

EY	Myself/Celebrations/Fairy Tales		People who help us/ Transport	
1	Changes within Living Memory		Lives of significant individuals : Mary Anning and David Attenborough	Lives of significant individuals: Tim Peake, Neil Armstrong, Mae Jemison and Bernard Harris
2	Events Beyond Living Memory: The Great Fire of London		Significant historical events, people and places in their own locality: Captain Cook	REVISIT - Events Beyond Living Memory: The Great Fire of London
3	Changes from Stone Age to the Iron Age		Changes from Stone Age to the Iron Age Roman Empire and its impact on Britain	Roman Empire and its impact on Britain
4	Britain's Settlements by Anglo-Saxons and Scots		Viking and Anglo-Saxon struggle for the Kingdom of England	The achievements of the earliest civilisations – Ancient Egypt
5	Ancient Greeks		A non-European society that provides contrasts with British History: The Maya	Local History Study: Gertrude Bell
6	William the Conqueror 1066 - 5 significant Monarchs		Chronological Study beyond 1066 Battle of Britain	Windrush Generation



BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS					
Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>This gives us a focus on a large group of people living in a place.</p> <p> </p> <p>This can be within a large area, such as the community of people during the Great Fire of London or the Windrush Generation.</p> <p>It can also be the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times.</p> <p> </p> <p>Community can also be the people affected in World Wars.</p>	<p>This gives a focus on the difference knowledge makes to people.</p> <p> </p> <p>The migration of people and their knowledge of technology, such as smelting bronze, led to a change in the way people lived their lives.</p> <p>Knowledge brings about change.</p> <p> </p> <p>This can be seen through the emergence of great civilisations, such as the Ancient Egyptians.</p> <p> </p> <p>It can also be the rise of knowledge and invention, such as the Maya or Ancient Greeks.</p>	<p>Taking over another country or region with an armed force.</p> <p> </p> <p>Hitler's iniquitous beliefs led him to invade Poland and France.</p> <p>Invasion is a substantive concept throughout history.</p> <p> </p> <p>It can mean a small-scale forceable take-over of a village or town, or in the larger scale of a city-state or country.</p>	<p>A large group of people who follow similar laws, religion and rules.</p> <p> </p> <p>Larger than a community.</p> <p> </p> <p>Great civilisations have cities, architecture, laws, culture and art.</p> <p> </p> <p>Ancient Egyptians, Greeks and Maya were great civilisations.</p> <p> </p> <p>They advanced their society through knowledge and power.</p>	<p>The power to advance technology, architecture and the arts.</p> <p>or</p> <p>the power over people and places.</p> <p> </p> <p>Power to build The Parthenon, great theatres and the Lighthouse at Alexandria.</p> <p> </p> <p>Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings.</p> <p> </p> <p>Kings, queens and leaders used power to achieve their goals, such as Queen Victoria and her desire to rule an Empire.</p> <p> </p> <p>Alexander the Great unified power in Ancient Greece.</p> <p> </p> <p>War with the Persians.</p>	<p>A form of government voted for by the people.</p> <p> </p> <p>Democracy has many forms through time.</p> <p> </p> <p>In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy.</p> <p> </p> <p>Democracy hasn't always been equal.</p> <p> </p> <p>Democracy today is typically represented by a government who are voted for by the majority of people in that country.</p> <p> </p> <p>The opposite to democracy is dictatorship or tyrannical leadership.</p>



SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN

Historical enquiry

Structured and relevant enquiry that sets pupils on a historical quest. Each knowledge note has a learning question that gives the pupils the opportunity to attempt and apply their understanding of the substantive knowledge (what pupils KNOW) in a disciplinary way (what pupils DO). These cumulate towards a more expert understanding of the big idea.

Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>The science of time</p> <p> </p> <p>How events and significant people are placed in time.</p> <p> </p> <p>Chronological order means to place people or events in a sequence which represents the passing of time.</p> <p> </p> <p>Use time related words, such as before, during and after.</p> <p> </p> <p>BC = Before the birth of Christ. Also known as BCE = before the common era.</p> <p> </p> <p>AD = Anno Domini (the number of years after the death of Christ).</p> <p> </p> <p>Also known as CE = common era.</p> <p> </p> <p>There is no year 0, only 1 BC and AD 1.</p>	<p>The reason and result of the things that happened in history</p> <p> </p> <p>Causation is about why events occurred and situations happened.</p> <p> </p> <p>How ideas connect and interrelate.</p> <p> </p> <p>Grouping causes into categories, such as personal belief, military action, economic drivers or deliberate acts.</p> <p> </p> <p>Causation is best used to think historically when the narrative of the study is secure and the big ideas are coherent, such as significant people, places, events and time.</p> <p> </p> <p>Consequence is the result of the cause.</p>	<p>How key people, places and events changed or stayed the same over time</p> <p> </p> <p>How much really changed over and across time?</p> <p> </p> <p>What kind of change was occurring? Was it social, military, economic?</p> <p> </p> <p>Pace and process: how quickly did things change? Lee, P. (2005) recommends stopping pupils thinking of historical change like a volcano - instant and destructive.</p> <p> </p> <p>Continuity</p> <p> </p> <p><i>Latin: continuitatem</i> = a connected series. What remained the same?</p> <p> </p> <p>What factors were the same? Trade? Ideas of race?</p>	<p>Similarity</p> <p> </p> <p>Compare similarities at the same time - what stayed the same and why?</p> <p> </p> <p>For example, you could compare Athens and Sparta at the same time.</p> <p> </p> <p>Difference</p> <p> </p> <p>Compare difference at the same time – what was different between people and places – why was that?</p> <p> </p> <p>For example, you could examine the beliefs of Nazi Germany and the allies.</p>	<p>How we know about the past</p> <p> </p> <p>A source presents a viewpoint, position angle or bias from the time it was created.</p> <p> </p> <p>Unwrapping a source tells pupils more about the attitudes, beliefs and culture of that time.</p> <p> </p> <p>Relics can be used and are sources</p> <p> </p> <p>objects, artefacts and architecture don't carry a conscious testimony (Adapted from Ashby, 2017).</p> <p> </p> <p>Primary sources</p> <p> </p> <p>original documents, images or artefacts that provide a first-hand testimony to help inform the related study.</p> <p> </p> <p>Secondary sources</p> <p> </p> <p>books and articles about a study that may not have been created at the time.</p>	<p>Why people, events and ideas are important in our studies</p> <p> </p> <p>The choice to study certain people and events because of their importance over time.</p> <p> </p> <p>Latin: <i>significare</i></p> <p> </p> <p>to make signs or point out.</p> <p> </p> <p>Significant people and events are chosen by others to tell a historical narrative.</p> <p> </p> <p>Why have they been chosen? What is significantly good or bad about these people and events?</p> <p> </p> <p>Also consider 'silences'</p> <p> </p> <p>(the not told history) as an opposite and equal to significance. (Trouillot and HA 181,2020)</p> <p> </p> <p>What stories were not told or are now emerging, such as the Windrush generation.</p>



Community	Knowledge		Invasion	Civilisation	Power	Democracy
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the world</p> <p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Changes within living memory</p> <p>↓</p> <p>COMMUNITY KNOWLEDGE</p> <p>Nationality, Rights, Society</p>	<p>Events beyond living memory</p> <p>↓</p> <p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>Stone Age Bronze Age Iron Age</p> <p>↓</p> <p>KNOWLEDGE COMMUNITY POWER</p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>↓</p> <p>INVASION POWER COMMUNITY</p> <p>Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>Ancient Greece</p> <p>↓</p> <p>POWER DEMOCRACY KNOWLEDGE CIVILISATION</p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>How did conflict change our local area in WW2</p> <p>↓</p> <p>Local history study</p> <p>POWER INVASION DEMOCRACY COMMUNITY</p> <p>↓</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War, Alley</p>
	<p>Lives of significant people</p> <p>↓</p> <p>KNOWLEDGE COMMUNITY</p> <p>Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>Significant historical events, people and places in our locality</p> <p>↓</p> <p>COMMUNITY KNOWLEDGE POWER</p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement</p>	<p>Rome and its impact on Britain</p> <p>↓</p> <p>INVASION POWER CIVILISATION</p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>↓</p> <p>INVASION POWER COMMUNITY</p> <p>Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>Compare non-European society with Anglo-Saxons (Maya or Benin)</p> <p>↓</p> <p>CIVILISATION KNOWLEDGE POWER</p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p>	<p>Windrush Generation</p> <p>↓</p> <p>COMMUNITY DEMOCRACY POWER</p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>
	<p>More lives of significant people</p> <p>↓</p> <p>KNOWLEDGE COMMUNITY</p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>Revisit events beyond living memory</p> <p>↓</p> <p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>		<p>Achievements of an ancient civilisation Egypt or Shang Dynasty</p> <p>↓</p> <p>CIVILISATION KNOWLEDGE POWER INVASION</p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p>		<p>Five Significant Monarchs</p> <p>↓</p> <p>POWER INVASION DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King, Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament, Society, Rules / law</p> <p>or</p> <p>Battle of Britain</p> <p>↓</p> <p>POWER INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>
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Newcomen Primary School History Concept Map