



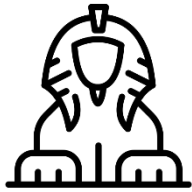
St. Gregory's Catholic Primary School



Together, in Jesus, we Love, Learn, Create and Celebrate!

'Remember your history, your long and rich history. I am God, the only God you've had or ever will have - incomparable, irreplaceable. From the very beginning telling you what the ending will be, all along letting you in on what is going to happen, assuring you.'

Isaiah 46:9-10



This is an overview of the key knowledge children will accumulate as they progress in History at St. Gregory's. Further steps in knowledge acquisition, as well as links between topics and knowledge, can be found in our Medium-Term Plans, Unit Rationales and Knowledge Organisers.

Substantive Concepts in History

Ancestry, Monarchy, Law, Tax, Parliament, Religion, Civil War, Power, Democracy, Civilisation, Empire, Invasion, Conquer, Rebellion, Protest, Civil Rights, Equality, Society, Migration, Hierarchy, Trade, Conflict, Settlement, Church, Government, War, Dynasty, Alliance, Social Hierarchy, Slavery, Resistance, Revolt, Urbanisation, Industrialisation, Imperialism, Poverty, Propaganda, Patriotism, Nationalism, Feminism, Suffrage, Warfare, Dictatorship, Refugee, Racism, Race

Substantive Concepts and Disciplinary Knowledge in History

Substantive concepts have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts from year to year, unit to unit, supporting children in making connections and building upon prior substantive and disciplinary knowledge. Substantive concepts and disciplinary knowledge are explored in every unit, and children are supported to think outside of their current unit of work and apply these concepts across the curriculum.

Substantive (Key) Knowledge in History

The knowledge of historical events, dates and people in the past, with each topic a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative.

Disciplinary Knowledge in History

Chronological Knowledge/Understanding
Causation
Historical Interpretations
Consequence

Sources And Evidence
Continuity & Change
Historical Terms (Vocabulary)

Historical Significance
Similarities & Differences
Enquiry/Communicating Ideas

EYFS – Nursery Class Summary of History

<u>Nursery Class</u>	<u>Autumn 1</u> <u>All About Me</u>	<u>Autumn 2</u> <u>Journeys</u>	<u>Spring 1</u> <u>Dinosaurs</u>	<u>Spring 2</u> <u>Growing and Changing</u>	<u>Summer 1</u> <u>Animals and their Babies</u>	<u>Summer 2</u> <u>Heroes and Adventurers</u>
<u>Understanding the World</u>	<p>Family Trees (grand parents, great-grandparents) When I was a baby</p> <p>Developing sense of chronology; before I was born, before I came to nursery, when I go to school.</p>	<p>Transport in the past: Motor cars, steam trains, tall ships. Look at images of 'old fashioned' cars and aeroplanes and discuss how they look different today.</p>	<p>A long time ago our planet was very different, it was hotter and there were lots of volcanoes. (Contrasting environments, chronology)</p> <p>Dinosaurs lived on our planet but they are now extinct.</p> <p>Dinosaurs lived for a long time, some of them lived and died without ever meeting each other (Stegosaurus and T-Rex lived around 80 million years apart)</p>	<p>Our past; How have we changed since we were born? What could we do then and what can we do now?</p>	<p>Endangered animals; some animals we know about became extinct in the past (dinosaurs), some animals now are endangered.</p>	<p>Explorers can use ships to journey around the world. In the past, Ernest Shackleton travelled to Antarctica. (Show on map and globe).</p> <p>Adventurers have climbed to the top of Mount Everest, the highest mountain in the world (Show on map and globe).</p> <p>We live on the Earth. The International Space Station orbits the Earth. People want to explore space to find out more about it.</p>
<u>Past and Present</u>						

EYFS – Reception Class Summary of History

Reception Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>All About Me</u>	<u>Transport: Past and Present</u>	<u>Space</u>	<u>Growing and Changing</u>	<u>Kings and Queens</u>	<u>Stories from the Past</u>	
<u>Understanding the World</u>	My past, present, future and that of others including characters from stories	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history	People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched	Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon
<u>Past and Present</u>	Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey				

Year Group	Key (Substantive) Knowledge and Skills	Substantive Concepts	Disciplinary Knowledge	Assessment Outcome
<u>Year 1</u>	<p><u>Discovering History</u> To know that history is the story of the past. To know that family trees tell us who lived in the past. To know that people who study history are called historians. To know that historians study books, pictures and many other sources to find out about the past. To know that archaeologists find out about the past through looking at things found in the ground. To know that things found by archaeologists are called artefacts.</p>	Ancestry, Monarchy	sources and evidence historical significance	To know what History is and how we learn about it.
	<p><u>Kings, Queens and Leaders</u> To know that the United Kingdom has been ruled by kings and queens for many years. To know that His Majesty King Charles III is our current king. To understand that King John I made an important promise to the people of England. To know that a parliament was set up to make decisions for the country. To know that King Charles I did not want to listen to Parliament. To know that there was a time when England did not have a king. To know that Oliver Cromwell was called upon to rule the country.</p>	Monarchy, law, tax, Parliament, religion, civil war and power	causation sources and evidence	To recall different leaders of the United Kingdom and how they ruled.
	<p><u>Parliament and Prime Ministers</u> To know that William and Mary made an important promise. To know that Parliament discuss and make decisions about our country. To know that the Prime Minister is the leader of our government. To know that Robert Walpole is remembered as the first Prime Minister To know that the Prime Minister leads the country. To know that adults vote to choose the people who run our country.</p>	Power, Parliament, and democracy	historical significance continuity & change Sources and evidence	To be able to recognise and discuss how the role of the Prime Minister was created and the responsibilities of Parliament and the prime minister.

Year Group	Knowledge and Skills	Substantive Knowledge	Disciplinary Knowledge	Assessment Outcome
<p><u>Year 2</u></p>	<p><u>Romans in Britain</u> To know that the Romans were an ancient civilisation with a huge empire. To know that the Romans had several large armies with many soldiers from around the Empire. To know that the Romans invaded Britain and Boudicca led a rebellion against the Roman invasion. To know that Romans built towns across Britain. To know that the Romans made changes to Britain. To know that, after the fall of the Roman empire, many aspects of Roman life remained in Britain. To know that the Romans created written records which is why we know about their history.</p>	<p>civilisation, empire, invasion, conquer, and rebellion</p>	<p>sources & evidence continuity & change</p>	<p>To be able to recognise the vastness of the Roman empire and recall ways in which the Romans changed Britain.</p>
	<p><u>The Tudors</u> To know that life in Tudor England was different to life in England today To know that Henry VII was the first Tudor monarch. To know that Henry VIII was a Tudor king who had six wives. To know that Henry VIII made himself Head of the Church of England. To know that King Edward VI and Queen Mary I were the children of Henry VIII To know that Mary I was a Catholic and is sometimes remembered as 'Bloody Mary' To know that Elizabeth I was the last Tudor monarch, as this time is known as the Elizabethan 'Golden Age'.</p>	<p>monarchy, power and religion.</p>	<p>sources & evidence historical significance similarities & differences</p>	<p>To name Tudor monarchs and describe some of the key events that took place during their reigns</p>
	<p><u>Powerful Voices</u> To know that, throughout history, significant people have made big changes in the world. To know that Gandhi is remembered as a significant person in history for his peaceful protests. To know that Rosa Parks and Martin Luther King fought for equal rights for black people in America. To know that Malala Yousafzai stood up for girls and their right to education even when it was dangerous to do so. To know that Greta Thunberg is a young, environmental activist. To know David Attenborough speaks about taking care of our planet, using his voice to try and get people to change the way they behave.</p>	<p>empire, protest, civil rights, and equality.</p>	<p>sources & evidence historical significance continuity & change</p>	<p>To know that historians learn about the lives of significant people in time and look at the changes they try to make in the world.</p>

Year Group	Knowledge and Skills	Substantive Knowledge	Disciplinary Knowledge	Assessment Outcome
<u>Year 3</u>	<p><u>Stone Age to the Iron Age</u> To know how people lived in Britain during the Old Stone Age (Palaeolithic) and Middle Stone Age (Mesolithic). To know that farming began in the New Stone Age/Neolithic Age. To know that the Bronze Age began when people learned how to make objects from Bronze. To know that Stonehenge is a prehistoric monument built over 5000 years ago. To know that the Iron Age began around 800 BCE when people learned how to make objects from Iron</p>	Society, migration, religion, trade and conflict	sources & evidence continuity & change	To describe what life was like during the Stone Age, Bronze Age and Iron Age, and identifying similarities and differences.
	<p><u>Ancient Egypt</u> To know the location of Egypt and the importance of the Nile. To understand that Ancient Egyptian society was hierarchical. To know that Ancient Egyptians worshipped many Gods and believed in the afterlife. To know that Howard Carter was an archaeologist who discovered the tomb of Tutankhamun. To know that hieroglyphics can tell us about life in Ancient Egypt.</p>	civilisation, society, power, hierarchy and religion	sources & evidence similarities and differences	To be able to describe what we have learned about the ancient Egyptians from what they had left behind.
	<p><u>The Anglo-Saxons, Scots and Vikings</u> To know the Anglo Saxons came to England after the Romans left. To know that that Picts and the Scots were early settlers in Scotland. To know what life was like in an Anglo-Saxon settlement. To know that over time many Anglo Saxon people converted to Christianity. To explain how shipbuilding skills helped the Vikings to explore. To know that the Vikings raided, invaded and settled in Britain. To know the Anglo-Saxons and Vikings lived in Britain. To know that King Alfred defeated the Vikings. The Vikings believed in many gods and goddesses. To know that King Canute was a Viking King; that he understood the limits of his power. To know the Battle of Hastings was fought in England in 1066.</p>	migration, invasion, law, trade, settlement, religion and monarchy	similarities & differences continuity & change sources and evidence	To recognise ways life in England changed between 450 and 1066.
	<p><u>Law and Power (1154-1272)</u> To know that Henry II is known as the father of common law.</p>	law, monarchy, invasion, and	continuity & change historical significance	To be able to recall and discuss some of the

	<p>To know that Thomas Becket was killed in Canterbury Cathedral.</p> <p>To know that the Holy Wars were fought over power of the Holy Land, sacred to both Christians and Muslims.</p> <p>To understand why King John was asked to seal the Magna Carta.</p> <p>To know that Simon de Montfort called the first Parliament to make decisions about the country.</p>	religion/church	interpretation	significant historical events of the period 1154-1272
	<p><u>The War of the Roses</u></p> <p>To know that the Wars of the Roses were fought between two families who had a claim to the throne.</p> <p>To know that Edward IV (House of York) took the throne from Henry VI (House of Lancaster).</p> <p>To know that Richard III took the throne from his nephew and made himself king.</p> <p>To understand how Henry VII became king.</p> <p>To understand how Henry VII ended the Wars of the Roses</p>	monarchy, power and civil war	Causation historical interpretations sources and evidence	To know what happened during the Wars of the Roses.

Year Group	Knowledge and Skills	Substantive Knowledge	Disciplinary Knowledge	Assessment Outcome
<p><u>Year 4</u></p>	<p><u>Ancient Greece</u> To know the Ancient Greeks lived in independent city-states. To understand that Athens was a democracy. To know the Spartans were famous for being great warriors. To know Sparta, Athens, and other city states joined together to fight in the Persian Wars. To know Alexander the Great was a warrior who conquered a large area of land. To know that Philosophy means 'love of wisdom'. To know that the Ancient Greeks worshipped many gods. To know that Ancient Greek myths/stories are still read today. To understand that in the past, people removed art, architecture and artefacts from Greece. To know the city-states came together to compete in the Ancient Greek Olympic Games. To know that the Ancient Greeks left a legacy that influences how we live and learn today.</p>	<p>power, democracy, empire, and civilisation</p>	<p>sources & evidence similarity and difference</p>	<p>To be able to recall some ways in which the Ancient Greeks changed the world.</p>
	<p><u>Life in Ancient Rome</u> To know Ancient Rome was a powerful empire. To understand Roman society during the Roman Republic. To know Pompeii was a town buried after the eruption of Vesuvius. To know about some of the leisure activities that took place in Ancient Rome. To know that many words we use today come from the Ancient Roman language, Latin.</p>	<p>empire, civilisation, power, monarchy, government and democracy</p>	<p>similarities & differences sources & evidence</p>	<p>To know about and be able to recall knowledge about life in Ancient Rome.</p>
	<p><u>The Rise and Fall of Rome</u> To know that the Punic Wars allowed Rome to become powerful. To know that Julius Caesar was one of the most influential people in world history. To know that Julius Caesar was assassinated, and know causes and consequences of Julius Caesar's assassination. To know that Augustus was Rome's first emperor, and the Pax Romana was a long period of peace. To know that Christianity began as a small sect of Judaism but grew to be a huge, powerful religion.</p>	<p>empire, conflict, civilisation, power, and religion.</p>	<p>historical significance continuity and change causation</p>	<p>To recall some of the causes, consequences and events leading to the fall of the Roman empire.</p>

	To understand why the Roman Empire came to an end.			
	<p>The Stuarts</p> <p>To know that James VI of Scotland became James I of England and believed in the 'Divine Right of Kings'.</p> <p>To know that during the reign of James I there was a plot to blow up the Houses of Parliament (Gunpowder Plot).</p> <p>To understand how Charles I's decisions led to Civil War.</p> <p>To know that the English Civil War broke out and lots of people died.</p> <p>To know that when England did not have a king, Oliver Cromwell led the country as Lord Protector.</p> <p>To know that Charles II (Charles I's son) was restored to the throne in 1660.</p> <p>To know the Great Plague of 1665 killed many people.</p> <p>To know that the Great Fire of London in 1666 spread quickly and destroyed much of the city.</p> <p>To know that Christopher Wren was asked to oversee the rebuilding of London after the Great Fire of London in 1666.</p> <p>To know that Catholic James II inherited the throne from his brother, Charles II.</p> <p>To know that the Glorious Revolution of 1688 was when some powerful lords invited James II's daughter, Mary, and her husband, William of Orange (and his army) to England to take the throne.</p> <p>To know that Parliament passed the Bill of Rights to limit the power of the monarchy</p>	monarchy, law, religion and war	<p>historical significance</p> <p>causation</p> <p>consequence</p> <p>historical interpretations</p> <p>continuity & change</p> <p>sources and evidence</p>	To name the Stuart kings and queens of England and explain some of the significant events that took place during their reigns.

Year Group	Knowledge and Skills	Substantive Knowledge	Disciplinary Knowledge	Assessment Outcome
<u>Year 5</u>	<u>Baghdad c.900 CE</u> To know that the religion of Islam spread around the world. To know that Baghdad is a city that was built near the Tigris River by Caliph Al-Mansur. To understand the layout of Baghdad in 900 CE. To understand that many people came to Baghdad from around the world to trade, teach and learn. To know that the Mongol attack on Baghdad destroyed the city.	dynasty, empire, civilisation, and invasion.	continuity & change sources & evidence	To understand the significance of Baghdad 900 CE and recall knowledge about what the city was like in the past.
	<u>The Early British Empire</u> To know that Britain had an empire. To know the origins of the British Empire in global trade. To know that British control spread through India after 1750. To know that Britain was successful during the Seven Years War. To understand why Britain was motivated to build an empire.	empire, trade, power and war.	Causation sources & evidence interpretation	To explain what led Britain to build an empire.
	<u>The French Revolution</u> To know that before the French Revolution there was inequality in French Society. To know that King Louis XVI and Queen Marie Antoinette were arrested before being executed. To know that Napoleon Bonaparte was a French military leader who seized power in France following the French Revolution. To know that the British Navy and the French Navy fought the Battle of Trafalgar. To know that Napoleon was exiled twice as punishment for trying to gain power	monarchy, empire, alliance, society, tax and social hierarchy.	Causation consequence historical significance	To describe why the French Revolution was an important time in both French and British History.
	<u>The Transatlantic Slave Trade</u> To know that the Transatlantic Slave Trade transported millions of enslaved Africans to the Americas. To understand the conditions faced by enslaved Africans during the Atlantic passage. To understand the conditions which enslaved Africans faced in the Americas. To know that the abolitionists helped to abolish the transatlantic slave trade. To know that Thomas Clarkson was one of the leading abolitionists in Britain against the Transatlantic Slave Trade.	slavery, empire, trade, migration, resistance, and revolt	historical significance causation sources & evidence	To show understanding of what led to the abolition of slavery in the British Empire.
	<u>The Industrial Revolution</u> To begin to understand why the Industrial Revolution was important to Britain. To understand the significance of cotton spinning moving from being a hand craft, to	society, urbanisation and industrialisation	sources & evidence historical significance continuity & change	To understand that the industrial revolution changed the lives of

	<p>being mechanised. To understand the significance of the steam engine during the Industrial Revolution. To understand why coal and iron were so important for the Industrial Revolution. To know that children were put to work during the Industrial Revolution.</p>		<p>similarities and differences</p>	<p>people in Britain in the 18th & 19th centuries.</p>
	<p><u>The Victorian Age</u> To know that historians believe Queen Victoria made a series of sensible decisions as Queen. To understand how industrialisation caused urbanisation. To understand how the poor and unemployed were treated during the Victorian period. To understand what the Great Exhibition was, and what it represented for Britain at the height of industrialisation. To consider how much of the modern world as we know it was already in existence by 1900.</p>	<p>monarchy, industrialisation, urbanisation, empire, imperialism and poverty</p>	<p>sources & evidence continuity & change significance similarities and differences</p>	<p>To describe some of the many changes that happened during the Victorian era.</p>

Year Group	Knowledge and Skills	Substantive Knowledge	Disciplinary Knowledge	Assessment Outcome
<u>Year 6</u>	<p><u>World War I</u> To know the causes of World War One. To understand that WWI was fought on land, at sea and in the air. To understand what life was like for soldiers on the Western Front. To know what life was like on the Home Front. To begin to understand some of the consequences of the First World War.</p>	Empire, war, propaganda, imperialism, patriotism, nationalism, invasion, and democracy	Causation similarities & differences continuity and change sources & evidence	To understand some causes and consequences of World War I and how the war was fought and impacted life on the Home Front.
	<p><u>The Suffragettes</u> To understand that in the past, British democracy only included a small number of people. To know the National Union of Women's Suffrage Societies (NUWSS) campaigned for equal voting rights for women. To know the Women's Social and Political Union (WSPU) was a more radical suffrage society that campaigned on behalf of all women. To know that some people, including women, in the early 20th century opposed women's suffrage. To understand that Parliament finally granted women's suffrage in 1918 (to some women) and 1928 (all women over 21).</p>	feminism, suffrage, equality and democracy	sources & evidence similarities & differences	To give examples of people who campaigned for women's suffrage, understanding and explaining reasons why
	<p><u>The Rise and Fall of Hitler and World War II</u> To know that, after World War I (WWI), many German people were unhappy with the armistice and the Treaty of Versailles. To know that, after World War I, Adolf Hitler became leader of the Nazi Party in Germany. To know that the Nazi party controlled many aspects of life in Germany. To know that Kristallnacht (or Night of the Broken Glass) saw Jewish homes, businesses and synagogues attacked, people killed, and thousands sent to concentration camps. To know that World War II (WWII) began when Germany invaded Poland in 1939.</p>	nationalism, invasion, dictatorship, refugee and racism	Causation sources & evidence	To explain factors that led to the outbreak of WWII by 1939.
	<p><u>World War II and the Holocaust</u> To know when and where World War II took place and who it was fought between. To know what happened during the Battle of Britain and the Blitz. To understand the significant role that Bletchley Park played in helping the Allied Powers win the war. To know the Holocaust was a time during WW2 when millions of people were killed</p>	empire, conflict, invasion, warfare, nationalism, propaganda and genocide	historical significance similarity and difference causation	To give examples of different ways people in Britain helped support the allies win the war.

	<p>by the Nazis. To know that the Home Front played a vital role in supporting the war effort.</p>			
	<p>The Cold War To know that the Cold War was a period of tension between the capitalist democracies of the west and the communist countries of the east. To know that the USA and USSR competed to develop and stockpile the most powerful nuclear weapons. To know that the Cuban Missile Crisis was the closest the world came to nuclear war during the Cold War. To know that during the Cold War the USA and USSR competed through the space race. To know that during the Cold War the USSR and USA were involved in 'proxy wars'. To understand the differing interpretations of the Cold War.</p>	<p>alliance, war, capitalism, communism, protectionism (containment) and expansionism</p>	<p>Causation historical significance historical interpretations sources & evidence</p>	<p>To understand that the Cold War was a period of tension between the capitalist democracy of the USA, and the communism of eastern Europe, the USSR.</p>
	<p>The History of Human Rights To know that Human Rights are the rights and freedoms that belong to every person. To know that women's rights in the UK are protected by the law. To know that the United Nations Convention on the Rights of the Child (1989) is an international treaty that grants all children a set of rights. To know that racial discrimination was made illegal in the UK in the 1960s. To know that the Equalities Act 2010 made it illegal to discriminate against a person because of their religion or belief.</p>	<p>migration, empire, religion, race, and law</p>	<p>sources & evidence continuity & change significance similarities and differences</p>	<p>To understand how Britain has become a more equal society over time.</p>