History - Disciplinary Knowledge - Disciplinary Knowledge-Is skills our children develop how interpret the past – how do we know what we know? E.g. changes, continuation, causes, sources.

	Key stage 1	Lower key stage 2
	Use common words and phrases relating to the passing of time	Know that the past can be broken up into different eras, and be able to name key eras and place them chronologically
Chronology	Know where the people and events that they study fit within a chronological framework (including those taught in other subject contexts)	Establish clear narratives within and across periods studied
	Share accurate oral and written narratives of significant historical events	
Continuity and	Look closely at similarities and differences between ways of life in different periods	Identify similarities/differences between ways of life at different times
Change	Draw comparisons between similar individuals from different periods in history	Make connections and draw contrasts between ancient civilizations and societies that they study.
	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result
Cause and Effect	Identify what led up to or contributed towards significant historical events that they study	Use examples from the periods studied to explain how Britain has been influenced by the wider world
	Recognise and describe how and why significant historic events are remembered and celebrated	Recognise that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial
	Understand some of the ways in which we find out about the past	Understand how knowledge of the past is constructed from a range of sources
Historical Enquiry	Ask questions about the past	Construct informed responses by Selecting and organising relevant historical information
	Choose and use parts of stories and other sources to show that they know and understand key features of events	
Historical	Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this
Interpretation	Distinguish between eye witness and secondary sources of information about events that have happened	Distinguish between historical facts and the interpretation of those facts

History - Substantive Knowledge - Substantive Knowledge—Is knowledge and 'substance' of our curriculum e.g. people, dates, features of something Key Stage 1: Year A

Autumn Celebrate & Remember	C	C& C	C & E	뿔	豆	Spring Earth & Space	U	C & C	C & E	뿦	豆	Summer Rain Forest & Great Rivers	Ξ
Events beyond living memory	Events beyond living memory												
What was the Gunpowder Plot? Who were the key characters? What happened that led to the plotters decision?						What stories did ancient people use to explain celestial bodies?							
How the actions of key people influence the outcome of the plot?						How did Galileo's use of the telescope change what people knew and believed about space?							
How do historians know about the Gunpowder Plot?													
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Events within living memory						Events within living memory							
What do our parents and grandparents remember of celebrating Bonfire Night as children?						What were the significant events in the 'Space Race' (first moon landing and visits to the International Space Station)							
How are these memories similar or different to our experiences of Bonfire Night celebrations??						How has the media and communication changed between the first moon landing and Tim Peake's visit to the ISS?							
Why do people wear poppies in November?													
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Significant individuals						Significant individuals							
King James I - What was his significance as king of England and Scotland?						Galileo – Why were people not comfortable with some of his new ideas?							
Guy Fawkes- What part did he play in the plot and why were he and others not happy with King James and his parliament?						Neil Armstrong – What did he mean by his famous phrase when he stepped onto the moon?							
John McCrae – Who was he and why did he write a poem about poppy fields?						Valentina Tereshkova – What was significant about her trip to space?							
						Tim Peake – Why was his journey to the ISS important?							

History - Substantive Knowledge - Substantive Knowledge— Is knowledge and 'substance' of our curriculum e.g. people, dates, features of something Key Stage 1: Year B

Autumn Fire Fire!	U	282	C&E	뮢	Ī	Spring Medical Marvels	U	2 % 2	i   c	ر ه اد :	Ħ	Ī	Summer We live in Royal Windsor – own locality	U	C& C	C&E	뮢	Ξ
Events beyond living memory						Events beyond living memory	Events beyond living memory											
How did the Fire of London and how did it start? Why did the fire spread so far and what decisions had to be made to stop it from spreading further?						What led to the creation of the first vaccine and how did it change history?							How has Windsor Castle grown and changed since it was built by William the Conqueror in 1070?					
How do historians know about the Great Fire of London?													How do historians know that the castle has changed over time?					
How did London changed as a result of the fire?																		

Events within living memory		Events within living memory		Events within living memory					
Where can we find out about the fire at Windsor castle?				What can I find out about my own medial history including immunisations?			What memories do parents and grandparents have of royal celebrations at Windsor including the coronation of Queen Elizabeth II?		
How did the Windsor Castle fire start and how did people react to the fire?				What do I remember about the Covid Pandemic?			What is similar or different about these events and our lived experience of the Platinum Jubilee?		
What do family members remember about the fire?									

Significant individuals	Significant individuals	Significant individuals						
Samuel Pepys – What do we learn about the fire from Samuel Pepys? Is he a reliable source?	Edward Jenner & Professor Sarah Gilbert – In what ways are their contributions similar and different?		Queen Victoria & Queen Elizabeth II – How has life at the castle changed since Victorian times?					
King Charles II – What part did he play in dealing with the fire?	Florence Nightingale – Why is she known as the founder of modern nursing?							
Sir Christopher Wren – What role did he play in restoring London?	Dr James Barry – Why did this doctor need to lead a secret life?							
	Mary Seacole – Why is she considered by many to be an unsung heroin?							

History - Substantive Knowledge - Substantive Knowledge - Is knowledge and 'substance' of our curriculum e.g. people, dates, features of something Key Stage s: Year A

Autumn Stone Age to Iron Age	v	C& C	C & E	뿦	Ī	Spring Imposing Invaders: Romans	U	C&C	C & E	뮢	둪	Summer Sweetest Thing: chocolate	U	C& C	C & E	뿦	豆
How do we know about prehistoric Britain?						What was Britain like before the roman invasion?						Who were the ancient Maya civilization and how did they live?					
What do artefacts found at Skara Brae tell historians about Neolithic humans' way of life?						Where did the Romans come from and why did they invaded Britain?						What did the Mya believe?					
What do we know about homes and food in the Iron age?						What was the Roman Empire and who led its expansion into Britain?						Why did the Maya build pyramids?					
How did people's lives change from the Stone Age to the Iron Age?						Who was Boudicca and why is she significant?						What part did the Maya play in the history of chocolate?					
Who were the Icenii people?						What did the Romans bring to Britain? What is their legacy?						How do historians find out about Maya beliefs and way of life?					
						How do historians learn about Romans in Britain?											

History - Substantive Knowledge - Substantive Knowledge - Is knowledge and 'substance' of our curriculum e.g. people, dates, features of something Key Stage s: Year B

Autumn Walk like and Egyptian	U	2 % C	C&E	뮢	H	Spring Land of Fire and Ice	U	C & C	C & E	포	Ī	Summer Love the Local Life we Lead	U	C & C	C & E	뮢	Ξ
What is a civilization?												Who built Windsor castle tower and why did he come to be in Britain?					
Why was the River Nile important to the Ancient Egyptians?												What was life like in a medieval castle?					
How were the pyramids built?												What was the medieval feudal system?					
Who were the Pharaohs and what was their significance?												What events led up to the signing of Magna Carta?					
What do the artefacts in King Tutankhamun's tomb tell us about ancient Egyptian life and beliefs?												What is the significance of Magna Carta?					
What was the significance of the Rosetta stone in unlocking Egyptian texts?																	