

Substantive Knowledge

Past and Present

1. Can you talk about the lives of people around them and their roles in society.
2. What are some similarities and differences between things in the past and now?

Disciplinary Knowledge

Handing Evidence

Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.

Cause and Consequence

Talk about experiences that are familiar to them and how these may have differed in the past.

Change and Continuity

Comment on images of familiar situations in the past.

Similarities and Differences

Recognise some similarities and differences between life in this country and life in other countries..

Historical Significance

Name and describe people who are familiar to them.

Historical Interpretations

Compare and contrast characters from stories, including figures from the past.

British Values

Democracy - We showcase everyone being treated equally and having equal rights. We teach children that their opinions are important and we listen to and value each child's thoughts and feelings. We give the children the power to choose and make decisions on their own and in groups.

Rule of Law – We encourage children to agree to particular rules and ensure they understand that the rules apply to everybody.

Individual Liberty – We nurture children's self-confidence is by encouraging discussions and develop an understanding that other children's experiences of the world may differ from their own. We talk openly about our differences and encourage curiosity.

Mutual Respect – We encourage children to be respectful of and involved with their wider communities. We create an open and inviting space that allows children to learn about similarities and differences.

Tolerance – We teach children to respect and value diversity through respecting and listening to different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Substantive Knowledge

Cycle A

Childhood

1. What is an artefact?
2. Can you name some important life events?
3. What was childhood like in the 1950s?
4. How was life different in the 1950s to today?
5. Who was Elizabeth II?

School Days

1. Who was Queen Victoria?
2. What was the Industrial Revolution?
3. How did inventions change life in Britain?
4. What was life like for rich and poor children in Victorian times?
5. What was school like at Long Whatton in Victorian times?

Cycle B

Movers and Shakers

1. Define a person who is historically significant?
2. Can you name significant activists?
3. Can you name significant explorers?
4. Can you name significant monarchs'?
5. What is a memorial?

Magnificent Monarchs

1. What is a Monarch?
2. What is a monarchy?
3. How has the power of the monarchy changed over time?
4. What is a royal residency?
5. How were royal portraits used?
6. Can you name significant sovereigns?

Disciplinary Knowledge

Handling Evidence

Ask questions and produce answers to a few historical enquiries.

Choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries.

Communicate ideas about the past in writing, drawing, drama and ICT.

Cause and Consequence

Recognise why people did things, why events happened and what happened as a result, identifying basic causes & effects.

Change and Continuity

Identify similarities and differences between ways of life at different times.

Similarities and Differences

Make simple observations about different types of people, events, beliefs within a society or time period, identifying simple similarities and differences.

Historical Significance

Identify and talk about important aspects of a theme, period, society or person.

Historical Interpretations

Identify that there are different ways that the past is represented, including written sources, visual sources and artefacts.

British Values

Democracy - Children will consider what it was like for individuals during different time periods and consider themselves in the positions of others and the concept of fairness.

Rule of Law – Children will examine different codes for living and consider the value of the rule of law where all people are equal.

Individual Liberty - Through looking at historical sources, children will balance past events through the lenses of people's individual liberties against the balance of the greater good.

Mutual Respect – This is taught and given when children are expressing their opinions and beliefs through different historical time periods.

Tolerance - Teaching children to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Substantive Knowledge

Cycle A

Through the Ages

1. Can you name tools and weapons, key features of everyday life and beliefs of people from the Stone Age?
2. Can you name tools and weapons, key features of everyday life and beliefs of people from the Bronze Age?
3. Can you name tools and weapons, key features of everyday life and beliefs of people from the Iron Age?
4. Can you name key settlements and artefacts left behind by prehistoric people?

Emperors and Empires

1. How was Ancient Rome ruled?
2. What countries were part of the Roman Empire?
3. What was daily life like for the Romans?
4. What was the Roman social hierarchy?
5. Who were key Romans in Britain?
6. How was Britain Romanised?

Cycle B

Invasion

1. When did the Anglo Saxons invade?
2. Where did the Anglo Saxons settle?
3. Can you name key features of everyday life, beliefs and the lasting legacy of the Anglo Saxons?
4. Who was the first King of all England?
5. When did the Vikings invade England?
6. Where did the Vikings raid?
7. What was everyday life like for the Vikings?
8. Who was Alfred the Great?
9. How and when did the Norman period begin?

Ancient Civilisations

1. Who are the Ancient Sumerians?
2. Can you describe the cities, rulers, inventions and food and farming of the Ancient Sumerian civilisation?
3. Can you describe the cities, rulers, inventions and food and farming of the Ancient Egyptians?
4. Can you describe the cities, rulers, inventions and food and farming of the Indus Valley?
5. Can you describe the similarities and differences between the Sumerians, Egyptians and Indus Valley civilisations?

Disciplinary Knowledge

Handling Evidence

Devise a range of valid questions for different historical enquiries, and construct substantiated, informed responses.

Use a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music.

Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.

Cause and Consequence

Identify and comment on the importance of causes and consequences of historical events and changes.

Change and Continuity

Make valid statements about the main changes occurring within and across periods.

Similarities and Differences

Make observations about similarities and differences between people, groups, experiences or places in the same historical period..

Historical Significance

Identify and explain why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today.

Historical Interpretations

Understand that different versions of the past exist, and explore possible reasons for this.

British Values

Democracy - Children will consider what it was like for individuals during different time periods and consider themselves in the positions of others and the concept of fairness.

Rule of Law – Children will examine different codes for living and consider the value of the rule of law where all people are equal.

Individual Liberty - Through looking at historical sources, children will balance past events through the lenses of people's individual liberties against the balance of the greater good.

Mutual Respect – This is taught and given when children are expressing their opinions and beliefs through different historical time periods.

Tolerance - Teaching children to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Substantive Knowledge

Cycle A

Dynamic Dynasties

1. What is the Shang Dynasty?
2. Can you name materials, key features of everyday life and beliefs of the Shang Dynasty?
3. What was the Shang Dynasty social hierarchy?
4. What was significant about the warfare during the Shang Dynasty?
5. What is the legacy of Ancient China?

Ground-breaking Greeks

1. What are the significant periods of Greek history?
2. What was the social hierarchy in Ancient Greece?
3. Can you name significant people from Ancient Greece and their impact?
4. What was the lasting legacies of Ancient Greece?

Cycle B

Maafa

1. How did the European slave trade begin?
2. Can you describe the triangular slave trade?
3. What was life like for enslaved African people?
4. When was the slave trade abolished?
5. What was life like for black people in Britain in the 20th Century?
6. Can you name significant Great black Britons?

Britain at War

1. How and when did the First World War start?
2. When was the First World War?
3. What was life like during the First World War for soldiers and people at home?
4. What new weapons and technology were developed during the First World War?
5. How and when did the First World War end?
6. How and when did the Second World War start?
7. What was life like during the Second World War for soldiers and people at home?
8. What new weapons and technology were developed during the Second World War?
9. What was the Battle of Britain?
10. How and when did the Second World War end?

Disciplinary Knowledge

Handling Evidence

Independently plan historical enquiries and construct substantiated, informed, valid conclusions.

Use, understand the uses of and comment on the value of a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts & music.

Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.

Cause and Consequence

Identify, give reasons for & explain the significance of causes & consequences of historical events/changes.

Change and Continuity

Make valid statements about the changes occurring within & across periods, and compare the importance and nature of these changes.

Similarities and Differences

Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.

Historical Significance

Identify and explain why aspects of a theme, period, society, person, historical event or development are significant; describe how these aspects influence life today.

Historical Interpretations

Understand that different versions of the past exist, explaining how & why this is possible, appreciating that historical figures had points of view.

Understand that some accounts of history may be affected by historical propaganda, opinion or misinformation.

British Values

Democracy - Children will consider what it was like for individuals during different time periods and consider themselves in the positions of others and the concept of fairness.

Rule of Law – Children will examine different codes for living and consider the value of the rule of law where all people are equal.

Individual Liberty - Through looking at historical sources, children will balance past events through the lenses of people's individual liberties against the balance of the greater good.

Mutual Respect – This is taught and given when children are expressing their opinions and beliefs through different historical time periods. When discussing what it means to be British and how this is demonstrated in different historical time periods, children can celebrate our heritage whilst embracing the ties which bind us together.

Tolerance - Teaching children to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.