

# N3-4: Autumn



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive		<ul style="list-style-type: none"> <li>• Say who lives in their house</li> <li>• Name their immediate family</li> <li>• Mimic familiar adults engaged in everyday tasks</li> <li>• Talk about the roles of adults they live with</li> <li>• Name and talk about their extended family</li> <li>• Talk about how they have changed from being a baby</li> <li>• Talk freely about family and home life</li> <li>• Say how children and adults are different</li> <li>• Recall special times, such as birthdays, that they remember in their life</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about occupations of people they live with (Rec Aut1)</li> <li>• A family tree shows the relationships between different generations in a family (Y1)</li> </ul>
Disciplinary and procedural		<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Say how many years old I am</li> <li>• <b>Change &amp; continuity:</b> Over time, some things about a person (me) stay the same and some things change</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Use vocabulary like, then, now, before, after, a long time ago (Rec Aut)</li> <li>• <b>Change &amp; continuity:</b> Over time, some things about a place stay the same and some things stay the same (Rec Sum)</li> </ul>
VCs		<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> Talk about the lives of the people in my community, including my family, and their roles in society</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> My local community was different for families at different times in history (Y1)</li> </ul>

Relevant **Development Matters (N3-4)** statements:

- Begin to make sense of their own life-story and family's history



# N3-4: Spring



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive		<ul style="list-style-type: none"> <li>• Show an interest in occupations linked to transport</li> <li>• Trains (and other vehicles) can be powered by steam, diesel or electricity.</li> </ul>	<ul style="list-style-type: none"> <li>• We can travel in many ways today (Y1)</li> <li>• People in the past could travel less far than we can today (Y1)</li> <li>• Transport options have changed in living memory (Y1)</li> <li>• Options to travel in space, in the air, by car or by train have changed over time (Y1)</li> </ul>
Disciplinary and procedural			
VCs		<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> Talk about the lives of the people in my community, including my family, and their roles in society</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> My local community was different for families at different times in history (Y1)</li> </ul>

Relevant **Development Matters (N3-4)** statements:

- Show interest in different occupations.



# Reception: Autumn



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• Talk about the roles of adults they live with (N3-4 Aut1)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about occupations of people they live with</li> <li>• Learn about a hero from recent history (i.e. last ~100 years), who may also be important in the local community</li> <li>• Celebrations of special days look different today compared to when our parents and grandparents were children</li> </ul>	
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Change &amp; continuity:</b> Over time, some things about a person (me or a hero) stay the same and some things change (N3-4 Aut1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> We can look at photographs and images to see how life was different in the past</li> <li>• <b>Change &amp; continuity:</b> Historians can describe changes that have happened over time</li> <li>• <b>Chronology:</b> Use vocabulary like now, then, before, after, a long time ago</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Historians learn about the past by interpreting sources (Y1 Aut)</li> <li>• <b>Change &amp; continuity:</b> Over time, some things about a place change and some things stay the same (Rec Sum)</li> <li>• <b>Chronology:</b> Historians place events in the order in which they happened (Y1 Aut)</li> </ul>
VCs		<ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> The technology and things we have today have not always existed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> It took a long time for the knowledge that we have today to develop (Y1 Spr)</li> </ul>

Relevant **Development Matters (Reception)** statements:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.

Relevant **Early Learning Goals** (for end of Reception):

- Talk about the lives of the people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



# Reception: Spring



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive		<ul style="list-style-type: none"> <li>• Monarchs (kings and queens) are important people who help rule a country</li> <li>• King Charles III is our King today. Other Kings and Queens lived in the past.</li> <li>• Many people lived and worked in castles in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Egyptian monarchs (Y3), Ancient Greek monarchs (Y3), Maya monarchs (Y4)</li> <li>• Castles as a home for people to live in (Y1 Sum)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Look at photographs and images to see how life was different in the past (Rec Spr)</li> <li>• <b>Change &amp; continuity:</b> Historians can describe changes that have happened over time (Rec Spr)</li> <li>• <b>Chronology:</b> Use vocabulary like now, then, before, after, a long time ago (Rec Spr)</li> </ul>		
VCS	<ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> The technology and things we have today have not always existed (Rec Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> The King is an important person where we live</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> The King or Queen in England has power to make new rules or laws (Y2)</li> </ul>

Relevant **Development Matters (Reception)** statements:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Relevant **Early Learning Goals** (for end of Reception):

- Understand the past through settings, characters and events encountered in books read in class and storytelling.



# Reception: Summer



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive		<ul style="list-style-type: none"> <li>The place where we live looked different at different times in history</li> </ul>	<ul style="list-style-type: none"> <li>Our homes are made of lots of different materials. They have lots of different features (Y1 Sum)</li> <li>Homes look different at different times in history, including in living memory (Y1 Sum)</li> <li>Local history of my community (Y2)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li><b>Change &amp; continuity:</b> Over time, some things about a person (me or a hero) stay the same and some things change (N3-4 Aut1)</li> <li><b>Change &amp; continuity:</b> Historians can describe changes that have happened over time (Rec Aut)</li> <li><b>Historical evidence:</b> Look at photographs and images to see how life was different in the past (Rec Spr)</li> </ul>	<ul style="list-style-type: none"> <li><b>Change &amp; continuity:</b> Over time, some things about a change and some things stay the same</li> </ul>	<ul style="list-style-type: none"> <li><b>Change &amp; continuity:</b> Some changes happen more quickly than others. The world is changing more quickly in more recent history (Y1 Spr)</li> <li><b>Historical evidence:</b> Sources can be written, video/audio, images, artefacts or oral history (Y1 Aut)</li> </ul>
VCs	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> Talk about the lives of the people in my community, including my family, and their roles in society (N3-4 Aut)</li> </ul>		

Relevant **Development Matters (Reception)** statements:

- Comment on images of familiar situations in the past.

Relevant **Early Learning Goals** (for end of Reception):

- Understand the past through settings, characters and events encountered in books read in class and storytelling.





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Say who lives in their house, and name their immediate and extended family (N3-4)</li> <li><b>Science:</b> Trees are a type of plant that have a tall stem made of wood, and lots of leaves and branches (Y1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Living memory</b> is the time that can be remembered by people who are alive today</li> <li><b>A family tree</b> shows the relationships between different <b>generations</b> in a family</li> <li>Some things in communication / toys / schools have changed in living memory (the past)</li> </ul>	<ul style="list-style-type: none"> <li>Transport has changed across history so that people can travel further (between and across continents) today than they could before (Y1 Spr)</li> <li>Homes reflect the times in which they were built, and so look different at different times in history (Y1 Sum)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li><b>Change &amp; continuity:</b> Over time, some things about a place/person change and some things stay the same (Rec Sum)</li> <li><b>Historical evidence:</b> Look at photographs and images to see how life was different in the past (Rec Aut)</li> <li><b>Chronology:</b> Use vocabulary like now, then, before, after, and a long time ago (Rec Aut)</li> </ul>	<ul style="list-style-type: none"> <li><b>Change &amp; continuity:</b> Historians can describe changes that have happened over time</li> <li><b>Historical evidence:</b> History is the study of humans who lived in the past</li> <li><b>Historical evidence:</b> Historians learn about the past by interpreting sources</li> <li><b>Historical evidence:</b> Sources can be written, video/audio, images, artefacts or oral history</li> <li><b>Chronology:</b> Historians place events in the order in which they happened</li> <li><b>Chronology:</b> Decide whether a source shows life in the past or in the present</li> <li><b>Chronology:</b> Place events in pupils' days in order</li> </ul>	<ul style="list-style-type: none"> <li><b>Change &amp; continuity:</b> Some changes happen more quickly than others. The world is changing more quickly in more recent history (Y1 Spr)</li> <li><b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are written about primary sources (Y2 Aut)</li> <li><b>Chronology:</b> State, with reasons, whether one source shows life in a more or less recent time than another (Y1 Sum)</li> </ul>
VCs	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> Talk about the lives of the people in my community, including my family, and their roles in society (N3-4)</li> </ul>	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> My local community was different for families at different times in history</li> </ul>	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> In the past, communities were smaller because people could not travel so far (Y1 Spr)</li> <li><b>Community &amp; family:</b> People in history lived in communities that look different to ours today (Y2 Sum)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>Show an interest in occupations linked to <b>transport</b> (and farms) (N3-4 Spr1)</li> <li><b>Living memory</b> is the time that can be remembered by people who are alive today (Y1 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>We can <b>travel</b> in many ways today</li> <li><b>Transport</b> options have changed in living memory</li> <li>Apollo 11 was the mission that sent two men to walk on the Moon for the first time</li> <li>The <b>Wright</b> brothers invented the <b>aeroplane</b> and Bessie Coleman was the first black woman to gain her pilot's licence</li> <li>Robert and George Stephenson developed the 'Rocket', one of the first <b>locomotives</b></li> <li>Karl Benz invented the first car, and Henry Ford developed the <b>assembly line</b>, which was a new way of making cars that made them affordable for everyone</li> <li>Options to travel in space, in the air, by car or by train have changed over time.</li> <li>People in the past could travel less far than we can today</li> </ul>	<ul style="list-style-type: none"> <li>Michael Collins was one of the first men to travel in space to the Moon (Y2 Sum)</li> <li>Quest for knowledge (Y5); considering how knowledge spread and developed as people travelled further across the globe at different times in history</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li><b>Change &amp; continuity:</b> Historians can describe changes that have happened over time (Y1 Aut)</li> <li><b>Historical evidence:</b> History is the study of humans who lived in the past (Y1 Aut)</li> <li><b>Historical evidence:</b> Historians learn about the past by interpreting sources (Y1 Aut)</li> <li><b>Chronology:</b> Use vocabulary like now, before, after, and a long time ago (Rec Spring)</li> <li><b>Chronology:</b> Decide whether a source shows life in the past or in the present (Y1 Aut)</li> <li><b>Chronology:</b> Place events in pupils' days in order (Y1 Aut)</li> </ul>	<ul style="list-style-type: none"> <li><b>Change &amp; continuity:</b> Some changes happen more quickly than others. The world is changing more quickly in more recent history</li> <li><b>Chronology:</b> Recognise historical periods or events using arrows on a blank timeline</li> <li><b>Historical significance:</b> Historians choose to study people or events in the past because they resulted in change</li> <li><b>Similarity &amp; difference:</b> Historians study the way things were different in the past.</li> </ul>	<ul style="list-style-type: none"> <li><b>Change &amp; continuity:</b> Historians describe how changes affect people's lives (Y2 Spr)</li> <li><b>Change &amp; continuity:</b> Changes do not follow one trajectory (Y5)</li> <li><b>Chronology:</b> Place a small selection of sources in chronological order (Y2 Aut)</li> <li><b>Historical significance:</b> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2 Spr)</li> </ul>
VCs	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> My local community was different for families at different times in history (Y1 Aut)</li> </ul>	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> In the past, communities were smaller because people could not travel so far</li> </ul>	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> In communities in the past, different people often had very defined roles. In the earliest communities, families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves (Y3 Aut)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• Many people lived and worked in castles in the past (Rec Spr)</li> <li>• <b>Geography:</b> Human settlements can be a city, town or village, depending on their size (Y1 Aut)</li> <li>• <b>Geography:</b> Rural means countryside; urban means towns and cities (Y1 Spr)</li> <li>• <b>Science:</b> The material is what an object is made of, e.g. a cup can be made of paper or plastic (Y1 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>• Different people live in lots of different types of home!</li> <li>• Our homes are made of lots of different <b>materials</b> like bricks and glass.</li> <li>• Our homes have lots of different features that help us do tasks like cook food, stay warm, and go to the toilet.</li> <li>• Homes look different at different times in history, including in living memory.</li> <li>• Homes and the things we use in our homes have changed during the lives of the people in our community</li> <li>• In the Victorian period (before living memory), people lived in cramped houses like <b>back-to-back</b> houses. Houses were made of bricks and glass.</li> <li>• Features of homes meant that Victorians did everyday tasks differently than we do today.</li> <li>• In the Tudor period (before the Victorians) most people lived in <b>rural</b> areas.</li> <li>• Houses were made of wood and <b>wattle and daub</b>. In the <b>urban</b> areas, <b>jettying</b> was used to give people more space.</li> <li>• Features of homes meant that Tudors did everyday tasks differently than we do today.</li> <li>• In the medieval period (before the Tudors), <b>motte-and-bailey castles</b> were built to protect people. Features included <b>keep, motte, bailey, palisade</b> and <b>gatehouse</b>.</li> <li>• Motte-and-bailey castles were made of wood and <b>wattle and daub</b></li> <li>• A very long time ago, in the prehistoric period, people lived in small <b>villages</b>, in <b>roundhouses</b> with just one room. They were made of wood and wattle and daub.</li> </ul>	<ul style="list-style-type: none"> <li>• Jettying and the fact that houses were built very close together was one of the reasons why the Great Fire of London could spread so quickly (Y2 Spr)</li> <li>• Homes became more sophisticated through the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age (Y3 Aut)</li> </ul>
Disciplinary	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> History is the study of humans who lived in the past (Y1 Aut)</li> <li>• <b>Historical evidence:</b> Historians learn about the past by interpreting sources (Y1 Aut)</li> <li>• <b>Chronology:</b> Use vocabulary like now, before, after, and a long time ago (Y1 Aut)</li> <li>• <b>Chronology:</b> State whether a source shows life in the past or in the present</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Causation:</b> Things happen because something causes them to happen</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Causation:</b> Things happen as a result of causes. Some things have lots of causes (Y2)</li> <li>• <b>Chronology:</b> Place a small selection of sources in order, from most to least recent (Y2)</li> </ul>
VCs	<ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> We go to school to learn new things (EYFS)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> It took a long time for the knowledge that we have today to develop</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> Sometimes it was the contributions of important individuals that were important in advancing our knowledge (Y2)</li> </ul>



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Substantive	<ul style="list-style-type: none"> <li>The place where we live looked different at different times in history (Rec)</li> <li><b>Geography:</b> The school and community are at the local scale; countries are at the national scale; continents are at the global scale (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>(Varies by school)</li> </ul>	<ul style="list-style-type: none"> <li>The local history unit in Year 4 allows pupils to further build on their knowledge of their local area. They will focus on the significance of an individual, a local feature, or migration in their local community (Y4 Sum)</li> </ul> <p>Year 2 teachers should liaise with their history lead and/or Year 4 teacher to ensure that there is no accidental duplication.</p>
Disciplinary and procedural	<ul style="list-style-type: none"> <li><b>Historical evidence:</b> Sources can be written, video/audio, images, artefacts or oral history (Y1 Aut)</li> <li><b>Historical evidence:</b> History is the study of humans who lived in the past (Y1 Aut)</li> <li><b>Historical evidence:</b> Historians learn about the past by interpreting sources (Y1 Aut)</li> <li><b>Chronology:</b> Recognise historical periods or events using arrows on a blank timeline (Y1 Spr)</li> <li><b>Chronology:</b> Historians place events in the order in which they happened (Y1 Aut)</li> <li><b>Chronology:</b> Decide whether a source shows life in a more or less recent time than another (Y1 Sum)</li> <li><b>Change &amp; continuity:</b> Over time, some things about a place change and some things stay the same (Rec)</li> </ul>	<ul style="list-style-type: none"> <li><b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources</li> <li><b>Chronology:</b> Place a small selection of sources in order, from most to least recent</li> </ul>	<ul style="list-style-type: none"> <li><b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (Y3 Aut)</li> <li><b>Chronology:</b> Use vocabulary like decade and century (Y3 Sum)</li> </ul>
VCs	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> My local community was different for families at different times in history (Y1 Aut)</li> </ul>	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> Some aspects of life in my own community have changed over time and others have stayed the same</li> </ul>	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> People in history lived in communities that look different to ours today (Y2 Sum)</li> <li><b>Community &amp; family:</b> There are many factors which can cause communities to change over time (Y3 Aut)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• Monarchs (kings and queens) are important people who help rule a country (Rec)</li> <li>• <b>Geography:</b> The capital city of England is London (Y1)</li> <li>• Before factories, most people lived in the countryside in cottages with two or three rooms. In small towns, homes were cramped and jettying was used to give people more space (Y1 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>• 1660s London was dirty, busy, cramped, and homes were made of wood</li> <li>• The <b>Great Plague</b> of 1666 meant that people lived in a locked down city</li> <li>• The <b>Great Fire of London</b> started in a bakery in <b>Pudding Lane</b> and <b>spread quickly</b></li> <li>• People only had basic equipment like <b>fire squirts, buckets</b> and <b>fire hooks</b> to help them try and put it out</li> <li>• It lasted just under five days</li> <li>• Primary and secondary sources like <b>artefacts, images</b> and <b>texts</b> – such as <b>Samuel Pepys' diary</b> – can tell us about the fire</li> <li>• The fire spread quickly because most buildings were built close together out of <b>flammable</b> materials; there was a strong wind; fire fighting equipment was not good enough and relied on ordinary people; and the town mayor did not act quickly enough</li> <li>• The Great Fire of London destroyed one third of London. It killed people and made 100,000 homeless</li> <li>• After the Great Fire of London, <b>building regulations</b> were introduced, a <b>fire service</b> was established, and a monument to the fire was built</li> </ul>	<ul style="list-style-type: none"> <li>• Applying knowledge of what life was like in London in the 1660s to learning about the Scientific Revolution (Y5)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Recognise historical periods or events using arrows on a blank timeline (Y1 Spr)</li> <li>• <b>Historical significance:</b> Historians choose to study people or events in the past because they resulted in change (Y1 Sum)</li> <li>• <b>Causation:</b> Things happen because something causes them to happen (Y1 Spr)</li> <li>• <b>Historical evidence:</b> Historians learn about the past by interpreting sources (Y1 Aut)</li> <li>• <b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut)</li> <li>• <b>Science:</b> Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum)</li> <li>• <b>Change &amp; continuity:</b> Some changes happen more quickly than others. The world is changing more quickly in more recent history (Y1 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today</li> <li>• <b>Causation:</b> Some things have lots of causes</li> <li>• <b>Causation:</b> Causes can be long-term conditions or short-term triggers</li> <li>• <b>Change &amp; continuity:</b> Historians describe how changes affect people's lives</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> Historians can set their own criteria for what they consider to be significant, and why it should be studied (Y4)</li> <li>• <b>Causation:</b> Some things that have lots of causes that are connected in some way (Y3)</li> <li>• <b>Change &amp; continuity:</b> The impact of larger-scale changes can be seen in [my local area] (Y4 Summer)</li> </ul>
VCs	<ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> It took a long time for the knowledge that we have today to develop (Y1 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> The King or Queen (monarch) had power to make new rules in a country</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Different places have different systems of government. Some can be autocratic; some can be democratic. The UK has a democracy (Y3 Sum)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• <b>Science:</b> The Moon in the sky is more visible at night (Y1)</li> <li>• <b>Geography:</b> There are seven continents in the world, six of which people live on (Y1)</li> <li>• Apollo 11 was the mission that sent two men to walk on the Moon (Y1 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sacagawea</b> was a Shoshone (Native American) woman who lived a long time ago. She was captured by another tribe as a child and sold</li> <li>• <b>Michael Collins</b> was an American man who lived some time after Sacagawea had died. He always wanted to be a pilot and became an Air Force test pilot</li> <li>• Sacagawea joined the <b>Lewis &amp; Clark expedition</b> to explore and make maps of North America</li> <li>• Michael Collins joined <b>Apollo 11</b>, a mission to the Moon to try and win the Space Race</li> <li>• Sacagawea made many contributions to her expedition, including translating the Shoshone language and finding food</li> <li>• Michael Collins piloted the <b>Colombia</b> and made sure that the other astronauts in the <b>Eagle</b> returned to Earth safely</li> <li>• Sacagawea was not celebrated at the time of the expedition but has been celebrated since</li> <li>• Michael Collins was widely praised at the time of the expedition, but many people forget that he was on Apollo 11 today!</li> </ul>	<ul style="list-style-type: none"> <li>• The experience of Native Americans and other indigenous peoples across the world during colonisation (Y5)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Similarity &amp; difference:</b> Historians study the way things were different in the past. (Y1 Spr)</li> <li>• <b>Chronology:</b> Decide whether a source shows life in a more or less recent time than another (Y1 Sum)</li> <li>• <b>Historical significance:</b> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2 Spr)</li> <li>• <b>Science:</b> Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum)</li> <li>• <b>Geography:</b> A map is a drawing of a place from above (EYFS)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Similarity &amp; difference:</b> Similarities and differences exist between two individuals who lived in the past</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Similarity &amp; difference:</b> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences (Y3 Sum)</li> </ul>
VCs	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> My local community was different for families at different times in history (Y1 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> People in history lived in communities that look different to ours today</li> <li>• <b>Quest for knowledge:</b> Sometimes it was the contributions of important individuals that were important in advancing our knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> In communities in the past, different people often had very defined roles. In the earliest communities, families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves (Y3 Aut)</li> <li>• <b>Quest for knowledge:</b> People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today (Y3 Aut)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• <b>Geography:</b> Human settlements can be a city, town or village, depending on their size (Y1)</li> <li>• A very long time ago, people lived in small villages, in roundhouses with just one room (Y1)</li> <li>• <b>Science:</b> Natural rocks are either igneous, sedimentary or metamorphic (Y3)</li> <li>• <b>Science:</b> A fossil is physical evidence of an ancient plant or animal. It could be their preserved remains, or other traces that they made when they were alive (Y3)</li> <li>• <b>Science:</b> Trace fossils include imprints of a mark left by an animal, the imprint of a feather or poo (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Homo sapiens</b> have lived on Earth for a relatively short time; they shared the Earth with Neanderthals but not with dinosaurs</li> <li>• <b>Prehistory</b> refers to the study of humans before there was writing</li> <li>• Prehistoric Britain is split into the <b>Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age</b></li> <li>• <b>Hunter-gatherers</b> are people who travel looking for animals to hunt and plants and berries to gather</li> <li>• <b>Agriculture</b> is the farming of plants (<b>arable</b>) and animals (<b>pastoral</b>) to eat</li> <li>• Hunter-gatherer diets gradually gave way to agriculture and farming in the Neolithic period</li> <li>• The move towards farming meant that prehistoric communities became more <b>settled, larger</b> and homes became more <b>sophisticated</b></li> <li>• The lack of written sources mean that it is difficult to know what people believed</li> <li>• The design of <b>hillforts, stone circles</b> and <b>geoglyphs</b> suggest that the natural world was very important</li> <li>• <b>Stonehenge</b> and other stone circles are made of <b>sedimentary</b> and <b>igneous</b> rocks</li> <li>• Burials and grave goods suggest that people believed in an <b>afterlife</b></li> <li>• The role of women in prehistoric Britain changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing prehistoric Britain with the civilisations in Ancient Egypt, and recognising that the two units overlapped in time (Y3 Spr)</li> <li>• The similarities and differences between prehistoric communities across the world (Y5)</li> <li>• <b>Geography:</b> Hunter-gatherer communities that live in the world today (Y4)</li> <li>• <b>Geography:</b> The development of agriculture from subsistence to commercial (Y5)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> History is the study of humans who lived in the past (Y1)</li> <li>• <b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut)</li> <li>• <b>Chronology:</b> Use vocabulary like now, before now, a long time before now to describe periods in time (Rec)</li> <li>• <b>Chronology:</b> Recognise historical periods or events using arrows on a blank timeline (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Archaeology is the branch of history that deals with the remains of human life</li> <li>• <b>Historical evidence:</b> Archaeologists study artefacts, ecofacts and features</li> <li>• <b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3 Spr)</li> <li>• <b>Historical evidence:</b> Archaeologists follow a similar process to scientists: Planning; Measuring &amp; Observing; Recording &amp; Presenting; Analysing &amp; Evaluating (Y6)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> People in history lived in communities that look different to ours today (Y2 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> In communities in history, different people often had very defined roles. In the earliest communities, families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves</li> <li>• <b>Community &amp; family:</b> There are many factors which can cause communities to change over time</li> <li>• <b>Quest for knowledge:</b> Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today</li> <li>• <b>Quest for knowledge:</b> Animal sacrifices could be an important part of worship</li> <li>• <b>Quest for knowledge:</b> People held different beliefs about an afterlife.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> Communities can be brought together by geographical location, or by a shared identity (Y4 Spr)</li> <li>• <b>Community &amp; family:</b> Trade can impact what a community looks like (Y4 Spr)</li> <li>• <b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents (Y4 Spr)</li> <li>• <b>Quest for knowledge:</b> Some people believed in multiple Gods (Y3 Sum)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• <b>Geography:</b> There are seven continents in the world, six of which people live on (Y1)</li> <li>• <b>Geography:</b> Hot deserts have a very hot and dry climate (Y2)</li> <li>• Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age (Y3 Aut)</li> <li>• Stonehenge and other stone circles are made of sedimentary and igneous rocks (Y3 Aut)</li> <li>• Burials suggest that people believed in an afterlife, and reflect the lives they lived (Y3 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Egyptians lived in Egypt (Africa) at the same time as prehistoric Britons lived in Britain (Europe).</li> <li>• The <b>Nile</b> is a river that flows through Egypt and other countries in Africa. The Ancient Egyptians relied on the Nile for farming and transport</li> <li>• An <b>empire</b> is a group of countries or places ruled by one person</li> <li>• An <b>autocracy</b> is a place where one person or one group can rule exactly as they want to forever</li> <li>• Ancient Egypt was an empire, led by an autocratic <b>pharaoh</b></li> <li>• Ancient Egyptians believed that the pharaoh was <b>half man, half god</b></li> <li>• The Ancient Egyptians believed in an <b>afterlife</b> called the Field of Reeds. They used the Book of the Dead to navigate there</li> <li>• The Ancient Egyptians <b>mummified</b> bodies to preserve them for the afterlife</li> <li>• The Ancient Egyptians built and buried pharaohs inside huge <b>pyramids</b>, along with all the items they would need for the afterlife. Pyramids were built using sedimentary rock</li> <li>• The Ancient Egyptians used <b>hieroglyphics</b> to share stories with future generations</li> <li>• The Ancient Egyptians made a range of developments in surgery and science</li> <li>• Pharaohs fought battles outside of Egypt and received <b>tributes</b> and riches from the people they conquered, like the Kingdom of Kush at some points</li> <li>• Working class people held many important jobs in Ancient Egypt, but they had little personal power</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Maya also built pyramids to honour their gods but, unlike Egyptians, built temples on top of them (Y4 Aut)</li> <li>• Ancient Maya also used hieroglyphics to write (Y4 Aut)</li> <li>• Ancient Greeks (Y3 Sum) and Romans (Y5) worshipped gods who were responsible for different parts of life.</li> <li>• In the Roman Empire, the Imperial Cult elevated the emperor to having a god status after he died (Y5).</li> <li>• The Ancient Maya civilisation (Y4 Aut) and the Roman Empire (Y5) were relatively autocratic civilisations.</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut)</li> <li>• <b>Historical evidence:</b> Archaeology is the branch of history that deals with the remains of human life (Y3 Aut)</li> <li>• <b>Causation:</b> Some things have lots of causes (Y2 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Sources do not provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically</li> <li>• <b>Causation:</b> Some things have lots of causes that are connected in some way</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Historians cross-reference sources in order to build confidence (Y5)</li> <li>• <b>Causation:</b> Causes can be categorised as economic, physical, institutional, social, environmental or others (Y5)</li> </ul>
VCS	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> The King or Queen in England has power to make new rules or laws (Y2 Spr)</li> <li>• <b>Quest for knowledge:</b> Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today (Y3 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Different places have different systems of government. Some can be autocratic</li> <li>• <b>Power, empire &amp; democracy:</b> Empires are large areas of land that are controlled by one person or group of people</li> <li>• <b>Power, empire &amp; democracy:</b> People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies</li> <li>• <b>Quest for knowledge:</b> Some people believed in multiple Gods</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Some places have a democracy. Not all democracies are the same. The UK has a democracy (Y3 Sum)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• <b>Geography:</b> Europe is made up of 50 countries; Russia is split across Asia and Europe (Y3)</li> <li>• An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>• An autocracy is a system of government where one person or one group can rule exactly as they want to forever (Y3 Spr)</li> <li>• Ancient Egypt was an empire, led by an autocratic pharaoh (Y3 Aut)</li> <li>• The pharaoh was considered a god on Earth, and the Egyptians built pyramids to honour them after they died (Y3 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>city-state</b> is a city and the surrounding land that has its own <b>government</b> and <b>identity</b></li> <li>• A <b>government</b> is the system or people who rule a place</li> <li>• A <b>civilisation</b> is a group of people and their society, culture and way of life</li> <li>• Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta</li> <li>• <b>Democracy</b> is a system of <b>government</b> where everyone has a say</li> <li>• Athens developed a democracy, which was more limited than ours today</li> <li>• Ancient Greeks used skills in <b>architecture</b> to build temples to honour their gods</li> <li>• Architectural orders include <b>Doric</b>, <b>Ionic</b> and <b>Corinthian</b>, and these influences can be seen in our buildings today</li> <li>• Ancient Greeks believed in multiple gods and wrote <b>myths</b></li> <li>• The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy</li> <li>• The Ancient Greeks borrowed and built on the ideas of other <b>civilisations</b> like those in Ancient Sumer and Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>• The Ancient Maya lived in city-states, but the relationships between them were generally less harmonious than those in Ancient Greece (Y4 Aut)</li> <li>• Ancient Rome evolved from a monarchy, to a republic, dictatorship, one empire and then two empires. Some of these contained features of a democracy, but all were more autocratic (Y5)</li> <li>• The Ancient Maya, like the Ancient Egyptians and Greeks, built temples to honour their gods. The Maya built these at the top of step pyramids (Y4 Aut)</li> <li>• Roman gods were based on Greek gods (Y5)</li> <li>• <b>Science:</b> Isaac Newton built upon Aristotle's philosophy to promote the scientific method, the approach to science that we still use today (Y5)</li> <li>• <b>Science:</b> Aristotle developed a method for classifying plants and animals, but there are reasons why we do not use this today (Y4)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Similarity &amp; difference:</b> Similarities and differences exist between two individuals who lived in the past (Y2 Sum)</li> <li>• <b>Chronology:</b> Recognise historical periods or events using arrows on a blank timeline (Y1)</li> <li>• <b>Historical significance:</b> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Similarity &amp; difference:</b> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences</li> <li>• <b>Chronology:</b> Use vocabulary like decade and century</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Similarity &amp; difference:</b> Historians can consider the similarities and differences between people in two different civilisations from the past (Y4 Aut)</li> <li>• <b>Chronology:</b> Describe historical periods and times using dates [AD only] and as a given number of years ago (Y4 Spr)</li> <li>• <b>Chronology:</b> Use vocabulary like decade, century and millennium (Y5)</li> </ul>
VCS	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Different places have different systems of government. Some can be autocratic (Y3 Spr)</li> <li>• <b>Power, empire &amp; democracy:</b> Empires are large areas of land that are controlled by one person or group of people (Y3 Spr)</li> <li>• <b>Power, empire &amp; democracy:</b> People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies (Y3 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Some places have a democracy. Not all democracies are the same. The UK has a democracy</li> <li>• <b>Power, empire &amp; democracy:</b> City-states have independent identities and governments.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Empires grow and shrink as the power of its leader changes (Y4 Spr)</li> <li>• <b>Power, empire &amp; democracy:</b> Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>An autocracy is a system of government where one person or one group can rule exactly as they want to forever (Y3 Spr)</li> <li>Egyptians built pyramids to honour the pharaoh (half man half god) (Y3 Spr)</li> <li>Egyptians used phonetic, conceptual and pictorial hieroglyphics to share stories with future generations (Y3 Spr)</li> <li>A city-state is a city and the surrounding land that has its own government and identity (Y3 Sum)</li> <li>Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta (Y3 Sum)</li> <li>Democracy is a system of government where everyone has a say (Y3 Sum)</li> <li>Ancient Greeks used skills in architecture to build temples to honour their gods. Ancient Greeks believed in multiple gods and wrote myths (Y3 Sum)</li> <li>The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy (Y3 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Maya</b> civilisation flourished in <b>Mesoamerica</b> from 250 to 800. It declined after that, but descendants of the Maya live in Central America today</li> <li>The Maya lived in <b>city-states</b> ruled by <b>kings</b></li> <li>The relationships between city-states in Maya civilisation were different to those in Ancient Greece</li> <li>Maya worshipped multiple gods who were each responsible for something</li> <li>Ancient Maya <b>sacrificed</b> animals and sometimes humans to honour gods</li> <li>Maya built <b>step-pyramids</b> and temples to honour gods</li> <li>Maya cities had a plaza, temples, a ball court and sometimes an observatory</li> <li>Ancient Maya developed a number system and developed the concept of zero</li> <li>The Ancient Maya developed hieroglyphics, like the Egyptians</li> </ul>	<ul style="list-style-type: none"> <li>The Maya resisted Spanish conquest but were eventually defeated in 1697. Even after that, the Maya fought to maintain their culture, language, and traditions – which still survive in descendants of the Maya today (Y5 Sum)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li><b>Mathematics:</b> Compare and order numbers up to 1000 (Y3)</li> <li><b>Chronology:</b> Use vocabulary like now, before now, a long time before now to describe periods in time (Y1)</li> <li><b>Chronology:</b> Recognise historical periods or events using arrows on a blank timeline (Y1)</li> </ul>	<ul style="list-style-type: none"> <li><b>[Mathematics]:</b> The number system over time has developed to include zero</li> <li><b>Chronology:</b> Describe historical periods and times using dates [AD only] and as a given number of years ago (up to 1000)</li> <li><b>Chronology:</b> Place dates [AD only] on a timeline</li> <li><b>Similarity &amp; difference:</b> Historians can consider the similarities and differences between people in two different civilisations from the past</li> </ul>	<ul style="list-style-type: none"> <li><b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5 Aut)</li> <li><b>Similarity &amp; difference:</b> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5 Aut)</li> </ul>
VCs	<ul style="list-style-type: none"> <li><b>Quest for knowledge:</b> People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today (Y3 Aut)</li> </ul>	<ul style="list-style-type: none"> <li><b>Quest for knowledge:</b> Different civilisations across the world developed similar knowledge independently</li> </ul>	<ul style="list-style-type: none"> <li><b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents. Different civilisations place different values on knowledge and scientific development than others (Y4 Spr)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• <b>Geography:</b> The capital city of England is London (Y1)</li> <li>• <b>Science:</b> We see when light enters our eyes (Y3)</li> <li>• An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>• Ancient Egypt was an empire, led by a pharaoh (Y3 Spr)</li> <li>• A civilisation is a group of people and their society, culture and way of life (Y3 Sum)</li> <li>• <b>Science:</b> The digestive system is the group of organs that help your body digest food (Y4)</li> <li>• <b>Science:</b> Role of the stomach and the small intestine (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>Early Islamic Civilisation</b> began with the founding of Islam by the <b>Prophet Muhammad</b> in 610</li> <li>• The Early Islamic Civilisation was an <b>empire</b>, led by the <b>caliph</b>.</li> <li>• The Early Islamic Empire stretched across Eastern Europe, Northern Africa and Western Asia</li> <li>• The people of the Early Islamic Empire were connected by their common identity and religion, as well as geographical (political) boundaries</li> <li>• <b>Baghdad</b> was founded in 762 and became the <b>capital city</b>, and it was strategically designed</li> <li>• Knowledge and wisdom is central to Islam, and the <b>House of Wisdom</b> brought together the knowledge of many civilisations and welcomed scholars of all backgrounds</li> <li>• Education for children was also considered important and schools were established in communities, for example in mosques</li> <li>• Early Muslim doctors and surgeons introduced key principles of <b>medicine</b> including <b>holistic</b> treatments, free <b>hospitals</b> and learning from each other</li> <li>• Early Muslim doctors used a range of treatments that are still used in some way today.</li> <li>• It was an early Islamic mathematician (Al Khwarizmi) who introduced the numbers 0-9 into Europe</li> <li>• It was an early Islamic scientist (Ibn Al Haytham) who proved that humans see when light enters the eye</li> <li>• In 1258, a Mongol army brutally attacked Baghdad. They killed scholars and threw books from the House of Wisdom into the river Tigris, and lots of knowledge was lost</li> </ul>	<ul style="list-style-type: none"> <li>• We only know about many of the (Greek and) Roman writings and developments because they were preserved and translated by scholars in Baghdad (Y5 Aut)</li> <li>• The Early Islamic Empire was around at the same time as the Anglo-Saxons and Vikings in England, but the two civilisations looked very different (Y6)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Mathematics:</b> Compare and order numbers up to 1000 (Y3)</li> <li>• <b>Geography:</b> Political maps show human boundaries and features; physical maps show physical boundaries and features (Y3)</li> <li>• <b>Historical significance:</b> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2)</li> <li>• <b>Chronology:</b> Use vocabulary like decade and century (Y3 Sum)</li> <li>• <b>Chronology:</b> Describe historical periods and times using dates [AD only] and as a given number of years ago (Y4 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> Historians can set their own criteria for what they consider to be significant, and why it should be studied</li> <li>• <b>Historical evidence:</b> Political maps have changed over time</li> <li>• <b>Chronology:</b> Convert between a year and a century</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence (Y5 Sum)</li> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5 Aut)</li> </ul>





Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
<p><b>VCs</b></p> <ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies (Y3 Sum)</li> <li>• <b>Power, empire &amp; democracy:</b> Empires are large areas of land that are controlled by one person or group of people (Y3 Spr)</li> <li>• <b>Quest for knowledge:</b> Different civilisations across the world developed similar knowledge independently (Y4 Aut)</li> <li>• <b>Community &amp; family:</b> In communities in history, different people often had very defined roles (Y3 Aut)</li> <li>• <b>Community &amp; family:</b> There are many factors which can cause communities to change over time (Y3 Sut)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Empires grow and shrink as the power of its leader changes.</li> <li>• <b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents</li> <li>• <b>Quest for knowledge:</b> Sometimes a political leader is also a religious leader</li> <li>• <b>Quest for knowledge:</b> Different civilisations place different values on knowledge and scientific development than others</li> <li>• <b>Community &amp; family:</b> Communities can be brought together by geographical location, or by a shared identity</li> <li>• <b>Community &amp; family:</b> Trade can impact what a community looks like</li> <li>• <b>Community &amp; family:</b> At some points in history the education of children has been highly valued</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world (Y5 Sum)</li> <li>• <b>Community &amp; family:</b> At some points in history children have been expected to contribute to daily life in their community (Y6)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• [One aspect of the history of the local area; varies by school (Y2 Aut)]</li> </ul> <p>Year 4 teachers should liaise with their history lead and/or Year 2 teacher to ensure that there is no accidental duplication.</p>	<ul style="list-style-type: none"> <li>• [History of local area; varies by school]</li> </ul>	<ul style="list-style-type: none"> <li>• A local history study, to consider the locality across different periods, including case studies of people, such as individuals like soldiers, suffragettes, or places, like a cathedral, castle, battlefield. (KS3)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> Historians choose to study people or events in the past because they resulted in change (Y1)</li> <li>• <b>Historical significance:</b> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2)</li> <li>• <b>Historical significance:</b> Historians can set their own criteria for what they consider to be significant, and why it should be studied (Y4 Spr)</li> <li>• <b>Similarity &amp; difference:</b> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences (Y3 Sum)</li> <li>• <b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2)</li> <li>• <b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3 Spr)</li> <li>• <b>Chronology:</b> Place a small selection of sources in order, from most to least recent (Y2)</li> <li>• <b>Chronology:</b> Use vocabulary like decade and century (Y3 Sum)</li> <li>• <b>Chronology:</b> Describe historical periods and times using dates [AD only] and as a given number of years ago (Y4 Aut)</li> <li>• <b>Chronology:</b> Place dates [AD only] on a timeline (Y4 Aut)</li> <li>• <b>Chronology:</b> Convert between a year and a century (Y4 Spr)</li> <li>• <b>Geography:</b> Use a range of map types, including photographs of areas in plan/oblique view, and OS maps (Y5)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Local history archives can be an invaluable source of information for historians</li> <li>• <b>Change &amp; continuity:</b> The impact of larger-scale changes can be seen in [my local area]</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (KS3)</li> <li>• <b>Historical evidence:</b> Sources do not provide an objective account of what happened in history (KS3)</li> <li>• <b>Historical evidence:</b> Begin by asking: who did the author intend it for (audience)? why was it made? To help think about the purpose of it.</li> <li>• <b>Historical evidence:</b> Evidence needs to be understood in its context (KS3)</li> <li>• <b>Historical evidence:</b> Inferences are drawn from a range of evidence to create interpretations of the past (KS3)</li> </ul>
VCS			





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>An autocracy is a system of government where one person or one group can rule exactly as they want to forever (Y3 Spr)</li> <li>Ancient Egyptians believed that the pharaoh was half man, half god (Y3 Spr)</li> <li>A civilisation is a group of people and their society, culture and way of life (Y3 Sum)</li> <li>Democracy is a system of government where everyone has a say (Y3 Sum)</li> <li>Ancient Greeks believed in multiple gods and wrote myths (Y3 Sum)</li> <li>The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy (Y3 Sum)</li> <li>The Ancient Greeks borrowed and built on the ideas of other civilisations like those in Ancient Sumer and Ancient Egypt (Y3 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Rome expanded gradually from 753 BC until it peaked around AD 100; it declined from 3rd century until collapse in AD 476</li> <li>At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa</li> <li>Roman citizens were plebeians (poorer) or patricians (wealthy). Female citizens had very few rights compared to men.</li> <li><b>Slavery</b> is a system where people are owned by other people. Enslaved people are forced to work for no money</li> <li>The Romans owned enslaved people, like the Greeks and Egyptians before them</li> <li>Roman enslaved people were the poorest people in society or prisoners of war. Roman slavery was not based on <b>race</b> or <b>ethnicity</b></li> <li>The Roman family was typically multigenerational. The extended family also included enslaved people</li> <li>Ancient Rome was governed by <b>kings</b>, a <b>republic</b>, a <b>dictatorship</b>, one <b>empire</b> and then <b>two empires</b></li> <li>The head of state remained the most powerful person in Rome, and he was <b>autocratic</b></li> <li>Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods)</li> <li>The <b>imperial cult</b> elevated emperors to having a god status</li> <li>Many <b>Christians</b> were <b>persecuted</b> from the 1st century AD until Emperor Constantine declared tolerance for all beliefs</li> <li>As the Roman Empire grew, the Romans were exposed to more and more ideas from different people</li> <li>Roman science and technology - like roads and medicine – helped the Romans expand their empire</li> </ul>	<ul style="list-style-type: none"> <li>The civilisations that came before Ancient Rome, particularly in western Asia, that contributed to Roman science and technology (Y5 Sum)</li> <li>British Empire and how this grew to be larger than the Roman Empire (Y6)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Mathematics:</b> Order and compare numbers up to and beyond 1000 (Y3)</li> <li>• <b>Change &amp; continuity:</b> Some changes happen more quickly than others. The world is changing more quickly in more recent history (Y2)</li> <li>• <b>Change &amp; continuity:</b> Historians describe how changes affect people's lives (Y2)</li> <li>• <b>Change &amp; continuity:</b> The impact of larger-scale changes can be seen in [my local area] (Y4 Sum)</li> <li>• <b>Historical evidence:</b> Political maps have changed over time (Y4 Spr)</li> <li>• <b>Chronology:</b> Use vocabulary like decade and century (Y3)</li> <li>• <b>Chronology:</b> Convert between a year and a century (Y4 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Change &amp; continuity:</b> Changes do not follow one trajectory</li> <li>• <b>Change &amp; continuity:</b> Changes can take place gradually (evolution) or rapidly and completely (revolution)</li> <li>• <b>Similarity &amp; difference:</b> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics</li> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Change &amp; continuity:</b> Changes do not always mean progress (Y5 Sum)</li> <li>• <b>Similarity &amp; difference:</b> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences, beliefs, values and motivations (KS3)</li> <li>• <b>Similarity &amp; difference:</b> Individuals have very different, diverse, experiences of the same events (KS3)</li> </ul>
VCS	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Some places have a democracy. Not all democracies are the same. The UK has a democracy (Y3)</li> <li>• <b>Quest for knowledge:</b> Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today (Y3)</li> <li>• <b>Community &amp; family:</b> Communities can be brought together by geographical location, or by a shared identity (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Governments that look democratic on paper can be autocratic in reality</li> <li>• <b>Quest for knowledge:</b> There has been tolerance and persecution of different beliefs at different points in history</li> <li>• <b>Community &amp; family:</b> Systems of slavery have existed in communities and civilisations across the world for a long time. Enslaved people could be taken from different communities based on their wealth</li> <li>• <b>Community &amp; family:</b> Different civilisations have different ideas about what a "family" is</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> Enslaved people could be taken from different communities based on their race, ethnicity or gender (Y6 Spr)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• <b>Geography:</b> The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2)</li> <li>• An empire is a group of countries or places ruled by one person (Y3)</li> <li>• Ancient Rome expanded gradually from 473 BC until it peaked around AD 100; it declined from 3rd century until collapse in AD 476 (Y5 Aut)</li> <li>• At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa (Y5 Aut)</li> <li>• The head of state remained the most powerful person in Rome, and he was autocratic (Y5 Aut)</li> <li>• Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods) (Y5 Aut)</li> <li>• Roman science and technology - like roads and medicine - was needed more and more as the empire expanded (Y5 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• Roman <b>Emperor</b> Julius Caesar tried to <b>conquer</b> Britain twice from 55 BC but failed; Claudius was successful in AD 43</li> <li>• Britain was difficult for the Romans to control because it was far from the centre of the empire, it was one of many boundaries, and many Britons fought against Roman conquest</li> <li>• Roman Britain was a diverse place, for example, the Aurelian Moors formed the earliest documented black community in the north of England</li> <li>• The Romans kept control using <b>disciplined armies, forts, roads and walls</b></li> <li>• The Roman emperor <b>delegated</b> power to the Governor in Britain, who delegated power to local leaders.</li> <li>• Taxes were collected locally and sent to the governor and emperor.</li> <li>• The Romans often allowed native tribe chiefs to continue in their roles as local leaders, as long as they submitted to Roman emperor</li> <li>• The Romans and the Britons had some shared culture, including towns, food and religion.</li> <li>• Literacy – the ability to read and write – allowed Romans to communicate quickly and to write their own versions of history</li> <li>• Drivers of power can be categorised into <b>institutional, economic, physical, intellectual and informal</b></li> </ul>	<ul style="list-style-type: none"> <li>• The British Empire used similar levers of physical, informal, institutional, economic and intellectual power to keep control of its colonies (case studies of Kenya and India) (Y6 Sum)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Mathematics:</b> Order and compare numbers up to and beyond 1000 (Y3)</li> <li>• <b>Mathematics:</b> Read Roman numerals (Y4)</li> <li>• <b>Causation:</b> Some things that have lots of causes that are connected in some way (Y3)</li> <li>• <b>Historical evidence:</b> Archaeology is the branch of history that deals with the remains of human life (Y3)</li> <li>• <b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (Y3)</li> <li>• <b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3)</li> <li>• <b>Chronology:</b> Use vocabulary like decade and century (Y3)</li> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>[Mathematics]:</b> Recognise numbers and years written in Roman numerals</li> <li>• <b>Causation:</b> Causes can be categorised as economic, physical, institutional, social, environmental or others</li> <li>• <b>Causation:</b> Historians can argue that one cause is more important than another</li> <li>• <b>Historical evidence:</b> Historians cross-reference sources in order to build confidence</li> <li>• <b>Chronology:</b> Use vocabulary like decade, century and millennium</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Causation:</b> Historians interpret primary and secondary sources and build arguments to explain the causes of events (Y6 Spr)</li> <li>• <b>Chronology:</b> Use key dates to compare the timing of two events, considering how closely together or far apart they occurred (Y6 Sum)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<ul style="list-style-type: none"> <li><b>Power, empire &amp; democracy:</b> People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies (Y3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Power, empire &amp; democracy:</b> Drivers of power can be categorised into: <b>institutional</b> (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a country); <b>economic</b> (using money to give you power); <b>physical</b> (having physical strength or armies); <b>intellectual</b> (the power of knowledge and literacy); <b>informal</b> (soft power of influencing others)</li> <li><b>Power, empire &amp; democracy:</b> Leaders can delegate power to regional and local leaders</li> </ul>	<ul style="list-style-type: none"> <li><b>Power, empire &amp; democracy:</b> Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power (Y6 Sum)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>•<b>Geography:</b> There are seven continents in the world, six of which people live on (Y1)</li> <li>•Homo sapiens have lived on Earth for a relatively short time; they shared the Earth with Neanderthals but not with dinosaurs. Prehistoric Britain refers to the study of humans before there was writing (Y3)</li> <li>•Hunter-gatherer diets gradually gave way to agriculture in the Neolithic period (Y3)</li> <li>•An empire is a group of countries or places ruled by one person (Y3)</li> <li>•A civilisation is a group of people and their society, culture and way of life (Y3)</li> <li>•<b>Geography:</b> Indigenous people are the first people who lived in the place, and the generations of people who came after (Y4)</li> <li>•Slavery is a system where people are owned by other people. Enslaved people are forced to work for no money (Y5 Aut)</li> <li>•<b>Science:</b> The Sun is at the centre of the solar system - the heliocentric model (Y5)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Homo sapiens</b> first lived in Africa ~200,000 BC and migrated across the world over thousands of years</li> <li>•<b>The oral tradition</b> is the sharing of knowledge, beliefs and cultures accumulated over many generations through the spoken word</li> <li>•<b>Ancient and early civilisations</b> had many similarities with each other (e.g. <b>irrigation</b>, writing, numbers) and made many developments</li> <li>•Civilisations in history often built upon others' ideas</li> <li>•<b>The Scientific Revolution</b> prioritised the scientific method in Europe, and organisations like the Royal Society created a new standard of knowledge</li> <li>•<b>The heliocentric model</b>, first put forward by Aristarchus of Samos and Aryabhata, was published again by Copernicus in 1543. This replaced the mainstream <b>geocentric model</b></li> <li>•Europeans believed that their knowledge was <b>superior</b> to the <b>traditional knowledge</b> of <b>indigenous people</b>. They imposed western knowledge and exploited traditional knowledge.</li> <li>•Indigenous peoples fought to <b>resist</b> the Europeans and maintain their traditional knowledge</li> </ul>	<ul style="list-style-type: none"> <li>•The British Empire at its peaked covered a quarter of the world's land. It kept control of its colonies using a range of methods (Y6 Sum)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li>•<b>Mathematics/history:</b> Number system over time has developed to include zero (Y4 Aut)</li> <li>•<b>Historical significance:</b> Historians can set their own criteria for what they consider to be significant, and why it should be studied (Y4 Spr)</li> <li>•<b>Change &amp; continuity:</b> Changes do not follow one trajectory (Y5 Aut)</li> <li>•<b>Change &amp; continuity:</b> Changes can take place gradually (evolution) or rapidly and completely (revolution) (Y5 Aut)</li> <li>•<b>Similarity &amp; difference:</b> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5 Aut)</li> <li>•<b>Chronology:</b> Use vocabulary like decade, century and millennium (Y5 Spr)</li> <li>•<b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical significance:</b> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence</li> <li>•<b>Change &amp; continuity:</b> Changes do not always mean progress</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical significance:</b> What historians consider to be significant is different to different people at different places and times (Y6 Sum)</li> <li>•<b>Historical significance:</b> We, as historians, can recognise reasons for why we are studying something in a particular place or time (Y6 Sum)</li> <li>•<b>Change &amp; continuity:</b> Change and continuity happen alongside each other within and between historical periods (KS3)</li> <li>•<b>Change &amp; continuity:</b> Historians' understanding of how and why changes took place develops over time (Y6 Spr)</li> </ul>



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCS	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents (Y4 Spr)</li> <li>•<b>Quest for knowledge:</b> Different civilisations place different values on knowledge and scientific development than others (Y4 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word</li> <li>•<b>Quest for knowledge:</b> Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world</li> <li>•<b>Quest for knowledge:</b> Official ‘belief systems’ may change quickly but, in practice, individuals’ beliefs did not change that quickly.</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> People’s personal ‘belief systems’ can take on ideas from lots of places (Y6 Aut)</li> </ul>

Table continued...





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• Prehistoric Britons held spiritual beliefs about the natural world and grave goods suggest that people believed in an afterlife (Y3)</li> <li>• Roman Emperor Julius Caesar tried to conquer Britain twice from 55 BC but failed; Claudius was successful in AD 43 (Y5 Spr)</li> <li>• Many Christians were persecuted from the 1st century AD until Emperor Constantine declared tolerance for all beliefs (Y5 Aut)</li> <li>• <b>Geography:</b> Human features are man-made, physical features are those that would be there without humans (Y1)</li> <li>• <b>Geography:</b> Trade is the process of buying and selling goods (Y5)</li> <li>• <b>Geography:</b> Imports are goods that are brought into the country. Exports are goods that are traded out of the country (Y5)</li> <li>• Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>Anglo-Saxons</b> were groups of Germanic invaders who established kingdoms in England after the Romans left</li> <li>• The Anglo-Saxons established seven kingdoms which eventually became five, then three. By ~AD 1000 England was united for the first time under one Anglo-Saxon king</li> <li>• The term 'Anglo-Saxon' refers more generally to the period of English history from AD 410 to 1066, and includes the history of people in England with lots of backgrounds</li> <li>• Place names in the UK today derive from Old English words used by Anglo-Saxons</li> <li>• <b>Sutton Hoo</b> was the burial site of an Anglo-Saxon king, discovered by <b>archeologists</b> in 1939</li> <li>• Archaeological evidence reveals that the transition from Anglo-Saxon beliefs to <b>Christianity</b> was slow and complicated for individuals</li> <li>• Archaeological evidence reveals that the Anglo-Saxons were skilled craftsmen who <b>traded</b> with countries as far east as India and Sri Lanka</li> <li>• The items the king was buried with show he wanted to present himself as having <b>physical, economic, intellectual and informal</b> power</li> <li>• Hilda of Whitby was an important woman at the time, but her legacy has often been overlooked since</li> <li>• Children had an important role to play in daily life and were expected to help with domestic jobs, tend to animals, and assist with farming</li> <li>• The working class was made up of peasants and serfs who were not slaves but had to work for their lord</li> </ul>	<ul style="list-style-type: none"> <li>• The Vikings were groups of people from Scandinavia who were most powerful in the 9<sup>th</sup> and 10<sup>th</sup> centuries. The Vikings invaded and settled in Anglo-Saxon lands and established, for a time, Danelaw alongside Anglo-Saxon kingdoms (Y6 Spr)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2)</li> <li>• <b>Historical evidence:</b> Archaeology is the branch of history that deals with the remains of human life. Archaeologists study artefacts, ecofacts and features (Y3)</li> <li>• <b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (Y3)</li> <li>• <b>Historical evidence:</b> Historians cross-reference sources in order to build confidence (Y5 Spr)</li> <li>• <b>Chronology:</b> Describe historical periods and times using dates and as a given number of years ago (Y4)</li> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5 Aut)</li> <li>• <b>Science:</b> There are four main stages of enquiry (A&amp;P, M&amp;O, R&amp;P, A&amp;E)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Archaeologists follow a similar process to scientists: Planning; Measuring &amp; Observing; Recording &amp; Presenting; Analysing &amp; Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (KS3)</li> <li>• <b>Historical evidence:</b> Sources do not provide an objective account of what happened in history (KS3)</li> <li>• <b>Historical evidence:</b> Begin by asking: who did the author intend it for (audience)? Why was it made? To help think about the purpose of it (KS3)</li> <li>• <b>Historical evidence:</b> Evidence needs to be understood in its context (KS3)</li> <li>• <b>Historical evidence:</b> Inferences are drawn from a range of evidence to create interpretations of the past (KS3)</li> </ul>
VCS	<ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word (Y5 Sum)</li> <li>• <b>Quest for knowledge:</b> Official 'belief systems' may change quickly but, in practice, individuals' beliefs did not change that quickly. (Y5 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Boundaries can change over time.</li> <li>• <b>Quest for knowledge:</b> People's personal 'belief systems' can take on ideas from lots of places.</li> <li>• <b>Community &amp; family:</b> The achievements of women have often been undervalued in different societies in the past</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> Throughout history women have often faced different obstacles to achieving the same things as men (Y6 Spr)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• <b>Geography:</b> The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2)</li> <li>• Grave goods suggest that people believed in an afterlife (Y3)</li> <li>• Democracy is a system of government where everyone has a say (Y3)</li> <li>• The Ancient Egyptians (Y3), the Ancient Greeks (Y3), Ancient Maya (Y4) and the Romans (Y5 Aut) believed in multiple gods</li> <li>• The Romans (Y5 Aut) and the Anglo-Saxons (Y6 Aut) gradually converted to Christianity</li> <li>• Slavery is a system where people are owned by other people. Enslaved people are forced to work for no money (Y5 Aut)</li> <li>• <b>Geography:</b> Trade is the process of buying and selling goods (Y5)</li> <li>• <b>Geography:</b> Trade has become increasingly global (Y5)</li> <li>• The Anglo-Saxons established seven kingdoms which eventually became five, then three. By ~AD 1000 England was united for the first time under one Anglo-Saxon king (Y6 Aut)</li> <li>• <b>Geography:</b> Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out) (Y6)</li> <li>• <b>Geography:</b> People migrate because of push and pull factors (Y6)</li> <li>• <b>Geography:</b> Voluntary migration usually happens because of economic or social factors (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• The Vikings were groups of people from Scandinavia who were most active in 9th and 10th centuries</li> <li>• The Vikings were successful sailors and sailed in longships as far as North America.</li> <li>• In Scandinavia, Vikings lived in longhouses, in communities of farmers</li> <li>• Some Vikings organised themselves in ways that had democratic features (such as things)</li> <li>• The Vikings believed in <b>multiple gods</b>, like Odin, Thor and Loki</li> <li>• The Vikings believed in an <b>afterlife</b> called Valhalla, which had an end</li> <li>• The Vikings gradually converted to Christianity</li> <li>• The Vikings made and <b>traded</b> goods across Europe and beyond</li> <li>• The Vikings participated in a <b>slave trade</b></li> <li>• The Vikings first raided monasteries in England in 793 because they were rich and easy targets</li> <li>• The Vikings began to settle in the 850s and tried to conquer England in 865. Danelaw was established in 878 and lasted until 974</li> <li>• England had three Viking kings 1013-1042</li> <li>• Vikings occupy a significant place in our popular culture, and there have been many different <b>representations</b> of them over the years</li> <li>• The Vikings could be presented as violent warriors or noble explorers, depending on who was writing and when</li> <li>• Women had some opportunities for education and power, but some parts of life were still inaccessible to them</li> </ul>	<ul style="list-style-type: none"> <li>• The transatlantic slave trade was one of the big building blocks of the British Empire (Y6 Sum)</li> <li>• Harald Hardrada was the king of Norway and a powerful Viking warrior who claimed that England still belonged to the Vikings as it had since the rule of King Canute and so he believed it should return to Viking rule. (KS3)</li> </ul>





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Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Causation:</b> Historians can argue that one cause is more important than another (Y5 Spr)</li> <li>• <b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3)</li> <li>• <b>Historical evidence:</b> Historians cross-reference sources in order to build confidence (Y5 Spr)</li> <li>• <b>Similarity &amp; difference:</b> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Causation:</b> Historians interpret primary and secondary sources and build arguments to explain the causes of events</li> <li>• <b>Change &amp; continuity:</b> Historians' understanding of how and why changes took place develops over time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Causation:</b> Different causes have different levels of influence (KS3)</li> <li>• <b>Causation:</b> Historians will argue for one cause over another using a criteria (KS3)</li> <li>• <b>Change &amp; continuity:</b> Historians can identify and analyse examples of resistance to change (Y6 Sum)</li> </ul>
VCS	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Democracies and autocracies (Y3 and Y5)</li> <li>• <b>Community &amp; family:</b> Systems of slavery have existed in communities and civilisations across the world for a long time. Enslaved people could be taken from different communities based on their wealth (Y5 Aut)</li> <li>• <b>Community &amp; family:</b> The achievements of women have often been undervalued in different societies in the past (Y6 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Some places organise themselves in ways that have autocratic and democratic features</li> <li>• <b>Community &amp; family:</b> Enslaved people could be taken from different communities based on their race, ethnicity or gender</li> <li>• <b>Community &amp; family:</b> Throughout history women have often faced different obstacles to achieving the same things as men</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will build, deepen and widen their knowledge of slavery, abolition, colonization and so forth (KS3)</li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• <b>Geography:</b> There are seven continents in the world, six of which people live on (Y1)</li> <li>• An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>• <b>Geography:</b> Indigenous (native) people are the first people who lived in the place, and the generations of people who came after (Y4)</li> <li>• Slavery is a system where people are owned by other people. Enslaved people are forced to work for no money (Y5 Aut)</li> <li>• Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5 Spr)</li> <li>• <b>Geography:</b> Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out). People migrate because of push and pull factor (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• The British Empire grew from the sixteenth century and, at its peak in 1919, covered a quarter of the world's land</li> <li>• The British Empire forcefully colonised places around the world and substantially changed the lives of many of the people it <b>colonised</b></li> <li>• The British maintained control of its colonies with <b>physical, economic, institutional, intellectual and informal</b> power (case studies of India and South Africa)</li> <li>• The British Empire declined after the world wars, and countries such as India and Kenya gained <b>independence</b> after prolonged independence movements</li> <li>• The <b>Windrush generation</b> are people who arrived in the UK from <b>Commonwealth</b> countries 1948-71.</li> <li>• Many people of the Windrush generation faced <b>racial discrimination</b></li> <li>• The <b>British civil rights movement</b> in Britain gained momentum in the 1960s with the <b>Notting Hill Race Riots, the Bristol Bus Boycott and Trial of the Mangrove Nine</b></li> <li>• The <b>Race Relations Act</b> of 1965, 1968, 1976 made racial discrimination illegal</li> <li>• Racial equality laws have not solved all of Britain's problems, and discrimination and racism is still prevalent in some forms today</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will build, deepen and widen their knowledge of the British Empire, racism, civil rights movements and slavery (KS3)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence (Y5 Sum)</li> <li>• <b>Similarity &amp; difference:</b> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5 Aut)</li> <li>• <b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2)</li> <li>• <b>Chronology:</b> Convert between a year and a century (Y4)</li> <li>• <b>Change &amp; continuity:</b> Historians' understanding of how and why changes took place develops over time (Y6 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> What historians consider to be significant is different to different people at different places and times</li> <li>• <b>Historical significance:</b> We, as historians, can recognise reasons for why we are studying something in a particular place or time</li> <li>• <b>Change &amp; continuity:</b> Historians can identify and analyse examples of resistance to change</li> <li>• <b>Chronology:</b> Use key dates to compare the timing of two events, considering how closely together or far apart they occurred</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> The 5 Rs:                             <ul style="list-style-type: none"> <li>• Resulted in change,</li> <li>• Revelation,</li> <li>• Remembrance,</li> <li>• Resonates,</li> <li>• Remarkd upon.</li> </ul>                             (KS3)                         </li> </ul>





	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Drivers of power can be categorised into institutional, economic, physical, intellectual, and informal (Y5 Aut)</li> <li>• <b>Power, empire &amp; democracy:</b> Communities can be brought together by geographical location, or by a shared identity (Y4)</li> <li>• <b>Quest for knowledge:</b> Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world (Y5 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power</li> <li>• <b>Quest for knowledge:</b> Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it</li> <li>• <b>Community &amp; family:</b> Conflict and prejudice within communities can impact on society, as well as individuals, over time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Understanding how power is legitimised and wielded in different contexts and how this changes over time (KS3)</li> </ul>

