History curriculum overview

This overview combines substantive and disciplinary learning and maps progression of both across KS2 at Yattendon.

Substantive knowledge:

1. **Chronological knowledge / understanding** *(including characteristic features of periods)*
2. **Substantive concepts** *e.g. empire, peasant*

Disciplinary knowledge:

3. **Continuity and change** *in and between periods*
4. **Cause and consequence**
5. **Similarity / Difference** within a period / situation *(social diversity including beliefs and attitudes)*
6. **Significance** *of events / people*
7. **Historical enquiry -Using evidence / Communicating ideas**
8. **Interpretations of history**

Year Group	Autumn	Spring	Summer
Year 3	**Stone Age to Iron Age**	**Romans in Britain**	
Substantive knowledge	**Chronological knowledge / understanding** - To place the time studied on a time line. **Substantive concepts** CIVILISATION- To know that tools were crucial to survive for the early man. CIVILISATION/SETTLEMENT - To know and understand reasons why Stone Age man lived in small groups and the change to Iron Age tribal kingdoms.	**Chronological knowledge / understanding** - To recap previous historical knowledge of Britain in terms of chronology and how far society had developed by the end of the Iron Age. - To know that the Anglo-Saxons lived in Britain before the Romans. - To sequence several events or artefacts - To use dates and terms related to the passing of time **Substantive concepts** SOCITETY/POWER/SLAVE- To know and understand the hierarchy of the Roman empire. INVASION - To know why Claudius invaded Britain. ARMY - To understand how Roman armies worked and why Claudius' conquest was successful.	
Disciplinary knowledge	**Continuity and change** - To understand the difference between the Stone Age man and the Bronze Age man (how did homes change?). **Cause and consequence** **Similarity / Difference** - To understand the difference between the Stone Age man and the Bronze Age man (how did homes change?). **Significance** - To know what was found at Skara Brae and why it was important. **Historical enquiry -Using evidence / Communicating ideas** -How to we know about the past? What sources of evidence are there? - To know what was found at Skara Brae and why it was important. - To understand what the job of an archaeologist is. - To distinguish between different sources of evidence and compare different pieces of evidence about Skara Brae **Interpretations of history**	**Continuity and change** - How far society had developed by the end of the Iron Age. - To identify changes the Romans made in Britain. - To identify examples of Roman legacy in Britain today. **Cause and consequence** - To know why Claudius invaded Britain. - To understand how Roman armies worked and why Claudius' conquest was successful. **Similarity / Difference** **Significance** - To identify examples of Roman legacy in Britain today. **Historical enquiry -Using evidence / Communicating ideas** - To observe small details in artefacts - To identify and give reasons for different ways in which the past is represented - To select and record information relevant to historical study - To begin to use the library and internet for research **Interpretations of history** - To observe small details in artefacts - To look at different representations of the historical period - To identify and give reasons for different ways in which the past is represented	

Year 4	Anglo-Saxons	Vikings	Greeks
Substantive knowledge	**Chronological knowledge / understanding** -To know who the Anglo-Saxon and Scots were. - To place the events of Anglo-Saxon settlement on a timeline **Substantive concepts** CIVILISATION - To know where the Anglo-Saxons and Scots came from and why they were successful (hierarchy and society). RELIGION - To investigate the religious beliefs of the society using a range of evidence sources SETTLEMENT - To communicate their knowledge and understanding of settlement by the Anglo-Saxons and Scots	**Chronological knowledge / understanding** - To know and understand the chronological narrative leading to the Vikings invading Britain. - To know the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - To recap what Britain was like before the first Viking invasion. - To know the key features and events of Viking Britain **Substantive concepts** INVASION - To know and understand the chronological narrative leading to the Vikings invading Britain. INVASION - To know who the Vikings were and where they came from. - To know why the Vikings invaded Britain and how they arrived. SETTLEMENT - - To know about the Viking settlement of Britain and how this affected the Anglo-Saxons. RULERS - To know who the most influential Anglo-Saxon kings were and the agreement they made with the Vikings. TRADE - To investigate the importance of trade to the Vikings.	**Chronological knowledge / understanding** **Substantive concepts** EMPRIE/INVASION-To know how the Greek empire expanded. EMPIRE - To understand why the Ancient Greek empire was so successful. POLITICAL PARTY/RULER - To understand how the political system in Ancient Greece worked. CIVILISATION/SOCIETY - To understand that Ancient Greece was split into states and what this means in terms of how society was run. ARMY - To explore how Ancient Greek armies were organised. RELIGION- To investigate the religious beliefs of the Ancient Greeks and …(myths)
Disciplinary knowledge	**Continuity and change** -To know how the Anglo-Saxons influenced the English language (Origins of place names). **Cause and consequence** - To know why the Romans left Britain. **Similarity / Difference** - To look at differences and links between the homes of the Romans and Anglo-Saxons and offer a reasonable explanation for this. **Significance** - To know how the Anglo-Saxons influenced the English language (Origins of place names). **Historical enquiry -Using evidence / Communicating ideas** -To use correct historical terms and begin to date events - To examine Anglo-Saxon and Scot artefacts and to decide what they tell us about life in that time (Hadrian's Wall) - To look at differences and links between the homes of the Romans and Anglo-Saxons and offer a reasonable explanation for this. - To investigate the religious beliefs of the society using a range of evidence sources - To look carefully at the available evidence and begin to evaluate the usefulness of different sources - To communicate their knowledge and understanding of settlement by the Anglo-Saxons and Scots **Interpretations of history** - To look at differences and links between the homes of the Romans and Anglo-Saxons and offer a reasonable explanation for this.	**Continuity and change** **Cause and consequence** - To know about the Viking settlement of Britain and how this affected the Anglo-Saxons. **Similarity / Difference** **Significance** - To know who the most influential Anglo-Saxon kings were and the agreement they made with the Vikings. **Historical enquiry -Using evidence / Communicating ideas** - To explore what life was like for Vikings living in Britain from different sources of evidence - To ask a variety of questions about life in Viking Britain **Interpretations of history**	**Continuity and change** - To compare and contrast Ancient Greece to modern day Greece. **Cause and consequence** **Similarity / Difference** - To compare the democracy system in Ancient Greece to Britain today. **Significance** - To understand the impact of the Ancient Greek civilisation on the modern world. **Historical enquiry -Using evidence / Communicating ideas** - To investigate Ancient Greek life through the use of artefacts. - To use books and historical information to place Ancient Greek history into context - To recall, select and organise historical information - To choose relevant material to present a picture of one aspect of life in Ancient Greece **Interpretations of history** - To use books and historical information to place Ancient Greek history into context

Year 5	Local History - Gatwick	Mayans	
Substantive knowledge	**Chronological knowledge / understanding** - Know and sequence key events of time studied - To know how history is reflected in the local area. **Substantive concepts** WAR – The role of Gatwick during WW2	**Chronological knowledge / understanding** - To develop a chronological knowledge and understanding of Mayan Civilisation. **Substantive concepts** CIVLISATION - - To discover facts about the Mayan Civilisation. SETTLEMENT - To locate ancient Mayan cities. RELIGION - -To explain some of the different ritual elements of the ancient Mayan religions.	
Disciplinary knowledge	**Continuity and change** - To describe changes that have happened at Gatwick throughout history - To select sources of evidence to deduce information about the changes that have taken place in the local area **Cause and consequence** - To select sources of evidence to deduce information about the changes that have taken place in the local area **Similarity / Difference** **Significance** **Historical enquiry -Using evidence / Communicating ideas** **-** Compare accounts of events from different sources – fact or fiction. -Offer some reasons for different versions of events - Begin to identify primary and secondary sources - To select sources of evidence to deduce information about the changes that have taken place in the local area - Use evidence to build up a picture of a past event - Communicate their knowledge and understanding **Interpretations of history** **-** Compare accounts of events from different sources – fact or fiction. -Offer some reasons for different versions of events	**Continuity and change** - To address and devise historically valid questions about changes, similarity and difference, and significance. **Cause and consequence** **Similarity / Difference** - To address and devise historically valid questions about changes, similarity and difference, and significance. **-**- To find out what Mayan people grew and ate. **Significance** - To address and devise historically valid questions about changes, similarity and difference, and significance. **Historical enquiry -Using evidence / Communicating ideas** - To understand how our knowledge of the past is constructed from a range of Mayan sources. - To use a range of sources to understand Mayan civilisation. - Identify and use sources of evidence to learn about Mayan cities and those who explored them. **Interpretations of history**	

Year 6	Ancient Egypt		Crime and Punishment
Substantive knowledge	**Chronological knowledge / understanding** - To know the location of Ancient Egypt in both time and place and place events on a time line. - Use relevant dates and terms **Substantive concepts** RELIGION/CIVILISATION/RULER - To know how Ancient Egyptian society was run through hierarchal ruling. RELIGION - To know about Ancient Egyptian religious beliefs and compare these with beliefs held in other historical periods studied.		**Chronological knowledge / understanding** **Substantive concepts** POWR/ARISTOCRACY - How punishment differed depending on how rich you were RELIGION - How religion is linked to the history of crime and punishment
Disciplinary knowledge	**Continuity and change** **Cause and consequence** **Similarity / Difference** - To understand the way of life in Ancient Egypt. **Significance** - To learn about the Egyptian landscape and find out how it impacted on people's lives. - To know the effects the Rive Nile had on Ancient Egyptian life. **Historical enquiry -Using evidence / Communicating ideas** - To interpret the past through the use of artefacts, books, the internet and to recognise primary and secondary sources - Be aware that different evidence will lead to different conclusions - Bring knowledge gathered from several sources together in a fluent account - Select and organise information to produce structured work, making appropriate use of dates and terms. Suggest omissions from knowledge and ways of finding out. **Interpretations of history** - To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. - To consider ways of checking the accuracy of interpretations—fact or fiction and opinion - Be aware that different evidence will lead to different conclusions		**Continuity and change** Why there was so much change in the 19th century -To understand how we know about crimes and punishment from medieval time up to the modern day -To understand how the times affect the crime and punishments and why **Cause and consequence** -Why punishments became so bloody in the 18th century **Similarity / Difference** -How punishment differed depending on how rich you were **Significance** **Historical enquiry -Using evidence / Communicating ideas** -How we know about how criminal were punished in the medieval period -Use a range of sources to find out about an aspect of time past. -To understand how we know about crimes and punishment from medieval time up to the modern day **Interpretations of history** -To understand how the times affect the crime and punishments and why.