



Straits Primary School

History Policy 2024

Rationale

Our intent is that children at Straits Primary School will receive a high-quality history curriculum which will ignite their curiosity to find out about the past of Britain and the wider world through significant people, events and developments from the past that have paved the way to the present day. Through finding out about how and why the world, our country, culture and local community have developed over time, children will understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. They should understand the methods of historical enquiry and be able to ask and answer questions about the past.

The National Curriculum aims to ensure that all pupils:

- 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 civilisation; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- 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.
- 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.
- 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; and between short-and long-term timescales.

Aims

Straits Primary School is dedicated to providing engaging and inspirational teaching of History. Our aims for our children are that they will:

- gain knowledge of the key historical periods and events in British history to appreciate how things have changed over time and understand how Britain influenced the wider world.
- develop an awareness of important civilisations in other countries.
- have an understanding of how history has shaped their world and lives.
- develop a strong understanding of the chronology of all the time periods studied in preparation for any new learning.
- have a passion to pursue history at secondary school and know what career options it could lead to.

- have a feeling of awe and respect for inspirational people and a desire to achieve themselves.
- develop enquiry skills to conduct historical research and explore their own questions.
- improve their ability to separate fact from opinion and conjecture, and scrutinise evidence.
- develop their ability to think independently and support their ideas using evidence.
- collaborate with others and use technology in order to share ideas in a creative way.
- consider different points of view with explanation and reasoning gain and use historical vocabulary.
- understand historical concepts and use them to make connections.

To meet these characteristics, the school will.

- ensure our history curriculum is sequenced effectively and identifies a clear progression of skills;
- take an active role in developing staff skills through training opportunities.
- provide engaging resources, trips and visits from experts to enable children to get 'hands-on' with real historical objects and places.
- monitor and review the implementation of History and amend our provision in light of this.

History Curriculum

Planning

In the Foundation Stage, elements of History are ongoing and fall under the heading 'Understanding the World.' In KS1 and KS2 each year group plans and delivers their own history lessons. Our long-term Breadth of Study Overview and medium-term plans map out the skills and objectives covered each term for each year group. These plans ensure progression and coverage of the History National Curriculum programmes of study. We teach our children to use appropriate historical language and vocabulary. Teachers' planning also shows due regard to our health and safety policy. The teaching of history across the school promotes pupils' spiritual, moral, social and cultural development.

For years 1 – 6, we follow the National Curriculum as defined by the Department for Education. The history curriculum is underpinned by providing our children with wider opportunities, independent learning and basic skills. History is taught in years 1-6 through in half term blocks throughout the year. The history units in KS2 have been organised so that British history is taught chronologically. A body of key substantive knowledge in the form of 'Must Know Facts' is established for each historical topic. This is recorded in our knowledge organisers. The unit is planned in a way so that these facts are recapped and revisited through rapid recalls at the beginning of lessons in order to encourage retention. We regularly link our English units to our historical topic. Teaching history in this way supports the learning in other subjects to give a contextual understanding as well as supporting retention. We use stories to reinforce the teaching of history and to support in the developing of love of reading.

Our history curriculum is based on a 'milestones' approach (Milestone 1 for Years 1-2, Milestone 2 for Years 3-4 and Milestone 3 for Years 5-6). Each Milestone contains a range of descriptors which give details on substantive knowledge, concepts and disciplinary skills to be covered. Over a two-year period, pupils will become more familiar with these details by exploring them in a breadth of contexts. These milestones are outlined in our History

Progression documents where knowledge and skills are developed in each aspect of History (Investigate and Interpret the past, Build and Overview of World History, Understand Chronology and Communicate Historically).

Early Years Foundation Stage

In the Foundation Stage, History is taught under the heading 'Understanding the World.' This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry, focusing on Children's developing knowledge and understanding of their environment, the world around them, other people and features of the natural and man-made world. It provides a foundation of historical, geographical, scientific and technological learning. History mainly falls under the sub-category, 'People, Culture and Communities.' Children in the Early Years of development are encouraged to talk about their own past experiences and those of people who are familiar to them. They are encouraged to recall and talk about significant events in their own lives, recognising and describing special times or events for family and friends. By the end of the Foundation Stage our children work towards achieving the Early Learning Goal in 'People, Culture and Communities.' Children reaching this benchmark are expected to talk about past and present events in their own lives and in the lives of family members in more depth. They can also describe some similarities and differences between themselves and others, families, communities and traditions. We teach history as an integral part of the topic work through child-initiated and adult-led activities.

Key Stage 1

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.

Pupils should be taught about:

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Key stage 2

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.

Pupils will be taught about:

Changes in Britain from the Stone Age to the Iron Age

- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
 - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 - A local history study- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
 - 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
 - Ancient Greece – a study of Greek life and achievements and their influence on the western world
 - 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.

IMPLEMENTATION

History is taught weekly in three half term units across the year. Teachers will explicitly introduce each lesson as a discrete history lesson incorporating a blended approach to the teaching of **substantive knowledge, concepts and disciplinary skills** ensuring that pupils are equipped with both key historical knowledge, whilst also progressively understanding how historians work to make sense of the past.

Substantive Knowledge

Each history unit is supported by key substantive knowledge. This is factual knowledge of the past: key events, place and people which is identified in knowledge organisers and is revisited in the rapid recall at the beginning of each lesson to ensure that the children remember and learn more.

Substantive Concepts

Substantive Concepts are concepts concerned with the subject matter of history, such as civilisation, monarchy, empire, invasion, war, parliament, trade and religion. Explicit teaching and revisitation of substantive concepts, across a range of historical periods, ensures that pupils make connections within their learning, within and across key stages, as well as gaining a deeper understanding over time. The History curriculum at Straits Primary School contains a set of key substantive concepts or “golden threads” that children repeatedly revisit throughout their history lessons from EYFS to Year 6. Revisiting these key substantive concepts over time allows the children to build a bigger and better understanding of these concepts with increasing complexity. The curriculum design provides children with meaningful examples and repeated encounters in different contexts, allowing progress to be made as they build their knowledge of the past and deepen their learning.



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 historical enquiry. Pupils learn disciplinary knowledge within relevant historical contexts 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 6 Disciplinary concepts that are systematically developed in our history curriculum through the medium of our **learning lenses**.

- Chronological Understanding - being able to employ dates and terms to describe the past and realise that the past can be divided into periods.
- Evidence and interpretation - asking questions, using sources and evidence to construct and challenge the past and understanding how and why different accounts of the past are constructed.
- Cause and consequence - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation and understanding the relationship between an event and other future events.
- Continuity and change - analysing the pace, nature and extent of change.
- Similarities and differences - 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.

A typical teaching sequence in history

- Place the historical period being covered in the chronological context of previous learning, using a timeline.
- Connect learning to previous periods studied and recap key knowledge against the key concepts.
- Identify and use key vocabulary related to historical enquiry and the period being studied.
- Carry out historical enquiry using research, a range of sources and artefacts using elements of the key concepts.
- Interpret their findings, make comparisons and draw conclusions using elements of the key concepts.
- Identify and learn about significant people and events and the impact they had.
- Communicate their historical knowledge and understanding in an appropriate way.
- Evaluate what they have learned, identify key knowledge and compare with other historical periods and their own experiences.

Teaching and learning Styles.

We use a variety of teaching and learning approaches in History. Our principal aim is to develop the children's knowledge, skills and understanding and provide them with an opportunity to practise and apply skills taught - we do this through a mixture of whole-class teaching and individual/group activities. Within lessons we give the children the opportunity both to collaborate and to compete with each other. Links to British Values are made explicit where appropriate.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each Key Stage, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as "how do we know?", about information they are given. We recognise the fact that in all classes, there are children of widely different abilities in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty. Not all children complete all tasks.
- grouping children by ability in the room and setting different tasks for each ability group.
- providing resources of different complexity depending on the ability of the child.
- supporting and challenging children through paired or group work, adult intervention.

History forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in History lessons takes into account the targets set for individual children in their Individual Support Plans (ISPs). Support is offered to those pupils who have a physical disability; this may be through adult intervention, differentiated tasks or use of specialist equipment.

Assessment, recording and reporting.

Teachers assess history in line with the assessment and marking policies of the school. We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate differentiation. Teachers will make a termly assessment of children's progress against the skills required for their own year group. Assessment is on-going to check the pupils' understanding of the topic and ensure progress is being made.

- Children demonstrate their ability in history in a variety of different ways and teachers assess accordingly. Teachers will assess children's work by making informal judgements during lessons to move forward each individual child's learning.
- On completion of a piece of work, the teacher marks and assesses the work and uses this to inform future planning. Written or verbal feedback is given to the child to help guide their progress. All children are encouraged to make judgements about how they can improve their own work.
- Lessons are evaluated by the class teacher, identifying individual progress and informing future planning.

- Rapid recalls are used at the start of each lesson to ensure knowledge is being secured and to identify any gaps in learning.
- Parents are made aware of their child's progress through parents evening and the annual written report.
- The school website, displays and newsletters are used to show examples of work and photos of trips and visitors relevant to the topic being studied.

Monitoring and review

Monitoring and reviewing the implementation of the History curriculum and amending our provision in light of this are the responsibility of the History subject leaders, supported by our Curriculum Lead. Monitoring will take place in line with the school's curriculum development calendar. It will be an on-going and informative process designed to measure impact of any development work, identify strengths and areas for development in both the curriculum and teaching and learning approaches, identify staff training requirements and will include both staff and pupil voice.

The work of the subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Signed by:

Chair of Raising Standards Committee: Date:

Head teacher: Date:

Agreed at the Raising Standards Committee Meeting on:



Breadth of Study: History

	Autumn	Spring	Summer
Y1	<p style="text-align: center;">Changes in Living Memory</p> <p style="text-align: center;">Toys and Shopping</p>	<p style="text-align: center;">Lives of Significant Individuals</p> <p style="text-align: center;">Florence Nightingale (1820 – 1910) /Mary Seacole (1805 – 1881)</p>	<p style="text-align: center;">Changes in Living Memory</p> <p style="text-align: center;">Seaside then and Now</p>
Y2	<p style="text-align: center;">Events beyond Living Memory that are Significant Nationally</p> <p style="text-align: center;">Great Fire of London (1666)</p>	<p style="text-align: center;">Significant Historical events/places in own locality</p> <p style="text-align: center;">Dudley Castle and the Medieval period.</p>	<p style="text-align: center;">Changes in Living memory</p> <p style="text-align: center;">Travel and Transport</p>
Y3	<p style="text-align: center;">Changes in Britain from Stone Age (up to 3300bc) to Iron Age (800bc to 43AD)</p>	<p style="text-align: center;">Ancient Egypt – In depth Study</p> <p style="text-align: center;">3150 BC – 400AD</p>	
Y4	<p style="text-align: center;">Roman Empire and its Impact on Britain</p> <p style="text-align: center;">43AD – 410AD</p>	<p style="text-align: center;">A Non- European Society</p> <p style="text-align: center;">Mayan Civilisation (250 AD – 900 AD)</p>	<p style="text-align: center;">Saxons (450AD -1066AD) & Vikings (800AD– 1150AD)</p>
Y5	<p style="text-align: center;">A Significant Turning point in British Society</p> <p style="text-align: center;">The Battle of Britain (July 1940 – October 1940)</p>	<p style="text-align: center;">A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p style="text-align: center;">Himley Hall (1740 – Present day) and Baggeridge Colliery (1899 – 1968)</p>	
Y6		<p style="text-align: center;">Ancient Greece (700 – 480 BC)</p>	<p style="text-align: center;">A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p style="text-align: center;">Changing Powers of Monarchs</p>



Milestone 1: Progress in History at Straits Primary School

Understand Chronology	Communicate Historically
<ul style="list-style-type: none"> • Show an awareness of the past. • Place events and artefacts in order on a timeline. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. • Use common words and phrases relating to the passing of time. • Know where all people and events studied fit into a chronological framework. 	<ul style="list-style-type: none"> • Talk, write and draw about things from the past. • Use a wide variety of everyday historical terms such as: History, past, ago, now, present, yesterday, before, after, last week, months, years, when I was younger, when my parents/carers were younger, a long time ago, a very long time ago, before I was born, recently, change, evidence • Develop a basic understanding of some substantive concepts order concepts (See Substantive Concepts Milestone 1).
Investigate and Interpret the Past	
<p>Demonstrate historical enquiry skills:</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different types of evidence and sources, such as photographic and written, that can be used to help represent the past. 	<p>Begin to understand historical interpretation:</p> <ul style="list-style-type: none"> • Begin to identify different ways to represent the past e.g. photos, stories or adults talking about the past. • Compare pictures or photographs of people or events in the past. • Begin to compare two different versions of the past e.g. Samuel Pepys' Diary with a newspaper account.
<u>Build an Overview of World History</u>	
<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	
<u>Change and Continuity</u>	<u>Cause and Consequence</u>
<ul style="list-style-type: none"> • Begin to understand that some things change, and some things stay nearly the same. • Begin to identify old and new things across periods of time through pictures, photographs and objects. • Identify things that gave changed or stayed the same during their life time and from times beyond living memory. 	<ul style="list-style-type: none"> • Explain why a historical event happened and what happened as a result. • Explain why an important person from history acted the way they did and what the impact of this was.
<u>Similarity and Difference</u>	<u>Historical Significance</u>
<ul style="list-style-type: none"> • Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female. 	<ul style="list-style-type: none"> • Identify historically significant people and events. • Talk about why the event or person was important and what changed/happened.



Milestone 2: Progress in History at Straits Primary School

Understand Chronology	Communicate Historically
<ul style="list-style-type: none"> • Demonstrate a secure knowledge of the chronology of time periods and events studied. • Be able to explain links within periods studied and between periods studied. • Identify connections, contrasts and trends over time. • Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. • Understand that a timeline can be divided into BC and AD 	<ul style="list-style-type: none"> • Use a wide variety of everyday historical terms such as: century, decade, before Christ, after, AD, BC, before, during, ancient, bronze age, iron age, stone age, period, democracy, diversity, global, hunter-gatherer, interpretation, local, myths and legends, nomad, oral history, prehistory, primary evidence, sacrifice, significance. • Build on prior knowledge to start to gain further understanding of substantive concepts (See Substantive Concepts Milestone 12). • Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT. • start to present ideas based on their own research about a studied period.
Investigate and Interpret the Past	
<p>Demonstrate historical enquiry skills:</p> <ul style="list-style-type: none"> • Answer questions about historical periods/people/places studied. • Devise their own questions about historical periods/ people / places studied. • Demonstrate an understanding of how knowledge of the past is constructed from a range of sources. • Construct informed responses to questions by selecting and organising relevant historical information. 	<p>Begin to understand historical interpretation:</p> <ul style="list-style-type: none"> • Understand that different versions of the past may exist. • Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. • Begin to understand that history reflects different points of view. • Begin to understand some of the ways in which historians and others investigate the past.
Build an Overview of World History	
<ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural, or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children. 	
Change and Continuity	<u>Cause and Consequence</u>
<ul style="list-style-type: none"> • Identify key things that stayed the same and changed between periods; • Start to explain the impact of some changes that have happened throughout different periods. • Identify that there are reasons for continuities and changes across periods of time and explain some of these. • Start to understand that there are times in history when change happens suddenly. 	<ul style="list-style-type: none"> • Give reasons for historical events and explain their impact. • Start to understand that there are short and long-term causes of events. • Comment on the importance of the different causes for some key events. • Understand that historical events have consequences that sometimes last long after the event is over.
Similarity and Difference	<u>Historical Significance</u>
<ul style="list-style-type: none"> • Begin to demonstrate an understanding of social, cultural, religious, and ethnic diversity in Britain and the wider world. 	<ul style="list-style-type: none"> • Identify historically significant people and events and identify their impact • Understand that historical significance can be related to specific events, people, locations, and ideas that are seen as being particularly important to us;



Milestone 3: Progress in History at Straits Primary School

Understand Chronology	Communicate Historically
<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as social, religious, political, technological, and cultural) Use dates and terms accurately in describing events. Identify periods of rapid change in history and contrast them with times of relatively little change. Explain links between periods studied and between periods studied. Understand how some historical events/periods occurred concurrently in different locations. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including mining, child labour, reign, Industrial Revolution, poverty, propaganda, era, chronology, continuity, change, century, decade, legacy, city states. Present, communicate and organise ideas about from the past using detailed discussions, debates, and more detailed written narratives. Plan and present a self-directed project or research about the studied period. Develop a more in depth understanding of a range of substantive concepts (See Substantive Concepts Milestone 3).
Investigate and Interpret the Past	
<p>Demonstrate historical enquiry skills:</p> <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Start to understand the difference between primary and secondary evidence and start to question its reliability. Seek out and analyse a wide range of evidence to justify claims about the past. Use sources of information to form testable hypotheses about the past. Refine lines of enquiry when posing historically valid questions and constructing own responses to questions about the past. 	<p>Begin to understand historical interpretation:</p> <ul style="list-style-type: none"> Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied (ideas may be represented in a way to persuade others). Understand that no single source of evidence gives the full answer to questions about the past. Understand and give reasons why different versions of the past may exist, using evidence to support explanations. Consider different ways of checking the accuracy of interpretations of the past.
Build an Overview of World History	
<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural, or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
Change and Continuity	Cause and Consequence
<ul style="list-style-type: none"> Identify why some changes between different periods of time have had more significant consequences than others. Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity. Start to categorise some types of changes into political, economic social and technological. Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history; Understand and describe in some detail the main changes to an aspect of a period in history. 	<ul style="list-style-type: none"> Examine in more detail the short and long-term causes of an event being studied. Understand that some causes may be more significant than others and that some causes are less significant. Begin to understand that historians may not agree on the main causes of an event. Understand that one event can have multiple consequences that impact on many countries and civilisations. Understand that the consequences of one historical event can sometimes become the causes of another.
Similarity and Difference	Historical Significance
<ul style="list-style-type: none"> Explain the differences in the lives of people from different social classes, cultures, religions, or race. Compare some of the times studied with those of the other areas of interest around the world. 	<ul style="list-style-type: none"> Identify historically significant people and events in situations. Evaluate the impact of key historical events and people. Identify some pivotal events and people in modern British History

Substantive Concepts: Milestone 1



	Autumn	Spring	Summer
<u>Y1</u>	<p>Toys and Shopping</p> <p><u>Society and Invention</u> trade, buy, sell, technology, invention</p>	<p>Florence Nightingale /Mary Seacole</p> <p><u>Invasion and Conflict</u> war, attack, battle, army, peace, discrimination, soldiers</p> <p><u>Society and Invention</u> Industry (hospital), technology</p> <p><u>Settlement and Migration</u> country</p>	<p>Seaside then and Now</p> <p><u>Society and Invention</u> Society, travel, transport</p> <p><u>Settlement and Migration</u> city</p>
<u>Y2</u>	<p>Events beyond Living Memory that are Significant Nationally Great Fire of London (1666)</p> <p><u>Power and Leadership</u> King</p>	<p>Significant Historical events/places in own locality Dudley Castle and the Medieval period.</p> <p><u>Power and Leadership</u> King, Queen, heir, throne, nobles, lord, lady, peasant/ serf, estate, hierarchy</p> <p><u>Invasion and Conflict</u> Invasion, conquest, conquer, battle</p>	<p>Changes in Living memory Travel and Transport</p> <p><u>Society and Invention</u> Travel, transport, technology</p>

Substantive Concepts: Milestone 2



	Autumn	Spring	Summer
	Stone Age to Iron Age	Ancient Egypt and early civilisations	
Y3	<p><u>Society and Invention</u> Trade, civilisation, tribe, industry, society, urbanization, citizen</p> <p><u>Settlement and migration</u> Settlement, settlers, nomadic, agriculture, urbanisation</p>	<p><u>Society and Invention</u> civilisation, society, culture, archeology, slavery, trade, scribe, technology, transport.</p> <p><u>Power and Leadership</u> Pharaoh, empire, monarchy, dynasty, hierarchy, government</p> <p><u>Religion and Belief</u> After life, ritual, polytheistic,</p> <p><u>Settlement and migration</u> Agriculture, crops</p>	
	Roman Empire and its Impact on Britain	Mayan Civilisation	Saxons & Vikings
Y4	<p><u>Power and Leadership</u> King, queen, emperor, empire, tax, taxation, tributes</p> <p><u>Society and Invention</u> Tribe, trade, civilisation, legacy</p> <p><u>Invasion and Conflict</u> Conquer, invade, conquest, army, rebellion</p>	<p><u>Power and Leadership</u> <u>Hierarchy</u></p> <p><u>Society and Invention</u> Civilisation, archeology, archeologist, culture</p> <p><u>Settlement and migration</u> City states, agriculture</p> <p><u>Religion and Beliefs</u> <u>Sacrifice</u></p>	<p><u>Society and Invention</u> Tribe, archeology, trade, culture, society.</p> <p><u>Settlement and migration</u> Migration, settler, settlement, village, town, rural</p> <p><u>Power and Leadership</u> King, kingdom</p> <p><u>Invasion and conflict</u> Invade, invasion</p> <p><u>Religion and Belief</u> Christian, pagan, polytheistic, monotheistic, convert, monk, monastery, gods, goddesses</p>

Substantive Concepts: Milestone 3



	Autumn	Spring	Summer
	The Battle of Britain	Local Victorian study	
Y5	<p><u>Invasion and conflict</u> War, conflict, battle, invasion, treaty, peace, allies, troops, military, annex, occupation, genocide, border, enemy</p> <p><u>Power and Leadership</u> Prime minister, dictator, propaganda</p>	<p><u>Society and Settlement</u> Industry, trade, technology, industrial revolution, poverty, districts, council</p> <p><u>Power and Leadership</u> Queen, monarch, reign</p>	
		Ancient Greece	Changing Powers of Monarchs
Y6		<p><u>Society and Settlement</u> City states, slaves, citizens, trade, ancient civilization, decline</p> <p><u>Power and Leadership</u> Democracy, government, voting, ballot, discrimination, power</p> <p><u>Religion and Belief</u> Polytheism, temple, god, goddess, deity, politics</p>	<p><u>Power and Leadership</u> Queen, monarch, reign, power, heir, parliament</p> <p><u>Invasion and conflict</u> Revolution, civil war</p> <p><u>Society and Settlement</u> Peasant, nation, economy</p>