



## History Curriculum Aims and Overview

The history curriculum is carefully mapped out so that all pupils leave primary school equipped with an understanding of the past that paves the way for their future. Throughout their journey in history, pupils will acquire a breadth of knowledge of places and people and significant events through time: locally, nationally, and internationally. 'The Inspire Scholar' is at the heart of our curriculum and the core of every subject vision. Success must be measured by the extent to which our children demonstrate our values alongside their knowledge acquisition, skillset, assessment performance and readiness for the next stage in their journey as responsible, global citizens and community champions. Pupils are given the opportunity to develop their ability to ask perceptive questions, work collaboratively, think critically, analyse evidence, examine arguments, develop judgement, communicate ideas, challenge themselves and understand differing perspectives making them true 'INSPIRE' history scholars.

### Scope and sequencing

Although history is not taught formally in the early years foundation stage, the knowledge, skills and vocabulary built up in the 'understanding the world' area of learning, will enable them to access the content at key stage one. Children in the early years are encouraged to 'explore' and 'observe' or understand key terms such as 'similarities and differences' and 'change' which provide a solid foundation for the disciplinary concepts of history and key substantive terms.

In Key Stage 1, pupils develop their understanding of chronology, starting with a focus on continuity and change (How have toys changed over time? How has transport changed over time?) Before moving on to significant events beyond living memory (How could the Great Fire of London have been prevented?). Children further develop their chronological understanding through a deep dive into the lives of significant individuals.

In Key Stage 2 the History Curriculum divides into two main strands: a study of Britain's past and a series of studies about Civilizations around the world and their influence on our lives today. When studying British History, time periods are taught chronologically starting with Settlers of the Stone, Bronze and Iron Age then exploring the significance and impact of invaders and settlers starting with the Romans, followed by the Anglo Saxons and the Vikings. Pupils then expand their chronological knowledge to significant events beyond 1066: 'What impact did the industrial revolution have on Britain?' and 'How did World Wars One and Two change both warfare and British society?'

### There are four core pillars underpinning the discipline of history:

1. Historical enquiry exposes pupils to key questions and gives them the opportunity to ask their own questions.
2. Historical enquiry relies on pupils acquiring sufficient substantive knowledge.
3. Alongside this knowledge, pupils are given the opportunity to develop disciplinary knowledge
4. Finally, pupils learn to communicate historical findings in a sequenced, coherent manner both in verbal and written form.

Identifying and combining these core pillars work towards the overall goal of history education – gaining clear historical perspective. With clear historical perspective pupils will be empowered to be active global citizens and community champions: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history, and between short- and long-term timescales.

### **Substantive and Disciplinary Content in History**

Every subject is unique and includes its own substantive content and disciplinary content. Although history teachers, education researchers and curriculum designers may use different terms, all of them recognise that learning history involves the development of both substantive knowledge (the ‘stuff’ of history) and familiarity with the ‘second-order’ or procedural disciplinary concepts, that shape the way in which the ‘stuff’ or ‘substance’ is understood, organised and debated, as well as the ways in which it is actually generated.

The simplest way to think about the difference between the content is: the substantive knowledge is the ‘what’ and the disciplinary knowledge is the ‘how’. The INSPIRE history curriculum ensures that pupils not only have broad and strong substantive knowledge – a coherent picture of the past – but also understanding of the discipline of history. The content of the history curriculum is structured so that pupils learn substantive content (the ‘what’) and disciplinary content (the ‘how’) at the same time; pupils learn both historical ‘facts’ and how to make sense of them simultaneously.

### **Substantive Knowledge**

Substantive knowledge not only transforms what pupils see in the world and how they see it but also enables pupils to build a ‘big picture’ of the past within which they can embed new historical knowledge. As Christine Counsell has argued, substantive knowledge of the past is crucial because it ‘helps us to interpret all that we hear, see and read around us’ (Counsell, 2021: 154 ). Pupils’ knowledge of what we often call substantive terms such as ‘empire’ ‘peasant’ and ‘monarchy’ come up time and time again in the curriculum. If pupils are able to build up richer and richer schemata of these concepts and terms over time, this can help them access increasingly complex material throughout the curriculum. This helps pupils to learn, understand and remember more – meaning they make more progress.

### **Disciplinary Knowledge**

We want pupils to develop as scholars within the discipline of history – so pupils need to know how we arrived at established facts. Pupils need to understand something of the contested nature of history. Such disciplinary understanding is not only important in its own right, it also interacts powerfully with pupils’ building of rich, broad, secure substantive knowledge. As we know from cognitive psychology, ‘memory is the residue of thought’ (Willingham, 2009: 54) . Therefore, through encouraging pupils to think deeply about the substantive content of the curriculum, well-crafted disciplinary teaching contributes to making substantive knowledge secure. And the substantive knowledge enables pupils gain the internal reference points that allow them to recognise the patterns, notice the contrasts, ask the questions and discuss the options that the disciplinary content will demand. We call this ‘Working Historically’.

### **The INSPIRE Scholar**

The ‘Inspire Scholar’ is at the heart of our history curriculum. Teachers adapt lessons and provide enrichment opportunities to ensure children are enthusiastic to learn about the past. Each unit (and each lesson within the unit) is based around an enquiry question feeding children’s curiosity as well as developing their critical thinking and reflective learning as they consider possible solutions and points of view. Lessons involve a combination of class discussion, paired and group work before culminating in an independent activity where pupils are able to express their own thoughts and points of view. History is essential in the education for mutual understanding and respect, which gives pupils an understanding of who lives in the UK today, of why we are here, and of what they as pupils can contribute. Through our curriculum, pupils will explore the origins of the UK and how different cultures have created the United Kingdom. They will begin to explore the history and legacy of empire, slavery, extending the franchise and immigration, as well as the consequences of racial and religious intolerance and discrimination. This ensures our curriculum reflects the school and its locality, is relevant to our pupils, and is also enriching in their experience. Our curriculum has been adapted to allow children to explore and understand their own and others’ identities in order for pupils to construct their own interpretations of the world around them and their place within that world.

**Core Concepts**

<b>BIG IDEAS - SUBSTANTIVE CONCEPTS</b>			
<b>S.C. 1 - Community and Culture</b>	<b>S.C. 2 - Conflict and Disaster</b>	<b>S.C. 3 - Exploration and Invasion</b>	<b>S.C. 4 - Hierarchy and Power</b>
Architecture Art Civilisation Communication Economy Inspiration Myth Nation Religion Settlement Story Trade Society	Conquest Liberation Occupation Military Peace Plague Surrender Treaty War	Discovery Migration Navigation Progress Tools	Country Democracy Empire Equality Government Law Monarchy Oppression Parliament Peasantry Politics Prejudice Slavery Poverty Protection Tyranny

<b>THINKING AS A HISTORIAN – DISCIPLINARY CONCEPTS</b>					
<b>D.C.1 - Chronology</b>	<b>D.C. 2 - Cause and Consequence</b>	<b>D.C. 3 - Change and Continuity</b>	<b>D.C. 4 - Similarity and Difference</b>	<b>D.C. 5 – Historical Interpretation</b>	<b>D.C. 6 - Significance</b>
Characteristic features Time and place Sequence Trends over time Draw contrasts Make connections Analyse trends	Historical events Situations Changes Emerged Causal	Patterns Growth Decay Extent or Degree Pace or Rate Nature or Type Process	Families, Communities, Traditions Events Beliefs Society Cultural, Religious and Ethnic Diversity Generalisations	Evidence Eye-witness Source Represented Fixed or Given	Significant people Key events Developments Historical silence

Whole School Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>Past and Present</li> <li>Talk about the lives of the 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> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps</li> </ul>	<p>Toys</p> <p><b>Significant People</b> Dr John Paris, Parents and Grandparents</p> <p><b>SMSC Link</b> Social: opportunities to share views and ideas with friends/family</p> <p><b>Dig Deeper</b> Would you prefer to be a child now or in the past? Why?</p> <p><b>Recommended Texts</b> Toys and Games (Past and Present) Toys in the Past</p>	<p>War and Remembrance</p> <p><b>Significant People</b> Walter Tull Sergent Stubby</p> <p><b>SMSC Link</b> Cultural: explore the causes and consequences of cultural conflict. Gender: women’s role</p> <p><b>Dig Deeper</b> Was it fair to take animals to war? Why?</p> <p><b>Recommended Texts</b> Where the poppies now grow A day to remember Remembrance Day (start-up history) Stubby: A true story of Friendship</p>	<p>Prehistoric Britain</p> <p><b>Significant People</b> note: discussion around lack of evidence to support who the significant people were in this period of time</p> <p><b>SMSC Link</b> Cultural: consider what past societies and other cultures have contributed to the development of ‘British’ culture today</p> <p><b>Dig Deeper</b> How did stone, bronze and iron age technology change how people live?</p> <p><b>Recommended Texts</b> Stone Age Bone Stig of the dump How to wash a woolley mammoth</p>	<p>Romans</p> <p><b>Significant People</b> Boudicca; Claudius; Paulinus</p> <p><b>SMSC Link</b> Moral Purpose: make/communicate moral judgements on event from a historical standpoint</p> <p><b>Dig Deeper</b> How far do you agree: The Romans changed Britain for the better.</p> <p><b>Recommended Texts</b> Empire’s End – A Roman Story Thieves of Ostia Meet the Romans So You think you’ve got it bad – A kid's life in Britain</p>	<p>Benin Kingdom</p> <p><b>Significant People</b> Eware the Great</p> <p><b>SMSC Link</b> Cultural: links between local, British, European and world history to develop an appreciation of our multi-cultural society.</p> <p><b>Dig Deeper</b> Should the cultural artefacts in the British Museum be returned?</p> <p><b>Recommended Texts</b> The Children of Benin Kingdom (f) Explore Benin</p>	<p>Twentieth Century Conflict</p> <p><b>Significant People</b> Adolf Hitler Archduke Franz Ferdinand David Lloyd George Neville Chamberlain</p> <p><b>SMSC Link</b> Discrimination: tolerance or mutual respect in Nazi Germany in relation to Jews, Slaves and non-Aryan ethic groups, homosexuality, disability and gender. Age: underage soldiers on the home front.</p> <p><b>Dig Deeper</b> How did the Allied victory deepen tensions in Europe?</p> <p><b>Recommended Texts</b> WW1 DK Eyewitness Everything WW1 - National Geographic</p>

	<p>Castles (Local History element)</p> <p><b><u>Significant People</u></b> Richard of York Edward IV Henry VI</p> <p><b><u>SMSC Link</u></b> Culture: Social classes/ structures</p> <p><b><u>Dig Deeper</u></b> Would you like to live in a castle today? Why?</p> <p><b><u>Recommended Texts</u></b> Castle Life (Knights and Castles) Usborne Beginners: Castles George and the dragon</p>	<p>Great Fire of London</p> <p><b><u>Significant People</u></b> Samuel Pepys King Charles II Thomas Farriner Christopher Wren</p> <p><b><u>SMSC Link</u></b> Social – opportunities to discuss how events have changed/shaped Britain</p> <p><b><u>Dig Deeper</u></b> What lessons have we learnt from the Great Fire of London?</p> <p><b><u>Recommended Texts</u></b> Vlad and the Great Fire of London Great Fire of London (Great Events) The Great Fire for London (Why do we remember?) The Great Fire of London (Famous people, great events)</p>	<p>Ancient Egypt</p> <p><b><u>Significant People</u></b> Howard Carter Tutankhamun</p> <p><b><u>SMSC Link</u></b> Appreciation of different culture. Spiritual beliefs and impact on society Sexual orientation – same sex couple tomb discovery.</p> <p><b><u>Dig Deeper</u></b> How did Ancient Egyptians create a civilisation in the desert?</p> <p><b><u>Recommended Texts</u></b> Nakht’s Diary (graphic novel) Egyptian Cinderella</p>	<p>Anglo Saxons and Scots</p> <p><b><u>Significant People</u></b> Augustine; Gildas; Bede</p> <p><b><u>SMSC Link</u></b> Significance of spiritual beliefs Gender roles</p> <p><b><u>Dig Deeper</u></b> Who changed life in Britain more, the Romans or the Anglo-Saxons?</p> <p><b><u>Recommended Texts</u></b> Anglo-Saxon Boy Beowulf (Usborne) Men, Women and Children in Anglo-Saxon times Genius of the Anglo-Saxons</p>	<p>Medieval Monarchs</p> <p><b><u>Significant People</u></b> William of Normandy, Henry II, Richard I, John, Thomas Beckett</p> <p><b><u>SMSC Link</u></b> BV: democracy PC: Gender/succession</p> <p><b><u>Dig Deeper</u></b> What constitutes a ‘Good Monarch’?</p> <p><b><u>Recommended Texts</u></b> William the Conqueror: Guilty or Innocent Stormin’ Normans</p>	<p>Civil Rights</p> <p><b><u>Significant People</u></b> Rosa Parks Oliver Brown</p> <p><b><u>SMSC Link</u></b> PC: Race/discrimination</p> <p><b><u>Dig Deeper</u></b> Have we truly become an inclusive society?</p> <p><b><u>Recommended Texts</u></b> Civil Rights Movement Heroes: Black History Matters Book Series Extraordinary Life of Rosa Parks NF</p>
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	<p>Nurturing Nurses</p> <p><b>Significant People</b>  Florence Nightingale  Mary Seacole  Edith Cavell  Nellie Spindler</p> <p><b>SMSC Link</b>  Race/discrimination  Gender</p> <p><b>Dig Deeper</b>  Why did Florence Nightingale receive more recognition than Mary Seacole?</p> <p><b>Recommended Texts</b>  Little People Big Dreams  Florence Nightingale  Vlad and the Florence Nightingale Adventure  The Extraordinary Life of Mary Seacole</p>	<p>Great Explorers</p> <p><b>Significant People</b>  Christopher Columbus  Amelia Earhart  Neil Armstrong  Ibn Battuta  Matthew Henson  Felicity Aston</p> <p><b>SMSC Link:</b>  Culture: impact on society</p> <p><b>Dig Deeper</b>  Which explorer studied made the most impact? Why?</p> <p><b>Recommended Texts</b>  Little People Big Dreams  Amelia Earhart  A Galaxy on her own: amazing stories of women in space  Shakleton's Journey  Darwin's voyage of Discovery</p>	<p>Ancient Greece</p> <p><b>Significant People</b>  Alexander the Great</p> <p><b>SMSC Link</b>  BV: Democracy  Cultural influence art/sport  Spiritual beliefs</p> <p><b>Dig Deeper</b>  Which idea from the ancient Greeks is the most important to us today?</p> <p><b>Recommended Texts</b>  Who let the Gods Out?  The Boy who cried Horse</p>	<p>Vikings</p> <p><b>Significant People</b>  King Canute; Alfred; Guthrum,</p> <p><b>SMSC Link</b>  Moral: consider values of different societies.  Importance on spiritual beliefs.</p> <p><b>Dig Deeper</b>  Invaders or Settlers: What were the Vikings?</p> <p><b>Recommended Texts</b>  Aurthur and the Golden Rope  Riddle of the Runes  The Vikings are coming!  The Vikings: Raiders, Traders and Adventurers</p>	<p>Industrial Revolution (mining included)</p> <p><b>Significant People</b>  Queen Victoria  Robert Peel  Dr John Snow</p> <p><b>SMSC Link</b>  PC: Age – child labour  Culture: ways events shaped current culture/society</p> <p><b>Dig Deeper</b>  Industrial Revolution: What do we owe to this period?</p> <p><b>Recommended Texts</b>  The Industrial Revolution  The Little Matchgirl Strikes Back  You wouldn't want to be a Victorian coal miner</p>	<p>Changes in Britain</p> <p><b>Significant People</b>  Emmeline Pankhurst  Paul Stephenson  Florence Beaumont (local suffragette)</p> <p><b>SMSC Link</b>  LGBT+  Disability  Gender  Moral: consider and comment on the moral questions and dilemmas faced by historical figures and today</p> <p><b>Dig Deeper</b>  Non-violent protest is not enough. Do you agree?</p> <p><b>Recommended Texts</b>  The Bristol Bus Boycott NF  Black and British: Illustrated Protest</p>
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EYFS

	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in EYFS	History KS1
<b>Specific Area of Learning – Understanding the World</b>	<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>	<ul style="list-style-type: none"> <li>• History</li> <li>• Historian</li> <li>• After</li> <li>• Before</li> <li>• New</li> <li>• Old</li> <li>• Now</li> <li>• Past</li> <li>• Present</li> <li>• Time</li> <li>• Similar</li> <li>• Differences</li> <li>• Change</li> <li>• First</li> <li>• Next</li> <li>• Finally</li> </ul>	<ul style="list-style-type: none"> <li>• Know about personal history – birthdays, family celebrations</li> <li>• Celebrating cultural diversity of children in the class</li> <li>• Traditional festivals and celebrations</li> <li>• Routines - Learning Feedback times – talking about learning from the previous day / week etc...</li> <li>• Through interactions talking about what they did yesterday, last week, last year.</li> <li>• Block Play (Cause and Consequence)</li> <li>• Role Play (Evidence and Interpretation)</li> <li>• Small World (Chronology, Continuity, Similarity and Differences, Significance)</li> <li>• Painting, Printing and Form (Cause and Consequence)</li> </ul>	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally</li> </ul>
	<b>People, Culture and Communities</b>	<p><b>Linked to communication and language pupils will:</b></p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail. Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>		
	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>			

<p><b>Knowledge - Who am I and how have things changed?</b></p> <p><b>Substantive Knowledge Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Community and Culture (known and unknown)</b></li> <li>• <b>Sources (first hand to secondary)</b></li> </ul>	<p>Every child has a social identity, which is how we perceive our various roles in society in relation to others. Whether it is through social position, culture or ethnicity, interests, achievements, or beliefs, children derive a sense of pride, self-worth, and consistency from their social identities.</p> <p>Why is identity important? Having an identity gives us a sense of belonging, which is important to our children’s wellbeing and confidence.</p>			
<p><b>Development Matters/Birth to 5 Links</b></p> <p><b>Nursery</b></p> <p>Make connections between the features of their family and other families. Begin to make sense of their own life-story and family’s history Show interest in different occupations.</p> <p><b>Reception</b></p> <p>Use the children’s own lives to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national and international festivals or celebrations.</p> <p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the 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>	<p><b>Nursery</b></p>	<p><b>Enquiry 1:</b></p> <p>How are we the same and different?</p> <p>Historical concepts include:</p> <ul style="list-style-type: none"> <li>• The known to the unknown</li> </ul>	<p><b>Enquiry 2:</b></p> <p>Who is in my family? What is a memory?</p> <p>Historical concepts include:</p> <ul style="list-style-type: none"> <li>• The known to the unknown</li> </ul>	<p><b>Enquiry 3:</b></p> <p>What do people do?</p> <p>Historical concepts include:</p> <ul style="list-style-type: none"> <li>• The local to the global</li> <li>• The first-hand to the secondary</li> </ul>
	<p><b>Reception</b></p>	<p><b>Enquiry 1:</b></p> <p>How have I changed since I was a baby?</p> <ul style="list-style-type: none"> <li>• What is a timeline?</li> <li>• How have I changed since I was a baby?</li> <li>• What did our parents/carers look like when they were babies?</li> <li>• What did our parents/carers look like when they were babies?</li> </ul> <p>Historical concepts include:</p> <ul style="list-style-type: none"> <li>• The known to the unknown</li> </ul>	<p><b>Enquiry 2:</b></p> <p>Why do we wear different clothes at different times of the year?</p> <ul style="list-style-type: none"> <li>• What do we wear in the spring and summer?</li> <li>• What do we wear in the autumn and winter?</li> <li>• What do we wear at different times of the day?</li> <li>• The passage of time</li> </ul> <p>Historical concepts include:</p> <ul style="list-style-type: none"> <li>• The known to the unknown</li> </ul>	<p><b>Enquiry 3:</b></p> <p>What was life like in a different country a long time ago?</p> <ul style="list-style-type: none"> <li>• What was the Windrush?</li> <li>• How we do know it was set in the past?</li> <li>• What was the significance?</li> </ul> <p>Historical concepts include:</p> <ul style="list-style-type: none"> <li>• The local to the global</li> <li>• The first-hand to the secondary</li> </ul>

Each historical enquiry has been broken down into a sequenced and spiraled progression from nursery to the national curriculum. Please see the History Early Years Curriculum for further detailed key knowledge, including significant figures, continuous provision opportunities, core texts and the discrete, instructional teaching of subject specific core knowledge and vocabulary.



Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Y1  Unit 1 <b>Toys</b>	<b>Community and Culture</b>	<p>Toys can be grouped into <b>categories</b> depending on similarities and differences</p> <p>Toys look and feel different. Their <b>characteristics</b> can be described using adjectives.</p> <p>Toys from the <b>past</b> were different from toys in the <b>present</b>.</p> <p>There are similarities and differences between <b>old</b> and <b>modern</b> toys.</p> <p>Toys can be ordered on a <b>timeline</b> from oldest to newest.</p> <p><b>Artefacts</b> can be displayed in museums or galleries for the public</p>	<p><b>Chronology</b></p> <p><b>Changes and Continuity</b></p> <p><b>Similarities and Differences</b></p>	<p><b>Recognise</b> the distinction between past and present</p> <p>Find answers to simple questions about the past from <b>sources of information</b> e.g. artefacts</p> <p><b>Sequence</b> 3 or 4 artefacts from distinctly different periods of time</p> <p>Use some everyday terms about the passing of time such as <b>'a long time ago'</b> and <b>'before'</b></p> <p>Use <b>sources</b> to answer simple questions about the past</p> <p><b>Sequence</b> events in their life</p> <p><b>Recognise</b> the difference between the past and present in their own and others' lives</p> <p><b>Sequence</b> artefacts closer together in time - check with reference book.</p>	<p><b>Past and Present</b></p> <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> <p><b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p><b>Learning Point 1:</b> What is a toy?</p> <p><b>Learning Point 2:</b> What is a toy made of?</p> <p><b>Learning Point 3:</b> What toys do I play with?</p> <p><b>Learning Point 4:</b> What toys did my parents play with?</p> <p><b>Learning Point 5:</b> What toys did my grandparents play with?</p> <p><b>Assessment</b> <b>How are toys today different from the past?</b></p>	<p>toddler</p> <p>timeline</p> <p>different</p> <p>compare</p> <p>memory</p> <p>then</p> <p>now</p> <p>past</p> <p>present</p>	<p>construction</p> <p>physical</p> <p>imagination</p> <p>lifetime</p> <p>stages</p>

Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Y1  Unit 2 Castles	<b>Community</b>  <b>Culture, Hierarchy and Power</b>	Know that a castle is a large strong building, built by a <b>monarch</b> or important person to <b>protect</b> people from <b>attack</b> .  Know that castles were often built on top of <b>hills</b> or <b>surrounded</b> by water to make them easier to <b>defend</b> .	<b>Chronology</b>  <b>Change and Continuity</b>	<b>Recognise</b> the distinction between past and present  Find answers to simple questions about the past from <b>First hand experiences</b> e.g. Sandal castle  Use some everyday terms about the passing of time such as <b>'a long time ago'</b> and <b>'before'</b>  Use <b>sources</b> to label parts of castles.  <b>Recognise</b> the similarities and differences between life in the past and present.  <b>Identify</b> what makes Richard of York significant  <b>Re-tell</b> simple stories/rhymes from the past	<b>Past and Present</b>  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  <b>People, Culture and Communities</b>  Use knowledge from observation, discussion, stories, non-fiction texts and maps	<b>Learning Point 1:</b> What are the different parts of a castle called?  <b>Learning Point 2:</b> Where were castles built and why?  <b>Learning Point 3:</b> What was life like in a castle?  <b>Learning Point 4:</b> Who was Richard of York and why is he an important historical figure?  <b>Learning Point 5:</b> Why was Sandal Castle important?  <b>Assessment</b> <b>Why was Sandal Castle important in the history of England?</b>	King  Chronology  Village  Local  Converted  Founded	Monarch  Common  Coat of arms  Farmland  Draw bridge  Moat

Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1</p> <p>Unit 3 Famous Nurses</p>	<p>Conflict and disaster</p> <p>Community and Culture</p>	<p>Mary Seacole and Florence Nightingale helped in the <b>Crimean war</b>.</p> <p>Florence Nightingale made hospitals cleaner and asked the <b>government</b> for more supplies</p> <p>Mary wanted to help with the work Florence Nightingale had started but was turned away due to the <b>colour of her skin</b>.</p> <p>Mary paid for herself to travel to Crimea and opened the <b>British hotel</b>.</p> <p>Nellie Spindler, nurse from Wakefield who was killed in <b>WWI</b> when an <b>exploding shell</b> hit her hospital</p> <p>She is one of only 2 women buried in a war <b>Cemetery</b> and given a full <b>military funeral</b> (Road named after her in Wakefield)</p>	<p><b>Significance</b></p> <p><b>Cause and Consequence</b></p> <p><b>Similarities and differences</b></p> <p><b>Historical interpretation</b></p>	<p><b>Identify</b> how a person is significant (if they have impacted or made a big change to daily life.)</p> <p>Make simple <b>observations</b> about different people, events, beliefs and communities.</p> <p>Choose parts of stories and other <b>sources</b> to show what they know about the past.</p> <p><b>Describe</b> special or significant events.</p> <p><b>Retell simple stories</b> or events from the past.</p> <p><b>Sequence</b> artefacts/ events to people of different ages.</p>	<p><b>Past and Present:</b></p> <p>Talk about the lives of 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><b>People, culture and communities:</b></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p><b>Lesson point 1:</b> What makes a person significant?</p> <p><b>Learning Point 2:</b> Who is Florence Nightingale and why was she important?</p> <p><b>Learning Point 3:</b> Who is Mary Seacole and why was she important?</p> <p><b>Learning Point 4:</b> How was Mary Seacole's experience different to Florence Nightingales?</p> <p><b>Learning Point 5:</b> Who is Nellie Spindler and why was she important? (Local history)</p> <p><b>Assessment:</b> <b>Which nurse do you think is most important?</b></p>	<p>Compare</p> <p>Similar</p> <p>Different</p> <p>Significant</p> <p>Discrimination</p>	<p>Crimean war</p> <p>British hotel</p> <p>First World War</p>

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<p><b>Year 2</b></p> <p><b>Unit 1</b></p> <p><b>War and Remembrance</b></p>	<p><b>Conflict and Disaster</b></p>	<p>The First World War was known as the Great war and fought from 1914-1918</p> <p>The conditions on the front line were poor.</p> <p>Women did the jobs men who were fighting would usually do.</p> <p>After the War this helped women <b>achieve</b> the right to vote.</p> <p>Sergeant Stubby was a dog who saved soldiers from a gas attack.</p> <p>Walter Tull was Britain's First Black British Army officer to lead white British soldiers in battle.</p> <p>Poppies are a <b>symbol</b> to represent/remember the First World War</p> <p>There are different colour poppies including a purple one for the animal in war.</p> <p>The red poppy grew in the fields after the war.</p> <p>There are different colour poppies for different people/parts of the war.</p> <p>On the 11<sup>th</sup> hour of the eleventh day of the eleventh month there is 2-minute silence to show <b>respect and remember.</b></p>	<p><b>Cause and Consequence</b></p> <p><b>Significance</b></p>	<p>Make simple <b>observations</b> about the conditions on the trenches</p> <p><b>Analyse sources</b> of land girl's propaganda posters.</p> <p><b>Communicate</b> opinions on whether animals should be used in war.</p> <p>Identify why Walter Tull was <b>significant</b></p> <p>Describe <b>causes of and consequences</b> that lead to Remembrance Day.</p>	<p><b>Past and Present:</b></p> <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> <p>Nurturing Nurses</p> <p>Crimean War</p>	<p><b>Lesson point 1:</b> What was life like on the front line?</p> <p><b>Lesson point 2:</b> What was the role of women on the home front?</p> <p><b>Lesson point 3:</b> What was the role of animals in the war?</p> <p><b>Lesson point 4:</b> Why was Walter Tull significant?</p> <p><b>Lesson point 5:</b> Why do people wear poppies?</p> <p><b>Assessment:</b> <b>Why is Remembrance Day so important now?</b></p>	<p>Remembrance</p> <p>Poppy</p> <p>War</p> <p>Memorial</p> <p>Soldier</p>	<p>Front Line</p> <p>Home Front</p> <p>Armistice</p> <p>Cenotaph</p> <p>Trenches</p>

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<p><b>Year 2</b></p> <p><b>Unit 2</b> <b>Great Fire of London</b></p>	<p><b>Community and Culture</b></p> <p><b>Conflict and Disaster</b></p>	<p>In 1666, London was very different to how it is today.</p> <p><b>King</b> Charles II was the king and <b>transport</b> and <b>landmarks</b> were very different to how they are today</p> <p>The Great Fire of London spread through a <b>sequence</b> of events</p> <p>Samuel Pepys and John Evelyn were both <b>eyewitnesses</b> to the Great Fire of London. Their accounts tell us what life was like in London in the 1660s and the impact of the Great Fire of London.</p> <p>Many people kept goods such as tar, oil and brandy in their homes, which were highly <b>flammable</b>. Houses in 1666 were made mostly from wood so they were <b>combustible</b>.</p> <p>Many Londoners lost their houses and became <b>homeless</b>. Homeless Londoners took <b>shelter</b> outside the city</p>	<p><b>Historical Interpretation</b></p> <p><b>Cause and Consequence</b></p>	<p><b>Compare sources</b>/images of life in London now and in 1666</p> <p><b>Identify</b> what a <b>primary source</b> is.</p> <p>Gain information from an <b>eyewitness account</b></p> <p>To <b>identify</b> the <b>causes</b> of the Great Fire of London and evaluate whether or not certain factors could have prevented it from happening</p> <p><b>Discuss</b> consequences from the fire.</p> <p><b>Sequence</b> changes to firefighting</p>	<p>Past and Present:</p> <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> <p>People who help us – role of firefighters</p>	<p><b>Learning point 1:</b> What was city life like in 1666 compared to now?</p> <p><b>Learning Point 2:</b> How do we know what happened during the Great Fire of London?</p> <p><b>Learning Point 3:</b> Why did the fire spread so quickly?</p> <p><b>Learning Point 4:</b> What were the consequences of the Great fire?</p> <p><b>Learning Point 5:</b> How has firefighting changed over time?</p> <p><b>Assessment:</b> <b>What have we learnt from The Great Fire of London?</b></p>	<p>Cause</p> <p>Consequence</p> <p>Drought</p> <p>Source</p> <p>Eyewitness</p> <p>Diary</p>	<p>Extinguish</p> <p>Reconstruct</p> <p>Architect</p> <p>Flammable</p>

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<p><b>Year 2</b></p> <p><b>Unit 3 Explorers</b></p>	<p><b>Exploration and Invasion</b></p>	<p>Ibn Battuta spent nearly 30 years <b>exploring</b> Asia and Africa and recording a travel log.</p> <p>Christopher Columbus was a sailor who attempted to sail around the world but explored what is now known as the West Indies and America</p> <p>Amelia Earhart was the first woman pilot to fly across the Atlantic Ocean <b>solo</b>.</p> <p>Amelia Earhart actively encouraged other women to fly, forming ‘<b>The Ninety Nines</b>’, an organisation of women pilots.</p> <p>Neil Armstrong was an astronaut explorer who took the first steps on the Moon.</p> <p>We know more about our universe without having to go there, as we bring back knowledge of what has been explored to add to our own knowledge and maps are more accurate.</p> <p>We develop more relationships with other peoples and places.</p> <p>The way we explore has changed as transport and the boundaries of our <b>known world have changed</b>. This has changed how and where we explore.</p>	<p><b>Chronology</b></p> <p><b>Continuity and Changes</b></p> <p><b>Significance</b></p>	<p>Use <b>sources</b> to identify how and why each explorer is <b>significant</b></p> <p>Use a <b>timeline</b> to explain how exploration has changed over time</p> <p><b>Discuss</b> how exploration / travel has impacted on life today</p>	<p><b>Past and Present</b></p> <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> <p><b>People, Culture and Communities:</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Know that people are famous for exploring different places and things before we were born</p> <p>Know that explorers would have required different modes of transport depending on when it happened</p>	<p><b>Learning Point 1:</b> Why is Ibn Battuta significant?</p> <p><b>Learning Point 2:</b> Why is Christopher Columbus significant?</p> <p><b>Learning Point 3:</b> Why is Amelia Earhart significant?</p> <p><b>Learning Point 4:</b> Why is Neil Armstrong significant?</p> <p><b>Learning Point 5:</b> How have the actions of explorers impacted on our lives today?</p> <p><b>Assessment:</b> How has exploration developed over time?</p>	<p>Significant</p> <p>Explorer</p> <p>Pilot</p> <p>Astronaut</p> <p>Voyage</p>	<p>Apollo 11</p> <p>The Ninety Nines</p> <p>Pioneer</p>

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Y3  Unit 1 Prehistoric Britain	Community and Culture	<p>In Britain, <b>prehistory</b> included the Stone, Bronze and Iron Ages.</p> <p>In the Neolithic Period, people started to tame animals and plough fields (<b>agriculture</b>). As a result, people began to form permanent settlements.</p> <p>People could make new <b>goods</b> from bronze and other metals. As a result, some people became <b>wealthy</b> for the first time.</p> <p>The tribes of Iron Age Britain shared similar <b>customs</b> with the <b>tribes</b> of Europe.</p> <p>Stonehenge is a <b>monument</b> built from many different stones.</p> <p>The earliest <b>civilizations</b> were more advanced than prehistoric Britain.</p> <p>Life was not the same in other parts of the world.</p>	<p><b>Chronology</b></p> <p><b>Change and Continuity</b></p> <p><b>Chronology</b></p>	<p><b>Evaluate</b> how agriculture, tools, trade and tribes changed life throughout the Stone, Bronze and Iron Ages</p> <p><b>Place</b> Prehistoric Britain with events studied on a timeline.</p> <p><b>Describe</b> some changes during Prehistoric Britain</p> <p><b>Describe</b> similarities and differences between some people, events and beliefs in the period of history from Prehistoric Britain</p> <p><b>Suggest</b> reasons for and results of people's actions and events.</p> <p><b>Suggest</b> which events from Prehistoric Britain were historically important.</p> <p><b>Explain</b> the usefulness and accuracy of different sources of evidence.</p>	<p>Know about significant figures of the past within nursing, transport and exploring</p> <p>Know that the way we travel and explore has changed over time and that during Prehistoric Britain, transport required humans exploring by foot</p> <p>Know about events beyond living memory</p> <p>Know that through time, we have developed culture and relationships by exploring new places and with new people</p> <p>Know that in history, we learn about key events that we know about today</p> <p>Understand that these key events in history often determine our lives today</p>	<p><b>Learning Point 1:</b> How do we know about life in the Stone Age?</p> <p><b>Learning Point 2:</b> What were the different periods of the Stone Age?</p> <p><b>Learning Point 3:</b> What was life like in a Stone Age Settlement?</p> <p><b>Learning Point 4:</b> How did the Bronze Age change how humans lived?</p> <p><b>Learning Point 5:</b> Who were the Celts and what can we learn from them?</p> <p><b>Learning Point 6:</b> What can we learn from Skara Brae and other Stone Age sites?</p> <p><b>Assessment:</b> What were the major differences between the different eras of the Stone Age?</p>	<p>Ancient</p> <p>Archaeologist</p> <p>Artefact</p> <p>Species</p> <p>Era</p> <p>Community</p> <p>Extinct</p>	<p>Domesticated</p> <p>Paleolithic</p> <p>Mesolithic</p> <p>Neolithic</p> <p>Flint napping</p>



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Y3  Unit 2 <b>Ancient Egyptian Civilisation</b>	<b>Hierarchy and Power</b>  <b>Community and Culture</b>	<p>There were over 30 <b>dynasties</b> that ruled ancient Egypt over the course of 3000 years. <b>Pharaohs</b> ruled Egypt and were believed to be gods. The pharaoh created all of Egypt's laws.</p> <p>Ancient Egyptian life was organised around the River Nile for <b>irrigation, transport and health</b>.</p> <p>Ancient Egyptians believed in an <b>Afterlife</b>, and they mummified many of the dead.</p> <p>Ancient Egyptians had specific processes to <b>embalm</b> and preserve important people's corpses.</p> <p>Ancient Egyptian <b>society</b> was structured in a hierarchy like a pyramid. Life was different for people at different levels in the system.</p> <p>Ancient Egyptians <b>preserved</b> knowledge in Hieroglyphics writing, which we can read after translations worked out using the "Rosetta stone".</p> <p>Ancient Egyptians had a polytheistic religion, and believed in a pantheon of Gods that <b>represented</b> aspects of their daily life.</p>	<p><b>Significance</b></p> <p><b>Similarity and Differences</b></p> <p><b>Cause and Consequence</b></p> <p><b>Chronology</b></p>	<p>Identify the <b>significant</b> pharaohs and their legacy.</p> <p>Use artefacts as sources as evidence of Egyptian life.</p> <p>Describe the <b>purpose</b> of mummification.</p> <p>Debate the <b>impact</b> of living around the River Nile.</p>	<p>Know that the pyramid of Giza is one of the seven ancient wonders of the world.</p> <p>Understand how buildings represent power.</p> <p>Understand the significance of beliefs in different societies.</p> <p>Understand that life was different for people at different levels.</p> <p>Know that religion is part of daily life.</p>	<p><b>Learning Point 1:</b> Who were the Ancient Egyptians?</p> <p><b>Learning Point 2:</b> What was life like in Ancient Egypt?</p> <p><b>Learning Point 3:</b> How did Ancient Egyptians preserve their dead?</p> <p><b>Learning Point 4:</b> What can we learn from the grave goods and tomb of Tutankhamun?</p> <p><b>Learning Point 5:</b> How did the Ancient Egyptians record their knowledge in writing?</p> <p><b>Learning Point 6:</b> What were the Ancient Egyptian's beliefs about religion?</p> <p><b>Assessment</b> <b>Why were the Ancient Egyptians a successful civilisation?</b></p>	<p>Ancient</p> <p>Archaeologist</p> <p>Translate</p> <p>Artefact</p> <p>Source</p> <p>Stability</p> <p>Irrigation</p>	<p>Pyramid</p> <p>Pharaoh</p> <p>Nile</p> <p>Irrigation</p> <p>Construction</p>



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Y3  Unit 3 Ancient Greece	<p><b>Community and Culture</b></p> <p><b>Conflict and Disaster</b></p> <p><b>Hierarchy and Power</b></p>	<p>The Greeks lived in smaller cities called city states. Each <b>city state</b> ruled itself and had its own government, laws and army.</p> <p>The Classical Period is often referred to as 'the <b>Golden Age of Greece</b>'. From 508BC, Athenian <b>democracy</b> was established.</p> <p>Athens and Sparta were the two most important city-states. They were supported by leagues - networks of coercive alliances</p> <p>Alexander the Great <b>conquered an empire</b> &amp; several kingdom between 333-323BC</p> <p>The Greeks influenced a range of modern aspects of life including <b>philosophy, mathematics, astronomy, medicine, drama, sculpture and architecture.</b></p> <p>Ancient Greeks told myths about their gods and heroes.</p> <p>Ancient Greeks had a <b>polytheistic</b> set of beliefs and a pantheon of Gods that had specific responsibilities.</p>	<p><b>Significance</b></p> <p><b>Cause and Consequence</b></p> <p><b>Chronology</b></p>	<p><b>Select and organise</b> historical information to present in a range of ways</p> <p><b>Use sources</b> to answer historically valid questions</p> <p><b>Describe</b> some of the ways the past can be represented.</p> <p><b>Distinguish</b> between different sources – <b>compare</b> different versions of the same story</p> <p><b>Sequence</b> several events or artefacts</p> <p><b>Understand</b> why people may have wanted to do something.</p> <p><b>Evaluate</b> the significance of the Ancient Greeks in influencing our lives today</p>	<p>Understand what an ancient civilization is.</p> <p>Understand the importance of beliefs in different cultures.</p> <p>Know that at this point in history, people would not have a say in how a place would be run.</p> <p>Know that storytelling is a way of people contributing to the past.</p> <p>Know that art can be used a method of storytelling.</p>	<p><b>Learning Point 1:</b> How was ancient Greece organised?</p> <p><b>Learning Point 2:</b> What was the Golden Age of Greece?</p> <p><b>Learning Point 3:</b> What did the Greeks believe?</p> <p><b>Learning Point 4:</b> Who were the ancient Greek philosophers?</p> <p><b>Learning Point 5:</b> How equal was society in Ancient Greece?</p> <p><b>Learning Point 6:</b> Who was Alexander the Great?</p> <p><b>Assessment:</b> How have the Ancient Greeks influenced our culture today?</p>	<p>Ancient</p> <p>Archaeologist</p> <p>Artefact</p> <p>Period</p> <p>Source</p>	<p>Democracy</p> <p>City state</p> <p>Polis</p> <p>Slave</p> <p>Empire</p>

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Y4 Romans  Unit 1 Romans	<p><b>Community and Culture</b></p> <p><b>Conflict and Disaster</b></p> <p><b>Hierarchy and Power</b></p>	<p>The Roman Empire became successful by <b>invading</b> other countries during the <b>Punic Wars</b> and through its societal structure (slaves).</p> <p>The Romans had highly trained warriors that fought against the poorly organised Celts.</p> <p>Romans built <b>infrastructure</b> across Britain (towns, and roads to connect them) in order to travel and trade.</p> <p>The Roman <b>influence</b> on the development of Castleford</p> <p>Boudicca and Cartimandua <b>rebelled</b> against the Roman invasion</p> <p>The Roman Empire failed because of its size and lack of money.</p> <p><b>Archaeological</b> sites can tell us a lot about what life was like in Roman times. We can make predictions using the sources and evidence we find.</p>	<p><b>Cause and Consequence</b></p> <p><b>Historical Interpretation</b></p> <p><b>Significance</b></p> <p><b>Chronology</b></p>	<p>Understand more complex terms e.g. BC/AD</p> <p><b>Recognise</b> why some events happened and what happened as a result</p> <p><b>Select and organise</b> relevant historical information to present in a range of ways</p> <p><b>Identify</b> historically significant people and events in different situations.</p> <p><b>Describe</b> changes and continuities within and between periods and societies I have learned about.</p> <p><b>Describe</b> similarities and differences in society, culture and religion in Britain at local, national and global levels.</p> <p><b>Suggest</b> some reasons why there are different accounts and interpretations of the past</p> <p><b>Compare</b> sources of evidence to help me identify reliable/useful/accurate information</p>	<p>Understand how some societies are organised.</p> <p>Know that London is a landmark in this country and is used as a centre of control.</p> <p>Know that London is where the Romans established their first significant territory.</p> <p>Understand what an invasion means.</p> <p>Understand how leaders establish and maintain power.</p>	<p><b>Learning Point 1:</b> How did the Roman Empire become so successful?</p> <p><b>Learning Point 2:</b> How did the Romans conquer Britain?</p> <p><b>Learning Point 3:</b> Why did Boudicca lead a revolt against the Romans?</p> <p><b>Learning Point 3:</b> How did Britain change under the Romans?</p> <p><b>Learning Point 4:</b> What did the Romans believe?</p> <p><b>Learning Point 6:</b> Why did the Romans leave Britain?</p> <p><b>Learning Point 7:</b> Why did the Romans come to Wakefield? (Optional local area study)</p> <p><b>Assessment</b> <b>How much did Britain change under the rule of the Romans?</b></p>	<p>previously</p> <p>conquered</p> <p>rebellion</p> <p>luxurious</p> <p>culture</p>	<p>emperor</p> <p>aqueducts</p> <p>invasion</p> <p>barbarian</p> <p>forum</p> <p>territory</p>

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Y4  Unit 2 Anglo Saxons and The Scots	<b>Invasion and Exploration</b>  <b>Hierarchy and Power</b>	<p>The Anglo Saxons and Vikings could gain <b>control</b> in Britain due to the power vacuum left behind by the Romans.</p> <p>Many Anglo-Saxons <b>settlers</b> lived in small villages.</p> <p>The Anglo-Saxons were originally pagans but King Ethlebert became the first king to <b>convert</b> to Christianity.</p> <p>Anglo-Saxon Britain was divided into 7 kingdoms <b>ruled</b> by a different king. Earls governed large areas of England on behalf of the king</p> <p>Gildas, Bede and the Anglo-Saxon Chronicle are the main literary sources of information about the Anglo-Saxon period. Sutton Hoo was discovered in 1939 and is one of the most exciting discoveries in British <b>archaeology</b>.</p>	<b>Change and Continuity</b>  <b>Chronology</b>	<p>To <b>evaluate</b> to what extent did Britain change following the decline of the Roman Empire.</p> <p>Describe the <b>importance</b> of the split into the 7 kingdoms.</p> <p>Discuss how the 7 kingdoms impacted on the belief systems and culture.</p> <p>Evaluate the <b>fortification</b> of Anglo-Saxon Britain.</p>	<p>Understand that the Roman Empire had fallen in Britain.</p> <p>Know that the identity of Britain has been changing and evolving over time.</p> <p>Understand how kingdoms are established.</p> <p>Know that what the Romans left behind (the walls) aided the 7 kingdoms to be established.</p> <p>Know that storytelling from previous civilisations has been passed on.</p> <p>Know that leaders now control the narrative.</p>	<p><b>Learning Point 1:</b> How did control of Britain change after the Romans left?</p> <p><b>Learning Point 2:</b> What was life like in Anglo-Saxon Britain?</p> <p><b>Learning Point 3:</b> What was life like for Anglo-Saxons?</p> <p><b>Learning Point 4:</b> What was the heptarchy?</p> <p><b>Learning Point 5:</b> What did the Anglo-Saxons believe?</p> <p><b>Learning Point 6:</b> How did the Anglo-Saxons attempt to defend Britain from the threat of a new invasion?</p> <p><b>Assessment</b> <b>How did the Anglo-Saxons change Britain?</b></p>	<p>abandoned</p> <p>defenceless</p> <p>dominant</p> <p>missionary</p> <p>pagan</p> <p>reliant</p>	<p>heptarchy</p> <p>laden</p> <p>sporadic</p> <p>vanquish</p> <p>viewpoint</p> <p>migration</p>

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Y4  Unit 3 Vikings	<p><b>Exploration and Invasion</b></p> <p><b>Hierarchy and Power</b></p> <p><b>Community and Culture</b></p>	<p>The Vikings raided Britain to access resources and <b>invaded</b> Britain because they needed land.</p> <p>The Vikings were <b>pagans</b> and passed on most of their knowledge orally.</p> <p>Why a <b>treaty</b> was needed between Guthrum and Alfred and the Danelaw</p> <p>The death of King Alfred and reinvasion by the Vikings</p> <p>The differences between Anglo-Saxon and Viking beliefs</p> <p>Viking used their <b>longships</b> to travel extensively. They could sail in shallow water which meant they could travel up rivers as well as across the sea.</p> <p>Viking society was separated into a <b>hierarchy</b> with the king at the top followed by the Jarls, Carls and Thralls/Slaves.</p>	<p><b>Significance</b></p> <p><b>Chronology</b></p> <p><b>Cause and Consequence</b></p>	<p>Explain the reasons why The Vikings invaded and the <b>importance</b> of why Britain.</p> <p>Debate the main <b>purpose</b> of Vikings coming to Britain.</p> <p>Discuss how the river system in Britain <b>contributed</b> to their success.</p> <p>Study sources of evidence to prove the <b>impact</b> the Vikings had on our country.</p>	<p>Understand that invasions to Britain had happened before the Vikings.</p> <p>Know that travelling/exploring during this period looks a lot different to today.</p> <p>Know that civilisations had specific beliefs about life after death.</p> <p>Britain had previously been a place for people to settle.</p> <p>Understand that Britain and its location, offers rich resources.</p>	<p><b>Learning Point 1:</b> Why did the Vikings raid and invade Britain?</p> <p><b>Learning Point 2:</b> What happened at Lindisfarne in 793?</p> <p><b>Learning Point 3:</b> Why did Alfred sign a treaty with Guthrum?</p> <p><b>Learning Point 4:</b> Who were the Norse Gods?</p> <p><b>Learning Point 5:</b> Were the Vikings the first Europeans to discover the Americas?</p> <p><b>Learning Point 6:</b> Did King Cnut's leadership prevent further threats of invasion?</p> <p><b>Assessment</b> <b>Did the Vikings change Britain for the better?</b></p>	<p>contested</p> <p>exile</p> <p>descendant</p> <p>heir</p> <p>plunder</p> <p>truce</p>	<p>decimated</p> <p>incursion</p> <p>ransack</p> <p>severed</p> <p>martyr</p> <p>marauding</p>

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<p><b>Year 5</b></p> <p>Unit 1 <b>Benin Kingdom</b></p>	<p><b>Hierarchy and Power</b></p> <p><b>Community and Culture</b></p>	<p>The Benin Kingdom was in West Africa.</p> <p>The Obas dynasty began in the 1100s and the 1400s were considered the <b>golden age</b> of the Benin Kingdom.</p> <p>Ewuare the Great was a king who aided the Benin Kingdom to gain further power.</p> <p>The people of Benin <b>worshipped</b> plural deities and believed their Oba was a God. They followed a religion called Voodoo.</p> <p>All city streets ran straight, the city was wealthy and industrious whereas many people lived in rainforest villages farming and hunting for survival.</p> <p>The Benin Kingdom had <b>trade links</b> with Europe.</p> <p>People who did the same job lived together in a guild.</p> <p><b>The transatlantic slave trade</b> (15th-19th centuries) involved transporting African people to the American continents.</p> <p>Britain was the leading slave-trading power.</p> <p>Benin bronzes, looted during British attack, can be found in the British Museum and teach us about Benin life and culture.</p>	<p><b>Change and Continuity</b></p> <p><b>Similarity and Difference</b></p> <p><b>Chronology</b></p>	<p>Describe the <b>geographical location</b> of the Benin Kingdom then and now.</p> <p>Explain the significance of the silk roads in <b>establishing and maintaining</b> power.</p> <p>Understand the events <b>taking place</b> in Europe at this point in history.</p> <p>Recognise how <b>cultural tradition</b> impacts life and beliefs of African people.</p> <p>Describe the importance of <b>cultural artefacts</b> on Benin Kingdom then and Nigeria today.</p> <p>Evaluate the <b>origins</b> of the transatlantic slave trade.</p> <p>Describe the <b>conditions</b> on the slave ships.</p>	<p>Know about how Kingdoms are formed.</p> <p>Understand how society is organised.</p> <p>Know about different religious beliefs and traditions.</p> <p>Know that trade connects people and goods and that this generates wealth.</p> <p>Know how boundaries of power are marked.</p>	<p><b>Learning Point 1:</b> How did the Benin Kingdom begin?</p> <p><b>Learning Point 2:</b> What was life like for the Edo people in the Benin Kingdom?</p> <p><b>Learning Point 3:</b> How were trade links established and what goods were traded?</p> <p><b>Learning Point 4:</b> What was the transatlantic slave-trade?</p> <p><b>Learning Point 5:</b> What can the Benin bronze teach us about the Benin Kingdom?</p> <p><b>Assessment:</b> What are the achievements of the Benin Kingdom?</p>	<p>Empire</p> <p>Moat</p> <p>Loot</p> <p>Trade</p> <p>Museum</p> <p>Bronze</p> <p>Africa</p> <p>Enslaved people</p> <p>Officials</p>	<p>Americas</p> <p>Cowrie shells</p> <p>Guild</p> <p>Oba</p> <p>Plantations</p>

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<p><b>Year 5</b></p> <p>Unit 2 <b>Medieval Monarchs</b></p>	<p><b>Hierarchy and Power</b></p> <p><b>Conflict and Disaster</b></p>	<p>Edward the Confessor was the King of England in 1042.</p> <p>Harold Godwinson, William of Normandy and Harald Hardrada believed they had <b>claim</b> to the English throne.</p> <p>The Battle of Hastings took place in 1066. Harold was killed and William was victorious.</p> <p>Henry II was crowned King in 1154 and he needed to <b>restore order</b> to England and years of conflict.</p> <p>Ecclesiastical courts were established to <b>improve the justice system</b>.</p> <p>Thomas Becket (the King's chancellor) was killed in 1170. There are various reasons surrounding his death.</p> <p>King Richard I (Richard the Lionheart) and King John (Bad King John) ruled England.</p> <p>The Magna Carta is a document that was signed in 1215 aiming to put <b>limits</b> on the power of the Monarch.</p> <p>Medieval required <b>certain qualities</b> to lead such as military efficiency, conflict resolution and keeping the peace.</p> <p>Medieval society was organised as a <b>feudal system</b>.</p>	<p><b>Significance</b></p> <p><b>Cause and Consequence</b></p> <p><b>Historical Interpretation</b></p>	<p>Explain what is an <b>heir</b> to the throne.</p> <p>Describe the <b>process</b> of succession.</p> <p>Recognise that William the Conqueror <b>united</b> the kingdoms of England.</p> <p>Recognise that the <b>Churches account</b> of key events are the only ones we have</p> <p>Identify the <b>significant events</b> of key monarchs.</p> <p>Describe the <b>legacy</b> of a monarch's reign and how this can dictate the decisions of the next.</p>	<p>Know that the Anglo Saxons and Vikings struggled for power due to the division in different kingdoms.</p> <p>Rulers designate successors. The reasons for these decisions may always be different.</p> <p>The Romans established the spread of Christianity across Europe.</p> <p>Know about different signs of conquest in history.</p> <p>Know that disputes were often settled by force.</p> <p>Know that agreements have limitations on power due changes in leadership.</p>	<p><b>Learning Point 1:</b> In 1066, who was the rightful heir to the throne?</p> <p><b>Learning Point 2:</b> Who was responsible for the death of Thomas Becket?</p> <p><b>Learning Point 3:</b> Which king was worse, Thomas or Richard?</p> <p><b>Learning Point 4:</b> What made a great Medieval Monarch?</p> <p><b>Learning Point 5:</b> How did power change during the Medieval period?</p> <p><b>Assessment:</b> Who was the greatest Medieval Monarch?</p>	<p>Knights</p> <p>Monarch</p> <p>Successor</p> <p>Conflict</p> <p>Justice</p>	<p>Crusades</p> <p>Ecclesiastical</p> <p>Feudal System</p> <p>Magna Carta</p> <p>Successor</p>



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<p><b>Year 5</b></p> <p>Unit 3 <b>Industrial Revolution (including mining)</b></p>	<p><b>Community and Culture</b></p> <p><b>Hierarchy and Power</b></p>	<p>The British Empire <b>benefitted</b> Britain by helping it to become a rich and powerful nation.</p> <p>Victorian society was divided into <b>three classes</b>.</p> <p>Many people moved to cities during the Industrial Revolution. London's population massively increased.</p> <p>Living conditions in cities put people at <b>risk of diseases</b> such as cholera.</p> <p>Due to new inventions, the number of factories in Britain rose rapidly.</p> <p>Coal Mining was a major industry in our local area.</p> <p>Factories and mines were dangerous places to work. <b>Acts</b> were later introduced to improve working conditions.</p> <p>Crime was a big issue during the Industrial Revolution due to <b>excessive poverty</b>.</p> <p>In the early 1800's, only men who owned certain amounts of land and property could vote. Women could not vote at all.</p> <p>In 1832, the government passed the <b>Great Reform Act</b> to improve the voting system. The People's Charter was drafted in response.</p>	<p><b>Cause and Consequence</b></p> <p><b>Historical Interpretation</b></p> <p><b>Change and Continuity</b></p>	<p>Describe the <b>class system</b> in Victorian society.</p> <p>Identify how the industrial revolution <b>benefits</b> the British Empire.</p> <p>Recognise how growth in population <b>impacts</b> the standard of living.</p> <p>Compare and evaluate the <b>significance</b> of excessive poverty on society.</p> <p>Discuss how people in the working classes did not feel <b>represented</b> during this time.</p>	<p>Understand different class systems and equality for those in different classes.</p> <p>The standard of living in London contributes to significant events.</p> <p>Know about our local area.</p> <p>Understand what it was like to grow up as a child in different stages of history.</p> <p>Know about the rights and working conditions of people throughout different stages in history.</p> <p>Know that the Magna Carta was inspiration for charters and policies leading to social changes.</p>	<p><b>Learning Point 1:</b> What were the main features of Victorian society?</p> <p><b>Learning Point 2:</b> What were living and working conditions like during the Industrial Revolution?</p> <p><b>Learning Point 3:</b> How successful were political Acts at making Britain fairer?</p> <p><b>Learning Point 4:</b> What was it like for working children during the Industrial Revolution?</p> <p><b>Learning Point 5:</b> How did the Industrial Revolution change our local area?</p> <p><b>Learning Point 6:</b> How did coal mining change our local area?</p> <p><b>Assessment:</b> What advantages and disadvantages did the Industrial Revolution have for working-class people?</p>	<p>Agriculture</p> <p>Era</p> <p>Poverty</p> <p>Population</p> <p>Class system</p>	<p>British Empire</p> <p>Colonies</p> <p>Industry</p> <p>Mass production</p> <p>Sanitation</p>

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<p><b>Year 6</b></p> <p>Unit 1 <b>Twentieth Century Conflict</b></p>	<p><b>Exploration and Invasion</b></p> <p><b>Hierarchy and Power</b></p> <p><b>Conflict and Disaster</b></p>	<p>Bismarck <b>unified</b> Germany in 1871.</p> <p>The main causes of WW1 were militarism, alliances, imperialism and nationalism (<b>MAIN</b>).</p> <p>After Archduke Franz Ferdinand was assassinated, countries across Europe were forced to take sides.</p> <p>Germany declared war on France in 1914. Once Belgium came under attack, Britain <b>declared</b> war on Germany. The war ended in 1918.</p> <p>A huge range of weaponry was developed during the First World War.</p> <p>Trenches were built to provide shelter but became unpleasant places for soldiers. The Battle of the Somme, during which over a million men were killed or wounded, lasted 5 months.</p> <p>The <b>Treaty of Versailles</b> was a peace treaty between 32 nations to end the First World War.</p> <p>The Treaty of Versailles decided that Germany and its allies should pay reparation payments that would be damaging to the German economy.</p> <p>The 'big three' countries who won the war were France, USA and Britain.</p> <p>German citizens were unhappy with the Weimar government. The Nazi part, led by Adolf Hitler rose to power in 1923.</p>	<p><b>Significance</b></p> <p><b>Cause and Consequence</b></p>	<p>Use sources of evidence to make <b>reasonable justifications</b> about historical events.</p> <p>Explain how global conflicts lead to <b>divisions</b> in culture and society.</p> <p>Debate the <b>impact</b> of the formation of Triple Entente and the Triple Alliance.</p> <p>Discuss how the loss of the First World War had a <b>lasting impact</b> in Germany.</p>	<p>Know that conditions on the front line were poor.</p> <p>Know how the Allies were formed.</p> <p>Know the significance of political tension.</p> <p>Understand that significant moments or events can lead to conflict.</p> <p>Know how we commemorate the First World War today.</p> <p>Understand why we commemorate the First World War today.</p>	<p><b>Learning Point 1:</b> What were the different causes of the First World War?</p> <p><b>Learning Point 2:</b> Why were so many lives lost on the Western Front?</p> <p><b>Learning Point 3:</b> Was the Treaty of Versailles fair?</p> <p><b>Learning Point 4:</b> How did Hitler rise to power?</p> <p><b>Learning Point 5:</b> What caused the Second World War?</p> <p><b>Assessment:</b> Could the Second World War have been avoided?</p>	<p>Treason</p> <p>Assassinated</p> <p>Empire</p> <p>Alliance</p> <p>Treaty</p> <p>Invasion</p> <p>Economy</p> <p>Territory</p>	<p>Conscription</p> <p>Political Party</p> <p>Appeasement</p> <p>Propaganda</p> <p>reparations</p>



Hitler's media team used **propaganda** to create an appealing image of Hitler. He further gained popularity due to strong public speaking, whipping up hatred and previous military experience.

Hitler became leader of Germany in 1933 and refused to comply with the Treaty of Versailles.

The Second World War began in 1939 when Germany invaded Poland.

Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
<p><b>Year 6</b></p> <p>Unit 2 <b>Civil Rights</b></p>	<p><b>Community and Culture</b></p> <p><b>Hierarchy and Power</b></p>	<p>Civil Rights ensure people can live safely and without <b>discrimination</b>.</p> <p>The <b>Age of Consensus</b> was a time in American history (1950s) where people agreed all citizens should be able to achieve success and had shared values.</p> <p>Middle-class America grew and middle-class citizens had a more comfortable life.</p> <p>Across the USA, there was still a policy of <b>segregation</b> (separating racial groups).</p> <p>Many Southern States had Jim Crow laws which treated black and white people differently.</p> <p>The Declaration of Independence stated that all men are created equal.</p> <p>The National Association for the Advancement of Coloured People (NAACP) <b>advocated</b> for equal rights.</p> <p>Rosa Parks refused to give up her seat for a white person and became a significant individual in the <b>Civil Rights movement</b>.</p> <p>The NAACP asked people to <b>boycott</b> the buses in Montgomery.</p>	<p><b>Significance</b></p> <p><b>Similarity and Differences</b></p> <p><b>Cause and Consequence</b></p>	<p>Use eye witness accounts to <b>formalise</b> opinions.</p> <p>Analyse the <b>perspectives</b> significant figures.</p> <p>Explain how the bus boycott was a <b>catalyst</b> for the civil rights movement.</p> <p>Debate the medias role in <b>influencing</b> the general public.</p>	<p>Identify what makes someone or something significant.</p> <p>Know that the Transatlantic Slave Trade was a long-lasting institution in America.</p> <p>Understand the difference between militant and peaceful protests.</p> <p>Understand the right to be treated as an 'equal'.</p>	<p><b>Learning Point 1:</b> What was America like in the 1950s?</p> <p><b>Learning Point 2:</b> Why did Oliver Brown take the Board of Education to the Supreme Court?</p> <p><b>Learning Point 3:</b> Why didn't Rosa Parks give up her seat on the bus?</p> <p><b>Learning Point 4:</b> What was Dr Martin Luther King Jr's dream?</p> <p><b>Learning Point 5:</b> Why did 3,200 march from Selma to Montgomery?</p> <p><b>Learning Point 6:</b> What is the Black Lives Matter movement?</p> <p><b>Assessment:</b> What did the British civil rights movements in the 20<sup>th</sup> century all have in common?</p>	<p>discrimination</p> <p>racism</p> <p>equality</p>	<p>consensus</p> <p>segregation</p> <p>citizenship</p> <p>catalyst</p>

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<i>Year 6</i>  <i>Unit 3</i> <i>Changes in Britain</i>				<b>To be completed September 2023</b>				