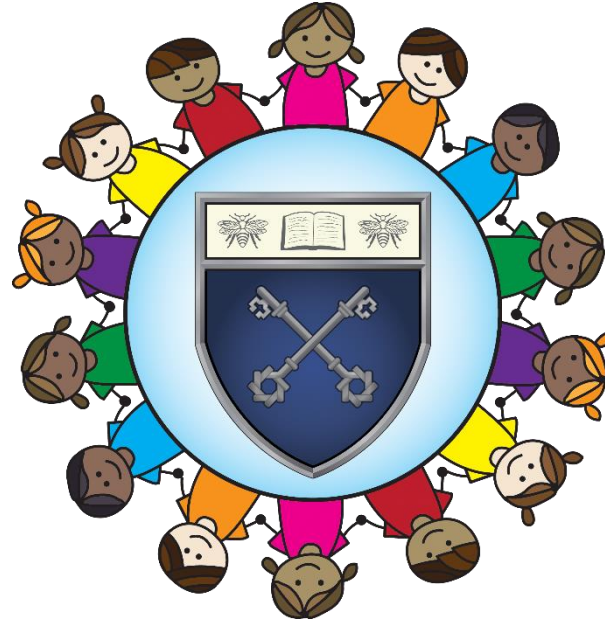


# History Curriculum



Substantive and Disciplinary  
Knowledge Progression Map



## Substantive Knowledge

Substantive Concepts	Year 3 Scope	Year 4 Scope	Year 5 Scope	Year 6 Scope
	<b>Egyptian</b> <b>Iron Age and Stone Age</b>	<b>Mayans</b> <b>Romans</b>	<b>Anglo Saxons and Vikings</b> <b>Victorians</b>	<b>Local History</b> <b>World War 2</b> <b>Ancient Greece</b>
Chronology	<b>Egyptians</b> To Know when and where the Ancient Egyptians lived and organise on a time line. <b>Iron Age and Stone Age</b> To be able to order key dates and events on a timeline to demonstrate the chronology of British history. <b>Iron Age and Stone Age</b> To compare different eras and dwellings. To understand how artefacts help us learn from the past.	<b>Mayans</b> To identify key periods in Mayan history on a timeline. <b>Romans</b> To place Roman Britain on time line of Britain.	<b>Victorians</b> To be able to place events on a timeline and consider what life was like in this period. <b>Anglo Saxons</b> To know key events between 410 and 1066. <b>Vikings</b> To know when and where the Vikings came from	<b>Local History</b> To know when The Industrial revolution in Britain took place in Britain and place on a time line. <b>Local History</b> How has Blackburn changed since the Victorian times. <b>WW2</b> <b>To know the key events of World War Two</b> and when they took place <b>Greeks</b> To Know when and where the Ancient Greeks lived and locate on a time line.
Children	<b>Egyptians</b> To know what everyday life was like for Ancient Egyptians. <b>Iron Age and Stone Age</b> To know what life was like in the iron age.	What was life like in Britain when the when the Romans invaded.	<b>Victorians</b> To be able to make comparisons between aspects of periods of history and the present day. <b>Victorians</b> To be able to make inferences and observations based on the life of Victorian children. <b>Victorians</b>	<b>Local History</b> To know who James Hargreaves was and why he is he significant. <b>Local History</b> To what Christmas was like in the Victorian times? <b>WW2</b> To know the impact evacuation had on children and their families.

			<p>To understand how crime and punishment in the Victorian period is different to modern day.</p> <p><b>Anglo Saxons</b> To know what children ate in Anglo Saxon times and compare.</p> <p><b>Anglo Saxons</b> Compare the lives of Anglo Saxon children to children from a different period in History.</p>	<p><b>Greeks</b> To identify the cultural differences between Athens and Sparta.</p>
Gods and Worship	<p><b>Egyptians</b> To know about the AE beliefs about life after death?</p> <p>To know what the mummification process tell us about the AE.</p> <p><b>Iron Age and Stone Age</b> To learn about religious places in the past.</p>	<p><b>Mayans</b> To know how Mayan society was organised based on religious beliefs.</p> <p><b>Mayans</b> To know some of the key religious beliefs.</p> <p><b>Romans</b> To know the importance of religion to the Romans.</p>	<p><b>Vikings</b> To know the Vikings were pagans and believed in many gods.</p> <p>To know the Vikings believed in parallel worlds.</p>	<p><b>Greeks</b> To identify the main Greek Gods and understand their impact on Greek society.</p> <p><b>Greeks</b> To compare the Ancient and modern Olympics.</p>
Empire	<p><b>Egyptians</b> To know what is known about why and how the Great Pyramids were built?</p> <p>To know what was the significance of hieroglyphs?</p> <p>To know what can we discover from hieroglyphs about Ancient Egypt?</p>	<p><b>Mayans</b> To know the importance of trading to the Mayans.</p> <p><b>Mayans</b> To understand how Mayan cities were organised by status.</p> <p><b>Romans</b> To know the Romans legacy in post Roman Britain.</p> <p><b>Romans</b> To know where the Romans settled in Britain and why.</p>	<p><b>Victorians</b> To know who Queen Victoria was and what countries were under her rule.</p> <p><b>Victorians</b> To know that the Industrial Revolution gave rise to a host of new inventions.</p> <p><b>Victorians</b> To know the advances in health , disease and medicine during the period.</p> <p><b>Anglo Saxons</b></p>	<p><b>Local History</b> To know why the canals were built in Victorian times and how this impacted Blackburn.</p> <p><b>Local History</b> To know why mills were built in Victorian times and how did this impact Blackburn.</p> <p><b>Local History</b> Which sites in Blackburn were built in Victorian times.</p> <p><b>WW2</b> To describe key details of women's' wartime jobs.</p> <p><b>Greeks</b></p>

	<p>To know why the Nile so important to Ancient Egyptians.</p> <p>To know the Egyptian social pyramid .</p>		<p>To know what life was like in an Anglo Saxon Village. To know how Anglo Saxon villages were organised and named. <b>Vikings.</b> To know the Vikings invaded Britain and settled establishing their own kingdoms alongside the Anglo Saxons.</p>	<p>To know how life changed after bronze had been found. To understand the impact the Ancient Greeks has had on modern society.</p>
Invasion and exploration.	<p>To what was the significance and impact of Cleopatra's reign.</p>	<p><b>Mayans</b> To know the reasons for the decline of the Mayan civilisation. <b>Romans</b> To know why the Romans invaded Britain. To research significant figures from history (Boudicca).</p>	<p><b>Anglo Saxons</b> To know where the Anglo Saxons came from and why they came. <b>Anglo Saxons</b> To know the story of King Alfred. <b>Vikings</b> To understand the origins of Danelaw and what it was.</p>	<p><b>WW2</b> To identify everyday items from the Blitz. To know how Britain 'stood firm' during the Blitz. <b>WW2</b> To know the importance of the Battle of Britain to Britain and the Empire. <b>Greeks</b> To know Greek states would form alliances to defend against aggressors like the Persians.</p>



## Disciplinary Knowledge

Disciplinary Concepts	Year 3	Year 4	Year 5	Year 6
Cause and Consequence	<p>To find out about the cause of an event.</p> <p>To identify key consequences over a period of time and be able to give reasons for those changes.</p>	<p>To explain how people and events in the past have influenced life today.</p> <p>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>To identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p>	<p>To examine causes and results of great events and the impact these had on people.</p> <p>To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>
Change and continuity	<p>To find out about the everyday lives of people compared with our life today.</p>	<p>To explain how people and events in the past have influenced life today.</p>	<p>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p>
Similarity and difference	<p>To find similarities and differences between places e.g. Britain and the rest of the Roman Empire.</p>	<p>To explain similarities and differences between an aspect of society e.g. the religious beliefs of AngloSaxons and the native Britons.</p>	<p>To describe connections and contrasts between aspects of history, people, events and artefacts e.g. within Ancient Egypt.</p>	<p>To examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children e.g. within the period of the Industrial Revolution</p>
Historical significance	<p>To find out why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.</p> <p>To identify why our interpretations of Stone Age to Iron Age is difficult due to</p>	<p>To explain advancements in technology in the Mayan civilisation.</p>	<p>To describe the achievements of the Vikings and Victorians and their significance to human development.</p>	<p>To evaluate the achievements of the Industrial Revolution as a turning point in British history in the context of then and now.</p>

	limited primary sources or written evidence.			
Sources and evidence	<p>To gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>To suggest sources of evidence to help answer questions to present findings.</p>	<p>To devise my own questions to find answers about the past.</p> <p>To begin to undertake my own research.</p> <p>To compare different accounts of an event and explain why they may differ.</p>	<p>To recognise when I am using primary and secondary sources of information to investigate the past.</p> <p>To use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p>	<p>To use sources of information to form testable hypothesis about the past.</p> <p>To locate and analyse relevant information to justify claims about the past.</p> <p>To investigate my own lines of enquiry by posing historically valid questions to answer.</p>
Historical interpretations / questions	<p>To look at more than two versions of the same event or story in history and identify differences.</p> <p>Understand what types of question are historically-valid and identify how to find the answer</p>	<p>To find and analyse a wide range of evidence about the past. To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Regularly generate and answer a range of historically-valid questions about similarities and differences</p>	<p>To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>To consider different ways of checking the accuracy of interpretations of the past.</p> <p>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Address and devise a wide range of historically-valid questions about change and cause</p>	<p>To show an awareness of the concept of propaganda.</p> <p>To know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>To begin to evaluate the usefulness of different sources.</p> <p>Address and devise a wide range of historically-valid questions about change, cause, impact and significance</p>

Key Vocabulary	Develop a range of historical vocabulary eg artefact, chronology, invade, settle	Develop a range of historical vocabulary eg civilisation, chronology, ancient, legacy	Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political	Develop and apply a range of historical vocabulary eg influential, narratives, perspective
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