

ST Vincent's VC Academy

HISTORY CURRICULUM



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HISTORY Intent Statement

The intent of the history curriculum at St Vincent's VC Academy is to support children to ask questions, think critically and analyse fact and opinion. Pupils can therefore begin to understand the complexity of peoples' lives, the process of change, the diversity of societies and relationships between different groups. Our curriculum allows children to develop these skills, to support them in making sense / developing understanding of the world they live in today.

Our curriculum plan has been designed and built with clear schemes of work for each year group and each subject. The plan allows for spiral learning avoiding unnecessary repetition but recapping what has gone before and moving learning on. Rosenshine's Principles underpin the teaching and learning practices within planning, lesson design and delivery. Sequences of learning are also carefully planned for so that there is a natural flow between units of learning, for example the History Curriculum is planned to sequence chronologically so that children develop a sense of time and chronological understanding of where events and significant people fit into periods of history. A large timetable to represent this to children is prominent in the corridor so that children are referred to this throughout topics to re-enforce their chronological understanding. (NC Link: Chronological Understanding, K&U of Events and People)

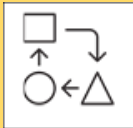
It is also the intent of the History Curriculum to develop the children's understanding with regard to the influence that significant people and events have had on life today, including that of the wider world. (NC Link: K&U of Events and People)

Due to the transient nature of the school community the curriculum enables pupils to explore and develop their knowledge and understanding of local history throughout their learning journey. When relevant weaving into our learning the how our locality has changed throughout the ages.

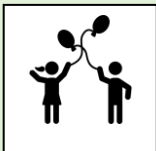
In addition, it is the school's aim to provide the children with different primary and secondary sources so that they can learn how to use them successfully to enhance their learning. The History Curriculum will also teach the children how to effectively carry out research and ask relevant questions to find out more information about the past. (NC Link: Historical Interpretation and Historical Enquiry)



Big Ideas
 DEVELOP KNOWLEDGE OF KEY HISTORICAL CONCEPTS FOR HISTORICAL UNDERSTANDING
 KEY SUBSTANTIVE AND DISCIPLINARY KNOWLEDGE
 CHRONOLOGICAL UNDERSTANDING
 VOCABULARY
 KNOW MORE, DO MORE, REMEMBER MORE



Content, Sequencing and Retrieval
 History units are taught in the order in which they occurred to help children develop their chronological understanding. It develops knowledge of key historical concepts and builds on prior learning.
 Subject specific vocabulary is selected and taught within lesson sequences.
 The Long-Term Plan ensures that pre-requisite knowledge and skills are considered and linked to new learning.
 Opportunities to revisit and retrieve prior learning are woven into sequencing and teaching and learning practice.
 Local history is considered, focused upon and interwoven into our curriculum.



Engagement / Enrichment

- Teachers plan for a 'Hook' an exciting opportunity to support engagement in the new theme. This may be through theme days, or starters to create curiosity...
- 'Local Studies and Hull Days' focus on the local area and industry to build on pupils' local knowledge and understanding.
 Visits to historical sites / Visits from local museums and historians
- Planned days to support deeper understanding of historical knowledge through experiential learning opportunities
- SHOWCASE: pupils are given the opportunities to showcase their learning and the end of every topic.



Support, Challenge and Progress for All
 Units of work are carefully sequenced, so prior knowledge and concepts are returned to and built upon from previous year groups and units.
 Knowledge Mats are used to pre-load learners before lessons to support vocabulary and key concepts.
 Our Curriculum follows a tight progression of substantive and disciplinary knowledge.
 Children take part in regular mini quizzes and retrieval activities to strengthen their memory
 Every lesson has opportunities for children to discuss and practice their learning linking back to their knowledge mat. Remembering and building on skills, information and knowledge is celebrated and giving opportunities for this is a key part of St Vincent's teaching and learning opportunities
 Every child has access to the National Curriculum.
 Some children have specific support and guidance taken from their EHCP and SEN support plan.
 Scaffolding, diverse questioning and opportunities for shared thinking are key tools in supporting pupils to make progress at all levels.

Long Term Plan - HISTORY OVERVIEW

Significance Person or event	Continuity and Change	Similarity and Difference Groups or beliefs/Religion	Cause and Consequence
Year Group	Autumn 1 / 2	Spring 1/2	Summer 1/2
EYFS	<p>Children explore their historical understanding through: the structure and routine of the day, child led learning, the carefully planned learning environment and planned and sequenced, adult directed learning opportunities.</p> <p>1. How have I changed since I was a baby? 2. Why do we wear different clothes during the year? 3. What are our favourite celebrations each year?</p> <p>Coverage of these three units should be covered across the year to link with the cross curricular nature of the EYFS and to support pupils understanding of chronology and passing of time e.g. seasons as they change. These units will help develop their historical understanding by supporting understanding of:</p> <p>Changes over time - Talking about the lives of the people around them and their roles in society - Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read class - Understanding the past through settings, characters and events encountered in books read in class and storytelling.</p>		
YEAR 1	<p>What was life like in Hull before the Humber Bridge?</p> <p>NC : Pupils should be taught about significant historical events, people and places in their own locality</p> <p>Significant person/event Continuity and Change</p>	<p>Who was Amy Johnson? (local)</p> <p>NC : Pupils should be taught about significant historical events, people and places in their own locality</p> <p>Significant person/event</p>	<p>What toys did our grandparents play with?</p> <p>NC Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Continuity and Change Similarity and Difference</p>
YEAR 2	<p>What happened in the great fire of London?</p> <p>NC Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <p>Significant person/event Cause and consequence</p>	<p>Who was Mary Anning?</p> <p>NC Pupils should be taught about 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.</p> <p>Significant person/event Cause and consequence</p>	<p>Do you like to be beside the seaside?</p> <p>NC Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Similarity and difference Continuity and change</p>
YEAR 3	<p>Why does the Stone age Rock?</p> <p>NC Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p> <p>Similarity and difference Continuity and change</p>	<p>Who is this mummy?</p> <p>NC Pupils should be taught about the achievements of the earliest civilizations – Ancient Egypt</p> <p>Significant person/event Similarity and difference Continuity and change</p>	<p>Hull – What does Hull have to do with Fish?</p> <p>NC local study.... A study overtime tracing how several aspects of national history are reflected in the locality.</p> <p>Significant person/event Similarity and difference Cause and consequence</p>
YEAR 4	<p>Who were the ancient Greeks?</p> <p>NC Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world..</p> <p>Significant person/event Continuity and change Cause and consequence</p>	<p>Were the Romans really raging?</p> <p>NC Pupils should be taught about the Roman Empire and its impact on Britain</p> <p>Significant person/event Similarity and difference Cause and consequence</p>	<p>Saxons and Scotts</p> <p>NC Pupils should be taught about Britain's settlements by Anglo – Saxons and Scotts</p> <p>Significant person/event Continuity and change Similarity and difference</p>
YEAR 5	<p>Vikings and Anglo Saxons – raiders or traders?</p> <p>NC Pupils should be taught about the Viking and Anglo – Saxon struggle for the kingdom of England at the time of Edward the Confessor</p> <p>Significant person/event Similarity and difference Continuity and change</p>	<p>Who were the Mayans?</p> <p>NC Pupils should be taught about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or, the Benin MAYAN</p> <p>Continuity and change Similarity and difference Cause and consequence</p>	<p>Who was Henry the VIII?</p> <p>Tudors – WE HAVE CHANGED TO THIS</p> <p>NC Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</p> <p>Significant person/event Continuity and change Cause and consequence</p>

<p>YEAR 6</p>	<p>What was life like in Victorian Britain? NC Pupils should know about the changing power of monarchs – case studies Victorians - AD 1837-1901 Significant person/event Similarity and difference</p>	<p>WWII – How did the world change? NC Pupils should know significant turning point in British History – World War II AD 1939-1945 Significant person/event Continuity and change Similarity and difference Cause and Consequence</p>	<p>How did William Wilberforce change the world? NC local study.... A study overtime tracing how several aspects of national history are reflected in the locality. Significant person/event Continuity and change Cause and consequence</p>
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Mapping Key Concepts across the Curriculum

The mapping of historical concepts is a fundamental part of our History curriculum. They re-taught alongside the knowledge content, to allow children to analyse and interpret history. They are woven throughout the year groups to allow children to build upon and make connections with their prior learning, knowledge and skills to allow for a deeper understanding of the subject, ensuring children know more, remember more and can do more.

In addition, certain principles, such as the use of evidence and interpretations of the past, should feature in every topic as they are fundamental to understanding the past.

Furthermore, the concept of chronological understanding is to feature at the start of each unit; so that children have an understanding of when in History the event occurred.

EYFS	<p>Our planning for history in the EYFS is supported by the research based planning from the History Association. There are certain key concepts that are important for children of all ages and abilities to acquire, namely: Time passes in sequential order, there is key vocabulary associated with the passage of time and time changes us all.</p> <p>Older children within our EYFS setting/ those demonstrating developmental readiness could demonstrate a more in-depth understanding of these concepts by: Having more independence in exploring artefacts and using them in their own imaginative play, being able to sequence stories and developing the concept of cause and consequence to moderate their own behaviour and see how their behaviour can impact on others. They work towards building on initial understanding of our whole school core concepts: Significant person/event Similarity and difference Continuity and change Cause and consequence</p>
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KS1 and KS2

Concept		How it might be taught	Where it is taught	
	Significance - Individuals - Events	Explore the achievements and lives of individuals and the impact they have had on life today or in their time.	KS1	Samuel Pepys – Significant individual Amy Johnson – Significant individual Mary Anning – Significant individual Great Fire of London – Significant event
		Explore significant events which had an impact on Britain	KS2	Ancient Egypt – Significant individual Romans – Significant individual Ancient Greeks – Significant individual Vikings – Significant event Tudors – Significant individual/event

				WWII – Significant event Fishing Industry -Significant event (Local)
	Continuity and change	Identify certain aspects of life from different periods and compare ways in which life remains the same or has changed between 'then' and 'now'	KS1	Toys (Changes in living memory) Beside the Seaside Life in Hull before the Humber Bridge. Great Fire of London Mary Anning
			KS2	Changes in Britain from Stone Age. Ancient Greeks Ancient Egypt Romans Anglo-Saxons Vikings Ancient Mayans Tudors Victorians WWII William Wilberforce (Local)
	Similarity and Difference (community and culture)	Compare the lives of groups of people to understand their different lives e.g. based on locality, wealth, families, traditions, culture and religion.	KS1	Toys Beside the Seaside
			KS2	Ancient Mayans Fishing Industry (Local) Stone Age Egyptians Fishing in Hull Romans Saxons and Scots Vikings Victorians WWII
	Cause and Consequence		KS1	Great Fire of London Mary Anning

		<p>How events which happened changed things either 'then' or 'now'</p> <p>Why happened and explanations.</p>	KS2	<p>Fishing Industry – (Local)</p> <p>Ancient Greeks</p> <p>Romans</p> <p>Ancient Mayans</p> <p>Tudors</p> <p>WWII</p> <p>William Wilberforce</p>
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SUBSTANSIVE KNOWLEDGE FOR NURSERY

Nursery	Check - Has it stuck?
<p>Statutory Framework: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension</p>	
<input type="checkbox"/> Time Passes in sequential order	<p>I follow the daily routine I can talk about my daily routine in a sequence I can talk about key points in the day in a sequence I can retell a simple past event in correct order</p>
<input type="checkbox"/> There is key vocabulary associated with the passage of time	<p>I can use language such as: soon, now, then, next, this morning, at lunchtime, in the evening, at bedtime, some days of the week</p>
<input type="checkbox"/> Time Changes Us All	<p>I can talk about how I can do different things now to when I was a baby I can talk about how we change I can talk about significant events that have taken place</p>

DISCIPLINARY KNOWLEDGE FOR NURSERY

Chronological understanding Know where people / events fit into chronological framework

- Can retell a simple past event in correct order
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Mathematics: Shape, space and measure –
- Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.
- Begins to use everyday language related to time.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.
- Developing an understanding of growth, decay and changes over time.

Range and depth of historical knowledge Historical language Similarities and difference between people

Remembers and talks about significant events in their own experiences.

Sources and Interpretation Identify different ways in which the past is represented

- Developing an understanding of growth, decay and changes over time.

Historical Enquiry Ask and answer question / Understand some ways we find out about the past / choose and use parts of stories and sources to show an understanding

- Ask and answer question / Understand some ways we find out about the past / choose and use parts of stories and sources to show an understanding
- Knows that information can be retrieved from books and computers.

SUBSTANSIVE KNOWLEDGE FOR RECEPTION

Reception	Check - Has it stuck?
<p>Statutory Framework: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension</p>	
<input type="checkbox"/> Talk about members of their immediate family and community	<input type="checkbox"/> Share information about your own family <input type="checkbox"/> Share information about people in our community
<input type="checkbox"/> Name and describe people who are familiar to them.	<input type="checkbox"/> Name and describe people they may have come across within their community, such as the priest, parish members, police, PCSO the fire service, doctors and teachers – talk about their own experiences
<input type="checkbox"/> Comment on images of familiar situations in the past.	<input type="checkbox"/> Organise events using basic chronology, recognising that things happened before they were born. <input type="checkbox"/> I can use vocabulary to indicate time / passage of time: days of the week, times of the day, months of the year, seasons, before, after, now, then, next... <input type="checkbox"/> Children begin talking about experiences that are familiar to them and how these may have differed in the past. E.g. transport, home, school
<input type="checkbox"/> Compare and contrast characters from stories, including figures from the past.	<input type="checkbox"/> Using stories (Feature fictional and non-fictional) <input type="checkbox"/> children begin to talk about past and present. <input type="checkbox"/> Children talk about their experiences with these common themes. <input type="checkbox"/> Children will talk about figures from the past and compare to key figures now <input type="checkbox"/> Children use storytelling including those from the past, using songs, poems, puppets, role play and other storytelling methods.
<p>ELG: Assessed against at the end of Reception 'Past and Present'</p> <ul style="list-style-type: none"> • 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. 	

DISCIPLINARY KNOWLEDGE FOR RECEPTION

Chronological understanding Know where people / events fit into chronological framework

- Communication and language: Speaking –
- Can retell a simple past event in correct order
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Uses a range of tenses (e.g. play, playing, will play, played).
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Mathematics: Shape, space and measure –
- Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.
- Uses everyday language related to time.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.
- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- Understanding the World :The World –
- Developing an understanding of growth, decay and changes over time.

Range and depth of historical knowledge Historical language Similarities and difference between people

Understanding the World: People and communities

Remembers and talks about significant events in their own experiences.

- Children talk about past and present events in their own lives and in the lives of family members.

Sources and Interpretation Identify different ways in which the past is represented

- Understanding the World :
- Developing an understanding of growth, decay and changes over time.
- Looks closely at similarities, differences, patterns and change.
- They make observations of animals and plants and explain why some things occur and talk about changes.

Historical Enquiry Ask and answer question / Understand some ways we find out about the past / choose and use parts of stories and sources to show an understanding

- Literacy: Reading
- Knows that information can be retrieved from books and computers.

SUBSTANSIVE KNOWLEDGE FOR YEAR 1

Year 1	Check - Has it stuck?
What was life like in Hull before the Humber Bridge? NC : Pupils should be taught about significant historical events, people and places in their own locality	
<input type="checkbox"/> Know how life of children at home was different 100 years ago?	<input type="checkbox"/> I can talk about how life was quite different for children in Hull 100 years ago. <input type="checkbox"/> I can talk about how the houses looked different in the past and notice how it has changed from looking at images.
<input type="checkbox"/> Know that life at school was different 100 years ago?	<input type="checkbox"/> I can name some of the things children learned at school 100 years ago. <input type="checkbox"/> I can name some of the tools they used.
<input type="checkbox"/> Differentiate between things that were here 100 years ago and things that were not (including buildings, tools etc)	<input type="checkbox"/> I can recognise some things / buildings that were used homes and schools in Hull a long time ago.
<input type="checkbox"/> Organise several artefacts by age.	<input type="checkbox"/> I can name and organise several artefacts by age.
Who was Amy Johnson? (local) NC : Pupils should be taught about significant historical events, people and places in their own locality	
<input type="checkbox"/> Name a famous person from the past and explain why they are famous (Amy Johnson)	Say why Amy Johnson is famous. <input type="checkbox"/> I can name a famous person from Hull e.g., Amy Johnson
<input type="checkbox"/> Know the name of a famous person, or a famous place, close to where they live.	<input type="checkbox"/> I can explain why Amy Johnson is famous – what she did. <input type="checkbox"/> I can say why she did what she did.
<input type="checkbox"/> Know what achievement the person is famous for.	<input type="checkbox"/> I can say what Amy Johnson is remembered for.
What toys did our grandparents play with? NC Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	
<input type="checkbox"/> Know the main differences between their school days and that of their grandparents.	<input type="checkbox"/> I can recognise changes from old times with the way things are today at school / home. <input type="checkbox"/> I can say what toys people would have played with a long time ago. <input type="checkbox"/> I can say whether a toy is from the past or present.
<input type="checkbox"/> Organise several artefacts by age.	<input type="checkbox"/> I can name and organise several artefacts by age – some that go beyond living memory...eg: washboard, ball and cup, marbles.
<input type="checkbox"/> Know what several older objects were used for.	<input type="checkbox"/> I can explain what some older objects were used for e.g. typewriter, gramophone <input type="checkbox"/> I can suggest what toys might look like in the future.

DISIPLINARY KNOWLEDGE FOR YEAR 1

Chronological understanding Know where people / events fit into chronological framework

- Sequence events in their life
- Sequence 3 or 4 artefacts from distinctly different periods of time
- Match objects to people of different ages
- Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.

Range and depth of historical knowledge Historical language Similarities and difference between people

- Recognise the difference between past and present in their own and others' lives.
- They know and recount episodes from stories about the past.

Sources and Interpretation Identify different ways in which the past is represented

- Use stories to encourage children to distinguish between fact and fiction.
- Compare adults talking about the past – how reliable are their memories?

Historical Enquiry Ask and answer question / Understand some ways we find out about the past / choose and use parts of stories and sources to show an understanding

- Find answers to simple questions about the past from sources of information e.g. artefacts

SUBSTANSIVE KNOWLEDGE FOR YEAR 2

Year 2	Check - Has it stuck?
What happened in the great fire of London? NC Pupils should be taught about events beyond living memory that are significant nationally or globally	
<input type="checkbox"/> Know about an event (the Great Fire of London) or events that happened long ago, even before their grandparents	<input type="checkbox"/> I can share 3 or more facts I know about the Great Fire of London. <input type="checkbox"/> I can explain why the Great Fire of London spread and eventually stopped.
<input type="checkbox"/> Know that children's lives today are different to those of children a long time ago.	<input type="checkbox"/> I can say why children's lives today are different to those from 1666.
<input type="checkbox"/> Know how buildings/things have changed since 1666 (including fire engines)	<input type="checkbox"/> I can identify buildings / transport that were here 100 years ago such as: Tudor houses / fire engines. <input type="checkbox"/> I can say why buildings/transport have changed since 1666.
<input type="checkbox"/> Recount the life of someone famous from Britain who lived in the past (Samuel Peyps).	<input type="checkbox"/> I can tell you why Samuel Peyps is famous – e.g. surviving the plague and Great Fire of London – his diaries giving details about important events and the period.
Who was Mary Anning? NC Pupils should be taught about 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.	
<input type="checkbox"/> Know about a famous person (Mary Anning) from outside the UK and explain why they are famous.	<input type="checkbox"/> I can talk about Mary Anning. <input type="checkbox"/> I can research the life of Mary Anning. <input type="checkbox"/> I can share 3 or more facts about Mary Anning .
<input type="checkbox"/> Know what tools a palaeontologist would have used in the past. <input type="checkbox"/> Know how the tools used in the past are different from the ones we use today.	<input type="checkbox"/> I can say what tools a palaeontologist would use to help them. <input type="checkbox"/> I can say how fossils are created and preserved.
<input type="checkbox"/> Record the life of someone famous from Britain who lived in the past: Mary Anning.	<input type="checkbox"/> I can share facts about the impact of Mary Anning's work.
Do you like to be beside the seaside? NC Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	

<input type="checkbox"/> Know how the local area is different to the way it used to be a long time ago (reference to the coast)	<input type="checkbox"/> I know that the seaside was different in the past, list some of these changes. <input type="checkbox"/> I know that people travelled to the seaside by train a long time ago.
<input type="checkbox"/> Know that we have a historical lighthouse in our locality.	<input type="checkbox"/> I can identify and name the local lighthouse.
<input type="checkbox"/> Know that seaside holidays were different 100 years ago.	<input type="checkbox"/> I can identify things found at the seaside a long time ago. (bucket & spade/entertainment/costumes) <input type="checkbox"/> I can share facts about how seaside holidays have changed over time.

DISCIPLINARY KNOWLEDGE FOR YEAR 2

Chronological understanding Know where people / events fit into chronological framework

- Sequence artefacts closer together in time - check with reference book
- Sequence photographs etc. from different periods of their life
- Describe memories of key events in lives
- Understand and use the words past and present when telling others about an event

Range and depth of historical knowledge Historical language Similarities and difference between people

- Recognise why people did things, why events happened and what happened as a result
- Identify differences between ways of life at different times

Interpretations of History Identify different ways in which the past is represented

- Identify and give reasons for different ways in which the past is represented
- Distinguish between different sources – compare different versions of the same story
- Look at representations of the period – museum, cartoons etc
- Possible Sources:

Historical Enquiry Ask and answer question / Understand some ways we find out about the past / choose and use parts of stories and sources to show an understanding

- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

SUBSTANSIVE KNOWLEDGE FOR YEAR 3

Year 3	Check - Has it stuck?
Why does the Stone age Rock? NC Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.	
<input type="checkbox"/> Know what men women and children did in the stone age	<input type="checkbox"/> I can tell you about what men, women and children did in the stone age <input type="checkbox"/> I can tell you about the tools that they used.
<input type="checkbox"/> Know how Britain changed between the beginning of the stone age and the iron age	<input type="checkbox"/> I can tell you 3 things about the changes that happened
<input type="checkbox"/> Know the main differences between the stone, bronze and iron ages	<input type="checkbox"/> I can name 3-5 things I know about the stone, bronze and iron ages
<input type="checkbox"/> Know what is meant by 'hunter-gatherers'	<input type="checkbox"/> I can tell you about hunter gatherers and what they did
I want my mummy! NC Pupils should be taught about the achievements of the earliest civilizations – Ancient Egypt	
<input type="checkbox"/> Know about the key features of Ancient Egypt.	<input type="checkbox"/> I know that ancient Egypt was located on the river Nile <input type="checkbox"/> I know which animals were sacred to the Ancient Egyptians.
<input type="checkbox"/> Know about the importance of the pyramids.	<input type="checkbox"/> I know what pyramids were used for. <input type="checkbox"/> I can tell you what mummies and Scarabs are. <input type="checkbox"/> I know why Ancient Egyptians mummified their bodies
<input type="checkbox"/> Know that life was very different in Ancient Egypt.	<input type="checkbox"/> I can find out about what land was used for in Ancient Egypt. <input type="checkbox"/> I can write like the Egyptians.
Hull – What does Hull have to do with Fish? NC local study.... A study overtime tracing how several aspects of national history are reflected in the locality.	
<input type="checkbox"/> Know about the fishing industry in Hull and its impact	<input type="checkbox"/> I can research the history of Hull's Fishing industry. <input type="checkbox"/> I can tell you 3 or more facts about Hull's fishing industry and how it impacted on Hull's growth
<input type="checkbox"/> Know how the equipment and tools they used for fishing have changed over time.	<input type="checkbox"/> I can explore the changes in fishing boats. (steam trawlers) <input type="checkbox"/> I can investigate how radio systems have impacted on the lives of Hull's trawlermen.
<input type="checkbox"/> Know about a modern day local person associated with the fishing industry. (Lillian Bilocca)	<input type="checkbox"/> I can give reasons why Lillian Bilocca campaigned for improvements for trawlermen.

DISIPLINARY KNOWLEDGE FOR YEAR 3

Chronological understanding Know where people / events fit into chronological framework

- Place the time studied on a time line
- Use dates and terms related to the study unit and passing of time
- Sequence several events or artefacts

Range and depth of historical knowledge Historical language Similarities and difference between people

- Find out about every day lives of people in time studied
- Compare with our life today
- Identify reasons for and results of people's actions
- Understand why people may have wanted to do something

Interpretations of History Identify different ways in which the past is represented

- Identify and give reasons for different ways in which the past is represented
- Distinguish between different sources – compare different versions of the same story
- Look at representations of the period – museum, cartoons etc

Possible Sources:

Historical Enquiry Ask and answer question / Understand some ways we find out about the past / choose and use parts of stories and sources to show an understanding

- Use a range of sources to find out about a period
- Observe small details – artefacts, pictures
- Select and record information relevant to the study
- Begin to use the library and internet for research

SUBSTANSIVE KNOWLEDGE FOR YEAR 4

Year 4	Check - Has it stuck?
Who were the ancient Greeks? NC Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world..	
<input type="checkbox"/> Know how Ancient Greece was founded.	<input type="checkbox"/> I can explore the founding of Ancient Greece. <input type="checkbox"/> I can study the life of Alexandra the Great.
<input type="checkbox"/> Know about the influence the Gods had on Ancient Greece	<input type="checkbox"/> I can name and identify the importance of at least 3 influential Roman Gods.
<input type="checkbox"/> Know sports activities competed in the Ancient Greek Olympics	<input type="checkbox"/> I know the origins of the Olympics and know at least 5 sports which were competed for in the Ancient Olympics.
<input type="checkbox"/> Know some of the main characteristics of the Athenians and the Spartans	<input type="checkbox"/> I can identify similarities and differences in the way of life between the Athenians and the Spartans.
<input type="checkbox"/> Know what the Ancient Greeks gave the world	<input type="checkbox"/> I can identify 3 ways that the Ancient Greeks have impacted on our lives today.
Were the Roman's really raging? NC Pupils should be taught about the Roman Empire and its impact on Britain	
<input type="checkbox"/> Know how Britain changed from the iron age to the end of the Roman occupation	<input type="checkbox"/> I can name at least 3 changes from iron age to the end of Roman occupation
<input type="checkbox"/> Know how the Roman occupation of Britain helped to advance British society	<input type="checkbox"/> I Know three things the Romans did for Britain. <input type="checkbox"/> I can identify the factors which made the Roman army so powerful.
<input type="checkbox"/> Know how there was resistance to the Roman occupation and know about Boudica	<input type="checkbox"/> I can tell you about how the Iceni tribe led to the uprising of the Roman Empire.
<input type="checkbox"/> Know about at least one famous Roman emperor	<input type="checkbox"/> I can name at least one of the following: Julius Caesar, Claudius, Constantine the Great. <input type="checkbox"/> I can tell you something about one the Roman emperors

Anglo Saxons and Scotts NC Pupils should be taught about Britain's settlements by Anglo – Saxons and Scotts

<input type="checkbox"/> Know how Britain changed between the end of the Roman occupation and 1066 including the 7 kingdoms.	<input type="checkbox"/> I can explain how the Saxons, Jutes and Angles invaded Britain, where they originated from and the kingdoms they ruled. <input type="checkbox"/> I can identify key invasions and settlements during Anglo-Saxon rule and place them on a timeline.
<input type="checkbox"/> Know the relevance of Sutton Hoo	<input type="checkbox"/> I can talk about the work of an archaeologist. <input type="checkbox"/> I can identify the significance of artefacts found at Sutton Hoo and what they tell me about life in the village.
<input type="checkbox"/> Know how the lives of wealthy people were different from the lives of poorer people	<input type="checkbox"/> I can compare similarities and differences between the lives of rich and poor in Anglo-Saxon times. (tools/clothes/homes)
<input type="checkbox"/> Know about Anglo-Saxon Gods..	<input type="checkbox"/> I can identify the origins of the days of the week.

DISIPLINARY KNOWLEDGE FOR YEAR 4

Chronological understanding Know where people / events fit into chronological framework

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Understand more complex terms eg BC/AD

Range and depth of historical knowledge Historical language Similarities and difference between people

- Use evidence to reconstruct life in time studied
- Identify key features and events of time studied
- Look for links and effects in time studied
- Offer a reasonable explanation for some events

Interpretations of History Identify different ways in which the past is represented

- Look at the evidence available
 - Begin to evaluate the usefulness of different sources
 - Use text books and historical knowledge
- Possible Sources:

Historical Enquiry Ask and answer question / Understand some ways we find out about the past / choose and use parts of stories and sources to show an understanding

- Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet for research

SUBSTANSIVE KNOWLEDGE FOR YEAR 5

Year 5	Check - Has it stuck?
Vikings and Anglo Saxons – Raiders or Traders? NC Pupils should be taught about the Viking and Anglo – Saxon struggle for the kingdom of England at the time of Edward the Confessor	
<input type="checkbox"/> Know where the Vikings originated from and show this on a map	<input type="checkbox"/> I can identify where the Vikings lived before they came to Britain.. <input type="checkbox"/> I know who the Vikings were.
<input type="checkbox"/> Know what mode of transport the Vikings used.	<input type="checkbox"/> I can say why the Vikings used longships. <input type="checkbox"/> I can identify the key features of Viking longships.
<input type="checkbox"/> Know that the Vikings and Anglo-Saxons were often in conflict	<input type="checkbox"/> I can recognise and identify the reasons why the Vikings settled in Britain. <input type="checkbox"/> I can identify reasons why trade was beneficial to the Vikings. <input type="checkbox"/> I can explore why the Vikings attacked monasteries.
<input type="checkbox"/> Know about religion in Viking times.	<input type="checkbox"/> I can identify 3 reasons why the Vikings converted to Christianity.
Who were the Mayans? NC Pupils should be taught about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or, the Benin MAYAN	
<input type="checkbox"/> Know about the impact that one of the Mayan ancient societies had on the world	<input type="checkbox"/> I know who the Mayans were and where they came from. <input type="checkbox"/> I can say how the Mayans have impacted on the modern world.
<input type="checkbox"/> Know why they were considered an advanced society in relation to that period of time in Europe	<input type="checkbox"/> I can identify the Maya number system. <input type="checkbox"/> I can explain why the Mayans were good architects. (Chichen Itza) <input type="checkbox"/> I can state 3 facts about the advancements the Mayans made in astronomy.
<input type="checkbox"/> Know that the Mayans worshiped Gods as part of their religion.	<input type="checkbox"/> I can find out similarities and differences between Mayan Gods and those we worship today.
TUDORS NC Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Space exploration and how this aspect has changed social history overtime	
<input type="checkbox"/> Know about a period in history beyond 1066.Tudors	<input type="checkbox"/> I can locate the Tudor period on a timeline.
<input type="checkbox"/> Know why Henry VIII was a famous monarch.	<input type="checkbox"/> I can find out key facts about Henry VIII. <input type="checkbox"/> I can identify the six wives of Henry VIII and say what happened to each of them.
<input type="checkbox"/> Know that life was different for rich and poor Tudors.	<input type="checkbox"/> I can identify similarities and differences between people living in Tudor times. (houses/clothes/food)
<input type="checkbox"/> Know that the Tudor period was a key turning point in British history.	<input type="checkbox"/> I can explore the events surrounding the Battle of Bosworth field in 1485 (War of the Roses) I can give 3 reasons why Henry VII was a prominent figure in the Reformation of the Church in Rome in 1533.

DISCIPLINARY KNOWLEDGE FOR YEAR 5

Chronological understanding Know where people / events fit into chronological framework

- Know and sequence key events of time studied
- Use relevant terms and period labels
- Make comparisons between different times in the past

Range and depth of historical knowledge Historical language Similarities and difference between people

- Study different aspects of different people - differences between men and women
- Examine causes and results of great events and the impact on people
- Compare life in early and late 'times' studied
- Compare an aspect of life with the same aspect in another period

Interpretations of History Identify different ways in which the past is represented

- Compare accounts of events from different sources – fact or fiction
 - Offer some reasons for different versions of events
- Possible Sources:

Historical Enquiry Ask and answer question / Understand some ways we find out about the past / choose and use parts of stories and sources to show an understanding

- Begin to identify primary and secondary sources
- Use evidence to build up a picture of a past event
- Select relevant sections of information
- Use the library and internet for research with increasing confidence

SUBSTANSIVE KNOWLEDGE FOR YEAR 6

Year 6 Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history

Check - Has it stuck?

What was life like in Victorian times? NC Pupils should know about the changing power of monarchs – case studies Victorians - AD 1837-1901	
<input type="checkbox"/> Know how to place features of historical events and people from the past societies and periods in a chronological framework	<input type="checkbox"/> I can identify the Victorian period on a timeline.
<input type="checkbox"/> Know how life in Victorian England was very different to today for children at school and at home.	<input type="checkbox"/> I can explore reasons why life in schools in Victorian Britain was different to today. (lessons/buildings/equipment) <input type="checkbox"/> I can give 3 reasons why life was different for children at home during the Victorian era.
<input type="checkbox"/> Know it was a time of great wealth and poverty. <input type="checkbox"/> Know in what ways life would be very diverse for people depending on their economic status.	<input type="checkbox"/> I can explore the impact of workhouses/factories and mining on families in Victorian Britain. <input type="checkbox"/> I can give 3 reasons why the Industrial Revolution happened and talk about its impact.
<input type="checkbox"/> Know that it was a significant period of invention and scientific discovery.	<input type="checkbox"/> I can research inventions and discoveries from the Victorian era. (Penny Farthing/postage stamp/telephone/railways etc)
WWII NC Pupils should know significant turning point in British History – World War II AD 1939-1945	
<input type="checkbox"/> Know how to place features of historical events and people from the past societies and periods in a chronological framework	<input type="checkbox"/> I can place key events from World War II on a timeline.
<input type="checkbox"/> Know the key Allies and Axis involved in World War II.	<input type="checkbox"/> I can identify the groups of countries involved in World War II and identify the leaders (Hitler/Churchill)
<input type="checkbox"/> Know how the events of World War II impacted on British lives.	<input type="checkbox"/> I can explore the main reasons for the outburst of World War II and its devastating effects. <input type="checkbox"/> I can explore the impact of the events of WWII on the lives of people in Britain. (rationing/evacuation)
<input type="checkbox"/> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history	<input type="checkbox"/> I can explain how WWII impacted on future political relations.
How did William Wilberforce change the world? NC local study.... A study overtime tracing how several aspects of national history are reflected in the locality.	
<input type="checkbox"/> Local history study –Know who William Wilberforce was.	<input type="checkbox"/> I can explain who William Wilberforce was and explore his achievements.
<input type="checkbox"/> Know how William Wilberforce impacted on the world.	<input type="checkbox"/> I can explain the impact William Wilberforce had on a local, national and global scale
<input type="checkbox"/> Know and understand what we can learn from William Wilberforce.	<input type="checkbox"/> I can discuss how people today can learn from the achievements of William Wilberforce.
<input type="checkbox"/> Know what made William Wilberforce famous.?	<input type="checkbox"/> I can explain who William Wilberforce was and say why he is famous? <input type="checkbox"/> I can explore the achievements of William Wilberforce.

DISCIPLINARY KNOWLEDGE FOR YEAR 6

Chronological understanding Know where people / events fit into chronological framework

- 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

Range and depth of historical knowledge Historical language Similarities and difference between people

- 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
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Know key dates, characters and events of time studied

Interpretations of History Identify different ways in which the past is represented

- Link sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
- Confidently use the library and internet for research

Possible Sources:

Historical Enquiry Ask and answer question / Understand some ways we find out about the past / choose and use parts of stories and sources to show an understanding

- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together in a fluent account