

Concepts

Society and Community

Exploration and Invasion

Power

Conflict and Disaster

Disciplinary Concepts

Chronology

Evidence and Interpretation

Causes and Consequence

Change and Continuity

Similarity and difference

Historical Significance

Substantive concepts map

KS1					
Toys (Y1)	Explorers (Y2)	Kings, Queens & Castles (Y1)	Technology (Y1)	Hospitals and Health Care (Y2)	The Great Fire of London (Y2)
trade civilisation industry	exploration	empire monarchy	trade industry civilisation	empire industry civilisation	monarchy civilisation

Year 3	
Stone Age Iron Age	Ancient Egyptians
migration settlement trade civilisation industry	civilisation trade settlement empire monarchy rebellion

Year 4	
Ancient Greece	The Romans
civilisation trade settlement empire monarchy	civilisation trade settlement empire monarchy rebellion

Year 5	
Anglo-Saxons & Vikings	Ancient Maya
migration trade monarchy	civilisation trade settlement empire monarchy

Year 6	
Crime and Punishment	World War II
empire monarchy civilisation	empire monarchy civilisation

EYFS	Reception EYFS	Links to KS1 Curriculum
EYFS area of Learning	Understanding the World: Past and Present	
Fundamental Knowledge	<p>Enjoys discussing and joining in with familiar family customs and routines from past and present.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Comment on images and events from familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
EARLY LEARNING GOAL	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	

	Autumn Term (1)	Spring Term (1)	Summer Term (2)
Year 1	<p>Living Memory (Changes within living memory) Key question: How have children's toys changes since our older relatives were little?</p>	<p>Kings, Queens and Castles (Significant individuals and local places) Key question: Where did Kings and Queens live through time?</p>	<p>Technology (Changes within living memory) Key question: How has technology changes over the last 60 years?</p>
Fundamental Knowledge	<p>Historical knowledge: To understand how the lives of Grandparents are different to their own. Pupils should have an awareness of the past using common phases relating to the passage of time. Discuss and compare the differences in toys, clothes, and pop music etc and talk about some of the reasons for this. Children should use a wide vocabulary of everyday historical terms, long ago, more recently, in the past ask and answer questions and use stories and sources to show that they understand key events. To explore the changes in living memory of pop culture in Britain (toys, music, clothing etc)</p> <p>Historical skills:</p> <p>Chronology I can label timelines with words such as: past, present, older and newer.</p>	<p>Historical knowledge: To explore the life of Isambard Kingdom Brunel and his contribution to Britain and the industrial revolution. To investigate the way in which life was changing during the Industrial Revolution and how it and Brunel's work has influenced modern society. To explore the many inventions and designs of Isambard Kingdom Brunel including The River Thames tunnel, SS Great Eastern and Clifton suspension bridge.</p> <p>Historical skills:</p> <p>Chronology I can place events and artefacts on a timeline.</p> <p>Evidence and Interpretation with support, I can observe or handle some evidence to ask questions about the past.</p>	<p>Historical knowledge: To explore the life and times of Edward Elgar and his contribution to our local history (Worcester) and to Britain. To listen, discuss and investigate some of the main works of Edward Elgar. Compare the music of Edward Elgar with some more popular music from today. What is similar? What is different?</p> <p>Historical skills:</p> <p>Chronology I can place events and artefacts on a timeline.</p> <p>Evidence and Interpretation I can observe or handle some evidence to ask questions and find answers to questions.</p> <p>Cause and Consequence I can explain some reasons why certain technology was manufactured.</p>



	<p>I can recount changes that have occurred in my own life.</p> <p>Evidence and Interpretation I can look at sources and ask “What was it like for people?” “What happened?” “What was this used for?” “How long ago?”</p> <p>Cause and Consequence I can discuss causes that lead to toys changing.</p> <p>Change and Continuity I can say which toys have stayed the same and which toys have changed overtime.</p> <p>Similarity and Difference I can compare toys using pictures from the past and present.</p> <p>Historical Significance I can name a significant toy from the past.</p>	<p>Cause and Consequence I can begin to explain why monarchs built castles and what the consequences of these actions were.</p> <p>Change and Continuity I can describe changes and historical events.</p> <p>Similarity and Difference I can compare the similarities and differences between different castles.</p> <p>Historical Significance I can begin to talk about key events of a significant king/queen or castle.</p>	<p>Change and Continuity I can describe how technology has changed and how it has continued over time.</p> <p>Similarity and Difference I can use pictures and film footage to find out about technology in the past compared to now.</p> <p>Historical Significance I can describe and begin to talk about key events of a significant person/time.</p>
<p>Interweaved Knowledge</p>	<p>Events within Living Memory</p>	<p>Significant local and national people</p>	<p>Significant local and national people</p>

Year 2	Autumn Term (1)	Autumn Term (2)	Summer Term (1)
	<p>Famous Explorers (Significant individuals and events) Key question: Where have humans explored?</p>	<p>The Great Fire of London (Events beyond living memory) Key question: How did the Great Fire change London?</p>	<p>Hospitals and Healthcare (Significant individuals and local individuals) Key question: How did Florence Nightingale, Edith Cavell and Mary Seacole help to improve hospitals?</p>
<p>Fundamental Knowledge</p>	<p>Historical knowledge:</p> <p>Discuss the concept of ‘explorers’, asking questions about their role, the kind of people they might have been, and the way exploration might have changed over time. Gather prior knowledge of famous explorers and their journeys.</p> <p>Focus on the life of Neil Armstrong - where did he go (and where did he think he was going), why was his journey significant, what equipment did he use, what was lifelike aboard one of his ships, how did his journey change the world?</p> <p>Contrast this with life of other famous explorers - how was their voyage of exploration similar/different? How did their journey effect the modern world?</p> <p>Historical skills:</p> <p>Chronology I can place explorative events on a timeline.</p>	<p>Historical knowledge:</p> <p>Investigate the causes and effects of the Great Fire of London, looking at the way the fire began and the reasons why it spread so quickly.</p> <p>Read eye-witness accounts of the Great Fire and use these to build an understanding of what it would have been like to live in London at the time.</p> <p>Explore secondary evidence, including paintings and reports, and consider how these can add to our understanding of the Great Fire.</p> <p>Place the events of the Great Fire on a timeline, linking this to other time periods that have been studied across KS1.</p> <p>Compare the ways that firefighters combat fire today compared to 1666 and discuss reasons for these changes.</p> <p>Investigate the way the Great Fire is remembered and think about the</p>	<p>Historical knowledge:</p> <p>To understand the conditions that soldiers faced in the Crimean war and to see why the work of people like Florence Nightingale and Mary Seacole was so important.</p> <p>To investigate the work of Mary Seacole and Florence Nightingale and how their work shaped their lives and how it resulted in positive change for the lives of soldiers.</p> <p>Compare the lives of Mary Seacole and Florence Nightingale with nurses and medical staff today.</p> <p>To explore the legacy of both women and how their work contributed to changes in nursing and medicine from the Crimean war era to today.</p> <p>Historical skills:</p> <p>Chronology</p>

	<p>Evidence and Interpretation With support, I can use evidence of explorers lives to ask questions about the past.</p> <p>Cause and Consequence I can discuss the causes of exploring and what we found out from exploration.</p> <p>Change and Continuity I can describe changes over a period of time.</p> <p>Similarity and Difference I can use pictures and stories to find out about the past and compare different explorations.</p> <p>Historical Significance I can name significant explorers from the past.</p>	<p>Historical skills:</p> <p>Chronology I can place events, artefacts, and historical figures on a timeline. I can use dates where appropriate.</p> <p>Evidence and Interpretation I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p> <p>Cause and Consequence I can explain the causes of the Great Fire of London and what the consequences were.</p> <p>Change and Continuity I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p> <p>Similarity and Difference I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented.</p> <p>Historical Significance I can describe significant people from the past and explain why they are important. I can name a monarch.</p>	<p>I can place events, artefacts, and historical figures on a timeline. I can use dates where appropriate.</p> <p>Evidence and Interpretation I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Cause and Consequence I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p> <p>Change and Continuity I can describe changes and the historical events they led to.</p> <p>Similarity and Difference I can use pictures, stories and film footage to find out about the past. I can identify some of the different ways the past has been represented.</p> <p>Historical Significance I can describe significant people and events from the past and explain why they are important.</p>
<p>Interweaved knowledge</p>	<p>Significant local and national people</p>	<p>Events beyond living memory</p>	<p>Significant local and national people</p>

Year 3	Autumn Term (1)	Summer Term (1)
	<p align="center">Stone Age to Iron Age (Changes in Britain from the Stone Age to the Iron Age) Key question: How did daily life change in Britain from the Stone Age to the Iron Age?</p>	<p align="center">Ancient Egypt (The achievements of the earliest civilisations) Key question: What were the greatest achievements of the Ancient Egyptians?</p>
<p>Fundamental Knowledge</p>	<p>Historical knowledge:</p> <p>Begin to piece together all the historical periods children have been exposed to, and thinking about what came at start of this timeline - what was earliest life in Britain like?</p> <p>Explore what life was like in the Stone Age, focussing on simple hunter gatherer communities.</p> <p>Identify developments that took place in the Bronze Age: changing technology, religion, travel; communities become larger and more connected; construction of Stonehenge. How might these have affected everyday life?</p> <p>Consider changes during the Iron Age - particularly the shift to tribal kingdoms & life based around local hill forts. Identify the impact of this on farming, art & culture, and link to the local area (examples of hill fort in on the Malvern Hills) (Nationally – Skara Brae)</p> <p>Historical skills:</p> <p>Chronology I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE.</p> <p>Evidence and Interpretation</p>	<p>Historical knowledge:</p> <p>To investigate why the River Nile was so important to the life of the Ancient Egyptians and how it allowed Egypt to become one of the richest and most advanced of the early civilisations.</p> <p>To understand that Ancient Egyptian Civilization began 5000 years ago and was the longest surviving civilization ever.</p> <p>To investigate the culture and day-to-day life of the Ancient Egyptians including religious beliefs, jobs, and food.</p> <p>To explore the lives and deaths of some of the most important Egyptian kings and queens including the discovery by Howard Carter of the tomb of Tutankhamun.</p> <p>Compare the lives of the Ancient Egyptians with modern day life.</p> <p>Historical skills:</p> <p>Chronology I can place events, artefacts and historical figure on a timeline using dates. With support, I can use BCE and CE.</p> <p>Evidence and Interpretation I can suggest suitable sources of evidence for historical enquiries.</p>



	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence.</p> <p>Cause and Consequence I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p> <p>Change and Continuity With support, I can begin to explain the concept of change over a long period of history.</p> <p>Similarity and Difference I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p> <p>Historical Significance I can suggest suitable sources of evidence to find out about significant people/events.</p>	<p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Cause and Consequence I can suggest causes and consequences of some of the main events within Ancient Egypt.</p> <p>Change and Continuity I can begin to explain the concept of change over a long period of history.</p> <p>Similarity and Difference I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p> <p>Historical Significance I can suggest suitable sources of evidence for historical enquiries. I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>
Interweaved knowledge	History - Events beyond living memory	History - Events beyond living memory

Year 4	Autumn Term (1)	Summer Term (1)
	<p style="text-align: center;">Ancient Greece (A study of Greek life and achievements and their influence on the world) Key question: What were the greatest achievements of the Ancient Greeks?</p>	<p style="text-align: center;">The Romans (The Roman Empire and its impact on Britain) Key question: How did the Roman Empire impact Britain?</p>
<p>Fundamental Knowledge</p>	<p>Historical knowledge:</p> <p>Explore the way in which Ancient Greece was governed - looking at rival City states, and at differences between life in Athens & Sparta.</p> <p>Understand what made the Greek armies and navies so effective.</p> <p>Investigate Greek Gods and myths - including the roles of different Gods and key stories (Medusa, Icarus, the Minotaur, Odysseus etc.)</p> <p>Research life in Ancient Greece, using artefacts where possible (e.g., what can we learn about the Ancient Olympics by looking at pictures of vases and sculpture?)</p> <p>Explore the impact of Ancient Greece on modern world (e.g., the legacy of Greek philosophers, scientists, mathematicians; similarities between Greek alphabet and our own; influence of Greek architecture on our buildings).</p> <p>Historical skills:</p> <p>Chronology I can place events, artefacts and historical figures on a timeline using dates.</p>	<p>Historical knowledge:</p> <p>Explore life in Britain before the Roman invasion (recapping learning on Iron Age life).</p> <p>Investigate the Roman Empire in AD42 - key features of Roman life, how the Empire was ruled, Roman gods, what made the Roman army so powerful?</p> <p>Examine the Roman invasion of Britain - how were the Romans able to conquer Britain? How long did this take? Investigate British resistance to the Romans (e.g., Boudica) and the building on Hadrian’s Wall. Discuss the impact of the Roman Empire on Britain - road building, new towns & villas, changes in lifestyle, introduction of new technology, changes in religion</p> <p>Identify changes during Roman times - how the Empire developed and grew, introduction of new foods, how local people were treated by the Romans, the spread of early Christianity etc.</p> <p>Historical skills:</p> <p>Chronology I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).</p>

	<p>I can use BCE and CE.</p> <p>Evidence and Interpretation I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.</p> <p>Cause and Consequence I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.</p> <p>Change and Continuity I can explain the concept of change over time and represent this with evidence.</p> <p>Similarity and Difference I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>Historical Significance I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).</p>	<p>Evidence and Interpretation I can suggest more than one suitable source for historical enquiry. I can begin to discuss the reliability of sources.</p> <p>Cause and Consequence I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p> <p>Change and Continuity I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.</p> <p>Similarity and Difference I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p> <p>Historical Significance I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).</p>
<p>Interweaved knowledge</p>	<p>History - Events beyond living memory</p>	<p>History - Events beyond living memory Geography - Italy</p>

Year 5	Autumn Term (2)	Summer Term (1)
	<p align="center">Anglo-Saxons and Vikings (Britain's settlement by Anglo-Saxons and Vikings) Key Question: How did England change during the settlement of the Anglo-Saxons and Vikings?</p>	<p align="center">Ancient Maya (A non-European study that provides contrast with British history) Key Question: What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century?</p>
<p>Fundamental Knowledge</p>	<p>Historical knowledge:</p> <p>Explore the decline of the Roman Empire, leading to Roman withdrawal from Britain in Ad 410 - what impact would this have had on everyday life?</p> <p>Study the invasions that took place in the wake of Roman departure - the Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons arrived from Germany and Denmark.</p> <p>Investigate life in Anglo-Saxon settlements (e.g., return to tribal communities, decline of Roman cities, pagan religions).</p> <p>Discuss the battles between Anglo-Saxons and Britons and their long-term effects - the story of King Arthur and the birth of 'England'.</p> <p>Investigate who the Vikings were, where they came from and why they invaded Anglo-Saxon England (recognising that lack of farmland pushed them towards raiding.)</p> <p>Explore Viking raids and the invasion of Britain. Examine Viking tactics and weapons, discovering why longships were so effective.</p>	<p>Historical knowledge:</p> <p>Explore the Ancient Maya civilisation and its achievements from 250 CE to 950 CE.</p> <p>Study who the Maya people were, when and where in the world they lived, and the reasons why they were so successful.</p> <p>Make comparisons between the Ancient Maya civilisation and Anglo-Saxon Britain, focusing on the similarities and differences between the Maya city-states and the Anglo-Saxon kingdoms, drawing on the archaeological evidence available.</p> <p>Historical skills:</p> <p>Chronology I can use dates accurately in describing events and people</p> <p>Evidence and Interpretation I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past.</p> <p>Cause and Consequence I can describe causes of events and their consequences in Ancient Maya.</p> <p>Change and Continuity I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time.</p>

	<p>Understand what it was like to live and grow-up in Viking settlements, looking at houses, clothes, families, food, Norse mythology etc.</p> <p>Historical skills:</p> <p>Chronology I can use dates accurately in describing events and people</p> <p>Evidence and Interpretation I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why.</p> <p>Cause and Consequence I can describe causes of invasion in Britain and what the consequences were.</p> <p>Change and Continuity I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.</p> <p>Similarity and Difference I can compare similarities and differences between Anglo-Saxon and Viking culture.</p> <p>Historical Significance I can describe the social and cultural significance of a past society.</p>	<p>Similarity and Difference I can compare the similarities and differences between civilisations and cultures.</p> <p>Historical Significance I can describe the social and cultural significance of a past society. I can describe the characteristic features of the past, including ideas and beliefs.</p>
<p>Interweaved knowledge</p>	<p>History - Events beyond living memory History - The Romans</p>	<p>History - Events beyond living memory</p>

Year 6	Autumn Term (2)	Summer Term (1/2)
	<p align="center">WW2 (Links to Local History Study) Key Question: Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two?</p>	<p align="center">Crime and Punishment (Post 1066 Study) Key Question: How has crime and punishment changed over time in Britain?</p>
<p>Fundamental Knowledge</p>	<p>Historical knowledge:</p> <p>Understand and describe the key facts of World War 2 (e.g., who fought in the War, why it is called a “world” war, the reasons why it was fought.)</p> <p>Explore the way the War was fought and identify how it was similar / different to what had been used before (e.g., in WW1) and modern militaries.</p> <p>Investigate the lives and role of key leaders, such as Churchill and Hitler.</p> <p>Identify the impact of the Blitz on life in the UK and imagine what it would have been like to have been an evacuee.</p> <p>Focus on life on the Homefront looking at the role of women and children at home and compare with how life would have been different to today.</p> <p>Consider The Battle of Britain as a ‘turning point’ in history - Germany postpones the invasion and looks to the East; the later stages of the war - Normandy landings & Victory in Europe. Debate arguments for and against the view that this was a decisive turning point in the War.</p> <p>Historical skills:</p>	<p>Historical knowledge:</p> <p>To investigate the way in which crime, detection and punishment have changed in Britain through the ages from Roman times to modern day.</p> <p>To explore crimes and their punishments in different eras: Romans, Saxons + Vikings, Normans + Middle Ages, Tudors, and Victorians.</p> <p>To investigate how crime has changed in Britain over the last 1,000 years regarding age old crimes, and new crimes that have been born out of new laws and technologies.</p> <p>Historical skills:</p> <p>Chronology I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Evidence and Interpretation I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate.</p> <p>Cause and Consequence</p>



	<p>Chronology I can use dates and terms accurately in describing events. I can describe the main changes in a period of history.</p> <p>Evidence and Interpretation I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>Cause and Consequence I can describe some of the causes and consequences of World War 2.</p> <p>Change and Continuity I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Similarity and Difference I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.</p> <p>Historical Significance I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>I can describe the social causes of crime and punishment. I can describe the consequences of crimes.</p> <p>Change and Continuity I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity.</p> <p>Similarity and Difference I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day.</p> <p>Historical Significance I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
<p>Interweaved knowledge</p>	<p>History – Within living memory</p>	<p>History - Roman occupation of Britain, Anglo-Saxon and Vikings, Civil War – The Stuarts.</p>