

COMPASSION

CURIOSITY

COURAGE


Substantive Knowledge Coverage and Connections

	Rise and Fall	Settlement	Agriculture	Beliefs	Exploration	Trade	Conflict	Power	Migration	Prejudice
Changes within living memory: Marlborough		Why settle here?	What is farmed locally?			Local trades				
Events beyond living memory: Race for the South Pole	English vs. Norwegians				Discovery					
Significant People: Rosa Parks and Emily Davison				What did they believe?			Fight for equality	Fight for equality		Fight for equality
Changes within living memory: Families	Changing fashions					Local Trades				Women in History
Events beyond living memory: Great Fire of London	Wooden homes	House design						Monarchy		
Significant Local People: Brunel	Steam power	Moving to town for work	Industrialisation			Linking towns		Wealth	Moving to town for work	
Britain's settlement by Anglo-Saxons and Scots	Rise of the Saxons, demise of the Romans	Locations		Gods/ goddesses	Angles, Frisians, Jutes, Saxons	Trade Partners	Romano-British vs Settlers	Law and Punishment	Raiders, Traders and settlers	
The Viking and Anglo-Saxon struggle for England	Rise of the Viking	Structure and style		Gods/ goddesses		Raiders, Traders and settlers	Raiders, Traders and settlers	Monarchy	Raiders, Traders and settlers	
A history of local farming 1066-now		Why settle here?	Livestock and methods			Trade Partners	Enclosure		Moving to town for work	Women in History
Changes in Britain from the Stone Age to the Iron Age	Invention	Archaeology	Settled vs Nomadic lives	Seasons		Beaker People	Tribes		Settled vs Nomadic lives	
Avebury and West Kennet Long Barrow		Why settle here?	What is farmed locally?				Tribes		Settled vs Nomadic lives	
A depth study Ancient Egypt	Achievements	Locations	Livestock and methods	Gods/ goddesses		Antiquities	Threats from outside	Monarchy		Historical Record
The Arrival of Empire Windrush as a significant turning point.	Changes in the law 1940-2020			Supremacy		Trade Partners		Racism	Diaspora/ Regeneration	Racism
The achievements of the earliest civilizations	Achievements	Why settle here?	Settled vs Nomadic lives	Gods/ goddesses					Settled vs Nomadic lives	
A depth study of the Mayan civilization c. AD 900	Achievements	Archaeology	Livestock and methods	Gods/ goddesses		Economy	Threats from outside	Law and Punishment		Historical Record
The Roman Empire and its impact on Britain	Invention	Structure and style	Livestock and methods	Gods/ goddesses	Expansion of the Roman Empire	Trade Partners	Expansion of the Roman Empire	Monarchy Vs Republic	Romans in Britain	
Ancient Greece	Achievements	Archaeology		Gods/ goddesses	Pytheas	Economy	Monarchy Vs Republic	Monarchy Vs Republic		
The legacy of Ancient Greece/Rome	Influences across time			Gods/ goddesses		Antiquities		Democracy		Democracy


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	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
People, events, situations and developments 	<ul style="list-style-type: none"> Describe and discuss historical events in living memory (Families) Describe and discuss historical events beyond living memory (GFL, Race for the South Pole) Describe key people from the past who have contributed to national and international achievements and understand their significance (Rosa Parks/Emily Davidson) Develop understanding of local history (Marlborough) Describe significant people from the past/Know about local historical events, people and places (Brunel) 	<ul style="list-style-type: none"> Britain's Settlement by the Anglo-Saxons The Viking and Anglo Saxon Struggle for England Examine in depth an aspect of local history from a period beyond 1066: Changes in Farming Changes in Britain from the Stone Age to the Bronze Age Avebury and West Kennet Long Barrow: Changes in Britain from the Bronze Age to the Iron Age The Egyptian Civilization 	<ul style="list-style-type: none"> Understand how Britain has influenced and been influenced by the wider world; The Arrival of Empire Windrush as a significant turning point. An overview of the achievements of the earliest civilizations A depth study of the Maya The Roman Empire Ancient Greece The Impact and Legacy of the Roman Empire and Ancient Greece on Britain today



Chronology and characteristic features 	Use a timeline to develop chronological language eg past, present, older, newer	Place key dates/eras on a timeline to develop chronological language and to identify similarities and differences between ways of life in different periods	Order key dates on a timeline to demonstrate chronology of British and world history	Extend chronological understanding by exploring a theme over time eg leisure, entertainment	Examine different aspects of history eg social, cultural, political and religious Extend chronological understanding by exploring a theme over time eg crime and punishment	Examine different aspects of history eg social, cultural, political and religious, in different contexts Establish clear narratives within and across periods by using secure chronological understanding
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Historical terms	R	1	2	3	4	5	6
		Use historical vocabulary	Use a wider range of historical vocabulary	Develop a range of historical vocabulary	Develop a range of historical vocabulary	Use and apply a range of historical vocabulary	Develop and apply a range of historical vocabulary
Time	calendar, long ago, past, present, yesterday	ancient, ad bc	century, decade, recently	prehistory, stone age, bronze age, iron age, chronology		dark ages	
Technical	church, discovery, local, museum	artefact, court, aristocracy, invention, king/queen, monarchy, parliament,	diversity, explorer, global, international migration, colony, conquest, nation, oral history,	archaeology, hunter-gatherer, nomad, metal-working, invade, settle	emigrant, execution, heresy, immigrant, invasion, gods/goddesses, myths and legends	emperor, empire, Christianity, pope, slave, revolt	economy, political
Conceptual	change	agriculture, significance	chronology, rebellion, traitor, treason, torture, source	interpretation, primary evidence, secondary evidence, artefact	continuity, republic, sacrifice, settler,	causation, democracy	civilisations, propaganda, influential, narratives, perspective, legacy

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Understand Change 	Develop understanding of changes within living memory eg toys, homes, transport	Know about changes within living memory and how they affected changes in national life eg toys, homes, transport			Address and devise a wide range of historically-valid questions about change and cause	Address and devise a wide range of historically-valid questions about change, cause, impact and significance
Understanding Evidence 	Use artefacts, pictures, stories and online sources to find out about the past Be introduced to different representations of the past and discuss similarities and differences	Use range of artefacts, pictures, stories and online sources to answer historical questions Understand different representations of the past by drawing comparisons	Begin to understand how knowledge of the past is constructed from a range of sources Develop understanding of how and why the past is represented in different ways	Understand how knowledge of the past is constructed from a range of sources Understand how and why the past is represented in different ways and explain this	Understand how knowledge of the past is constructed from a range of sources Understand how evidence is used rigorously to make historical claims	Explain why contrasting arguments and interpretations of the past exist
Interpreting 	Ask some questions about the past	Ask wide range of questions about the past using parts of stories and sources	Understand what types of question are historically-valid and identify how to find the answer	Regularly generate and answer a range of historically-valid questions about similarities and differences	Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda	Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda
Understand Historical Significance 		Describe and understand the significance of historical events beyond living memory (nationally or globally)	Select key information from a range of sources to answer an historical question	Select and organise relevant information from a wider range of sources to answer a historical question	Construct informed responses that involve thoughtful selection and organisation of relevant historical information	Construct informed responses that involve thoughtful selection and organisation of relevant historical information
Similarity and Difference 			Compare different eras considering similarities and differences		Explore trends, looking at continuity/change and similarity/difference/significance	Analyse trends, looking at continuity/change and similarity/difference/significance, and use them to make connections and draw contrasts
Understanding Cause and Effect 					Gain historical perspective by making connections between local, national and international history	Gain historical perspective by making connections between local, national and international history