



Our History Curriculum

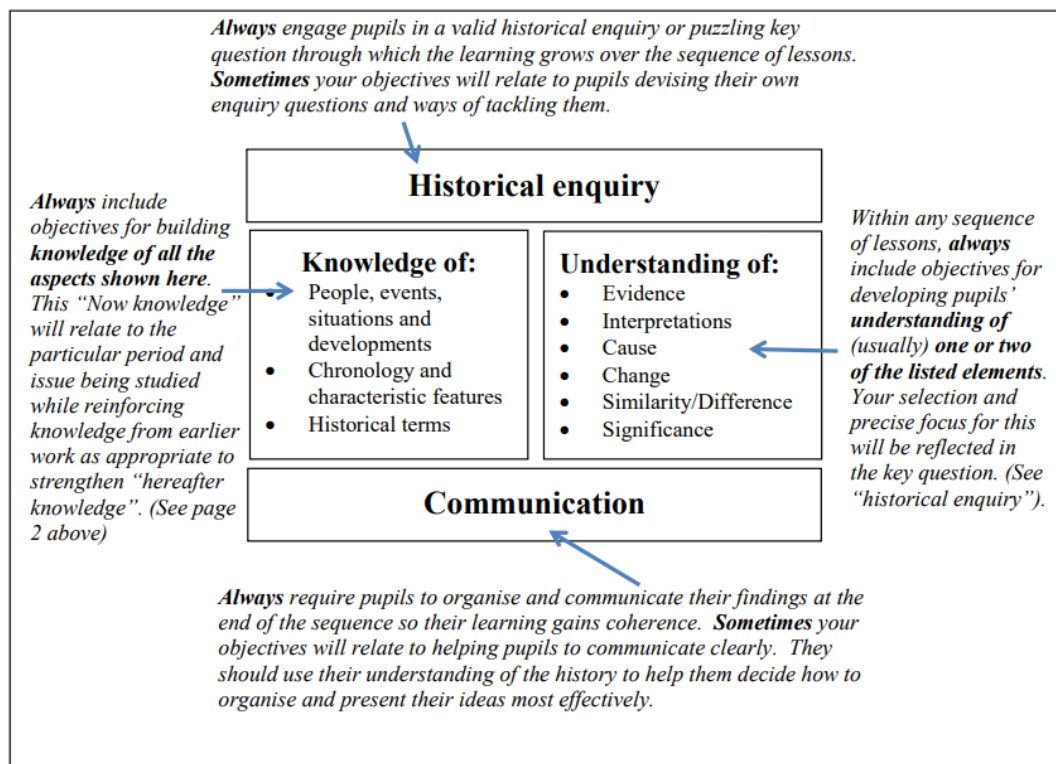
The Tilstock Way

Planning

Our planning takes guidance from the Historical Association. Units are carefully planned to ensure that both Substantive and Disciplinary knowledge are taught and learnt so that our pupils know more and remember more.

The distinction between substantive and disciplinary knowledge.

- **Substantive knowledge** refers to knowledge of the past: people, events, ideas, and so on.
- **Disciplinary knowledge** refers to knowledge of history as a discipline: the methods of historians, their epistemological assumptions, their conceptual frameworks, and so on.



The National Curriculum

National Curriculum history – Aspects to develop (September 2014)

In the National Curriculum document the “Subject Content” section defines all these different aspects of history as it sets out how pupils’ learning should develop over each of the key stages. The statements in the first two columns on the left show the broad areas of “historical knowledge” that must be developed, while the column on the right picks out the requirements of the preamble at the start of each key stage. These are largely concerned with what we might call “historical skills and concepts”, although they are all underpinned by good historical knowledge.

Key Stage 1 – Squirrel Class		
Knowledge / understanding of British history <ul style="list-style-type: none"> Changes within living memory - used, where appropriate, to reveal changes in national life – (Family trees- The royal family). <i>See also wider world history</i> 	Knowledge / understanding of wider world history <ul style="list-style-type: none"> Events from beyond living memory that are significant nationally or globally (The Queen’s coronation, The Moon landings, Titanic). Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Queen Elizabeth and Queen Victoria). 	The ability / disposition to: <ul style="list-style-type: none"> Be aware of the past, using common words & phrases relating to time Fit people/events into chronological framework Identify similarities / differences between periods □ Use wide vocabulary of everyday historical terms Ask and answer questions Choose and use from stories and other sources to show understanding Understand some ways we find out about the past Identify different ways in which past is represented
Local history <ul style="list-style-type: none"> Significant historical events, people and places in their own locality -See our local Shropshire History calendar for events celebrated throughout the year. 		

Key Stage 2 – Otter and Badger Class		
Knowledge / understanding of British history <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain’s settlement by Anglo Saxons and Scots Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor An aspect or theme of British history that extends pupils’ chronological knowledge beyond 1066 	Knowledge / understanding of wider world history <ul style="list-style-type: none"> The achievements of the earliest civilizations; depth study of one of: Sumer Indus Valley Egypt Shang Dynasty Ancient Greece – life, achievements, influence Non-European society that contrasts with British history. One of: early Islamic civilizations inc study of Baghdad c 900AD. Mayan civilization c. 900 AD. Benin (west Africa) c. 900-1300 	The ability / disposition to: <ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)
Local history <ul style="list-style-type: none"> Significant historical events, people and places in their own locality -See our local Shropshire History calendar for events celebrated throughout the year. 		

Progression in History – Developing Historical perspectives through disciplinary concepts.

Progression in history involves developing historical perspective through ...



- wider, more detailed and chronologically secure knowledge
- sharper methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- closer integration of history's key concepts (see section 5 below *)
- greater independence in applying all these qualities

Disciplinary Knowledge "The Second order concepts"



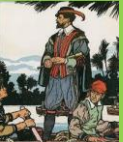


*Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:

	1. Chronological knowledge / understanding	2. Historical terms e.g., empire, peasant	3. Historical enquiry - Using evidence / Communicating ideas	4. Interpretations of history	5. Continuity and change	5b Cause and consequence	5c Similarity / Difference within a period/situation (diversity)	5d Significance of events / people
EYFS – Bumblebees	<ul style="list-style-type: none"> ➤ Use everyday language related to time. ➤ Order and sequence familiar events. ➤ Describe main story settings, events and principal characters. ➤ Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> ➤ Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> ➤ Be curious about people and show interest in stories. ➤ Answer 'how' and 'why' questions ... in response to stories or events. ➤ Explain own knowledge and understanding and asks appropriate questions. ➤ Know that information can be retrieved from books and computers. ➤ Record, using marks they can interpret and explain 		<ul style="list-style-type: none"> ➤ Look closely at similarities, differences, patterns and change. ➤ Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> ➤ Question why things happen and give explanations 	<ul style="list-style-type: none"> ➤ Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> ➤ Recognise and describe special times or events for family or friends
KS1 – Squirrels	<ul style="list-style-type: none"> ➤ Develop an awareness of the past. ➤ Use common words and phrases relating to the passing of time. ➤ Know where all people/ events studied fit into a chronological framework. ➤ Identify similarities / differences between period 	<ul style="list-style-type: none"> ➤ Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> ➤ Ask and answer questions * ➤ Understand some ways we find out about the past. ➤ Choose and use parts of stories and other sources to show understanding (of concepts in part 5a,b,c,d) 	<ul style="list-style-type: none"> ➤ Identify different ways in which the past is represented 	<ul style="list-style-type: none"> ➤ Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> ➤ Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> ➤ Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> ➤ Talk about who was important e.g. in a simple historical account
KS2 – Badgers	<ul style="list-style-type: none"> ➤ Continue to develop chronologically secure knowledge of history. ➤ Establish clear narratives within and across periods studied. ➤ Note connections, events and trends over time 	<ul style="list-style-type: none"> ➤ Develop the appropriate use of historical terms 	<ul style="list-style-type: none"> ➤ Regularly address and sometimes devise historically valid questions * ➤ Understand how knowledge of the past is constructed from a range of sources. ➤ Construct informed responses by selecting and organising relevant historical information 	<ul style="list-style-type: none"> ➤ Understand that different versions of the past may exist, giving some reasons for this 	<ul style="list-style-type: none"> ➤ Describe / make links between main events, situations and changes within and across different periods/ societies. 	<ul style="list-style-type: none"> ➤ Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> ➤ Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	<ul style="list-style-type: none"> ➤ Identify historically significant people and events in situations

KS1 Substantive and Disciplinary Knowledge

Squirrels KS1		The Substantive Concepts in context		Disciplinary knowledge	
How has life changed over the last 100 years?		Children will focus on today and one other historical period and draw out how things that have changed or stayed the same.		(See disciplinary document for more detailed planning of these).	
		<i>Monarchy, Community, Settlement, Transport, Travel, Trade</i>			
Autumn	Magical Monarchy/ Moon Landings  	<p>1950s</p> <ul style="list-style-type: none"> Monarchy - A new monarch The coronation of Queen Elizabeth II on 2nd June 1953 at Westminster Abbey was a major event and many people watched it on TV. Not all families were lucky enough to have a TV set though, so lots of people visited their neighbour's home to watch the programme. A coronation is the ceremony at which the King or Queen is crowned. An anniversary A date celebrated because a special event happened on that date in a previous year. On 21st December 2007 she became the oldest reigning British monarch having lived longer than Community The electric fire and washing machine both became popular in the 1950s. In 1950, 55 per cent of young children drank tea with their meals. Bread spread with beef dripping was a common meal and the newly introduced fish finger was popular too. Many children played games outside that we still recognise today such as hopscotch. Families enjoyed playing board games such as Monopoly and Snakes and Ladders, which still exist today. Popular hobbies and toys included stamp collecting, playing with yo-yos, 3D-spectacles and hoola hoops. Plastic toys became very popular in the 1950s. In 1958 the modern Lego brick was invented in Denmark and became available around the world for the first time. Settlement The first people to move from the Caribbean to the UK in the 1950s are called the Windrush generation. They are named after one of the ships which was called Empire Windrush. 86 children under the age of 12 sailed on the Empire Windrush. <p>1960's</p> <ul style="list-style-type: none"> Transport & Travel 1961 saw the first man go to space and a woman in 1963. By 1969 humans were walking on the moon! Yuri Gagarin was the first astronaut; he entered space in 1961 on Vostok 1. Neil Armstrong was the first astronaut to walk on the moon. He did this on 21 July 1969, saying 'One small step for man, one giant leap for mankind'. The first woman went into space in 1963. She was called Valentina Tereshkova. In the 1960's more families started going on holidays to holiday camps in the UK. Community Toys such as the space hopper were popular. Dolls, such as Sindy and Barbie were popular toys. In 1966 England won the football World Cup. The tournament was held in England too with the final taking place at Wembley Stadium. Most homes now had a TV set and watched many familiar programmes, such as Dr Who and Coronation Street. Children's programmes were on at special times of the day. There were no children's channels yet! Lots of people enjoyed listening to music in the 60s. Bands like The Beatles were very popular. Trade Supermarkets started to become much more popular in towns around Britain. 	<ul style="list-style-type: none"> 5d- significance Recognise the significance of events of people, events, or developments in shaping my family history. 4. Interpretations of history Articulate how we know about the past, and recognise different types of sources (paintings, articles, diary etc.) Use a range of sources to make inferences about the past 5c. Similarity & difference Recognise that individuals within the same or similar historical contexts can have both similar and different experiences. While Neil Armstrong and Tim Peake are from similar contexts, they had different motivations and experiences. 5a. Change & continuity Identify the specific developments and changes between one period of history and today. For example, how have toys changed since the Victorian period? 2. Historical terms 1. Chronological knowledge 		
Spring	Titanic/ Evacuees  	<p>Edwardians – Titanic!</p> <ul style="list-style-type: none"> Travel and exploration Titanic was the biggest and most luxurious passenger ship of its time. It was 269 metres long, 28 metres wide and more than 53 meters tall, which is the same height as Nelson's Column in London and Belfast City Hall. Titanic was a luxurious ship and tickets were expensive. A third-class ticket cost around £7 in 1912 which is nearly £800 in today's money. A second-class ticket cost around £13 or nearly £1500 today and a first class ticket would have set you back a minimum of £30 or more than £3300 today. Trade By 1910, construction of Titanic was well underway, and Belfast had become a large, prosperous city. The biggest industries were linen and shipbuilding, which provided lots of jobs. Many people moved from more rural areas to work in the city. The population grew rapidly with nearly 400,000 people living in Belfast in 1910. At the start of the 20th century, 35,000 people worked in the textile industry and around 15,000 people worked in Harland and Wolff. It was the largest shipyard in the world. Titanic's full title was RMS Titanic as it was a Royal Mail ship carrying nearly 3500 sacks of mail including all sorts of letters and packages. Mechanised looms and spinning wheels meant that Belfast became the leading centre of linen production in the world - the city was even given the nickname Linenopolis. The linen mills mostly employed women, who were known as millies or shawlies because they often wore shawls. Many men worked in the shipyard, however lots of other industries thrived in Belfast including ropemaking, distilling and tobacco production. Community Most children would have had to share a bedroom with their siblings or other family members and there wouldn't have been a bathroom, just an outhouse in the back yard. Children would have played games like kick-can, marbles and football together at school and out on the streets in front of their houses. Once they started working, people would have been able to use their wages to go to the cinema or to a music hall. Monarchy Our Queen's grandfather was King during the Edwardian period – King George V (1865 - 1936). In 1935, the king celebrated his Silver Jubilee, an occasion of great public rejoicing. He died on 20 January 1936 and was succeeded by his son Edward. <p>WW2 - A 1940's childhood</p> <ul style="list-style-type: none"> Community - Evacuation During the Second World War many children were evacuated from towns and cities. They were taken to live in the countryside where it was safer. Evacuation was an adventure for some who had never seen the countryside, but others were homesick and unhappy. Children in the 1940s experienced food shortages, called rationing, had lessons in putting on gas masks, and practised evacuation drills. Many children helped in the war by acting as messengers or fire-watchers. Younger children helped collect materials which could be recycled, such as clothes and waste paper. They also collected money and knitted socks for the troops. Sometimes schools were in the open air as many school buildings had been bombed. Schools in rural areas were often overcrowded because evacuated children joined the classes. Many played games that we still recognise today such as tug-of-war, jump rope and board games. Many children living in the cities played games in the remains of buildings. For some children other pastimes included listening to popular radio programmes and going to the cinema. Monarchy King George VI was King during WW2. During the war, Princess Elizabeth and her sister, Princess Margaret, made a special radio broadcast to children who had been evacuated. They spoke on a radio programme called 'Children's Hour'. Princess Elizabeth was 14 years old and Princess Margaret was 10 years old. Trade: During the war, many American soldiers visited the UK and they often gave away their rations of chocolate! For many children it was their first taste of chocolate. Sweet rationing did not end until 1953 – eight years after the end of the war! The NHS began in 1948. The NHS stands for National Health Service. The NHS made it free for sick people to go to hospital or visit a doctor. In 1948, the Olympic Games were held in London. 59 countries took part in the competition. The USA won the most medals 	<ul style="list-style-type: none"> 5a. Change & continuity Recognise that the world has changed, and that it has not always been how it is now. In this context, building a chronological understanding of transport, childhood 4. Interpretations of history Articulate how we know about the past, and recognise different types of source (paintings, articles, diary etc.). 2. Historical terms 1. Chronological knowledge 		
Summer	Oh I do like to be beside the Seaside 	<p>Victorians</p> <ul style="list-style-type: none"> Monarchy Queen Victoria lived for 81 years, and Britain became a very different country during her time. When Victoria became queen, children had to go out to work. By the time she died, children went to school. A long period of history is named after her - the Victorian Age. Community Victorian home life was comfortable for wealthy families. Poorer people often lived in crowded and difficult conditions. At the start of the Victorian era, most children worked long days to support their families. School was not free and only richer families could send their children to school. Some rich children would be taught at home by a governess. With no school to go to, many children hung around the streets. Some ended up in jail for begging or causing trouble. 'Ragged' Schools were set up in 1844 for children who were in extreme poverty. These schools offered them free lessons and a meal every day. In 1872 the Education (Scotland) Act made it the law that all children aged 5 to 13 years old had to go to school. Leisure We have the Victorians to thank for our bank holidays - days when even banks were closed. They were called bank holidays because banks were closed for business on these days. The dates of many bank holidays come from traditional festivals based on the seasons. The Christian festivals of Christmas, Easter and different saints' days began to be celebrated around similar dates. These holy days were days when people who farmed in the countryside took time off their work to go to church and celebrate. Holy days is where the word holidays comes from. It was a man called Sir John Lubbock who suggested the idea of bank holidays in parliament. He felt strongly about the health of workers and felt that holidays would be good for people. You could say that the Victorians invented free time. Industrialisation and changing working hours and conditions meant that people had days off. They made the most of their new free time, inventing many of the leisure activities that 	<ul style="list-style-type: none"> 5d- significance Recognise the significance of events of people, events or developments in shaping my family history. 4. Interpretations of history Articulate how we know about the past, and recognise different types of source (paintings, articles, diary etc.). Use a range of sources to make inferences about the past. 5a. Change & continuity Identify the specific developments and changes between one period of history and today. For example, how have toys 		

LKS2 Substantive and Disciplinary Knowledge

Otters LKS2		Substantive knowledge The Substantive Concepts in context <i>Monarchy, Community, Settlement, Transport, Travel, Trade</i>	Disciplinary knowledge <i>(See disciplinary document for more detailed planning of these).</i>
Autumn	<p>Fire! Fire!</p>  <p>The Industrial revolution</p> 	<p>The Great Fire of London The Great Fire of London of September 1666 was one of the most famous incidents in Stuart England. It was the second tragedy to hit the city in the space of 12 months. Just as the city was recovering from the Great Plague, the inhabitants had to flee the city once again – this time not as a result of a disease, but the result of a human accident. The Great Fire of London, arguably, left a far greater mark on the city when compared to the plague. On 2 September 1666 the fire broke out in a bakery in Pudding Lane. Robert Hubert was blamed and because people thought he started it intentionally, he was executed. The last fire was put out on 6 September. As a result of the fire, new Fire Prevention regulations were introduced in 1668.</p> <ul style="list-style-type: none"> Community Before the Great Fire of London, there had been a drought that had lasted for ten months. This meant that the city was very dry, and fire could spread easily. Houses were made of wood and straw and built very close together. There was no fire service at this time, and so people would have used buckets and water squirts to put the fire out. We know about the fire from Samuel Pepys' diaries and artists' paintings. It was up to the city's authorities to re-build and re-plan the city. This task was given to Sir Christopher Wren. Monarchy In 1665, during the plague, the king, Charles II, had fled London. Many would have liked to have done the same and few criticised the king when he did leave for the countryside. However, in September 1666, he stayed in London and took charge of the operation to save the city. His plan was to create fire-breaks. This required knocking down perfectly good buildings but starving the fire of the wood it needed to burn. Charles also ordered that navy rations stored in the docks in the East End should be given to those who had fled the city. <p>The Industrial Revolution</p> <ul style="list-style-type: none"> Trade Energy - Instead of people or animals, some industries began using water and wind as sources of energy. People started using coal for fuel instead of wood or peat. Coal gave out more heat and allowed better quality iron and steel to be made. Coal was also used to heat water to make steam for the newly invented steam engine. Oil and natural gas were used for heating and lighting. New machines were invented that could work much faster and on a bigger scale than human hands. The spinning jenny and power loom allowed the textile industries to grow. Transport The steam engine could provide more energy for large factories. The steam locomotive and railways meant that travel was quicker and people, raw materials and goods could be transported more easily. Factories and industries needed more raw materials and made more products. These all needed to be transported. Horse-drawn transport was not fast enough and could not cope with the amount of freight that needed to be moved. Canals were introduced to deal with this issue. Canal boats could move large volumes of goods. Roads were improved, especially with the introduction of macadamised road surfaces that were stronger and smoother. Later, the invention of the steam train and railway made travel and transport much quicker, more reliable and better able to carry heavy loads. 	<ul style="list-style-type: none"> 1. Chronological knowledge / understanding 2. Historical terms 5d. Significance Recognise that people, events or developments were significant because of the scale of change they caused. In this context, we may call the fire 'great' because of the scale of disruption and reforms it produced. Interpreting evidence Use a range of sources to make inferences about the past. Identify how an individual or landmark has been significant. In this context, looking across the history of an individual or landmark to identify where or when it may have been most significant. 3. 4. Interpreting evidence Consider the author, audience and purpose of a source, and how this may affect its usefulness.
Spring	<p>Explorers</p>  <p>The Vikings-travel</p> 	<p>Anglo-Saxons/ Vikings Christianity was brought to England by the Romans, but it did not take hold until long after they left England. Conversion from traditional beliefs to Christianity was a long process. Despite this period previously being known as 'the Dark Ages', archaeological finds show that the Anglo-Saxons were great craftsmen. The Vikings were great explorers and, out of necessity, settled in places across the world. Archaeological evidence shows that the Vikings, like Anglo-Saxons, were skilled craftsmen.</p> <ul style="list-style-type: none"> Community The term 'Anglo-Saxons' refers to the period of English history AD 410-476, and includes the history of a diverse group of people who migrated to England at this time. Sutton Hoo is an archaeological site discovered in 1939. The Vikings were settlers as well as warriors and would eventually bring their families from Scandinavia. During the time where there were three Anglo-Saxon kingdoms in England, there was also an area of land settled by Vikings and under Viking control called Danelaw. Monarchy Anglo-Saxon England was ruled by kings who constantly competed for power. 7 kingdoms became 5; 5 became 3 until England was united under one king. Archaeological evidence shows how the Anglo-Saxon kings presented as powerful men. Invasion Warfare was important for the Vikings, but their violent reputation is a great exaggeration. Vikings also had some elements of democracy; the 'thing' was a body of representatives who administered justice across Viking communities. <p>Explorers</p> <ul style="list-style-type: none"> Monarchy The Elizabethan explorers were English explorers named after the Elizabethan period, which is when they were alive and going on adventures. The Elizabethan period took place during the reign of Queen Elizabeth I. She was a Tudor Queen who reigned from 1558 to 1603. This group of explorers are also sometimes known as famous Tudor explorers because the Tudor period ended when Elizabeth died. She didn't have any children to continue the Tudor line, so the throne passed to King James I of England, who was King James VI of Scotland. Community The Elizabethan period is most famous for peace and prosperity, as well as a great deal of creativity. It is sometimes also called the Golden Age because of this. For example, William Shakespeare lived during the Elizabethan era and wrote most of his plays while Queen Elizabeth I was alive. Transport During the Elizabethan era, maps and navigational systems obviously weren't as good as they are today. Travel was also quite uncomfortable and dirty, so the famous Tudor explorers had to be willing to put up with a lot of difficulties on their way. A common illness that many sailors and explorers suffered from was scurvy because they didn't eat enough fresh fruit and vegetables while they were at sea. Scurvy can make you really unwell, which is why it is so important to eat a balanced diet with lots of greens. Trade During the Elizabethan period, several Spanish and Portuguese explorers set out to travel the world. In England, there were several famous Tudor explorers. During her reign, Queen Elizabeth encouraged sailors to become English explorers and to go on voyages to see what they could find. She didn't have any money to spend on overseas exploration, but she thought it was important for trade so that Britain could swap goods with other countries. This was especially urgent because Spain had lots of trade networks which meant that it was becoming very rich and powerful. As you'll find out, Spain was a big threat to the Elizabethans in England. Settlement The Elizabethans also wanted to control land overseas and expand the British Empire. An empire is a group of countries ruled over by one country, often by the single monarch of that country. This brings more power and resources to the ruling country, but people who originally lived in the country (known as Native or Indigenous Peoples) can be exploited and mistreated by this arrangement. 	<ul style="list-style-type: none"> 1. Chronological knowledge / understanding 2. Historical terms 3. 4. Interpreting evidence Understand the archaeological process and the value that archaeology can bring to history Recognise that history is a series of interpretations, and we can use these to infer more about the past 5b Cause and consequence Identify long-term causes (conditions) and short-term causes (triggers). In this context, the short-term Viking actions or reactions that resulted in this reputation, vs. the longer-term picture that was painted by historians to suit their own motivations.
Summer	<p>The Georgians</p> 	<p>The Georgians</p> <ul style="list-style-type: none"> Monarchy The Georgian era of British history is a period which takes its name from and is normally defined as spanning the reigns of the first four Hanoverian kings of Great Britain who were all named George: George I, George II, George III and George IV. The era covers the period from 1714 to 1830. Sir Robert Walpole was Prime Minister for over twenty years making him the longest serving British Prime Minister ever. Community Britain went through much remarkable change during the Georgian era. The Industrial Revolution, the abolition of the slave trade and the expansion of the British Empire all happened during the Georgian era, and the term Georgian is typically used in the contexts of social history and architecture. It was the beginnings of the Industrial Revolution which began the process of intensifying class divisions, and the emergence of rival political parties like the Whigs and Tories. Factory Act restricts work hours for women and children. Under the terms of the act, mill owners were required to show that children up to age 13 received two hours of schooling, six days per week. On 31 July 1833 Parliament passes a bill to abolish slavery in the British empire. In 1834 - The Poor Law set up workhouses, where people without homes or jobs could live in return for doing unpaid work. The Georgian era was a time of luxurious and splendid architecture, literature, music, and style. It transformed Britain into the modern world we know it as today. Famous creatives and writers lived in the Georgian era, from Jane Austen to Mary Shelley. Leisure George IV had paid many visits to Brighton, enjoying the lavish lifestyle of his uncle, Prince Henry, Duke of Cumberland, who shared with him his tastes for fine cuisine, the theatre and spending. When his physician also told him that sea air would help with his gout, he decided to make Brighton his seaside resort. Construction started in 1787, and renovations were added to it throughout the years before its final completion in 1823. Between 1815 and 1822, the designer John Nash redesigned and greatly extended the Pavilion, its work still visible today. Settlement In rural areas the Agricultural Revolution saw huge changes to the movement of people and the decline of small communities, the growth of the cities and the beginnings of an integrated transportation system but, nevertheless, as rural towns and villages declined and work became scarce there was a huge increase in emigration to Canada, the North American colonies (which became the United States during the period) and other parts of the British Empire. Transport & Trade 	<ul style="list-style-type: none"> 1. Chronological knowledge / understanding 2. Historical terms 3. Historical enquiry -Using evidence /communicating ideas. This unit is structured around two history enquiry themes: 1. <i>How did trade shape and develop Georgian society?</i> 2. <i>What does the work of significant individuals tell us about the period?</i> These themes are considered through a number of specific key questions: • <i>What was Georgian London like?</i> • <i>What was the role of the East India Company?</i> • <i>What was "Spitalfields Silk" and who was Anne Marie Garthwaite?</i> • <i>What was it like to be poor in Georgian London?</i>

UKS2 Substantive and Disciplinary Knowledge

Badgers UKS2		Substantive knowledge The Substantive Concepts in context <i>Monarchy, Community, Settlement, Transport, Travel, Trade</i>	Disciplinary knowledge <i>(See disciplinary document for more detailed planning of these).</i>
Autumn	<p>Ancient Egypt & The Maya</p>  <p>Ancient Greece</p> 	<p>Ancient Egypt</p> <ul style="list-style-type: none"> Community Egyptians believed in multiple gods, and that you needed to be mummified and buried with items or images to be used in the afterlife (Field of Reeds). Egyptian mythology told stories of creation and the passage to the afterlife. Egyptians used hieroglyphics to communicate, but not everyone could read them. Monarchy Egyptian pharaohs ruled as an autocracy because they were considered to be gods on earth and had a divine right. Pharaohs built pyramids to honour themselves and to display their power. They retold their triumphs and power over other civilisations in written hieroglyphics. Pharaohs were usually male, but there were at least 7 female ones, including Cleopatra. <p>Maya</p> <ul style="list-style-type: none"> Community Like the Greeks, Maya believed in an afterlife and multiple gods that were related to nature (e.g., sun god). Unlike the Greeks, Maya engaged in human sacrifice, believing that the life-giving fluid of blood also gave life to their gods. Both Maya and Greeks built temples, and Maya also built pyramids like the Egyptians. Science and knowledge were important to both Maya and Greeks, and both developed calendars based on solar and lunar cycles. Maya also conceived the concept of '0'. Maya and Greeks both lived in city-states. Monarchy Maya cities had an autocracy, and they believed they had a divine right to power. Invasion Warfare was important to maintaining power and the relationships between Maya city states was much more fractious than those between Greek cities. <p>Greece:</p> <ul style="list-style-type: none"> Community Like the Egyptians, Greeks believed in multiple gods and myths. Many of these are still relevant today (e.g., Nike; Atlas). They also believed in an afterlife (Underworld), though this was generally unhappier than the Egyptian Field of Reeds. The Greeks contributed lots to science and culture, including architecture and philosophy that formed the basis of our scientific methods today. Most Greeks lived within city-states (polis) like Athens or Sparta, which had their own identity and system of government. Monarchy The Greeks introduced the idea of democracy (demos is Greek for group of male citizens in the polis), but in practice this was still dominated by the wealthy male elites. 	<ul style="list-style-type: none"> 1. Chronological knowledge / understanding 2. Historical terms 5b Cause and consequence Understand that events or situations can have many causes, and that these may be related. In this context, understanding the importance that pharaohs 'being gods on earth' had on other factors like pyramid-building and government. 4. Interpretations of history Cross reference primary and secondary sources to build confidence in historical understanding. Cross reference primary and secondary sources to build confidence in historical understanding. Convert between a year and a century 5c Similarity /difference - Identify similarities and differences between the experiences in two historical periods. For example, recognising Greeks and Maya both lived in city-states, but the relationships between city-states was different in the Greek and Maya civilisations. Significance - Recognise that people, events or developments were significant because of the scale, pace and duration of change they caused. In this context, recognising that the Greeks' developments are more or less significant based on how important they still are today.
Spring	<p>America!</p>  <p>The Romans</p> 	<p>America!</p> <ul style="list-style-type: none"> Travel & Trade In 1492 Christopher Columbus, an Italian Explorer accidentally landed on the shores of a New Land, previously undiscovered. After that many other explorers came from France, Spain, England and Holland and claimed parts of this land. In 1607, England sent 100 men to America to found a new colony. The colony was named Jamestown after King James I. It would become the first English colony to succeed in America. The colonists were hoping to find gold easily but didn't. Tragically many settlers died in the first year because of the harsh winters, poor planning, and disease. But under the leadership of the colonist John Smith, the colony began to succeed. They grew tobacco, which was sent back to England and sold for profit. With the profit, the colonists had the money to plant other crops, such as wheat, grapes, and corn, which is a food native to North America. By 1620, Jamestown plus other settlements that sprang up nearby had a population of about 4,000. Settlement Some colonies were formed because people wanted to escape religious persecution in Europe. A group of Christians (the Puritans) didn't want to belong to the Church of England anymore, but James 1 would not allow them to practise their own. To escape the situation in England, a small group of Separatists left Europe on the Mayflower ship. In 1620, the ship landed at what is now Plymouth, Massachusetts, carrying 102 passengers, they became known as the Pilgrims. They established the Plymouth Colony. After the Pilgrims, many more people flocked to the new colonies for religious reasons: About 200,000 Puritans emigrated from England during the years 1620 to 1641. The colonies grew prosperous, and the population increased. Many of them no longer wanted to be ruled by the English throne and they didn't want to pay taxes to the English government. Some people, the Loyalists did want to remain part of England however. The Loyalists were colonists who wanted to remain part of England. Invasion The Patriots fought England in the Revolutionary War to gain independence for the colonies. In 1793 the colonists won the war and the UNITED STATES OF AMERICA was born. At this time the new government ordered a Census ... there were nearly 700,000 Africans and 3 million Europeans living in the new United States. Monarchy George Washington was the first American President Community In 1892 Ellis Island, a little island of land off the New York coast was designated as an immigration station for the streams of people pouring into the country. Apart from the very wealthy, everyone who came off a ship had to go through Ellis Island to see whether they were healthy enough and with means to support themselves in the USA. 12,000,000 people came through Ellis Island from 1892 until it closed in 1954 from all over the world. Martin Luther King was a civil rights activist who stood up for the rights of the black people and insisted on equal opportunities for all. In 1965 he made his most famous speech ... I have a dream <p>The Romans</p> <ul style="list-style-type: none"> Community Around 2,000 years ago, the city of Rome was at the centre of a huge empire that stretched from Scotland to Syria. At the peak of its power, Rome ruled more than 45 million people across Europe, North Africa and Asia. Its army was the most powerful in the world, and as it conquered more land, Rome grew from a town into an enormous capital. 'Romanisation' occurred in Britain, which meant the Romans introduced customs and buildings that encouraged a more Roman culture (e.g., villas, Christianity, baths), many of which we can still see today. This meant that many people started to see themselves as Romans. Monarchy Rome's political system changed from kings to republic to dictatorship to empire. During the early empire, Romans believed in multiple gods (like the Greek gods) and often incorporated new beliefs from places they conquered. Christianity was made the official religion of the empire in AD 380. In the early days, Rome was ruled by kings. Romulus was the first king. The last king was Tarquin the Proud. He ruled until 509BC when the people of Rome drove him out. Rome then became a republic. The republic didn't allow one person to have complete control of the city. Instead, a group of men called senators shared power. As the Roman republic grew more powerful, so did its army. In 49BC, Rome's greatest general was Julius Caesar. He had complete control of the army, but he wanted to rule Rome like a king again. Some senators didn't like this, and they killed him in 44BC. Invasion One of the main reasons Rome became so powerful was because of the strength of its army. It conquered a vast empire that stretched from Britain all the way to the Middle East. The army was very advanced for its time. The soldiers were the best trained, they had the best weapons and the best armour. Only men could be in the Roman Army, no women were allowed. There were two main types of Roman soldiers: legionaries and auxiliaries. The legionaries were the elite (very best) soldiers. A legionary had to be over 17 years old and a Roman citizen. Every recruit had to be fighting fit - anyone who was weak or too short was rejected. An auxiliary was a soldier who was not a Roman citizen. Auxiliaries guarded forts and frontiers but also fought in battles, often in the front lines where it was the most dangerous. Rome was constantly under attack from tribes from northern Europe. The Romans called these people 'barbarians' because they thought they were uncivilised. In AD410, a tribe called the Visigoths stormed into the city of Rome. They destroyed many of the great buildings and killed people as they went. Romulus Augustus, the last Roman Emperor, lost his power in AD476. He was replaced by a prince from Germany called Odovacar. From then on, the area that was once the empire was ruled by a collection of kings and princes from outside Italy. 	<ul style="list-style-type: none"> 1. Chronological knowledge / understanding 2. Historical terms 5. Continuity and change. Recognise that change is dynamic, and that its extent and pace can vary. For example, conversion to Christianity was a long process, whereas the transformation of the republic into an empire happened much more quickly. Recognise that change and continuity are interwoven and affect each other. In this context, understanding how continuity (e.g. use of Greek and Roman practices into the start of the 17th century) can help generate change (Scientific Revolutions) 4. Interpretations of history Consider the context (as well as the author, audience, and purpose) of a source, and how this may affect its usefulness. 5b Cause and consequence Classify causes (e.g. economic, physical, institutional; hard or soft lever) and assign relative importance to each. For example, physical power of the armies and fortresses vs. the informal power of Romanisation.

Our Medium Term Planning Overviews

A spiral approach to the geography curriculum revisits places, concepts and processes to support progression and secure learning for pupils and help teachers with sequencing.

It is frequently acknowledged that history benefits from a spiral approach to the curriculum, revisiting places, concepts and capabilities to build up pupils' depth of knowledge, understanding and skills, so enabling them to make progress. Our topic units are carefully planned, providing opportunities to develop pupils' learning guided by the aspects and dimensions of history, and revisiting and building on previous learning in an engaging curriculum.

Squirrel Class 2 Year Rolling History Curriculum				
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Aspects of achievement in History	Autumn Yr A: Magnificent Monarchy Yr B: The Moon landings Concepts:	Spring Yr A: Titanic! Yr B: Evacuees	Summer Yr A: Oh I do like to be beside the Seaside Yr B: Treasure Island	End of Key stage Expectations
Chronological knowledge	Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (e.g.: fairy tales). Can place historical figures, events and artefacts in order on a given time line, using dates where appropriate Can add labels to timelines	Grasps that simple stories have a beginning, a middle and an end by correctly sequencing events Understands that the world was different in the olden days Can sequence parts of more complex story where action takes place over a long period of time	Uses simple timelines to sequence processes, events and objects within their own experience. Realises that we use dates to describe events in time Can use phrases such as 'over 100 years ago' in their writing The more able can describe relative lengths of time	Develop an awareness of the past. Use common words and phrases relating to the passing of time. Know where all people/ events studied fit into a chronological framework. Identify similarities / differences between period
Historical enquiry - Using evidence and Communicating ideas	Can find an answer to a question by looking at a simple picture, can point to familiar images in pictures of themselves and their own family. Can explain how we know what we were like when we were younger, e.g. photographs, video, parents or grandparents telling stories. Use artefacts, pictures, stories, online sources and databases to find out about the past Ask and answer questions such as What was it like for a...? What happened? How long ago?	Begins to use sources to identify some details and answer simple questions. Can describe the main features of an artefact. Can find answers to questions about objects by looking in books. Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books. Can ask simple, but relevant, questions of the teacher in the role of someone in the past	Can make deductions about artefacts, spotting clues to function and use and can talk about. Can consult and use information from two simple sources to find information, e.g.: "how can we tell this teddy is old? Because it looks like the one in the book". Can draw simple conclusions about their own lives and others around them by reference to clues in evidence. Are able to gather ideas from a few simple sources when building up their understanding. Can spot the differences between sources and conclude as to the most common view.	Ask and answer questions * Understand some ways we find out about the past. Choose and use parts of stories and other sources to show understanding (of concepts in part 5a,b,c,d) Able pupils make deductions from photographs, going beyond the literal and what can be seen and are able to realise that there are potential weaknesses in eyewitness accounts.
Interpretations of history	Knows that there are other versions of a story. Realises that history is continuously being rewritten; if we find more we have to rewrite the past	Gives a simple reason why we might have more than one version of an event or story. Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis	Sees that there are often different interpretations because the gaps in the evidence are so large, they must be filled by imaginative reconstruction. Can understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge	Identify different ways in which the past is represented

Otter Class 2 Year Rolling History Curriculum				
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Aspects of achievement in History	Autumn Fire! Fire! The Industrial revolution	Spring Invaders (Vikings/Anglo-Saxons) Explorers	Summer The Georgians Henry VIII	End of Key stage Expectations
Chronological knowledge	Can sequence events in simple narrative Can talk about the past in terms of periods	Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while Can talk about three periods of time	Can confidently spot major anachronisms from most periods studied when compared with today. Can accurately differentiate within a longer period e.g., Roman, Saxon and Vikings;	Continue to develop chronologically secure knowledge of history.
Historical enquiry - Using evidence and Communicating ideas	Children extract simple information from text/pictures/objects showing basic comprehension Begins to cross-reference information to see if other sources agree, rather than taking everything on face value.	Children make simple deductions about what text means based on what is included e.g., the teacher in the photograph of Victorian school is holding a cane, they must be strict. Begins to think of reasons why a source might be unreliable e.g., view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders	Children start combining information from more than one source e.g., internet, compared with video, oral evidence. Can see that some sources are more useful than others and can explain why. Begins to raise questions about what the evidence tells us.	Understand how knowledge of the past is constructed from a range of sources.
Interpretations of history	Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events. Can grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery	Can identify differences between versions of the same event e.g. the video gives a different view to what we have just read. Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis	Can give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation and because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. Can realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Mary Rose	Understand that different versions of the past may exist, giving some reasons for this.

Badger Class 2 Year Rolling History Curriculum				
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Aspects of achievement in History	Autumn Ancient Egypt/ Maya Ancient Greece	Spring America! The Romans	Summer Inventions Chronology project Pre-historic study	End of Key stage Expectations
Chronological knowledge	Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life; Can use dates and specific terms confidently to establish period detail	Can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt; Can successfully match simple iconic images to each of the periods studied;	Uses more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 years Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture.	Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time
Historical enquiry - Using evidence and Communicating ideas	Can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ...e.g. This portrait of Elizabeth makes her seem far younger than she would have looked age 67. They offer substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two.	This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience? Their answers are structured and provide supporting evidence for statements made Shows awareness of the need to think about why the source was produced without prompting. "How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?"	They are able to see two sides of a question and can offer arguments on both sides Their answers are relevant to the question set; with use of period specific detail to make the work more convincing and authentic; Refers to dates and to see importance of lengths of time e.g. when describing causes. They are able to make subtle distinctions within a period being studied, and realizes danger of overgeneralising Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.	Regularly address and sometimes devise historically valid questions Construct informed responses by selecting and organising relevant historical information
Interpretations of history	Can grasp those interpretations might differ depending on the aspect that people are looking at. They know about the importance of slave culture to that society. Also children grasp that people's experience of being evacuated in World War Two often depended on their prior experience	Can understand that people's experiences varied depending on status e.g., they understand that women's position in Greek society was very different in Athens and Sparta. They are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.	Can explain beliefs and attitudes in terms of why people might have had those ideas. They instinctively avoid sweeping generalisation saying instead, it all depends on who you were, what position you had in society.	Understand that different versions of the past may exist, giving some reasons for this.