses were built too close together and there was no organised fire brigade.</p> <p>They used leather buckets and squirts filled with water, axes, firehooks and gunpowder to make firebreaks.</p> <p>The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out.</p> | <p>That food and what we ate has changed over the decades and what their grandparents and their parents ate may have been different.</p> <p>To know that food changed in different decades and people ate more seasonal food in previous decades.</p> <p>To know that people in the past ate more seasonal food due to cost and storage.</p> <p>To know that food that was out of season was expensive and people could not store some foods without a freezer or fridge (which many did not have).</p> <p>To know that some foods were imported and this changed over the decades.</p> | <p>To know that she was Jamaican and lived about 200 years ago.</p> <p>To know that she was not a trained nurse but helped British soldiers during important battles, especially in the Crimean War.</p> <p>To know of her determination to help despite being rejected many times and having to fund her own way to the Crimea.</p> <p>To know that Mary paid her passage to the Crimea and was determined to go despite being rejected as a nurse.</p> <p>To know that she was brave, even visiting the soldiers on the battlefield</p> |

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|                                     | <p>6 people died as a result of the fire. Thomas Farriner’s maid was the first person to die because she was too scared to jump from the burning building.</p> <p>13,200 houses were destroyed by the fire and 70,000 people were left homeless. Many left London to live elsewhere and some slept in tents.</p> <p>An ember from one of Thomas’ bakery ovens ignited some nearby firewood. The fire quickly spread around the room and to nearby buildings.</p> <p>One of the ways we know about the fire is because people wrote about it in their own personal diary.</p> <p>Charles II was the King of England in 1666. After the fire, he made a decree that houses must be built further apart and built from stone not timber.</p> | <p>To know that sweet treats have changed in appearance and taste over the decades</p> <p>To know people’s shopping habits changed from shopping in several different shops (such as a butchers or grocers) to using supermarkets and ordering online.</p>          | <p>They know what she did to improve soldier’s lives in terms of providing food, comfort etc.</p> <p>To know that she visited the battlefield to tend to injured soldiers during ceasefires.</p> <p>To know that on her return to England Mary fell on hard times and had a lot of unpaid bills</p> <p>To know she was destitute under William Russell of the Times newspaper stepped in to help.</p> |
| <p><b>Disciplinary Concepts</b></p> | <p>Cause and Consequence</p> <p>Understand that a cause makes something happen and that historical events have causes.</p> <p>Understand that a consequence is something that happens as a direct result of something else.</p> <p>Similarities and Differences</p>   | <p>Continuity and Change</p> <p>Begin to understand that some things change and some things stay nearly the same.</p> <p>Similarities and Differences</p> <p>Start to understand that during the same period of time, life was different for people in the past</p> | <p>Continuity and Change</p> <p>Begin to identify old and new things across periods of time through pictures, photographs and objects.</p> <p>Historical Significance</p> <p>Explain reasons why someone might be significant.</p> <p>Talk about why the event or person was important and what changed/happened.</p>   |

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|   | <p>Recognise some similarities and differences between the past and the present.</p> <p>Historical Significance</p> <p>Talk about why the event or person was important and what changed/happened.</p> |  |   |
| <b>Chronological understanding</b>  | <b>Range and depth of historical knowledge</b>   | <b>Interpretations of history</b>  | <b>Historical Enquiry</b>   |
| <p>Sequence artefacts closer together in time - check with reference book Sequence photographs etc.</p> <p>from different periods of their life</p> <p>Describe memories of key events in lives</p> | <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>  | <p>Compare 2 versions of a past event Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> | <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> |



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| <p><b>Year 3</b></p>         | <p>Stone Age to Iron Age</p>  | <p>Roman Britain</p>   | <p>Bulwell Hall</p>   |
| <p><b>Key Vocabulary</b></p> | <p>Archaeologist,<br/>         palaeontologist, artefact,<br/>         hand axe, Palaeolithic,<br/>         Mesolithic, Neolithic,<br/>         settlement, nomadic,<br/>         hunter-gatherer, spear,<br/>         Skara Brae, Stonehenge</p> | <p>Empire, consul, senate,<br/>         slaves, CE, BCE, republic,<br/>         celts, citizen, conquest,<br/>         emperor, legion, tribe,</p> | <p>Hall, mansion, wealth,<br/>         sanatorium, war camp,<br/>         flying ace, parklands,<br/>         significance, change,<br/>         sources, evidence,<br/>         subsidence, influence,<br/>         derelict, ruin</p> |

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| <p style="text-align: center;"><b>Substantive Knowledge</b></p> | <p>Know that when we talk about history we are usually referring to the period during which we have written records of what happened; the period before this is called prehistory.</p> <p>Know that the Palaeolithic was by far the longest part of human prehistory; during this time humans hunted large animals and they did not settle and live in one place; they were hunter-gatherers, who slept in caves and temporary shelters.</p> <p>Know that during the Mesolithic era, humans acquired lots of their food by foraging for wild fruits and nuts, with some hunting too; this is known as being a hunter-gatherer.</p> <p>Know that the Mesolithic era involved the making and use of</p> | <p>The Roman Empire was the largest of the ancient world.</p> <p>Rome was first ruled by kings, then a senate and then emperors.</p> <p>That different groups of people held different amounts of power – consuls, senators, plebians, enslaved people.</p> <p>The Roman army was divided into legions. They had extensive training, equipment and organisation which meant they were effective in battle.</p> <p>Julius Caesar a Roman general, politician and scholar who became leader of Rome.</p> <p>They built bridges, roads, cities, sewage systems, amphitheatres, public baths, villas, temples and huge walls. Many of this is still around today.</p> | <p>Bulwell hall was built by John Newton in 1770. It was referred to as 'Pye Wipe Hall'.</p> <p>The ownership of the hall passed many times.</p> <p>Samuel Thomas Cooper expanded the hall. He built Bulwell St Mary's Primary School. He enclosed Bulwell Bogs for his own private use.</p> <p>It was eventually passed to Thomas Hardy (founder of Hardy-Hanson Brewery) until 1897.</p> <p>In 1908 it was purchased by Albert Ball along with 575 acres of land (some of which was used for coal mining).</p> <p>He sold 225 acres to Nottingham which became Bulwell Hall Housing</p> |
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|                                     | <p>smaller, more sophisticated stone tools and some pottery.</p> <p>Know that the Neolithic era began in Britain in roughly 4,000 BCE; during this time, humans began to settle in larger villages and stay in one place; this meant that they could grow crops and raise animals; this produced more food than being a hunter-gatherer, so the population grew; this also meant that there was enough surplus food for people to begin specialising in different aspects of life (e.g. making pottery, making weapons, etc)</p> <p>Know that the methods used for growing crops are called agriculture.</p> <p>Know that it was sensible for groups to live together to protect each other from wild animals and other groups of people</p> | <p>Pre-Roman Britain was a tribal society. There was a failed Roman invasion in 55 BCE.</p> <p>Britain had many skilled metalworkers who made elaborately decorated tools, weapons, jewellery and pots.</p> <p>We know much about this period through artefacts.</p> <p>Iron Age hill forts were used to help tribes defend themselves from each other.</p> <p>They had no national leader. Had a different religion and culture to the Romans. They lived in small villages and farms with walls made from wattle and daub.</p> <p>Emporer Claudius conquered Britain in 43 AD (CE). Boudicca rebelled and was defeated in 61 AD (CE). Emporer Hadrian built Hadrian's wall to prevent raids from Caledonia (Scotland).</p> | <p>Estate. The rest of the estate was turned into a public park.</p> <p>Albert Ball was a flying ace who was awarded the Victoria Cross after his death in World War 1.</p> <p>The hall became a sanitorium for those with mental illnesses.</p> <p>It became an approved school for 90 boys shortly before World War 2.</p> <p>The hall was taken over by the army in World War 2 where it became a prisoner of war camp for Italian soldiers.</p> <p>It was damaged by mining subsistence after the war and was in poor repair.</p> <p>It was demolished in 1958 and the only remains of the hall are the ruined stable block.</p> |
| <p><b>Disciplinary Concepts</b></p> | <p>Continuity and Change</p> <p>Identify key things that stayed the same between periods.</p> <p>Identify key things that changed between periods.</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p>Similarities and Differences</p>   | <p>Continuity and Change</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time.</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p>Cause and Consequence</p>  | <p>Continuity and Change</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time.</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p>Start to understand that there are times in history when change happens suddenly.</p>  |

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|   | <p>Identify and give some examples of how life was different in the past.</p> | <p>Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Begin to understand that historical events create changes that have consequences.</p> <p>Similarities and Differences</p> <p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</p> <p>Historical Significance</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p> | <p>Cause and Consequence</p> <p>Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Begin to understand that historical events create changes that have consequences.</p> <p>Explain a series of directly related events that happened in the lead up to a historical event.</p> <p>Understand that historical events have consequences that sometimes last long after the event is over.</p> <p>Historical Significance</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</p> |
| <p><b>Chronological understanding</b></p> | <p><b>Range and depth of historical knowledge</b></p>                         | <p><b>Interpretations of history</b></p>  | <p><b>Historical Enquiry</b></p>  |

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| <p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p> | <p>Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> | <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p> | <p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the books and internet for research</p> |
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| <p><b>Year 4</b></p>         | <p>Ancient Egypt</p>  | <p>Anglo-Saxon Settlements</p>   | <p>Anglo Saxons and Vikings</p>   |
| <p><b>Key Vocabulary</b></p> | <p>Ancient, civilisation, Egypt, Egyptians, hieroglyphics, irrigation, the Nile, pharaoh, tomb, gods, goddesses, mummification, Horus, Thoth, Ma'at, Osiris, Anubis, evidence, archaeology.</p> | <p>Angles, Saxons, Jutes, Europe, East Anglia, Mercia, Northumbria, Wessex, Kent, Essex, Sussex, Settlement, Pagan, Thatch, Augustine, Farming, Christianity, Trading, Jewellery, Coins, Runes, Iron and Bronze helmet, Claim, Victorious, Shield, Calvary, Infantry, Arrow, Defeat.</p> | <p>Invade, exile, kingdom, Daneland, Danegeld, pagans, outlawed, longship, pillage, raid, wergild, monastery, Viking, artefact, reign, monarch, conflict, unified, runes.</p> |

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| <p><b>Substantive Knowledge</b></p> | <p>In c. 3000 BC, King Menes united two Egyptian kingdoms to build the empire of ancient Egypt. It lasted until 30 BC when the Romans took over.</p> <p>Life revolved around the Nile. Every year, it flooded and left behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas.</p> <p>The Nile was used for water, fishing and trade. Mud from the river banks was used to make bricks and papyrus plants were used to make paper.</p> <p>Most people lived along and around the Nile. This is still true in Egypt today.</p> <p>The ancient Egyptians built the pyramids as resting places for the pharaohs.</p> <p>When a pharaoh died, priests would prepare their bodies with a process called mummification.</p> <p>The pharaoh was then placed in a tomb, often under a pyramid, with their most treasured possessions. The ancient Egyptians believed that these treasures would help them in the afterlife.</p> <p>The ancient Egyptians worshipped many gods and goddesses who were responsible for different aspects of life and death.</p> <p>Scribes wrote using hieroglyphs. Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken.</p> | <p>They know that we are still finding out about the Saxons 1300 hundred years later. They know that the Staffordshire hoard is the largest collection of gold and silver yet found.</p> <p>Pupils know that by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia.</p> <p>Pupils understand where Angles, Saxons, Jutes came from.</p> <p>The Angles and the Saxon tribes were the largest of the three attacking tribes and so we often know them as Anglo-Saxons.</p> <p>They shared the same language but were each ruled by different strong warriors.</p> <p>Anglo-Saxon England was not one united country. It was made up of several separate kingdoms. By 800, there were seven main kingdoms:</p> <p>Each kingdom had their own leaders, and they were frequently at war with each other.</p> <p>The earliest English kings were AngloSaxons, starting with Egbert in the year 802. Anglo-Saxons ruled for about three centuries, and during this time they formed the basis for the English monarchy and laws.</p> <p>England had several Christian bishops during the Roman period, but the spread of Christianity increased during the later Anglo-Saxon era.</p> <p>The spread of Christianity also helped to unite the different kingdoms of</p> | <p>To know about Viking raids understand the fear they caused due to their violent raids and pillaging.</p> <p>To know who the Vikings were and where they originated from.</p> <p>To know that Vikings were not always raiders and they settled large parts of Anglo Saxon Britain.</p> <p>To know that Saxon monasteries had valuables and much wealth, were undefended and easy to see from a distance.</p> <p>To know the main events in the time of this struggle for Anglo Saxon Britain and place them on a timeline.</p> <p>To know that Vikings did not wear horned helmets.</p> <p>To know that Vikings had a sophisticated culture of traders and explorers – including exploration of Greenland and Newfoundland.</p> <p>That the conflict between Anglo Saxons and Vikings changed the way England looked and was run.</p> <p>To know that Daneland referred to areas under Danish (Viking) rule.</p> <p>To know that Alfred the Great was the only English king to be called 'The Great'.</p> <p>To know he defeated the Vikings in major battles.</p> |
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|  | <p>Tutankhamun was a pharaoh known more recently as the 'boy king' because he became pharaoh when he was 9 years old.</p> |  |  |
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|  | <p>His tomb was discovered by Howard Carter and his team in the Valley of the Kings in 1922.</p> | <p>England, as more and more people across the country were following the same religion.</p> <p>Most people in Anglo-Saxon England lived in villages. Their homes were made of wood, wattle and daub, and thatched roofs. They were normally just a single room with space for a fire and a hole in the roof to allow smoke to escape.</p> <p>Most Anglo-Saxons were farmers and lived off the land. They were able to make equipment such as ploughs and tools to help them in their work.</p> | <p>To know that he organised a military force, a navy and translated many texts into Anglo Saxon.</p> <p>The changes Alfred made led to an eventual victory for the Anglo Saxons.</p> |
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| <p><b>Disciplinary Concepts</b></p> | <p><b>Cause and Consequence</b><br/>Understand that historical events have consequences that sometimes last long after the event is over.</p> <p><b>Similarities and Differences</b><br/>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</p> <p>Identify and give some examples of how life was similar in the past.</p> <p><b>Historical Significance</b><br/>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/happened.</p> | <p><b>Continuity and Change</b><br/>Identify key things that stayed the same between periods.</p> <p>Identify key things that changed between periods.</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p><b>Cause and Consequence</b><br/>Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Begin to understand that historical events create changes that have consequences.</p> <p>Explain a series of directly related events that happened in the lead up to a historical event.</p> <p>Understand that historical events have consequences that sometimes last long after the event is over.</p> <p><b>Similarities and Differences</b><br/>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</p> | <p><b>Continuity and Change</b><br/>Identify why some changes between different periods of time have had more significant consequences than others.</p> <p>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.</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p><b>Similarities and Differences</b><br/>Explain and give examples to show that things may have been different from place to place at the same time.</p> <p><b>Historical Significance</b><br/>Understand that what we consider to be significant can change throughout different periods.</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p> |
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| Chronological understanding  | Range and depth of historical knowledge  | Interpretations of history  | Historical Enquiry  |
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| <p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p> | <p>Use evidence to reconstruct life in time studied Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> | <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p> | <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions Use the library and internet for research</p> |

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| <b>Year 5</b>         | Ancient Greece  |  | Crime and Punishment   |
| <b>Key Vocabulary</b> | City, city state, civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler, settlement, technology, trade, war, invasion, conflict. |  | Justice, crime, punishment, deterrent, execution, highwaymen, humiliation, judge, jury, ordeal, treason, victim, trial, bobbies, peelers, religious, persecution, society. |

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| <p><b>Substantive Knowledge</b></p> | <p>Pupils know that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands.</p> <p>Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.</p> <p>Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it.</p> <p>Many objects produced in Ancient Greece were made by enslaved people.</p> <p>Pupils know that much evidence comes from pottery and that many of the pictures they</p> |  | <p>Pupils know that justice in the Middle Ages depended almost entirely on the community. Their only hope of protection from theft and violence was for everyone in the village or town to work together.</p> <p>To know how the system of justice worked in the Middle Ages.</p> <p>To know that there was a link between the food prices and crime during the period.</p> <p>To know why many were found not guilty of serious crimes.</p> <p>Pupils know from the Robin Hood story that justice was loaded in favour of the rich and powerful.</p> <p>They know that if you ran away from justice you would be declared an outlaw and could be killed on sight.</p> |
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|  | <p>see in books are scenes from the sides of pots.</p> <p>The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.</p> <p>Ancient Athens is where democracy began.</p> <p>Pupils know that this was a time of massive growth in new ideas and ways of thinking. Focus on philosophers and ideas such as democracy.</p> <p>The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.</p> |  | <p>They know that (legend) Robin Hood robbed from the rich, including the church, to give to the poor because society was very unequal; sheriffs made sure the law was obeyed; he killed deer in the forest, against the law. etc.</p> <p>Pupils know medieval people dispensed justice, making criminals suffer which therefore allowed society to get on with life, free of crime.</p> <p>To know they used fear of consequences to stop people committing crimes.</p> <p>To know that the nature of crimes changed to more vagrancy, witchcraft and religious practices.</p> <p>To know that some were placed in pillories, stocks, the ducking stool, whipped and fined.</p> <p>Pupils know what is meant by the term Bloody Code and that punishments were as harsh as possible and as public as possible to deter people from committing crime.</p> <p>Pupils know that the greatest change in punishments at this time was transportation.</p> |
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| <p><b>Disciplinary Concepts</b></p> | <p>Similarities and Differences</p> <p>Explain and give varied examples of how life was similar and different in the past.</p> <p>Explain and give examples to show that things may have been different from place to place at the same time.</p> <p>Start to give reasons for these similarities and differences.</p> <p>Historical Significance</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant.</p> |  | <p>Continuity and Change</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Cause and Consequence</p> <p>Begin to understand that historians may not agree on the main causes of an event.</p> <p>Similarities and Differences</p> <p>Explain and give varied examples of how life was similar and different in the past.</p> <p>Explain and give examples to show that things may have been different from place to place at the same time.</p> <p>Start to give reasons for these similarities and differences.</p> <p>Historical Significance</p> <p>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant.</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</p> |
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| <b>Chronological understanding</b>  | <b>Range and depth of historical knowledge</b>  | <b>Interpretations of history</b>   | <b>Historical Enquiry</b>   |
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| <p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> | <p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p> | <p>Compare accounts of events from different sources</p> <p>Offer some reasons for different versions of events</p> | <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> |



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| Year 6         | Early Islamic Civilisation  | The causes of World War 2  | Battle of Britain   |
| Key Vocabulary | Caliph, prophet, empire, trade, Baghdad, scholar, expansion, mosque, House of Wisdom, civilisation, caliphate, prosperity, abundance, court, arabesque, inventions, | Allies, axis, empire, conflict, government, parliament, propaganda, prejudice, invade, forces, Nazi, anti-Semitic, Holocaust, expansion, Versailles, treaty, leader, dictatorship. | Allies, axis, evacuation, persecution, rationing, invasion, bombing, Blitz, black out, fascism, blitzkrieg, propaganda, Luftwaffe, RAF, remembrance, civilian, military, war, conflict. |

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| <p>Substantive Knowledge</p> | <p>To locate early Islamic Empire in time and place and can explain the origins and development of Islam in 7<sup>th</sup> century.</p> <p>They are able to give several reasons why it spread so quickly e.g. weakness of surrounding empires, exhausted by war; divisions among rivals; zeal of their faith; better fighting tactics and weapons and can classify under different types of reasons e.g. military.</p> <p>The spread of Islam took centuries and Muslims, though rulers, made up a small proportion in the lands they occupied.</p> <p>Pupils understand that nothing remains but we can reconstruct from written reports of visitors etc.</p> <p>Workers came from every city in the empire to build the city and that the network of canals supplied water to farms and allowed food and other goods to be brought into the city by boat.</p> | <p>To know that the treaty of Versailles was one of the causes of WW2.</p> <p>To know some of the restrictions Germany had after the treaty of Versailles.</p> <p>To know how hyperinflation affected the value of their money.</p> <p>That Hitler was part of a fringe party that ultimately gained power in Germany before WW2.</p> <p>To know that Hitler hated Jewish people and his ideas became popular as ordinary people wanted others to blame.</p> <p>To know some of the aims that made Hitler popular.</p> <p>To know some of the reasons why Hitler rose to power in Germany.</p> | <p>To know the key events that led up to World War 2, including the leaders of America, Germany and the UK.</p> <p>To know what happened at Dunkirk and the significance of it.</p> <p>To know that Dunkirk was a defeat but seen as a 'victory'.</p> <p>To know what happened during the Battle of Britain and its' significance.</p> <p>To know that children were evacuated to prevent civilian casualties.</p> <p>To know the role of the RAF during the Battle of Britain.</p> <p>To know what happened during the Blitz and its' significance.</p> |
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|  | <p>The importance of Trade to enriching life there. They can explain about the range of jobs herbalist, jeweller, butcher, baker, musician, merchants buying cloth and where these trades might have come from. They know that ships went to China, selling glass and date honey, returning with ceramics. Caliphs would keep building new palaces, so they were wealthy. Evidence of Baghdad is very flimsy as much was later destroyed.</p> <p>They grasp that hardly anything survives from the great age of glory as the city was destroyed by the marauding Mongols.</p> <p>They are able to discuss issues of significance in particular focusing on those things that were more advanced than in Saxon England.</p> <p>They know that places such as Cordoba in Spain had running water, clean paved welllit streets and 70 libraries.</p> <p>Know the importance of Islamic contribution to science, literature, medicine, art, architecture and mathematics.</p> | <p>To know that Germany changed under Hitler. That they increased their army, navy and air force.</p> <p>That those who with particular attributes were favoured. That those who were Jewish were persecuted, which led to the holocaust.</p> <p>To know that World War 2 was caused by Versailles, Hitler's rise to power and weak allied powers.</p> <p>To know what the Holocaust was and how Germany changed during the 1930s.</p> <p>To know what Kindertransport was and how it saved the lives of Jewish children.</p> | <p>To know what the Blitz did to many British cities.</p> <p>Identify the key leaders of the time e.g. Chamberlain, Churchill, Hitler, Mussolini, Stalin and Roosevelt. To know about key local historical sites and their significance during World War 2.</p> <p>To explain what life was like during the war, especially the 'Home Front'.</p> <p>To explain what life was like for an evacuee.</p> <p>Propaganda was used to inform and motivate public opinion.</p> <p>The impact of war on children throughout Europe e.g. Anne Frank</p> <p>The consequences of the Holocaust.</p> <p>Britain was allied to United States of America and Soviet Union.</p> |
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| <p>Disciplinary Concepts</p> | <p><b>Continuity and Change</b><br/> 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.</p> <p><b>Cause and Consequence</b><br/> 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, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p> | <p><b>Continuity and Change</b><br/> 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.</p> <p><b>Cause and Consequence</b><br/> 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 and describe in some detail the main changes to an aspect of a period in history.</p> <p><b>Similarities and Differences</b><br/> Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences.</p> <p><b>Historical Significance</b><br/> Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant.<br/> Identify historically significant people and events from a period of history and give</p> | <p><b>Continuity and Change</b><br/> 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.</p> <p><b>Cause and Consequence</b><br/> 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 and describe in some detail the main changes to an aspect of a period in history.</p> <p><b>Similarities and Differences</b><br/> Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences.</p> <p><b>Historical Significance</b><br/> Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p> |
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| <b>Chronological understanding</b>  | <b>Range and depth of historical knowledge</b>   | <b>Interpretations of history</b>   | <b>Historical Enquiry</b>  |
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| <p>Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line</p> | <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> | <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use books and internet for research</p> | <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> |