

Within our History curriculum, pupils will develop their substantive knowledge and disciplinary knowledge. Substantive knowledge refers to the knowledge of the past, which includes specific dates, significant individuals and events. In addition to this, pupils will learn the definition of key substantive concepts (such as empire, invasion and democracy) and demonstrate their understanding by beginning to relate the concepts to their unit of study. Disciplinary knowledge refers to the knowledge of history as a discipline and how historians use sources of evidence to construct their accounts and arguments. Pupils will understand how disciplinary concepts (such as cause and consequence, evidence and artefacts, and change and continuity) are used by historians to analyse the past. The progression of substantive and disciplinary knowledge are outlined in the progression document below.



|                                | Year 3  | Year 4                             | Year 5                   | Year 6   |
|--------------------------------|---|------------------------------------|--------------------------|--|
| <b>Unit of work</b>            | The Great Greeks (Greeks)<br>Remarkable Romans (Romans)   | The Brilliant Battle of Hastings   | Terrible Tudors (Tudors) | World War I (WWI)<br>Victorious Victorians (Victorians)                    |
| <b>High quality text links</b> | Myths and Legends<br>Goose Guards Roman Tales—Terry Deary | Theives of Ostia—Caroline Lawrence | Treason—Berlie Doherty   | Private Peaceful—Michael Morpurgo<br>Wolves of Willoughby Chase—Joan Aiken |

|                              | Year 3  | Year 4  | Year 5   | Year 6   |
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| Chronology                   | <p>I know that dates and events are sequenced on a timeline using AD and BC.</p> <p>I know that AD dates become larger the closer they get to the present day.</p> <p>I know that BC dates become larger the further away they get from the present day.</p> <p>I can sequence dates and information from several historical periods on a timeline.</p> | <p>I know that dates and events are sequenced on a timeline using AD and BC.</p> <p>I can place key changes at events on a timeline with a given date.</p> <p>I can sequence significant dates about events within a historical time period.</p>  | <p>I know that dates and events are sequenced on a timeline using AD and BC.</p> <p>I know that different world history civilisations existed before, after and alongside others.</p> <p>I can sequence and make connections between periods of world history on a timeline.</p> | <p>I know that dates and events are sequenced on a timeline using AD and BC.</p> <p>I know that timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>I can articulate and present a clear, chronological world history narrative within and across historical periods studied.</p>   |
| Similarities and differences | <p>I know that throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.</p> <p>I can explain the similarities and differences between two periods of history.</p>   | <p>I know that characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.</p> <p>I know that these characteristics can be similar or contrasting across different civilisations.</p> <p>I can compare and contrast two civilisations.</p> | <p>I know that aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p> <p>I can compare and contrast an aspect of history across two or more periods studied.</p>                      | <p>I know that common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods.</p> <p>I know that many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</p> <p>I can compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> |

|                               | Year 3  | Year 4  | Year 5  | Year 6  |
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| Change, cause and consequence | <p>I know that aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</p> <p>I can summarise how an aspect of British or world history has changed over time.</p> | <p>I know that changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p> <p>I can answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</p> | <p>I know that continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time.</p> <p>I know that change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.</p> <p>I can frame historically valid questions about continuity and change and construct informed responses.</p> | <p>I know the causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people.</p> <p>I know these long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p>I can describe the causes and consequences of a significant event in history.</p> |

|                        | Year 3  | Year 4  | Year 5   | Year 6  |
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| Evidence and artefacts | <p>I know that interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>I know that historical viewpoints demonstrate what a person thinks and feels about a historical event or person.</p> <p>I know that primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source. I can identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p> | <p>I know that historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p> <p>I know that bias is the act of supporting or opposing a person or thing in an unfair way. Identify bias in primary and secondary sources.</p> <p>I know the difference between primary and secondary sources.</p> <p>I can explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>I can interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p> | <p>I know that bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.</p> <p>I know that using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p> <p>I can use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>I can find evidence from different sources, identify bias and form balanced arguments.</p> | <p>I know that questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'</p> <p>I know that different types of bias include political, cultural or racial.</p> <p>I can ask perceptive questions to evaluate an artefact or historical source.</p> <p>I can identify different types of bias in historical sources and explain the impact of that bias.</p> |

|                          | Year 3  | Year 4   | Year 5   | Year 6   |
|--------------------------|---|--|--|--|
| Historical significance. | <p>I know the causes of a significant event are the things that make the event happen and directly lead up to the event.</p> <p>I know the consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>I know that historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.</p> <p>I can devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <p>I can explain the cause and effect of a significant historical event.</p> | <p>I know that every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes.</p> <p>I know the consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p> <p>I know the profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p> <p>I can construct a profile of a significant leader using a range of historical sources.</p> <p>Explain in detail the multiple causes and effects of significant events.</p> | <p>I know that aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p> <p>I know that beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>I can explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>I can explain why an aspect of world history is significant.</p> | <p>I know that historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p> <p>I know that decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.</p> <p>I can examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p> <p>I can present a detailed historical narrative about a significant global event.</p> |

|                                 | Year 3       | Year 4     | Year 5      | Year 6     |
|---------------------------------|--------------|------------|-------------|------------|
| <b>Key substantive concepts</b> | Democracy    | Monarchy   | Punishment  | Invasion   |
|                                 | Civilisation | King/Queen | Church      | Treaty     |
|                                 | Invasion     | Conquest   | King/Queen  | War        |
|                                 | Empire       | Settlement | Monasteries | Migration  |
|                                 | Conflict     |            | Treason     | King/Queen |
|                                 |              |            |             | Monarchy   |
|                                 |              |            |             | Empire     |
|                                 |              |            |             | Punishment |
|                                 |              |            |             | Coronation |

| Key Vocabulary           | Year 3  | Year 4   | Year 5  | Year 6                                      |
|--------------------------|---|--|---|---|
| Historical communication | <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• BC and AD</li> <li>• BCE and CE</li> <li>• Change</li> <li>• Chronology</li> <li>• Cause</li> <li>• Consequence</li> </ul> | <p>(In addition to previous year's vocabulary)</p> <ul style="list-style-type: none"> <li>• Era</li> <li>• Decade</li> <li>• Century</li> <li>•</li> </ul> | <p>(In addition to previous year's vocabulary)</p> <ul style="list-style-type: none"> <li>• Legacy</li> <li>• Continuity</li> </ul> | (In addition to previous year's vocabulary) |

| Key Vocabulary | Year 3   | Year 4  | Year 5  | Year 6   |
|----------------|--|---|---|--|
| Topic specific | <p>Greeks:<br/>Hercules<br/>Athens<br/>Sparta<br/>Trojan horse<br/>Zeus<br/>Labyrinth<br/>King Midas<br/>Olympics<br/>Medusa<br/>Amphitheatre<br/>Minotaur<br/>Parthenon<br/>Romans:<br/>Gladiator<br/>Barbarian<br/>Pantheon<br/>Colosseum<br/>Emperor<br/>Julius Caesar<br/>Soldier<br/>Baths<br/>Rome<br/>Chariot</p> | <p>1066:<br/>Norman<br/>English<br/>William<br/>Saxon<br/>Battle<br/>Arrows<br/>Harold<br/>Sword<br/>Cavalry<br/>Retreat<br/>Conquest</p> | <p>Tudors:<br/>Battle of Bosworth<br/>King Henry VII<br/>King Henry VIII<br/>War of the Roses<br/>Catholicism<br/>Protestant<br/>Hampton Court Palace<br/>Explorer<br/>Dissolution<br/>Banquet<br/>Crime<br/>Punishment</p> | <p>WWI:<br/>Wilfred Owen<br/>Air force<br/>Bombing raids<br/>Truce<br/>No man's land<br/>Soldier<br/>Trenches<br/>Great war<br/>Battlefield<br/>Cavalry<br/>Horseback<br/>Victorians:<br/>Queen Victoria<br/>Monarch<br/>Invention<br/>Charles Dickens<br/>Rural<br/>Revolution<br/>Government<br/>Crime</p> |