

History Matrices EYFS – Year 6



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Fossebrook History Curriculum

Our young historians will gain a deep, well-rounded and chronologically coherent understanding of local, national and internationally significant periods, events and historical aspects. Our children will leave us feeling inspired and curious to find out even more. We will support our children to do this by building awareness of both their own heritage and that of the wider world, and by equipping them with the essential disciplinary skills that can be used and applied within meaningful historical enquiry.

We will deliver an ambitious, motivating and knowledge-rich curriculum that:

- Gives children a deep chronological understanding of the UK and the local area, including its interactions with the wider world.
- Systematically develops a wide and deep understanding of historical substantive concepts, such as invasion, peasant and democracy.
- Exposes children to significant ancient civilisations, empires and non-European societies.
- Draws connections between different aspects of local, regional, national and international history.
- Uses timelines to support organisation of substantive knowledge of key events and time periods.
- Develops the disciplinary knowledge essential to developing historical understanding, including knowledge of the process of historical enquiry, understanding cause and consequence, understanding that different versions of the past exist and using a variety of historical sources of evidence.

History Curriculum Intent

Fossebrook's Historical enquiry intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

The History curriculum at Fossebrook aims to ensure that all pupils:

- gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, develop perspective and judgement;
- draw on similarities and differences within given time frames and across previously taught History;
- enquire in to Historical themed questions and form their own opinions and interpretation of the past;
- begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- motivating, through engaging activities, trips and visitors that give all students an opportunity to question the past.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as making full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

History Curriculum Implementation

In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. Planning for History is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for History 2014' and, 'Understanding of the World' in the Early Years Foundation Stage. History teaching at Fossebrook Primary School involves adapting and extending the curriculum to match all pupils' needs. History is linked to class topics to ensure a contextual understanding of the knowledge and skills being learned.

History Curriculum Impact

At Fossebrook, pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils work demonstrates that history is taught at an age-appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

History Sequence of Learning

Year Group	Topic Title	Subject Context (National Curriculum/ EYFS Framework)
EYFS	Ongoing throughout the year	
Year 1	This is Me!	Changes within living memory
	Secret Garden	Events beyond living memory that are significant nationally or globally?
Year 2	London's Burning!	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Significant historical events, people and places in their own locality
Year 3	What did the Romans do for Leicester?	The Roman Empire and its impact on Britain A local history study
Year 4	In My Element	Changes in Britain from the Stone Age to the Iron Age
	It's all Greek to Me!	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Year 5	Home from Home	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
	Egyptians	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt
Year 6	A Child's War	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (A child's war: WW2)
	My Heart in Mexico	A non-European society that provides contrasts with British history: Mayan civilization c. AD 900

Understanding Different Types of Knowledge in History

Substantive Knowledge

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

- Generative knowledge is the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning and thus supports pupils to *generate* more knowledge. Generative knowledge can be categorised into '**substantive concepts**' (abstract concepts such as invasion, tax, trade, monarch, or empire) and chronological knowledge (knowledge relating to broader developments and the features of historical periods).
 - **Substantive Concepts** are concepts concerned with the subject matter of history, such as Invasion & Empire, Settlements & Social History, Crime and Punishment, Communication and Invention. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way. Substantive concepts are classed as generative knowledge because they support the learning of new material. For example, understanding the concept of invasion from an earlier topic support understanding of the next topic which involves invasion.
 - **Substantive Knowledge** sets out the subject-specific content that is to be learned - i.e. the Historical Curriculum units. This is the fingertip (specific) knowledge that children will learn and retain from each unit of work.
 - **Chronological knowledge** is also generative knowledge. This is the specific knowledge of the broad characteristics of historical periods and supports pupils to build coherent schema for particular topics.
- Fingertip knowledge is the knowledge of the key facts and dates which pupils need in their minds, or at their fingertips, whilst undertaking historical enquiries, without which they would be incapable of constructing answers. Without essential fingertip knowledge, working memory is overloaded when undertaking enquiries, and it is thus useful to have this fingertip knowledge in knowledge organisers. Fingertip knowledge must be taught, and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long-term aim of the primary classroom, and it may not be needed beyond the current topic.

Disciplinary Knowledge and Historical Enquiry

Disciplinary knowledge is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - *i.e. it is the knowledge of how to undertake a historical enquiry*. Pupils learn disciplinary knowledge within relevant historical contexts (i.e. the substantive topics such as Ancient Greece) - through application to substantive knowledge. Units of learning are framed around central Big Questions which focus a unit of work on

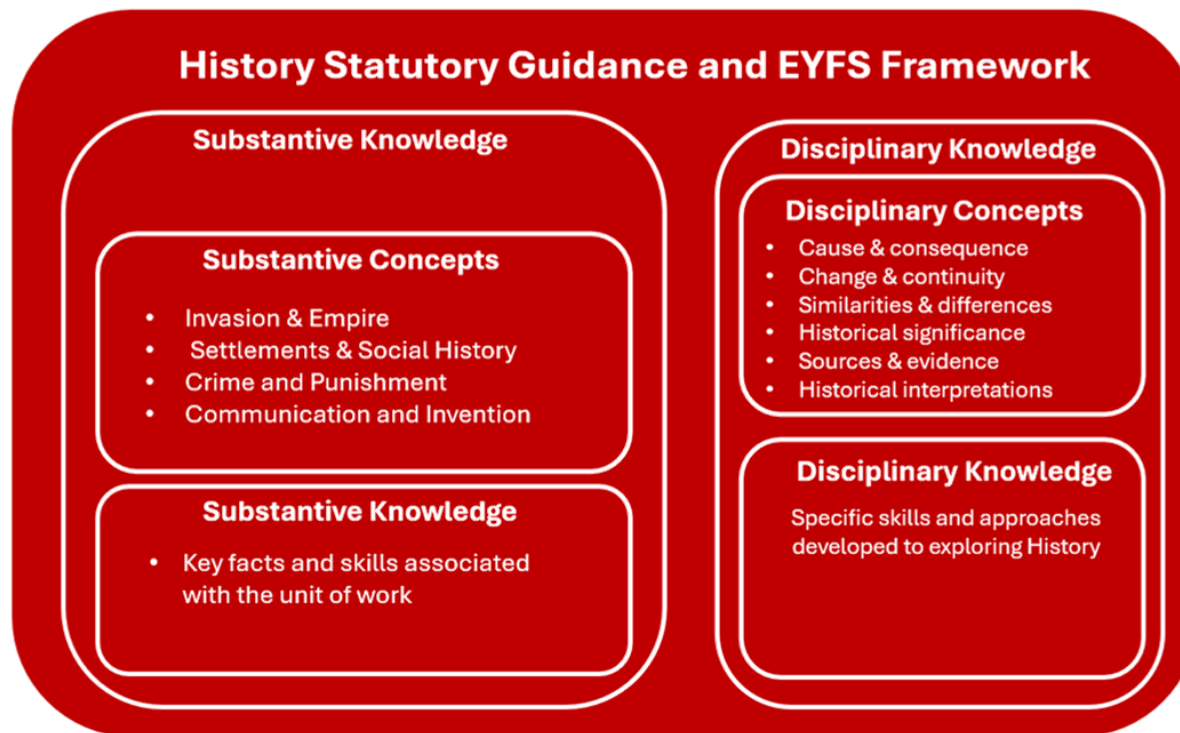
elements of this disciplinary knowledge. This knowledge of historical enquiry frames what pupils learn about the past, supporting them to consider the status of historical claims. It enables them to place their historical knowledge in a broad context. It helps pupils to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.

Disciplinary Concepts in History is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 7

Disciplinary concepts that are systematically developed in our history curriculum:

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

Disciplinary Knowledge in History tells us how we know what we know; it is through disciplinary knowledge that pupils learn and use the skills needed to understand how to be an effective historian.



Adapting the curriculum for pupils with SEND in History

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, history learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.

National Curriculum Programmes of Study

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

Disciplinary Knowledge for EYFS and KS1

Year	Topic	Cause and Consequence	Change and Continuity Similarity and Difference	Historical Significance and Interpretations	Sources and Evidence and Interpretations
EYFS	Ongoing throughout the year.	<ul style="list-style-type: none"> Question why things happen and give explanations 	<ul style="list-style-type: none"> Identify ways that families are similar and different Identify similarities and differences between traditions Realise that humans are born, grow and change 	<ul style="list-style-type: none"> Understanding that some events and people from history are important because they have achieved something or had an effect on something 	<ul style="list-style-type: none"> Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events Explain my own knowledge and understanding, and asks appropriate questions Know that information can be retrieved from books and computers Record, using marks they can interpret and explain
1	This is Me!	<ul style="list-style-type: none"> Understand that a cause makes something happen and that historical events have causes. Understand that a consequence is something that happens as a direct result of something else. 	<ul style="list-style-type: none"> Begin to identify old and new things across periods of time through pictures, photographs and objects. Recognise some similarities and differences between the past and the present. Identify that there are reasons for continuities and changes and state some of these Identify that continuity or change can be a good thing or a bad thing 	<ul style="list-style-type: none"> Begin to understand what makes someone or something significant Identify why some individuals are significant both locally and nationally Talk about why the event or person was important and what changed/happened. 	<ul style="list-style-type: none"> Begin to understand that we can learn about the past from sources such as photos and artefacts Explain what an artefact/object from the past might have been used for
2	London's Burning!	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Identify similarities and differences between ways of life at different times 	<ul style="list-style-type: none"> Talk about who was significant e.g. in a simple historical account or story and begin to tell you why Identify different ways in which the past is represented e.g. photos, diaries, letters, accounts, paintings, artefacts 	<ul style="list-style-type: none"> Understand the difference between a picture and a photograph Observe details in pictorial sources Draw simple conclusions about sources to help me understand the past

Disciplinary Knowledge for Lower KS2

Year	Topic	Cause and Consequence	Change and Continuity Similarity and Difference	Historical Significance and Interpretations	Sources and Evidence and Interpretations
3	What did the Romans do for Leicester?	<ul style="list-style-type: none"> Link cause and effect 	<ul style="list-style-type: none"> Identify where change or continuity has taken place by making some comparisons across periods e.g. Roman Britain and modern Britain 	<ul style="list-style-type: none"> Identify why some events or people are deemed significant by historians Compare different interpretations of an individual e.g. Boudicca 	<ul style="list-style-type: none"> Make conclusions and simple inferences about the past from a source Begin to make some simple evaluations of sources and evidence Use a range of sources to answer a historical question
4	In My Element	<ul style="list-style-type: none"> Understand what might have happened as a result of an event or action of an individual 	<ul style="list-style-type: none"> Identify where change or continuity has taken place by making some comparisons across periods e.g. Stone Age, Bronze Age and Iron Age 	<ul style="list-style-type: none"> Identify significant events or people from a story or historical account and give a reason for this Compare two different versions of an event and discuss how interpretations of the past can vary and why 	<ul style="list-style-type: none"> -Understand that historians use sources to construct their understanding of the past Observe details in a range of sources (written, pictorial and artefacts) and understand how they might tell me something different about the past Draw some conclusions about the past from sources Gather information to answer a question from 2-3 sources
	It's all Greek to Me!	<ul style="list-style-type: none"> Understand what might have happened as a result of an event or action of an individual 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Identify significant events or people from a story or historical account and give a reason for this 	<ul style="list-style-type: none"> Understand that historians use sources to construct their understanding of the past Observe details in a range of sources (written, pictorial and artefacts) and understand how they might tell me something different about the past Draw some conclusions about the past from sources Gather information to answer a question from 2-3 sources

Disciplinary Knowledge for Upper KS2

Year	Topic	Cause and Consequence	Change and Continuity Similarity and Difference	Historical Significance and Interpretations	Sources and Evidence and Interpretations
5	Home from Home	<ul style="list-style-type: none"> Identify multiple causes and an range if effects from an action 	<ul style="list-style-type: none"> Grasp the concept of different types of change and continuity and how it has taken place 	<ul style="list-style-type: none"> Explain the reasons why some events or people are deemed significant by historians Identify why interpretations can change in light of new evidence and how this can lead to different versions of the past 	<ul style="list-style-type: none"> Know what a primary and secondary source is and understand that sources are not more reliable because they are primary or secondary or have biases, but can see and use this as another type of useful information about the past (e.g. author's attitude) Make simple inferences from sources Use a range of sources to answer an investigation question Write at length in a historical form e.g. historical arguments, account or causal narratives
	Egyptians	<ul style="list-style-type: none"> Understand that historical events have consequences that sometimes last long after the event is over. 	<ul style="list-style-type: none"> Describe and make links between main events, situations and changes within and across different periods and societies 	<ul style="list-style-type: none"> Understand that different versions of the past may exist and can giving some reasons for this 	<ul style="list-style-type: none">
6	A Child's War	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> Detect change and continuity and comment on these in detail (rate, type, extent: progression or regression) Describe and make links between main events, situations and changes within and across different periods and societies e.g. similarities and differences between Ancient Maya and a previously studied period 	<ul style="list-style-type: none"> Explore why historians believe some events or people are deemed significant based on impact Offer a comparison or contrast across more than one period of history Understand that different versions of the past may exist and can giving some reasons for this 	<ul style="list-style-type: none"> Use a range of sources to answer an investigation question Analyse the sources seeing bias as another type of useful information Write at length in a historical form e.g. historical arguments, account or causal narratives
	My Heart in Mexico	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> Grasp the concept of different types of change and continuity and how it has taken place 	<ul style="list-style-type: none"> Understand that different versions of the past may exist and can giving some reasons for this 	<ul style="list-style-type: none"> Know what a primary and secondary source is and understand that sources are not more reliable because they are primary or secondary or have biases, but can see and use this as another type of useful information about the past (e.g. author's attitude) Make simple inferences from sources Use a range of sources to answer an investigation question

Substantive Knowledge for EYFS

EYFS	Throughout the year
Substantive concepts	Settlements & Social History
Substantive Knowledge	<ul style="list-style-type: none"> • Where we live – understand they live in a house/flat on a road in a suburb of Leicester – location and address. • Notice points of interest in the local area – Beaumont shopping centre, school, local shops, parks, city centre of Leicester etc. • Comparing immediate local areas past and present – transport, homes, schools and places. • Investigating family and extended – siblings, parents, grandparents, great grandparents. • Festival and celebrations – understanding significant events and traditions in United Kingdom and around the world – Birthdays, Bonfire night, Coronation, Jubilee, Eid, Ramadan and Christmas. • People who help us – understanding roles of significant persons in local area - Police, Doctor, Nurses, Hairdressers, Shop Assistants and Recycling assistants.

Substantive Knowledge for Year 1

Year 1	This is me!
Substantive concepts	Society
Substantive Knowledge	<ul style="list-style-type: none"> • Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856). • The Nightingale Training School for Nurses was opened in 1860. • Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War. • The condition of schools in 1800s were vastly different to today. • The historical significance and impact of toys from the past

Substantive Knowledge for Year 2

Year 2	London's Burning!
Substantive concepts	Settlements & social history
Substantive Knowledge	<ul style="list-style-type: none"> • The Great Fire of London happened in 1666. • The fire started in a bakery on Pudding Lane. • Buildings were close together and often made of wood, meaning that the fire spread quickly. • For many years after the fire, buildings were rebuilt further apart and made with stone. • Discussion about how they put the fire out in Old London and what facilities we now have, to detect and put fires out. Also thinking about how technology has developed to save us from fires. • Studying the characters who played a key role in the Great Fire of London; Samuel Pepys and the Farriners. Focusing on Samuel Pepys who had an important job and also wrote a diary. Discussion about Kings Charles II who was ruling at the time and making links to who is ruling now. Also mentioning about Sir Christopher Wren who was part of rebuilding St Paul's Cathedral. • Comparison lesson on Leicester in 1666 (What was happening in Leicester around the time of the fire). Introducing William Wygston and looking at his significance linked to Leicester. • The importance of the London ports as goods were imported and exported from there. Gaining an understanding that this was the easiest way to get goods in and out of the country. • Putting a timeline together about how the Great Fire of London started, to when they put the fire out.

Substantive Knowledge for Year 3

Year 3	What the Romans did for Leicester.
Substantive concepts	<p>Invasion and empire</p> <p>Settlements and social history</p>
Substantive Knowledge	<ul style="list-style-type: none"> • The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. • They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. • In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. • The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. • In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall. • The Romans' legacy can be seen in many places around Britain today. • For local aspects of Leicester, students are immersed in various local experiences. They are made aware of the Jewry Wall Museum which we discussed and watched videos of. We also looked at Arches on the bridge at Abbey Park, and the Roman statues situated in the town. A highlight of our learning journey includes a visit to Lunt Fort in Coventry, where they step back in time to experience Roman life firsthand.

Substantive Knowledge for Year 4

Year 4	In my element!	It's all Greek to me!
Substantive concepts	<p>Settlements & Social history</p> <p>Invasion & empire</p>	<p>Communication and invention</p> <p>Invasion and Empire</p>
Substantive Knowledge	<ul style="list-style-type: none"> • In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age. • The major change that happened later in the Stone Age was that people started to settle in communities and farm the land. • People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. • In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. • Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years. • During the Iron Age, people began to make tools and weapons from iron. • Hillforts developed during the Iron Age. Communities lived on hills for protection. 	<ul style="list-style-type: none"> • Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. • Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. • Many objects produced in Ancient Greece were made by enslaved people. • The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning. • Ancient Athens is where democracy began. • The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time. • The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. • There are lots of myths that originate from this time, including the Trojan War.

Substantive Knowledge for Year 5

Year 5	Home from Home.	Egyptians
Substantive concepts	Invasion and Empire Settlements & social history	Invasion and Empire Settlements & social history Communication and invention Crime and punishment
Substantive Knowledge	<ul style="list-style-type: none"> • The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain. • The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. • King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England, and the Vikings were given the east, known as Danelaw. • Anglo-Saxon kings made continuous attempts to regain land from the Vikings. • Danegeld was a system where Anglo- Saxon kings would pay the Vikings to make sure they did not attack their kingdoms. • In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England. • 	<ul style="list-style-type: none"> • Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms. • Life revolved around the Nile, which supported farming, craft and was used for trade. • The ancient Egyptians built the pyramids. • When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions. • The ancient Egyptians wrote in hieroglyphics on papyrus. • The ancient Egyptians worshipped gods who were responsible for different aspects of life.

Year 6	A Child's War.	My Heart in Mexico
Substantive concepts	Invasion and Empire Settlements & social history Crime and punishment	Invasion and Empire Settlements & social history Communication and invention
Substantive Knowledge	<ul style="list-style-type: none"> • I know key dates and figures during WW2. • The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge. • At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy. • Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz. • Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy. • Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too. • The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year. 	<ul style="list-style-type: none"> • I know key dates and figures during the Maya. • The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder. • The Maya had a writing system, and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms. • The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middle world and was large and flat. Above was the Upperworld and below was the Underworld. • The Maya built cities, pyramids and ornate sculptures in the rainforest. • The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans were made from maize dough by the gods. They also drank cacao, and the cacao beans were eventually used as a form of currency in the Maya civilisation. • The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century.

- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli, or adult support.

This document shows the History learning journey for pupils from EYFS to Year 6. The knowledge, skills and greater depth statements are colour coded to show which of the granular knowledge statements are substantive knowledge or disciplinary knowledge: **Substantive Knowledge (knowledge of immediate period), Chronological knowledge. Disciplinary Knowledge (ways knowledge can be applied) Cause and Consequence Change and Continuity/Similarity and Difference Historical Significance and Interpretations Sources and Evidence and Interpretations.** The subsequent document shows when each year group will be learning each knowledge statement. **Green for Autumn term, Yellow for Spring Term** and **Pink for Summer Term**. Additional details about the learning journey can be found in the year group ‘Big Ideas’ documents.

	National Curriculum/Early Learning Goals	Granular Knowledge	Greater Depth	Vocabulary
EYFS	<p>ELG: Understanding the world past and present</p> <ul style="list-style-type: none"> • Talk about 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 the class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • I can talk about events from my own life • I know that my family may be different to other families • I know that families have different traditions • I know that people in my family were also babies once • I can order and sequence familiar events using visual prompts • I can order events in my own life • I talk about the past and future • I can talk about past and present events in my life and in the lives of my family • I know and can use words like: old, new and a long time ago • I can question why things happen and give explanations • I can identify ways that families are similar and different • I can identify similarities and differences between traditions • I realise that humans are born, grow and change • I can understand that some events and people from history are important because they have achieved something or had an effect on something • I am curious about people and show interest in stories • I can answer ‘how’ and ‘why’ questions ... in response to stories or events • I can explain my own knowledge and understanding, and ask appropriate questions • I know that information can be retrieved from books and computers 	<ul style="list-style-type: none"> • I can recognise differences between past and present events in my own life and give reasons why people’s lives were different in the past • I can ask and answer questions about past events or the lives of people in my family 	<p>Order Me Family Friends My life Born Grow Change Community Tradition Similar Different</p>

<p>Year1</p>	<p>National Curriculum</p> <ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should use a wide vocabulary of everyday historical terms • 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>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events • understand some of the ways in which we find out about the past and identify different ways in which it is represented • develop an awareness of the past, using common words and phrases relating to the passing of time • use a wide vocabulary of everyday historical terms 	<p><u>Knowledge of the period changes within living memory:</u></p> <p>Substantive Concepts:</p> <ul style="list-style-type: none"> • I can recognise that some objects belonged to the past • I can spot old and new things in a picture • I know words like: old, new and a long time ago • I know some of the national changes and events that have taken place in my lifetime (locally) • I can give examples of things that were different when my grandparents were children • I know and can begin to use words and phrases like before, after, past, present, then and now relating to the passing of time • I can order events within living memory • I can recognise that some objects belonged to the past • I can begin to understand that we can learn about the past from sources such as photos and artefacts • I can ask and answer questions about old and new objects • I can explain what an artefact/object from the past might have been used for • I can find out things about the past by asking questions and talking to an older person to answer them • I can identify that there are reasons for continuities and changes and state some of these <p><u>Knowledge of events beyond living memory that are significant nationally or globally (what is covered here nothing in Big Ideas doc?)</u></p> <ul style="list-style-type: none"> • I can explain how some people from the past have helped us to have better lives • I know some events that have taken place before I was born • I can recognise why people did things, why events happened • I can identify that changes have happened in history that can impact on today • I can identify that continuity or change can be a good thing or a bad thing • I can begin to understand what makes someone or something significant • I can identify why certain people and events are significant in history because of things like their achievements, impact etc. • I can identify why some individuals are significant both locally and nationally – <i>George Stephenson – growth of the area, growth of railways nationally etc.</i> 	<ul style="list-style-type: none"> • I can ask relevant questions using a range of historical sources provided • I can state appropriate reasons why an event occurred in the past and its impact on my lives 	<p>Old, new, long time ago, past, present, future, older, younger, events, parents, grand parents, great grandparents, poor, rich, same, different, kings, queens, rulers, throne, reign, society, soldiers, war, parliament, vote, elect, Prime Minister, empire, emperor, power, civilisation, army, cities, conquer, invade</p>
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<p>Year 2</p>	<p>National Curriculum Pupils should be taught about:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events understand some of the ways in which we find out about the past and identify different ways in which it is represented develop an awareness of the past, using common words and phrases relating to the passing of time use a wide vocabulary of everyday historical terms 	<p>Substantive Concepts:</p> <ul style="list-style-type: none"> I can answer questions about the [significant events and people using books and the internet I can research the life of a famous person from the past using different sources of evidence I can recount the life of someone famous from Britain who lived in the past I can explain what [significant person] did earlier and what [significant person] did later I can explain key events I can compare aspects of [significant person's] life with life today I can use words and phrases like before, after, past, present, then and now relating to the passing of time when talking about the past I can sequence up to 5 simple events from a significant life/event studied I can recognise similarities and differences between ways of life using terms such as then and now, here and there I understand simple chronology of the people and events I have studied I understand when, where and why a monarch lives I can explain why it is important to have a monarch and why they change over time I can identify that there are reasons for continuities and changes and state some of these identifying if it is a good thing or a bad thing I can identify that changes have happened in history that can impact on today I understand how the lives of significant individuals (Thomas Cook/monarchs) have impacted upon national achievements (e.g. Leicester Fortnight/package holiday industry) I can understand the difference between a picture and a photograph I can observe details in pictorial sources I can answer questions about significant people including monarchs using books and IT I can draw simple conclusions about sources to help me understand the past <p>Study of significant historical events, people and places in their own locality (chosen by school)</p> <ul style="list-style-type: none"> I can begin to understand what makes someone or something significant I can identify why certain people and events are significant in history because of things like their achievements, impact etc. I can identify why some individuals are significant both locally and nationally I can recognise why people did things, why events happened 	<ul style="list-style-type: none"> I can explain and summarise significant events of people and the past I can present a viewpoint and give reasons why an event occurred 	<p>Old, new, long time ago, past, present, future, older, younger, events, parents, grand parents, great grandparents, poor, rich, same, different, kings, queens, rulers, throne, reign, society, soldiers, war, parliament, vote, elect, Prime Minister, empire, emperor, power, civilisation, army, cities, conquer, invade</p>
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<p>Year 3</p>	<p>Changes in Britain from the Stone Age to the Iron Age: National Curriculum Pupils should be taught about:</p> <ul style="list-style-type: none"> • Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • changes in Britain from the Stone Age to the Iron Age <p>Ancient Greece Pupils should be taught about:</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world • Pupils should understand how our knowledge of the past is constructed from a range of sources <p>HA CPD Links:</p> <p>Ancient Greece Topic Pack: https://www.history.org.uk/primary/categories/788/module/3480/ancient-greece-topic-pack</p> <p>Scheme of work: https://www.history.org.uk/primary/resource/6791/scheme-of-work-ancient-greece</p> <p>Changes in Britain from the Stone Age to the Iron Age Teaching the ancient Greeks: https://www.history.org.uk/primary/resource/8683</p>	<p>Ancient Greece:</p> <ul style="list-style-type: none"> • I can know and can talk about life in Ancient Greece (<i>link to how historians use sources to construct their understanding of the past</i>) • I can explain some of the achievements of the Ancient Greeks • I understand and can explain the influence of the Ancients Greeks on life today • I know what a timeline is and can begin to use it to understand broad differences in time such as then/now, before/after for the periods of history being taught • I can describe periods from the past using approximate dates and an estimate of how long ago it happened • I can use a simple timeline within a specific period of history as a concrete model of the order that things may have happened • I can recognise why people did things, why events happened and what happened as a result • I can identify significant events or people from a story or historical account and give a reason for this (The Trojan War/ The Peloponnesian War) • I can compare two different versions of an event and discuss how interpretations of the past can vary and why <p>Changes in Britain from the Stone Age to the Iron Age:</p> <ul style="list-style-type: none"> • I can use my mathematical knowledge to work out how long ago events happened • I know some of the key inventions from the Stone Age and Iron Age • I can use research skills to find answers to specific historical questions • I know when the Stone Age and Iron Age was • I can sequence 5-6 objects or artefacts • I can explain some of the changes to life between the Stone Age and the Iron Age • I can compare life in the Stone Age with life in the Iron Age • I can research in order to find similarities and differences between two or more periods of history and ways of life at these different times • I understand that historians use sources to construct their understanding of the past • I can observe details in a range of sources (written, pictorial and artefacts) and understand how they might tell me something different about the past • I can draw some conclusions about the past from sources • I can gather information to answer a question from 2-3 sources 	<ul style="list-style-type: none"> • I can reflect and explain how events from the past have shaped my life today • I can form reasoned arguments for why events from the past are interpreted in different ways 	<p>Please see KS2 Substantive Concepts Sheet – Appendix 1</p>
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<p>Year 4</p>	<p>National Curriculum</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • Pupils should understand how our knowledge of the past is constructed from a range of sources <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • the Roman Empire and its impact on Britain • a local history study • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Britain's settlement by Anglo-Saxons and Scots <p>HA CPD Links: The Roman Empire and its impact on Britain (Article)</p> <p>Local study: Lesson plan suggestions https://www.history.org.uk/primary/resource/3863/a-local-study</p> <p>HA CPD Links: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Scheme of Work</p>	<p>The Roman Empire and its impact on Britain:</p> <ul style="list-style-type: none"> • I understand that the Romans invaded Britain • I know some of the key figures from the Roman invasion • I can explain the impact of the Roman invasion on Leicestershire • I can explain some of the key part of Roman life such as how the lives of wealthy people were different from the lives of poorer people • I can explain some of the times when Britain has been invaded • I know how to produce and use a simple timeline • I can plot events on a timeline using centuries • I can sequence 6-8 events or artefacts • I can identify why some key events or people from the Roman Empire are deemed significant by historians and make links to how they have shaped our lives today • I can compare different interpretations of an individual or event e.g. Boudicca • I can make conclusions and simple inferences about the past from a source • I can begin to make some simple evaluations of sources and evidence <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; Britain's settlement by Anglo-Saxons and Scots:</p> <ul style="list-style-type: none"> • I know that the Vikings and Anglo Saxons invaded Britain • I know some of the key figures from the Vikings and Anglo Saxons invasion • I can test out a hypothesis in order to answer questions • I can explain how our locality has changed over time • I can explain some of the key part of Viking and Anglo Saxons life such as how the lives of wealthy people were different from the lives of poorer people • I can compare two or more historical periods; explaining things which changed and things which stayed the same • I can identify multiple causes and a range of effects from an action • I can identify why some key events or people from the Roman Empire are deemed significant by historians and make links to how they have shaped our lives today • I can compare different interpretations of an individual or event e.g. Boudicca • I know how to produce and use a simple timeline • I can plot events on a timeline using centuries • I can sequence 6-8 events or artefacts 	<ul style="list-style-type: none"> • I can give reasons for trends and changes by analysing a range of evidence/sources • I can explain why events in history could be viewed from different perspectives and that sources may confirm or contradict each other 	<p>Please see KS2 Substantive Concepts Sheet – Appendix 1</p>
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		<ul style="list-style-type: none">• I can make conclusions and simple inferences about the past from a source• I can begin to make some simple evaluations of sources and evidence		
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<p>Year 5</p>	<p>National Curriculum</p> <ul style="list-style-type: none"> • Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Pupils should understand how our knowledge of the past is constructed from a range of sources <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt; <p>HA CPD Links:</p> <p>Ancient Egypt: Topic Pack</p>	<p><u>Ancient Egypt/Tudors:</u></p> <ul style="list-style-type: none"> • I can explain what life was like for the Ancient Egyptians/King Henry VIII • I understand some of the key achievements of the Ancient Egyptians e.g. farming/Tudors • I can test out a hypothesis in order to answer questions • I know how to read timelines with centuries and decades • I can use period labels (e.g. Stone Age, Bronze Age, Iron Age, Middle Ages, Tudors) • I can draw a timeline with different historical periods showing key historical events or lives of significant people • I can sequence up to 10 events or artefacts • I can grasp the concept of different types of change and continuity and how it has taken place (religious, cultural, economic etc.) • I can make simple inferences from a range of sources source to learn about what life was like for the Ancient Egyptians/Tudors • I know what a primary and secondary source is and understand that sources are not more reliable because they are primary or secondary or have biases, but can see and use this as another type of useful information about the past (e.g. author's attitude) • I can use a range of sources to answer an investigation question • I can write at length in a historical form e.g. historical arguments, account or causal narratives (outcome) • I can explain the reasons why some events or people are deemed significant by historians e.g. Tutankhamun/Beheading/divorce - marriage • I can identify why interpretations can change in light of new evidence and how this can lead to different versions of the past <p><u>A local history study during Heritage Week:</u></p> <ul style="list-style-type: none"> • I can explain how our locality has changed over time • I can link cause and effect • I can use a range of sources to answer a historical question • I can identify where change or continuity has taken place by making some comparisons across periods 	<ul style="list-style-type: none"> • I can make connections and comparisons between the past and present through explaining and justifying my reasons • I can adapt my ideas and viewpoints as new historical information arises 	<p>Please see KS2 Substantive Concepts Sheet – Appendix 1</p>
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<p>Year 6</p>	<p>National Curriculum</p> <ul style="list-style-type: none"> • Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information • Pupils should understand how our knowledge of the past is constructed from a range of sources <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (A child’s war WW2) • a non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900 <p>HA CPD Links:</p> <p>The Maya: a 4,000-year-old civilisation in the Americas WWII Overview Subject Knowledge</p>	<p><u>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</u> <i>Relevant to chosen study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</i></p> <p><i>If World War II is studied:</i></p> <ul style="list-style-type: none"> • I know key dates and figures during WWII • I can summarise the main events from a period of history, explaining the order of events and what happened • I can summarise how Britain has had a major influence on the world • I can identify and explain propaganda and its impact • I know what a primary and secondary source is and I can analyse the sources seeing bias as another type of useful information • I know how to read and use a timeline with an expanding use of dates, periods, eras including terms BC/BCE and AD/CE and can explain what this means <p>Historical Investigation: <i>Plan a historical investigation question as the outcome to the learning journey which children can use their knowledge and sources to answer</i></p> <ul style="list-style-type: none"> • I can describe a key event from Britain’s past using a range of evidence from different sources • I can use a range of sources to answer an investigation question • I can write at length in a historical form e.g. historical arguments, account or causal narratives • I understand that different versions of the past may exist and can give some reasons for this • I can offer a comparison or contrast across more than one period of history • I can identify and give reasons for, results of, historical events, situations, changes <p><u>Mayan civilization c. AD 900</u></p> <ul style="list-style-type: none"> • I know key dates during the Maya • I know key figures in the Maya • I know how to read and use a timeline with an expanding use of dates, periods, eras including terms BC/BCE and AD/CE and can explain what this means • I can sequence up to 10 events of artefacts • I can summarise the main events from a period of history, explaining the order of events and what happened 	<ul style="list-style-type: none"> • I can create my own hypothesis about the past, formulating my own theories about reasons for change • I can use a range of concepts and ideas to compare and critically analyse events from the past 	<p>Please see KS2 Substantive Concepts Sheet – Appendix 1</p>
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		<ul style="list-style-type: none"> • I can explore the features of historical events and way of life from periods I have studied and explain why historians believe some events or people are deemed significant based on impact • I can place features of historical events and people from the past societies and periods in a chronological framework • I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently) • Describe and make links between main events, situations and changes within and across different periods and societies e.g. similarities and differences between Ancient Maya and a previously studied period • I can detect change and continuity and comment on these in detail (rate, type, extent: progression or regression) 		
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Key Stage 1 Substantive Concepts

Old, new, long time ago, past, present, future, older, younger, events, parents, grandparents, great grandparents, poor, rich, same, different, kings, queens, rulers, throne, reign, society, soldiers, war, parliament, vote, elect, Prime Minister, empire, emperor, power, civilisation, army, cities, conquer, invade

Key Stage 2 Substantive Concepts

Important historical substantive concepts, organised via central themes, are encountered in a variety of contexts in Key Stage 2. This is important because each concept can mean different things when applied to a particular example or time period. Fossebrook history curriculum provides regular opportunities to begin to layer this substantive conceptual understanding of the following concepts, organised via theme (in bold):

Government	Exploration and Conflict	Religion	Power and Rule	Culture	Settlement
advisor	boundary	church	justice	art	civilisation
official	border	temple	resistance	architecture	settlement
scribe	frontier	tomb	suffering	craftsman/woman	society
council	ally/alliance	religion	power	ballad	community
administration	enemy	goddess	privilege	style	relationship
republic	conflict	belief	democracy	tradition	city
court	diplomacy	deity/divinity	rights	symbol/sign	landholding
politics	migration	afterlife	protest	inscription	peasantry
law	immigration	sacrifice	liberation	scribe	dependence
nation	refugee	underworld	hierarchy	parchment	caste
state	alliance	paradise	monarchy	papyrus	class
representative	army	holy	emperor/empress	gold	class
ambassador	war/civil war	duty	crown	ebony	class
government	conquest	soul	throne	marble	diversity
authority	military	persecution	ruler	folksong	colony
tax	navy	tradition	kingdom	frieze	country
institution	peace	devotion	lord	image	nation/nationality
prime minister	trade	reformation	dynasty	customs	nobility
	liberate	ritual	house		peasant
	propaganda		heir/succession		merchant
	morale		inheritance		slave
	censorship		ancestor		urbanisation
			nobility		
			honour		
			coronation		
			king/queen		
			dictator		

