

History Long term plan and progression document

Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.

Substantive Concepts

Substantive concepts are concepts that children will come across repeatedly throughout their education in history. They are words that are hard to define in one definition as they mean slightly different things in different contexts and periods of time. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout history. It is not expected that by the end of primary school, children will have a full understanding of these substantive concepts but they will be able to draw from their learning in history to better explain what they mean. Substantive concepts should be taught within historical contexts to provide a strong base for children's understanding. Examples include power and subsidiary words, such as 'rule', 'monarchy', 'emperor' and 'democracy'. In the progression map below, you will find the substantive concepts addressed in each unit. Each substantive concept is covered more than once to ensure that children have plenty of opportunities to develop their understanding. The substantive concepts in different colours are the main, most significant substantive concepts that run throughout all key stages.

Disciplinary Knowledge

Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

Disciplinary Concepts

Disciplinary concepts are concepts used in the study of history. They form the basis of many questions historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance. These concepts will enable children to ask historically-valid questions, create connections, identify contrasts, examine trends and construct analyses. These are mapped out and differentiated for key stage 1, lower key stage 2 and upper key stage 2.

Historical enquiry refers to the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through historical enquiry, children learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make connections between time periods. Historical enquiry skills are differentiated between key stage 1, lower key stage 2 and upper key stage 2.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Childhood (H)	Street Detectives (G)	John Cadbury (H)	Our Wonderful world (G)	Seasides of the past (H)	Coastline(G)
Year 2	The Great Fire of London The Great Fire of London(H)	Bright lights, big city(G)	Significant Explorers Scott of the Antarctic(H)	Let's explore the world(G)	Magnificent Monarchs (H)	India (G)
Year 3	Emperors & empires (H)	One planet (G)	Stone Age to Iron Age Through the Ages (H)	Rocks, relics & Rumbles (G)	Ancient Egypt	Misty mountain, winding river(G)
Year 4	Anglo-Saxons and Scots Invasion (H)	Interconnected world(G)	Windrush generation(H)	Roadtrip USA (G)	Ancient Greece Groundbreaking Greeks(H)	Investigating our world (G)



Year 5	Vikings and Anglo-Saxons Vicious Vikings(H)	Blue Abyss (G)	Birmingham workshop of the world (H)	Grow, sow, farm(G)	Islamic civilizations Baghdad(H)	Rainforest (G)
Year 6	World War II A child's war (H)	Frozen Kingdoms(G)	Maafa-Slavery(H)	Our changing world (G)	Maya Civilisation Mayan civilization(H)	Hola Mexico(G)



Year 1	Childhood	John Cadbury	Seaside- Now & Then
Substantive Concepts	Society, technology, change, progression	Chocolate., factories, village,	Railway, resorts, bathing machines, health, class differences
Substantive Knowledge	 Toys have existed for thousands of years and have been made out of many different materials. Victorian toys were often made of wood. Poorer children would have played with homemade toys. Modern toys are usually made of plastic because it is safer and easier to make things with. Many modern toys work using electricity. Toys have changed over time. Toys that grandparents played with are very different to the toys that children play with now. 	John Cadbury was born in Birmingham on 12 August 1801. To know the Cadbury family, family tree. He opened his first shop in Bull street in 1824 selling drinking chocolate. John Cadbury died in May 1889 and is buried in Witton Cemetery- close to school. John's sons took over the business when he retired and moved the factory to Bournville where the factory still produces chocolate from today. The Cadbury family built all the homes on Bournville village as worker's homes and how this was the first time this had happened. Many members of the Cadbury family still live in Birmingham. Chocolate and it's packaging has changed over the years. Cadbury's is still one of the most recognisable brands in the world.	The railways developed so more people began to travel further and visit seaside resorts. Holidays in the past were nearly always health related. Seawater was considered to have a beneficial effect on health and cure diseases. There are differences between seaside holidays 100 years ago, 50 years ago and today e.g. different clothes and different entertainment. People got changed in special bathing machines Women would use bathing machines to change into their swimming costume. In the past people would be covered and wear their clothes to the beach. They did not have shorts and T-shirts to wear. Not many people sunbathed. Bucket and spades would be very heavy to carry. They were made from metal, tin and wood. Donkey rides, entertainment and carousels on the pier are still popular today. People would watch Punch and Judy shows and walk along the promenade to watch a show, hear a band or sit and rest. Punch and Judy shows can



			be seen today but very rarely at the beach
Disciplinary Concepts	 Continuity and Change Begin to identify old and new things across periods of time through pictures, photographs and objects. Begin to understand that some things change and some things stay nearly the same. Similarities and Differences Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. Identify that some things within living memory are similar and some things are different. Recognise some similarities and the present. 	 Continuity and Change Begin to identify old and new things across periods of time through pictures, photographs and objects. Begin to understand that some things change and some things stay nearly the same. Similarities and Differences Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. Identify that some things within living memory are similar and some things are different. Recognise some similarities and differentes and differentes. Historical Significance Explain reasons why someone might be significant. Talk about why a person was important. 	 Continuity and Change Begin to identify old and new things across periods of time through pictures, photographs and objects. Begin to understand that some things change and some things stay nearly the same. Similarities and Differences Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. Identify that some things within living memory are similar and some things are different. Recognise some similarities and the present.
Historical Enquiry	 Historical Interpretations Observe and use pictures, photographs and artefacts to find out about the past. Historical Investigations Observe or handle evidence to ask simple questions about the past. 	 Historical Interpretations Observe and use pictures, photographs and artefacts to find out about the past. Historical Investigations Observe or handle evidence to ask simple questions about the past. 	 Historical Interpretations Observe and use pictures, photographs and artefacts to find out about the past. Historical Investigations Observe or handle evidence to ask simple questions about the past.



Presenting, Communicating and Organising- know and recount episodes from stories and significant events in history;their own life	inch of England Academy filstory to	ing remining and rogression	
Communicate their knowledge through different media.	 Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. Chronological Understanding Describe memories and changes that have happened in their own lives. Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time Knowledge and Understanding of Events and People in the Past understand that there are reasons why people in the past acted as they did; Presenting, Communicating and Organising talk, write and draw about things from the 	 Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. Chronological Understanding Order dates from earliest to latest on simple timelines. Sequence pictures from different periods. Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. Knowledge and Understanding of Events and People in the Past know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. Presenting, Communicating and Organising talk, write and draw about things from the past; use historical vocabulary to retell simple 	 answers to simple questions about the past on the basis of simple observations. Chronological Understanding Know some things that happened to in the past. Sequence pictures from different periods. Talk about past and present events in their own lives and in lives of family members and know the difference. Use every day language related to time e.g. old, new, young, days, today, yesterday, tomorrow Order and sequence familiar events in their own life Knowledge and Understanding of Events and People in the Past Find out facts about seaside holidays from long ago. (Before living memory.) and compare them to their own holidays using a variety of sources. know and recount episodes from stories and significant events in history Presenting, Communicating and Organising Communicate their knowledge
through different media.			-



Year 2	The Great fire of London	Scott of the Antartic	Magnificent Monarchs
Substantive Concepts	Building, city, commemoration, ruler (king), technology.	Exploration, scientific expedition, Scurvy	The Church, government: Parliament, nation/country, ruler: king/queen, war: battle, conflict.
Substantive Knowledge	 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. Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt. 	Captain Scott was an explorer of the Antarctic who reached the south Pole in 1912 but the Norwegian Amundsen had beaten him to it. The expedition was famous for geographical and scientific work such as with penguins and the hundreds of great photographs they took of the land there which no-one had seen before. On the 800 mile journey back Scott's party all died through lack of food and the freezing cold. His bravery has helped us understand the dangers of polar exploration, such as scurvy, snow blindness and frostbite and how best to use skis, dogs, other forms of transport, as well as types of clothing and food supplies. After he died he became a hero in Britain and everyone thought how brave he was. More recently some people have said he was too careless and made mistakes with the planning	 William I who (also known as William the Conqueror) came from France and took over England in 1066. Henry VIII is known for having had six wives. He created the Church of England. Richard III's burial place was discovered in 2012. It is now a car park. The time of Queen Victoria's reign is known as the Victorian period. Cars and trains were invented during her reign. Elizabeth II was the longest reigning monarch. She was Queen for 70 years. The monarch today has less power than kings and queens in the past. They meet with the Prime Minister once a week and they open Parliament as the head of state.



	Continuity and Change	Continuity and Change	Continuity and Change
	- Begin to identify old and new things	- Begin to identify old and new things	- Begin to identify old and new things
	across periods of time through pictures,	across periods of time through pictures,	across periods of time through pictures,
	photographs and objects.	photographs and objects.	photographs and objects.
	- Begin to understand that some things	- Begin to understand that some things	- Begin to understand that some things
	change and some things stay nearly the	change and some things stay nearly the	change and some things stay nearly the
	same.	same.	same.
	Cause and Consequence	Cause and Consequence	Cause and Consequence
	- Understand that a cause makes	- Explain that historical events are	- Explain that historical events are
	something happen and that historical	caused by things that occurred before	caused by things that occurred before
	events have causes.	them.	them.
	- Explain that historical events are caused	Similarities and Differences	Similarities and Differences
	by things that occurred before them.	- Recognise some similarities and	- Recognise some similarities and
	- Understand that a consequence is	differences between the past and the	differences between the past and the
Disciplinary Concepts	something that happens as a result of	present.	present.
	something else.	Historical Significance	Historical Significance
	Similarities and Differences	- Explain reasons why someone might	- Explain reasons why someone might
	- Start to understand that during the	be significant.	be significant.
	same period of time life was different	- Talk about why a person was	- Talk about why a person was
	for people in the past such as rich and	important.	important.
	poor, male and female.		
	- Recognise some similarities and		
	differences between the past and the		
	present.		
	Historical Significance		
	- Talk about why the event was		
	important and what happened.		
	Historical Interpretations	Historical Interpretations	Historical Interpretations
	- start to understand that there can be	- Investigate different accounts of historical events and be able to explain some of the	- Observe and use pictures, photographs
Historical Enquiry	different versions of the same event from	reasons why the accounts may be	and artefacts to find out about the past.
	the past;	different.	- Explain that there are different types of
	- observe and use pictures, photographs		evidence and sources, such as
	and artefacts to find out about the past;		



Siteleffield Schulet Schulet Active and Schulet S	 Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past Historical Investigations observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; use evidence to explain the key features of events; Chronological Understanding sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; Knowledge and Understanding of Events and significant events in history. Describe significant individuals from the past. Presenting, Communicating and Organising talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past. 	 photographic and written, that can be used to help represent the past. Historical Investigations Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. Chronological Understanding Order dates from earliest to latest on simple timelines. Sequence pictures from different periods. Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. Knowledge and Understanding of Events and People in the Past Know and recount episodes from stories and significant events in history. Describe significant individuals from the past. Presenting, Communicating and Organising Talk and write about things from the past using some historical vocabulary
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	- talk, write and draw about things from the	
	past;	
	- use historical vocabulary to retell simple	
	stories about the past.	
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Year 3	Emperors and Empires-Romans	Through the Ages- Stone Age	Ancient Civilizations-Egypt
Substantive Concepts	Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion).	Building, economy (money), farming, migration, settlement, technology, tribe.	City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.
Substantive Knowledge	 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 	 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 	 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 wrote in hieroglyphics on papyrus, which they made from reeds that grew along the Nile. The ancient Egyptians worshipped gods who were responsible for different



		protection.	
	Continuity and Change	Continuity and Change	Cause and Consequence
	Start to explain the impact of some	Identify key things that stayed the same	- Begin to understand that historians
	changes that have happened	between periods.	may not agree on the main causes of an
	throughout different periods of time.	Identify key things that changed	event.
	Identify that there are reasons for	between periods.	Similarities and Differences
	continuities and changes across periods	Identify that there are reasons for	- Explain and give varied examples of
	of time and explain some of these.	continuities and changes across periods	how life was similar and different in the
	Start to understand that there are times	of time and explain some of these.	past.
	in history when change happens	Cause and Consequence	- Explain and give examples to show
	suddenly.	Understand that a cause is something	that things may have been different
	Cause and Consequence	directly linked to an event and not just	from place to place at the same time.
	Understand that a cause is something	something that happened before it.	- Start to give reasons for these
	directly linked to an event and not just	Begin to understand that historical	similarities and differences.
	something that happened before it.	events create changes that have	Historical Significance
	Begin to understand that historical	consequences.	 Identify a range of historically
	events create changes that have	Similarities and Differences	significant people and events from
Disciplinary Concepts	consequences.	Identify and give some examples of	different periods of history and explain
	Explain a series of directly related	how life was similar in the past.	why they were significant.
	events that happened in the lead up to	Historical Significance	- Identify historically significant people
	a historical event. Understand that	Identify historically significant people	and events from a period of history and
	historical events have consequences	and events from a period of history and	give some detail about what they
	that sometimes last long after the	give some detail about what they did or	did/what happened and what impact it
	event is over.	what happened.	had.
	Similarities and Differences		
	Identify and give some examples of		
	how life was different for different		
	people in the same and different		
	periods of time, such as different rights,		
	different religious beliefs.		
	Identify and give some examples of		
	how life was similar in the past.		
	Historical Significance		
	Understand that historical significance		
	can be related to specific events,		



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	people, locations and ideas that are		
	seen as being particularly important to		
	us.		
	Identify historically significant people		
	and events from a period of history and		
	give some detail about what they did or		
	what happened.		
	Historical Interpretations	Historical Interpretations	Historical Interpretations
	- look at two versions of the same event or	- look at two versions of the same event or	- investigate different accounts of
	story in history and identify differences;	story in history and identify differences;	historical events and be able to explain
	- investigate different accounts of	 investigate different accounts of 	some of the reasons why the accounts
	historical events and be able to explain	historical events and be able to explain	may be different.
	some of the reasons why the accounts	some of the reasons why the accounts	Historical Investigations
	may be different.	may be different.	- use a range of primary and secondary
	- begin to understand some of the ways in	- begin to understand some of the ways in	sources to find out about the past;
	which historians and others investigate the	which historians and others investigate	- construct informed responses about
	past.	the past.	one aspect of life or a key event in the
	Knowledge and Understanding of Events	Knowledge and Understanding of Events	past through careful selection and
	and People in the Past	and People in the Past	organisation of relevant historical
	- find out about the everyday lives of	- find out about the everyday lives of	information;
Historical Enquiry	people in time studied compared with our	people in time studied compared with our	- gather more detail from sources such
riistoricai Enquiry	life today;	life today;	as maps to build up a clearer picture of
	- explain how people and events in the	- explain how people and events in the	the past;
	past have influenced life today;	past have influenced life today;	- regularly address and sometimes
	- identify key features, aspects and events	- identify key features, aspects and events	devise own questions to find answers
	of the time studied;	of the time studied;	about the past;
	- describe connections and contrasts	- describe connections and contrasts	Chronological Understanding
	between aspects of history, people, events	between aspects of history, people, events	- sequence several events, artefacts or
	and artefacts studied.	and artefacts studied.	historical figures on a timeline using
	Presenting, Communicating and	Presenting, Communicating and	dates, including those that are
	Organising	Organising	sometimes further apart, and terms
	- present, communicate and organise	- present, communicate and organise	related to the unit being studied and
	ideas about the past including simple	ideas about the past including simple	passing of time;
	written narratives (stories of an event in	written narratives (stories of an event in	
	the past that could be made up of diaries,	the past that could be made up of diaries,	



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	speeches or letters. These could also be	speeches or letters. These could also be	- understand that a timeline can be
	autobiographies);	autobiographies);	divided into BC (Before Christ) and AD
	Historical Investigations	- start to present ideas based on their own	(Anno Domini).
	 use a range of primary and secondary 	research about a studied period.	Knowledge and Understanding of
	sources to find out about the past;	Historical Investigations	Events and People in the Past
	- construct informed responses about one	- use a range of primary and secondary	- explain how people and events in the
	aspect of life or a key event in the past	sources to find out about the past;	past have influenced life today;
	through careful selection and organisation	- construct informed responses about one	- describe connections and contrasts
	of relevant historical information;	aspect of life or a key event in the past	between aspects of history, people,
	- gather more detail from sources such as	through careful selection and organisation	events and artefacts studied.
	maps to build up a clearer picture of the	of relevant historical information;	Presenting, Communicating and
	past;	- gather more detail from sources such as	Organising
	- regularly address and sometimes devise	maps to build up a clearer picture of the	- present, communicate and organise
	own questions to find answers about the	past;	ideas about the past including simple
	past;	- regularly address and sometimes devise	written narratives (stories of an event
	Chronological Understanding	own questions to find answers about the	in the past that could be made up of
	- sequence several events, artefacts or	past;	diaries, speeches or letters. These could
	historical figures on a timeline using dates,	- begin to undertake their own research.	also be autobiographies);
	including those that are sometimes further	Chronological Understanding	- start to present ideas based on their
	apart, and terms related to the unit being	- sequence several events, artefacts or	own research about a studied period.
	studied and passing of time;	historical figures on a timeline using dates,	Substantive Concepts and Historical
	- understand that a timeline can be	including those that are sometimes further	- build on prior knowledge to start to
	divided into BC (Before Christ) and AD	apart, and terms related to the unit being	gain further understanding of
	(Anno Domini).	studied and passing of time;	substantive concepts;
	Substantive Concepts and Historical	- understand that a timeline can be	- understand an increasing range of
	- build on prior knowledge to start to gain	divided into BC (Before Christ) and AD	appropriate historical vocabulary and
	further understanding of substantive	(Anno Domini).	use this to talk about the past and
	concepts	Substantive Concepts and Historical	communicate information.
	understand an increasing range of	- build on prior knowledge to start to gain	
	appropriate historical vocabulary and	further understanding of substantive	
	use this to talk about the past and	concepts;	
	communicate information.	- understand an increasing range of	
		appropriate historical vocabulary and use	
		this to talk about the past and	
		communicate information.	



Year 4	Invasion- Anglo Saxons & Scots	Windrush	Groundbreaking Greeks
Substantive Concepts	Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war (invasion, conflict).	Caribbean, Commonwealth, discrimination, WW2, immigrants, the Atlantic, racism, equal opportunities, inequality,	Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict).
Substantive Knowledge	 The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo- Saxon kingdoms. Anglo-Saxon influence can be seen in place names in Britain today. Anglo-Saxons preferred to live in small villages rather than towns like the Romans did. The religion of the early Anglo- Saxons was Paganism. They worshipped many gods. At the end of this period, Christianity became the main religion in Britain. Many places of worship were built, including Canterbury Cathedral. 	HMT Empire Windrush was used to bring the West Indian migrants to Tilbury Docks,Essex, UK. The Empire Windrush was a passenger liner launched in Germany in 1930 and used as a navy troopship during World War 2. Many of the men and women of the Caribbean supported Britain in its war efforts (as soldiers and nurses etc). After World War 2, Britain needed more men and women to work in industry because of a shortage of workers that died during the war. In 1948, the Empire Windrush brought 492 West Indian immigrants from Jamaica to London, travelling thousands of miles across the Atlantic. When they arrived, many people were not given equal rights or opportunities. They experienced racism and discrimination and often found it very difficult to find a home to live in and make friends Between 1948 and 1970, nearly half a million left their homes in the West Indies.	 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



	0 / /		Trains Man
		The Commonwealth – all 53 countries	Trojan War.
		were at one time associated with the	
		British Empire.	
		They all are individual withtheir own	
		systems: not ruled over by another	
		country. They are all regarded as equal	
		and share common goals. King Charles	
		III serves as the Head of the	
		Commonwealth.	
	Continuity and Change	Continuity and Change	Continuity and Change
	Identify key things that stayed the same	Understand and describe in some detail	Understand and describe in some detail
	between periods.	the main changes to an aspect of a	the main changes to an aspect of a
	Identify key things that changed	period in history.	period in history.
	between periods.	Cause and Consequence	Cause and Consequence
	Identify that there are reasons for	Understand that a cause is something	Understand that the consequences of
	continuities and changes across periods	directly linked to an event and not just	one historical event can sometimes
	of time and explain some of these.	something that happened before it.	become the causes of another, e.g.
	Cause and Consequence	Begin to understand that historical	the consequences at the end of the
	Understand that a cause is something	events create changes that have	First World War being cited as one
	directly linked to an event and not just	consequences	cause of the Second World War.
	something that happened before it.	Explain a series of directly related	Similarities and Differences
Disciplinary Concepts	Begin to understand that historical	events that happened in the lead up to	Explain and give varied examples of
Disciplinary concepts	events create changes that have	a historical event.	how life was similar and different in the
	consequences.	Understand that historical events have	past.
	Explain a series of directly related	consequences that sometimes last long	Explain and give examples to show that
	events that happened in the lead up to	after the event is over.	things may have been different from
	a historical event.	Similarities and Differences	place to place at the same time.
	Understand that historical events have	Identify and give some examples of	Start to give reasons for these
	consequences that sometimes last long	how life was different for different	similarities and differences.
	after the event is over.	people in the same and different	Historical Significance
	Similarities and Differences	periods of time, such as different rights,	Identify a range of historically
	Identify and give some examples of	different religious beliefs.	significant people and events from
	how life was different for different	Identify and give some examples of	different periods of history and explain
	people in the same and different	how life was similar in the past.	why they were significant.
	periods of time, such as different rights,	Historical Significance	- Identify historically significant



	different religious beliefs.	Identify a range of historically	people and events from a period of
	Identify and give some examples of	significant people and events from	history and give some detail about what
	how life was similar in the past.	different periods of history and explain	they did/what happened and what
	Historical Significance	why they were significant	impact it had
	Identify historically significant people	Understand the historical and cultural	
		significance of the Windrush generation	
	and events from a period of history and		
	give some detail about what they did or	and their impact on British society	
	what happened.		
	Historical Interpretations	Historical Interpretations	Historical Interpretations
	- begin to understand some of the ways	find and analyse a wide range of	- find and analyse a wide range of
	in which historians and others	evidence about the past;	evidence about the past;
	investigate the past.	use a range of evidence to offer some	- use a range of evidence to offer some
	Historical Investigations	clear reasons for different	clear reasons for different
	- use a range of primary and secondary	interpretations of events, linking this to	interpretations of events, linking this to
	sources to find out about the past;	factual understanding about the past;	factual understanding about the past;
	- construct informed responses about	consider different ways of checking the	 consider different ways of checking
	one aspect of life or a key event in the	accuracy of interpretations of the past;	the accuracy of interpretations of the
	past through careful selection and	start to understand the difference	past;
	organisation of relevant historical	between primary and secondary	 start to understand the difference
	information;	evidence and start to question its	between primary and secondary
	- gather more detail from sources such	reliability;	evidence and start to question its
Historical Enquiry	as maps to build up a clearer picture of	regularly address and sometimes devise	reliability;
	the past;	own questions to find answers about	 know that people in the past
	 regularly address and sometimes 	the past;	represent events or ideas in a way that
	devise own questions to find answers	Historical Investigations	may be to persuade others;
	about the past;	- use a range of primary and secondary	- continue to develop their
	- begin to undertake their own	sources to find out about the past;	understanding of how historians and
	research.	 construct informed responses about 	others investigate the past.
	Chronological Understanding	one aspect of life or a key event in the	Historical Investigations
	- order an increasing number of	past through careful selection and	- recognise when they are using primary
	significant events, movements and	organisation of relevant historical	and secondary sources of information
	dates on a timeline using dates	information;	to investigate the past;
	accurately;	Chronological Understanding	- use a wide range of different
		- order an increasing number of	evidence to collect evidence about the
		significant events, movements and	past, such as ceramics, pictures,



	8	
	dates on a timeline using dates	documents, printed sources, posters,
Knowledge and Understanding of	accurately;	online material, photographs, artefacts,
Events and People in the Past	Knowledge and Understanding of	historic statues, figures, sculptures,
 find out about the everyday lives of 	Events and People in the Past	historic sites;
people in time studied compared with	- find out about the everyday lives of	- select relevant sections of information
our life today;	people in time studied compared with	to address historically valid questions
 explain how people and events in the 	our life today;	and construct detailed, informed
past have influenced life today;	- explain how people and events in the	responses
 identify key features, aspects and 	past have influenced life today;	- investigate their own lines of enquiry
events of the time studied;	- identify key features, aspects and	by posing historically valid questions to
- describe connections and contrasts	events of the time studied;	answer.
between aspects of history, people,	Presenting, Communicating and	Chronological Understanding
events and artefacts studied.	Organising	- order an increasing number of
Presenting, Communicating and	- present, communicate and organise	significant events, movements and
Organising	ideas about the past including simple	dates on a timeline using dates
 present, communicate and organise 	written narratives (stories of an event	accurately;
ideas about the past including simple	in the past that could be made up of	- understand how some historical
written narratives (stories of an event	diaries, speeches or letters. These could	events/periods occurred concurrently
in the past that could be made up of	also be autobiographies);	in different locations, e.g. Indus Valley
diaries, speeches or letters. These could	start to present ideas based on their	and Ancient Egypt.
also be autobiographies);	own research about a studied period.	Knowledge and Understanding of
start to present ideas based on their	Presenting, Communicating and	Events and People in the Past
own research about a studied period.	Organising	 identify and note connections,
Substantive Concepts and Historical	- present, communicate and organise	contrasts and trends over time in the
 build on prior knowledge to start to 	ideas about from the past using	everyday lives of people;
gain further understanding of	detailed	- use appropriate historical terms, such
substantive concepts;	discussions, debates and more detailed	as culture, religious, social, economic
 understand an increasing range of 	written narratives;	and political when describing the
appropriate historical vocabulary and	 plan and present a self-directed 	connections, contrasts and trends over
use this to talk about the past and	project or research about the studied	time;
communicate information.	period.	- describe the key features of the past,
	Substantive Concepts and Historical	including attitudes, beliefs and the
	- continue to build on prior knowledge	everyday lives of men, women and
	to gain a more detailed understanding	children.



	of a wider range of substantive	Presenting, Communicating and
	concepts;	Organising
		- present, communicate and organise
		ideas about from the past using
		detailed
		discussions, debates and more detailed
		written narratives;
		- plan and present a self-directed
		project or research about the studied
		period.
		Substantive Concepts and Historical
		 continue to build on prior knowledge
		to gain a more detailed understanding
		of a wider range of substantive
		concepts;
		 start to recognise that some concepts,
		such as technology, will be different
		across different periods of history;
		- continue to build a bank of
		appropriate historical vocabulary and
		use this to talk about the past and
		communicate information.



Year 5	Vicious Vikings	Birmingham Workshop to the world	Islamic civilizations-Baghdad
Substantive Concepts	Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe, war (invasion, conflict).	Anglo-Saxon, hamlet, Beorma, River Rea, tribe, community, Domesday Book, Peter de Bermingham, manor, market, craftsmen, bull baiting,bullring narrowboat ,tow path, Worcester and Birmingham Canal, Cadbury, James Brindley, transport, goods, trades,	City, civilisation, culture, empire, golden age, government: caliphate, knowledge, religion, ruler: caliph, trade.
Substantive Knowledge	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	In Anglo Saxon times, a small hamlet was formed, home to a tribe whose leader was called Birm or Beorma- the location was chosen due to fertile soil, coal & iron mines and proximity to the river Rea. The first recorded entry of Birmingham's existence was made in the 1086 Doomsday book- a survey made by William the Conqueror A man named Peter De Bermingham owned the land and he sought out a market charter for the village and encouraged tradesmen from all over the country to relocate to Birmingham. In 1600's B'ham became well know for sword making. In 1812-Westley Richards gun smith was founded, this is still going today. Weapons from Bham	 Baghdad was built in AD 752 as the capital of the Islamic Empire. It was built in a circle with a mosque at the centre. It was close to water and trade routes. The House of Wisdom was founded by Caliph Harun al-Rashid who encouraged learning. It was a library that held scientific writing from many cultures. It was destroyed in the Siege of Baghdad in 1258. Early Islamic scholars did ground-breaking work in medicine, mathematics (inventing algebra) and optics (developing the first cameras). A caliphate is a political-religious form of government. The caliphate was ruled by Caliphs (meaning successor to Muhammed, who founded Islam).



- St.element	Vikings to make sure they did not attack		Islamic art was inspired by a range of
	their kingdoms.	American Civil war and WW1.	different artistic forms and used
	- In 1066, at the Battle of Hastings,	BSA motorcycles was founded in1861	geometric patterns, vegetal patterns
	the last Anglo-Saxon king (King Harold)	and were used in WW1 & WW2	and calligraphy.
	was defeated by William the Conqueror	The first modern canal building was	- The golden age of Islam started in the
	who became the first Norman King of	organised by James Brindley &	8th century. Baghdad's position on the
	England.	completed in 1761. This enabled	Silk Road trade route meant that it was
		Birmingham's trade to thrive.	a wealthy and powerful place with
		Matthew Boulton- 1728-1809 changed	skilled craftspeople and traders. Silk,
		5	
		the face of manufacturing in Bham	perfume and pottery were just some of
		Soho foundry- largest factory in the	the luxury items people traded there.
		world at the time. James Watt-1736-1819 invented the	
		steam engine- eventually used in	
		factories for production lines	
		The jewellery industry in Birmingham	
		began in the early 16 th century. In the	
		year 1553 local goldsmith Roger	
		Pemberton was registered as one of	
		the first jewellers in Birmingham	
		1824-John Cadbury opened his grocery	
		shop selling drinking chocolate in bham	
		With the help of his sons George &	
		Richard, John Cadbury set up his factory	
		which grew and was redeveloped in	
		1878 at the Bournville Location where it	
		still trades today.	
		In 1889 John Cadbury died but	
		Cadbury's is one of the most	
		recognisable brands in the world.	
	Continuity and Change	Continuity and Change	Continuity and Change
	Identify why some changes between	Identify why some changes between	- Identify why some changes between
Disciplinary Concepts	different periods of time have had	different periods of time have had	different periods of time have had
	more significant consequences than	more significant consequences than	
		more significant consequences triali	



others.others.more significant consequences thatUnderstand that there are times inUnderstand that there are times inothers.history when change happens suddenlyhistory when change happens suddenly- Start to categorise some types ofand these moments of change can beand these moments of change can bechanges into political, economic, soreferred to as 'turning points' in history.referred to as 'turning points' in history.and technological.Understand and describe in some detailUnderstand and describe in some detail- Understand and describe in somethe main changes to an aspect of aperiod in history.period in history.a period in history.	
history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.history when change happens suddenly and these moments of change can be referred to as 'turning points' in history Start to categorise some types of changes into political, economic, so and these moments of change can be referred to as 'turning points' in history.Understand and describe in some detail the main changes to an aspect of aUnderstand and describe in some detail the main changes to an aspect of a- Understand and describe in some detail the main changes to an aspect of a- Understand and describe in some detail the main changes to an aspect of a	
and these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of aand these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of aand these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of aand these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of aand these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of achanges into political, economic, so and technological. Understand and describe in some detail the main changes to an aspect of a	
referred to as 'turning points' in history.referred to as 'turning points' in history.and technological.Understand and describe in some detailUnderstand and describe in some detail- Understand and describe in somethe main changes to an aspect of athe main changes to an aspect of adetail the main changes to an aspect	
Understand and describe in some detail the main changes to an aspect of aUnderstand and describe in some detail the main changes to an aspect of a- Understand and describe in some detail the main changes to an aspect	ial
the main changes to an aspect of a the main changes to an aspect of a detail the main changes to an aspec	
period in history. period in history. a period in history.	t of
Cause and Consequence Cause and Consequence Cause and Consequence	
Examine in more detail the short and - Examine in more detail the short and - Examine in more detail the short a	nd
long term causes of an event being long-term causes of an event being long-term causes of an event being	
studied. studied. studied.	
Understand that the consequences of - Understand that some causes may be - Understand that some causes may	be
one historical event can sometimes more significant than others and that more significant than others and th	it
become the causes of another, e.g. the some causes are less significant. some causes are less significant.	
consequences at the end of the First - Understand that the consequences of - Understand that the consequence	of
World War being cited as one cause of one historical event can sometimes one historical event can sometimes	
the Second World War. become the causes of another, e.g. the become the causes of another, e.g.	the
Similarities and Differences consequences at the end of the First consequences at the end of the First	:
Explain and give varied examples of World War being cited as one cause of World War being cited as one cause	of
how life was similar and different in the the Second World War. the Second World War.	
past. Similarities and Differences Similarities and Differences	
Explain and give examples to show that - Explain and give varied examples of - Explain and give varied examples of	
things may have been different from how life was similar and different in the how life was similar and different in	the
place to place at the same time. past. past.	
Start to give reasons for these - Explain and give examples to show - Explain and give examples to show	
similarities and differences. that things may have been different that things may have been different	
from place to place at the same time. from place to place at the same tim	<u>e</u> .
Historical Significance- Start to give reasons for these- Start to give reasons for these	
Understand that what we consider to similarities and differences. similarities and differences.	
be significant can change throughout Historical Significance Historical Significance	
different periods. Understand that what we consider to - Identify a range of historically signific	
Start to explain the importance of an be significant can change throughout people and events from different period	ds
event using the following criteria: different periods. of history and explain why they were	
significant individually, regionally, Start to explain the importance of an significant.	



	nationally or globally.	event using the following criteria:	- Identify historically significant people
	Identify a range of historically	significant individually, regionally,	and events from a period of history and
	significant people and events from	nationally or globally.	give some detail about what they
	different periods of history and explain	Identify historically significant people	did/what happened and what impact it
	why they were significant.	and events from a period of history	had
	Identify historically significant people	and give some detail about what they	
	and events from a period of history and	did/what happened and what impact	
	give some detail about what they	it had.	
	did/what happened and what impact it		
	had.		
	Historical Interpretations	Historical Interpretations	Historical Interpretations
	 find and analyse a wide range of 	- Use a wide range of different evidence	- Use a wide range of different evidence
	evidence about the past;	to collect evidence about the past, such	to collect evidence about the past, such
	- use a range of evidence to offer some	as ceramics, documents, printed	as ceramics, documents, printed
	clear reasons for different	sources, posters, online material,	sources, posters, online material,
	interpretations of events, linking this to	pictures, photographs, artefacts,	pictures, photographs, artefacts,
	factual understanding about the past;	historic statues, figures, sculptures,	historic statues, figures, sculptures,
	- consider different ways of checking	historic sites.	historic sites.
	the accuracy of interpretations of the	- Select relevant sections of information	- Select relevant sections of information
	past;	to address historically valid questions	to address historically valid questions
	- start to understand the difference	and construct detailed, informed	and construct detailed, informed
	between primary and secondary	responses	responses.
Historical Enquiry	evidence and start to question its	Historical Investigations	Chronological Understanding
	reliability;	- recognise when they are using primary	- Understand how some historical
	- know that people in the past	and secondary sources of information	events/periods occurred concurrently
	represent events or ideas in a way that	to investigate the past;	in different locations, e.g. Indus Valley
	may be to persuade others;	Chronological Understanding	and Ancient Egypt.
	- continue to develop their	- order an increasing number of	Knowledge and Understanding of
	understanding of how historians and	significant events, movements and	Events and People in the Past
	others investigate the past.	dates on a timeline using dates	- Identify and note connections,
	Historical Investigations	accurately;	contrasts and trends over time in the
	- recognise when they are using primary	- accurately use dates and terms to	everyday lives of people.
	and secondary sources of information	describe historical events;	- Use appropriate historical terms, such
	to investigate the past;	Knowledge and Understanding of	as culture, religious, social, economic
		Events and People in the Past	and political when describing the



St. Clement's Church	of England Academy History Lo	ng Term Plan and Progression	
- us	se a wide range of different evidence	 identify and note connections, 	connections, contrasts and trends over
to c	collect evidence about the past, such	contrasts and trends over time in the	time.
as c	ceramics, pictures, documents,	everyday lives of people;	- Describe the key features of the past,
prir	nted sources, posters, online	Describe the key features of the past,	including attitudes, beliefs and the
mat	terial, photographs, artefacts,	including attitudes, beliefs and the	everyday lives of men, women and
hist	toric statues, figures, sculptures,	everyday lives of men, women and	children.
hist	toric sites;	children.	Substantive Concepts and Historical
- se	lect relevant sections of information	Substantive Concepts and Historical	Vocabulary
to a	address historically valid questions	- continue to build on prior knowledge	- Continue to build on prior knowledge
and	l construct detailed, informed	to gain a more detailed understanding	to gain a more detailed understanding
resp	ponses;	of a wider range of substantive	of a wider range of substantive
- inv	vestigate their own lines of enquiry	concepts;	concepts.
by p	posing historically valid questions to	- start to recognise that some concepts,	- Start to recognise that some concepts,
ans	swer.	such as technology, will be different	such as technology, will be different
Chr	onological Understanding	across different periods of history;	across different periods of history.
- or	der an increasing number of	- continue to build a bank of	Continue to build a bank of appropriate
sigr	nificant events, movements and	appropriate historical vocabulary and	historical vocabulary and use this to talk
date	es on a timeline using dates	use this to talk about the past and	about the past and communicate
acc	urately;	communicate information.	information.
- ac	ccurately use dates and terms to	communicate information.	
des	cribe historical events;		
- un	nderstand how some historical		
eve	ents/periods occurred concurrently		
in d	lifferent locations, e.g. Indus Valley		
and	Ancient Egypt.		
Kno	owledge and Understanding of		
Eve	ents and People in the Past		
- ide	entify and note connections,		
con	trasts and trends over time in the		
eve	eryday lives of people;		
- us	se appropriate historical terms, such		
as c	culture, religious, social, economic		
and	political when describing the		
	nections, contrasts and trends over		
tim			



- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Presenting, Communicating and Organising - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; - plan and present a self-directed project or research about the studied period. Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - start to recognise that some concepts, such as technology, will be different across different periods of history; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.



Year 6	WW2	Maafa-Slavery	Ancient Civilizations-Mayans
Substantive Concepts	Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion).	colonisation, empire, enslavement, rebellion and resistance.	Building, city, civilisation, conquest, culture, exploration, farming, knowledge, religion
Substantive Knowledge	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	Britain benefitted from the enslavement of African people because the profits funded the Industrial Revolution and created wealthy banks and insurance companies. Many British people used goods produced by enslaved people, such as cotton, linen and tobacco. Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery. The Abolition of the Slave Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards. The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether. In 1948, article four of the Universal Declaration of Human Rights prohibited slavery as part of the 30 rights and freedoms to which all humans are entitled. After slavery was abolished, formerly enslaved people were made to work as apprentices and the enslavers were	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.



	people were persecuted and killed in	compensated for the loss of their	The cities of the Maya civilisation fell
	Europe. It is commemorated on	property.	into ruin when Spanish explorers arrived
	Holocaust Memorial Day on 27th	Emancipated people settled in the	in the 16th century.
	January each year.	country where they had been enslaved	
		or travelled to other countries, which	
		formed the worldwide African	
		diaspora.	
		The Scramble for Africa describes the	
		continent's colonisation by European	
		countries in the late 19th century,	
		which destroyed many African	
		traditions, religions, festivals and	
		languages.	
		Europeans colonised Africa to take its	
		natural resources, such as gold, ivory	
		and diamonds. Many African countries	
		still experience poverty today because of this.	
		Throughout the 20th century, black	
		people from territories in the British	
		Empire fought in both World Wars,	
		helped to rebuild Britain after the	
		Second World War and staffed the	
		NHS, even though they suffered racial	
		discrimination.	
		The Race Relations Act of 1965 was	
		the first piece of British legislation that	
		dealt with racism. It was replaced by	
		the Equality Act 2010, which covers	
		discrimination against race, gender,	
		disability, sexual orientation and	
		religion.	
	Continuity and Change	Continuity and Change	Continuity and Change
Disciplinary Concepts	Explain why some periods in history	Identify why some changes between	Identify why some changes between
	may have had more changes (e.g post-	different periods of time have had	different periods of time have had
	war Britain) and some may have had	more significant consequences than	more significant consequences than



	Sianu Academy Thistory Lu	ng Term Plan and Progression	
more cont	inuity.	others.	others.
Understan	d that there are times in	Understand and describe in some detail	Understand that there are times in
history wh	en change happens suddenly	the main changes to an aspect of a	history when change happens suddenly
and these	moments of change can be	period in history.	and these moments of change can be
referred to	as 'turning points' in history.	Describe the growth of the British	referred to as 'turning points' in history.
Understan	d and describe in some detail	economy and the ways in which its	Understand and describe in some detail
the main o	hanges to an aspect of a	growth impacted on British life.	the main changes to an aspect of a
period in h	istory.	Cause and Consequence	period in history.
Cause and	Consequence	Examine in more detail the short and	Cause and Consequence
Examine ir	more detail the short and	long term causes of an event being	Examine in more detail the short and
long term	causes of an event being	studied.	long term causes of an event being
studied.		Understand that one event can have	studied.
Understan	d that one event can have	multiple consequences that impact on	Understand that the consequences of
multiple co	onsequences that impact on	many countries and civilisations.	one historical event can sometimes
many cour	ntries and civilisations.	Understand and describe in some detail	become the causes of another, e.g. the
Understan	d and describe in some detail	the main changes to an aspect of a	consequences at the end of the First
the main o	hanges to an aspect of a	period in history.	World War being cited as one cause of
period in h	istory.	Describe the causes and consequences	the Second World War.
Cause and	Consequence	of a significant event in history.	
Examine ir	more detail the short and	Present a detailed historical narrative	
long term	causes of an event being	about a significant global event.	
studied.		Evaluate the human impact of war,	
Understan	d that one event can have	oppression, conflict and rebellion on	
multiple co	onsequences that impact on	the everyday life of a past or ancient	
many cour	ntries and civilisations.	society.	
Understan	d that the consequences of	Similarities and Differences	
one histor	cal event can sometimes	Explain and give varied examples of	
become th	e causes of another, e.g. the	how life was similar and different in the	
consequer	ices at the end of the First	past.	
World Wa	being cited as one cause of	Historical Significance	
the Second	d World War.	Describe the growth of the British	
Address a	nd devise historical questions	economy and the ways in which its	
	se and consequence.	growth impacted on British life.	
Similaritie	s and Differences	Articulate the significance of a historical	
Explain an	d give varied examples of	person, event, discovery or invention in	



Sticlement 5 cm			
	how life was similar and different in the	British history	
	past.		
	Explain and give examples to show that		
	things may have been different from		
	place to place at the same time.		
	Start to give reasons for these		
	similarities and differences.		
	Historical Significance		
	Start to explain the importance of an		
	event using the following criteria:		
	significant individually, regionally,		
	nationally or globally.		
	Identify a range of historically		
	significant people and events from		
	different periods of history and explain		
	why they were significant		
	Identify historically significant people		
	and events from a period of history and		
	give some detail about what they		
	did/what happened and what impact it		
	had		
	Historical Interpretations	Historical Interpretations	Historical Interpretations
	-show an awareness of the concept of	Recognises a historical perspective	 find and analyse a wide range of
	propaganda;	can be gained by weighing up	evidence about the past;
	Historical Investigations	evidence and arguments from	 use a range of evidence to offer some
Historical Enquiry	-select relevant sections of information	primary and secondary sources, such	clear reasons for different
	to address historically valid questions	as first-hand accounts and	interpretations of events, linking this to
	and construct detailed, informed	presentations.	factual understanding about the past;
· ····································	responses;	Know that historical sources can	 consider different ways of checking
	- investigate their own lines of enquiry	contain bias due to their historical	the accuracy of interpretations of the
	by posing historically valid questions to	context or the creator's background.	past;
	answer.	Start to understand the difference	- start to understand the difference
	Chronological Understanding	between primary and secondary	between primary and secondary
	- order an increasing number of		evidence and start to question its
	significant events, movements and		reliability;



dates on a timeline using dates	evidence and start to question its	- know that people in the past
accurately;	reliability;	represent events or ideas in a way that
 accurately use dates and terms to describe historical events; Knowledge and Understanding of Events and People in the Past identify and note connections, 	Historical Investigations Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.	may be to persuade others; - continue to develop their understanding of how historians and others investigate the past.
contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	Ask perceptive questions to evaluate an artefact or historical source. Chronological Understanding - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - accurately use dates and terms to describe historical events; Knowledge and Understanding of Events and People in the Past	Historical Investigations - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;
Presenting, Communicating and Organising	Examine the decisions made by significant historical individuals,	- select relevant sections of information to address historically valid questions
- present, communicate and organise	considering their options and making	and construct detailed, informed
ideas about from the past using	a summative judgement about their	responses;
detailed discussions, debates and more	choices.	- investigate their own lines of enquiry
detailed written narratives; Substantive Concepts and Historical	Presenting, Communicating and Organising	by posing historically valid questions to answer.
- continue to build on prior knowledge		Knowledge and Understanding of
to gain a more detailed understanding	Present a detailed historical narrative	Events and People in the Past
of a wider range of substantive	about a significant global event.	- use appropriate historical terms, such
concepts; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.	Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;	as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the



- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and Presenting, Communicating and	
communicate information.Organising - present, communicate and orga ideas about from the past using detailed discussions, debates and detailed written narratives;Substantive Concepts and Histor - continue to build on prior know to gain a more detailed understa of a wider range of substantive concepts; - start to recognise that some co 	nd more prical wledge anding pncepts, rent