

# LONG-TERM SEQUENCE FOR HISTORY Year 1– Year 6

BIG IDEAS - SUBSTANTIVE CONCEPTS						
Community	Knowledge	Invasion	Civilisation	Power	Democracy	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Understanding the world</b></p> <p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.</p>	<p><a href="#">Changes within living memory – focus on myself, family and the community.</a></p> <p>↓</p> <p><b>COMMUNITY KNOWLEDGE</b></p> <p>Nationality, Rights, Society</p>	<p><a href="#">Events beyond living memory – Great Fire of London</a></p> <p>↓</p> <p><b>COMMUNITY POWER KNOWLEDGE DEMOCRACY</b></p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p><a href="#">Changes in Britain Stone Age Bronze Age Iron Age</a></p> <p>↓</p> <p><b>KNOWLEDGE COMMUNITY POWER</b></p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p>	<p><a href="#">Ancient Greeks</a></p> <p>↓</p> <p><b>POWER DEMOCRACY KNOWLEDGE CIVILISATION</b></p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p><a href="#">Britain's settlement by Anglo-Saxons and Scots</a></p> <p>↓</p> <p><b>INVASION POWER COMMUNITY</b></p> <p>Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King</p>	<p><a href="#">Beyond 1066 Windrush Generation</a></p> <p>↓</p> <p><b>COMMUNITY DEMOCRACY POWER</b></p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>
	<p><a href="#">Revisit events beyond living memory including toys</a></p> <p>↓</p> <p><b>COMMUNITY KNOWLEDGE</b></p> <p>Nationality, Society</p>	<p>Significant historical events, people and places in our locality – Burnt Oak and the Northern Line</p> <p>↓</p> <p><b>COMMUNITY KNOWLEDGE</b></p> <p>City, Explore, Trade, Settlement</p>	<p><a href="#">Revisit - Stone Age Bronze Age Iron Age</a></p> <p>↓</p> <p><b>KNOWLEDGE COMMUNITY POWER</b></p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p>	<p><a href="#">Rome and its impact on Britain</a></p> <p>↓</p> <p><b>INVASION POWER CIVILISATION</b></p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p><a href="#">Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</a></p> <p>↓</p> <p><b>INVASION POWER COMMUNITY</b></p> <p>Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p><a href="#">Local study - How did conflict change our local area in WW2</a></p> <p>↓</p> <p>Local history study</p> <p><b>POWER INVASION DEMOCRACY COMMUNITY</b></p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War, Alley</p>
	<p><a href="#">Lives of significant people – Mary Anning and David Attenborough</a></p> <p>↓</p> <p><b>KNOWLEDGE COMMUNITY</b></p> <p>Explore, Rights, Freedom, Society, Pioneer</p>	<p><a href="#">Lives of significant people – 4 Pioneers</a></p> <p>↓</p> <p><b>KNOWLEDGE COMMUNITY</b></p> <p>Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p><a href="#">Achievements of an ancient civilisation Egypt</a></p> <p>↓</p> <p><b>CIVILISATION COMMUNITY KNOWLEDGE POWER INVASION</b></p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p>	<p><a href="#">Beyond 1066 Monarchs</a></p> <p>↓</p> <p><b>POWER INVASION DEMOCRACY</b></p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</p>	<p><a href="#">Compare non-European society with Anglo-Saxons - Maya</a></p> <p>↓</p> <p><b>CIVILISATION KNOWLEDGE POWER</b></p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p>	<p><a href="#">Battle of Britain   POWER</a></p> <p>↓</p> <p><b>INVASION COMMUNITY</b></p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>
<b>DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN</b>						
<b>Historical enquiry</b>						
<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>	

**Substantive knowledge** - this is the subject knowledge and explicit vocabulary used to learn about the content.

We have defined substantive concepts that are the suggested vehicle to connect the substantive knowledge. These are defined at the start of every study in the Big Idea.

SUBSTANTIVE CONCEPTS IN HISTORY					
Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>This gives us a focus on a large group of people living in a place.</p> <p> </p> <p>This can be within a large area, such as the community of people during the Great Fire of London or the Windrush Generation. It can also be the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times.</p> <p> </p> <p>Community can also be the people affected in World</p>	<p>This gives a focus on the difference knowledge makes to people.</p> <p> </p> <p>The migration of people and their knowledge of technology, such as smelting bronze, led to a change in the way people lived their lives.</p> <p>Knowledge brings about change.</p> <p> </p> <p>This can be seen through the emergence of great civilisations, such as the Ancient Egyptians.</p> <p> </p> <p>It can also be the rise of knowledge and invention, such as the Maya or Ancient</p>	<p>Taking over another country or region with an armed force.</p> <p> </p> <p>Hitler's iniquitous beliefs led him to invade Poland and France.</p> <p>Invasion is a substantive concept throughout history.</p> <p> </p> <p>It can mean a small-scale forceable take-over of a village or town, or in the larger scale of a city-state or country.</p>	<p>A large group of people who follow similar laws, religion and rules.</p> <p> </p> <p>Larger than a community.</p> <p> </p> <p>Great civilisations have cities, architecture, laws, culture and art.</p> <p> </p> <p>Ancient Egyptians, Greeks and Maya were great civilisations.</p> <p> </p> <p>They advanced their society through knowledge and power.</p>	<p>The power to advance technology, architecture and the arts.</p> <p>or</p> <p>the power over people and places.</p> <p> </p> <p>Power to build The Parthenon, great theatres and the Lighthouse at Alexandria.</p> <p> </p> <p>Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings.</p> <p> </p> <p>Kings, queens and leaders used power to achieve their goals, such as Queen Victoria and her desire to rule an Empire.</p> <p> </p> <p>Alexander the Great unified power in Ancient Greece.</p> <p> </p> <p>War with the Persians.</p>	<p>A form of government voted for by the people.</p> <p> </p> <p>Democracy has many forms through time.</p> <p> </p> <p>In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy.</p> <p> </p> <p>Democracy hasn't always been equal.</p> <p> </p> <p>Democracy today is typically represented by a government who are voted for by the majority of people in that country.</p> <p> </p> <p>The opposite to democracy is dictatorship or tyrannical leadership.</p>



**Disciplinary knowledge** – this is the use of that knowledge and how children construct understanding through historical claims, arguments and accounts. We call it ‘Working Historically.’ The features of thinking historically may involve significance, evidence, continuity and change, cause and consequence, historical perspective and contextual interpretation.

DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Structured and relevant enquiry that sets pupils on a historical quest. Each knowledge note has a learning question that gives the pupils the opportunity to attempt and apply their understanding of the substantive knowledge (what pupils KNOW) in a disciplinary way (what pupils DO). These cumulate towards a more expert understanding of the big idea.					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p><b>The science of time</b></p> <p>How events and significant people are placed in time.</p> <p>Chronological order means to place people or events in a sequence which represents the passing of time.</p> <p>Use time related words, such as before, during and after.</p> <p>BC = Before the birth of Christ. Also known as BCE = before the common era.</p> <p>AD = Anno Domini (the number of years after the death of Christ).</p> <p>Also known as CE = common era.</p> <p>There is no year 0, only 1 BC and AD 1.</p>	<p><b>The reason and result of the things that happened in history</b></p> <p>Causation is about why events occurred and situations happened.</p> <p>How ideas connect and interrelate.</p> <p>Grouping causes into categories, such as personal belief, military action, economic drivers or deliberate acts.</p> <p>Causation is best used to think historically when the narrative of the study is secure and the big ideas are coherent, such as significant people, places, events and time.</p> <p>Consequence is the result</p>	<p><b>How key people, places and events changed or stayed the same over time</b></p> <p>How much really changed over and across time?</p> <p>What kind of change was occurring? Was it social, military, economic?</p> <p>Pace and process: how quickly did things change? Lee, P. (2005) recommends stopping pupils thinking of historical change like a volcano - instant and destructive.</p> <p>Continuity</p> <p><i>Latin: continuitatem</i> = a connected series. What remained the same?</p> <p>What factors were the same? Trade? Ideas of race?</p>	<p><b>Similarity</b></p> <p>Compare similarities at the same time - what stayed the same and why? For example, you could compare Athens and Sparta at the same time.</p> <p><b>Difference</b></p> <p>Compare difference at the same time – what was different between people and places – why was that? For example, you could examine the beliefs of Nazi Germany and the allies.</p>	<p><b>How we know about the past</b></p> <p>A source presents a viewpoint, position angle or bias from the time it was created.</p> <p>Unwrapping a source tells pupils more about the attitudes, beliefs and culture of that time.</p> <p>Relics can be used and are sources</p> <p>objects, artefacts and architecture don't carry a conscious testimony (Adapted from Ashby, 2017).</p> <p>Primary sources</p> <p>original documents, images or artefacts that provide a first-hand testimony to help inform the related study.</p> <p>Secondary sources</p> <p>books and articles about a study that may not have been created at the time.</p>	<p><b>Why people, events and ideas are important in our studies</b></p> <p>The choice to study certain people and events because of their importance over time.</p> <p>Latin: <i>significare</i></p> <p>to make signs or point out. Significant people and events are chosen by others to tell a historical narrative.</p> <p>Why have they been chosen? What is significantly good or bad about these people and events?</p> <p>Also consider 'silences' (the not told history) as an opposite and equal to significance.</p> <p>(Trouillot and HA 181,2020)</p> <p>What stories were not told or are now emerging, such as the Windush generation.</p>

Historical analysis is developed through selecting, organising and integrating knowledge through reasoning and inference making in response to our structured questions and challenges. We call this ‘Thinking historically’.

Substantive concepts, such as invasion and civilisation are taught through explicit vocabulary instruction as well as through the direct content and context of the study.

