

Prior KS1 Knowledge	Changes within living memory Significant historical events	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
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EYFS	Understanding the World (Past and Present)				
	History in the Early Years develops an awareness of time, change and the past. Through stories, family experiences, artefacts and play, children begin to understand how the world has changed over time. Children will talk about past and present events in their own lives and those of family members. We will use language related to time and notice differences between old and new objects.				
	Community	Knowledge	Community	Knowledge	
	I name and describe people who are familiar to me. Sharing family images and photos.	I talk about members of my immediate family and community. Including people who are important in our community and how they help us.	I understand the past through settings, characters and events encountered in books read in class and storytelling. Sharing traditional tales. I know some similarities and differences between in the past and now. Exploring toys and artefacts from the past and how they are different to now.	I comment on images and familiar situations in the past. Reviewing the year in Reception and how we have changed over time.	
Year 1	Changes Within Living Memory		The Lives of Significant People		The Lives of Significant People
	Community	Community	Knowledge	Knowledge	Community
	Study changes within living memory – Life stages. To know what it is like around here. To know what the shops are in my community. To know what shops were like in the past. To know how shops have changed. To compare modern shops with shops from the past.		Study the lives of significant individuals in the past – Mary Anning and David Attenborough To know who Mary Anning was and what she did. To know what Mary Anning discovered. To know who David Attenborough is and what he does. To know what David Attenborough has achieved.		Compare the achievements of two significant individuals including Neil Armstrong To know who Neil Armstrong is and what he achieved. To know who Tim Peake was and what he achieved. To compare the achievements of two significant individuals – to know how to identify similarities and differences.
Year 2	Events Beyond Living Memory		Significant Historical Events, People & Places (Locality)		Revisit Events Beyond Living Memory
	Community	Democracy	Community	Democracy	Community
	Study events beyond living memory – The Great Fire of London To know how the fire started and how it spread so quickly. To know where the fire spread to. To know where the fire spread to. To understand how we know about the Great Fire of London.		Study events beyond living memory – The Great Fire of London Revisit To recall information about the Great Fire of London. To know what the effect of the Great Fire of London was and how we know.		Study the people, places and events in the local area – Furness Abbey To know why the Abbey was built. To know who lived there. To know what life was like there.
Year 3	Stone Age to the Bronze Age		Bronze Age to Iron Age		The Roman Empire
	Knowledge	Community	Knowledge	Community	Invasion
	Evidence, Similarity & Difference		Evidence, Similarity & Difference		Change & Continuity, Significance

	Changes in Britain from the Stone Age to the Bronze Age To know the three periods of time in the stone age. To know and understand what the Mesolithic period is. To know what the Neolithic times were like. To know the difference between the Stone Age periods. To know when the Bronze Age is and what it was like.	Changes in Britain from the Bronze Age to the Iron Age To know how the Bronze Age was different to the Stone Age. To know when the Iron Age was and what it was like. To know how artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age. To know what changes in artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age.	The impact of Roman Empire on Britain To know who the Romans are. To know what it was like to live in Rome. To recap the Celts and know what it was like to live in the Iron Age. To know when the Romans invaded Britain. To know who resisted the Roman invasion. To know how Britain changed under Roman rule. Review session - can be used to elaborate or catch up study. Belief: How did Britain change under Roman rule? SUMMARISE IT: So what was the impact of the Roman Empire on Britain?
Year 4	Anglo-Saxons & Scots	Viking & Anglo-Saxon Struggles	Ancient Egypt
	Invasion Power	Invasion Power	Civilisation Power
	Cause & Consequence, Change & Continuity	Cause & Consequence, Significance	Evidence, Significance
	Britain's settlement by Anglo-Saxons & Scots To know why the Anglo Saxon's came to Britain. To know where the Anglo Saxons came from. To know what like was like in Anglo Saxon Britain. To know what kingdoms were formed by the Anglo Saxons. To know how we know about the Anglo Saxons. To know how religion influenced the Anglo Saxons.	The Viking & Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. To know what life was like for the Vikings. To know when the Vikings attacked Britain. To know where the Vikings invaded and settled. To know why the Vikings were so feared and successful. To know when the Vikings were most powerful. To know what peace was agreed between the Anglo-Saxons and Vikings. To know what happened to the Vikings in England. To know why the Normans and Vikings both thought they had the right to the throne of England.	Achievements of an ancient civilisation To know who the earliest civilizations were and what they achieved. The know who the ancient Egyptians were and where they lived. The Old Kingdom: To know who was significant and what did they achieved. The Middle Kingdom: To who was significant and what did they achieved. The New Kingdom: To who was significant and what did they achieved. Achievements: To know how and what the ancient Egyptians wrote. Achievements: To know how the ancient Egyptians used the River Nile? Gods: To know what the ancient Egyptians believed in? Evidence: To know who Tutankhamun is.
Year 5	The Mayans	Ancient Greeks	Local History Study
	Civilisation Knowledge	Power Democracy	Community
	Cause & Consequence, Similarities & Difference	Evidence, Significance	Evidence, Significance
	Compare non-European society (Maya) with Anglo-Saxons To know where the Maya lived. To know the significant events of the Maya civilization. To know what the Maya city states were like. City-state study – Tikal, Palenque or Chichen Itza To know what the Maya invented. To know what happened to the Maya city-states. Recap: Britain and the Anglo-Saxons. Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900.	A study of Greek life, achievements and their influence on the western world. To know who the Ancient Greeks were and when they ruled. To know what beliefs the Ancient Greeks hold. City-states: To know the different between Athens and Sparta. To know what democracy was like in Athens. To know why theatre was important to he Ancient Greeks. To know what myths and fables the Ancient Greeks created. To know what happened at the Battles of Marathon and Salamis. To know why the Ancient Greeks invented the Olympic games. To know who Alexander the Great was and why he was renowned.	Victorian Barrow To know who the Victorians were. To know why the Furness Railway was important to the growth of Barrow. To know why industries were important to the town of Barrow. To understand how we know about Victorian Barrow. To know what life was like in a Victorian workhouse. To understand why Barrow grew in the Victorian era.

Year 6	Monarchs Through Time		Windrush Generation
	Power	Democracy	Power Democracy
	Significance, Similarity & Difference		Significance, Similarity & Difference
	William the Conqueror, Henry VIII, Elizabeth I, Charles II, Queen Victoria To know how William I is remembered and what his legacy is. To know how Henry VIII is remembered and what legacy he left. To know how Elizabeth I is remembered and what legacy she left. To know how Charles II is remembered and what legacy he left. To know how Queen Victoria is remembered and what legacy she left. WEIGH-it In your opinion, who was the greatest past monarch? Why is that?		Windrush Generation <ul style="list-style-type: none"> The Caribbean. The part Caribbean men and women played in World War 2. The Windrush pioneers; their struggles and successes.
	Battle of Britain		
	Invasion	Community	
	Cause & Consequence, Evidence		
	How the conflict changed society in WW2 To know why Britain declared war on Germany. To know why rationing was introduced. To know why people were evacuated from cities. To know what happened in the Battle of Britain. The Blitz: To know how Hitler continued to attack Britain? To know how the conflict changed society.		

Substantive Concepts Community Knowledge Invasion Civilisation Power Democracy	Disciplinary Knowledge / Historical Enquiry Chronology Cause & Consequence Change & Continuity Similarity & Difference Evidence Significance
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BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS					
Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>This gives us a focus on a large group of people living in a place.</p> <p> </p> <p>This can be within a large area, such as the community of people during the Great Fire of London or the Windrush Generation.</p> <p>It can also be the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times.</p> <p> </p> <p>Community can also be the people affected in World Wars.</p>	<p>This gives a focus on the difference knowledge makes to people.</p> <p> </p> <p>The migration of people and their knowledge of technology, such as smelting bronze, led to a change in the way people lived their lives.</p> <p>Knowledge brings about change.</p> <p> </p> <p>This can be seen through the emergence of great civilisations, such as the Ancient Egyptians.</p> <p> </p> <p>It can also be the rise of knowledge and invention, such as the Maya or Ancient Greeks.</p>	<p>Taking over another country or region with an armed force.</p> <p> </p> <p>Hitler's iniquitous beliefs led him to invade Poland and France.</p> <p>Invasion is a substantive concept throughout history.</p> <p> </p> <p>It can mean a small-scale forceable take-over of a village or town, or in the larger scale of a city-state or country.</p>	<p>A large group of people who follow similar laws, religion and rules.</p> <p> </p> <p>Larger than a community.</p> <p> </p> <p>Great civilisations have cities, architecture, laws, culture and art.</p> <p> </p> <p>Ancient Egyptians, Greeks and Maya were great civilisations.</p> <p> </p> <p>They advanced their society through knowledge and power.</p>	<p>The power to advance technology, architecture and the arts.</p> <p>or</p> <p>the power over people and places.</p> <p> </p> <p>Power to build The Parthenon, great theatres and the Lighthouse at Alexandria.</p> <p> </p> <p>Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings.</p> <p> </p> <p>Kings, queens and leaders used power to achieve their goals, such as Queen Victoria and her desire to rule an Empire.</p> <p> </p> <p>Alexander the Great unified power in Ancient Greece.</p> <p> </p> <p>War with the Persians.</p>	<p>A form of government voted for by the people.</p> <p> </p> <p>Democracy has many forms through time.</p> <p> </p> <p>In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy.</p> <p> </p> <p>Democracy hasn't always been equal.</p> <p> </p> <p>Democracy today is typically represented by a government who are voted for by the majority of people in that country.</p> <p> </p> <p>The opposite to democracy is dictatorship or tyrannical leadership.</p>

Substantive knowledge - this is the subject knowledge and explicit vocabulary used about the past.