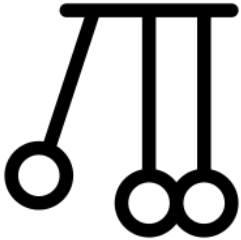
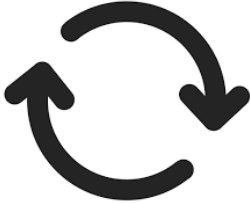
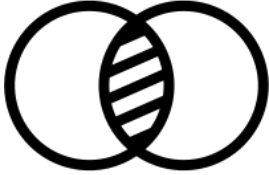
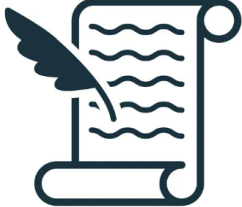
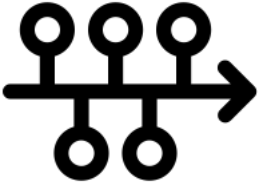


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These 'Big Ideas' are the crucial knowledge and skills essential to pupils achieving and exceeding the expected standard in History. These 'Big Ideas' build progressively as pupils move throughout the school. When pupils encounter a 'Big Idea', they will revisit other units where they learnt about the same concept to enable them to make connections between different learning and build the schema they need. Below is a summary of the 'Big Ideas' for History.

Big Ideas		
	Description	Units
Community and culture	<i>Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion, settlement, games and sports. Pupils will learn about a diverse range of significant figures and how they shaped the world we live in.</i>	
War, conflict, Invasion and disasters	<i>Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war as well as disasters such as fire and plague</i>	
Migration & Trade	<i>Pupils will learn how people moved and how they traded goods with each other and the impact of this. They will study key trade routes and migration pathways.</i>	
Ideas and communication	<i>Pupils will learn how people invented throughout history and the impact of this. They look at key inventions, transport, tools and technology and how these changed over time.</i>	
Empire, power & government	<i>Pupils will learn about and make comparisons between different civilisations, exploring life of the rich and the rulers compared to other members of society. They will look at countries, democracy, empires, government, law, monarchy and rulers, rich and poor and slavery from key historical periods they study. Pupils will also study how Religion played its part in empires.</i>	
Chronology	<i>Pupils will learn to use simple time-related language, sequence events from within and beyond living memory, and order events on timelines. They will learn to use terms such as *before, after, past, present, then,* and *now*, and understand the meanings of BC, AD, BCE, and CE. Pupils will also learn to place dates and key events accurately on timelines, both within a single historical period and in relation to other periods, using increasingly precise dates to describe and sequence events.</i>	

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Disciplinary Knowledge					
<i>Working as a Historian</i>					
					
Historical Enquiry	Cause & Consequence	Change & Continuity	Similarity & Difference	Historical Significance	Chronology

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SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE		
<i>Declarative Knowledge / concepts</i>		<i>The knowledge & skills required to be a Historian.</i>		
Community & Culture	helps pupils understand how groups of people live together, share beliefs, traditions and ways of life, and how these shape their everyday experiences and identities in the past. Pupils will learn about a diverse range of significant figures and how they shaped the world we live in.		Historical Enquiry	<i>Build understanding of how knowledge about the past is constructed from sources</i>
Religion	helps pupils understand the beliefs, practices and spiritual traditions that shaped people's values, choices and ways of life in the past.		Cause & Consequence	<i>Analysing why events happened</i>
Empire & power	helps pupils understand how groups gained, used and maintained control over people and places, and how this shaped relationships, societies and events in the past.		Change and Continuity	<i>Analysing the pace, type and extent of change across time periods including what impact it had</i>
Warfare	helps pupils understand why conflicts happened, how they were fought, and how war affected people, societies and change in the past.			
Government & Monarchy	helps pupils understand how societies were organised, the roles of rulers and governing bodies, and how decisions and authority influenced people's lives in the past.		Similarity and Difference	<i>Within the same time period eg: between groups, places or societies</i>
Migration	helps pupils understand why people moved, where they went, and how these movements shaped communities, cultures, and societies in the past.			
Invasion	helps pupils understand when and why groups entered other lands by force, and how these events affected communities, power structures, and everyday life in the past		Historical Significance	<i>Why some events or people are deemed to be significant by historians</i>
Trade	helps pupils understand how people exchanged goods, services, and ideas, and how these interactions influenced communities, wealth, and relationships in the past.			
Inventions / Discoveries	helps pupils understand how new ideas, tools, and technologies were created or found, and how they changed people's lives, societies, and the course of history.		Chronological awareness	<i>How history fits into a time frame, the chronology within the time period as well as the sequence of time periods globally.</i>

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SUBSTANTIVE KNOWLEDGE

Substantive content : KS1

No statutory time periods, but time periods studied or referred to should meet these objectives;

- 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
- significant historical events, people and places in their own locality.

Substantive content : KS2

- 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.

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EYFS	
Development matters : 3 & 4 year olds will be learning to;	Development matters: Children in reception will be learning to:
• Begin to make sense of their own life-story and family's history.	• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
Early Learning goal - Understanding the world (End of Reception)	ELG: Past and Present
Children at the expected level of development will: • Talk about the lives of the 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.	

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Nursery						
Term	1	2	3	4	5	6
Unit / theme title						
DM objectives covered						

Reception						
Term	1	2	3	4	5	6
Unit / theme title						
DM objectives covered						

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Disciplinary Knowledge							
	YR	Y1	Y2	Y3	Y4	Y5	Y6
 Historical Enquiry <i>Build understanding of how knowledge about the past is constructed from sources</i>	I can find out about things that have happened in my life by asking questions and looking at pictures	I can research the past using a variety of secondary sources	I can explore a range of secondary sources and can differentiate between fact and opinion. I can present the information I have learnt in a variety of ways. I can use research skills to find answers to specific historical questions about our locality. I know the difference between primary and secondary sources. I can explain how historical artefacts can be used to help build up a picture of the past.	I can evaluate the usefulness of primary and secondary sources in historical enquiry. I can use a range of information, including my own research, to present a historical argument. I understand that some sources include facts and opinions and different evidence can lead to different conclusions.			
 Cause & Consequence <i>Analysing why events happened</i>	I can say why things happen and give explanations.	I can explain why a historical event happened and what happened as a result. I can explain why an important person from history acted the way they did and what the impact of this was	I can identify and give reasons for historical events and explain the impact. I can explain how a historical event impacted on at least one of the key concepts.	I understand the impact of historical events on later periods of history. I can evaluate how a historical event impacted on one or more of the key concepts.			

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Disciplinary Knowledge							
	YR	Y1	Y2	Y3	Y4	Y5	Y6
 Change and Continuity <i>Analysing the pace, type and extent of change across time periods including what impact it had</i>	I can observe and describe things that have changed and stayed the same during my life.	I can explain what an object from the past might have been used for. I can identify things that have changed or stayed the same during my life and from times before living memory. I can describe changes over time in relation to one or more of the key concepts.		I can explain the links between significant events. I can explain what changed and stayed the same in relation to at least one of the key concepts.		I can summarise the main events from a period of history, explaining the order of events and making connections between them. I can justify how or why things changed or did not change over time in relation to one of the key concepts.	
 Similarity and Difference <i>Within the same time period eg: between groups, places or societies</i>	I can identify and describe similarities and differences between myself and others. I can compare objects, animals and people using vocabulary of change.	I can describe change within living memory I can spot old and new things in pictures. I can compare and contrast changes from a period of time, focusing on one of the key concepts	I can describe change beyond living memory I can spot old and new things in pictures. I can compare and contrast changes from a period of time, focusing on one or more of the key concepts.	I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity. I can describe similarities and differences between a period of history and now in relation to one or more of the key concepts.		I can explain the differences in the lives of people from different social classes, cultures, religions or race. I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the key concepts.	

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Disciplinary Knowledge							
	YR	Y1	Y2	Y3	Y4	Y5	Y6
 Historical Significance <i>Why some events or people are deemed to be significant by historians</i>	I can recognise and describe special times or events for me, my friends or family.	I can explain how historical events and people changed things.		I can identify historically significant people and events and their impact.		I am aware of some pivotal events and people in modern British history. I can evaluate the impact of key historical people and events.	
 Chronological awareness <i>How history fits into a time frame, the chronology within the time period as well as the sequence of time periods globally.</i>	I can use simple language relating to time. I can put events in order.	I can use words and phrases like: before, after, past, present, then and now. I can sequence events from within living memory on a timeline.	I can order events on a timeline from beyond my lifetime. I can sequence events that occurred during a historical period.	I understand the difference between BC, AD, BCE and CE. I can place dates and events on a timeline for a historical period.		I can place key events from a period of history on a timeline in relation to one other period of history. I can use more accurate dates when describing and sequencing events.	

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	Substantive Knowledge							
Big Idea		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Community and culture	Culture & Community	Begin to make sense of their own life-story and family's history. Talk about the lives of people around them and their roles in society.	To understand how toys and games were sometimes different in the past. To understand how schools were the same and different in the past.	To understand how the architecture of London was different before and after the Fire of London.	To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.		To understand how society is organised in different cultures, times and Groups. To understand how the local community has developed from early times.	To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations.
Empire, power & government	Religion				To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups.		To be aware of the different beliefs that different cultures, times and groups hold. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society.	

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	Substantive Knowledge							
Big Idea		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Empire, power & government	Empire & power				To learn about the influence and spread of the Roman empire. To learn about the Umayyad Caliphate (Islamic Empire) To learn about the Viking kingdoms To learn about the power of the Greeks. To learn about the power of the Egyptians. To learn about the power and reach from Baghdad. To learn how approaches to warfare have changed over time. To learn about the origins of WW2 and the power of Germany. [NOTE: There is no prescribed order in the teaching of these areas. However 'warfare over time' and 'origins of WW2' involve more complex themes to study.]			
Empire, power & government	Government & Monarchy		How the USA and Russia competed to put the first man on the moon.	To learn how King Charles influenced the rebuilding of London and the creation of a fire service.	To understand how different civilizations were organised and structured -Anglo-Saxons -Vikings -Maya -Ancient Greece (democracy) - Ancient Egypt (Emperors) [NOTE: There is no prescribed order in the teaching of these areas.]			How governments and empires go to war and the impact that this has.

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	Substantive Knowledge							
Big Idea		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
War, conflict, Invasion and disasters	Invasion				To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain.		To understand the key aspects of historical battles. To understand the origins of World War two	
War, conflict, Invasion and disasters	Warfare				To know that settlement created tensions and problems.		To understand about the conflict between the Athenians and Spartans. To understand the impact of technology on warfare. To understand the origins of World War two To understand the role of individuals in warfare.	
Migration & Trade	Migration			To learn why some of the passengers were travelling on the Titanic.	To learn about Migration within the established Roman empire. To understand how tribes migrated to Britain. -Anglo Saxon period -Maya / Islamic		To learn about migration and trade within time periods studied.	

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	Substantive Knowledge							
Big Idea		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Migration & Trade	Trade		To understand how train travel and aircraft led to the movement of people & goods over greater distances.	LOCAL STUDY To understand about the development of..	To understand how trading developed in the Iron age. To understand about Trade routes in the Roman Empire.	To understand how trading developed during the; -Anglo Saxon period -Viking period -Maya	To understand how trading developed during the; -Ancient Egyptian period -Ancient Greeks	To understand how trade influenced the development of my home town.
Ideas and communication	Inventions / Discoveries		To learn how toys have changed over time To learn about the invention of space travel during the 20th Century.	LOCAL STUDY To learn about the development of the canal / railway in Britain and its impact on my town. To learn how ships developed to carry large numbers of people.	To learn about the creation of metal and how this influenced human activity. To learn about the impact of the Roman Empire on everyday life - houses, homes, towns.	To learn how the Vikings managed to invade across the sea in longboats.	To learn how the Egyptians communicated through hieroglyphs. How the Greeks developed sport through the Olympics.	LOCAL STUDY How buildings have changed over time in my home town. How weapons have developed over time. To learn about how the Enigma machine impacted on key battles in WW2.

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Substantive content : Possible sequence of units to meet the statutory requirements of the National Curriculum.

	Autumn	Spring	Summer
Y1	<i>What was it like in the past? Families & toys</i>	<i>How do we move around?</i>	<i>How have we travelled beyond Earth?</i>
Y2	<i>What was the 'Great Fire of London?'</i>	<i>Local Study What is my town's history?</i>	<i>Why did the Titanic sink?</i>
Y3	<i>Stone Age / Bronze age / Iron Age What do archaeologists think they know about it?</i>	<i>What did it mean to be a Roman?</i>	<i>What impact did the Romans have on Britain?</i>
Y4	<i>Anglo-Saxons Britain's settlement by Anglo-Saxons: what changed after the Romans left?</i>	<i>The Vikings: why did they come to the British Isles?</i>	<i>A non-European society</i>
Y5	<i>Ancient Egypt: what stayed the same across 3,000 years?</i>	<i>Ancient Greek civilisation: what do we know about ancient Greece?</i>	<i>Local Study How has a street in my town changed over time?</i>
Y6	<i>How and why has warfare changed since 1066?</i>	<i>How did developments in technology change the course of the war?</i>	<i>Local Study Another aspect of my town's History.</i>

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Statutory areas to study from the National Curriculum

KS1 - *summary*

In Key Stage 1, pupils begin to develop an awareness of the past and understand basic chronological ideas. They learn to use simple historical vocabulary and recognise differences and similarities between life in the past and today. Pupils ask and answer questions about the past using stories and sources, and they begin to understand how history is represented in different ways.

They study:

- **Changes within living memory**, showing how national life has evolved.
- **Events beyond living memory** that are significant nationally or globally (e.g. the Great Fire of London).
- **Significant individuals** who contributed to national and international achievements, including comparing people from different periods.
- **Important historical events, people and places in their own locality.**

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Statutory areas to study from the National Curriculum

KS2 - *summary*

In Key Stage 2, pupils develop a secure chronological understanding of British, local and world history. They learn to identify connections, contrasts and trends over time and start to devise and answer historically valid questions. Pupils select and organise information to create informed accounts and understand how historical knowledge is constructed from different sources.

They study a broad range of history, including:

- **Prehistoric 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 up to Edward the Confessor.**
- **Local history studies.**
- **Themes beyond 1066**, such as changes in monarchy or social history.
- **Earliest civilizations**, including a depth study (e.g. Ancient Egypt).
- **Ancient Greece** and its influence.
- **A contrasting non-European society**, such as the Mayans or early Islamic civilization.