

Hart Primary School & St Peter's Elwick Primary School

History Curriculum

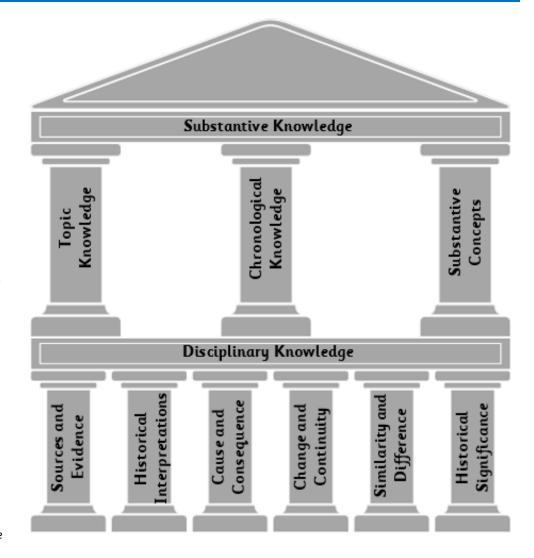
Pillars of History



Substantive Knowledge: the historical facts we teach that form the narratives of the curriculum

- Topic Knowledge History NC Aim: 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.
- Breadth History NC Aims: know and understand the history of these islands as a
 coherent, chronological narrative, from the earliest times to the present day: how people's
 lives have shaped this nation and how Britain has influenced and been influenced by the
 wider world. Know and understand significant aspects of the history of the wider world:
 the nature of ancient civilisations; the expansion and dissolution of empires; characteristic
 features of past non-European societies; achievements and follies of mankind
- Substantive/Abstract concepts History NC Aim: gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Chronological Knowledge: Children should understand:
 - Sequencing Arranging something in a specific order (In Chronology)
 - Scales A scale is a set of numbers that help to quantify objects, in this case, it
 allows us to quantify chronology more accurately.
 - Concurrence Two or more events or circumstances happening or existing at the same time, but do not meet – use maps to support multiple timelines existing at the same time.
 - Interaction Two or more events or circumstances that happen or exist at the same time, that do meet use maps to reinforce this.
 - Interval An intervening time between two points.
 - Duration A time during which something continues.
 - Interval and Duration allows us to interpret the chronology more effectively.

Disciplinary Knowledge: is how we make use of the facts that are learned. Simply, these are the concepts that turn a list of facts into historicised knowledge.



- History NC Aim: 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
- History NC Aim: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed





Hart Primary School & St Peter's Elwick Primary School History Curriculum Progression in Substantive Knowledge – Topic Knowledge & Chronological Knowledge

| Substantive knowled | | Progression in Substantive Knowledge ory, what history is "about". Concepts like peasant, empire, and civilisation, par | | |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | individuals like Florence Nig KS1 | htingale, King Harold and Winston Churchill are part of the substance of histor LKS2 | y). UKS2 | |
| Topic Knowledge (Specific Topic Knowledge can be found in MTPs on Pages ?? to ??) | Changes within living memory: • Transport over time? (Some beyond living mem) | The Roman Empire and its impact on Britain: Roman invasion on Britain. Britain's settlement by Anglo-Saxons and Scots: Anglo-Saxon Invasions Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor: Viking raids on Britain An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066: Industrial Revolution A local study: Hartlepool Headland Ancient Greece: Ancient Greeks | Changes in Britain from the Stone Age to the Iron Age: • Stone Age to Iron Age Early civilisation: • Ancient Egyptians | |
| Chronological Knowledge | Concepts Develop an awareness of the past. Use common words and phrases relating to the passing of time. Know where all people/events studied fit into a chronological framework. Identify similarities/differences between periods. Know that living memory is a measure of time can be remembered. Beyond living memory are events from further in the past. Understand that time is linear and moves in one direction. Know that each day, week etc is the same length. | Concepts Locate events from period studied on time line in relation to other studies. Understand that time can be divided into BCE/CE Establish clear narrative within period studied. Understand that durations of time for events and people's lives is variable in length. Know that the intervals between events is variable. Know that history can be seen on different scales. | Concepts Locate current study on time line in relation to other studies (using key periods as reference points: BCE, CE, Romans, Anglo-Saxons, Vikings) Establish clear narratives within and across periods studied. Know and sequence key events of time studied using relevant dates and terms. Understand that time can be split into different periods. Relate current studies to previous studies make connections and comparisons between different times in history and trends over time The scale of history varies between periods taught (duration). Periods overlap and interact with each other. Multiple events occur concurrently and may or may not be linked. | |
| | Vocabulary 10 years is a decade, 100 years is a century, within living memory (100 years), beyond living memory (over 100 years ago), sequence, events, recent memory, further in the past, | Vocabulary beyond common era (BCE), Common Era (CE), 1000 years is a millennium, era, period, connection, duration, interval, scale, meanwhile | Vocabulary duration, concurrence (timemaps), trends | |
| | Key Questions When did it happen? How long did it take? How do we know? | Key Questions How would you describe this period? What do we know about this time? What does BCE/CE mean? | Key Questions How long ago did this event take place? How was life different/same? What was the sequence of key events during this period? What else was happening at the same time as this event? | |



Hart Primary School & St Peter's Elwick Primary School History Curriculum Progression in Substantive Knowledge – Abstract Terms



| | EYFS | KS1 | LKS2 | UKS2 |
|--------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Agriculture | Know what a farm is. | Know about farming – food and animals. | Growing and harvesting crops and raising animals or livestock. | Agriculture provides the food and many raw materials that humans need to survive. |
| Religion | Religious celebrations and buildings. | Churches are important buildings in historical stories. | Christianity was introduced to Britain by different settlers. | Religion usually involves worship of a god or gods, and the belief in certain ideas about right and wrong behaviour. Some religions acknowledge only one god, and others acknowledge many gods. Many historical events are influenced by religion. |
| Civilisation | We all live in our local community. | A group of people with their own way of life. | An advanced human settlement which speaks their own language and has their own way of life. | A complex human settlement, usually made up of different cities, with certain characteristics of cultural, social and technological development which at its time is advanced. |
| Democracy | Taking turns and getting on. | Know that everyone should have a say. | A way of government by which the people who live in a country decide on laws and rules. | first established by the Ancient Greeks, democracy translates to 'rule by the people'. Citizens elect the government and have a say in how it is run. They do this by voting in elections. |
| Empire | We live in a country called England. | A big group of countries around the world. | A group of countries ruled by one nation. | Empire is a term used to describe a group of territories ruled by one single ruler or state. Empires are built by countries that wish to control lands outside of their borders, which can be close by or even thousands of miles away. |
| Hierarchy | Important people. | A way of organising things or people based on their importance. | A system in which people or things are organised in a specific order based on status or responsibility. | A system of levels or ranks that exist within society or an organisation. It involves the division of power and responsibilities. Hierarchy can be represented using a pyramid, with those at the top being the most powerful. |
| Invasion | Invasion games, Goldilocks. | A large group of unwelcome people or things enter a place without permission. | A sudden and forceful entry of a large group of people or things into a place, often with the intention of taking control. | Aggressive and unwelcome entry into a country or space by an external force. It can involve the control or colonisation of a region by a foreign power, often leading to significant political, social, and cultural changes. |
| Monarchy | We have a King who rules England. | The king or queen who rules a country (empire). | A type of government where a monarch, who is usually a king or queen, holds power and authority over a country. | A system of government in which a single ruler, known as a monarch, holds the highest position of power. The monarch's authority is often inherited through a line of succession, where the crown is passed down within a royal family. |
| Parliament | Important people who help us – the police help us to follow rules. | A group of people who make important decisions and laws for a country. | A government institution where elected representatives gather to discuss and debate issues, propose and pass laws, and make decisions on behalf of the country. | A democratic body that represents the people and ensures that the government is accountable. It consists of two main parts: the House of Commons and the House of Lords. Members of parliament debate and vote on legislation, raise important issues, and scrutinize the work of the government. They play a vital role in shaping the laws and policies of the country. |
| Innovation | Old and new toys, old and new cars | Know that transport and industry has changed over time. | That new and improved ways of living were introduced at different times throughout history. Innovations such as the railways had a significant impact on life in Britain. | Innovation and advancements in medicine have had a significant impact on people's lives throughout history. |
| Significant | Key dates – birthdays, Christmas etc. Important people who help us. | Something that is important or has a big impact. | Something that has great importance or influence. In history, a significant event might be something that changed the course of history. | Something that is meaningful, noteworthy, or has a profound impact. It suggests that an event, discovery, or person has a considerable influence on a larger scale. In history, a significant event might be something that changed the course of history or had a major impact on people's lives, like the invention of the printing press. |

| | Agriculture | Religion | Civilisation | Democracy | Empire | Hierarchy | Invasion | Monarchy | Parliament | Innovation | Significant |
|----------------------------------------------------------|-------------|----------|--------------|-----------|--------|-----------|----------|----------|------------|------------|-------------|
| EYFS Cycle A Autumn - Celebrations | | | | | | | | | | | <u> </u> |
| EYFS Cycle A Spring - Toys | | | | | | | | | | | <u> </u> |
| EYFS Cycle A Summer – Cars | | | | | | | | | | | |
| EYFS Cycle B Autumn – What do grown-ups do all day? | | | | | | | | | | | <u> </u> |
| EYFS Cycle B Spring – How have I changed? | | | | | | | | | | | <u> </u> |
| EYFS Cycle B Summer – Houses | | | | | | | | | | | 1 |
| KS1 Cycle A Autumn – Ward Jackson | | | | | | | | | | | |
| KS1 Cycle A Spring – Monarchs | | | | | | | | | | | |
| KS1 Cycle A Summer - Transport | | | | | | | | | | | <u> </u> |
| KS1 Cycle B Autumn - Lowry | | | | | | | | | | | |
| KS1 Cycle B Spring – Mary Seacole & Florence Nightingale | | | | | | | | | | | |
| KS1 Cycle B Summer – The Great Fire of London | | | | | | | | | | | |
| LKS2 Cycle A Autumn - Romans | | | | | | | | | | | <u> </u> |
| LKS2 Cycle A Spring – Anglo-Saxons | | | | | | | | | | | <u> </u> |
| LKS2 Cycle A Summer - Vikings | | | | | | | | | | | <u> </u> |
| LKS2 Cycle B Autumn – Ancient Greece | | | | | | | | | | | <u> </u> |
| LKS2 Cycle B Spring – Headland | | | | | | | | | | | |
| LKS2 Cycle B Summer – Industrial Revolution (Railways) | | | | | | | | | | | <u> </u> |
| UKS2 Cycle A Autumn – Ancient Egypt | | | | | | | | | | | |
| UKS2 Cycle A Spring – Stone Age to Iron Age | | | | | | | | | | | |
| UKS2 Cycle A Summer – Medicine | | | | | | | | | | | |
| UKS2 Cycle B Autumn - WWII | | | | | | | | | | | |
| UKS2 Cycle B Spring – The Mayans | | | | | | | | | | | |
| UKS2 Cycle B Summer – Invasions in Northern England | | | | | | | | | | | |



Hart Primary School & St Peter's Elwick Primary School





Progression in Disciplinary Knowledge

| Progression in Disciplinary | Knowledae |
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Disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts (also known by the term 'historical enquiry') to refer to the complex tools,

| | methods and assumptions that historians draw on. | | | | | | | | | | | |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|
| | EYFS | KS1 | LKS2 | UKS2 | | | | | | | | |
| Sources and Evidence | Can talk about a source when using it. | Knows what is meant by a source. | Knows what is meant by a source and can use a range of sources to build a picture. Knows the importance of using a variety of sources to make a judgement about the past. | Recognise what is meant by a source. Can explain the importance of using a variety of sources to make a judgement about the past. Show an awareness of bias and how this impacts our understanding of the past. Bring knowledge gathered from several sources together to make a judgement | | | | | | | | |
| Historical Interpretation | Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). | Identify different ways in which the past is represented. | Understand that different versions of the past may exist. | Understand that different versions of the past may exist, giving some reasons for this. | | | | | | | | |
| Cause and Consequence | Question why things have happened and give explanations. | Recognise why people did things, why events happened and what happened as a result. Know about the cause of an event that they are studying. | Identify why people did things, why events happened and what happened as a result. Know cause of event and consequences of events that they are currently studying and those they have studied in the past. e.g. Great Fire of London from KS1 Roman Invasion on England. | Identify and give reasons for, results of, historical events, situations, changes. Know the cause of an event and the consequences from teaching this year AND be able to explain why. Great Fire of London Viking Raids WW2 | | | | | | | | |
| Change and Continuity | Look closely at similarities, differences and changes. Develop an understanding of growth and change over time. Name the members of their immediate and extended family. | Know some simple aspects of daily life studied for a time period that they are studying. Identify similarities and differences between ways of life at different times. Know some things which have changed /stayed the same. | Describe / make links between main events, situations and changes within and across different periods/societies. Identify similarities and differences between daily lives. | Make links between periods of history studied. Know of main changes/constants and compare with other periods studied. Describe changes through use of general abstract terms such as 'gradual' or 'rapid', 'important' or 'unimportant' | | | | | | | | |
| Similarities and Differences | Know about similarities and differences between themselves and others and among families, communities and traditions. | Identify similarities / differences between ways of life at different times. Make simple observations about different types of people, events, beliefs within a society. | Identify similarities and differences between daily lives, including social, cultural, religious and ethnic diversity. | Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity in Britain and the wider world. | | | | | | | | |
| Historical Significance | Recognise and describe special times or events for family or friends. Know the name of a significant event — Eg. Birthday, Christmas, Bonfire Night Eid, Divali | Talk about who was important eg in a simple historical account. Know the name of a significant person and explain why they are significant. EG. Mary Seacole, Florence Nightingale. | Identify historically significant people and events in situations. Know some important events, places and people. Eg. Florence Nightingale Industrial Revolution | Identify historically significant people and events in situations and explain what makes them significant. Know, make links and draw comparisons between some important events, places and people. Medicine through time Invasions of the North of England WW2 | | | | | | | | |



Hart Primary School & St Peter's Elwick Primary School History Curriculum Long Term Overview



| | | | Autumn | | Spring | | | Summer | | | |
|------|---------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------------|--|
| K51 | Cycle A | What was significant about the changes that Ralph Ward Jackson made to Hartlepool? (Local Significance) | | | What was similar and different about Queen Elizabeth I and Queen Victoria? (Significant Individuals — National Impact) | | | What were the consequences of the introduction of the steam train to Britain? (Changes within and beyond living memory – Global) | | | |
| | J. | Sources & Evidence | Continuity and Change | Historical Significance | Historical Interpretations | Similarity and Difference | Historical Significance | Sources & Evidence | Continuity and Change | Cause and Consequence | |
| | Cycle B | What does the work of Lowry tell us about how life in Britain has changed? (Changes to national life within living memory) | | Why are Florence Nightingale and Mary Seacole significant to health care? (Significant Individuals – Global Impact) | | What were the causes and consequences of the Great Fire of London? (Significant National Event – Beyond Living Memory) | | | | | |
| | | Sources & Evidence | Continuity and Change | Similarity and Difference | Historical Interpretations | Similarity and Difference | Historical Significance | Historical Interpretations | Cause and Consequence | Historical Significance | |
| | Autumn | | | | Spring | | Summer | | | | |
| | le A | What was the consequence of the Roman Invasion on Britain? (Impact on Britain) | | How were Roman and Saxon Britain different? (Settlements) | | What was the significance of the Viking raids on Northern England? (Invasion) | | | | | |
| | Cycle | Sources & Evidence | Continuity and Change | Cause and Consequence | Sources & Evidence | Continuity and Change | Similarity and Difference | | Historical Continuity erpretations Change | | |
| LKS2 | Cycle B | What significant impact can we see in Britain today from Ancient Greece? (Impact on Britain) | | What caused the people of Hartlepool to be known as 'The Monkey Hangers'? (Significant local history beyond 1066) | | What changed and what stayed the same as a result of the Industrial Revolution in Britain? (Significant British history beyond 1066) | | | | | |
| | Ü | Sources & Evidence | milarity and Histo Difference Signif | | Sources & Evidence | Historical Significance | Cause and Consequence | Historical Interpretations | Historical Interpretations | Cause and Continuity Consequence and Change | |
| | | | Autumn | | | Spring | | | Summer | | |
| | le A | | rhamun the most signij ievements of Early Civi | | How did life in Britain change between the stone age and the iron age? (Changes in Britain) | | How has medicine changed over time? (Changes in social history beyond 1066) | | | | |
| 23 | Cycle | Sources & Evidence | Similarity and Difference | Historical Significance | Sources & Evidence | Continuity and Change | Similarity and Difference | Sources & Evidence | Continuity and Change | Similarity and Difference | |
| UKS2 | le B | | the cause and consequant turning point in Bri | | How was Maya and Roman Britain similar and different? (Non-European society — contrasts with British history) | | | What caused the North of England to be raided so many times? (Invasion) | | | |
| | Cycle | Historical Co Interpretations | ntinuity and Cause Change Conse | | Sources & Evidence | Continuity and Change | Similarity and Difference | Historical Interpretations | Historical Significance | Cause and Consequence | |

| | Personal History | Local History | British History | World History | (National Curriculum Links) | |
|--|------------------|---------------|-----------------|---------------|-----------------------------|--|
|--|------------------|---------------|-----------------|---------------|-----------------------------|--|