

SOUND & DISTRICT PRIMARY SCHOOL

Whole School History Progression Map,
Substantive Knowledge & Disciplinary Concepts
2025-26



Who is this document for?

This progression has been made to help both Class Teachers and the History Subject Lead.

For Class Teachers this progression document allows teachers to clearly see what has already been covered in the previous year, the areas which are to be covered in the current year but also where learning continues into the next year. This progression document allows us to see how units are developed over time and built on, as well as exact key knowledge that children must know in each unit and each class.

In addition to the above, it also allows the History Subject Lead to know when units are being taught, which resources may be needed across the school at a particular time and also help with monitoring of key knowledge and coverage for triangulation.

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. This is detailed in each unit's planning-overview in Staff Share.

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

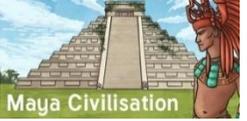
Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry: these are both detailed below under 'Key Knowledge'. This is to ensure consistency across all subject areas and curriculum documents.

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 in a separate document.

Historical Enquiry

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 in a separate document.

Class	Autumn	Spring	Summer
EYFS (Reception)	Marvellous Me & Terrific Tales 	Super Space & Step into Nature 	Amazing Animals & Fun at the Seaside 
Emerald (Y1)	Toys 	Significant Explorers 	The Great Fire Of London & Nantwich 
Ruby (Y2)	War & Remembrance 	Nurturing Nurses 	Kings & Queens 
Opal (Y3/4) Year B (23/24)	Anglo-Saxon + Scots 	Vikings + Anglo-Saxons 	Maya Civilisation 
Opal (Y3/4) Year C (24/25)	World War II (LKS2) 	Crime & Punishment 	Ancient Egypt 
Opal (Y3/4) Year A (25/26)	Nantwich and the Tudors 	Changing power of monarchs 	Local History – Our school through time 

Topaz (Y4/5) Year B (24/25)	Stone Age to Iron Age 	The Romans 	The Railways 
Topaz (Y4/5) Year C (24/25)	World War II (UKS2) 	Indus Valley 	Benin 
Topaz (Y4/5) Year A (25/26)	Nantwich and the Tudors 	Changing power of monarchs 	Local History – Our school through time 
Onyx (Y6)	The Shang Dynasty 	Ancient Greece 	Leisure & Entertainment 

Class/ Year Gr	Autumn Term	Spring Term	Summer Term
Diamond (Rec)	<u>Past and Present (History)</u> <ul style="list-style-type: none"> During dedicated talk time, listen to what children say about their family and who is in it such as cousins, aunties, uncles, grandparents... Encourage children to share pictures of their family and listen to what they say about the pictures (<i>age, older, younger, baby, toddler, teenager, elderly</i>) 	<u>Past and Present (History)</u> <ul style="list-style-type: none"> Share information about your own family, giving children time to ask questions or make comments. Listen to what children say about their own experiences with people who are familiar to them. Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. (<i>comparisons of old/ new vehicles</i>) 	<u>Past and Present (History)</u> <ul style="list-style-type: none"> <u>Interpretations of History:</u> Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Is this building from the past or present? <u>Communication:</u> Look for opportunities to observe children talking about experiences that are familiar

- Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, etc. (visit from doctors/dentists/vets... what their jobs involve)
- Present children with pictures, stories, artefacts and accounts from the past. (read books such as Peepol, talk about how things are different then from now, Remembrance Day, Guy Fawkes)
- Show images of familiar situations in the past, such as homes and schools – what school / homes used to look like from the past

People and Places (Geography).

- Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. (places in local area- swimming baths, supermarkets, church, doctors, hospital, town)
- Use images, video clips, shared texts and other resources to bring the wider world into the classroom. (videos of people's occupations, visits from people of different occupations such as PC Jarvis)
- Listen to what children say about what they see.
- Share non-fiction texts that offer an insight into contrasting environments

Culture and Communities (RE)

- Celebrate Diwali and Christmas within class. (based on the book:) Children, explaining why these times are special to different religions.

The Natural World (Science)

- Provide children with frequent opportunities for outdoor play and exploration.
- Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands on experiences.



Past and Present

- Talk about members of their immediate family and community. (that are here now and people from their past)
- Name and describe people who are familiar to them. (cousins, friends, godparents, aunts, uncles, grandparents,)

People, Culture and Communities

- Understand that some places are special to members of their community. (church, chapel)
- Recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year Day, Diwali, Bonfire Night)

The Natural World

Explore the natural world around them. Describe what they see, hear and feel whilst outside.

- Show images of familiar situations in the past, such as homes, schools, transport and clothing.
- Offer opportunities for children to begin to organise events using basic chronology. (ordering of human growth -baby to elderly)
- Using examples from real life and from books, show children how there are many different families. (family book which shows examples of different families)

People and Places (Geography).

- Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.
- Teach children about places in the world that contrast with locations they know well. (Lost and Found- Polar habitats/ rainforest/ woodland)
- Teach children about a range of contrasting environments within both their local and national region. (seaside region/ mountains/ countryside/town/castles)
- Children communicate their understanding of their own environment and contrasting environments through conversation and in play. (safari/ bus/ aeroplane/ medieval role play)

Culture and Communities (RE)

- Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.
- Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

The Natural World (Science)

- Create opportunities to discuss how we care for the natural world around us.
- Offer opportunities to sing songs and join in with rhymes and poems about the natural world.
- Observe and interact with natural processes, such as ice melting, an object casting a shadow and a magnet attracting an object.



Past and Present

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

People, Culture and Communities

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.

The Natural World

to them and how these may have differed in the past. (buildings/ people/ occupations)

- **Chronological Understanding:** Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.
- **Historical Enquiry:** Understand and use the term 'past' and 'present'

People and Places (Geography).

- **Locational & Place Knowledge:** Familiarise children with the name of the road, and or village/ town/city the school is located in.
 - Use relevant, specific vocabulary to describe contrasting locations. (field/ beach/ cliff/ sea/ ocean/ iceberg/ river/ pond ...)
 - Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (Handa's surprise- life in Africa)
- **Human & Physical Geography:** Model the vocabulary needed to name specific features of the world, both natural and made by people. (pond/ field/ river/ stream/ park/ path/ road/ canal...)
- **Geographical Skills & Fieldwork:** Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

Culture and Communities (RE)

- Take children to places of worship and places of local importance to the community. (chapel visits)
- Invite visitors from different religious and cultural communities into the classroom to share their experiences with children (Visit from local Christian)
- Encourage children to use vocabulary learnt to describe their own lives and lives of others.

The Natural World (Science)

- **Identify & Classify:** After close observation, draw pictures of the natural world, including animals and plants and name them.
- **Observe, Measure & Pattern Spot:** Observe and interact with natural processes, such a sound causing a vibration, light travelling through transparent material and a boat floating on water.
- **Question & Enquire:** Ask simple questions.
- **Investigate:** Observe and discuss simple tests. Record, Report and Draw Conclusions: Talk about the conclusions of simple tests and record as a group.

		<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them 	
<p>Emerald (Y1)</p>	<p>Great Fire of London inc Fire of Nantwich</p> <p>This Great Fire of London unit will teach your class about the key events of the Great Fire of London and help them to develop an understanding of the ways in which we can find out about the past. The children will have the opportunity to increase their awareness of the past by learning about what London was like in the 17th century. They compare life in the 17th century to the present day and consider how some problems, such as the lack of an organised fire brigade and the type of buildings, caused the fire to spread. Children then focus on how and why some things changed as a result of the fire, in order to be safer. They begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others.</p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <p>Enquiry question – How did life in 17th century effect the spread of the fire?</p> <ul style="list-style-type: none"> -Explain how and why London was different in the 17th century (for example, changes in housing materials). - Explain and order the key events of the Great Fire of London. -Explain how and why the fire spread and finally stopped and what changed afterwards (Started from a spark hitting fuel in the kitchen, it spread because the houses were too close together and were built from a wooden framework). -Explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others. (published non-fiction books rather than blogs or wiki) -Explain how the Fire of Nantwich was similar and different to the Great Fire of London. (size of the fire, how long the fire lasted, the material of the buildings)  <ul style="list-style-type: none"> -Explain how and why London was different in the 17th century in a variety of different ways. -Explain and order the key events of the Great Fire of London in detail. -Explain how and why the fire spread and finally stopped, what changed afterwards and why. (why is a first-person account more useful than a recreation?) -Explain why some historical sources are more useful for learning about the fire than others. -Explain how the Fire of Nantwich affected the local area, impacted the people and how it has changed history. (transporting of salt was halted, 900 people made homeless) 	<p>Toys</p> <p><i>This Toys unit will teach your class about popular toys through the 20th century and the early 21st century. Firstly, it asks the children to think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. Throughout the unit, the children will develop a range of historical skills such as asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today. A range of learning activities are used in this unit which include: drawing discussions, role play and games as well as writing tasks to encourage the children to fully engage in lessons.</i></p> <p>Enquiry question – How has technology changed the way we play?</p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <ul style="list-style-type: none"> • Explain what they know about toys today. • Explain how we can find out about the past. (using primary and secondary sources) • Describe features of different toys. (materials, electronics, designs and colours) • Recognise old and new toys. • Use words relating to the passing of time (past, present, years ago) • Identify different sources we can use to find out about the past. • Ask and answer simple questions. • Compare two toys from different time periods, identifying similarities and differences. (materials, electronics, designs and colours)  <ul style="list-style-type: none"> • Begin to question and debate the reliability of sources. (why is a first person account more useful than a recreation?) • Think of some questions for their own enquiries into other aspects of everyday life which may interest them, for example food or houses. • Compare two toys from different time periods, identifying similarities and differences and begin to suggest reasons for this. 	<p>Significant Explorers</p> <p>In this unit, children explore why some people are considered to be significant before going on to learn about some significant explorers. Children learn about the explorations of Ibn Battuta, an explorer who lived around 700 years ago and about Matthew Henson, a famous polar explorer who may have been the first man to step foot on the North Pole. They compare Matthew Henson's polar exploration to a much more recent exploration by Felicity Aston, the first person to walk across Antarctica alone on skis using her own power. The lesson about Neil Armstrong, the space explorer, looks, not only at his achievements, but asks the children to explore if it is right that Neil Armstrong should be remembered more than the others involved in the Apollo 11 mission. Finally, the children investigate how we remember significant people and how values may change over time in relation to this. The lessons on Matthew Henson and Felicity Aston talk about racism and sexism in simple terms.</p> <p>Enquiry question – How has our view of the world changed through time?</p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <ul style="list-style-type: none"> • Select reasons why people are considered to be significant. (People remembered in a range of ways because of their achievements) • Know some of the ways that we can find about the recent past and also about explorers from long ago. • Say what the explorers studied are known for. (skiing across antarctica, landing on the moon) • With prompts, make some simple comparisons between explorations in the recent and more distant past. (how did means of travel change?) • Talk about some of the ways that we remember significant explorers. (statues, murals, biographies, movies) • Explain why at least one of the explorers studied is significant. • Order reasons (in order of importance) as to why people might be considered to be significant. • Compare the ways in which we can find out about the recent past and also about explorers from long ago. • Use prompts to describe the key events and achievements in the lives of the explorers studied.  <ul style="list-style-type: none"> • Explain why they have ordered reasons (in order of importance) as to why people might be considered to be significant. • Independently explain why it is more difficult to find out about explorers from long ago than about those in the recent past. • Independently describe the key events and achievements in the lives of the explorers studied. • Write independently about the similarities and differences between explorations in the recent and more distant past. • Discuss a range of ways that we remember significant explorers, explaining how sometimes views about these significant people can change over time.

Substantive Concepts	Building, city, commemoration, ruler (king), technology.	Society, technology.	Commemoration, discrimination (including racism and sexism), exploration, technology, travel.
Key Vocabulary	Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul's Cathedral, 17th century.	Metal toys, modern, paper toys, plastic toys, the past, Victorian, wooden toys, 20th century, 21st century.	Achievement, astronaut, equipment, expedition, explorer, polar, significant.
Ruby (Y2)	<p>War & Remembrance</p> <p>This War and Remembrance unit will teach your class about this significant event in British and global history: the First World War and Remembrance Day. The children will also find out about Walter Tull, a significant individual in British history who was the first black British Army officer. They will deepen their historical awareness and understanding by studying photographic primary sources and taking part in speaking and listening activities. As well as finding out why and how Remembrance Day is marked, the unit covers the experiences of soldiers in the trenches, the animals who helped them and the importance of women's roles on the Home Front.</p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <ul style="list-style-type: none"> • talk about some of the key events and countries involved in the First World War (Britain, France, Germany, Battle of the Somme) • recall key facts about the life of Walter Tull and why he is significant in history (footballer, became the first Black officer to lead White Soldiers, died in battle) • describe some experiences of men, women and animals involved in the First World War (including bravery, conditions of war); • explain what happens on Remembrance Day and why it is marked (Remembrance Day is 11th November, people are remembered); • explain the significance of Walter Tull in history and talk about his life; • recall key facts about the First World War and the experiences of soldiers and animals in the trenches; • use primary sources such as photographs to decide what are facts, what opinions can be formed from the evidence, and identify questions they have from studying them; (photographs, articles, diaries) • explain the importance of women working on the Home Front during the First World War; (role on home farm, working in factories); • talk about the significance of Remembrance Day, when it happens and why.  <ul style="list-style-type: none"> • explain their understanding of the experiences of men, women and animals who lived during the First World War (such as Walter Tull) and compare these to present day experiences; (role of animals in the war) • think of some questions for their own further enquiry into the significance and impact of the First World War on people and communities; • imagine and write about the experiences of people and animals involved in the First World War based on factual evidence (letter writing) 	<p>Nurturing Nurses</p> <p>This nurturing nurses unit will teach your class about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. It asks children to establish what makes a person significant, explores and compares the lives and work of these nurses and considers how these individuals have influenced nursing today.</p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <ul style="list-style-type: none"> • Provide some criteria about what makes a person significant in history. • Talk about what they know about Florence Nightingale, Mary Seacole and Edith Cavell. (Nurses involved in looking after soldiers, Crimean War and World War One); • Know how Florence Nightingale, Mary Seacole and Edith Cavell have helped and influenced nursing and hospitals today. (For example, setting up of hospitals, improving cleanliness, training and standards); • Talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell. (For example, Florence and Mary were nurses in the Crimean War, and Edith was a nurse during World War One. They faced different experiences. Mary was discriminated); • Have an understanding of the chronology of the historical periods in which Florence Nightingale, Mary Seacole and Edith Cavell lived. (To create a timeline for the nurses and be able to compare when they were nurses during their war). • Recall some key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell. Florence was a nurse who improved cleanliness in hospitals, Mary was Jamaican and set up a hospital in Crimea. Edith saved soldiers from both sides of World War One).  <ul style="list-style-type: none"> • Begin to question and debate the criteria of what makes a person historically significant. • Think of some questions for their own enquiries into nurses or other significant people that interest them. • Imagine and write about the experiences of the nurses studied in different historical periods based on factual evidence (diary writing) 	<p>Kings & Queens</p> <p>This Kings and Queens unit will teach your class about the significant British monarchs in history, and gives a more in-depth study of Richard III as well as asking the children to draw comparisons between Elizabeth I and Queen Victoria. The unit consolidates the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history.</p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the chronology of various significant British kings and queens, such as Richard III, Elizabeth I and Queen Victoria. <p>Create a timeline for monarchs including:</p> <p>Richard III – 1483-1485 Elizabeth I – 1558-1603 Queen Victoria – 1837-1901 <ul style="list-style-type: none"> • Know the chronological order of some kings and queens. • Have an understanding of the chronology of various significant British kings and queens, and be able to place some in the correct order. • Recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria. <p>Compare Queen Elizabeth I and Queen Victoria, including the times they reigned, for how long and some of the changes in life during their reign.</p> <ul style="list-style-type: none"> • Talk about how we know about the lives of some significant people in history, such as Richard III and use historical facts to support their opinion about them. (Explore reliable sources of information, learn about the archaeologists finding Richard III's skeleton, paintings and writing).  <ul style="list-style-type: none"> • Talk and write about the information they have found out about the significant monarchs studied in this unit. • Imagine and write about the experiences of various kings and queens at different points in history based on their knowledge of their lives, using historical facts to support their writing. • Think of some questions for their own enquires into various kings and queens that interest them. </p>
Substantive Concepts	Army, commemoration, nation/country, peace, society, war (battle, conflict).	Commemoration, discrimination (including racism and sexism), travel, war.	The Church, government: Parliament, nation/country, ruler: king/queen, war: battle, conflict.

Key Vocabulary	Army, courage, front line, home front, poppy, remembrance, trenches.	Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier.	Crown, monarch, Parliament, power, reign, royal, rule, succession.
Opal (Y3/4) YEAR B (2023-24)	<p>Anglo-Saxons + Scots</p> <p>This Anglo-Saxons and Scots unit will teach your class about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result. The children will have the opportunity to learn how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names, and they will also examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain. In addition to this they will also learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like. They will also explore the Pagan beliefs of the early Anglo-Saxons and learn about the many gods they worshipped. Finally they will investigate how and why the Anglo-Saxons were largely converted to Christianity by the early 7th century.</p> <p>Key knowledge (disciplinary concepts & historical enquiry) Year 3</p> <ul style="list-style-type: none"> • Say who the Anglo-Saxons and Scots were and when and why they invaded Britain. • Be able to explain some key features of life in Anglo-Saxon Britain. Describe some artefacts that have been discovered. • Explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences. • Be able to analyse historical evidence and artefacts to make claims about Anglo-Saxon life and culture. • Describe the work of some key individuals at the time. <p>Year 4</p> <ul style="list-style-type: none"> • Demonstrate a deep understanding of how life in Britain has been shaped by the Anglo-Saxons by composing accurate, detailed accounts on Anglo-Saxon culture, religion and society using a range of evidence sources and artefacts to support their conclusions.  <p>Pupils will show a deeper understanding of the above using evidence and examples whilst comparing and contrasting.</p>	<p>Vikings + Anglo-Saxons</p> <p>This unit will teach your class about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. The children will also have the opportunity to learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.</p> <p>Key knowledge (disciplinary concepts & historical enquiry) Year 3</p> <ul style="list-style-type: none"> • Say where the Vikings came from and when they invaded Britain. • Know some key facts about the most influential Anglo-Saxon kings and be able to organise information about the Viking and Anglo-Saxon kings onto a timeline. • Describe some aspects of everyday Viking life and know some typical Anglo-Saxon punishments. • Explain where and why some Viking raids or attacks took place. • Describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and wergild. • Compare and contrast aspects of Anglo Saxon, Viking and modern day everyday life e.g. religion, cultural traditions and crime and punishments. <p>Year 4</p> <ul style="list-style-type: none"> • Demonstrate a full understanding of how the Vikings have shaped British culture and history by composing historically valid questions. • Evaluate and assess the impact and significance made by some Anglo-Saxon kings and be able to explain how their actions have shaped British history. • Confidently compare and contrast the modern day justice system with the Anglo-Saxon system, explaining and understanding the similarities and differences.  <p>Pupils will show a deeper understanding of the above using evidence and examples whilst comparing and contrasting.</p>	<p>Maya Civilisation</p> <p>This unit of work will teach your class all about the ancient Maya civilisation. The children will learn who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica. In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. The children will also learn about the Maya number system and have the opportunity to read and write Maya numbers and solve number problems. They will learn about the Maya writing system too and practise writing words using logograms and syllabograms in the hieroglyphic style of the ancient Maya people. The children will learn about the work of the explorers John Lloyd Stephens and Frederick Catherwood and have the opportunity to analyse historical pictures of the cities they discovered. They will also learn about the types of food eaten by the ancient Maya people and they will find out about the significance of corn and chocolate, arguing which was most important in a class debate.</p> <p>Key knowledge (disciplinary concepts & historical enquiry) Year 3</p> <ul style="list-style-type: none"> • Say where the ancient Maya people lived, naming some major features and cities in them. • Know some of the main Maya gods and what they represented. • Read and write some basic Maya numbers, explaining what syllabograms and logograms are. • Know that corn and chocolate were important foods and be able to identify some reasons for this. • Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail. • Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words. • Research and provide some of their own ideas about the significance of corn and chocolate. • Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation. <p>Year 4</p> <ul style="list-style-type: none"> • Demonstrate a full understanding of ancient Maya culture and history by composing their own historically valid accounts about different aspects of the Maya civilisation, through asking and answering historically valid questions. • Explain how the number and writing system works in more detail, be able to use Maya numbers to complete sums and write words using the Mayan syllabary by choosing suitable syllabograms to create their own glyph blocks.  <p>Pupils will show a deeper understanding of the above using evidence and examples whilst comparing and contrasting.</p>
Substantive Concepts	Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war (invasion, conflict).	Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe, war (invasion, conflict).	Building, city, civilisation, conquest, culture, exploration, farming, knowledge, religion.

Key Vocabulary	Angles, Christianity, invaders, kingdom, Pagan, Picts, Saxons, Scots.	Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid.	Cacao beans, civilisation, codices, drought, jaguar, maize, scribes.
Opal (Y3/4) YEAR C (2024-25)	<p>World War II (LKS2)</p> <p>This unit of work will teach your class all about World War II. They will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover what it was like for people on the home front and how they contributed to the war effort. They will also learn all about the roles and responsibilities of the men and women who served in the British armed forces; explore the significance of the Battle of Britain; participate in wartime songs, dances and games and develop a sense of awareness and appreciation when learning about different commemorative events. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today. The unit pack contains six lesson plans with their own lesson presentations and all necessary resources. There are also two home learning tasks, challenge cards and fact cards designed to support and encourage independent learning.</p> <p>Key knowledge (disciplinary concepts & historical enquiry) Year 3</p> <ul style="list-style-type: none"> • know when the war started and tell you some of the countries and key individuals involved; (1st Sept 1939) • recall basic details about key events and know that the Battle of Britain was a turning point in the war; (German invaded Poland, Britain and France declare war, the battle of Britain begins, Germany surrenders to the Allies) • describe some things people on the home front did to support the war effort; (Food was rationed, 'dig for victory' children were evacuated, woman took on important roles to help the war effort) • list examples of things people did for entertainment during the war; (radio cinema, dancing and children played outside or with board games, cards or handmade toys) • tell you some wartime events that are commemorated each year. (large commemorations are usually held for events including the evacuation from Dunkirk, Holocaust Memorial Day, VE Day, D-Day and the Battle of Britain, as well as for Remembrance Day) <p>Year 4</p> <ul style="list-style-type: none"> • offer reasons to explain why the war started and explore the significance of key events; (Adolf Hitler invaded Poland, Britain and France declared war on Germany) • explore the significance and impact of the Battle of Britain as a turning point in comparison to other wartime events; (• describe different aspects of life on the home front in more detail and explore how different people were affected; (Food was rationed, 'dig for victory' children were evacuated, woman took on important roles to help the war effort) • suggest reasons why entertainment during the war was important; (• say why different commemorative events are celebrated each year. ( <ul style="list-style-type: none"> • demonstrate a full understanding of a range of World War II events, and recall key dates and facts; 	<p>Crime & Punishment</p> <p>This Crime and Punishment unit will teach your class to develop their chronological knowledge beyond 1066 through studying this aspect of social history. The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin. The final lesson allows the children to reflect upon and evaluate what they have learnt in this unit, as well as comparing modern day crime prevention and detection methods with those from the past.</p> <p>Key knowledge (disciplinary concepts & historical enquiry) Year 3</p> <ul style="list-style-type: none"> • Talk about some of the key facts about punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times. (Roman: 'Twelve tables' and not following the rules was a crime. Punishments were severe to deter people from not following them. Crimes included murder, stealing and treason. Anglo Saxon: people accused had a trial. If a decision was not made, a trial by ordeal would take place. There were no prisons, instead punishments such as whipping, stoning and hanging took place. Tuor: More terrifying punishments including execution, scold's bridle and rack for stretching. Victorian: Alternative ways explored. Prisons were built. Life was tough in prison. • Recall key facts about the life of Dick Turpin and talk about differences in how he is portrayed in various historical sources. <p>Year 4</p> <ul style="list-style-type: none"> • Talk about and compare the punishments that were used during the Roman, Anglo Saxon, Tudor and Victorian times and give some reasons for them. (As above) • Explain some key terms in the history of crime and punishment in Britain, such as <i>wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour.</i> • Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin. • Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day.  <ul style="list-style-type: none"> • Explain their understanding of the different experiences of people who may have committed crimes according to their status in society e.g. a slave compared with a noble during the Roman period. 	<p>Ancient Egypt (LKS2)</p> <p>This Ancient Egypt unit will teach your class in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods.</p> <p>Key knowledge (disciplinary concepts & historical enquiry) Year 3</p> <ul style="list-style-type: none"> • Understand what was important to people during ancient Egyptian times. (• Compare the powers of different Egyptian gods. (Horus, Thoth, Ma'at, Osiris and Anubis) • Find Egypt on a map. • Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording <p>Year 4</p> <ul style="list-style-type: none"> • Know where and when the Egyptians lived through looking at maps and artefacts. • Select information about mummification and Egyptian gods carefully when learning about these areas.  <ul style="list-style-type: none"> • Address and sometimes devise historically valid questions about change, cause, similarity by learning about the daily lives of many ancient Egyptian people. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time. • Develop the appropriate use of historical terms such as 'BC/AD', 'civilisation' and 'artefact'.

	<ul style="list-style-type: none"> • evaluate and assess the reason, impact and significance of the Battle of Britain; • describe different aspects of life on the home front and explain how people on the home front directly contributed to the war effort; • fully appreciate the significance of entertainment and be able to describe how entertainment changed as a result of the war; • evaluate the importance of commemorative events and tell you the dates and details of a range of events. 	<ul style="list-style-type: none"> • Compare and contrast a variety of historical sources to form their own conclusions and questions regarding the life of the highway man Dick Turpin. • Imagine and write about the experiences of people living during the historical periods studied based on factual evidence. 	
Substantive Concepts	Commemoration, entertainment, nation, peace, power, society, war: army, battle, conflict, invasion.	Government, law, nation/country, religion, ruler.	City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.
Key Vocabulary	Allies, Axis, commemorate, conscripted, dogfight, evacuation, home front, rationing.	Bobbies/peelers, deterrent, execution, highwaymen, humiliation, judge, jury, ordeal, treason, trial, victim.	Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.
Opal (Y3/4) YEAR A (2025-26)	<p>Nantwich and the Tudors</p> <p>This unit focuses on exploring the Tudor period through the lens of Nantwich's local history. Pupils investigate life in Tudor Nantwich, including key events, daily life, and how national Tudor history impacted their local area. They develop skills in historical enquiry, using sources such as maps, artefacts, and documents to interpret the past. Pupils also learn to place local events in chronological context and explore how their town has changed over time.</p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <p>Year 3</p> <ul style="list-style-type: none"> • Understand who the Tudors were and identify key Tudor monarchs within a chronological framework. Names of key monarchs (e.g. Henry VIII, Elizabeth I); basic understanding of a monarchy; place the Tudors on a timeline. • Sequence major Tudor events and understand their causes and consequences. Order key events (Battle of Bosworth, Henry VIII's reign, Elizabeth I); describe what happened. • Explore differences in daily life between rich and poor people during the Tudor period. Describe clothing, food, homes of rich and poor; making comparisons. <p>Understand the role of Nantwich as a Tudor town and the importance of salt production. Locate Nantwich; recognise salt was traded; understand Nantwich was a market town.</p> <p>Investigate the Great Fire of Nantwich using historical sources and understand its local impact. Retell what happened in the fire in 1583.</p> <p>Recognise the legacy of the Tudor period in both national and local contexts. Identify Tudor buildings or traditions still seen today in Nantwich.</p> <p>Year 4</p> <ul style="list-style-type: none"> • Understand who the Tudors were and identify key Tudor monarchs within a chronological framework. Key features of Tudor rule; reasons why the Tudor period began; compare monarchs' roles. • Sequence major Tudor events and understand their causes and consequences. Explain causes of key events (e.g. Henry VIII's split from the Catholic Church); describe effects 	<p>Changing power of monarchs</p> <p>This unit explores how the power of British monarchs has changed over time, from the medieval period to the modern constitutional monarchy. Pupils investigate key monarchs and significant events to understand how power was gained, challenged, and limited.</p> <p>Through engaging historical enquiry, pupils develop their understanding of monarchy, power, and governance while exploring broader themes such as law, rebellion, democracy, and legacy. They use sources, timelines, and case studies to build a coherent understanding of how authority shifted from the monarch to Parliament and how that change shaped Britain today.</p> <p>The unit is structured around a series of progressively challenging lessons that allow pupils to revisit key concepts over time while deepening their disciplinary thinking and historical understanding.</p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <p>Year 3</p> <ul style="list-style-type: none"> • To understand what a monarchy is and how the monarch's power has changed over time. Understand that a monarchy is when a king or queen rules. Identify the current monarch and begin to place monarchs in simple chronological order. • To explore what made monarchs powerful in the past and how they used that power. Identify characteristics of powerful monarchs. Recognise that power often came from birthright and land. • To investigate key moments when royal power was limited or challenged. Begin to understand that not everyone agreed with monarchs. Introduction to the idea of resistance. • To explore the consequences of monarchs using power unfairly or excessively. Understand that some monarchs made unfair rules and people disliked them. • To examine how Parliament gradually gained power and how monarchy became constitutional. Recognise that today the monarch doesn't make all the rules. • To reflect on how the monarchy has changed over time and evaluate its modern role. Recognise how monarchs today have different roles (e.g., ceremonial). <p>Year 4</p>	<p>Local History -</p> <p>This unit explores the history of our school as a local study, enabling pupils to develop an understanding of how the past has shaped the present in their immediate environment.</p> <p>Children will examine a variety of historical sources, including photographs, maps, artefacts, school records, and oral histories. They will learn how to ask and answer questions about the past, place events in chronological order, and consider why changes have happened over time.</p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <p>Year 3</p> <ul style="list-style-type: none"> • Use historical enquiry skills to ask questions about the past. Understand that the school has a past and that people's memories are sources of history. Begin to ask simple questions about the past.. • To create a chronological timeline using events of local and national importance. Use simple timelines. Know the school was built in 1876 and can identify the decade/century. • To identify how school has changed. Identify visible differences in old and new school photos. Describe some simple changes. • To explore how oral history sources can be used to help us learn about the past. Identify effective sources to learn about the past. • To use a range of primary sources to find out about the past. Recognise that old objects and documents tell us about the past. Make simple observations • To document our school's story. Retell the story of the school using pictures, photographs, sentences, or presentations. <p>Year 4</p> <ul style="list-style-type: none"> • Use historical enquiry skills to ask questions about the past. • To create a chronological timeline using events of local and national importance. Accurately place the founding of the school on a timeline and relate it to significant national events (e.g. WW2, Victorian era).

	<ul style="list-style-type: none"> • Explore differences in daily life between rich and poor people during the Tudor period. Explain why lifestyles differed (e.g. land ownership, trades); use vocabulary like "hierarchy." <p>Understand the role of Nantwich as a Tudor town and the importance of salt production. Describe salt production; explain how trade supported local economy; link local to national trade.</p> <p>Investigate the Great Fire of Nantwich using historical sources and understand its local impact. Use a variety of sources to explain causes and effects of the fire.</p> <p>Recognise the legacy of the Tudor period in both national and local contexts. Explain how aspects of Tudor life have remained or changed over time.</p>  <ul style="list-style-type: none"> • Understand who the Tudors were and identify key Tudor monarchs within a chronological framework. Analyse the political/religious influence of monarchs (e.g. Henry VIII's break from Rome); evaluate how Tudor rule shaped national identity. • Sequence major Tudor events and understand their causes and consequences. Connect Tudor events; analyse how one event led to or influenced another; assess long-term consequences. • Explore differences in daily life between rich and poor people during the Tudor period. Analyse how class affected rights and opportunities; discuss ideas of fairness in Tudor society. <p>Understand the role of Nantwich as a Tudor town and the importance of salt production. Analyse how Nantwich's economy influenced population growth and regional importance; connect to national Tudor economy.</p> <p>Investigate the Great Fire of Nantwich using historical sources and understand its local impact. Critically examine sources for reliability; compare viewpoints; evaluate long-term impact of the fire on town rebuilding.</p> <p>Recognise the legacy of the Tudor period in both national and local contexts. Evaluate the long-term significance of Tudor contributions to local and national identity.</p>	<ul style="list-style-type: none"> • To understand what a monarchy is and how the monarch's power has changed over time. Distinguish between absolute and constitutional monarchy. Begin to describe how the power of monarchs changed from medieval to Tudor times. • To explore what made monarchs powerful in the past and how they used that power. Explore King John: how he used and misused power. Introduce idea that monarchs could be unpopular and face opposition. • To investigate key moments when royal power was limited or challenged. Understand the causes and consequences of the Magna Carta. Explain how it was a step towards limiting the king's power • To explore the consequences of monarchs using power unfairly or excessively. Study Henry VIII as an example of an absolute monarch. Describe how his decisions (e.g. breaking from Rome) affected power. • To examine how Parliament gradually gained power and how monarchy became constitutional. Understand that Parliament grew stronger after events like Magna Carta and Henry VIII's reign. • To reflect on how the monarchy has changed over time and evaluate its modern role. Describe key ways that monarchs today share power with Parliament  <ul style="list-style-type: none"> • Explain differences between monarchs (e.g. Queen Elizabeth II and William the Conqueror). Compare power of monarchs in different periods. Use historical terms confidently (e.g., absolute monarchy). Explaining causes and consequences of events like Magna Carta or Henry VIII's rule using evidence. Making links to modern concepts like law and fairness. 	<ul style="list-style-type: none"> • To identify how school has changed. Describe similarities and differences of schooling through time. • To explore how oral history sources can be used to help us learn about the past. Compare two different oral accounts. Recognise that people remember events differently. Begin to question reliability. • To use a range of primary sources to find out about the past. Extract key facts from artefacts (e.g. dates, names, materials) and begin to interpret their use. • To document our school's story. Present findings clearly using labelled diagrams, written reports, or displays  <ul style="list-style-type: none"> • Use historical enquiry skills to ask questions about the past. • To create a chronological timeline using events of local and national importance. Use timelines with scale. Understand how the school fits into a broader local and national history. Recognise overlapping historical periods. • To identify how school has changed over time. • To explore how oral history sources can be used to help us learn about the past. Analyse verbal history for detail and accuracy. Compare it with other types of sources (e.g. photos, documents). • To use a range of primary sources to find out about the past. Use sources to infer what life was like in a different school era. Recognise limitations of different types of sources. • To document our school's story. Create a structured narrative or presentation that explains the school's history using sources as evidence.
Substantive Concepts	Chronology, Change and continuity, Cause and consequence, Significance, Similarity and difference, Evidence and interpretation	Monarchy, Power, Authority, Rebellion and Resistance, Law and Rights, Parliament and Democracy, Change and Continuity, Legacy	Change and continuity, Chronology, Cause and consequence, Similarity and difference, Evidence, Significance, Interpretation (for greater depth)
Key Vocabulary	Tudor, monarch, reign, gentry, peasant, merchant, trade, salt, industry, market town, Great Fire, punishment, justice, timber-framed, guild, Elizabeth I, Henry VIII, stocks, pillory	Monarchy, Crown, Power, Authority, Rebellion, Civil War, Republic, Parliament, Law, Magna Carta, Bill of Rights, Democracy, Government, Legacy	Past, Present, Timeline, Change, Continuity, Evidence, Source, Photograph, Oral history, Artefact, Memory
Topaz (Y4/5)	Stone Age to Iron Age <i>In this unit about the Stone Age to the Iron Age, children will learn that prehistory is the time before written records began and that we know about this time from the sources of evidence left behind that have been studied by archaeologists. They will learn that prehistoric times went through a series of ages, during which early Britons made huge technological advances for the time and left a lasting mark on</i>	The Romans <i>In this unit about the Romans, children will learn about the spread of the Roman Empire out of Italy and across large parts of Europe, parts of North Africa and West Asia. They will learn how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Children will learn about the</i>	The Railways <i>This unit of work will teach your class about the development of the Railways in Great Britain giving them the opportunity to find out about the history of the railways and significant early locomotives. They will also investigate some important historical events, such as the opening of the first passenger carrying railway lines</i>

YEAR B (2023-24)

the British landscape. Children will also explore key substantive concepts such as settlement, migration, tribe and technology. When learning about the Stone Age, children will learn how prehistoric people migrated to Britain and eventually settled here after the last ice age. They will learn about how early humans survived as hunter-gatherers, living a nomadic life – in order to eke out an existence – and they will begin to consider the evidence that tells us this. The lessons use a range of archaeological evidence to look in more detail at the lives of prehistoric people. This includes the changes and developments that occurred in the Stone Age, the technological advances in tools, the establishment of permanent settlements like Skara Brae and the growth of agriculture. By learning about the Bronze Age, children will recognise the end of the Stone Age and explore how metals were first used, measuring the impact of this advance. Children will investigate the building of tombs and monuments, such as the world-famous Stonehenge and consider the expertise early Britons had in building and engineering. When learning about Skara Brae and Stonehenge, there will be opportunities for children to undertake their own independent research. The unit will conclude with a look at the Iron Age, the uses for this new, stronger metal (iron) and its impact on the way of life of people called Celts. Studying the Stone Age to Iron Age will assist children in identifying the significant changes that took place in prehistoric Britain; in using archaeological sources of evidence; and in helping them to develop the skills to ask and answer historical questions. By the end of the unit, children will have travelled through thousands of years of prehistory, which they will learn eventually came to an end in Britain with the conquest by the Romans in AD 43.

Key knowledge (disciplinary concepts & historical enquiry)

Year 4

- Children can identify some key features of Stone Age life and know what people needed to survive as hunter-gatherers.
- Children can note connections and contrasts between life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age, recognising significant changes and developments like technology, growth of new settlements and agriculture.
- Children can understand some of the ways in which historians and others investigate the past through exploring evidence from Skara Brae.
- Children can research aspects of life in the Bronze Age, making clear comparisons with these aspects of life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age.
- Children can address questions relating to the building of Stonehenge and give explanations that show their reasoning.
- Children can evaluate the impact on daily life of changes in metalworking skills in the Iron Age.
- Children can recognise the significance in the arrival of Celtic tribes to Britain, including their impact on the landscape in the Iron Age.
- Children can recognise and describe the chronology of Prehistoric Britain from the Stone Age to the Iron Age.

Year 5

- Children can identify a number of key features of Stone Age life and know what people needed to survive as hunter-gatherers.
- Children can independently note connections and contrasts between life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age, clearly recognising significant changes and developments like technology, growth of new settlements and agriculture.
- Children can understand and clearly explain some of the ways in which historians and others investigate the past through exploring evidence from Skara Brae.
- Children can research aspects of life in the Bronze Age, making more detailed comparisons with these aspects of life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age.
- Children can confidently address questions relating to the building of Stonehenge and give more detailed explanations that show their reasoning.
- Children can confidently evaluate the impact on daily life of changes in metalworking skills in the Iron Age.
- Children can recognise and describe the significance in the arrival of Celtic tribes to Britain, including their impact on the landscape in the Iron Age.
- Children can recognise and confidently relate the chronology of Prehistoric Britain from the Stone Age to the Iron Age.

Roman legacy and will explore key historical terms such as 'empire', 'invasion' and 'conquest'. At the beginning of the unit, children will learn about the origins of the city of Rome and about its growth and position at the heart of the Roman Empire. Children will have the opportunity to study written primary sources and to explore why the Romans invaded Britain. Subsequent lessons will also make use of a range of written and archaeological evidence to look in detail at an aspect of the Roman occupation and the Romanisation of Britain. This includes the building of a network of roads, the construction of new towns and the development of agriculture and countryside villas. By learning about Queen Boudicca of the Iceni tribe, children will explore British resistance to Roman rule and consider the events of the rebellion from different perspectives. The building of Hadrian's Wall (in AD 122) allows children to explore the diverse nature of the Roman army, the expertise they had in building and engineering and the struggles involved in controlling the northern border of the empire. When learning about life in a Roman villa, children will undertake their own independent research. Studying the Romans will assist children in identifying similarities and differences, in using historical sources of evidence and will help them to develop the skills to ask and answer historical questions. Finally, this unit will help the children to understand how the Roman Empire influenced and shaped the world and that the Romans left a lasting legacy on the 'Britain' that we know today.

Key knowledge (disciplinary concepts & historical enquiry)

Year 4

- Children can order a number of significant events from the Romano-British era on a timeline.
- Children can identify why a good road network and well-planned towns were so important to the Romans.
- Children can recognise and describe the different viewpoints relating to Boudicca's Rebellion.
- Children can ask questions about historical artefacts and answer some key questions by finding evidence from primary sources.
- Children can make sound deductions about the lives of people in the past.
- Children can find out about an aspect of Roman daily life and record a number of key facts.
- Children can use primary and secondary sources to gain a clearer understanding of the Romano-British era.
- Children can evaluate and describe the impact and legacy of the Romans on Britain.

Year 5

- Children can confidently order a number of significant events from the Romano-British era on a timeline.
- Children can identify and explain clearly why a good road network and well-planned towns were so important to the Romans.
- Children can recognise and clearly describe the different viewpoints relating to Boudicca's Rebellion.
- Children can confidently ask questions about historical artefacts and answer key questions by finding evidence from primary sources.
- Children can make secure, evidence-based deductions about the lives of people in the past.
- Children can find out about an aspect of Roman daily life and record a number of key facts in detail.
- Children can independently make deductions from primary and secondary sources to gain a good understanding of key aspects of the Romano-British era.
- Children can evaluate and explain clearly the impact and legacy of the Romans on Britain.



and the Rainhill Trials and they will learn about some of the key people who were influential in the development of the railways. In addition to this they will learn about the development of locomotive technology and examine the differences between steam, diesel and electric locomotives. The children will also learn about the growth and development of the railway network in Great Britain and use their geographical skills to map out some key routes. They will also use their speaking and listening skills to debate the positive and negative effects of the railways on different aspects of society.

Key knowledge (disciplinary concepts & historical enquiry)

Year 4

- Describe some benefits of the growth of the railway network in Great Britain.
- Name some important individuals, famous locomotives and early railway lines.
- Describe the different locomotive technologies that have developed over time.
- Describe some of the main train routes in Great Britain.
- Explain both positive and negative effects of the railways.
- Know some biographical details about some historically significant individuals and locomotives.

Year 5

- Explain locomotive technology in greater detail showing an understanding of how they work and comparing the similarities and differences of the different types.
- Have a chronological understanding of how locomotives and the railway network changed over time and a comprehensive understanding of the contribution by significant individuals.
- Confidently debate the positive and negative effects of the railways on different aspects of society.



Pupils will show a deeper understanding of the above using evidence and examples whilst comparing and contrasting.

	 <p>Pupils will show a deeper understanding of the above using evidence and examples whilst comparing and contrasting.</p>	<p>Pupils will show a deeper understanding of the above using evidence and examples whilst comparing and contrasting.</p>	
<p>Substantive Concepts</p>	<p>Building, economy (money), farming, migration, settlement, technology, tribe.</p>	<p>Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion).</p>	<p>Culture, technology, trade, transport, travel.</p>
<p>Key Vocabulary</p>	<p>Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.</p>	<p>Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.</p>	<p>Locomotive, nationalised, passenger, privatised, railroad, Rainhill Trials.</p>
<p>Topaz (Y4/5)</p> <p>YEAR C (2024-25)</p>	<p>World War II (UKS2)</p> <p>This unit of work will teach your class all about World War II. They will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Furthermore, they will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of the USSR. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today. The unit pack contains six lesson plans with their own lesson presentations and all the necessary resources. There are also two home learning tasks, challenge cards and fact cards designed to support and encourage independent learning.</p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <p>Year 4</p> <ul style="list-style-type: none"> say when the war started; (1st Sept 1939) tell you some of the countries and key individuals involved; (USSR, Italy, France, Germany, Poland, UK, Adolf Hitler, Winston Churchill, Anne Frank) recall some details about key events; (Holocaust, Battle of Britain, The Blitz in London, Pearl Harbour US). describe what evacuation and rationing were, explain how they worked and how different people were affected; describe some of the jobs women did during the war; (driving buses/trains, making weapons, ship building, farming) describe what the Holocaust was and who suffered as a result. (Period of time when millions were persecuted – majority Jewish) <p>Year 5</p> <ul style="list-style-type: none"> offer reasons to explain why the war started; Hitler wanted to gain more power/ land. Hitler invaded Poland. Allies made a pact to support each other explore the significance of key events; explain how and why the changing role of women was significant to the war effort; Men had to go to war, women took their jobs/roles – after war many lost jobs but led to campaign for equal working rights. recall key facts about rationing, evacuation and the Holocaust. Rationing – each person only allowed fixed amount of food. 3.5 million children evacuated. 10 million people died during the Holocaust  <ul style="list-style-type: none"> demonstrate a full understanding of a wide range of World War II events; recall key dates and facts with ease; Start of war, Blitz, Dunkirk, D-day landings, Germany Surrender 	<p>Indus Valley</p> <p>This Indus Valley unit will teach your class about the early civilisation of the Indus Valley. They will learn about significant events from the time and order these events chronologically on a timeline of early world history. The children will also use their geographical skills to locate where in the world the Ancient Indus Valley civilisation existed and investigate the physical features of the landscape. In addition to this they will learn about some of the key people who led the discovery of the Indus Valley civilisation. They will examine archaeological evidence to find out how historians and archaeologists use a variety of evidence sources to draw conclusions about what life was like in the past. The children will also have the opportunity to learn about different aspects of life during the Ancient Indus Valley civilisation, including what it was like to live in a city and what clothes and jewellery the people wore.</p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <p>Year 4</p> <ul style="list-style-type: none"> Be able to describe where in the world the Indus Valley civilisation existed. South East Afghanistan, Pakistan, North-West India Describe some key features of this early civilisation. Early script, Strong buildings, settlements had complete drainage system Describe some artefacts that have been discovered. Seals, jewellery, Soapstone <p>Year 5</p> <ul style="list-style-type: none"> Know the key people involved in leading the discovery of the civilisation and explain what archaeological evidence they discovered and what it teaches us. Charles Masson discovered ruined cities in 1826 Communicate their learning by composing historically valid accounts on different aspects of the civilisation. Describing clothes, jewellery, cities, houses, monsoon season Be able to ask and answer questions to demonstrate their understanding.  <ul style="list-style-type: none"> Compare and contrast features of the Indus Valley civilisation with other early civilisations. Make comparisons with Egypt from similar time line/ Sumerian writings Analyse multiple sources of evidence to form accurate conclusions. Understand and explain different aspects of the Indus Valley history showing a deep understanding of how these aspects are 	<p>Benin</p> <p>This Benin unit will teach your class in depth about where the ancient Kingdom of Benin was located and how it came to thrive, what the people there believed in and how they showed this in their artwork. The unit explores western attitudes towards African civilisations, comparing the achievements, oral tales and artefacts of ancient Benin to those in Europe at the same time. The children will also learn about the story of Eweka and finally discover how European invaders threatened the civilisation of ancient Benin.</p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <p>Year 4</p> <ul style="list-style-type: none"> Locate the Benin Kingdom on a map of Africa. Located in modern Nigeria Recall key facts and terms about the Benin Kingdom (such as definitions of Ogiso, Edo etc.) as well as important dates in history. Ogiso – title of leaders - ‘kings of the sky’ Edo – name given to kingdom of Igodomigodo, Yoruba – name of people from Ife Examine and raise questions about key sources of evidence and artefacts about the significance of the Benin Kingdom. Brass heads – head most important part of the body, masks for ritual ceremonies, coral beads which Edo chiefs would wear <p>Year 5</p> <ul style="list-style-type: none"> Describe some of the beliefs and rituals of the people of the Benin Kingdom. Religion – creator God named Osanobua, belief about reincarnation or entering the spiritual world. Animists – certain animals being associated with the gods Develop an understanding of the oral tradition of African history. different versions of the story of Eweka, Oba of the Benin Kingdom (AD 1180) due to oral tradition of African history Recall key facts about the story of Eweka and his rise to power as the first Oba of the Benin Kingdom. Eweka new ruler in AD 1180 changing name Igodomigodo to Edo and becomes the Oba Discuss the influence and eventual destruction of the Benin Kingdom by the Portuguese and British from the 15th century The name Benin was given to the area by the Portuguese. Trade/slavery with Portugal. Britain was part of the downfall.

	<ul style="list-style-type: none"> • evaluate and assess the reason, impact and significance of key wartime events; roll of women/ Holocaust/ evacuation • explain the Holocaust in detail and make links and comparisons to issues today. (Period of time when millions were persecuted – majority Jewish) 	<p>linked to form an appreciation of life in this past civilisation. Describing clothes, jewellery, cities, houses, monsoon season</p>	 <ul style="list-style-type: none"> • Question the validity of historical sources recorded by European travellers to the Benin Kingdom from the 15th century onwards. • Compare and contrast the oral tradition of African history with the European preference for written records. different versions of the story of Eweka, Oba of the Benin Kingdom (AD 1180) due to oral tradition of African history • Evaluate their understanding of the significance of the Benin Kingdom within African and world history and identify areas for further study.
<p>Substantive Concepts</p>	<p>Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion).</p>	<p>Building, city, civilisation, culture, entertainment, settlement, trade.</p>	<p>City, civilisation, conquest, culture: art, discrimination: racism, empire, enslavement, golden age, kingdom, ruler: oba/king, trade.</p>
<p>Topaz (Y4/5)</p> <p>YEAR A (2025-26)</p>	<p>Nantwich and the Tudors</p> <p><small>This unit focuses on exploring the Tudor period through the lens of Nantwich's local history. Pupils investigate life in Tudor Nantwich, including key events, daily life, and how national Tudor history impacted their local area. They develop skills in historical enquiry, using sources such as maps, artefacts, and documents to interpret the past. Pupils also learn to place local events in chronological context and explore how their town has changed over time.</small></p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <p>Year 4</p> <ul style="list-style-type: none"> • Understand who the Tudors were and identify key Tudor monarchs within a chronological framework. Key features of Tudor rule; reasons why the Tudor period began; compare monarchs' roles. • Sequence major Tudor events and understand their causes and consequences. Explain causes of key events (e.g. Henry VIII's split from the Catholic Church); describe effects • Explore differences in daily life between rich and poor people during the Tudor period. Explain why lifestyles differed (e.g. land ownership, trades); use vocabulary like "hierarchy." <p>Understand the role of Nantwich as a Tudor town and the importance of salt production. Describe salt production; explain how trade supported local economy; link local to national trade.</p> <p>Investigate the Great Fire of Nantwich using historical sources and understand its local impact. Use a variety of sources to explain causes and effects of the fire.</p> <p>Recognise the legacy of the Tudor period in both national and local contexts. Explain how aspects of Tudor life have remained or changed over time.</p> <p>Year 5</p> <ul style="list-style-type: none"> • Understand who the Tudors were and identify key Tudor monarchs within a chronological framework. Analyse the political/religious influence of monarchs (e.g. Henry VIII's break from Rome); evaluate how Tudor rule shaped national identity. • Sequence major Tudor events and understand their causes and consequences. Connect Tudor events; analyse how one event led to or influenced another; assess long-term consequences. 	<p>Changing power of monarchs</p> <p><small>This unit explores how the power of British monarchs has changed over time, from the medieval period to the modern constitutional monarchy. Pupils investigate key monarchs and significant events to understand how power was gained, challenged, and limited. Through engaging historical enquiry, pupils develop their understanding of monarchy, power, and governance while exploring broader themes such as law, rebellion, democracy, and legacy. They use sources, timelines, and case studies to build a coherent understanding of how authority shifted from the monarch to Parliament and how that change shaped Britain today. The unit is structured around a series of progressively challenging lessons that allow pupils to revisit key concepts over time while deepening their disciplinary thinking and historical understanding.</small></p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <p>Year 4</p> <ul style="list-style-type: none"> • To understand what a monarchy is and how the monarch's power has changed over time. Distinguish between absolute and constitutional monarchy. Begin to describe how the power of monarchs changed from medieval to Tudor times. • To explore what made monarchs powerful in the past and how they used that power. Explore King John: how he used and misused power. Introduce idea that monarchs could be unpopular and face opposition. • To investigate key moments when royal power was limited or challenged. Understand the causes and consequences of the Magna Carta. Explain how it was a step towards limiting the king's power • To explore the consequences of monarchs using power unfairly or excessively. Study Henry VIII as an example of an absolute monarch. Describe how his decisions (e.g. breaking from Rome) affected power. • To examine how Parliament gradually gained power and how monarchy became constitutional. Understand that Parliament grew stronger after events like Magna Carta and Henry VIII's reign. • To reflect on how the monarchy has changed over time and evaluate its modern role. Describe key ways that monarchs today share power with Parliament <p>Year 5</p>	<p>Local History</p> <p><small>This unit explores the history of our school as a local study, enabling pupils to develop an understanding of how the past has shaped the present in their immediate environment. Children will examine a variety of historical sources, including photographs, maps, artefacts, school records, and oral histories. They will learn how to ask and answer questions about the past, place events in chronological order, and consider why changes have happened over time.</small></p> <p>Key knowledge (disciplinary concepts & historical enquiry)</p> <p>Year 4</p> <ul style="list-style-type: none"> • Use historical enquiry skills to ask questions about the past. • To create a chronological timeline using events of local and national importance. Accurately place the founding of the school on a timeline and relate it to significant national events (e.g. WW2, Victorian era). • To identify how school has changed. Describe similarities and differences of schooling through time. • To explore how oral history sources can be used to help us learn about the past. Compare two different oral accounts. Recognise that people remember events differently. Begin to question reliability. • To use a range of primary sources to find out about the past. Extract key facts from artefacts (e.g. dates, names, materials) and begin to interpret their use. • To document our school's story. Present findings clearly using labelled diagrams, written reports, or displays <p>Year 5</p> <ul style="list-style-type: none"> • Use historical enquiry skills to ask questions about the past. • To create a chronological timeline using events of local and national importance. Use timelines with scale. Understand how the school fits into a broader local and national history. Recognise overlapping historical periods. • To identify how school has changed over time. • To explore how oral history sources can be used to help us learn about the past. Analyse verbal history for detail and

	<ul style="list-style-type: none"> • Explore differences in daily life between rich and poor people during the Tudor period. Analyse how class affected rights and opportunities; discuss ideas of fairness in Tudor society. Understand the role of Nantwich as a Tudor town and the importance of salt production. Analyse how Nantwich's economy influenced population growth and regional importance; connect to national Tudor economy. Investigate the Great Fire of Nantwich using historical sources and understand its local impact. Critically examine sources for reliability; compare viewpoints; evaluate long-term impact of the fire on town rebuilding. Recognise the legacy of the Tudor period in both national and local contexts. Evaluate the long-term significance of Tudor contributions to local and national identity.  <ul style="list-style-type: none"> • Justify which Tudor monarch had the greatest influence on England and support reasoning with historical evidence. • Compare the power of Tudor monarchs to modern-day leadership. • Critically assess whether the social hierarchy in Tudor England was fair, using historical examples. • Compare Nantwich's Tudor economy to other Tudor towns, identifying patterns and differences. • Evaluate the usefulness and reliability of different sources, identifying bias or missing information. • Reflect on how Tudor changes continue to influence modern life in Nantwich and the UK more broadly. 	<ul style="list-style-type: none"> • To understand what a monarchy is and how the monarch's power has changed over time. Explain how the role of the monarch changed across key periods. Begin to compare monarchy with other systems (e.g., republic). • To explore what made monarchs powerful in the past and how they used that power Evaluate Charles I's use of power, decisions, and relationship with Parliament. Begin to understand reasons for conflict. • To investigate key moments when royal power was limited or challenged. Compare Magna Carta to Parliament's later challenge to Charles I. Explore how Magna Carta influenced future demands for limits on monarchs. • To explore the consequences of monarchs using power unfairly or excessively. Analyse the execution of Charles I as a reaction to abuse of power. Interpret different perspectives on whether it was justified. • To examine how Parliament gradually gained power and how monarchy became constitutional. Study the Glorious Revolution (1688) and the Bill of Rights (1689). Explain how monarchy became constitutional. • To reflect on how the monarchy has changed over time and evaluate its modern role. Evaluate how and why the monarchy's power changed, and what legacy historical events left on today's system.  <ul style="list-style-type: none"> • Compare power of monarchs in different periods. Use historical terms confidently (e.g., absolute monarchy). • Evaluate how Charles I's leadership and decisions caused national tension. Begin to use multiple sources to justify answers. • Make links between Magna Carta and ideas of fairness and law today. Suggest its long-term importance. • Explore multiple viewpoints on whether Charles I's execution was fair. Link to broader ideas of justice and democracy. • Describe how Parliament limited monarch power using events like Magna Carta and the Tudors. • Describe how monarchs lost power gradually using key events. Compare responsibilities then and now. 	<p>accuracy. Compare it with other types of sources (e.g. photos, documents).</p> <ul style="list-style-type: none"> • To use a range of primary sources to find out about the past. Use sources to infer what life was like in a different school era. Recognise limitations of different types of sources. • To document our school's story. Create a structured narrative or presentation that explains the school's history using sources as evidence.  <ul style="list-style-type: none"> • Compare school founding to other key local institutions. • Evaluate usefulness of oral histories. • Use evidence to construct a reasoned argument about what school life was like in the past.
Substantive Concepts	Chronology, Change and continuity, Cause and consequence, Significance, Similarity and difference, Evidence and interpretation	Monarchy, Power, Authority, Rebellion and Resistance, Law and Rights, Parliament and Democracy, Change and Continuity, Legacy	Change and continuity, Chronology, Cause and consequence, Similarity and difference, Evidence, Significance, Interpretation (for greater depth)
Key Vocabulary	Tudor, monarch, reign, gentry, peasant, merchant, trade, salt, industry, market town, Great Fire, punishment, justice, timber-framed, guild, Elizabeth I, Henry VIII, stocks, pillory	Monarchy, Crown, Power, Authority, Rebellion, Civil War, Republic, Parliament, Law, Magna Carta, Bill of Rights, Democracy, Government, Legacy Y4/5 - Absolute monarchy, Constitutional monarchy	Past, Present, Timeline, Change, Continuity, Evidence, Source, Photograph, Oral history, Artefact, Memory Sound, Nantwich, local area, significant events

Onyx (Y6)

The Shang Dynasty

This unit of work will teach your class all about the Ancient Shang dynasty. The children will learn who the Ancient Shang people were, where and when they lived, using maps and atlases to locate Shang cities. They will also learn about the role of the king, the religious beliefs and rituals of the Shang people and how oracle bones were used in divination ceremonies. The children will also examine a range of Shang artefacts and draw conclusions about what they can teach us. The unit ends with a close look at the remarkable discovery of the first intact Shang tomb which belonged to the military general and high priestess Fu Hao.

Key knowledge (disciplinary concepts & historical enquiry)

- Pinpoint the location of the Shang on a map of China and describe and name some cities and physical features of the land (Yellow River, Yangtze River, Himalayas, Beijing, Anyang, Yellow Sea, Mongolia).
- Describe the roles of different members of Shang society and know where they fitted in the Shang social hierarchy (The King, Noble Warriors, Peasant farmers, Priests & Government Officials, Craftsmen & Merchants, Slaves).
- Describe a range of artefacts and know what they were made of and what they were used for (bronze, jade, clay, wood, stone and bone).
- Explain what oracle bones were and how the Shang used them (Xiaotun Dig – priests or kings write questions for ancestors. Heat them until they crack & then interpret). Key person – Wang Yirong.
- Explain different ritual elements of the Shang religion and describe how ancestor worship worked (King was a priest, ceremonies performed sacrifices, believed in spiritual control & worshipped their ancestors, lots of gods, weapons etc were buried).
- Describe the processes involved in making bronze, jade and pottery items. (Jade-sliced into smaller pieces; coarse sand into a paste and rubbed over. A rotating tool was used to carve. Finer sand used to polish. Bronze- model made out of clay. Patterns inscribed/extra shapes made out of clay stuck on. Wet clay pressed into model to make a mould. Clay mould fired in kiln. Molten bronze poured into mould. Pottery-Clay rolled in sausage shapes then coiled round and round from the bottom up to make the shape of the object required. Fired in a kiln then glazed or painted).
- Say who Fu Hao was and why the discovery of her tomb was significant (First known military leader & most influential leader of her time. Tomb was intact so significant impact on our knowledge of Shang times).



Demonstrate a full understanding of the Shang dynasty by composing their own historically valid accounts about different aspects of the civilisation.

- Explain the significance and purpose of a range of Shang artefacts in detail and draw their own conclusions.
- Compare and contrast the Shang dynasty with other early civilisations.
- Recognise and describe why the Shang dynasty is historically significant.

Ancient Greece

In this unit about ancient Greece, children will gain an understanding of where and when some key events during the ancient Greek period took place. They will explore what is meant by the terms 'trade', 'civilisation' and 'empire' and explore how, towards the end of the ancient Greek period, Alexander the Great grew an empire resulting in the Greek civilisation spreading more widely. When learning about daily life in ancient Greece, children will explore what life was like for different people who were enslaved during ancient Greek times. They will then independently research and feed back on different elements of daily life in ancient Greece. Children will also explore the differences between life in ancient Athens and ancient Sparta. They will learn about early democracy in Athens and take part in a debate about life in Athens and Sparta. Children will use ancient Greek pottery as a primary source to help them gather evidence about the ancient Greek Olympics and make comparisons between the ancient Games and the modern Olympics. In addition to this, children will learn about the beliefs of the ancient Greeks, producing factfiles about the Greek gods. Children will sequence a simple story map of a version of the Trojan War and will explore historical evidence relating to the Trojan War. Studying ancient Greece will help children to develop their questioning skills and make comparisons; learn to use historical sources and help them to understand how past events have helped to shape the world that we know today.

Key knowledge (disciplinary concepts & historical enquiry)

- Order a number of significant events from ancient Greek times on a timeline (Archaic, Greek Classical, Greek Hellenistic).
- Identify some of the impacts of Alexander the Great's Empire (People of Thebes, People of Egypt & Persepolis, Roxana, Phillip II of Macedonia)
- Research and describe some key features of the everyday lives of people living in ancient Greece (Food, women, homes, men, children & clothing).
- Name some similarities and differences between life in ancient Athens and life in ancient Sparta (Athens – democracy, army to take over, culture, women not allowed to go to school, boys went to school from 7yrs. Sparta – 2 kings and board of elders. Army to protect, supported other states, women not allowed to fight in army but could train. Wanted women to be fit to give birth. Girls had education).
- Answer some questions by finding evidence from primary sources and start to understand the difference between primary and secondary sources.
- Make some comparisons between the modern and ancient Olympic Games (Ancient – no women, held in Athens from 770BC, naked, crown from olive leaves. Modern – gold, silver, bronze medals).
- Find out about some ancient Greek gods and goddesses (Zeus, Hera, Posidon, Athena, Hades).
- Use primary and secondary sources to gather clues about the myth of the Trojan War, beginning to evaluate the usefulness of different sources. (King Paris, King Menelous, Troy, Hector, Achilles, Odysseus)



- Children can confidently order a number of significant events from ancient Greek times on a timeline, researching some key facts about some of these events.
- Children can independently identify a range of different impacts of Alexander the Great's Empire.
- Children can research and describe some key features of the everyday lives of people, including understanding some of the differences between the lives of men and women, in ancient Greece.

Leisure & Entertainment

This Leisure and Entertainment in the 20th Century unit will teach your class in depth about the rise in popularity of cinema. They will learn about how and why football became the nation's favourite sport, the social and cultural importance of the 'Swinging Sixties', why British holiday camps emerged and how television has impacted modern life. Children will also learn about how developments in 20th century technology can make life in this century easier.

Key knowledge (disciplinary concepts & historical enquiry)

- Name some significant dances and bands that became famous during the 1960s.
- Use old film posters to understand why cinema was important to people in the 1930s.
- Have a chronological understanding of how technology developed over the century.
- Explain what to include in a party fit for the 1960s. Raise questions for characters from the past, such as holiday camp owner Billy Butlin.
- Describe the changes that took place in football over the century by comparing football kits to those of the present day and thinking about significant players who helped to make the game famous.
- Have an understanding of the importance of film posters in attracting audiences and compare the similarities and differences of the 1930s examples.



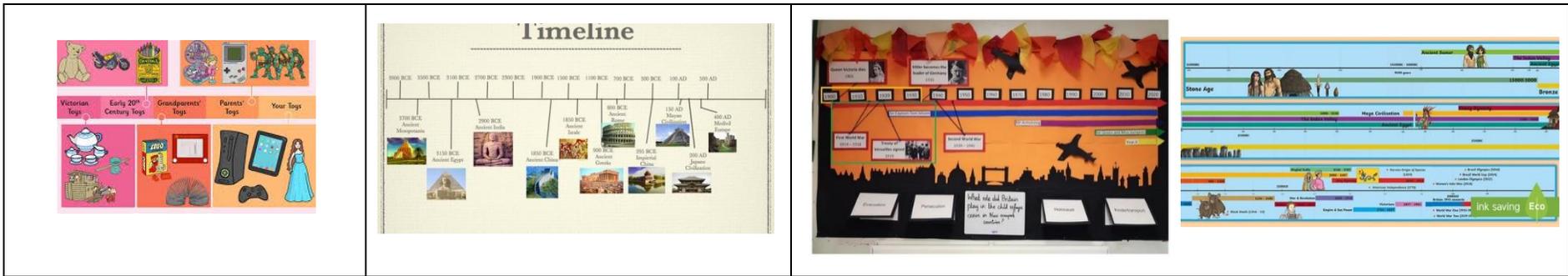
- Understand why and how young people were very different to their parents in the 1960s.
- Explain why cinema became less popular by the middle of the 20th century by looking at evidence from the past and considering the impact of television on audiences.
- Confidently debate the effect of increased television watching on modern lifestyles.

		<ul style="list-style-type: none"> • Children can confidently name similarities and differences between life in ancient Athens and life in ancient Sparta, using the correct historical language. • Children can answer some questions by finding evidence from primary sources and understand and be able to confidently discuss the difference between primary and secondary sources. • Children can independently make a range of comparisons between the modern and ancient Olympic Games. • Children can find out more detailed information about some ancient Greek gods and goddesses. • Children can use primary and secondary sources to gather clues about the myth of the Trojan War, evaluating the usefulness of different sources. 	
Substantive Concepts	Civilisation, culture, enslavement, religion, ruler: king, society.	Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict).	Culture, discrimination (including racism and sexism), economy, entertainment, golden age, government, leisure, society, technology, transport, travel.
Key Vocabulary	Cowrie shells, bronze, dynasty, Fu Hao, jade, oracle bones.	Ancient, city state, civilisation, democracy, empire, legacies, myth.	Broadcast, economy, entertainment, golden age, leisure, society, technology.

Chronology progression:

- Key Stage 1 pupils should be aware of terms that describe the passing of time and be able to place events and objects in chronological order. Furthermore, they should be aware of a past beyond living memory.
- Early in KS2, pupils should develop an awareness of chronology, be able to employ dates and terms to describe the past, and realise that the past can be divided into periods.
- Later in KS2, pupils should produce work making appropriate use of dates and terms such as ancient, modern, AD, BC, century and decade.

KS1 example	Lower Key Stage 2 example	Upper Key Stage 2 example
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National Curriculum Expectations

EYFS

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; • <u>significant</u> historical events, people and places in their own locality. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • Britain's settlement by Anglo-Saxons and Scots; • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • a local history study; • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Whole School Progression

Historical Enquiry			
	KS1	LKS2	UKS2
Historical Interpretations	<p>KS1 History National Curriculum Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of past events; b start to understand that there can be different versions of the same event from the past; c observe and use pictures, photographs and artefacts to find out about the past; d start to use stories or accounts to distinguish between fact and fiction; e explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. 	<p>KS2 History National Curriculum Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. c begin to understand some of the ways in which historians and others investigate the past. 	<p>KS2 History National Curriculum Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and start to question its reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g continue to develop their understanding of how historians and others investigate the past.
Historical Investigations	<p>KS1 History National Curriculum Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c use evidence to explain the key features of events; d sort some objects/artefacts into new and old and then and now. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of primary and secondary sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b 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; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding	<p>KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e 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. 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
	Knowledge and Understanding of Events and People in the Past	<p>KS1 History National Curriculum Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and recount episodes from stories and significant events in history; b understand that there are reasons why people in the past acted as they did; c describe significant individuals from the past. 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find out about the everyday lives of people in time studied compared with our life today; b explain how people and events in the past have influenced life today; c identify key features, aspects and events of the time studied; d describe connections and contrasts between aspects of history, people, events and artefacts studied.

Presenting, Organising and Communicating	<p>KS1 History National Curriculum Pupils should understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Children can:</p> <ul style="list-style-type: none"> a talk, write and draw about things from the past; b use historical vocabulary to retell simple stories about the past. 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); b start to present ideas based on their own research about a studied period. 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; b plan and present a self-directed project or research about the studied period.
Substantive Concepts and Historical Vocabulary	<p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society; b talk and write about things from the past using some historical vocabulary. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children can:</p> <ul style="list-style-type: none"> a build on prior knowledge to start to gain further understanding of substantive concepts; b understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children can:</p> <ul style="list-style-type: none"> a continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; b start to recognise that some concepts, such as technology, will be different across different periods of history; c continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.

Substantive Concepts Covered in KS1	Substantive Concepts Covered in LKS2		Substantive Concepts Covered in UKS2	
	Words in bold are newly introduced concepts that are part of an initial substantive concept from an earlier key stage.		Words in bold are newly introduced concepts that are part of an initial substantive concept from an earlier key stage.	
building the church city commemoration: monument, remembrance discrimination: racism and sexism exploration government: parliament nation/country peace religion ruler: king society technology trade transport travel war: battle, conflict	From KS1 built upon: building the church city nation/country religion ruler: king, emperor, pharaoh technology trade transport travel war: battle, conflict, invasion, army	New to LKS2 civilisation colonisation conquest culture decolonisation economy: money, tax, barter empire enslavement entertainment farming kingdom knowledge leisure migration occupation (of territory) power settlement tribe	From KS1 built upon: building the church city, city-state commemoration: monument, remembrance discrimination: racism and sexism exploration government: parliament nation/country peace religion ruler: king, emperor, pharaoh, monarchy society technology trade transport travel war: battle, conflict, invasion, army	From LKS2 built upon civilisation conquest culture economy: money, tax, barter empire enslavement entertainment farming kingdom knowledge leisure migration occupation (of territory) power settlement trade tribe New to UKS2 democracy golden age propaganda treaty

Disciplinary Concepts			
	KS1	LKS2	UKS2
Continuity and Change	<p>KS1 History National Curriculum Pupils should understand historical concepts, such as continuity and change.</p> <p>Children can:</p> <ol style="list-style-type: none"> 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. 	<p>KS2 History National Curriculum Pupils should understand historical concepts, such as continuity and change.</p> <p>Children can:</p> <ol style="list-style-type: none"> identify key things that stayed the same between periods; identify key things that changed between periods; start to explain the impact of some changes that have happened throughout different periods of time; identify that there are reasons for continuities and changes across periods of time and explain some of these; start to understand that there are times in history when change happens suddenly. 	<p>KS2 History National Curriculum Understand historical concepts, such as continuity and change.</p> <p>Children can:</p> <ol style="list-style-type: none"> identify why some changes between different periods of time have had more significant consequences than others; explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity; start to categorise some types of changes into political, economic social and technological; understand that there are times in history when change happens suddenly 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 a period in history.
Possible Questions	<ul style="list-style-type: none"> Can you name/show me something that is old? Can you name/show me something that is new? Can you give an example of something that has changed/stayed the same? Can you explain how it has changed/stayed the same? 	<ul style="list-style-type: none"> What has stayed the same (comparing past periods)? Why do you think this is? What has changed between different periods? Why do you think this is? Did everything change between...? What other period of history is that similar to? What other period of history is that different to? Is it still like that today? Why? 	<ul style="list-style-type: none"> What were things like before the change occurred? Why did things change between...? What was clearly different after the change occurred? What were the direct causes of the changes? Did it change like this everywhere or for everyone? What were the reasons that some things remained the same? Whose lives changed the most and why in...? How much had people's lives changed after the...? Why was there so much continuity between...? Why was there so much change between...? Can you name an economic/political/social change that happened?

	Disciplinary Concepts		
	KS1	LKS2	UKS2
Cause and Consequence	<p>KS1 History National Curriculum Pupils should understand historical concepts, such as cause and consequence.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand that a cause makes something happen and that historical events have causes; b explain that historical events are caused by things that occurred before them; c understand that a consequence is something that happens as a result of something else. 	<p>KS2 History National Curriculum Pupils should understand historical concepts, such as cause and consequence.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand that a cause is something directly linked to an event and not just something that happened before it; b start to understand that there are short and long-term causes of events; c comment on the importance of the different causes for some key events; d explain a series of directly related events that happened in the lead up to a historical event; e begin to understand that historical events create changes that have consequences; f understand that a consequence is something that happens as a direct result of something else; g understand that historical events have consequences that sometimes last long after the event is over. 	<p>KS2 History National Curriculum Understand historical concepts, such as cause and consequence.</p> <p>Children can:</p> <ul style="list-style-type: none"> a examine in more detail the short and long-term causes of an event being studied; b understand that some causes may be more significant than others and that some causes are less significant; c begin to understand that historians may not agree on the main causes of an event; d understand that one event can have multiple consequences that impact on many countries and civilisations; e understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War; f address and devise historical questions about cause and consequence.

Possible Questions	<ul style="list-style-type: none"> • What was the event? • When did the event happen? • What happened during the event? • Can you think of anything that happened before the event that is linked to it? • Can you describe something that happened after the event which took place because of it? 	<ul style="list-style-type: none"> • What earlier events were important to the occurrence of the main event? • What were the main consequences of this event? • Who was affected by this event? How long did this last for after the event? 	<ul style="list-style-type: none"> • What were the short-term causes of this event? • What were the long-term causes of this event? • Can you explain the main causes of...? • What do you think was the most significant cause of...? • Why do historians disagree about the causes of this event? • What do you think was the most significant consequence and why?
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Disciplinary Concepts			
	KS1	LKS2	UKS2
Similarities and Differences	<p>KS1 History National Curriculum Pupils should understand historical concepts, such as similarity and difference.</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children can:</p> <ul style="list-style-type: none"> a 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; b identify that some things within living memory are similar and some things are different; c recognise some similarities and differences between the past and the present. 	<p>KS2 History National Curriculum Pupils should understand historical concepts, such as similarity and difference.</p> <p>Children can:</p> <ul style="list-style-type: none"> a 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; b identify and give some examples of how life was similar in the past. 	<p>KS2 History National Curriculum Understand historical concepts, such as similarity and difference.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explain and give varied examples of how life was similar and different in the past; b explain and give examples to show that things may have been different from place to place at the same time; c start to give reasons for these similarities and differences.
Possible Questions	<ul style="list-style-type: none"> • Was this the same for everyone? • How would the life of a... have been different? (You could name different jobs, etc.) • Who would this have been different for? 	<ul style="list-style-type: none"> • Can you give an example of how life was similar for someone who was there? • Was this the same everywhere? • How was it different? 	<ul style="list-style-type: none"> • Why do people believe there was this difference? Was this the same everywhere? • Can you give an example to support your answer? • Where was it the same/different? • How similar were the lives of...?

Disciplinary Concepts			
	KS1	LKS2	UKS2
Historical Significance	<p>KS1 History National Curriculum Pupils should understand historical concepts, such as historical significance.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explain reasons why someone might be significant; b talk about why a person was important; c talk about why the event was important and what happened. 	<p>KS2 History National Curriculum Pupils should understand historical concepts such as historical significance.</p> <p>Children can:</p> <ul style="list-style-type: none"> a begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past; b understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us; c identify historically significant people and events from a period of history and give some detail about what they did or what happened. 	<p>KS2 History National Curriculum Pupils should understand historical concepts, such as historical significance.</p> <p>Children can:</p> <ul style="list-style-type: none"> d explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant; e understand that what we consider to be significant can change throughout different periods; f start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally; g identify a range of historically significant people and events from different periods of history and explain why they were significant; h 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.
Possible Questions	<ul style="list-style-type: none"> • Was this the same for everyone? • Can you name a significant person? • What did this person do? • Can you name a significant event? • Can you explain what this event was? 	<ul style="list-style-type: none"> • Can you name a significant person? • What did this person do? • Can you name and describe a significant event? • Does everyone think this person/event is still significant today? 	<ul style="list-style-type: none"> • Can you name a significant person? • What did this person do? • Why might somebody think this person is significant today? Why might someone disagree? • Can you name and describe a significant event? • Was this event individually, regionally, nationally or globally significant? • What changed because of this?