

**Substantive and Disciplinary Knowledge: History**

	<b>Substantive knowledge</b>	<b>Chronological Understanding</b>	<b>Range and Depth of Historical Knowledge</b>	<b>Historical concepts</b>	<b>Historical Enquiry</b>	<b>Organisation and Communication</b>
Y1	<p><b>Changes within living memory: Seaside holidays</b></p> <p>To be able to identify key period features e.g. clothing, transport and entertainment.</p> <p>To know where were the key holiday destinations and compare them with today.</p> <p>To identify similarities and differences between seaside holidays in the Victorian period, the 1960s and now.</p> <p>To know that reasons for going on holiday today are different from 100 years ago.</p> <p>To compare holidays now and then and say which one they would prefer giving reasons why.</p> <p><b>The lives of significant individuals: Florence Nightingale and Mary Seacole</b></p> <p>To know when Florence Nightingale and Mary Seacole lived and what they did.</p> <p>To know why Florence Nightingale and Mary Seacole are remembered today.</p> <p>To know that they were both unusual for ladies at that time by wanting to be different.</p> <p>To give reasons why they wanted to go to the Crimea.</p> <p>To know that not everyone welcomed them and why.</p> <p>To evaluate which were their most important achievements.</p> <p><b>Events beyond living memory that are significant nationally or globally</b></p>	<p>Sequence simple events.</p> <p>Match objects to people of different periods.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p>	<p>Recognise the difference between past and present in their own and others lives.</p> <p>To know and recount episodes from stories about the past.</p>	<p>Compare adults talking about the past – how reliable are their memories?</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Can give a simple reason why a real person acted as they did in a historical situation.</p> <p>Can give simple consequences of somebody's actions.</p>	<p>Can find an answer to a question by looking at a simple picture.</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Can describe the main features of an artefact.</p> <p>Can consult and use information from two simple sources to find Information.</p> <p>Can find answers to questions about objects by looking in books, the internet and information sheets.</p> <p>To use a range of given sources, such as letters, as well as books to find out about a person's life.</p> <p>To ask a simple enquiry question.</p> <p>Can ask simple questions in the role.</p>	<p>Communicate through timelines (3-D with objects, sequential pictures), drawing, drama, role play, writing (e.g. reports, labelling, simple recount) and ICT.</p> <p>Label and or annotate a range of images.</p> <p>Can write simple sentences describing an event.</p> <p>Use words and phrases like 'old', 'new' and 'a long time ago'.</p> <p>Can orally retell the main episodes of famous past events.</p>

	<p>The first public railway to use steam locomotives in the world to transport passengers 1825 – Stockton to Darlington Railway. TBC</p> <p>To know when the first public passenger railway started.</p> <p>To know who invented the first passenger steam engine.</p> <p>Match different modes of transport to different time periods.</p> <p>To know why this was a significant event.</p> <p>To know how the steam train changed peoples' lives.</p> <p>To be able to say how it might have felt to travel in a steam train in the 1830s.</p>					
Y2	<p><b>Significant historical events, people and places in their own locality and The lives of significant individuals: Captain Cook and Neil Armstrong (comparison)</b></p> <p>To know that someone lived a long time ago.</p> <p>To make suggestions for their own enquiry based on a picture.</p> <p>To know when and where Captain Cook lived as a child/young person and know significant places linked to him within the North East.</p> <p>To know the events that led to him becoming a captain.</p> <p>To know about the events of his first voyage.</p> <p>To know how he died.</p> <p>To know what he discovered and why he is remembered today.</p> <p>To compare the lives of the explorers Captain Cook and Neil Armstrong and say how they are the same and different.</p>	<p>Describe memories of key events in lives.</p> <p>Sequence artefacts or events closer together in time by referencing with a range of media.</p> <p>Sequence events.</p>	<p>Identify differences between ways of life at different times.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p>	<p>Compare two versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Can give clear explanation of an important event, offering two or three reasons why an event took place.</p> <p>To be able to give a few consequences of events/people's actions.</p>	<p>Can make deductions about artefacts, spotting clues to function and use.</p> <p>Can find answers to questions about objects by looking in books, the internet and information sheets.</p> <p>Can ask relevant questions in the role.</p> <p>Realise that we can find out about a person's life by using a range of sources, such as letters and books.</p> <p>Realise that there are potential weaknesses in sources e.g. the first moon landing</p> <p>To ask an enquiry question.</p>	<p>Use drama and role play to communicate their knowledge of the past.</p> <p>Can recount an event and use conjunctions to explain why or to connect ideas.</p> <p>Use fiction or non-fiction writing to show their understanding of the period or person(s) studied.</p> <p>To use specific time adverbials.</p> <p>To use subject-specific vocabulary and historical terms e.g. monarch.</p>

	<p>To know that NASA has named its space shuttles after Captain Cook's ships which Dr Nicholas Patrick has flown and they are both Teessiders.</p> <p>To know when Neil Armstrong lived and what he is famous for.</p> <p>To know when the first moon landing occurred and place it on a timeline.</p> <p>To consider why man went to the moon and to know why it was a significant event in world history and why it is remembered.</p> <p>To evaluate the evidence available because some people do not believe that it happened.</p>					
Y3	<p><b>Changes in Britain from the Stone Age to the Iron Age.</b></p> <p>To know when the Stone Age, Bronze Age and Iron Age occurred.</p> <p>To know that the earliest settlers migrated from Europe and were hunter-gatherers living in caves. Following further migrations, they moved towards early farming. <a href="https://www.nhm.ac.uk/discover/news/2018/february/the-beaker-people-a-new-population-for-ancient-britain.html">https://www.nhm.ac.uk/discover/news/2018/february/the-beaker-people-a-new-population-for-ancient-britain.html</a></p> <p>To know Stone Age man used art and performed ceremonies.</p> <p>To know that Skara Brae has changed and enhanced historians' knowledge of early communities.</p> <p>To know where and when Stonehenge was built and make suggestions as to how and why.</p> <p>To list characteristics of life in an Iron Age hill fort community.</p> <p>To know that at the end of the Iron Age, it was unsettled and people fought over their land with their community.</p>	<p>Place time studied on a time-line.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p>	<p>Find out about every day lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Understand why people may have wanted to do something.</p> <p>Identify reasons for and results of people's actions.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Look at representations of the period – museum, images, cartoons etc.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Identifies changes based on similarity and difference.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use a range of media for research.</p> <p>Children start cross-referencing information to see if other sources agree, rather than taking everything on face value.</p>	<p>Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>To use and understand subject-specific vocabulary and historical terms e.g. monarch.</p> <p>Writes in simple and accurate, sequenced, sentences when narrating what happened in the past.</p>

<p><b>The Roman Empire and its impact on Britain.</b></p> <p>To know when and why the Roman's invaded England?</p> <p>To know why they didn't settle in Scotland.</p> <p>To know why they built Hadrian's Wall, what life was like in these settlements and why it was successful.</p> <p>To know who Boudicca was, why she stood up to the Romans and what image we have of her today.</p> <p>To know how the Romans were able to keep control over such a vast empire.</p> <p>To know how Roman settlements differed greatly from those from the Celts.</p> <p>To know why the great empire came to an end.</p> <p>To know how much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago (Roman roads, place names, York).</p>					
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<p>Y4</p>	<p><b>Britain's settlement by Anglo-Saxons and Scots.</b></p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p> <p>To know when and why the Anglo-Saxons invaded including where they came from and know that they settled.</p> <p>To know that England was divided into multiple kingdoms. To know that Mercia was the most important.</p> <p>To know how Anglo-Saxon society was organised.</p> <p>To ask historically valid questions about Sutton Hoo and know what has been found and its significance.</p> <p>To know what the Anglo-Saxons believed and how they converted to Christianity.</p> <p>To know that in 865 there were 4 kingdoms and this was when the Vikings really started to settle.</p> <p>To know that Alfred the Great divided England into 2 parts in 879: Anglo-Saxon territory and Viking ruled Danelaw. To know why Alfred was named 'Great'. To know what is meant by the term 'Danelaw'.</p> <p>To know that in 925 England became 1 kingdom ruled over by the first king of England: Athelstan.</p> <p>To know about the Anglo-Saxon justice system.</p> <p>To use all my knowledge of Dark Ages to evaluate if it really was 'Dark'.</p> <p>To know when the Vikings came and where they came from and why they came.</p>	<p>Place events from period studied on time-line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Look at the evidence available using a range of media and historical knowledge.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Sees that changes don't always last.</p> <p>Grasps that change can happen quite quickly.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant materials to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use a range of media for research.</p> <p>Children see that some sources are more useful than others and can explain why.</p>	<p>Recall, select and organise historical information.</p> <p>Communicate their knowledge and understanding.</p> <p>Begin to use abstract terms (e.g. empire, civilization, parliament, peasantry)</p> <p>Answers are structured and provide supporting evidence for statements made.</p>
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<p>To know they can be described as raiders. To know why the Vikings can be seen as vicious.</p> <p>To know they can be described and settlers. To know how recent excavations have changed peoples' views of the Vikings.</p> <p>To know that the Vikings settled all over the UK and know that places still have Viking names. To name and locate places locally that were Viking settlements.</p> <p>To be able to conclude whether the Vikings were raiders or settlers, giving evidence to support their view.</p> <p>To pose their own question about Viking trade to investigate.</p>					
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<p>Y5</p>	<p><b>A local history study: the railway. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b></p> <p>When and why was the railway built in Leeming Bar?  How did the railway aid travel and transport?  How did the railway impact on the local community?</p> <p>How has the use of the railway changed from 1900s to present day?</p> <p>To know what life was like for the station master and the roles he did.</p> <p>What trades were in Leeming Bar at the time?</p> <p>How has trade changed in Leeming Bar?</p> <p>To investigate artefacts associated with the railway.</p> <p>To know how Leeming Bar has changed over time.</p> <p><b>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; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China.</b></p> <p>To know when the Ancient Egyptian period was and where this lies chronologically with other ancient civilizations.</p> <p>To know where the Ancient Egyptians lived.  To understand the importance of the River Nile to the success of the Ancient Egyptian civilization.</p> <p>To understand the hierarchy within Ancient Egyptian society.</p>	<p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p>	<p>Study different aspects of different people including differences between men and women.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Examine causes and results of great events and the impact of people.</p>	<p>Compare accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>To know some changes are relatively slow whereas others happen very rapidly.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Use a range of media for research with increasing confidence.</p> <p>Begin to identify primary and secondary sources.</p> <p>Select relevant sections of information.</p> <p>Children start to think of reasons why a source might be unreliable.</p>	<p>Recall, select and organise historical information.</p> <p>Communicate their knowledge and understanding.</p> <p>Make appropriate discussion and understand concepts (local, regional, national and international).</p> <p>Start to see two sides of a question and can offer arguments on both sides.</p>
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	<p>To know the importance of religion to the Ancient Egyptians.</p> <p>To know who built the pyramids and why.</p> <p>To know how and why they mummified the dead.</p> <p>To know why the discovery of Tutankhamun's tomb was so important to historians.</p> <p>To know what Ancient Egypt had in common with other civilizations at the time.</p> <p>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; <b>Mayan civilization c. AD 900</b>; Benin (West Africa) c. AD 900-1300.</p> <p>To know why we study the Mayan civilization.</p> <p>To know when the Maya lived and where.</p> <p>To know how the Mayan Empire grew to be so powerful.</p> <p>To know what life was like for the Maya. To know how different life was for the rich and poor at the height of Mayan civilization and to contrast this with other societies that they know.</p> <p>To know the beliefs of the Maya and know why they performed human sacrifice.</p> <p>To hypothesise why the Mayan civilization declined.</p>					
Y6	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</b></p> <p>To know when the Ancient Greek period was and where this lies chronologically with other ancient civilizations.</p>	<p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Write another explanation of a past event in terms of</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Use in context and understand terms relating to different types of history (e.g.</p>



<p>To know where the Ancient Greeks lived and Greece's topography. To locate key places including Sparta and Athens.</p> <p>To know there is evidence to support the legend of Theseus and the Minotaur.</p> <p>To know what everyday life was like depending upon a person's social standing.</p> <p>To know what life was like in the city states of Athens and Sparta.</p> <p>To know why the ancient Olympics were created.</p> <p>To know in what ways the Ancient Greeks have influenced our lives today.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>To know that William the Conqueror secured power through building castles and by commissioning the Domesday Book.</p> <p>To know that there are the remains of Norman castles in our locality.</p> <p>To know that the power of the king was curtailed by the signing of the Magna Carta in 1215 with King John.</p> <p>To know that Henry VIII extended his power by becoming head of the Church of England. (The Supreme Head of the C of E and in 1558 changed to Supreme Governor under Elizabeth I)</p> <p>To know that Victoria was a 'constitutional monarch' and saw the British Empire expand during her reign.</p> <p>To know Queen Elizabeth II is a constitutional and a ceremonial monarch.</p>		<p>cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p> <p>Compare beliefs and behaviour with another time studied.</p>	<p>Be aware that different evidence will lead to different conclusions.</p> <p>Understand what is meant by a turning point.</p>	<p>Offers substantiated reasons why some sources might be treated cautiously.</p> <p>Confidently use a range of media for research.</p>	<p>cultural, economic, military, political, religious, social)</p> <p>Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p> <p>To see two sides of a question and can offer arguments on both sides.</p>
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