







St Anne's History Curriculum







Within our history curriculum, each class uses 4 key substantive concepts to build the knowledge essential to pupils achieving expected standards in their subject.

Key Substantive Concepts in History at St Anne's		<i>Empire and Power</i>	<i>Exploration and Technological Advances</i>	<i>Civilisation and Cultural Change</i>	<i>Conflict and Disaster</i>
					
Reception	<i>My Town and Me</i>		✓	✓	✓
	<i>Tell Me a Story</i>	✓	✓	✓	
	<i>Animal Kingdom</i>		✓		✓
Year 1	<i>St Anne's and Beyond</i>	✓	✓	✓	✓
	<i>Space Explorers</i>		✓		
	<i>Land Ahoy</i>	✓	✓	✓	
Year 2	<i>The Titanic</i>	✓	✓	✓	✓
	<i>Victorian Times</i>	✓		✓	
	<i>Going Underground</i>	✓	✓	✓	✓
Year 3	<i>Stone Age to Iron Age</i>		✓	✓	
	<i>Romans</i>	✓	✓	✓	✓
Year 4	<i>Anglo-Saxons and Vikings</i>	✓		✓	✓
	<i>Tudors</i>	✓	✓	✓	✓
Year 5	<i>Ancient Greece</i>	✓	✓	✓	
	<i>Ancient Egyptians</i>	✓	✓	✓	
Year 6	<i>Bombs, Blitz and Bunting</i>	✓	✓	✓	✓
	<i>Mayans</i>	✓	✓	✓	



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Below is a summary of the four substantive concepts in History:

<u>Empire and Power</u>		<i>Pupils will learn about different civilisations and the rulers of these civilisations and societies. They will compare them to other rulers, and to the members of society. They will look at empires, monarchies, rich and poor, government, parliament, democracy and hierarchy.</i>
<u>Civilisation and Culture</u>		<i>Pupils will learn about and make comparisons between different civilisations throughout history. They will learn about key aspects such as settlements, civilisations, homes, art, religion and societies. They will learn about how cultures or societies are ran, developed and changed over time.</i>
<u>Exploration and Technological Advances</u>		<i>Pupils will learn about people who explored or invented through history, and the impact this made. They will learn about key discoveries, new places, tools, technology, transport, and how these have developed and changed over time.</i>
<u>Conflict and Disaster</u>		<i>Pupils will learn about major changes that have occurred as a result of significant events such as war, invasion or disasters. They will consider and understand the reasons for why these events happened, and the impact they had. They will learn about invasions, defence, the military and war, as well as disasters such as the Titanic and the Great Fire of London.</i>



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The disciplinary concepts are split in to 5 key areas, which are identified below.

Progression in Disciplinary Concepts by Year Group	Reception	Year 1	Year 2
Chronological Awareness	<ul style="list-style-type: none">• Use vocabulary such as 'When I was younger..', 'When I was a baby..'• Understand how time passes through things such as birthdays and new years• Understand stories are not about right now	<ul style="list-style-type: none">• Use vocabulary such as old, new, young, days, months, year, then, now, recently, before, after, later• Match objects and photos to different periods of time/people/events• Sequence events in their life• Sequence some events from history in chronological order• Sequence photographs in chronological order. E.g. different periods of their life• Answer questions that ask about events in chronological order• Know how to read a timeline	
Continuity and change	<ul style="list-style-type: none">• Recognise and compare events and characters from the past through stories.	<ul style="list-style-type: none">• Recognise similarities and differences between past and present. – e.g. how houses have changed since GFOL	<ul style="list-style-type: none">• Identify similarities and differences between ways of life at different times.
Cause and consequence	<ul style="list-style-type: none">• Know about the lives of people around them and their roles in society.	<ul style="list-style-type: none">• Know why an historical event happened.• Know how historical events changed the world today.	<ul style="list-style-type: none">• Identify why people did things, why events happened and what happened as a result. – e.g. Creswell mining disaster
Similarities and differences	<ul style="list-style-type: none">• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<ul style="list-style-type: none">• Recognise similarities and differences between their lives and lives of the past – e.g. life of Grace Darling	<ul style="list-style-type: none">• Recognise and make simple observations about similarities and differences between societies – e.g. social class on the Titanic
Historical significance	<ul style="list-style-type: none">• Understand the past through settings, characters and events encountered in books read in class and storytelling.	<ul style="list-style-type: none">• Recognise the significance and importance of events and individuals of the past. – e.g. Neil Armstrong and Buzz Aldrin	<ul style="list-style-type: none">• Identify and discuss important people and events from history. – e.g. Queen Victoria



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Progression in Disciplinary Concepts by Year Group	Year 3	Year 4	Year 5	Year 6
Chronological Awareness	<ul style="list-style-type: none"> Use timelines to place events in chronological order Understand that timelines can be divided in to BC and AD Use vocabulary such as century, decade Sequence events and artefacts Use dates and terms related to the study unit and passing of time. 	<ul style="list-style-type: none"> Name and place dates of significant events from period studied on a chronological timeline Use terms related to the period studied and begin to date events Use mathematical knowledge to work out how long ago events happened 	<ul style="list-style-type: none"> Sequence key events of time studied Make comparisons between different times in the past Sequence historical periods Use dates and historical language in their work Use relevant terms and period labels 	<ul style="list-style-type: none"> Place current study on time line in relation to other units Use relevant dates and terms Sequence up to 10 events on a time line
Continuity and change	<ul style="list-style-type: none"> Know and describe main events and changes across different periods. – e.g. changes through Stone Age to Iron Age 	<ul style="list-style-type: none"> Explain and make links between main events, situations and changes within different periods 	<ul style="list-style-type: none"> Explain and make links between main events, situations and changes within and across different periods 	<ul style="list-style-type: none"> Know and describe connections and contrasts between areas of history, and use appropriate historical terms when describing the past.
Cause and consequence	<ul style="list-style-type: none"> Identify and explain the cause of an event. Identify consequences over time and explain why these changes occurred. 	<ul style="list-style-type: none"> Identify and give reasons for the results of historical events. Describe and explain how people and events have influenced life today. 	<ul style="list-style-type: none"> Make connections between events and people of history, give reason for these connections. 	<ul style="list-style-type: none"> Explain reasons for, and results of, historical events, situations and changes.
Similarities and differences	<ul style="list-style-type: none"> Recognise and talk about similarities and differences between places – e.g. areas of the Roman Empire 	<ul style="list-style-type: none"> Recognise and explain similarities and differences between an aspect of society in Britain and the wider world. e.g. Anglo-Saxon and Viking settlements 	<ul style="list-style-type: none"> Recognise and describe social and religious diversity in Britain and the wider world. e.g. within Ancient Egypt or Ancient Greece 	<ul style="list-style-type: none"> Understand and explain ideas and beliefs of men, women and children in past societies
Historical significance	<ul style="list-style-type: none"> Recognise and identify significant people from different periods – e.g. Boudicca 	<ul style="list-style-type: none"> Recognise and identify significant people and events 	<ul style="list-style-type: none"> Recognise and describe the achievements of a particular time period and their 	<ul style="list-style-type: none"> Explain the significance of events, people and developments in their context



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	<ul style="list-style-type: none">• Understand the limitations of historical sources from some historical periods – e.g. Stone Age to Iron Age	<p>from different periods. – e.g. Henry VIII</p> <ul style="list-style-type: none">• Recognise and explain how significant people and events have shaped life today.	<p>significance to life today. E.g. Ancient Greece/Egypt</p>	<p>and the present. E.g. in the Mayan civilisation</p>
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