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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 familyHouses in the past | All about me and my familyFestivals |  | Toys in the pastTransport |  | Toys in the pastHouses in the pastTransport |
| Y1 | Changes in seaside holidaysGeorge Stephenson & the development of the railways |  |  | George Stephenson & the development of the railways |  | George Stephenson & the development of the railwaysChanges in seaside holidays |
| Y2 | Remembrance Florence Nightingale and Mary SeacoleSignificant local events and people |  | Remembrance Florence Nightingale and Mary SeacoleSignificant local events and people – Alan Turing | Florence Nightingale and Mary Seacole | Significant local events and people – Alan Turing | The change in nursingSignificant local events and people – Alan Turing |
| Y3 | The Stone Age, Bronze Age and Iron AgeEarly Civilisations and Ancient Egypt | The Stone Age, Bronze Age and Iron AgeEarly Civilisations and Ancient Egypt | The Stone Age, Bronze Age and Iron AgeEarly Civilisations and Ancient Egypt – the first settlements  | The Stone Age, Bronze Age and Iron AgeEarly 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 statesRoman Britain – Roman Britian and Celtic views | Ancient Greece – pantheon of Gods, sanctuaries Roman Britain – pantheons of gods  | Ancient Greece – Alexander the GreatRoman Britain – reasons for invasion and changes to towns | Ancient Greece – legacy, astronomyRoman Britain – roads, buildings, towns | Ancient Greece – ‘democracy’, oligarchy, military conquests, city states, polisRoman Britain – invasion, empire, trade | Ancient Greece – city states, changes over timeRoman Britain – development of towns and changes in ways of life |
| Y5 | Anglo-Saxons, Vikings and Jutes – slavery, Viking lawThe Kingdom of Benin – slave trade | Anglo-Saxons, Vikings and Jutes – Anglo Saxon building of churches and monasteries, Viking pantheonThe Kingdom of Benin – Oba, pantheon of gods, oracles | Anglo-Saxons, Vikings and JutesThe Kingdom of Benin – the importance of trade | Anglo-Saxons, Vikings and Jutes – Viking ships, townsThe Kingdom of Benin -  | Anglo-Saxons, Vikings and Jutes – ‘kings’ and rulersThe Kingdom of Benin – monarchy, empire | Anglo-Saxons, Vikings and Jutes – compare society over timeThe 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 - inventionsPeterloo 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 countriesIdentifying 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 holidaysIdentifying that there are reasons for continuities and changes and stating some of theseIdentifying 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 NightIdentifying 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 locallyIdentifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on lifeIdentifying 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,• beliefsIdentifying 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,• beliefsComparing 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.  |