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| **Substantive Concepts** (Threads) | | | | | | |
|  | **Equality, Community and culture** | **Beliefs and religion** | **Invasion, settlement and trade** | **Technological advancement** | **Hierarchy and Power** | **Societal or cultural change** |
| EYFS | All about me and my family  Houses in the past | All about me and my family  Festivals |  | Toys in the past  Transport |  | Toys in the past  Houses in the past  Transport |
| Y1 | Changes in seaside holidays  George Stephenson & the development of the railways |  |  | George Stephenson & the development of the railways |  | George Stephenson & the development of the railways  Changes in seaside holidays |
| Y2 | Remembrance  Florence Nightingale and Mary Seacole  Significant local events and people |  | Remembrance  Florence Nightingale and Mary Seacole  Significant local events and people – Alan Turing | Florence Nightingale and Mary Seacole | Significant local events and people – Alan Turing | The change in nursing  Significant local events and people – Alan Turing |
| Y3 | The Stone Age, Bronze Age and Iron Age  Early Civilisations and Ancient Egypt | The Stone Age, Bronze Age and Iron Age  Early Civilisations and Ancient Egypt | The Stone Age, Bronze Age and Iron Age  Early Civilisations and Ancient Egypt – the first settlements | The Stone Age, Bronze Age and Iron Age  Early Civilisations and Ancient Egypt – the advancements of each civilisation | Early Civilisations and Ancient Egypt – emperors, pharaohs, dictators (Ur) | The Stone Age, Bronze Age and Iron Age |
| Y4 | Ancient Greece – helots, city states  Roman Britain – Roman Britian and Celtic views | Ancient Greece – pantheon of Gods, sanctuaries  Roman Britain – pantheons of gods | Ancient Greece – Alexander the Great  Roman Britain – reasons for invasion and changes to towns | Ancient Greece – legacy, astronomy  Roman Britain – roads, buildings, towns | Ancient Greece – ‘democracy’, oligarchy, military conquests, city states, polis  Roman Britain – invasion, empire, trade | Ancient Greece – city states, changes over time  Roman Britain – development of towns and changes in ways of life |
| Y5 | Anglo-Saxons, Vikings and Jutes – slavery, Viking law  The Kingdom of Benin – slave trade | Anglo-Saxons, Vikings and Jutes – Anglo Saxon building of churches and monasteries, Viking pantheon  The Kingdom of Benin – Oba, pantheon of gods, oracles | Anglo-Saxons, Vikings and Jutes  The Kingdom of Benin – the importance of trade | Anglo-Saxons, Vikings and Jutes – Viking ships, towns  The Kingdom of Benin - | Anglo-Saxons, Vikings and Jutes – ‘kings’ and rulers  The Kingdom of Benin – monarchy, empire | Anglo-Saxons, Vikings and Jutes – compare society over time  The Kingdom of Benin – art, Benin City, science, astronomy. |
| Y6 | Industrial Revolution, Peterloo Massacre, The Victorians – changes in lives for rich and poor, empire – links to slave trade |  | Industrial Revolution, Peterloo Massacre, The Victorians – cotton trade and impact on the world | Industrial Revolution - inventions  Peterloo Massacre, The Victorians - technology | Industrial Revolution, Peterloo Massacre, The Victorians – monarchy, ruling class, empire | Industrial Revolution, Peterloo Massacre, The Victorians – migration to cities, empire, |

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| **Disciplinary Concepts** | | | | |
|  | **Cause and Consequence** | **Historical Significance & Interpretation** | **Continuity and Change** | **Similarity and Differences** |
| EYFS | Identifying that certain choices have a consequence to them – building a house out of different materials. | Understanding that some events and people from history are important because they have achieved something or had an effect. | Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc. | To know similarities and differences between themselves and others, and among families, communities and traditions. (Possible link to seasons) |
| Year 1 | Identifying that certain events and individuals have had major consequences in history – George Stephenson’s developments led to national railways etc.  Identifying that history can affect the local area, as well as nationally and globally – development of railways and exporting of ideas to other countries  Identifying specific causes and effects from different periods and beginning to establish links between them – railway networks developing the seaside resort. | Identifying why certain people/events are significant in history – achievements, impact. | Identifying that changes have happened in history that can impact on today – George Stephenson and the development of trains; changes in seaside holidays  Identifying that there are reasons for continuities and changes and stating some of these  Identifying that continuity or change can be a good thing or a bad thing | Identify how the railways have developed over a long period of time.  Identifying the similarities and differences of seaside holidays now and in the past using threads. |
| Year 2 | Identifying that certain events and individuals have had major consequences in history – Florence Nightingale’s impact on hygiene in health care.  Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night  Identifying that there are reasons for continuity and change and begin to use the terms ‘cause’ and ‘effect’ –Florence Nightingale’s influence and the changes made. | Identifying why certain people/events are significant in the wider context of history – World War 1 and its impact on the world etc.  Identifying that certain individuals and events have had an impact locally, nationally and internationally | Identifying WHY some things have stayed the same throughout history – people living in towns/cities? Trying to find new things etc. | Compare the lives of two people from the same period- Florence Nightingale and Mary Seacole. |
| Year 3 | Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally  Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life  Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations) | Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.  Why we study the Ancient Egyptians and other ancient societies. | Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:  • housing,  • society,  • food,  • entertainment,  • beliefs  Identifying the similarities and differences between the Ancient Egyptians and early civilisations through:   * housing, * society, * food, * entertainment, * beliefs | Identify what the earliest civilisations had in common and be able to compare with previous units of study, Stone age to Iron age. |
| Year 4 | Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.  Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today | Significance of periods studied Roman Britian and Ancient Greece including impact on modern Britian. | Identifying the continuities and changes of Greek achievements and inventions from then to now through:   * democracy * society, * entertainment, * beliefs   Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:  • housing,  society,  • food,  • entertainment,  • beliefs | Compare Roman Britain with Pre-Roman Britain. Compare the aspects of Romans studied with those of Ancient Greece. Link to threads. |
| Year 5 | Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.  Identifying that one event can have multiple effects – invasions of Britain by AS and V  Identifying the cause and effect of Empire on The Kingdom of Benin– | Significance of periods studied Benin and the impact of the period from Stone Age to 1066 on modern Britian. | Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:  • housing,  • society,  • food,  • entertainment,  • beliefs  Comparing similarities and differences between The Kingdom of Benin and Viking Britain through comparison of:  • housing,  • society,  • food,  • entertainment,  • beliefs | Compare Britian during the Anglo-Saxons, Scots and Viking invasions to Roman Britian.  Compare the Kingdom of Benin to British society at the time using the threads. |
| Year 6 | Identifying why the Industrial Revolution created the city of Manchester.  Identifying the effect of Victorian inventions and working class uprising on today’s world as either positive or negative | Identifying the significance of late Georgian and early Victorian achievements and their impact on today.  Interpreting the achievements of the late Georgians and early Victorians as a turning point in British history in the context of then and now – who felt more of their impact, us or them? | Identifying the continuity and change from late Georgian to early Victorian Britain to the modern day through comparison of:  • housing,  • society,  • education  • entertainment | Identifying the similarities and differences of the Victorian period with today and previous units of study using the threads. |