








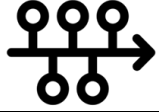





Substantive History Concept Map	Monarchy 	Hierarchy 	Invasions 	Religion 	Civilisation 	Settlements 	Empire 	Economy 	Technology 
(F1) Magical Me									
(F2) Magical Me	Understanding the story of Guy Fawkes – King James I and gunpowder plot.		Brief introduction to WWI in relation to poppies.	Acknowledging that people have different beliefs and these are celebrated in different ways.					
(Year 1) Great and Ghastly events <i>What are the causes and consequences of The Great Fire of London?</i>	Acknowledges that the Stuart Monarchy were in power and the king was King Charles II.	Acknowledges how London was very crowded, with the poor people living in the most crowded areas and the rich living on the outskirts so they could	N/A	N/A	Describes the life in London in 1666	Describe houses, materials etc and impact.	N/A	N/A	Fire engines – comparison over time periods.

		escape the fire easily.							
(Year 1) Great and Ghastly <i>Why are the Moon Landings so significant?</i>	N/A	N/A	N/A	N/A	Describes what life was like in 1969.	N/A	N/A	Jobs, roles of astronauts	Space craft NASA
(Year 2) Let's Remember <i>What are the causes and consequences of WWI and WWII on Britain?</i>	Acknowledges who the monarchs were at the time.	Prime ministers, home front, trenches.	WWI, WWII	N/A	Describes the Blitz cities, towns etc.	Rebuilding, changes after the wars.	British empire and their allies and enemies.	Impact of Hitler's plans to fuel and strengthen the German economy.	Weapons, armour, vehicles.
(Year 3) Buildings <i>How have settlements changed from The Stone Age to the present day?</i>	Explaining the meaning behind Tudors, Georgian, Victorian time periods.	Making it more explicit about the wealthy and poor homes.	N/A Briefly mentioned, children in depth in Year 4.	N/A Briefly mentioned, more in depth in Year 4.	Talk about life in Prehistoric periods and across all time periods.	Buildings is the main focus to this topic, children learn in depth about the buildings from each time period.	N/A Briefly mentioned, more in depth in Year 4.	N/A	Advancement of tools for farming and building.
(Year 4) The Arts <i>What can Art tell us about civilisation from Ancient Egypt to the present day?</i>	Significant study into Tudor monarchy.	Hierarchy roles of people in Egypt.	Viking invasion.	Depiction of God/goddess through the Arts, particularly ancient sculptures.	Main focus through Art.	Britain's settlements from Anglo Saxons and the Vikings.	Ancient Empires Egypt, Greek and Romans.	N/A	Advancement of pottery, and tools for metal work and wood work.

<p>(Year 5) Rich and Poor</p> <p><i>Why was hierarchy so important throughout British history?</i></p>	<p>Monarchy through Tudors and Victorians.</p>	<p>Describe poor laws and life for Rich and Poor people.</p>	<p>N/A</p>	<p>Religious recap of Tudor and Victorian times.</p>	<p>Learn about society, comparisons between Tudor and Victorian civilisations.</p>	<p>Recap of housing focusing on rich and poor settlements .</p>	<p>Establishment of the British Empire.</p>	<p>Slave Trade, and the industrial revolution.</p>	<p>Focus on the industrial revolution.</p>
<p>(Year 6) Conflict</p> <p><i>What significant impact did Ancient Empires have on the world today?</i></p>	<p>Acknowledges who the monarchs were in Britain at the time.</p>	<p>Recap from Year 5.</p>	<p>Romans and Celts. WWI and WWII.</p>	<p>Brief look at religious norm through Shang Dynasty. Look at Christianity through Roman beliefs.</p>	<p>Explore three different civilisations Shang Dynasty, Ancient Greeks and Roman Empire.</p>	<p>Romans settling in Britain Touch on other time period settlements .</p>	<p>Roman Empire.</p>	<p>Importance of precious metals from the Romans and the impact on Britain. Recap of WWII Hitler trying to make Germany more financially stable.</p>	<p>Roman inventions.</p>

Disciplinary knowledge				
(F1) Magical Me				
(F2) Magical Me				
<p>(Year 1) Great and Ghastly events</p> <p><i>What are the causes and consequences of The Great Fire of London?</i></p>	<p>Place the event on a timeline. Linking to past events/ eras studied.</p> <p>Knowing own history.</p> <p>Label the timeline with key time vocabulary.</p> <p>Label a timeline with key dates.</p> <p>Acknowledge dates and where this fits on to a historical timeline.</p>	<p>Ask questions about the past to find out what happened and when, and how this effected people at that time.</p> <p>Use artefacts, picture, stories and online sources to find out about the past.</p> <p>Identify where you can find out about the past.</p>	<p>Describe historical events including the build-up, the effect and the legacy/ impact on modern day.</p> <p>Recognise that there are reasons that people in the past acted as they did.</p> <p>Describe significant people and why they are remembered.</p>	
<p>(Year 1) Great and Ghastly events</p> <p><i>Why are the Moon Landings so significant?</i></p>	<p>Place the event on a timeline. Linking to past events/ eras studied.</p> <p>Knowing own history.</p> <p>Label the timeline with key time vocabulary.</p>	<p>Ask questions about the past to find out what happened and when, and how this effected people at that time.</p> <p>Use artefacts, picture, stories and online sources to find out about the past.</p>	<p>Describe historical events including the build-up, the effect and the legacy/ impact on modern day.</p> <p>Recognise that there are reasons that people in the past acted as they did.</p>	

	<p>Label a timeline with key dates.</p> <p>Acknowledge dates and where this fits on to a historical timeline.</p>	<p>Identify where you can find out about the past.</p>	<p>Describe significant people and why they are remembered.</p>	
<p>(Year 2) Let's Remember</p> <p><i>What are the causes and consequences of WWI and WWII on Britain?</i></p>	<p>Place the events on a timeline. Linking to past events/ eras studied.</p> <p>Knowing own history.</p> <p>Label the timeline with key time vocabulary.</p> <p>Label a timeline with key dates.</p>	<p>Ask questions about the past to find out what happened and when, and how this effected people at that time.</p> <p>Use artefacts, picture, stories and online sources to find out about the past.</p> <p>Identify where you can find out about the past.</p> <p>Research to gather knowledge.</p> <p>Acknowledge that the UK is made up of four nations and know about England's history.</p>	<p>Describe historical events including the build-up, the effect and the legacy/ impact on modern day.</p> <p>Recognise that there are reasons that people in the past acted as they did.</p> <p>Describe significant people and why they are remembered.</p> <p>Understand what it means to live in a democratic country with a monarchy and members of parliament.</p>	
<p>(Year 3) Buildings</p> <p><i>How have settlements changed from The Stone Age to the present day?</i></p>	<p>Place the events on a timeline. Linking to past events/ eras studied.</p>	<p>Formulate questions and answer a range of preset questions directly related to the past.</p>	<p>Suggest causes and consequences of some significant events in history.</p>	<p>Use two sources of evidence to ensure the accuracy of historical claims.</p>

	<p>Place significant figures in order with accurate dates.</p> <p>Use dates and terms to describe events.</p> <p>Use appropriate historical vocabulary to communicate (dates, time, era and change and chronology).</p>	<p>Suggest and use suitable sources of evidence to support historical enquiries.</p>	<p>Provide a broad overview of life in Britain.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</p>	
<p>(Year 4) The Arts What can Art tell us about civilisation from Ancient Egypt to the present day?</p>	<p>Place the events on a timeline. Linking to past events/ eras studied.</p> <p>Place significant figures in order with accurate dates.</p> <p>Use dates and terms to describe events.</p> <p>Use appropriate historical vocabulary to communicate (dates, time, era and change and chronology).</p> <p>Understand change over time.</p>	<p>Formulate questions and answer a range of preset questions directly related to the past.</p> <p>Suggest and use suitable sources of evidence to support historical enquiries.</p>	<p>Suggest causes and consequences of some significant events in history.</p> <p>Provide a broad overview of life in Britain.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Use two sources of evidence to ensure the accuracy of historical claims.</p>

<p>(Year 5) Rich and Poor</p> <p><i>Why was hierarchy so important throughout British history?</i></p>	<p>Place the events on a timeline. Linking to past events/ eras studied.</p> <p>Understand the concepts of continuity and change over time representing them along with evidence on a timeline.</p> <p>Use date and terms accurately in describing events.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Use sources of information to form testable hypotheses about the past.</p>	<p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Understand the concepts of continuity and change over time.</p> <p>Describe the main changes in a period of history.</p> <p>Identify periods of rapid change in history.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social concepts of evidence studied.</p>
<p>(Year 6) Conflict</p>	<p>Place the events on a timeline. Linking to past events/ eras studied.</p>	<p>Use sources of evidence to deduce information about the past.</p>	<p>Give a broad overview of life in Britain and some major events from the rest of the world.</p>	<p>Understand that no single source of evidence gives the full answer to questions about the past.</p>

<p><i>What significant impact did Ancient Empires have on the world today?</i></p>	<p>Understand the concepts of continuity and change over time representing them along with evidence on a timeline.</p> <p>Use date and terms accurately in describing events.</p>	<p>Use sources of information to form testable hypotheses about the past.</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Understand the concepts of continuity and change over time.</p> <p>Describe the main changes in a period of history.</p> <p>Identify periods of rapid change in history.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>
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