

Substantive and disciplinary knowledge History curriculum Morton Primary Academy

Links to Threads (Key Knowledge)

Empire

Civilisation and Conflict

Democracy and Equality

Leadership

Settlement and Trade

Within living memory						
EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<p>Understand what makes something old or new.</p> <p>Know some similarities and differences between things in the past and now.</p> <p>Know that events have a chronological order.</p>	<ul style="list-style-type: none"> • Could Robots take over the world? • Understand the effect that the development of computing technology is having on civilisation - how might things have changed in the next 50 years? • Understand that computing technology has really developed quickly over the last 50 years. • Know that computers were not used in homes and schools until the 1980s (40 years ago). • Know that the Internet was created in 1983. 	<ul style="list-style-type: none"> • Why do Things Change? • Know that in the past, girls and boys have often played with different toys. • Know that the toys their parents and grandparents played with were different to their own. • Describe differences between toys of today and toys of the past. 				

Substantive and disciplinary knowledge History curriculum Morton Primary Academy

Beyond living memory

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<p>To know that dinosaurs are real and now extinct and lived before man walked the earth. Through stories to learn about what other people believe ie Easter, Christmas, Diwali & CNY etc</p>	<p>London's Burning</p> <ul style="list-style-type: none"> • Know the Great Fire of London happened in 1666. • Know the fire started in a bakery in Pudding Lane. • Know that the fire spread due to how and what Tudor buildings were made of. • Know that Samuel Pepys wrote a diary about the Great Fire of London. • Know how London changed and regrew after the fire. • Know some of the differences between the fire brigade of 1666 and now, including fire hooks and buckets. 					
	<p>Could Robots take over the world?</p> <ul style="list-style-type: none"> • Know that the first computer was invented 200 years ago. • Know that robots were developed to do different jobs. 					

Substantive and disciplinary knowledge History curriculum Morton Primary Academy

Significant people and events

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<p>To know who and what our family are. To know people outside of our family who help us. To read the story of the CNY and introduce the idea of an Emperor/ruler. Through stories introduce the idea of Good vs Evil.</p>	<p><u>Women who changed the World</u></p> <ul style="list-style-type: none"> • Know that people have not always been treated equally in the past. • Know that Florence Nightingale lived about 200 years ago and was famous for improving nursing and hospitals during the war. • Know that Mary Seacole and Florence Nightingale worked at the same time. • Know that Mary Seacole was a British Jamaican nurse who went to Crimea (now Ukraine) to help soldiers. • Know that she set up the British Hotel during the Crimean War • Know that Rosa Parks was an American activist who lived about 100 years ago. • Know about the role that Rosa Parks played during the Montgomery bus boycott. 	<p><u>Victorious Victoria</u></p> <ul style="list-style-type: none"> • Know that Queen Victoria was a monarch. • Know that Britain became a democracy in 1832. • Know that Queen Victoria ruled the United Kingdom for 63 years. • Know some of the ways that the UK changed whilst Queen Victoria was the Queen. • Know that Queen Victoria was ruler of the British Empire which included lots of other countries including India and Hong Kong. 	<p><u>What did the Romans do for us?</u></p> <ul style="list-style-type: none"> • Know that Boudica was queen of the Iceni tribe and led an uprising against the conquering forces of the Roman Empire AD60-61. • Know that Boudica has remained an important cultural symbol in the United Kingdom. 			<p><u>Arkwrights Legacy</u></p> <ul style="list-style-type: none"> • Know that Richard Arkwright was an inventor who lived from 1732 - 1792.

Substantive and disciplinary knowledge History curriculum Morton Primary Academy

History of the locality / Local History

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
		<p>Local Legends Know that Richard Arkwright lived in Derbyshire 250 years ago.</p> <p>ROBIN HOOD</p>			<p>Blitz Street</p> <ul style="list-style-type: none"> • Know that children were evacuated to Morton from other parts of the country. • Know that during the war, food was scarce and so rationing was introduced. • Know that during the war, bombs were dropped around Morton in 1941 and 1942. 	<p>Arkwrights Legacy</p> <ul style="list-style-type: none"> • Know that the invention of the spinning machine lead to major changes in the textile industry. • Know that the first water-powered mill was built in Cromford in 1771. • Know that during the industrial revolution, Morton changed rapidly by the mining industry. • Know how Arkwright's inventions impacted the lives of workers. • Know why the Derwent Valley Mills are a World Heritage Site.

Substantive and disciplinary knowledge History curriculum Morton Primary Academy

British history stone age to 1066 / Ancient civilisations / Non European Society

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
			<p>Yabadabadoo</p> <ul style="list-style-type: none"> • Know what is meant by 'hunter-gatherers'. • Know that people lived in tribes. • Know how Britain changed between the beginning of the Stone Age and the Iron age with the invention of the hill fort. • Know that people settled into communities and started to farm. • Know how tools and weapons developed between Stone and Iron Age. • Know why the discovery of bronze and iron ore was important. 	<p>Tomb Raiders</p> <ul style="list-style-type: none"> • Know that Ancient Egypt was a civilisation in North-East Africa and that it began around 5000 years ago. • Know about the Egyptian gods and how important they were to them. • Know that Ancient Egyptians were ruled over by Pharaohs who were considered to be gods. • Know how and when the pyramids were built and what they were for. • Know about the practice of mummification and preparing bodies for the afterlife. • Know that the Egyptian civilisation grew around the Nile due to the land being fertile and its value as a means of transport. • Know the importance of hieroglyphs. • Know that the Egyptians were invaded by the Romans and that Egypt became a province of the Roman Empire. 	<p>City of Discovery</p> <ul style="list-style-type: none"> • Know that the early Islamic Empire was centred around Baghdad. • Know that Baghdad was the largest City in the world at that time (900CE). • Know that Baghdad was at the centre of the worlds great trade routes (Silk Road). • Know that this period is referred to as the Golden Age of Islam. • Know that the House of Wisdom was the Grand Library of Baghdad and played a large part in the academic and intellectual life of the City. 	<p>Viking Sagas</p> <ul style="list-style-type: none"> • Know that a Viking is the modern name given to seafaring people originally from Scandinavia. • Know that the Vikings were great traders. • Know some of the features of Viking longboats. • Know that the Vikings began to raid Britain in the late 8th Century CE. • Know that a Viking raid involved violence and pillaging. • Know that where the Vikings settled was called the Danelaw (NW, NE and E of England), people were subject to Danish Law and that the rest of England was ruled by the Saxon king, King Alfred. • Know that England became a unified country under the rule of Athelstan who was the first king of the whole of England. • Know some features of Viking life. • Know that the Battle of Stamford Bridge in 1066 led to the demise of the Vikings in Britain. • Know that the Battle of Hastings in 1066 led to Britain becoming Norman.

Substantive and disciplinary knowledge History curriculum Morton Primary Academy

			<p><u>What did the Romans do for us?</u></p> <ul style="list-style-type: none"> • Know how Britain changed from the Iron Age to the end of the Roman occupation. • Know how the Roman empire grew and diminished. • Know that the Romans invaded Britain in 43CE. • Know how the Roman occupation of Britain helped to advance British society. • Know how there was resistance to the Roman occupation. • Know that Romans built cities containing buildings of stone, brick and tile. • Know that they built roads to move efficiently from one place to another. • Know that Romans had a centralised government ruled over by an emperor. 	<p><u>What made the Greeks so Great?</u></p> <ul style="list-style-type: none"> • Know that the Ancient Greek civilisation existed from about 1200BCE to 323BCE. • Know that the Greeks lived in City States and each one ruled itself. • Know some of the main characteristics of the Athenians and the Spartans. • Know that Athens was a democracy and Sparta was a military state. • Know that democracy means that people have a say in how they are governed. • Know about the Greek gods and how important they were to them. • Know that the Olympic games originated from Ancient Greece. • Know at least five sports from the Ancient Greek Olympics. 		
			<p><u>Saxon and Scot Stories</u></p> <ul style="list-style-type: none"> • Know how the Anglo-Saxons attempted to bring about law and order into the country. • Know that during the Anglo-Saxon period Britain was divided into many kingdoms. • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. 			



Substantive and disciplinary knowledge History curriculum Morton Primary Academy

			<ul style="list-style-type: none">• Know that Saxon houses were huts made of wood with thatched roofs.• Use a timeline to show when the Anglo-Saxons were in England.• Know that Anglo Saxon towns ended in 'burh' which has now become 'borough'.			
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Substantive and disciplinary knowledge History curriculum Morton Primary Academy

Study of a period beyond 1066

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
					<p><u>Blitz Street</u></p> <ul style="list-style-type: none"> • Compare sources of information about the past. • Know why WW2 is important in relation to British history. • Know that WW2 started when Germany invaded Poland in 1939. • Know that Germany was a dictatorship and was ruled over by Adolph Hitler. • Know and locate the countries that were involved in WW2. • Know that WW2 ended in 1945 after the Western allies closed in on Berlin. • Know that during the war, food was scarce and so rationing was introduced. • Understand what the Holocaust was and how it impacted the lives of Jewish people in Europe. 	<p><u>Arkwright's Legacy</u></p> <ul style="list-style-type: none"> • Know that in 1750 life revolved around farming and that people or animals powered everything. • Know that the Industrial Revolution started in Great Britain from around 1760 and that many factories were built during this time. • Understand the impact that these factories and machines had on the way that products were made. • Know that steam engines (powered by water) were used to power machines and factories. • Know that many people moved from the countryside to towns and villages for work. • Know how the expansion of railways changed British life. • Know that the cotton in the mills was a product of the slave trade. • Know how the Industrial revolution changed the lives of the rich and the poor. • Know that workers fought to have conditions improved and this resulted in laws and protections.
					<p><u>Blitz Street</u></p> <ul style="list-style-type: none"> • Know that a Blitz is an intensive or sudden attack. • Know how women stepped into traditionally male roles to support the war effort. • Know that children were evacuated from cities to keep them safe. 	

Substantive and disciplinary knowledge History curriculum Morton Primary Academy

Chronology						
EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Sequence events from stories and their own lives.	Sequence events and recount events in the past.	Place objects in chronological order.	Describe the main changes in a period in history.	Describe dates of and order significant events from the period studied.	Understand how some historical events occurred concurrently in different locations i.e. Golden Age of Islam and Vikings.	Sequence with some independence the key events, societies and people in topics covered using appropriate dates, period labels and terms
Create a 1 year floorbook for our school year. Create a 1 year timeline of the books we have read over the year.	Use a timeline organised in chunks of 100 years.	Use a timeline to place important events using intervals of 10 years.	Understand that timelines can be divided into BCE (Before the Common Era) and CE (common era), the past is on the left of a timeline and the numbers get larger the closer to the present they are. Use a timeline to place historical events in chronological order using intervals of decades and centuries with given markers.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini - year of our lord). Order significant events and dates on a timeline.	Create and use a scaled timeline, using events from the time period studied.	Create and use a scaled timeline, using events from the time period studied.
Use language associated with time to talk about events from the past.	Use words and phrases to describe the passing of time (old, new, modern, before I was born,)	Use words and phrases to describe the passing of time. (when my parents/grandparents were young, nowadays)				

Substantive and disciplinary knowledge History curriculum Morton Primary Academy

Interpretation

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
	Recount the main events from a significant event in history.	Use information to describe the past.		Offer a reasonable explanation for some events.	Compare an aspect of life with the same aspect in another time studied e.g. trade in Viking and Early Islamic times.	Compare an aspect of life with the same aspect in another time studied e.g. Leadership in Viking and Roman times.
Talk about objects and say if they are new or old.		Describe the differences between then and now.	Describe similarities and differences between people, events and artefacts studied	Use evidence to describe buildings and their uses of people from the past	Describe how some of the things studied from the past affect/influence life today.	Describe similarities and differences between some people, events and artefacts studied

Cause and Consequence

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Discuss the consequence of an action that is specific to them.	Give simple explanations of a consequence to an action specifically as a result of an event or action of an individual.	Look at evidence to give and explain reasons why people in the past may have acted in the way they did.	Describe and explain simple reasons for (cause) and results (effect) of people's actions and changes over time.	Have some awareness of how people's lives and decisions have shaped this nation.	Examine causes and effects of events and the impact on people.	Write an explanation of a past event including causation and effect using relevant ideas and evidence to support and illustrate their explanation.

Substantive and disciplinary knowledge History curriculum Morton Primary Academy

Source Enquiry

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Ask simple questions about the past and present times.	Explore events, look at pictures and ask questions i.e., "Which things are old and which are new?" or "What were people doing?"	Look at objects from the past and ask questions i.e., "What were they used for?" and try to answer.	Ask questions and find answers about the past.	Ask a variety of relevant questions, make deductions from sources and begin to find the answers to historical questions.	Investigate own lines of enquiry by posing questions to answer.	Use evidence to find the answers to enquiry-based questions with some support, suggesting hypotheses and drawing conclusions.

Significance

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Talk about significant points through our school year.		Describe events within and beyond living memory that are significant both nationally and globally.				

Substantive and disciplinary knowledge History curriculum Morton Primary Academy

Similarity and Difference

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Read stories set in the past ie Dogger	Look at books, videos, photographs, pictures and artefacts to find out about the past	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, museums to find out about the past	Explore the idea that there are different accounts of history.	Look at different versions of the same event in history and identify differences.	Give reasons why there may be different accounts of history.	Evaluate evidence to choose the most reliable forms.
Talk about the lives of people around them.	Give an account of an event and realise that others' may give a different version.		Use different historical sources to make own interpretations about the past.	Know that people in the past represent events or ideas in a way that persuades others.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.	Know that people in the past have a point of view and that this can affect interpretation.

Meanwhile Elsewhere

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
				Appreciate how different life was in Britain when these civilizations (Egyptians and Greeks) were at their strongest (comparable timeline).	Know that the people of Baghdad were literate and scholars, whereas Europe was living the Dark Ages and Saxons were using Runes to record information.	