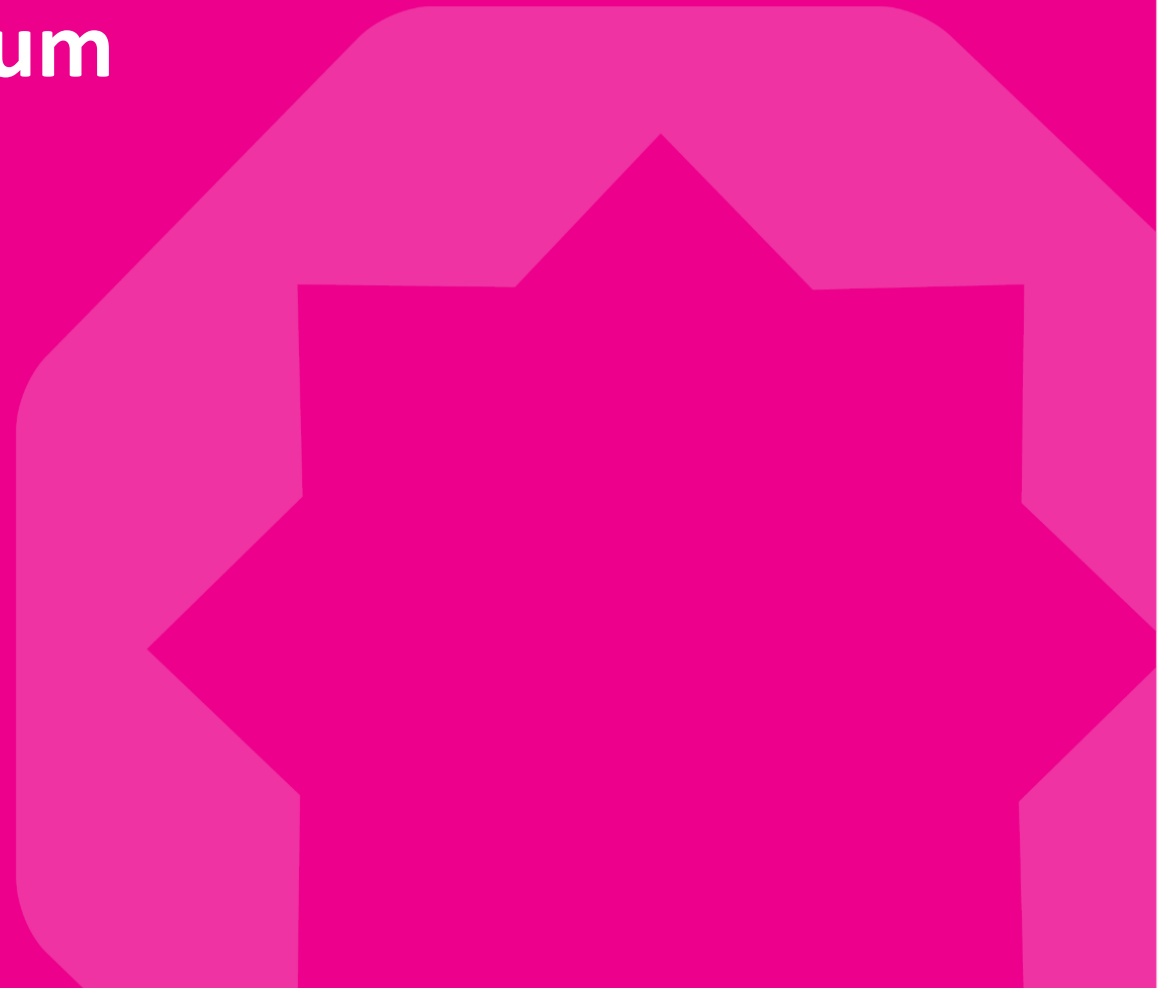




Star

NURTURING TODAY'S **YOUNG PEOPLE**,  
INSPIRING TOMORROW'S **LEADERS**

# History Primary Curriculum Curriculum Plan





## History Curriculum Intent

Our young historians will gain a deep, well-rounded and chronologically coherent understanding of local, national and internationally significant periods, events and historical aspects. Our children will leave us feeling inspired and curious to find out even more. We will support our children to do this by building awareness of both their own heritage and that of the wider world, and by equipping them with the essential disciplinary skills that can be used and applied within meaningful historical enquiry.

We will deliver an ambitious, motivating and knowledge-rich curriculum that:

- Gives children a deep chronological understanding of the UK and the local area, including its interactions with the wider world.
- Systematically develops a wide and deep understanding of historical substantive concepts, such as *invasion*, *peasant* and *democracy*.
- Exposes children to significant ancient civilisations, empires and non-European societies.
- Draws connections between different aspects of local, regional, national and international history.
- Uses timelines to support organisation of substantive knowledge of key events and time periods.
- Develops the disciplinary knowledge essential to developing historical understanding, including knowledge of the process of historical enquiry, understanding cause and consequence, understanding that different versions of the past exist and using a variety of historical sources of evidence.

This process of knowledge acquisition begins in Reception with a focus on local history and familiar aspects of the past. Learning about the immediate world around them is the ideal foundation for later composite learning in Key Stage 1 and 2. Children, in KS1, also study the example of Florence Nightingale as being a significant individual from the past who has contributed to national achievements by being the founder of modern nursing. This component learning is undertaken whilst children also build knowledge of substantive concepts and slowly enrich their chronological schema. Children learn to ask questions, use different sources and begin to understand that the past can be represented in different ways.

In Key Stage 2, children's chronological frameworks are further developed, at a local, national and international level. This includes a focus, for example, on the Romans, Anglo-Saxons and Scots, Ancient Greece, Mayans and World War 2. Whilst developing this wider chronological understanding of history, our children build and add to timelines through the year groups to ensure they can reference and refer to events from prior learning. Disciplinary knowledge also continues to be systematically developed accordingly, in tandem with this substantive knowledge.

## Understanding Different Types of Knowledge in History

### Substantive Knowledge

This is factual knowledge of the past - key events, place, people etc - and includes two types - 'generative knowledge' and 'fingertip knowledge':

- **Generative knowledge** is the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning and thus supports pupils to *generate* more knowledge. Generative knowledge can be categorised into '**substantive concepts**' (abstract concepts such as *invasion*, *tax*, *trade*, *monarch* or *empire*), chronological knowledge (knowledge relating to broader developments and the features of historical periods) and '**topic knowledge**' (a rich knowledge of the period/place/society they are studying).



- I. **Substantive Concepts** are concepts concerned with the subject matter of history, such as *rights, peace, invasion, trade, war, empire and monarchy*. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. *Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way. Substantive concepts are classed as generative knowledge because they support the learning of new material. For example, understanding the concept of invasion from an earlier topic supports understanding of the next topic which involves invasion.*
  - II. **Chronological knowledge** is also generative knowledge. This is the specific knowledge of the broad characteristics of historical periods and supports pupils to build coherent schema for particular topics.
- **Fingertip knowledge** is the knowledge of the key facts and dates which pupils need in their minds, *or at their fingertips*, whilst undertaking historical enquiries, without which they would be incapable of constructing answers. Without essential fingertip knowledge, working memory is overloaded when undertaking enquiries, and it is thus useful to have this fingertip knowledge in knowledge organisers. Fingertip knowledge must be taught and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long term aim of the primary classroom, and it may not be needed beyond the current topic.

## Disciplinary Knowledge and Historical Enquiry

**Disciplinary knowledge** is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - *i.e. it is the knowledge of how to undertake a historical enquiry*. Pupils learn disciplinary knowledge within relevant historical contexts (i.e. the substantive topics such as Ancient Greece) - through application to substantive knowledge. Units of learning are framed around central Big Questions which focus a unit of work on elements of this disciplinary knowledge. This knowledge of historical enquiry frames what pupils learn about the past, supporting them to consider the status of historical claims. It enables them to place their historical knowledge in a broad context. It helps pupils to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts that are systematically developed in our history curriculum:

- **Historical Enquiry** - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
- **Cause** - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation
- **Consequence** - understanding the relationship between an event and other future events.
- **Change and continuity** - analysing the pace, nature and extent of change.
- **Similarity and difference** - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- **Historical significance** - understanding how and why historical events, trends and individuals are thought of as being important.
- **Historical interpretations** - understanding how and why different accounts of the past are constructed



The Relationship of Different Kinds of Knowledge in History

# National Curriculum and EYFS Framework

## Substantive Knowledge

### Generative Knowledge

- **Substantive Concepts** embedded within units and revisited many times - e.g. invasion, empire, society
- **Chronological knowledge** - understanding broad characteristics and having an overview knowledge of historical periods (e.g. Romans, Ancient Egypt)
  - **Topic Knowledge** - a rich knowledge of the period/place/society they are studying.

### Fingertip Knowledge

- Knowledge of minor facts and dates from units (e.g. Romans, Ancient Egypt) that do not necessarily generate a wider historical understanding.

## Disciplinary Knowledge

### The Approach to Historical Enquiry

'Asking historical questions, using sources and communicating ideas'



### Disciplinary Concepts

Second-order concepts:

'Historical Interpretations', 'Change and Continuity', 'Similarities and Differences', 'Cause and Consequence', 'Understand Significance of Events and People'.



## History Curriculum Implementation

There are four key elements to the implementation of the history curriculum:

- **Plan:** each lesson is judiciously planned to identify the different types of knowledge that the lesson focusses on. It builds on pupils' prior learning, drawing upon previously lessons and the prior learning as identified in the medium term plans.
- **Teach:** the History Charter is used when implementing the history curriculum.
- **Assess:** pupils are given enquiry-based composite tasks that enable pupils to demonstrate their understanding of the component knowledge.
- **Intervene and re-teach:** composite tasks identify knowledge components that are not secure. These are re-taught before moving on to avoid future gaps from emerging.

## Adapting the curriculum for pupils with SEND in history

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, history learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.

## Star History Charter

1. Bring the historical period to life in the classroom using all senses through physical artefacts, visual stimuli, sights and sounds and smells of the period.
2. Check prior learning has been retained through the Do Now Activity (DNA)/starter.
3. Introduce the learning outcome of the lesson, making links to both the wider learning journey and the real world. Ensure that the lesson is understood within a wider appreciation of chronology, drawing upon prior learning and timelines as required.
4. Model and develop key substantive concepts using the "I do, we do, you do" pedagogical structure, ensuring that teacher modelling is built around appropriate success criteria.
5. Maximise engagement, learning and progress through regular use of Teach Like A Star techniques such as Cold Call, Turn and Talk, Everybody Writes and Show Call.
6. Build in regular checks for understanding during lessons, including through assertive monitoring and targeted questioning, addressing misconceptions quickly and remodelling where necessary.
7. Check priority knowledge has been retained to the working memory at the end of every lesson, including through the use of Exit Tickets.
8. Develop knowledge and understanding of the key features and characteristics of the periods studied.
9. Ensure that substantive knowledge is developed alongside disciplinary knowledge within meaningful historical enquiry, so they develop as independent learners and as critical and reflective thinkers, with regular opportunities for extended writing.
10. Analyse and evaluate historical sources independently.
11. Ensure pupils take pride in their written work, continually focus on their handwriting and quality of diagrams, and provide clear evidence in their books of responding to written and verbal teacher feedback.
12. Provide opportunities for subject-specific enrichment both inside and outside of school.



**National Curriculum Programmes of Study and EYFS Framework**

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Historical Knowledge</b>	<b>Knowledge &amp; Understanding of British History</b>	<p><i>ELGs:</i></p> <ul style="list-style-type: none"> <li>• ELG 13c: Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<p><i>Pupils should be taught about:</i></p> <ul style="list-style-type: none"> <li>• Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> </ul>		<p><i>Pupils should be taught about:</i></p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>			
	<b>Local History</b>		<ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality</li> </ul>		<ul style="list-style-type: none"> <li>• A local history study</li> </ul>			
	<b>Knowledge &amp; Understanding of Wider World History</b>		<ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• The 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</li> </ul>		<ul style="list-style-type: none"> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>			
<b>History Skills and Concepts</b>		<ul style="list-style-type: none"> <li>• ELG 13b: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of the past, using common words and phrases relating to time</li> <li>• Fit people and events into a chronological framework</li> <li>• Identify similarities and differences between periods</li> <li>• Use wide vocabulary of everyday historical terms</li> <li>• Ask and answer questions</li> <li>• Choose and use from stories and other sources to show understanding</li> <li>• Understand some ways we find out about the past</li> <li>• Identify different ways in which past is represented</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history</li> <li>• Establish clear narratives within and across periods studied</li> <li>• Note connections, contrasts and trends over time</li> <li>• Develop the appropriate use of historical terms</li> <li>• Regularly address and sometimes devise historically valid questions</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses by selecting and organising relevant historical information</li> <li>• Understand that different versions of the past may exist, giving some reasons for this</li> </ul>			

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

**Star Long Term Planning: Half Termly Units**

	<p>Toys – Then and Now <i>How can toys show us how life has changed over the years? (Change and continuity/Evidential Thinking Interpretations)</i></p>	<p>Great Fire of London <i>What does evidence tell us about the Great Fire of London? Evidential Thinking/ Interpretations</i></p>	<p>Ancient China <i>How was life in China during the Shang Dynasty? (Change and continuity)</i></p>	Local History	<p>Anglo-Saxons and Scots <i>Why did the Anglo-Saxons come to Britain? (Causation)</i></p>	<p>The Maya <i>Why were the Maya seen as a strong civilisation? (Causation)</i></p>
	<p>Kings, Queens and Rulers <i>What changes do kings, queens and rulers bring? (Change and continuity)</i></p>	<p>Romans <i>What happened when the Romans came to Britain? Change and Continuity</i></p>	<p>Vikings <i>What was Viking life around England? (Similarity and difference)</i></p>	<p>Tudors <i>What was similar or different about the different rulers during and after the Tudor times? (Similarity and difference)</i></p>	<p>Romans <i>How did the Romans change Britain? (Change and continuity)</i></p>	<p>Industrial Revolution <i>What kinds of change did the Industrial Revolution bring to Britain? (Change and continuity)</i></p>
	Local History	<p>Florence Nightingale <i>Why did Florence Nightingale have such a great impact? Causation</i></p>	<p>Ancient Greece <i>How did Ancient Greece influence our life today? (Change and continuity)</i></p>	<p>Ancient Egypt <i>How did the Ancient Egyptians live and what did they believe? (Change and Continuity)</i></p>	<p>Pre-Historic Britain - Stone Age to Iron Age <i>What changes were made during pre-historic Britain? (Change and continuity)</i></p>	<p>World War 2 <i>How did life change for British people during World War 2? (Similarity and difference)</i></p>



Knowledge Progression							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Substantive Knowledge</b> , pupils should be taught about...							
<b>Knowledge &amp; Understanding of British History</b>	<p>Familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past.</p> <p>Similarities and differences between the past and present, drawing from their own experiences and what has been read to them in class</p> <p>The past, through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b><u>Kings, Queens and Rulers:</u></b> Begin sequencing people and photos onto a timeline.</p> <p>Know that: England has been ruled by Kings and Queens for many years.</p> <p>The Magna Carta gave people rights and protected them.</p> <p>Understand that: parliament talk about the country and make decisions.</p> <p>We choose the people in our parliament by voting</p> <p>The Prime Minister is in charge of our government.</p> <p><b><u>Toys – Then and Now:</u></b> Understand that: there are differences between the past and present.</p> <p>Life used to be very different for the rich and poor.</p>	<p><b><u>Romans:</u></b> Understand that the Romans were an ancient civilisation that built an empire.</p> <p>Know that: the Romans invaded Britain.</p> <p>Romans built towns across Britain.</p> <p>The Romans tried to invade Scotland.</p> <p>The Romans introduced many new things to Britain like new straight roads, stone buildings, canals, reading, writing and heating/sewage systems.</p> <p><b><u>Great Fire of London:</u></b> Understand the causes, events and consequences of the Great Fire of London.</p> <p>The fire spread because houses were close together and made of wood, the winds were strong and there were no fire engines.</p> <p>Some serious problems were caused by the fire – e.g. over 70,000 displaced people.</p>	<p><b><u>Vikings:</u></b> Know: that many Vikings were farmers and craftworkers.</p> <p>The Vikings raided Britain in search for land and treasure.</p> <p>The Vikings were seafarers with excellent shipbuilding skills.</p> <p>King Alfred was king of Wessex and he fought the Vikings.</p> <p>The sequence of important events relating to King Alfred.</p>	<p><b><u>Tudors:</u></b> Know that: the Tudor dynasty started when Henry VIII won the battle of the Bosworth field.</p> <p>Henry VII bought peace by uniting two opposing families – the Lancastrian and Yorkists.</p> <p>Henry VIII was the second Tudor King after his father Henry VII.</p> <p>The ‘Field of the Cloth of Gold’ image illustrates the magnificence of Henry VIII’s court.</p> <p>The Reformation was when the Protestant church split from the Catholic church.</p> <p>Henry VIII created the Church of England – a Protestant version of Christianity.</p> <p>Elizabeth’s reign was a peaceful, prosperous one.</p>	<p><b><u>Anglo Saxons and Scots:</u></b> Know that the Romans left Britain in about 410AD.</p> <p>The Anglo-Saxons began invading in 450AD.</p> <p>The seven kingdoms of Anglo-Saxon England; Northumbria, Mercia, Wessex, Sussex, Kent, Essex and East Anglia.</p> <p>That Anglo-Saxons were mainly farmers who lived in wooden huts.</p> <p>That Anglo Saxon children did not go to school; girls helped around the home and boys learnt skills from their fathers.</p> <p>That Anglo Saxons loved making things from wood and made intricate jewellery and metalwork.</p> <p>That Anglo-Saxons converted to Christianity.</p> <p><b><u>Romans:</u></b> Know the chronology of the important events and people from the Roman empire in Britain.</p> <p>That Julius Caesar had two unsuccessful attempts at invading Britain.</p>	<p><b><u>Industrial Revolution:</u></b> Know that: the Industrial Revolution occurred between about 1750 and 1850.</p> <p>Manufacturing, inventions and transport changed the way we lived.</p> <p>Production moved from the countryside home to the city factories.</p> <p>The Industrial Revolution bought many significant inventions, including the Power Loom.</p> <p>The use of coal led to the invention of the steam engine.</p> <p>The steam engine brought the railways.</p> <p>Railways brought many benefits to Britain e.g. trade, canals revolutionised trade and transport.</p> <p><b><u>World War 2:</u></b> Know: the chronological order of events that led to the start of WW2.</p> <p>That Germany become weak and unstable after WW1.</p> <p>That Germany became nationalist, led by Hitler.</p>



						<p>That Caesar successfully invaded Britain in 43AD. That the Roman army was very successful.</p> <p>That Boudicca revolted against the Romans in 60AD.</p> <p>That Roman towns were essential to Roman civilisation.</p> <p><b><u>Pre-Historic Britain - Stone Age to Iron Age:</u></b> Know that: Stone Age people were mainly hunters and gathers.</p> <p>Farming began in about 4500BC.</p> <p>People started to live in communities due to farming.</p> <p>The Iron Age ended when the Romans invaded in 43AD.</p> <p>Bronze Age started in about 2500BC.</p> <p>Iron Age started in about 750BC.</p> <p>Changes occurred due to the farming lifestyle e.g. people trained oxen to pull the ploughs, grew crops like barley and wheat and started to make pots.</p> <p>Iron Age people lived in communities, farmed, cooked and hunted,</p>	<p>That allied powers declared war on Germany in 1939 because they started invading other countries.</p> <p>That Germany bombed cities during WW2.</p> <p>That children in cities were evacuated to rural areas for safety.</p> <p>That the Home Front describes the actions that British citizens took during WWII.</p> <p>The key terminology of censorship - propaganda and morale.</p> <p>That the Government used propaganda to maintain morale.</p>
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						Stone Age people were farmers.	
<b>Knowledge Progression</b>							
	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Substantive Knowledge</b> , pupils should be taught about...							
<b>Local History</b>		<b>Local History:</b> Significant historical events, people and places in their own locality.			<b>Local History:</b> A local history study.		
<b>Knowledge &amp; Understanding of Wider World History</b>			<p><b>Florence Nightingale:</b> Victorian life was very different than today.</p> <p>Sequence people, events, objects and photos and fit them onto a prepared timeline with a scale.</p> <p>Florence Nightingale set up: a hospital to help soldiers, a school of nursing after the war.</p> <p>Victorian nursing was very different than today and Victorian nurses were usually poorer women.</p> <p>Understand: Florence Nightingale went to Crimea to help care for the sick and wounded soldiers.</p> <p>Florence Nightingale improved the quality of nursing by providing training on hygiene, foods, beds and bedding.</p> <p>Know that she published a book on</p>	<p><b>The Shang Dynasty of Ancient China:</b> Know that ancient civilisations: evidenced early writing, often formed near rivers, built settlements, had powerful rulers.</p> <p>Know: that the Shang Dynasty was centred around the Yellow River.</p> <p>The location of the Shang Dynasty.</p> <p>That the Shang Dynasty was an ancient civilisation that occurred from 1600-1046BC.</p> <p>The sequence of important periods and events studied so far and fit them onto a timeline, using BC and AD.</p> <p>That there were different social classes of people - slaves, farmers, craftsmen and the ruling class.</p> <p>That the Shang dynasty had religious beliefs which included sacrifice and the afterlife.</p>	<p><b>Ancient Egypt:</b> Know that: the Ancient Egyptian civilisation was between 3100BC and 30BC.</p> <p>Many ancient civilisations believed in an afterlife, which influenced how they buried the dead.</p> <p>Many ancient civilisations were built around rivers due to the benefits (water, food, transportation).</p>		<p><b>Mayans:</b> Know that: the Maya are a civilisation from Central America that existed between 1800BC – 900AD.</p> <p>They built temples and sculptures.</p> <p>They had a form of writing.</p> <p>They had their own calendar.</p> <p>They had their own number system.</p> <p>They worshipped many Gods.</p> <p>They were competitive and took over lands of neighbouring areas.</p> <p>They knew how to clear the forest and live in the jungle.</p> <p>They learned how to trade with others.</p> <p>They had lots of valuable raw materials.</p>



			<p>nursing which is still used today.</p> <p>Mary Seacole is a significant woman from the past who is also known for her work as a nurse in the Crimean war</p>	<p><b><u>Ancient Greece:</u></b>                  Know that: the geography of Ancient Greece had an impact on how the civilisation developed.</p> <p>The Olympics originated in Ancient Greece.</p> <p>The geography of Ancient Greece created city-states.</p> <p>The Persians built an empire and invaded Greece.</p> <p>The Athenians won the Battle of Marathon.</p> <p>Democracy is a system of rule where the citizens get to vote.</p>			<p>They learned how to grow crops and irrigate the soil using terraces.</p>
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Substantive Skills and Concepts				
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Chronological Knowledge</b>	<p>Begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Begin to use some words and phrases about the passing of time.</p>	<p>Understand the difference between the past and present and describe simple features of themes, events and people from the past and present.</p> <p>Sequence people, events, objects and photos and fit them onto a preprepared timeline with a scale.</p> <p>Use a range of words and phrases relating to the passing of time (e.g. nowadays, yesterday, when I was younger, a long time ago, before I was born, when my parents were young, previously, in the past etc), and recount changes in own life.</p>	<p>Identify historical details and demonstrate some overall chronological awareness of themes, societies, events and people.</p> <p>Sequence the most significant people, events, objects, themes, societies and periods studied so far, and fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p>	<p>Identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people.</p> <p>Sequence a range of key people, events, objects, themes, societies and periods studied in Key Stage 2, and independently fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p>
<b>Disciplinary Knowledge - - knowledge of second order concepts and the approach of historical enquiry. Children should know how to....</b>				
<b>Historical Enquiry – Using Sources and Communicating Ideas</b>		<p>Ask questions and produce answers to a few historical enquiries.</p> <p>Choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries.</p> <p>Communicate ideas about the past in writing, drawing, drama and ICT.</p>	<p>Devise a range of valid questions for different enquiries, &amp; construct substantiated, informed responses.</p> <p>Use a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music.</p> <p>Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.</p>	<p>Independently plan historical enquiries and construct substantiated, informed, valid conclusions.</p> <p>Use, understand the uses of and comment on the value of a range of historical sources when answering historical enquiries, inc stories, archive materials, photos, images, artefacts, historical buildings, oral accounts &amp; music.</p> <p>Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.</p>
<b>Cause and Consequence</b>		<p>Recognise why people did things, why events happened and what happened as a result, identifying basic causes &amp; effects.</p>	<p>Identify and comment on the importance of causes and consequences of historical events and changes.</p>	<p>Identify, give reasons for &amp; explain the significance of causes &amp; consequences of historical events/changes.</p>
<b>Change and continuity</b>		<p>Identify similarities and differences between ways of life at different times.</p>	<p>Make valid statements about the main changes occurring within and across periods.</p>	<p>Make valid statements about the changes occurring within &amp; across periods, and compare the importance and nature of these changes.</p>
<b>Similarities and Differences</b>		<p>Make simple observations about different types of people, events, beliefs within a society or time period, identifying simple similarities/differences.</p>	<p>Make observations about similarities and differences between people, groups, experiences or places in the same historical period.</p>	<p>Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.</p>
<b>Historical Significance</b>		<p>Identify and talk about important aspects of a theme, period, society or person.</p>	<p>Identify and explain why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today.</p>	<p>Identify and explain why aspects of a theme, period, society, person, historical event or development are significant; describe how these aspects influence life today.</p>
<b>Historical Interpretations</b>		<p>Identify that there are different ways that the past is represented, including written sources, visual sources and artefacts.</p>	<p>Understand that different versions of the past exist, and explore possible reasons for this.</p>	<p>Understand that different versions of the past exist, explaining how &amp; why this is possible, appreciating that historical figures had points of view. Understand that some accounts of history may be affected by historical propaganda, opinion or misinformation.</p>



## Key Stage 1 Substantive Concepts

Old, new, past, present, poor, rich, same, different, kings, queens, rulers, throne, reign, society, soldiers, war, parliament, vote, elect, Prime Minister, empire, emperor, power, civilisation, army, cities, conquer, invade, rights, tragedy, evidence, citizens, government

## Key Stage 2 Substantive Concepts

Important historical substantive concepts, organised via central themes, are encountered in a variety of contexts in Key Stage 2. This is important because each concept can mean different things when applied to a particular example or time period. The Star history curriculum provides regular opportunities to begin to layer this substantive conceptual understanding of the following concepts, organised via theme (in bold):

<b>Government</b>	<b>Exploration and Conflict</b>	<b>Religion</b>	<b>Power and Rule</b>	<b>Culture</b>	<b>Settlement</b>
advisor <i>Year 5 – Romans</i>	Border <i>Year 3 – Ancient China</i>	Church <i>Year 3 – Vikings</i> <i>Year 4 – The Tudors</i> <i>Year 4 – Local History</i>	Resistance <i>Year 5 – Romans</i>	Art <i>Year 3 – Vikings</i> <i>Year 5 – Stone Age to Iron Age</i> <i>Year 6 – The Mayas</i>	Civilisation <i>Year 3 – Ancient China</i> <i>Year 3 – Ancient Greece</i> <i>Year 4 – Ancient Egypt</i> <i>Year 5 – Stone Age to Iron Age</i> <i>Year 5 – Anglo Saxons and Scots</i> <i>Year 5 – Romans</i> <i>Year 6 – The Mayas</i>
Official <i>Year 3 – Vikings</i> <i>Year 4 – Ancient Egypt</i>	Frontier <i>Year 5 – Romans</i>	temple <i>Year 4 – Ancient Egypt</i> <i>Year 5 – Romans</i> <i>Year 6 – The Mayas</i>	suffering <i>Year 6 – WW2</i>	architecture <i>Year 4 – Local History</i>	settlement/ settle <i>Year 3 – Ancient China</i> <i>Year 3 – Vikings</i> <i>Year 4 – The Tudors</i> <i>Year 5 – Stone Age to Iron Age</i> <i>Year 5 – Anglo Saxons and Scots</i> <i>Year 5 – Romans</i> <i>Year 6 – The Mayas</i>
Scribe <i>Year 4 – Ancient Egypt</i>	ally/alliance <i>Year 4 – The Tudors</i> <i>Year 6 – WW2</i>	Tomb <i>Year 3 – Ancient China</i> <i>Year 4 – Ancient Egypt</i> <i>Year 6 – The Mayas</i>	Power <i>Year 3 – Ancient Greece</i> <i>Year 3 – Ancient China</i> <i>Year 3 – Vikings</i> <i>Year 4 – The Tudors</i> <i>Year 5 – Romans</i> <i>Year 6 – WW2</i>	craftsman/woman <i>Year 3 – Ancient China</i> <i>Year 6 – The Mayas</i>	society <i>Year 3 – Ancient China</i> <i>Year 3 – Ancient Greece</i> <i>Year 5 – Stone Age to Iron Age</i> <i>Year 6 – The Mayas</i> <i>Year 6 – Industrial Revolution</i>



<b>Government</b>	<b>Exploration and Conflict</b>	<b>Religion</b>	<b>Power and Rule</b>	<b>Culture</b>	<b>Settlement</b>
<b>Council</b> <i>Year 4 – Local History</i>	<b>Enemy</b> <i>Year 3 – Vikings</i> <i>Year 5 – Romans</i>	<b>Religion</b> <i>Year 3 – Ancient Greece</i> <i>Year 3 – Vikings</i> <i>Year 4 – The Tudors</i> <i>Year 5 – Anglo Saxons and Scots</i> <i>Year 5 – Stone Age to Iron Age</i> <i>Year 5 – Romans</i> <i>Year 6 – The Mayas</i>	<b>Democracy</b> <i>Year 3 – Ancient Greece</i>	<b>Style</b> <i>Year 4 – Ancient Egypt</i>	<b>community</b> <i>Year 3 – Ancient China</i> <i>Year 3 – Vikings</i> <i>Year 4 – Ancient Egypt</i> <i>Year 4 – Local History</i> <i>Year 5 – Stone Age to Iron Age</i>
<b>Court</b> <i>Year 4 – The Tudors</i> <i>Year 6 – The Mayas</i>	<b>Conflict</b> <i>Year 6 – WW2</i>	<b>Goddess</b> <i>Year 3 – Ancient Greece</i> <i>Year 3 – Vikings</i>	<b>Protest</b> <i>Year 4 – The Tudors</i>	<b>Tradition</b> <i>Year 3 – Vikings</i> <i>Year 4 – Ancient Egypt</i> <i>Year 5 – Stone Age to Iron Age</i>	<b>City</b> <i>Year 3 – Ancient Greece</i> <i>Year 3 – Vikings</i> <i>Year 5 – Romans</i> <i>Year 6 – Industrial Revolution</i> <i>Year 6 – The Mayas</i>
<b>Law</b> <i>Year 3 – Vikings</i> <i>Year 4 – The Tudors</i> <i>Year 5 – Romans</i> <i>Year 6 – Industrial Revolution</i>	<b>Diplomacy</b> <i>Year 6 – WW2</i>	<b>Belief</b> <i>Year 3 – Ancient China</i> <i>Year 4 – The Tudors</i> <i>Year 4 – Ancient Egypt</i> <i>Year 5 – Romans</i> <i>Year 6 – The Mayas</i>	<b>Hierarchy</b> <i>Year 3 – Ancient China</i> <i>Year 6 – The Mayas</i>	<b>symbol/sign</b> <i>Year 3 – Ancient China</i> <i>Year 4 – Ancient Egypt</i> <i>Year 4 – The Tudors</i> <i>Year 6 – The Mayas</i>	<b>Class</b> <i>Year 3 – Ancient China</i>
<b>Nation</b> <i>Year 5 – Anglo Saxons and Scots</i> <i>Year 6 – WW2</i>	<b>Migration</b> <i>Year 4 – Local History</i>	<b>Afterlife</b> <i>Year 3 – Ancient China</i> <i>Year 4 – Ancient Egypt</i> <i>Year 6 – The Mayas</i>	<b>Monarchy</b> <i>Year 3 – Ancient Greece</i> <i>Year 4 – The Tudors</i>	<b>Scribe</b> <i>Year 4 – Ancient Egypt</i>	<b>Order</b> <i>Year 3 – Ancient China</i> <i>Year 5 – Romans</i> <i>Year 6 – The Mayas</i>
<b>State</b> <i>Year 3 – Ancient Greece</i> <i>Year 3 – Ancient China</i>	<b>Immigration</b> <i>Year 4 – Local History</i>	<b>Sacrifice</b> <i>Year 3 – Ancient China</i> <i>Year 6 – The Mayas</i>	<b>emperor/empress</b> <i>Year 4 – The Tudors</i> <i>Year 5 – Romans</i>	<b>Papyrus</b> <i>Year 4 – Ancient Egypt</i>	<b>Colony</b> <i>Year 4 – The Tudors</i>
<b>Representative</b> <i>Year 4 – Local History</i>	<b>Refugee</b> <i>Year 4 – Local History</i>	<b>Underworld</b> <i>Year 6 – The Mayas</i>	<b>Crown</b> <i>Year 4 – The Tudors</i>	<b>Gold</b> <i>Year 3 – Vikings</i> <i>Year 4 – Ancient Egypt</i> <i>Year 4 – The Tudors</i> <i>Year 5 – Stone Age to Iron Age</i> <i>Year 5 – Romans</i> <i>Year 6 – Industrial Revolution</i>	<b>Country</b> <i>Year 3 – Ancient Greece</i> <i>Year 3 – Vikings</i> <i>Year 4 – The Tudors</i> <i>Year 4 – Local History</i> <i>Year 5 – Anglo Saxons and Scots</i> <i>Year 6 – Industrial Revolution</i> <i>Year 6 – WW2</i>



<b>Government</b>	<b>Exploration and Conflict</b>	<b>Religion</b>	<b>Power and Rule</b>	<b>Culture</b>	<b>Settlement</b>
Government <i>Year 3 – Ancient Greece</i> <i>Year 4 – The Tudors</i> <i>Year 6 – WW2</i>	Alliance <i>Year 4 – The Tudors</i> <i>Year 6 – WW2</i>	Holy <i>Year 4 – Ancient Egypt</i> <i>Year 4 – The Tudors</i>	Throne <i>Year 3 – Vikings</i> <i>Year 4 – The Tudors</i>	Image <i>Year 6 – The Mayas</i>	nation/nationality <i>Year 5 – Anglo Saxons and Scots</i> <i>Year 6 – WW2</i>
Tax <i>Year 3 – Ancient China</i>	Army <i>Year 3 – Ancient China</i> <i>Year 3 – Ancient Greece</i> <i>Year 4 – The Tudors</i> <i>Year 5 – Romans</i> <i>Year 6 – WW2</i>	Duty <i>Year 5 – Romans</i>	Ruler <i>Year 3 – Ancient China</i> <i>Year 3 – Ancient Greece</i> <i>Year 3 – Vikings</i> <i>Year 4 – The Tudors</i> <i>Year 5 – Romans</i> <i>Year 6 – The Mayas</i>	Customs <i>Year 3 – Vikings</i> <i>Year 6 – Industrial Revolution</i>	peasant <i>Year 3 – Ancient China</i>
prime minister <i>Year 6 – Industrial Revolution</i>	war/civil war <i>Year 3 – Ancient Greece</i> <i>Year 3 – Vikings</i> <i>Year 4 – The Tudors</i> <i>Year 6 – WW2</i>	Soul <i>Year 4 – Ancient Egypt</i>	Kingdom <i>Year 3 – Vikings</i> <i>Year 3 – Ancient Greece</i> <i>Year 4 – Ancient Egypt</i> <i>Year 5 – Anglo Saxons and Scots</i> <i>Year 5 – Stone Age to Iron Age</i> <i>Year 5 – Romans</i>	Pharaoh <i>Year 4 – Ancient Egypt</i>	Slave <i>Year 3 – Ancient Greece</i> <i>Year 3 – Ancient China</i> <i>Year 3 – Vikings</i> <i>Year 4 – Ancient Egypt</i>
	Conquest <i>Year 5 – Romans</i>	Tradition <i>Year 3 – Vikings</i> <i>Year 4 – Ancient Egypt</i> <i>Year 5 – Stone Age to Iron Age</i>	Lord <i>Year 4 – The Tudors</i>		Urbanisation <i>Year 6 – Industrial Revolution</i>
	Military <i>Year 5 – Romans</i> <i>Year 6 – WW2</i>	Reformation <i>Year 4 – The Tudors</i>	Dynasty <i>Year 3 – Ancient China</i> <i>Year 4 – The Tudors</i>		Empire <i>Year 3 – Ancient Greece</i> <i>Year 5 – Romans</i>
	Navy <i>Year 4 – The Tudors</i>	Rituals <i>Year 5 – Stone Age to Iron Age</i>	House <i>Year 3 – Vikings</i> <i>Year 4 – The Tudors</i> <i>Year 4 – Local History</i> <i>Year 4 – Ancient Egypt</i> <i>Year 5 – Stone Age to Iron Age</i> <i>Year 5 – Anglo Saxons and Scots</i> <i>Year 6 – The Mayas</i> <i>Year 6 – Industrial Revolution</i>		



Government	Exploration and Conflict	Religion	Power and Rule	Culture	Settlement
	Peace <i>Year 3 – Vikings</i> <i>Year 4 – The Tudors</i> <i>Year 5 – Romans</i> <i>Year 6 – WW2</i> <i>Year 6 – Industrial Revolution</i>	Worship <i>Year 6 – the Maya</i>	Heir/succession <i>Year 4 – The Tudors</i>		
	Trade <i>Year 3 – Vikings</i> <i>Year 4 – Ancient Egypt</i> <i>Year 5 – Romans</i> <i>Year 6 – Industrial Revolution</i>	Gods <i>Year 6 – the Maya</i>	Ancestor <i>Year 3 – Ancient China</i> <i>Year 4 – Local History</i> <i>Year 5 – Stone Age - Iron Age</i>		
	Propaganda <i>Year 6 – WW2</i>		honour <i>Year 3 – Ancient Greece</i> <i>Year 4 – Ancient Egypt</i> <i>Year 5 – Romans</i> <i>Year 6 – The Mayas</i>		
	Morale <i>Year 6 – WW2</i>		Coronation <i>Year 4 – The Tudors</i>		
	Censorship <i>Year 6 – WW2</i>		king/queen <i>Year 3 – Vikings</i> <i>Year 3 – Ancient China</i> <i>Year 3 – Ancient Greece</i> <i>Year 4 – The Tudors</i> <i>Year 4 – Ancient Egypt</i> <i>Year 5 – Romans</i> <i>Year 5 – Anglo Saxons and Scots</i> <i>Year 6 – The Mayas</i>		
			Invade/ invasion <i>Year 3 - Vikings</i> <i>Year 5 – Anglo Saxons and Scots</i> <i>Year 5 - Romans</i>		
			Dictator <i>Year 6 – WW2</i>		
			Conquer <i>Year 5 - Romans</i>		