

**Key substantive concepts**

|                                                                    |                                                             |                                      |                                 |                                                                                                                    |                                  |
|--------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Civilisation                                                       | Invasion, settlement and migration                          | Religion & Beliefs                   | Power & Rule                    | Trade                                                                                                              | Legacy                           |
| The impact of civilizations on people's lives: social and cultural | The importance of motivation & the evolution of settlements | The importance of religion to people | The impact of rule on societies | The importance of trade in the development of civilisations and as a motivation for migration/exploration/invasion | How history matters in our world |

|         | Key Substantive Knowledge Themes yr 1-6                                |                                  | KEQ: Key enquiry question                                         |                     |                     |                         |                   |                            |                         |
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|         | Trade                                                                  | Legacy                           | Disciplinary Knowledge                                            |                     |                     |                         |                   |                            |                         |
|         | Invasion, settlement & migration                                       | Civilisation (social & cultural) | Chronological awareness:<br>all units have specific links to this | Change & Continuity | Cause & Consequence | Similarity & Difference | Handling Evidence | Historical Interpretations | Historical Significance |
|         | Beliefs & Religion                                                     | Power & Rule                     |                                                                   |                     |                     |                         |                   |                            |                         |
|         | Topic                                                                  |                                  |                                                                   |                     |                     |                         |                   |                            |                         |
| nursery | EYFS: ALL TOPICS START WITH 'KNOWN' History, home, school, local area, |                                  |                                                                   |                     |                     |                         |                   |                            |                         |
|         | Colours                                                                |                                  | x                                                                 | x                   |                     | x                       |                   |                            |                         |
|         | Festivals and Celebrations                                             |                                  | x                                                                 | x                   |                     | x                       |                   |                            |                         |

|           |                             |  |   |   |   |   |  |  |  |
|-----------|-----------------------------|--|---|---|---|---|--|--|--|
|           | Travel and Transport        |  | x | x |   | x |  |  |  |
|           | Growing                     |  | x | x |   | x |  |  |  |
|           | Animals                     |  | x | x |   | x |  |  |  |
|           | Change                      |  | x | x |   | x |  |  |  |
| reception |                             |  |   |   |   |   |  |  |  |
|           | Amazing me and my Community |  | x | x |   | x |  |  |  |
|           | Celebrations and Festivals  |  | x | x | x | x |  |  |  |
|           | Our Wonderful World         |  | x | x |   | x |  |  |  |
|           | Growing                     |  | x | x |   | x |  |  |  |
|           | Animals                     |  | x | x | x | x |  |  |  |
|           | Our Universe                |  | x | x | x | x |  |  |  |

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| Yr 1 Au | My Family History           |  | Living memory                                    | How much have I changed since I was born?                      |                                                                   | How different was a day at school for my gran to my school day? <b>Ci</b>              | What was gran's home like? <b>Ci</b><br><b>Consider country of home and introduce aspect of migration for some families.</b> | What life was like when my gran was young? <b>KEQ Ci</b>              | Which toys did my gran have, that we still play with today? <b>L</b>                                               |
| Yr1 SP  | Greatest Explorers          |  | x                                                |                                                                | What is an explorer and why do people want to explore? <b>L</b>   | How similar and different were Sunita Williams, Captain Cook and Ibn Battuta? <b>L</b> | Who were the greatest explorers? <b>L</b>                                                                                    |                                                                       | What makes a great explorer great? <b>KEQ L</b>                                                                    |
| Yr1 Su  | Great Inventions: Transport |  | x                                                | How did the railways change Britain? <b>L</b>                  | Why did the wheel change how people travelled? <b>L</b>           | How do modern planes differ to those in the past? <b>L</b>                             | What would it have been like on the day of the Rainhill Trials competition? <b>L</b>                                         |                                                                       | How did the first flight change the world? <b>KEQ L</b><br><br>Why were the Rainhill Trials so important? <b>L</b> |
| Yr 2 Au | The Great Fire of London    |  | beyond living memory<br>Reign of King Charles II | What stayed the same in London after the Great Fire? <b>Ci</b> | How did the fire start and did the Great Fire of London spread so |                                                                                        | How do we know what life was like in the city of London in 1666?                                                             | Was it the fault of King Charles II or Thomas Bludworth that the fire | What were the lasting consequences of the fire? <b>KEQL L Ci</b>                                                   |

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|         |                                                  |  |                               |                                                                                  | quickly?<br>P&R Ci                                                                                                                                                          |                                                                                                  | Ci                                                                                                   | spread so<br>quickly? P&R |                                                                           |
| Yr2 SP  | Holidays<br>Now and<br>then<br>1950s-2024        |  | x                             | How has<br>Blackpool<br>Pleasure<br>beach<br>changed<br>since the<br>1950s?      | Why did<br>families from<br>Manchester<br>want to go<br>Blackpool for<br>holidays? Ci                                                                                       | What holiday<br>activities are<br>the same<br>now as they<br>were in the<br>past? L KEQ          | How do the<br>photos and<br>postcards<br>help us<br>compare<br>Blackpool<br>then and<br>now? Ci      |                           | How have<br>planes<br>changed our<br>holidays?<br>L                       |
| Yr2 Su  | Local study<br>: The<br>Industrial<br>Revolution |  | Reign of<br>Queen<br>Victoria | How did the<br>Industrial<br>revolution<br>change<br>Manchester?<br>KEQ<br>Ci LT | Why did<br>primary<br>school age<br>children stop<br>working in<br>the mills in<br>1880?<br>P&R                                                                             | How did<br>children's<br>entertainmen<br>t at Lyme<br>Park differ to<br>life in the<br>slums? Ci | How does<br>Styal Mill<br>help us<br>understand<br>what life was<br>like for an<br>apprentice?<br>Ci |                           | Why was Dr<br>Barnardo so<br>significant ? L                              |
| Yr 3 Au | The Stone<br>Age                                 |  | x                             | How much<br>change was<br>there in the<br>Stone Age?<br>Ci T                     | Why did<br>Neolithic<br>people build<br>monuments,<br>how<br>important<br>were they to<br>their beliefs?<br>B&R<br>What was a<br>nomadic life<br>like and why<br>did people |                                                                                                  | How did<br>people live in<br>Skara Brae<br>during the<br>Stone<br>Age? P&R<br>Ci T                   |                           | Was<br>significant<br>progress<br>made in the<br>Stone Age?<br>KEQ L Ci T |

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|        |                                        |  |   |                                                                              | move around?<br><b>ISM</b>                                                                |                                                                    |                                                                                                                                                    |                                                                                              |                                                                                                                            |
| Yr3SP  | The Bronze Age & Iron Age              |  | x | How did bronze and iron change Britain? <b>P&amp;R</b><br><b>ISM T</b>       | Why was Stonehenge built? <b>B&amp;R</b><br>Why did people become farmers? <b>T</b>       | How did leisure differ from the Stone Age? <b>CI</b>               |                                                                                                                                                    | Which was more impressive – the Bronze age or the Iron Age and why? <b>CI</b><br><b>KEQ</b>  | What was the significance of iron? <b>L</b><br><b>P&amp;R ISM</b>                                                          |
| Yr 3Su | Local History: preserving our locality |  | x | Bradford pit: How did the pit change our area?<br><b>CI T</b>                | Why did Gorton Monastery and Victoria Baths become listed buildings?<br><b>P&amp;R CI</b> |                                                                    | How did local people live during the 1900s? <b>CI</b> (Monks v miners) and how important was religion in bringing them together?<br><b>B&amp;R</b> | Should all historic buildings be preserved and why do people have different views? <b>CI</b> | Which buildings in our locality are significant and why? <b>KEQ</b><br><b>L CI</b>                                         |
| Yr 4Au | Ancient Civilisations                  |  | x | Why did Ancient civilisation last for so long? <b>KEQ</b><br><b>CI T ISM</b> | How did rivers impact on farming and trade?<br><b>CI T</b>                                | What do all the ancient civilizations have in common?<br><b>CI</b> | What do the contents of tombs tell us about these civilisations belief in the after life?<br><b>P&amp;R CI B&amp;R</b>                             |                                                                                              | What was the greatest achievement of each of these ancient civilisations?<br><b>CI P &amp; R T L</b><br><b>ISM B&amp;R</b> |
| Yr4 SP | Ancient Greeks                         |  | x | How did Greek ideas                                                          | Why did Greek culture                                                                     | How different or                                                   | What can Greek                                                                                                                                     | How free were people                                                                         | What is the legacy of the                                                                                                  |

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|         |               |  |   | outlast the ancient Greeks? <b>Ci</b>                          | spread so far? <b>ISM Ci T</b>                                                  | similar was life in Ancient Greece to Life in Ancient Eygpt?<br><br><b>KEQP&amp;R B&amp;R Ci T</b>                                                                          | artefacts and art tell us about life in Ancient Greece? <b>Ci T</b>                                                                                    | in Ancient Athens and Sparta? <b>P&amp;R</b>                                                                                                                                                  | Ancient Greeks on modern Britain? <b>P&amp;R Ci L</b>                            |
| Yr 4Su  | Roman Britain |  | x | When did the Romans invade and why? <b>ISM T</b>               | How did the Romans influence the culture of the people already there? <b>Ci</b> | How different was life in Britain after the Romans left? <b>ISM T Ci</b><br><br>How similar was life in Ancient Greece and in the Roman Empire? <b>P&amp;R B&amp;R Ci T</b> | What did the Roman museum visit tell us about the life of a centurion and the importance of religion to their everyday life? <b>B&amp;R P&amp;R Ci</b> | Why is Queen Boudicca remembered in different ways? <b>P&amp;R</b><br><br>What did the makers of Horrible Histories: The Movie – Rotten Romans and Ben Hur want us to think about the Romans? | ?Which Roman achievement has influenced life most today? <b>KEQ L</b>            |
| Yr 5 Au | Anglo Saxons  |  | x | Why did tribes invade and settle on others' land? <b>ISM T</b> |                                                                                 | How different was Anglo Saxon religion to Roman religion? <b>B&amp;R</b>                                                                                                    | Who was buried at Sutton Hoo? <b>ISM Ci</b>                                                                                                            | Was the Anglo-Saxon period really a Dark Age? <b>KEQP&amp;R ISM Ci</b>                                                                                                                        | What is the legacy of Anglo Saxon's conversion to Christianity? <b>B&amp;R L</b> |

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| Yr5 SP  | Vikings                                |  | x                                                                    | How did the Vikings change Anglo Saxon England?<br><b>P&amp;R ISM T</b> | Were Viking people pushed or pulled from Scandinavia? What motivated the Viking to explore the wider world?<br><b>ISM T</b> | How civilised were Viking Jorvik and Baghdad in A.D. 900?<br><b>P&amp;R Ci</b> |                                                                    | Who were the Vikings?<br><br><b>Ci</b>                                                                           | Who were the most significant people to invade Britain and why?<br>KEQ <b>L ISM</b><br><b>Ci T</b>                   |
| Yr 5 Su | Journeys<br><br>Link to British Values |  | Have journeys over time become more or less dangerous?<br><b>ISM</b> | What makes people go on a journey?<br><b>P&amp;R</b><br><br><b>ISM</b>  | Why did people from the Caribbean come to Britain on the Empire Windrush in 1948?<br><br><b>P&amp;R ISM</b>                 |                                                                                |                                                                    | Why are there so many different interpretations of peoples' journeys?<br><b>ISM</b>                              | What is the legacy of journeys, such as the Empire Windrush and Kindertransport on the UK today?<br><b>KEQ L ISM</b> |
| Yr 6 Au | The Maya Civilization                  |  | x                                                                    | Why did the Maya have so many Gods?<br><b>B&amp;R</b>                   | What was the impact of religion on Mayan society?<br><b>B&amp;R</b><br><b>P&amp;R</b>                                       | Did the Maya play football like us?<br><b>Ci</b>                               | What can a buried village tell us about the Maya?<br><br><b>Ci</b> | What caused the decline of the Mayan civilisation and which interpretation do you think is correct?<br><b>Ci</b> | What is the significance of Mayan society today?<br><b>L Ci</b><br><b>KEQ</b>                                        |

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| Yr6 SP | Crime and punishment from Anglo Saxons-present<br>Link to ALL British Values, |  | x | What is the story of crime and punishment?<br><b>KEQ</b><br><b>P&amp;R</b> | Why did punishments change from 1066?<br><b>P&amp;R</b>                                                              | What is the same and what is different between policemen in 1829 and 2024?<br><b>P&amp;R</b> | What do the artefacts tell us about how a law enforcer may have changed over time?<br><b>P&amp;R CI</b>               |                                                                                  | Why have people's attitudes towards the suffragettes changed?<br><b>L</b><br><b>P&amp;R</b>                                        |
| Yr6 Su | The Impact of War:<br><br>Link to British Values                              |  | x | How did WW2 change women's lives?<br><b>P&amp;R</b><br><b>CI</b>           | What was the impact of the war on child refugees? (Unicef & Kindertransport)<br><b>B&amp;R ISM</b><br><b>P&amp;R</b> |                                                                                              | Why is it difficult to prove that there was a 'Blitz spirit' in Manchester during the Second World War?<br><b>ISM</b> | What do historical sources tell us about life in Manchester in WW2<br><b>ISM</b> | Was the Battle of Britain a significant turning point during the Second World War?<br><b>KEQ L</b><br><b>P&amp;R</b><br><b>ISM</b> |

**Expectations for end of phase / year:**

**End of KS1**

tell and re-tell a story

have some grasp of the feelings of others and simple motives, and make comments about the actions and thoughts of others

draw some simple conclusions about sources, such as what an artefact was used for

ask as well as answer simple historical questions

recognise similarities and differences such as here/there and then/now involving situations, people and events



use referencing skills – to find information in topic books or a source

distinguish photographs from pictures

observe details in pictorial sources produce personal/family timelines showing four-to-five key events in a relationship

sequence three-to-four events in a story

produce simple family trees

use time words.

### **End of yr 3**

Spotting broad differences in time such as then/now; before/after.

Spotting broad differences in place such as here/there and them/us.

Observing quite small details in sources – written, pictorial and artefacts.

Producing family trees.

Drawing some conclusions about sources.

Distinguishing differences in sources such as between a picture and a photograph.

Gathering information from two or three sources.

Grasping the essentials of a whole story, including the significant events and personalities.

Understanding why somebody may have wanted to do something.

Understanding what may have happened as a result of an event or action.

Sequencing five or six objects.

### **End of yr 4**

Some grasp of more complex time terms such as ancient, modern.

Detecting continuity.

Producing timelines.

Sequencing seven or eight objects.

Linking cause and effect.

Offering a reasonable explanation for some events.

Asking a variety of questions.

Simple deductions and inferences.

Arranging and expressing information in short paragraphs.

Making some comparisons across events and periods.

Simple evaluation of some evidence.

Reading and comprehending a range of sources.

## **End of yr 5**

Re-telling a story from the viewpoint of somebody involved.

Using period labels.

Producing and making use of multi-dimensional timelines.

Using timescales when referring to changes.

Using new time terms, e.g. contemporary.

Matching dates to people and events.

Grasping different types of change and how the change has taken place.

Using the language of probability when offering reasons and results.

Explaining a strange attitude or decision that somebody has made.

Showing some grasp of the thoughts and feelings of others.

Making inferences about the viewpoints of others.

Identifying more than one cause and effect for actions.

Offering some reasons for different versions of events.

Producing accounts of three or four paragraphs.

Organising and planning displays.

## **End of yr 6**

Grasping that society is more than a series of unrelated activities.

Detecting change and continuity, and commenting on these, e.g. rates of change, types of change, idea of progress and regress.

Expanding usage of dates, periods, eras, including terms such as BC, AD. Sequencing ten objects.

Identifying and applying different causes and effects.

Analysing the motives of individuals and groups.

Explaining the beliefs of others, including some that are conflicting.

Using a range of sources in an investigation.

Linking aspects of history across a period.

Offering comparisons and contrasts across more than one period of history.

Engaging in an independent investigation.

Checking the accuracy of depictions and interpretations.

Producing accounts of four or five paragraphs, including sub-headings.