History - Composite Knowledge

	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
Autumn	**Can you talk about important people in your life?** **Can you talk about important people in our community?** **Do you know some similarities and differences between things in the past and now?** **Can you sequence some events in order?**	**Kings and Queens** **Similarities, differences and significance**: **-What makes Kings and Queens significant?** Ruler Achievements Cultural Change	**Great Fire of London** **Cause and consequence:** **- How did the Great Fire of London affect the future of London.** Achievements Cultural Change	**Stone Age/Bronze Age/Iron Age Britain** **Continuity and change:** **-What were the significant changes in Britain from the Stone Age to the Iron Age?** Achievements Cultural Change Civilisation Empire Invasion and conquest	**Romans in Britain** **Cause and consequence:** **-Why did the Romans invade Britain and how did it impact Britain and its people?** Ruler Achievements Cultural Change Civilisation Empire Invasion and conquest	**Changes to Islamic Civilisation** **Similarity, difference and significance:** **-What made AD900 a Golden Age for Islam?** Ruler Achievements Cultural Change Civilisation Empire Invasion and conquest	**Changing Power of Monarchs** **Similarity, difference and significance**: **-How has the change in monarchy impacted British history?** Ruler Achievements Cultural Change Civilisation Empire Invasion and conquest
Spring		**Toys** **Continuity and Change:** **-How and why have toys changed over time?** Achievements Cultural Change	**Significant explorers** **Continuity and change**: **-How has exploration changed over time?** Achievements Cultural Change	**Ancient Egypt** **Similarity, difference and significance:** **-What made the Ancient Egyptian civilisation significant and what is its legacy?** Ruler Achievements Cultural Change Civilisation Invasion and conquest	**Anglo Saxons and Scots** **Cause and consequence:** **-Why did the Anglo-Saxons settle in England and what legacy did they leave behind?** Ruler Achievements Cultural Change Civilisation Empire	**Tudors** **Cause and Consequence:** **-How did the Tudor reign impact the history of England?** Ruler Achievements Cultural Change Civilisation Empire Invasion and conquest	**World War 2** **Cause and consequence**: **-How was Britain and its people affected by WW2?** Achievements Cultural Change Civilisation Empire Invasion and conquest

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					Invasion and conquest		
Summer		**Travel and Transport** **Continuity and change** **-How has the way we travel changed over time?** Achievements Cultural Change	**Mary Seacole and Florence Nightingale** **Similarity, difference and significance:** **- Why were Mary Seacole and Florence Nightingale significant?** Achievements Cultural Change	**Ancient Greece** **Similarity, difference and significance:** **-What made the Ancient Greek civilisation significant and how did they impact the world today?** Ruler Achievements Cultural Change Civilisation	**Anglo Saxons and Vikings** **Cause and consequence:** **-Why did the Vikings invade England and what impact did they have on the future of the country?** Ruler Achievements Cultural Change Civilisation Empire	**Migration in Britain** **Cause and Consequence**: **-What impact has migration had on Britain?** Cultural Change Achievements Civilisation Empire	**Crime and Punishment** **Continuity and change:** **- How and why has crime and punishment changed through the ages?** Achievements Cultural Change

Cause & consequence
Continuity & change
Similarity, difference & significance
Understanding chronology runs throughout
Interpreting History through sources runs throughout

Substantive concepts

Ruler Achievements Cultural Change

Civilisation Empire Invasion and conquest

§ 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

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§ 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, including written narratives and analyses

§ 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 History – key stages 1 and 2

§ 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.