**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. |
| **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. |
| **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. | |
| **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? |
| **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. | |