**Substantive Knowledge in History**

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| **EYFS** |
| **Why Do You Love Me So Much?** | **How Do We Get There?** | **How does it rain?** |
| * All about me – how old am I? When is my birthday? How do I celebrate my birthday?
* Me and my family. Photos of my family. Making a Family Tree.
* My school day- making a timeline.
* Grandparent visit. Comparison of school now and 75 years ago. Similarities and differences.
 | * What vehicles do we know? Photos of current transport. Photos and discussion of transport in the past (75 years ago). Grandparent visit.
* Comparison- sort photos into past and present. What is the same and what is different?
* Learn about the history of planes over 75 years. Research the Wright Brothers. Mr Johnston visits for a pilot talk. Compare similarities and differences.
 | * Have you been to the seaside? What did you do? What did you wear? Photos to discuss.
* Grandparent visit- comparison to then and now comparing seaside trips. Similarities and differences.
* Mary Anning- Where she lived and the relevance. Children to recall one or two facts about her.
* Mary Anning events on a timeline using language first, then, next.
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| **Year 1** |
| **Do I play with the same toys as Granny?** | **How do we know about the Great Fire of London?** | **Who is the King of England?** |
| * To know what a timeline is and to find out about toys today. To explain how we can find out about the past.
* To find out about toys in the past. To use sources to help ask and answer questions about toys from the past – parent/grandparent visit.
* To learn about popular toys from the last 100 years. To compare their materials and how they work.
* To compare similar toys from different times – the history of the teddy.
* To compare Victorian toys with modern toys. To learn about rich vs poor toys and girl vs boy toys.
* To recognise how toys have changed over time and to use words relating to the passing of time.
 | * To sort photos/drawings into past and present London. Discuss similarities and differences
* To describe some of the ways in which how we live now is different to how people lived in 1666.
* To find out about how the Great Fire of London started and spread.
* To put the events of the Great Fire in order.
* To explain how we know about the Fire of London
* To explain the term “eyewitness” and to look at Samuel Pepys diary, alongside other eyewitness accounts.
* To create a poster showing my ideas about how London could be rebuilt after the Great Fire.
* To explain what impact the Fire of London had on Britain today.
* To create a newspaper report, describing the main events of the Great Fire of London
 | * To learn what a monarch is and their role.
* To look at significant British monarchs, the dates that they reigned and key facts. To order them on a timeline looking at dates.
* To learn about family trees and heirs to the throne.
* To discuss sources of information and their reliability.
* To learn about the lives of Elizabeth I and Victoria.
* To compare the lives of Elizabeth I and Victoria
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| **Year 2** |
| **Why do we light fireworks on 5th November?** | **Who was the most significant explorer?** | **Why did seaside holidays become popular?** |
| * To look at artefacts and make predictions about their usage – picture of Guy Fawke’s lantern.
* To develop an understanding of significant individuals in the past – Who was Guy Fawkes?
* To use role play to explore the experiences of people involved in the gunpowder plot.
* To put the events of the Gunpowder Plot into the correct order.
* To look at primary sources of evidence from 1605 – letter to Lord Monteagle. To write a letter in role. Why was the letter so important?
* To develop an understanding of significant individuals in the past. To create a wanted poster for Thomas Percy, based on the King’s Proclamation of 5th November 1605.
* To perform part of the story of the Gunpowder Plot by acting within a group. To know the key events and who was involved.
* To answer - Why do we still light fireworks today?
 | * To find out when Christopher Columbus lived and what he was trying to achieve.
* To find out about Christopher Columbus’s journey and what he discovered.
* To explore the impact of Columbus’s voyages and what he brought back to Europe.
* To find out who Neil Armstrong is and why he is remembered today.
* To find out about Neil Armstrong’s landing on the moon and the impact this had on the world.
* To be able to compare the lives and achievements of Columbus and Armstrong.
* To record answers to questions in role as Armstrong.
* To use what they have learnt about Columbus and Armstrong to evaluate their achievements.
* To write an information text about the two explorers.
 | * To learn about changes within living memory – seaside holidays.
* To learn about significant places within my own locality.
* To use a primary source of information.
* To give reasons for my opinions.
* To use photographs to find clues as to what seaside holidays were like in the past.
* To find out when, how and why seaside holidays became popular using non-fiction books.
* To find out what seaside holidays were like 100 years ago using non-fiction books and primary sources (postcards and photos).
* To compare seaside holidays from different eras.
* To be able to identify similarities and differences between seaside holidays now and in the past.
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| **Year 3** |
| **How would you survive the Stone Age?** | **How did Britain change in the Bronze and Iron Age?** | **What did the Ancient Egyptians teach us?** |
| * To chronologically order the periods of the Stone Age and understand what is meant by ‘prehistory’
* To describe the changes in homes from the Palaeolithic to the Neolithic period.
* To explain the key differences between a Neolithic settlement and a modern village (Mobberley).
* To understand the significance of the achievements of Stone Age man.
* To explain how early humans got their food throughout the different periods of the Stone Age.
* To form reasoned responses to historical enquiries (To agree with a theory about what Stonehenge is)
 | * To understand where the Bronze and Iron Age fit into a prehistoric timeline
* To explain how and why bronze replaced stone in the Bronze Age.
* To explore how tools changed from the Stone Age to the Iron Age.
* To describe and explain the key changes in prehistoric homes from the Stone Age to the Iron Age.
* To explain the importance of Celtic Warriors
* To explain how and why the Iron Age ended in Britain.
 | * To create a timeline of Ancient Egypt and understand where it sits amongst other Ancient Civilisations.
* To use both maps and globes to place Egypt and discuss its key features.
* To explain why the River Nile was important to life in Ancient Egypt.
* To explain the importance of Pharaohs in Anc Egypt.
* To understand the significance of the different factors in Egyptian entertainment.
* To understand the process of mummification and its impact today.
* To explain the process of pyramid building and why they were so important to the Ancient Egyptians.
* To learn about types of Egyptian homes.
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| **Year 4** |
| **Who were the Ancient Greeks and what did they do for us?** | **How did the Ancient Romans change Britain?** |
| * To immerse in Ancient Greek life – Ancient Greek Day.
* To identifying the chronological context of the Ancient Greeks.
* To identify the similarities and differences between the Greek city-states
* To identify the major Greek achievements.
* To identify the impact of the Greeks on the western world.
* To identify Alexander the Great’s role in spreading Greek culture.
* To identify similarities and differences between life today and Ancient Greek culture.
 | * To immerse in Roman life – Roman Day.
* To identify the fundamentals of an ‘empire’
* To understand where the Romans and Roman Britain fits into a continuing chronological narrative.
* To identify the main events of Roman Britain.
* To understand the achievements of the Romans and the impact that they had on Britain.
* To identify the multicultural element of the Roman Empire in Britain.
* To identify the changes in housing that the Romans tried to make.
* To understand the religious beliefs of the Romans and their impact on Britain.
* To understand that primary sources need careful analysis and that they can contradict each other.
* To identify the impacts and limitations of the Roman Empire on Britain.
* Roman Trip.
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| **Year 5** |
| **What did the Maya Civilisation do for us?** | **Anglo Saxons – What was life like after the Romans?** | **Vikings: Raiders, traders or settlers?** |
| * To be able to put events on a timeline – Egyptians, Greeks and Mayas.
* To be able to understand how our knowledge of the past can be constructed from a range of sources – sort sources into Egyptian or Mayan.
* To be able to understand the terms, ‘civilisation’ and ‘empire’ - link to Maya writing).
* To be able to understand the terms, ‘civilisation’ and ‘empire’ - link to Maya religion and food).
* To be able to explain how European travel impacted the Maya civilisation.
* To be able to explain how European travel impacted the Maya civilisation.
 | * What happened to the Romans? To understand where the Saxons came from. Understand who the Saxons were. Place Saxons on timeline line in relation to other studies (Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
* To understand where and the Anglo-Saxons lived. To explain why settlements developed in certain places. To investigate place-names relating to the Anglo Saxons.
* What was life like for Anglo-Saxons in Britain and how do we know? What impact have the Anglo-Saxons had on modern day Britain? Construct an Anglo Saxon village.
* To research the treasures found at Sutton Hoo – research using primary and secondary sources to answer questions about the treasures
* Learn about paganism and return of Christianity. To learn about key figures who helped the Anglo-Saxons to find out about Christianity – Anglo Saxon religious beliefs.
 | * To understand where the Vikings came from and why.
* To understand the impact of the Viking Raids on Anglo-Saxon Britain – looking at Viking artefacts. Create a Viking Raid timeline.
* To consider why Alfred is remembered as ‘The Great – research and write a non-chronological report.
* To understand what the Vikings believed in – beliefs and religions.
* To understand where and how the Vikings lived. To investigate place-names relating to the Anglo Saxons. Looking at Viking artefacts and where they have been found. Comparisons to Anglo Saxon artefacts.
* Did the Anglo-Saxons or the Vikings have the greatest impact on Britain? What were some similarities and differences between the Anglo-Saxons & the Vikings?
* ‘The Vikings were nothing more than brutal savages’ – Persuade me. Vikings – Raiders, traders or Settlers?
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| **Year 6** |
| **Why was there a mill in Mobberley?** | **How has war changed over time?** |
| * To be able to understand the different laws surrounding child labour in the Victorian era and now.
* To put the Victorian era into historical context.
* To use historical sources to find out more about the Victorian era.
* To be able to explain the rapid growth in Manchester during the Victorian era.
* To explain the effect of the industrial revolution on Manchester.
* To be able to compare Victorian housing with modern day housing.
* To be able to the impact of Victorian invention.
* To be able to understand the life of a Victorian school child in Mobberley
 | * To be able to explain different types of war - 1)Civil 2) Annexations and border wars 3) Global or world wars – research and present information.
* To be able to explain the impact of wars on the world.
* To be able to compare life in 1930s and life now.
* To be able to explain how life changed during WW2.
* To be able to explain the treatment of minorities in war.
* To be able to explain the holocaust.
* To be able to explain how warfare has changed throughout different wars.
* To explain how the role of women changed throughout the history or war.
* WW2 day.
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