

History

Level Expected at the End of EYFS

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

National Curriculum		EYFS	
Understanding the World (People and Communities)	Children know about similarities and differences between themselves and others, and among families, communities and traditions.	Substantive Knowledge	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
		Disciplinary Knowledge	<ul style="list-style-type: none"> • 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.

Key Stage 1 National Curriculum Expectations

Historical Interpretations

Pupils should be taught about:

- a. Start to compare two versions of a past event.
- b. Observe and use pictures, photographs and artefacts to find out about the past.
- c. Start to use stories or accounts to distinguish between fact and fiction.
- d. Explain that there are different types of evidence and sources that can be used to help represent the past.

Historical Investigations

Pupils should be taught about:

- a. Observe or handle evidence to ask and answer simple questions about the past on the basis of simple observation.
- b. Choose and select evidence and say how it can be used to find out about the past.

Chronological Understanding

Pupils should be taught about:

- a. Sequence artefacts and events that are close together in time and order dates from earliest to latest on simple timelines.
- b. Sequence pictures from different periods.
- c. Describe memories and changes that have happened in their own lives.
- d. Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.

Knowledge and Understanding of Events, People and Changes in the Past

Pupils should be taught about:

- a. Recognise and identify similarities and differences between different periods, including present day.
- b. Know and recount episodes from stories and significant events in history.
- c. Understand that there are reasons why people in the past acted as they did.
- d. Describe significant individuals from the past.

Presenting, Organising and Communicating

Pupils should be taught about:

- a. Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.
- b. Communicate their knowledge about the past by talking, writing, drawing and using drama/role play.
- c. Use historical vocabulary to retell simple stories about the past.

LKS2 - Long Term Plan Coverage (Two Year Cycle)

Historical Interpretations

Pupils should be taught about:

- a. Look at more than two accounts of the same historical event and identify differences.
- b. Be able to explain some of the reasons why two accounts of the same event may be different.

Historical Investigations

Pupils should be taught about:

- a. Use a range of primary and secondary sources to find out about the past.
- b. Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.
- c. Regularly address and sometimes devise own questions to find answers about the past.
- d. Begin to undertake their own research.

Chronological Understanding

Pupils should be taught about:

- a. Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.
- b. Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era)

Knowledge and Understanding of Events, People and Changes in the Past

Pupils should be taught about:

- a. Note key changes over a period of time and be able to give reasons for those changes.
- b. Make comparisons between everyday life in the time studied and everyday life today.
- c. Identify key features, events and people of the time studied and explain how they have influenced life today.
- d. Describe connections and contrasts between aspects of history, people, events and artefacts studied.

Presenting, Organising and Communicating

Pupils should be taught about:

- a. Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.
- b. Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.
- c. Start to present ideas based on their own research about a studied period.

UKS2 - Long Term Plan Coverage (Two Year Cycle)

Historical Interpretations

Pupils should be taught about:

- a. To understand and analyse primary and secondary evidence
- b. To determine the accuracy and reliability of evidence and link this to factual understanding of the past.
- c. Know that people in the past represent events or ideas in a way that may be to persuade others (including propaganda).

Historical Investigations

Pupils should be taught about:

- a. Use a wide range of different evidence to collect information about the past and select relevant sections of information to address historically valid questions and construct detailed, informed responses. (Such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites).
- b. Investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding

Pupils should be taught about:

- a. Order an increasing number of significant events, movements and dates on a timeline using dates and terms accurately.
- b. Understand and describe in some detail the main changes to an aspect in a period in history.
- c. Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

Knowledge and Understanding of Events, People and Changes in the Past

Pupils should be taught about:

- a. Identify and note connections, contrasts and trends over time in the everyday lives of people.
- b. Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.
- c. Examine causes and results of great events and the impact these had on people.

Presenting, Organising and Communicating

Pupils should be taught about:

- a. Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious.
- b. Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.
- c. Plan and present a self-directed project or research about the studied period.

Intent

At Cookridge Primary School, children will become confident, enthusiastic and capable historians based on a hands on and interactive approach to learning. They will develop secure chronological understanding and explore the process of change in different contexts, enabling them to appreciate the cause and consequence of significant events and people. Through immersive learning, children will gain an appreciation of the diversity of different groups and their relationships with each other, as well as drawing links within and between different time periods. This will support children to make sense of their own and others' identity and personal history, helping to create a happy and caring school community.

We provide a curriculum which ensures equal representation of all members of society. This includes looking at sources from a diversity of cultures, countries and religions and understanding the influence of these throughout history. It is important for students to understand the contributions people have made regardless of their background, for them to appreciate their own value within society and generate an impact.

Through historical enquiry, children will develop skills vital in later life, including how to ask and answer perceptive questions, critically analyse sources and develop their own perspectives and judgements - they will leave Cookridge confident to research, present and debate ideas about the past and use these to build a greater understanding of the present.

Historical enquiry skills are built upon progressively throughout the units and include: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events and People in the Past; Presenting, Organising and Communicating; and Substantive Concepts and Historical Vocabulary. In addition to this, progression of disciplinary concepts are also woven into units and include: Continuity and Change; Cause and Consequence; Similarities and Differences; and Historical Significance.

Implementation

History at Cookridge Primary School will cover the National Curriculum objectives through the implementation of the following:

- Clearly document the skills progression throughout every Key Stage of the primary phase. These will be displayed on the school website for all members of the school community to access.
- Provide Long Term Plans outlining the intended teaching of the history knowledge and skills progression (these should be regularly reviewed).
- Train staff to use the knowledge and skills progression document to plan and teach effectively.
- Monitor the impact of teaching of history and look for successes and areas of development. We will do this using triangulation activities such as data collection, observations, pupil voice, work scrutiny, internal and external moderation and discussions with staff.
- Maintain opportunities for recapping previous learning through regular fluency activities - this should be done within the two week timetable.
- Give subject leaders time to monitor the impact of the history curriculum taught on children's learning and reporting back to staff on areas for development.

Impact

- Use history data to measure the impact of the history implementation – performance of different groups e.g. PPG, Year groups, gender.
- Use triangulation activities to help evidence impact - observations, pupil voice, work scrutiny, internal and external moderation, impact on other areas of the curriculum and discussions with staff.
- We will know the children of focus by analysing triangulation activities which highlight those children who are struggling or are stuck.
- Is the subject Intent statement a reality? If not, why not?
- Create future actions based on Self-assessment of subject area.

Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.

Substantive Concepts

Substantive concepts are concepts that children will come across repeatedly throughout their education in history. They are words that are hard to define in one definition as they mean slightly different things in different contexts and periods of time. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout history. It is not expected that by the end of primary school, children will have a full understanding of these substantive concepts but they will be able to draw from their learning in history to better explain what they mean. Substantive concepts should be taught within historical contexts to provide a strong base for children's understanding.

Cookridge Primary School Substantive Concepts include;

- Power
- Conflict and invasion
- Exploration and Settlement
- Civilization
- Belief Systems
- Legacy
- Culture

Disciplinary Knowledge

Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.









Disciplinary Concepts

Disciplinary concepts are concepts used in the study of history. They form the basis of many questions' historians ask about the past and include **Historical Interpretations, Historical Investigations, Chronological Understanding, Knowledge and Understanding of Events, People and Changes in the Past and Presenting, Organising and Communicating**. These concepts will enable children to ask historically-valid questions, create connections, identify contrasts, examine trends and construct analyses. These are mapped out and differentiated for key stage 1, lower key stage 2 and upper key stage 2 in the document below.

Historical Enquiry Questions

Historical enquiry questions allow pupils to develop the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through historical enquiry questions, children learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make connections between time periods. Historical enquiry questions are differentiated between key stage 1, lower key stage 2 and upper key stage 2 to follow the history curriculum.

In the overview shown below, we have chosen a selection of units and suggested a specific teaching order for each year group, which will offer well-sequenced progression and a clearly mapped-out narrative. These selected units provide a breath, richness and interconnectedness of British and world history.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 – Year 1 and Year 2 Cycle One	<p>Topic – Cookridge Significant historical events, people and places in their own locality.</p>				<p>Topic – Space. The lives of significant individuals in the past who have contributed to national and international achievements. Used to compare aspects of life in different periods. (Neil Armstrong and Helen Sharman)</p>	
KS1 – Year 1 and Year 2 Cycle Two	<p>Topic – Nurturing Nurses. The lives of significant individuals in the past who have contributed to national and international achievements. (Mary Seacole and Florence Nightingale)</p>		<p>Topic – London's Burning. Events beyond living memory that are significant nationally.</p>			
LKS2 - Year 3 and Year 4 Cycle One			 <p>Ancient Egypt</p>		 <p>Vikings and Anglo-Saxons</p>	
LKS2 - Year 3 and Year 4 Cycle Two	 <p>Stone Age to Iron Age</p>		 <p>The Romans</p>			
UKS2 - Year 5 and Year 6 Cycle One	 <p>Ancient Greece</p>				 <p>World War II</p>	
UKS2 - Year 5 and Year 6 Cycle Two			 <p>Anglo-Saxons and Scots</p>		 <p>Early Islamic Civilisation</p>	

<p>Year 1 and 2 Cycle One</p>	<p style="text-align: center;">Topic – Cookridge Significant historical events, people and places in their own locality.</p>	<p style="text-align: center;">Topic – Space. The lives of significant individuals in the past who have contributed to national and international achievements. Used to compare aspects of life in different periods. (Neil Armstrong and Helen Sharman)</p>						
<p>Substantive Concepts</p>	<p>- Exploration and Settlement - Civilization</p>	<p>- Exploration and Settlement - Legacy</p>						
<p>Key Vocabulary</p>	<p>Convalescent, Confiscated, Constructed, Remodelled, Demolished, Aerodrome, Mayor, Aviation, Regional</p>	<p>Galaxy, Astronaut, Cosmonaut Gravity, Satellite, Solar, Sphere, Universe, National Aeronautics and Space Administration (NASA), Apollo 11</p>						
<p>Key Dates</p>	<p>1937 - Leeds Bradford Airport opened, when it was known as Leeds and Bradford Municipal Aerodrome.</p> <p>1721 – Cookridge Hall was first built.</p> <p>1997 – Cookridge Hall became a health and fitness club.</p> <p>2007 – Present day Ralph Thorseby School built.</p>	<p>16th July 1969 – Neil Armstrong, along with Edwin E. Aldrin, Jr., and Michael Collins, blasted off in the Apollo 11 vehicle toward the Moon.</p> <p>20th July 1969 – Neil Armstrong was the first American astronaut to walk on the moon</p> <p>21st July 1969 - After 21 hours and 36 minutes on the Moon, they began the voyage back to Earth.</p> <p>November 1989 – Helen Sharman responded to a radio advertisement for astronauts and was selected.</p> <p>18th May 1991 – Helen launched into space.</p> <p>26th May 1991 – Helen returned.</p>						
<p>Key Individuals</p>	<p>Ralph Thorseby</p> <p>Lord Mayor of Leeds (1997 Linda Middleton and 2023/24 Al Garthwaite)</p>	<table border="0"> <tr> <td>Neil Armstrong</td> <td>Edwin Aldrin (Buzz)</td> <td>Michael Collins</td> </tr> <tr> <td>Helen Sharman</td> <td>Anatoly Artsebarsky</td> <td>Sergey Krikalyov</td> </tr> </table>	Neil Armstrong	Edwin Aldrin (Buzz)	Michael Collins	Helen Sharman	Anatoly Artsebarsky	Sergey Krikalyov
Neil Armstrong	Edwin Aldrin (Buzz)	Michael Collins						
Helen Sharman	Anatoly Artsebarsky	Sergey Krikalyov						

Substantive Knowledge

The specific, factual content for the topic.

- **Cookridge Hall.** The lands of Cookridge were granted to the monks of Kirkstall Abbey in the 12th century and in the 13th century this became a township. The lands which included Cookridge Grange, the site of the present Cookridge Hall, were then confiscated and sold off by Henry VII in 1540. In the 17th century, Cookridge Hall began construction and in the 18th century, it was remodelled using more advanced materials. Cookridge Hall was a home for epileptic patients from 1974 to 1990, then in 1997 was opened as a health and fitness club by the Lord Mayor of Leeds.

- **Ralph Thorseby School.** The original Ralph Thoresby High School was built on Farrar Lane in 1973 and opened for pupils in 1974, as part of the overall development of Holt Park. The original school buildings were demolished in 2007 and replaced with the present-day Ralph Thoresby School building.

- **Leeds Bradford Airport.** Leeds Bradford opened on 17 October 1931 when it was known as Leeds and Bradford Municipal Aerodrome or Yeadon Aerodrome. Largely used for general aviation and training purposes. In the early 1980s, runway extensions were completed that enabled it to be classified as a regional airport.

-**Neil Armstrong.** On July 20th, 1969, Armstrong stepped from the Eagle onto the Moon's dusty surface with the words, "That's one small step for man, one giant leap for mankind."

- Armstrong and Aldrin left the module for more than two hours and deployed scientific instruments, collected surface samples, and took numerous photographs.

- After the Apollo 11 mission he shied away from being a public figure and confined himself to academic and professional endeavours.

- Armstrong was awarded the Presidential Medal of Freedom in 1969, the Congressional Space Medal of Honor in 1978, and the Congressional Gold Medal in 2009.

- **Helen Sharman.** Project Juno lasted nearly eight days, during which time Sharman conducted medical and agricultural tests. She also communicated with British schoolchildren on the radio.

- The mission lasted nearly eight days, during which time Sharman conducted medical and agricultural tests.

- Helen has published a number of books since her mission; included the autobiography Seize the Moment (1993; written with Christopher Priest).

- Helen was made an Officer of the Order of the British Empire (OBE) in 1992.

<p>Disciplinary Concepts and Knowledge</p> <p>Knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.</p>	<p><u>Chronological Understanding</u></p> <p>a - Sequence artefacts and events that are close together in time and order dates from earliest to latest on simple timelines</p> <p>c - Describe memories and changes that have happened in their own lives.</p> <p>d - Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p> <p><u>Historical Interpretations</u></p> <p>a - Observe or handle evidence to ask and answer simple questions about the past on the basis of simple observation</p> <p>d - Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p><u>Knowledge and Understanding</u></p> <p>a - Recognise and identify similarities and differences between different periods, including present day</p> <p>c - Understand that there are reasons why people in the past acted as they did.</p> <p><u>Presenting, Organising and Communicating</u></p> <p>a - Communicate their knowledge about the past by talking, writing, drawing and using drama/role play</p>	<p><u>Historical Interpretations</u></p> <p>c - Start to use stories or accounts to distinguish between fact and fiction.</p> <p><u>Knowledge and Understanding</u></p> <p>b - Know and recount episodes from stories and significant events in history.</p> <p>d - Describe significant individuals from the past.</p>
<p>Historical Enquiry</p>	<p>How and why does our local area change over time?</p>	<p>How has space exploration changed in a short period of time?</p> <p>What do those changes tell us about national and international development?</p>

<p>Year 1 and 2 Cycle Two</p>	<p style="text-align: center;">Topic – Nurturing Nurses. The lives of significant individuals in the past who have contributed to national and international achievements. (Mary Seacole and Florence Nightingale)</p>	<p style="text-align: center;">Topic – London’s Burning. Events beyond living memory that are significant nationally.</p>
<p>Substantive Concepts</p>	<p>- Conflict and invasion - Culture - Belief System</p>	<p>- Civilization - Legacy</p>
<p>Key Vocabulary</p>	<p>Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier, Commemoration, discrimination, travel, war</p>	<p>Escaping, diary, destroyed, monument, water pump Cathedral, baker, Pudding Lane, thatched roof, water bales, city, commemoration, ruler (king), technology, River Thames</p>
<p>Key Dates</p>	<p>1854 – start of the Crimean War; sets sail for England hoping to volunteer 1855 – Mary sets up her British Hotel only four miles from the front line 1856 – End of Crimean War; Mary returns to England</p> <p>1853 – Worked as a nurse at a hospital in London 1854 – Volunteered for service in the Crimean War 1857 – Returned to England. Worked on a report to the Royal Commission.</p>	<p>2nd September 1666 - Fire of London started 6th September 1666 - Fire of London finished</p>
<p>Key Individuals</p>	<p>Sidney Herbert (Herbert asked his friend Florence Nightingale to lead a team of nurses out to Scutari during the Crimean War, and together he and Nightingale led the movement after the war for Army health and reform of the War Office).</p> <p>Sir William H Russell (Mary Seacole was also publicised by Russell this rescued her from bankruptcy).</p>	<p>Samuel Peyps Thomas Farriner Sir Christopher Wren</p>



Substantive Knowledge

The specific, factual content for the topic.

- Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856).
- The Nightingale Training School for Nurses was opened in 1860.
- Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War.
- Mary set up a British Hotel near the frontline to provide comfort and supplies to the army. She rode nearly every day to the battle front to give out medicines and nurse the injured and dying.

- The Great Fire of London happened in 1666.
- The fire started in a bakery on Pudding Lane.
- Buildings were close together and often made of wood, meaning that the fire spread quickly.
- For many years after the fire, buildings were rebuilt further apart and made with stone.
- Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt.

<p>Disciplinary Concepts and Knowledge</p> <p>Knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.</p>	<p><u>Historical Interpretations</u></p> <p>a - Start to compare two versions of a past event.</p> <p><u>Chronological Understanding</u></p> <p>b - Sequence pictures from different periods.</p> <p><u>Knowledge and Understanding</u></p> <p>b - Know and recount episodes from stories and significant events in history.</p> <p>d - Describe significant individuals from the past.</p> <p><u>Presenting, Organising and Communicating</u></p> <p>a - Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.</p>	<p><u>Historical Interpretations</u></p> <p>c - Start to use stories or accounts to distinguish between fact and fiction.</p> <p><u>Historical Investigation</u></p> <p>a - Observe or handle evidence to ask and answer simple questions about the past on the basis of simple observation</p> <p>b - Choose and select evidence and say how it can be used to find out about the past.</p> <p><u>Chronological Understanding</u></p> <p>b - Sequence pictures from different periods.</p> <p><u>Knowledge and Understanding</u></p> <p>a - Recognise and identify similarities and differences between different periods, including present day</p> <p>b - Know and recount episodes from stories and significant events in history.</p> <p><u>Presenting, Organising and Communicating</u></p> <p>a - Communicate their knowledge about the past by talking, writing, drawing and using drama/role play.</p>
<p>Historical Enquiry</p>	<p>What were some of the achievements of these women?</p> <p>What were some of the similarities and differences faced by these women?</p>	<p>What were the after effects of this event?</p> <p>What changes were made on a national scale?</p>

<p>Year 3 and 4 Cycle One</p>	 <p>Ancient Egypt</p>	 <p>Vikings and Anglo-Saxons</p>
<p>Substantive Concepts</p>	<p>- Civilization - Belief System -Culture</p>	<p>- Conflict and Invasion - Exploration and Settlement - Legacy</p>
<p>Key Vocabulary</p>	<p>Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Ankh, Pyramid, Rosetta Stone, City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.</p>	<p>Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Yggdrasil, Runes, Farmer-warrior, Danelaw, Valhalla, Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe, war (invasion, conflict).</p>
<p>Key Dates</p>	<p>3100BCE – First dynasty 3100 – 2950BCE – Hieroglyphic writing 2700BCE – First pyramid built 332BCE – Alexander the Great conquers Egypt</p>	<p>793CE – Lindisfarne invasion 867CE – Vikings make York their capital 1066CE – Vikings lose the battle of Stamford Bridge</p>
<p>Key individuals</p>	<p>Cleopatra Tutankhamun</p>	<p>King Harold Godwinson (King of England) King Harald Hardrada (Viking King)</p>

Substantive Knowledge

The specific, factual content for the topic.

- Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms.
- Life revolved around the Nile, which supported farming, craft and was used for trade.
- The ancient Egyptians built the pyramids.
- When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.
- The ancient Egyptians wrote in hieroglyphics on papyrus.
- The ancient Egyptians worshipped gods who were responsible for different aspects of life.

- The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain.
- The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too.
- King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw.
- Anglo-Saxon kings made continuous attempts to regain land from the Vikings.
- Danegeld was a system where Anglo- Saxon kings would pay the Vikings to make sure they did not attack their kingdoms.
- In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England.

<p style="text-align: center;">Disciplinary Concepts and Knowledge</p> <p style="text-align: center;">Knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.</p>	<p>Historical Investigations</p> <p>(b) Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Chronological Understanding</p> <p>(b) Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era)</p> <p>Knowledge and Understanding</p> <p>(b) Make comparisons between everyday life in the time studied and everyday life today</p> <p>(c) Identify key features, events and people of the time studied and explain how they have influenced life today</p> <p>Presenting, Organising and Communicating</p> <p>(a) Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p> <p>(b) Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p>	<p>Historical Interpretations</p> <p>(a) Look at more than two accounts of the same historical event and identify differences.</p> <p>(b) Be able to explain some of the reasons why two accounts of the same event may be different.</p> <p>Historical Investigations</p> <p>(a) Use a range of primary and secondary sources to find out about the past</p> <p>Knowledge and Understanding</p> <p>(a) Note key changes over a period of time and be able to give reasons for those changes.</p> <p>(d) Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Presenting, Organising and Communicating</p> <p>(a) Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p> <p>- (b) Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p>
<p style="text-align: center;">Historical Enquiry</p>	<p>What were some of the achievements of this civilization?</p> <p>What impact did this have on their legacy?</p>	<p>What struggles did the Vikings face?</p> <p>How did they try to overcome these struggles?</p>

<p>Year 3 and 4 Cycle Two</p>	 <p>Stone Age to Iron Age</p>	 <p>The Romans</p>
<p>Substantive Concepts</p>	<p>- Civilization - Exploration and Settlement</p>	<p>- Power - Conflict and Invasion - Belief System - Culture</p>
<p>Key Vocabulary</p>	<p>Prehistory, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homosapiens, Pelt, Beaker, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Borer, Domesticate, Building, economy (money), farming, migration, settlement, technology, tribe</p>	<p>Empire, Toga, Pict, Caledonia, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Circus Maximus, Legionary, Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion).</p>
<p>Key Dates</p>	<p>3000BCE – Stone Age 2200BCE – Bronze Age 800BCE – Iron Age</p>	<p>55 and 54 BCE Caesar’s Invasion 42 and 43 CE Claudius Conquers Britain 61 CE Boudicca Revolt (Iceni Tribe) 410 CE Romans leave</p>
<p>Key Individuals</p>	<p>Amesbury Archer</p>	<p>Julius Caesar Boudicca</p>

Substantive Knowledge

The specific, factual content for the topic.

- In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age.
- The major change that happened later in the Stone Age was that people started to settle in communities and farm the land.
- People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them.
- In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.
- Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years.
- During the Iron Age, people began to make tools and weapons from iron.
- The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BCE.
- They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today.
- In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust.
- The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.
- In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall.
- The Romans' legacy can be seen in many places around Britain today.

Disciplinary Concepts and Knowledge

Knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.

Historical Investigations

- (a) Use a range of primary and secondary sources to find out about the past
- (c) Regularly address and sometimes devise own questions to find answers about the past.

Chronological Understanding

- (a) Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.
- (b) Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era)

Knowledge and Understanding

- (a) Note key changes over a period of time and be able to give reasons for those changes.
- (d) Describe connections and contrasts between aspects of history, people, events and artefacts studied.

Presenting, Organising and Communicating

- (a) Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.
- (b) Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.

Historical Interpretations

- (a) Look at more than two accounts of the same historical event and identify differences.
- (b) Be able to explain some of the reasons why two accounts of the same event may be different.

Historical Investigations

- (b) Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.

Knowledge and Understanding

- (b) Make comparisons between everyday life in the time studied and everyday life today
- (c) Identify key features, events and people of the time studied and explain how they have influenced life today



Presenting, Organising and Communicating

- (a) Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.
- (b) Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.

Historical Enquiry

How did Britain change from the Stone Age to the Iron Age?

What impact did the Roman Empire have on Britain?

<p>Year 5 and 6 Cycle One</p>		
<p>Substantive Concepts</p>	<p>-Power - Exploration and Settlement - Belief System - Legacy</p>	<p>-Power -Conflict and Invasion -Culture - Legacy</p>
<p>Key Vocabulary</p>	<p>Democracy, Acropolis, City-state (e.g Sparta, Athens, Persia), Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Archaic, Hellenistic, Classical, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula, Oracle, Terraced, Aegean, Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict).</p>	<p>Blitz, Axis, Allies, Holocaust, Eastern Front, Homefront, Luftwaffe, Chain Home, Victorian Cross, Evacuee , Anderson Shelter, Swastika, Ration Book, Barrage Balloon, Gestapo Officer, Grenade, George Cross, Star of David, Judaism, Prisoner, Atomic, Concentration Camp, Propaganda, Homegrown, Reinforced, Rationed, Telegraph, Transmitted, Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion).</p>
<p>Key Dates</p>	<p>800 – 490 BCE – Archaic Period 490 – 323 BCE – Classical Period 323 – 14 BCE – Hellenistic Period 776 BCE - First Olympic Games 510 BCE – Birth of Democracy 490 BCE – Battle of Marathon 432 BCE – Parthenon Built 323 BCE – Alexander the Great dies</p>	<p>1939 – 1945 – World War II 1939 – Britain declare war on Germany 1940 – Battle of Britain/Blitz 1940 – Dunkirk 1942 – 1943 – Battle of Stalingrad 1944 – D-Day 1945 – VE Day</p>
<p>Key Individuals</p>	<p>Mythical characters (Athena, Icaras, Theseus, Pandora etc), Pheidippides, General Miltiades, King Darius, Alexander the Great, Archimedes, Socrates</p>	<p>United Kingdom Prime Ministers (Neville Chamberlain and Winston Churchill), Leaders of the Axis Powers (Adolf Hitler, Joseph Stalin and Benito Mussolini, Joseph Goebbels), Leaders of the Allies Powers (Franklin Roosevelt, Harry Truman and Charles DeGaul, Dwight D Eisenhower)</p>


Substantive Knowledge

The specific, factual content for the topic.

- Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.
- Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it.
- Many objects produced in Ancient Greece were made by enslaved people.
- The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.
- Ancient Athens is where democracy began.
- The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.
- The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them.
- There are lots of myths that originate from this time, including the Trojan War.

- The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge.
- At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.
- Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.
- Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.
- Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too.
- The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year.

<p>Disciplinary Concepts and Knowledge</p> <p>Knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.</p>	<p>Historical Interpretation</p> <p>(a) To understand and analyse primary and secondary evidence.</p> <p>(b) To determine the accuracy and reliability of evidence and link this to factual understanding of the past.</p> <p>Historical Investigation</p> <p>(a) Use a wide range of different evidence to collect information about the past and select relevant sections of information to address historically valid questions and construct detailed, informed responses. (Such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites).</p> <p>Chronological Understanding</p> <p>(a) Order an increasing number of significant events, movements and dates on a timeline using dates and terms accurately.</p> <p>Knowledge and Understanding of Events, People and Changes in the Past</p> <p>- (b) Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p>	<p>Historical Interpretation</p> <p>(a) To understand and analyse primary and secondary evidence.</p> <p>(b) To determine the accuracy and reliability of evidence and link this to factual understanding of the past.</p> <p>(c) Know that people in the past represent events or ideas in a way that may be to persuade others (including propaganda).</p> <p>Chronological Understanding</p> <p>(a) Order an increasing number of significant events, movements and dates on a timeline using dates and terms accurately.</p> <p>Knowledge and Understanding of Events, People and Changes in the Past</p> <p>(a) Identify and note connections, contrasts and trends over time in the everyday lives of people.</p>
<p>Historical Enquiry</p>	<p>How did some of the achievements of the Ancient Greek society impact the western world?</p>	<p>What impact did the Battle of Britain have on the country?</p>

<p>Year 5 and 6 Cycle Two</p>	 <p>Anglo-Saxons and Scots</p>	 <p>Early Islamic Civilisation</p>
<p>Substantive Concepts</p>	<p>-Conflict and invasion -Exploration and Settlement - Civilization</p>	<p>-Belief System -Legacy -Culture -Exploration and Settlement</p>
<p>Key Vocabulary</p>	<p>Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Lindisfarne, Hengist and Horsa, Monk, Illumination, Manuscript, Weregeld, Athelstan, Christianity, Augustine, Alfred the Great, Aethelred the Unready, Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war</p>	<p>Baghdad, Civilisation, Islam, Empire, Philosophy, Discovery, Diplomacy, Caliph, Dynasty, Scholar, Calligraphy, Vegeta, Geometric, Silk Road, Empire, religion, philosophy, ruler, trade, education, development, rise and decline</p>
<p>Key Dates</p>	<p>410CE - Roman rule ends 449CE – Anglo Saxons settle in Kent 556CE – Seven Kingdoms are created across Britain 597CE – St Augustine brings Christianity to Britain 779CE – Mercia becomes the supreme Kingdom 1066CE – Battle at Stamford Bridge and Battle of Hastings</p>	<p>762 AD The decision to build a great city in Baghdad made 768 AD The 'round city' finished 800 AD The city becomes the largest city in the world 810 AD Baghdad becomes a hub for learning and commerce, great scientific and maths advance made 900 AD Paper spreads into the region from China 930 AD Cordoba (Spain) overtakes Baghdad as world's largest city 950 AD The decline of the Abbasid caliphate begins and continues until the 13th century 1258 AD Baghdad destroyed by Mongols</p>
<p>Key Individuals</p>	<p>Harold Hardrada, King Harald Godwinson</p>	<p>Caliph 'Abbas: First Abbasid Caliph - moved Abbasid capital from Kufa to Baghdad. Al-Khwarizmi: mathematician, astronomer, scientist, provided the foundations of algebra and other concepts. Haroun al-Rashid: Caliph from 786- 809, defeated Byzantines in battle (806), made links with European Empires such as Charlemagne in France.</p>

Substantive Knowledge

The specific, factual content for the topic.

- The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo- Saxon kingdoms.
- Anglo-Saxon influence can be seen in place names in Britain today.
- Anglo-Saxons preferred to live in small villages rather than towns like the Romans did.
- The religion of the early Anglo-Saxons was Paganism. They worshipped many gods.
- At the end of this period, Christianity became the main religion in Britain.
- Many places of worship were built, including Canterbury Cathedral.

- The rise and fall of the city of Baghdad and the Caliphate. CE900.
- Understand the term 'silk road' and 'spice routes' and understand the impact of these on global trade.
- The legacy of the Ancient Islamic empire, including: science, mathematics, technology and innovation.
- Development of the house of wisdom.
- History of Medicine: Rhazes, Al-Zahrawi, History of surgery: Muhammad Ibn Zakariya.

<p>Disciplinary Concepts and Knowledge</p> <p>Knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.</p>	<p>Historical Interpretation</p> <p>(a)To understand and analyse primary and secondary evidence.</p> <p>(b)To determine the accuracy and reliability of evidence and link this to factual understanding of the past.</p> <p>Historical Investigation</p> <p>(a)Use a wide range of different evidence to collect information about the past and select relevant sections of information to address historically vaild questions and construct detailed, informed responses. (Such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites).</p> <p>Chronological Understanding</p> <p>(a)Order an increasing number of significant events, movements and dates on a timeline using dates and terms accurately.</p>	<p>Historical Interpretation</p> <p>(a)To understand and analyse primary and secondary evidence.</p> <p>(b)To determine the accuracy and reliability of evidence and link this to factual understanding of the past.</p> <p>Chronological Understanding</p> <p>(a)Order an increasing number of significant events, movements and dates on a timeline using dates and terms accurately.</p> <p>(b)Understand and describe in some detail the main changes to an aspect in a period in history.</p>
<p>Historical Enquiry</p>	<p>How was Britain structured at the time of the Anglo-Saxon and Scots?</p> <p>How did the reign affect Britain?</p>	<p>How did the Early Islamic Civilization differ from Britain?</p> <p>What impact did the Early Islamic Civilization have on the world?</p>

<p>KS2 Local History Study</p>	<p>LKS2 – Leeds Armley Mills (Yorkshire Topic)</p>	<p>UKS2 – England Battle of Britain’s impact - London compared to Leeds (WW2 Topic)</p>
<p>Substantive Concepts</p>	<p>- Culture - Exploration and Settlement</p>	<p>- Power - Conflict and Invasion</p>
<p>Key Vocabulary</p>	<p>Clothier, mills, waterwheels, merchant, construction, powerhouse, spinning mule, material</p>	<p>Luftwaffe, raids, commander, aircraft, Spitfire, Axis power Allies, Blitzkrieg, evacuee, evacuation, rationing, refugee, invasion, chancellor, troops, Anderson Shelter, Air raid, Home Guard, Propaganda</p>
<p>Key Dates</p>	<p>Armley Mills 1788 – The mill was bought by Colonel Thomas Lloyd, a Leeds cloth merchant who expanded it to be the world's largest woollen mill. 1804/1805 - The mills were sold to Benjamin Gott. 1971 – Mill closed. 1982 – Sold to Leeds city council and converted into a museum.</p>	<p>Battle of Britain 12th August 1940 - the Luftwaffe (German Air Force) began a systematic assault. September 1940 to May 1941 - The Blitz on London.</p>
<p>Key Individuals</p>	<p>Benjamin Gott William Gott Colonel Thomas Lloyd</p>	

Substantive Knowledge

The specific, factual content for the topic.

-Armley Mills.

-Originally a fulling mill from at least the early 1500s, the site was bought in the late 1700s by Colonel Thomas Lloyd, a Leeds cloth merchant who expanded operations dramatically, so much so that Armley was soon home to the world's largest woollen mill.

- The mill's location on the Leeds and Liverpool Canal meant that wool could be shipped to the mill directly from Botany Bay in Australia and Armley Mills was the first place in England to receive direct shipments of Australian wool.

- The original buildings later burned down, but were rebuilt in 1805 by noted industrialist Benjamin Gott, the owner of several mills in the area.

- On the 12th August 1940 the Luftwaffe (German Air Force) began a systematic assault. Striking at Manston, Lympne and Hawkinge aerodromes in the south-east and radar installations in Kent, Sussex and on the Isle of Wight.
- The Blitz on London. It is estimated that more than 12,000 metric tons of bombs were dropped on London and nearly 30,000 civilians were killed by enemy action. The worst hit places tended to be the poorer districts, like the East End, but all Londoners were affected by German air raids to a varying degree.
- The Blitz changed the landscape of the city. Many famous landmarks were hit, including Buckingham Palace, the Houses of Parliament, the Tower of London and the Imperial War Museum. Some areas, such as Stepney, were so badly damaged that they had to be almost entirely rebuilt after the war.
- The damage inflicted upon Leeds by the Luftwaffe was substantial but not sustained, despite the city's important industrial status. This was perhaps due to its inland location on the border of the Pennines, a mostly rural region not worth bombing. There were nine raids on Leeds during the war, the worst being that of March 1941 when it was hit by around 40 German bombers. In this raid nearly 200 buildings were destroyed and thousands more damaged, including over 100 homes and important civic buildings such as Leeds Town Hall, Leeds City Station and Leeds City Museum. 65 people were killed overnight, the vast majority of the 77 lives lost in Leeds throughout the war.
- Despite such attacks being relatively sparse, the threat of raids was constant and national safety precautions were applied to protect Leeds citizens. 14,000 domestic air raid shelters were built. Blackout protocols were organised by ARP (Air Raid Precaution) wardens and on 1 September 1939, 18,250 children and 1450 teachers were evacuated out of Leeds on 51 special trains, headed for destinations

		<p>like the Yorkshire Dales. Although many of these evacuees returned by Christmas the same year (during the so-called 'Phony War', when it seemed that the government had over-estimated the German threat), many were later re-evacuated to closer rural areas, such as Ilkley.</p>
<p>Disciplinary Concepts and Knowledge</p> <p>Knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.</p>	<p>Historical Interpretation</p> <p>(a) To understand and analyse primary and secondary evidence.</p> <p>(b) To determine the accuracy and reliability of evidence and link this to factual understanding of the past.</p> <p>(c) Know that people in the past represent events or ideas in a way that may be to persuade others (including propaganda).</p> <p>Chronological Understanding</p> <p>(a) Order an increasing number of significant events, movements and dates on a timeline using dates and terms accurately.</p> <p>Knowledge and Understanding of Events, People and Changes in the Past</p> <p>(a) Identify and note connections, contrasts and trends over time in the everyday lives of people.</p>	<p>Historical Interpretation</p> <p>(a) To understand and analyse primary and secondary evidence.</p> <p>(b) To determine the accuracy and reliability of evidence and link this to factual understanding of the past.</p> <p>(c) Know that people in the past represent events or ideas in a way that may be to persuade others (including propaganda).</p> <p>Chronological Understanding</p> <p>(a) Order an increasing number of significant events, movements and dates on a timeline using dates and terms accurately.</p> <p>Knowledge and Understanding of Events, People and Changes in the Past</p> <p>(a) Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Historical Investigation</p> <p>(a) Use a wide range of different evidence to collect information about the past and select relevant sections of information to address historically valid questions and construct detailed, informed responses. (Such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites).</p>
<p>Historical Enquiry</p>	<p>What impact did the mill have on the local area?</p>	<p>How did the Battle of Britain affect our local area compared to London?</p> <p>What long term impacts did the Battle of Britain have in these areas?</p>