

N/C: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year group: 1	Substantive Knowledge (Five Facts)	Chronological understanding	Disciplinary knowledge
Why are Neil Armstrong and Mae Jemison significant individuals in History?	<ol style="list-style-type: none"> 1. I know that Neil Armstrong was the first man on the moon in 1969. 2. I know that Mae Jemison was the first black woman in space in 1992. 3. I can talk about the race to be the first into space. 4. I know that the Apollo 11 mission was to walk on the moon and return to Earth. 5. I know that the world celebrated Neil and Buzz Aldrin with street parties and parades. 	<ul style="list-style-type: none"> • To begin to put artefacts in chronological order from significantly different time periods. • To use simple vocabulary describe passing of time. • To compare their own life and interests and now to when they were a baby. 	<ul style="list-style-type: none"> • To ask and answer questions about old and new objects. • To spot old and new things in a picture. • To answer questions using an artefact/photograph provided. • To give a plausible explanation about what an object was used for in the past.
How have toys changed over time?	<ol style="list-style-type: none"> 1. I know that old toys were made from metal, wood pottery and glass. 2. I know that many toys today are made from plastic. 3. I can describe and compare a range of toys. 4. I know that toys operate in different ways. (e.g., batteries, wind-up) 1. I can ask questions to find out what my parents/grandparents/older people played with in the past. 	National Curriculum concepts:	
How have trains changed over time and how did Mathew Murry and George Stephenson impact people's lives?	<ol style="list-style-type: none"> 5. I know that in the past people travelled by horse and carriage. 6. I can explain why George Stephenson and Matthew Murray were significant. 7. I know that George Stephenson created the rocket train. 8. I know that Matthew Murray lived in Leeds and invented a steam train. 9. I can compare old and new trains. 	<ul style="list-style-type: none"> • To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	

N/C: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Year group: 3	Substantive Knowledge (Five Facts)	Chronological understanding	Disciplinary knowledge
Why did the lives of the earliest Britons change from the Stone Age to the Iron Age?	<ol style="list-style-type: none"> 1. I can explain that BCE Britain (Before Common Era) was split into Stone age, Bronze Age, and Iron Age. 2. I know that the stone age began 2.6 million years ago. 3. I can talk about some of the differences between the Paleolithic, Mesolithic and Neolithic people. 4. I can explain how life changed from stone age to Bronze and Iron age. 5. I can explain how we know so much about prehistoric times. 	<ul style="list-style-type: none"> • To know that BCE means before common era. • To know that CE means common era. • To understand concurrency, considering the topics taught such as: At the same time as Ancient Egypt, other ancient civilizations existed in other parts of the world (Benin, Greeks, Mayans, Romans, Indus Valley). 	<ul style="list-style-type: none"> • To recognise the part that archaeologists help us to understand more about what happened in the past. • To use various sources to piece together information about a period in history and answer questions. • To identify similarities and differences between given periods in history through research.
What influenced daily life in Ancient Egypt?	<ol style="list-style-type: none"> 1. I know that the ancient Egyptians lived in Egypt in 3100 B.C. to in 332 B.C. 2. I can explain the significant of the River Nile to Ancient Egyptian lives. 3. I can name 3 significant inventions from Ancient Egypt. 4. I can name 3 pharaohs and explain their achievements. 5. I know that Victorian historians were important in our understanding of Ancient Egypt. 	<p>National curriculum concepts:</p> <ul style="list-style-type: none"> • To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. • To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	
How did the Ancient Greeks influence our lives today?	<ol style="list-style-type: none"> 1. I can locate Greece on a map and know that the Ancient Greeks lived from around 1200BCE until 323BCE. 2. I know that Greece was made up of city states which had similarities and differences. 3. I understand that the Greeks invented democracy and that this is the form of government in modern day Britain. 4. I know the names of 3 Greek philosophers and the ideas that are still shared and talked about today. 5. I can explain the significance of Alexander the Great. 		

N/C: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Year group: 5	Substantive Knowledge (Five Facts)	Chronological understanding	Disciplinary knowledge
Why was the early Islamic civilisation so significant and what impact has it has on modern day Britain?	<ol style="list-style-type: none"> 1) I know that the early Islamic period started in around 600CE. 2) I know early that the early Islamic period was at the same time as Anglo-Saxons and Vikings in Britain. 3) I can explain the significance of Baghdad's geographical location. 4) I know three significant Islamic discoveries that have influenced our lives today. 5) I know that the Ancient Islamic Civilisation ended in 1258 due to the Mongol invasion. 	<ul style="list-style-type: none"> • To understand concurrency and relate this to their learning. • To use dates and historical language in their work. • To draw a timeline with different time periods outlined showing different information. (e.g. The Tudors ruled after the Normans.) • To use their mathematical skills to work out exact time scales and differences. 	<ul style="list-style-type: none"> • To appreciate how historical artefacts have helped us understand more about British lives in the present and past. • To use a range of historical sources to answer a question. • To know the difference between primary and secondary sources.
What impact did the Tudors have on life in England today?	<ol style="list-style-type: none"> 1) I know that that the Tudor period started in 1485 and ended in 1603. 2) I can name Henry VIII's 6 wives. 3) I can explain the impact Henry VIII had on religion in England. 4) I know that Edward, Mary then Elizabeth reigned after Henry. 5) I know that Emperor Akhbar ruler of India reigned at the same time as Elizabeth I. 	National curriculum concepts:	
How did the work of the people campaigning for suffrage change the voting system in the UK?	<ol style="list-style-type: none"> 1) I can name the groups of people who were allowed to vote after the great reform act in 1832. 2) I can explain how women were treated differently to their male counterparts at the end of the 19th century 3) I can name 3 significant events that occurred during the movement. 4) I can name 3 instrumental characters involved in the fight for women's suffrage. 5) I know in 1928: Women in England, Wales and Scotland received the vote on the same terms as men. 	<ul style="list-style-type: none"> • To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. • To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	